



**DSS**

**SOUTH CAROLINA**  
DEPARTMENT *of* SOCIAL SERVICES

**SUPERVISED  
INDEPENDENT  
LIVING (SIL)**

**Contract Provider  
Manual**

**Supervised Independent Living - Contract Provider Manual**

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## **Background**

On April 25, 2022, Governor McMaster signed Extension of Foster Care (H.3509) into law. This law enables South Carolina to operate a Title IV-E reimbursable extended foster care program (EFC) for young adults ages 18- 21. The purpose of the Extended Foster Care legislation is to provide a pathway for young adults who would otherwise leave the foster care system at age 18 to voluntarily remain in or return to the placement and care responsibility of SCDSS.

The South Carolina Department of Social Services (SCDSS) mission is to promote the safety, permanency, and well-being of children and vulnerable adults, helping individuals achieve stability and strengthening families. DSS believes that Extension of Foster Care will improve the agency's approach to responding to the needs of teens and young adults and promote successful outcomes transitioning into adulthood.

DSS's goal is to provide a continuum of housing and training opportunities to young adults who are transitioning from foster care to Independent Living or who are in need of a living arrangement that supports their current level of independence.

Supervised Independent Living (SIL) is defined as the following: Any housing arrangement with an approved contracted provider and ongoing supervision by SCDSS designated staff. This includes placement services such as SCDSS or contract agency foster homes or facilities, contracted Independent Living (IL) programs or community-based housing arrangements.

SIL is a type of voluntary agreement where 18-, 19- and 20-year-old young adults can reside in a less restrictive, non-traditional living setting while continuing to receive case management and support services to help them become independent and self-sufficient. A shared living agreement provides guidelines regarding topics such as communication and household rules, responsibilities, and expectations.

SIL providers understand that the transition process challenges the safety, permanency, and well-being of young adults as they are intentionally given space to learn and grow, which trial and error learning and risk-taking actions and behaviors which are all in line with their peer group during adolescent development. SIL Providers ensure that all services provided are culturally relevant and linguistically appropriate to the population being served. SIL Providers ensures services are delivered in a manner that supports and enhances diversity, independence, self-esteem, mutual respect, values, and dignity, and incorporates the principles of positive teen and young adult development. SIL Providers will attempt to encourage, even those reluctant and/or with behavioral barriers, to participate in services and supports to achieve their goals.

SIL provides realistic living experience in which the young adults can take responsibility for themselves based on their level of self-sufficiency. A continuum of services will be available and provided in accordance with the developmental readiness of young adults served, in addition to their chronological age.

A young adult must participate in activities to obtain and maintain self-sufficiency:

- Allowing increased responsibilities with minimal supervision;
- Managing his/her own finances;
- Obtaining personal items;
- Ownership of the transition into self-sufficiency;
- Achieving identified education and employment goals;
- Accessing community resources;
- Engaging in needed life skills training via groups, on-line/virtual lessons, workbooks, or individual tutoring; and
- Establishing important healthy relationships.

### **SIL Program**

The goal of an SIL program is to prepare young adults for successful adult living through the provision of services related to daily living, problem-solving, and other skills that maximize the young adult's potential to be a self-sufficient, productive adult. SIL encompasses the balance between independence and dependence that exists for most young adults in their late teens and early twenties, and it allows young adults to live independently within a shared living agreement offering a safety net, while taking responsibility for themselves.

South Carolina has adopted a model of casework practice for **Child Welfare Services** called **GPS (Guiding Principles and Standards)** [GPS User Guide](#). The GPS practice model explains the values, principles, and core practice skills used by staff to empower children and families to achieve the goals of safety, stability, permanency, and well-being. Inspired by GPS navigation technology, the model will serve as a road map to help practitioners arrive at desired practice model outcomes and to achieve uniform practice within the department.

Our agency's Guiding Principles and Standards (GPS) defines **Teaming** as "The process and practice of creating and sustaining working teams with families, their support systems, and professionals who share a common purpose, unity in effort, and demonstrated effectiveness in problem solving toward a safe case closure."

This approach focuses on alignment, partnership, and integrated support Utilizing an individualized approach to focus on improving a young person's successful transition into adulthood. Nurturing the strengths and abilities of young people and partnering them with relationships, opportunities, and support in their communities so they can reach their full potential. This approach aligns efforts to assure:

- Youth Centered
- Supporting normalcy
- Connection to resources
- Secure & stabilize housing
- Assessments & timely referrals
- Transition planning to self sufficiency
- Strengthening Permanent Connections
- Support developmentally appropriate milestones

## **Professional Development**

Professional development training deliverables must align with concepts of authentically engaging and partnering with young adults while supporting their transitional growth journey. Positive Youth Development is not an event or an activity, but rather an intentional process in which young people are engaged in a manner that is productive and constructive over time. Just as the brain can become “wired” to expect a traumatic environment, it can be “re-wired” through trauma-informed services and positive relationships with caring adults to accept and expect safety and security. These relationships can serve as bridges for healing and growth and build the youth’s social capital that supports them in adulthood. These supportive adults must be grounded in understanding trauma and the behavioral reactions to trauma.

- **Partnership is:**
  - Doing with, not “for” or “to”
  - Intentionally sharing power
- **Partnership looks like:**
  - Asking for, listening to and incorporating feedback
  - Utilizing interpersonal skills for building trust and relationships
  - Integrating youth voice into all organizational decisions
- **Partnership requires:**
  - Self-reflection on personal beliefs and biases
  - Interdependent relationships between adults and young people
  -

Contract provider staff must participate in ongoing training and maintain certification, at a minimum, must include trauma informed care, adolescent development, crisis intervention, motivational interviewing and youth thrive framework.

SCDSS embraces the Youth Thrive Theory of Change [YT Theory of Change One Pager](#) to increase protective and promotive factors and reduce risk factors, to achieve dynamic outcomes for youth to grow into who they want to be:

- Physically and emotionally healthy
- Hopeful, optimistic, compassionate, and curious
- Able to form and sustain caring committed relationships
- Successful in school, at work, and able to serve their community and society.

It is the agency’s belief that everyone who interacts with this population has the opportunity to step into core competencies of an adolescent worker and perform these roles:

### **COACH (teacher, role model, guide, friend)**

The five major functions of this role are to listen, plan, provide experience, practice and reflect)

Listen: Workers are there to listen, understand and help youth with finding their “voice” in order to be heard. All of which are essential to relationship building.

Plan: The worker assists the youth formally (using life skills & well-being assessment tools) and informally about achieving their personal hopes and dreams, focusing on wants and needs and not compliance.

Provide Experience: Worker helps the youth experience “real life” through group and peer activities and experiential learning opportunities. Provide the youth with the space necessary to try something firsthand, succeed, fail and try again.

Practice: Similar to provide experience but the process may be more formal/planful, Semi-Independent Living, career exploration, leadership opportunities.

Reflect: The worker assists the youth reflect, review, adapt and readjust based on their approach and decisions. Their own personal CQI process

**ADVOCATE:** In the second role the worker acts as the youth advocate both within the child welfare system and the community at large. The worker acts as the youth’s “life-line” by going the distance, showing up when no one else does and acting in a way that expresses unconditional acceptance and patience. It is in this role that some friction between the worker and the “systems” in which they function may occur.

**NETWORKER:** In the final role the worker acts as a resource or option broker. The worker knows where the resources (jobs, apartments, therapist, scholarships) and opportunities are. The worker is “networked” and often this role includes them guiding and assisting the youth in becoming networkers themselves.

### **Provider and DSS Collaboration**

The DSS Case Manager contacts the DSS supervised independent living (SIL) provider at least once a month to collaborate on monitoring the young adult’s on-going progress and Extension of Foster Care activity status updates. Within thirty (30) days of placement and on an ongoing basis, the DSS Case Manager ensures the SIL provider receives copies of any updated plans of service or transition plans. SIL Provider will maintain Monthly Documentation and share with DSS case managers any information and/or documentation regarding, but not limited to, any face to face contact with youth, any progress made towards the completion of transition plan goals, and any barriers to completion of transition plan goals.

In addition to what is required for monthly visits in Extended Foster Care Monthly face-to-face visits, the DSS caseworker has discussions about and documents the young adult’s:

- Access to community resources and services;
- Progress in achieving Transition Plan goals, to include supervised independent living (SIL) placement and personal goals;
- Adequacy of furnishings (such as necessary furniture, cooking utensils and lines);
- Ability to make good decisions;
- Use of available funds;

- Services provided by the SIL provider;
- Review of disaster and safety plans.

By nature of the programming model in SIL settings, staff supervision is minimal and driven by the individual needs of the young adult.

- A young adult in SIL is not directly supervised 24 hours a day by Provider's staff.
- Provider staff offers young adult access to 24-hour support, defined office hours, and emergency on call staff.
- The Provider's case manager staff, at minimally, has face-to-face contact with young adults once a week and are available through email, text, or phone calls.
- The Provider's staff will establish, at minimally monthly, unannounced engagement with each young adult throughout the week to ensure young adult are conducting themselves in a manner consistent with the program's expectations.
- The Provider will conduct regular walk-throughs to identify unsafe conditions or damage, which could potentially pose a risk to residents and would require immediate attention.
- Young Adults enrolled in SIL agree to demonstrate the ability and willingness to meet personal goals with minimal supervision.
- Young adults are encouraged to independently schedule activities, be responsible to meet school and employment obligations, and other personal or social activities.

Providers must establish individual protocols that promote normalcy, enhance safety and accountability for young adults who no longer require 24-hour supervision, no longer require point system for privileges, nor removal of privileges as punishment (including but not limited to removal of personal phones). To support the young adult journey to achieve self-sufficiency, such protocols may address the following, but are not limited to:

- Flexible curfew to accommodate social activities, work, and school
- Available Transportation services
- Internet/Computer access
- Guidelines for off campus overnight visits
- Guidelines for day visit guests
- Guidelines for pets
- Grievance procedures
- Staffing and Supervision
- Access to after hour's emergency assistance

Providers must educate young adults on the standard safety procedures, such procedures are listed below, but are not limited to:

- Basic Safety orientation training topics include, but not limited to, kitchen fires, emergency numbers and resources, smoke and Co2 detectors, using household tools, etc.
- Guidelines for use of tobacco and smoking areas
- Standards to Report a young adult Missing

- Assess for Risk Factors and report to DSS case manager such as Sex Trafficking Experiences, depression and suicide prevention, substance abuse
- Zero-Tolerance Standards and Guidelines for Sexual Abuse, Assault, Harassment or Rape Incidents
- Educate Medication management
- Guns/weapons policy
- Gang involvement
- Overnight visitors/unauthorized people moving in
- Drug/alcohol on property and/or in the apartment

### **SIL Settings**

There are different housing options that are considered an appropriate SIL setting. These settings have been contracted by DSS, or youth may reside in them while receiving DSS case management and Extension of Foster Care Stipend. These may include:

1. Apartment Settings - 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. This setting may include on-site management.

2. Shared Housing Settings - A shared housing setting is described as a number of people living cooperatively as an unrelated family in a 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 may include on-site management.

3. Host Home Settings - 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 and social activities.

4. Non-College Dorm Settings - A non-college dorm setting is a building containing a number of private or semiprivate bedrooms for housing a number of 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. This may include on-site management. Example: a general residential operations (GRO) using an empty facility building (housing unit) on the GRO property.

5. College Dorm Settings - A college dorm setting is a building provided by a college or university containing a number of private or semiprivate bedrooms for housing a number of 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. This may include on-site management.

### **Buildings, Ground, and Equipment**

Any buildings used to serve SIL participants must meet sanitation inspection and comply with zoning compliance and building codes. Routine maintenance must be performed as needed to ensure buildings and equipment are safe and in good working order.

- A building will be kept clean, orderly, and free of debris and trash, both indoors and out
- A building will be effectively safeguarded against insects and rodents.
- Fences will be in good repair.

If the SIL program is located in another facility outside the area of pre-approved **fire inspection**, then a fire inspection must be completed.

- There will be an annual inspection by the State Fire Marshal's Office or by a legally authorized local fire authority.
- Based on the recommendations of the fire authorities, the Agency will make a determination as to whether or not the building meets standards of fire safety for young adult caring purposes.
- Structure will comply with building codes.
- The provider is responsible for any fees or related expenses for any recommendations made by the inspection.
- A fire escape plan will be posted in the building in areas accessible to staff and young adults.

If the SIL program is located in another facility outside the area of pre-approved **zoning compliance and building codes**, then the new location must also be in compliance:

- The construction of a new facility, the conversion of an existing building for residential childcare purposes, or the remodeling of a facility must comply with all applicable local zoning regulations and local and state building and fire codes.
- Architectural plans for new construction or structural changes must be approved by the State Fire Marshal's Office or by a legally authorized local fire authority.

### **Payment Mechanisms**

1. Young adults may be able to receive an Extension of Foster Care Stipend directly if they reside in a dorm, shared housing situation, non-college dorm and apartment setting. Extension of Foster Care Stipend can be paid as a per diem based on the level of care responsibility per month to the young adult. There is no expectation for the contracted provider to pay an Extension of Foster Care Stipend.

2. Providers will receive the board rate directly through CAPSS payment system. Providers receive approved SIL rate. Contract per diem does not include the Extension of Foster Care Stipend.

### **Eligibility Specifications**

1. In order for the young adult to be eligible for SCDSS SIL Program:
  - a. Former foster youth who reached age of majority while in care and custody of South Carolina Department of Social Service child welfare agency, and
  - b. At least the age of 18 and have not reached 21st birthday, and
  - c. Enrolled in SCDSS Extension of Foster Care Program.
  
2. The young adult must also meet at least one (1) of the following participation requirements:
  - a. Completing secondary education or a program leading to an equivalent credential, e.g. a young adult aged 18 or older is finishing high school or taking classes in preparation for the GED exam; or
  - b. Enrolling in or already enrolled in an institution that provides post-secondary or vocational education, e.g., a young adult may be enrolled full-time or part-time in a university or college, or enrolled in a vocational or trade school; or
  - c. Employed part time or full time or actively seeking employment; or,
  - d. Participating in a program or an activity designed to promote or remove barriers to enrollment or employment; or
  - e. Neither enrolled nor employed, and young adult can identify a goal of education and/or employment, and agrees to partner with SIL program to receive additional resources and support; or
  - f. Demonstrate ability and willingness to explore the opportunity to develop transitional skills to meet personal goals and be able to apply them to “readiness” situations in a less restrictive setting.

### **Enrollment Process**

In preparation for a young adult reaching age of majority while in SCDSS care and custody, designated SCDSS staff will provide information about continuing partnership with SCDSS and a SIL Provider. Information will be shared in the following settings, but not limited to:

- The Transition Plan Meeting (TPM) occurring 90 days prior to turning age 17 and once again 90 days prior to turning age 18
- Child Family Team Meetings (CFTM), to include but not limited to Placement (P-CFTM), Transitional (T-CFTM), and Young Adult Transitional Teaming (YATT)
- Monthly face to face
- Family Permanency Court Hearing
- CANS Independent Living Module

SCDSS and Provider must utilize a Strength-Based Referral Process:

- SCDSS and Provider must utilize a Comprehensive Application to include transitional goals, permanent connections, behavioral, health, clinical, and other psychosocial information.

- Comprehensive application must include most recent transition plan or self-identified transition goals, and if applicable, school enrollment status and employment schedule.
- Comprehensive application must include a list of identified permanent or supportive connections, including but not limited to any siblings that remain in care and scheduled visitations.
- Comprehensive application must include a list of identified permanent or supportive connections, including but not limited to any siblings that remain in care and scheduled visitations.
- Comprehensive application must include behavioral patterns, performance for 6 months prior, additional relevant behavior incidents of earlier months if needed to better assess supportive needs and resources.
- Comprehensive application must include behavioral patterns, performance for 6 months prior, additional relevant behavior incidents of earlier months if needed to better assess supportive needs and resources.
- Comprehensive Application must also include clinical information such as suicide attempts, self-harming behaviors, sexual offenses, psychotropic medications, hospitalizations, etc.
- SCDSS will provide most recent CANS, CANS IL Module, Transition Plan Meeting, and YATT (if applicable).
- Provider is able to conduct their own interview with the young adult to assess readiness for their SIL program. Interview may be conducted by phone, in person, or on virtual platforms.
- Provider must accommodate same day interview request for cases of homelessness, at risk of homelessness, and pregnant, parenting young adults in need of housing stability.
- The young adult may also be subject to criminal background checks. Any records containing violent and/or sexual offenses may prevent approval to participate in SIL program.
- Provider must conduct an intake assessment after admission and must assist client with arranging therapy if mental health services are recommended by provider, or SCDSS, or requested by client, or court ordered.

### **Discharge from SIL**

A young adult violating the agreed upon participation expectations will initiate a Placement meeting with young adult, Provider, and SCDSS designated staff. The desired outcome of the meeting is to identify barriers to engagement and commitment, create an intervention plan decreasing crisis and/or disruptions, and reestablish the commitments to achieving identified goals with an agreed upon time frame of progression. Failure in goal progression identified during the Placement meeting will prompt the closure process.

Actions to Prevent Unplanned Discharge from SIL may include:

- Increasing the supportive resources
- Increasing the level of SIL program staff engagement

- Helping the young adult commit to short term goals and develop short term plans
- Reviewing options and consequences with the young adult
- Revisiting the SIL Agreement
- Helping the young adult visualize what happens as he or she leaves care and/or SIL program
- Updating any assessments to gain a better understanding of strengths and needs
- Holding frequent check in meetings to discuss the concerns and how these concerns may be alleviated
- Identifying other programs or supportive individuals that might be more appropriate

Discharge from SIL can occur when the young adult:

- Reaches 21<sup>st</sup> birthday;
- Loses eligibility to be in SCDSS Extension of Foster Care;
- Fails to make satisfactory progress toward a successful transition to adulthood as demonstrated by a pattern of failure to comply with program agreements, violations of the shared living agreements, unexcused cancellations of meeting with case manager, and/or achieve transition plan goals within established time frames;
- Leaves the program and does not return within the terms of the offsite leave policy;
- At the request of the young adult;
- Provider submits ten (10) business day notice requesting client to be removed from SIL program;
- Commits a crime or is involved in ongoing dangerous/illegal activities;
- Assessment of mental health issues or alcohol/drug problems that need additional level of care; or
- Assessment of impairments and needs to be involved with the adult Development disabilities system.

Upon the incident of a young adult refusing to vacate the property, providers will first utilize a non-legal eviction proceeding which would allow providers to discharge without going through the eviction and housing court process.

Upon discharge, the young adult must be provided with a copy of all transitional planning, essential documents that might be in the provider's file, such as but not limited to, birth records, essential education and employment documents, health and medical records, and contact information for community resources.

If applicable, a former foster youth between ages 18 until 26<sup>th</sup> birthday, no longer enrolled in Extension of Foster Care, and discharged from the SIL program, will be provided a referral to the State Provider Contract holder delivering ongoing transitional support.

### **SIL Service Components**

The Provider is responsible for the following SIL components: Case management services, Life Skills Planning, Health and Well-being Coordination. Details of these components are as described below:

### ***Case Management Services***

- a. Develop, monitor, and implement individualized transition and support plans to promote independence and self-sufficiency, with hands on life skill development, utilizing a person and strength centered approach.
- b. Conduct home visits, weekly check-ins, and assessments to ensure safe and supportive living environments
- c. At minimally, has face-to-face contact with young adults once a week and are available through email, text, or phone calls. Meets weekly with client monitoring for demonstrating learned skills and assists with reaching IL goals; ensuring they are complying with program expectations, and intervening when issues arise;
- d. Crisis intervention for stabilization and onwards growth towards stability and maintenance, life coaching, advocating for best interest, service navigation, and transportation.
- e. Coordination of resources and services, and establishing connections with various community organizations, ensuring clients have access to academic success, employment services, healthcare, mental health support, and other necessary resources.
- f. Fully engage and partner with the SCDSS Case Manager to coordinate monthly visits and monitor the young adult's on-going progress.

### ***Life Skills Planning and Development***

- a. The Contractor will administer an individual **life skills assessment** which identifies strengths and needs for successful transition into adulthood within 30 business days of the young adult entering the SIL program.
- b. The Contractor will utilize the DSS CANS IL summary and/or conduct in-depth evaluations of client needs, including mental health, employment status, housing stability, and family dynamics that will be used to establish baselines, to develop learning plans, and mark progress.
- c. Contractor will have access to utilize the free resources of Casey Life Skills Assessment (CLSA) [www.casey.org/casey-life-skills](http://www.casey.org/casey-life-skills), or other approved assessment
- d. The individualized assessment must be signed by the Contractor staff and the young adult and placed in client's file.
- e. The completed assessment should guide the discussion and development of the individual transition plan of the young adult while participating in the SIL program.

- f. A copy of all completed assessments must be provided to the client and the SCDSS Case Manager.
- ***Transition Planning***
  - a. The Contractor will assess and develop, in collaboration with the young adult, an individualized **transition plan** within 30 business days of the young adult entering the SIL program.
  - b. This transition plan will outline the young adult's strengths, goals and the services/supports that will be provided to assist them to remove any barriers in achieving their goals. Activities must be tailored to the individual's age, development, interests, and address various life domains. At minimum, the various life domains shall include, but are not limited to the following:
    - i. Education
    - ii. Employment
    - iii. Financial management
    - iv. Housing education and home management skills
    - v. Life skills development
    - vi. Health education
    - vii. Permanent connections
    - viii. Transportation (resources and ownership)
    - ix. Risk prevention
    - x. If applicable, parenting education
  - c. Contractor will also be able to incorporate summary from the most recent Transition Plan Meeting and Young Adult Transitional Teaming Summary provided by DSS.
  - d. Contractor will complete monthly summaries identifying any progress made towards the completion of transition plan goals, and any barriers to completion of transition plan goals. Providers will also collaborate with the young adult and the SCDSS case manager in the assessment of monthly progress.
  - e. The individualized transition plan must be signed by the provider staff and the young adult, placed in clients file, and a copy given to the young adult and to the SCDSS case manager.
  - f. The Contractor will connect the young adult with community resources to support progression of goals.
  - g. The Contractor will help the young adult navigate services to obtain timely, essential, and appropriate support resources based on the young adult's assessment and plan.
  - h. The Contractor will identify community resources, assist with referral or application processes, follow up with received services, and ensure connection is solidified to the support services.
  - i. Provide assistance with identifying needed Chafee/ETV-funded services and helping the young adult provide all required documentation to SCDSS case manager to submit Chafee/ETV funding requests. Please see exhibit 30258 Chafee guidelines booklet.

The Contractor must offer **transitional workshops** that supports life skills development and opportunities for teaching in the moment maximizing opportunity for learning and growth.

- a. The activities must occur monthly;
- b. The activities must be delivered by staff or outsourced by community partners, providers, non-profit organizations, etc.;
- c. The activities must consist of at least one of the support services identified in the various categories outlined by the National Young Adult Transition Database (NYTD). Please refer to **Exhibit C: National Young Adult Transition Database (NYTD) Booklet**;
  - i. Independent living needs assessment; academic support; post-secondary educational support; career preparation; employment programs or vocational training; budget and financial management; housing education and home management training; health education and risk prevention; family support and healthy marriage education; mentoring; and supervised independent living.
- d. Attendance records must be kept for all transition workshops/ events for cross referencing of participation and transitional growth measurement; and
- e. Contractor must record the monthly received transition services (funded and non-funded) documented on the DSS Monthly NYTD Tracking Form (DSS Form 30254). The completed form must be placed in the young adult's file and provided to the DSS Case Manager monthly.
- f. The Provider must utilize engagement tools and strategies to maximize participation in transitional workshops and activities.

The following are suggestions for various domains:

- ***Academic Success***

- a. The Contractor will support the young adult in achieving **academic** success by administering or arranging career assessment and supporting identified path and needed services for success.
- b. Assisting the young adult with enrolling in post-secondary education or vocational programming, including, but not limited to FASA form admissions, College tours, and College orientation;
- c. Host, arrange, or identify College Fairs;
- d. Monitor school progression;
- e. Provides education support, including, but not limited to tutoring, technology, computer/ resource lab;
- f. Transportation to and from school/college;
- g. Work with the SCDSS Education and Training Voucher (ETV) program coordinator to deploy education success strategies, funds, and supports needed to pursue post-secondary education are acquired and completed.

- ***Employment***
  - a. The Contractor will support the young adult with achieving **employment** goals by Employment/Career planning, and bridging Certification and Credential acquisition.
  - b. Conducting career assessment for skills and interest, identifying clients' strengths and career goals to find suitable and gainful employment;
  - c. Supports employment eligibility criteria with job, volunteer service hours, or vocational/trade program enrollment;
  - d. Provide employment readiness activities such as resume building, job interviewing skills, communication skills, obtaining appropriate clothing, maintaining proper hygiene;
  - e. Provides employability support by building relationships with employers to partner with working with young person instead of immediate termination;
  - f. Facilitate job placement opportunities within the community; and
  
- ***Financial Literacy***
  - a. The Contractor will support the young adult with achieving **financial literacy** goals establishing economic stability.
  - b. Provide financial literacy courses, such as *Keys to your Financial Future* (<https://www.aecf.org/resources/keys-to-your-financial-future-facilitator-guides>) to learn money management skills to include, but not limited to, Budgeting, Credit Counseling, Money Management, and Banking; and
  - c. Ensure young adult has access to opening a bank account with either checking and/or savings account. The financial institution must be able to provide a routing number and account number.
  
- ***Housing Education and Home Management*** training are services used to assist youth with maintaining a safe and secure place to live. Home Management training includes instruction in
  - a. Grocery shopping, Meal planning, Food preparation,
  - b. Housekeeping, Laundry,
  - c. Living cooperatively with others,
  - d. Basic maintenance and repairs, etc.
  
- ***Health education and risk prevention*** are services that assist youth in maintaining a healthy lifestyle. \*Health education and risk prevention ***does not*** include the youth's actual receipt of direct medical care or substance abuse treatment.\* These services may include providing information about:
  - a. Hygiene
  - b. Nutrition, fitness and exercise
  - c. First aid

- d. Medical and dental care benefits
- e. Health care resources and insurance
- f. Prenatal care
- g. Maintaining personal medical records

5. The Provider must provide **Food allotment** for nutritional goods.

- a. Provider must provide food allotment card/stipends/vouchers in amount of \$150 every 30 days.
- b. Provider ensure participants have balanced grocery items, arrange bi-weekly grocery shopping trips, and access to food pantry for additional nutritional items.
- c. Provider is responsible for maintaining a community pantry with a range of nutritious food staples as an additional resource for participants.
- d. Provide Home Management skill building opportunities such as budgeting, grocery shopping, cooking, food preparation and cleaning.

6. Providers must support participants in accessing independent transportation options, such as obtaining bus passes, arranging carpools, exploring purchase of their own vehicles, etc

- a. In instances where public transportation or other independent solutions are not an option, providers must offer direct transportation services to meet key needs such as employment, community services, education, grocery shopping, and medical appointments.
- b. Direct transportation services may be directly provided either by a staff member or contractor driving the youth, or by providing a rideshare voucher.
- c. Assist and/or arrange scheduled days and time slots for exploration of future school enrollment, employment, and housing.
- d. Transportation ownership readiness

### ***Health and Well-being Coordination***

#### ***Permanent Connections***

- a. The Contractor will help the young adult navigate building lifelong **connections** to family and community (family of origin, mentors, community, kin, etc.).
- b. The Contractor will support and advocate for permanent “Healthy” Connections, including but not limited to, sibling visitation, permitting visitors on site, connecting client to additional family strengthening resources.

#### ***Health and Psychosocial Services***

- a. The Contractor must support participants in accessing appropriate physical, mental, and behavioral health services.
- b. Assessing areas of need upon program entry and updating periodically through ongoing case management

- c. Providing education and support to participants regarding navigation of health care systems, including Medicaid benefits
- d. Providing participants assistance in locating providers and initiating care
- e. Coordinating transportation options as needed
- f. Provide education and support to participants to appropriately manage their own medications
- g. Ensures the young adult obtain Health and Essential Documents such as state identification, birth certificate, and social security card;
- h. Provide training on how to use Medicaid transportation and scheduling own appointments;
- i. Identify medical providers, including but not limited to primary dentist and other health care providers (physical and behavioral health) within reasonable distance;
- j. Identify the need for social security benefits due to disabilities and help them apply;
- k. Provide training on medication management, to strengthen young adult's understanding of their prescriptions and side effects of misuse; and
- l. Either provide or connect a young adult to resources supporting personal cultural and personal identity.

#### Pregnant and Parenting

- a. When applicable, the Provider will offer services tailored for **pregnant and parenting young adults** that supports acclimating to parenting and promote long-term, economic independence to ensure the well-being of the young adult and their child(ren).
- b. Contractor will accommodate the needs and safety of the dependent children to include facility safety standards for infants and children on the premises.
- c. Additional services include, but are not limited to, prenatal care, parenting skills and classes, child development, family budgeting, and health and nutrition education.
- d. Referral and service navigation for government assistance programs, including but not limited to, Women, Infant and Children (WIC) Nutrition Program, Childcare Scholarship Program (ABC Voucher), and Supplemental Nutrition Assistance Program (SNAP).

#### **Youth Advocacy**

- a. The Contractor shall offer opportunities for young adults to participate in **advocacy, civic engagement, and leadership activities.**
- b. Establish a component of the SIL program that offers youth input as part of their program development, evaluation, and activity planning. Each program is able to determine how to engage with youth voice and gather youth input and information.
- c. Connect with SCDSS Youth Engagement State Coordinator to learn about advocacy and leadership opportunities such as: participating in activities and events sponsored by SCDSS Youth Engagement Advocates (YEA!) state advisory council.  
<https://www.scyea.org/>

- d. Create a sense of community by arranging, hosting, or identifying monthly Social/Cultural activities;
- e. Supporting SCNYTD outreach to encourage young adults to complete National Youth Transition Database (NYTD) federal survey that is completed at age 17, again at age 19, and once more at age 21;
- f. Participate in one of the regional Youth Engagement Advocates YEA! chapters:
  - i. Trent Hill (PeeDee)
  - ii. Landmarks (LowCountry)
  - iii. Pendleton (Upstate)
  - iv. Palmetto (Midlands)

## **Glossary**

**Adolescent Teaming:** an approach where young people are centered and supported by staff and partners as they prepare for their transition to adulthood. This approach emphasizes the importance of alignment, partnership, and integrated support for transition age youth. It demonstrates the continuum of care. It is everyone's responsibility including the community, care providers and family of origin to prepare and support youth into young adulthood and their departure from foster care.

**Child and Adolescent Needs and Strengths (CANS):** a multipurpose information integration tool which best exemplifies strength-based, culturally responsive, and family focused casework practice. The CANS produces the least stigma or label for the children, youth, and families served. It provides a collaborative communication means for understanding the treatment needs of youth and making decisions about care and services. The CANS assesses the needs of children and youth to assist with matching services to needs.

**Child and Adolescent Needs and Strengths Independent Living (IL-CANS) Module** is an assessment tool that was created and is used to further identify, develop, and support transition planning of clients who are 14 years of age and older. The IL-CANS should be completed through a teaming approach with the client to reflect their current independent living (IL) functioning levels as well as their personal goals. The identified levels and goals will be utilized to monitor and support the client with their transitional plan and guide the monthly delivery of National Youth in Transition Database (NYTD) and IL services to prepare them for their 21st birthday, their transition into adulthood, and exit from the VSSA program.

**Child and Family Team Meeting (CFTM):** a family-centered, trauma-informed, individualized, strengths-based, and culturally responsive meeting. The meetings are a goal oriented and problem-solving processes that brings together the Child and Family Team to make decisions about the safety, permanency, and well-being of a child through the development of an individualized Family Permanency Plan. CFTMs are planned ahead of time to provide more opportunity for meaningful participation by all members. Interpreter services and other accommodations are scheduled as needed.

**Educational and Training Vouchers (ETV):** Grants, funded by the federal government and administered by the states, awarded for youth or young adults who experienced foster care after age 14 and who are pursuing post-secondary education in an approved educational program. ETV awards of up to \$5000 per year to cover the unmet needs of the students cost of attendance at a post-secondary educational institution are available for up to five (5) years or until the young adult's 26th birthday, whichever comes first.

**Extension of Foster Care (EFC) Services:** Assistance provided to an eligible young adult who ages out of foster care at age 18, and who is between 18-21 years of age during service delivery, to obtain education, housing, employment, well-being, health services, and to establish permanent supportive relationships. The young adult receives a foster care board payment, paid through a foster parent, group home, or supervised independent living setting, unless the young adult is living

independently. If the young adult is living independently all or a part of the foster care maintenance pay.

**Family Permanency Plan (FPP):** the sole case plan developed collaboratively with the family to describe the reasons for SCDSS involvement, and the actions and services required to change behaviors and eliminate safety concerns, reduce risks, and promote the safety, permanency, and well-being of the child and family.

**Independent Living (IL):** refers to programs and services designed to assist young people who have transitioned from foster care in achieving self-sufficiency and independence. These programs aim to help youth develop essential life skills, build stable relationships, and access resources that support their successful transition into adulthood.

**The John H. Chafee Foster Care Independence Program (Chafee):** Provides funds to assist current and former foster care youth or young adults in achieving self-sufficiency. Funds assist youth or young adults in a wide variety of areas designed to support a successful transition to adulthood. Activities and programs include, but are not limited to, help with education, employment, financial management, housing, emotional support, and maintaining connections to caring adults.

**The National Youth in Transition Database (NYTD):** a national database that surveys youth about their thoughts and experiences related to foster care services and tracks the Chafee services that youth receive

**Transition Plan:** a case plan that is personalized, as detailed as the youth or young adult may elect, and that includes specific options on housing, health insurance, education, local opportunities for mentors, and for continuing support services, work force supports, and employment services . A Transition Plan also must include information about the importance of designating another individual to make health care treatment decisions on behalf of a young adult if the young adult becomes unable to participate in such decisions and the young adult does not have, or does not want, a relative who would otherwise be authorized to make such decision and provides the young adult with the option to execute a health care power of attorney or health care proxy.

**Placement and care responsibility:** The authority conveyed through the court, through written authorization prior to the child's eighteenth birthday, or through a Voluntary Services and Support Agreement to provide supervision of the young adult and the young adult's placement.

**Supportive Adult:** an individual who is at least 18 years old, contributes to the wellbeing and personal development of a young adult and may provide emotional, educational, moral, and physical support to a young adult. Supportive adults can be in various roles including friend, mentor, sibling, family, caregiver, parent, and foster parent.

**Transitional Planning:** ongoing process beginning at age 14, the goal of which is to develop a Transition Plan as defined in this policy, identifying skills, services, and supports needed in several life domains, to promote successful transition into adulthood.

**Transition Plan Meeting:** A meeting that is youth/young adult- centered, culturally responsive, goal-orientated, and problem-solving processes that bring together the youth/young adult and identified support transitional Team to support decisions about safety, permanency, and well-being through the development of an individualized permanency and Transition Plan. TPM are planned so that meaningful participation and preparation for all members is possible.

**Voluntary Services and Support Agreement/Voluntary Placement Agreement:** a written agreement, binding on the young adult and DSS, which describes at a minimum, the legal status of the young adult, as well as the rights and obligations of the young adult and the department while the young adult is under the placement and care responsibility of the department.

**Young Adult Transitional Teaming (YATT):** a periodic administrative case review for young adults ages 18-21 in extended foster care. The YATT must occur every 6 months provided the young adult is in extended foster care. Once the young adult has signed the VSSA they are assigned to the TSS Division with a Transitional Youth Advocate and no longer assigned to a Foster Care case manager or adoption case manager. However, they will still require placement services and supports. The YATT is intended to integrate permanency and transition planning. The meeting is young adult-centered, culturally responsive, goal-orientated, and problem-solving processes that bring together the Team to support decisions about safety, permanency, and well-being through the development of an individualized permanency and Transition Plan. YATTs are planned in advance so that meaningful participation and preparation for all members is possible.

**Young Adult:** for the purpose of extended foster care, a person who is at least 18 and no older than 21 years of age.

**Supervised Independent Living setting (SIL):** Any housing arrangement that is licensed or approved by the DSS and which makes support services for a successful transition to adulthood available to the young adult. Case management for the young adult must be provided by the department or a contracted provider. The young adult must reside in the setting voluntarily and the setting does not include wilderness camps or training schools, nor does it include any facility that exists primarily for the detention or correction of youth or young adults.

## **APPENDIX**

- A. Transition Services and Support Booklet
- B. NYTD Services Booklet
- C. DSS Form 3025
- D. GPS DSS Booklet and Poster

# Transition Services and Support Booklet



**The South Carolina  
John H. Chafee Foster Care Program for Successful Transition to Adulthood  
And  
Educational and Training Voucher Program  
Guidelines for Services**



**DSS Booklet 30258 (March 2026)  
Edition of OCT 22 is obsolete.**

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# Transition Services and Support

Young people in foster care have a steep climb on their journey through adolescence and into adulthood. Supportive relationships and targeted services help them build resilience and gain skills they need to succeed on their path to adulthood. We, at DSS, are building upon transformational relationships and focusing on the individualized support to equip these youth and young adults with the guidance, skills, and concrete support to sustain them for the journey ahead. And youth should have the opportunities to reach and maintain successful self-sufficiency.

Transition Services and Support (TSS) creates one central, coordinated hub to align all initiatives, resources, services, and supports to better serve youth coming into their teenage years and continue that partnership into adulthood with those who age out of foster care at 18.

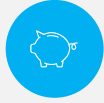
Transition Services and Support (TSS) embraces a trauma-informed and strengths-based culture to authentically engage and partner with the teen and young adult population it serves. TSS supports growth of teen and young adult by providing equal access to inclusive planning, individualized services, and community resources helping them achieve their full potential. TSS promotes youth normalcy and ability to architect their own lives while building resiliency and preserving their family connections.

Transition Services and Support will support the agency's overall approach and response to the needs of teens and young adults. TSS Program Coordinators, Transitional Youth Advocates and Bridge Navigators will team and collaborate across divisions to support safety, permanency, and well-being by preparing teen and older youth for their transition into adulthood as they are exiting foster care and encourage continuous engagement with the agency beyond their 18<sup>th</sup> birthday.

## Transition Services and Support



TRANSITIONAL  
GROWTH  
SUPPORT



CHAFEE & ETV  
FUNDED  
SERVICES



YOUTH  
ENGAGEMENT  
& LEADERSHIP



EFC &  
AFTERCARE  
CASE  
MANAGEMENT



HOUSING  
SERVICE  
ARRAY



COMMUNITY  
PARTNERSHIPS

TSS utilizes John H. Chafee Foster Care Program for Successful Transition to Adulthood to provide funded services needed to enhance opportunities to learn independent living skills necessary to become self-reliant.

The **Chafee Foster Care Program for Successful Transition to Adulthood** was established with the passage of the John H. Chafee Foster Care Independence Act of 1999 (PL 106-169) and amended by the Family First Prevention Services Act of 2018 (PL 115-123). Chafee funds are intended to provide youth with opportunities to learn needed skills and increase the likelihood of successful transition from foster care to independence. The **Educational and Training Voucher (ETV)** Program was established by the Promoting Safe and Stable Families Act of 2001 (PL 107-133). This program provides resources for youth who are transitioning from foster care to meet their education and training needs.

Public Law 106-169 established the John H. Chafee Foster Care Independence Program (CFCIP) at section 477 of the Social Security Act, providing States with flexible funding to carry out programs that assist youth in making the transition from foster care to self-sufficiency. The law also requires the Administration for Children and Families (ACF) to develop a data collection system to track the independent living services States provide to youth and develop outcome measures that may be used to assess States' performance in operating their independent living programs.

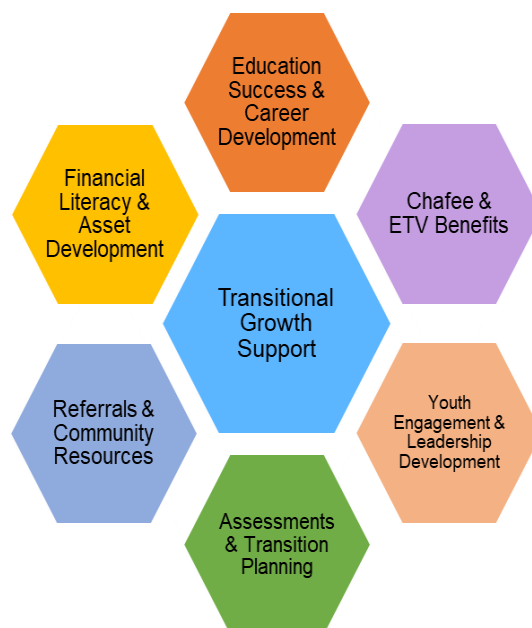
The law requires ACF to impose a penalty of between one and five percent of the State's annual allotment on any State that fails to comply with the reporting requirements.

- To support all youth who have experienced foster care at age 14 or older in their transition to adulthood through transitional services such as assistance in obtaining a high school diploma and post-secondary education, career exploration, vocational training, job placement and retention, training and opportunities to practice daily living skills (such as financial literacy training and driving instruction), substance abuse prevention, and preventive health activities (including smoking avoidance, nutrition education, and pregnancy prevention);
- To help children who have experienced foster care at age 14 or older achieve meaningful, permanent connections with a caring adult;
- To help children who have experienced foster care at age 14 or older engage in age or developmentally appropriate activities, positive youth development, and experiential learning that reflects what their peers in intact family's experience;
- To provide financial, housing, counseling, employment, education, and other appropriate support and services to former foster care recipients between 18 and 21 years of age to complement their own efforts to achieve self-sufficiency and to assure that program participants recognize and accept their personal responsibility for preparing for and then making the transition from adolescence to adulthood;
- To make available vouchers for education and training, including postsecondary training and education, to youths who have had experience in foster care;
- To provide the services referred above to children who, after attaining 16 years of age, have left foster care for kinship guardianship or adoption; and

- To ensure children who are likely to remain in foster care until 18 years of age have regular, on-going opportunities to engage in age or developmentally appropriate activities (as those terms are defined in section 475(11) of the Act.

Youth can be best prepared by learning about both the challenges and the opportunities in the following areas:

- A supportive relationship with an adult and/or interpersonal connections to help them achieve their personal goals
- Education and training that enable youth to obtain and retain steady employment
- Gainful employment with future possibility for career growth
- Safe, stable, and affordable housing and access to transportation for work and school
- Coverage within a managed care system for both physical and mental health



## Pathways to Success Opportunities

### Reunification

- Return to Birth Parent(s)
- Former Foster youth who achieve reunification at or after age 14 are eligible to receive aftercare services and access Chafee/ETV benefits

### Permanency

- Adoption or Legal Guardianship (Kin and/or Fictive Kin)
- Former foster youth who achieve permanency at or after age 16 are eligible to receive aftercare services and access Chafee/ETV benefits

### Extension of Foster Care

- Voluntary Services and Support Agreement (VSSA)
- Former foster youth who reached aged of majority at 18 in SCDSS are eligible for EFC until 21st birthday
- Access to Chafee/ETV benefits

### Aftercare

- Former foster youth between ages 14-25 eligible to access Chafee/ETV benefits
- Former foster youth age 18 until 26th birthday are eligible to partner with State Contracted Provider and receive additional Transition Services and Support

### End Partnership with DSS

- Option to reconnect

For youth to reconnect back with Transition Services and Support send an email to [independentliving@dss.sc.gov](mailto:independentliving@dss.sc.gov) with your full name, date of birth and contact information. Youth can also submit request on SCDSS website at <https://dss.sc.gov/child-well-being/foster-care/transition-services-and-support-tss-division/contact-form/> .

## Case Transfer Procedure

If a young person is approaching their 18<sup>th</sup> birthday and is preparing to reach age of majority while in SCDSS care and custody, he/she may be eligible for Extension of Foster Care. EFC provides a voluntarily partnership with young people between ages 18-21 for continued case management and court oversight with DSS.

Please contact [ExtensionofFosterCare@dss.sc.gov](mailto:ExtensionofFosterCare@dss.sc.gov) and request an EFC case transfer form and schedule a case staffing. Please utilize **DSS Form 3062C** and be prepared to have all essential documents and information, including but not limited to: CANS assessments, Transition Plans, Placement/UA, Medical and Mental Health information, education enrollment, legal documents and court orders, Family Permanency Plan (FPP), outstanding Chafee/ETV requests and funds in county IL account, etc.

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If a young person is between the ages of 14 and 17 and is exiting foster care

- to reunification at or after age 14; or
- to adoption or legal guardianship (kinship/fictive kin) at or after age 16,

he/she may be eligible for aftercare services and continue accessing Chafee/ETV funded services.

Please contact [independentliving@dss.sc.gov](mailto:independentliving@dss.sc.gov) and request an Aftercare case transfer form and schedule a case staffing. Please utilize **DSS Form 3062D** and be prepared to have all essential documents and information updated in preparation for transfer, including but not limited to, education screen, contact information, Medical and Mental Health information, outstanding Chafee/ETV requests and funds in county IL account, most recent Transition Plan, etc.

## **Extension of Foster Care**

The Fostering Connections to Success and Increasing Adoptions Act of 2008, (P.L. 110-351) amended Title IV-E of the Social Security Act to allow States the option to extend their foster care programs to young adults ages 18-21. Public Law 110-351 made this option to extend foster care to young adults available to States at any time on or after October 1, 2010.

On April 25, 2022, Governor McMaster, signed H. 3509 into law. This law enables South Carolina to operate a Title IV-E reimbursable extended foster care program (EFC) for young adults ages 18- 21 and received approval from the United States Administration for Children and Families to amend the Title IV-E State Plan.

Outlined in Child Welfare Services Policy Manual **Policy 546, Extension of Foster Care (EFC)** will provide a pathway for young adults who would otherwise leave the foster care system at age 18 and have not yet reached age 21, to remain in or return to the placement and care responsibility of DSS. Most young adults who participate in EFC will do so under a voluntary services and support agreement (VSSA) with DSS.

EFC will support the agency's overall approach to responding to the needs of older youth and enable more appropriate independent living services. It will allow more time for the agency to achieve permanency and stability in the lives of young people. It will allow the agency to maximize the untapped resources of Title IV-E funding. Most importantly, EFC will promote successful outcomes for transitioning young adults.

### **Benefits of Extension of Foster Care (EFC):**

- Court Oversight
- Stipend Allowance
- Chafee & ETV Benefits
- Specialized Case Management
  - Intensive Transition Planning & Support
  - Continued search for permanent connections
- Six (6) month administrative review: Young Adult Transitional Teaming (YATT)
- Variety of Housing Options (such as licensed placement, unlicensed provider, Supervised Independent Living Program, college dorm, or own apartment)

## Extension of Foster Care (cont.)

**Extension of Foster Care (EFC)** legislation provides a pathway for older youth in the SC foster care system at age 18, to voluntarily remain in or return to the placement and care responsibility of DSS until their 21<sup>st</sup> birthday.

### ***EFC requirements are as followed:***

SC DSS Legal Custody	Must Meet ALL the following conditions:	AND Meet ONE of the following:	Incapacitated and CANNOT Sign a VSSA
On the young adult's 18th birthday, and Not living in a wilderness camp or other facility or institution that exists primarily for detention or correction	<b>US Citizen</b>	Enrolled in school or vocational program	Due to a physical, intellectual, emotional, or psychiatric impairment, the department has coordinated appropriate services for a successful transition to adulthood.
	<b>Between the ages of 18 until 21<sup>st</sup> birthday</b>	Employed for at least 80 hours / month	
	<b>Sign a Voluntary Services and Support Agreement (VSSA)</b>	Participating in activities to remove barriers to gain employment or pursue education	

- Youth who reached age of majority while in SCDSS custody are eligible to voluntarily partner with EFC until 21<sup>st</sup> birthday. Youth are eligible if they are enrolled in school or working, have identified an academic or employment goal, in need of support to stabilize, or have a disabling condition preventing goal completion.
- Former DJJ youth must be in DSS placement before turning 18 to be eligible to sign the Voluntary Services, and Support Agreement (VSSA).
- Young adult must meet guidelines for a “qualifying alien” to be eligible for EFC. Must seek clarification from Statewide Education and Non-Citizen Advocate Office of Child Health and Well-Being.
- Incapacitated clients must receive court determination before their 18th birthday that it is in the youth’s best interests to remain under the placement and care responsibility of the department due to a physical, intellectual, emotional, or psychiatric impairment.
- Young adults who are undocumented, active duty military service members, married, or convicted of a felony offense are not eligible for EFC.
- Any adverse decisions wherein DSS denies, disqualifies, suspends, or terminates VSSA agreement must go through Family Court and are subject to Fair Hearing proceedings.

## Aftercare

Outlined in Child Welfare Services Policy Manual **Policy 545 Aftercare Services for Former foster youth and Young Adults** are now served in the State Office.

### Eligibility for former foster youth who:

- ❖ At or after age 14 achieved reunification; or
- ❖ At or after the age 16 achieved adoption or legal guardianship (kinship/fictive kin); or
- ❖ Reached age of majority at age 18 in the legal custody of SC DSS; or
- ❖ Reached age of majority at age 18 in South Carolina, but now resides in another state, and the new state of residency denies offering Aftercare services or services equivalent to Aftercare services; or
- ❖ Reached age of majority at age 18 while in foster care, under the placement and care responsibility of another state, but now currently residing in South Carolina, and the former state of custody denies offering Aftercare services or services equivalent to Aftercare services.

### Benefits of Aftercare:

- ❖ Service Navigation
- ❖ Transition Planning
- ❖ Housing Vouchers (Foster Youth Independence)
- ❖ State Provider Referral
- ❖ State Office Management
- ❖ YEA! leadership & advocacy
- ❖ Life Skills readiness workshops
- ❖ Chafee funded services are available until 21<sup>st</sup> birthday
- ❖ ETV Awards are available for five years or until 26<sup>th</sup> birthday, whichever comes first

Aftercare clients can also receive a referral to the State Contracted Provider to partner with former foster young adults ages 18 until 26<sup>th</sup> birthday to continue working on a successful transition into adulthood with a Life Coach and receive non DSS case management.

- ❖ Life skills planning and development
- ❖ Service navigation and building connections to community partners and resources
- ❖ Well-being support to help young adults achieve and maintain a stable and healthy living environment

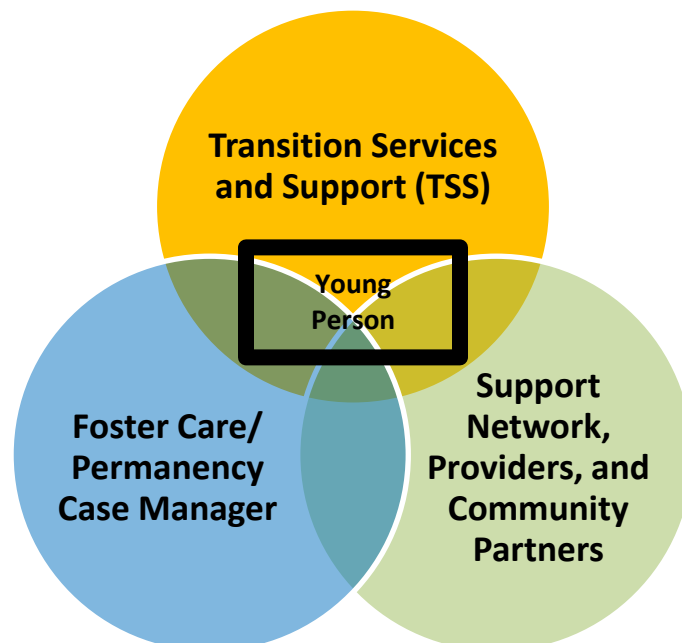
# Engaging Youth in Preparing for The Future

## Adolescent Teaming Approach

Our agency's Guiding Principles and Standards (GPS) defines **Teaming** as "The process and practice of creating and sustaining working teams with families, their support systems, and professionals who share a common purpose, unity in effort, and demonstrated effectiveness in problem solving toward a safe case closure."

Every child welfare division supports a strategic plan focusing on Assessment, Teaming, and Service Array. Adolescent Teaming Approach utilizes the same strategic plan model with an individualized approach to focus on improving a young person's successful transition into adulthood. This approach focuses on alignment, partnership, and integrated support for transition age youth. Nurturing the strengths and abilities of young people and partnering them with relationships, opportunities, and support in their communities so they can reach their full potential.

- Youth Centered
- Supporting normalcy
- Connection to resources
- Secure & stabilize housing
- Assessments & timely referrals
- Transition planning to self sufficiency
- Strengthening Permanent Connections
- Support developmentally appropriate milestones
- Case Review to assess progression of goal achievement & remove barriers



## **Authentic Youth Engagement**

Authentic youth engagement is a practice that involves meaningful collaboration between young people and adults, aiming to achieve shared goals. A process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent.

Authentic youth engagement is present when young people are provided opportunities to consistently participate in decision making, take ownership of actions, initiate conversations, architect their own plans, and are able to give feedback that impacts their transitional growth. It means developing a successful working relationship through honesty, respect, empathy, and active listening. This requires adult support and appropriate developmental relationships that create trust, collaboration, and partnership.

It is characterized by the following key elements:

- **Youth-Adult Partnerships**
  - **Preparation**
  - **Opportunity**
  - **Support**

## **Establishing Youth-Centered Successful Transition to Adulthood Goals**

When a youth in foster care reaches the age of 14 or a youth enters care at age 14 or older, the case manager will include the youth in the development of their case plan. Case planning should be a collaborative process involving the youth, the case manager, the care provider, appropriate family members, and other adults identified as being significant to the youth and willing to support and encourage successful transition. **Case plans should contain specific transition goals** to include education, employment, life skills, housing, physical and emotional health, financial literacy, supportive connections, and transportation resources. The plan **should include steps that must be taken to achieve these goals**. Case plans should be revised as the youth develops, and his or her needs change.

The **Child and Adolescent Needs and Strengths (CANS)** is a multiple purpose information integration tool that is designed to be the output of an assessment process. The CANS is a multi-purpose tool developed to support care planning and level of care decision-making, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes of individualized services. The CANS gathers information on the child/youth's and parents/caregivers' needs and strengths.

The **CANS- Independent Living (IL) Module** should be completed through a teaming approach with the foster youth (ages 14-17) and with EFC young adults (18-21) to reflect their current independent living (IL) functioning levels as well as their personal goals. The identified levels and goals will be utilized to monitor and support the youth/young adult with their transitional plan and guide the monthly delivery of National Youth in Transition Database (NYTD) and IL services to prepare them for a successful transition into adulthood.

The **Life Skills Assessment**, such as Casey Life skills <http://www.casey.org/casey-life-skills-resources/>, are also used to identify a youth's basic skills, emotional and social capabilities, strengths, and needs. The information gathered with this tool is also used to support the **creation of an individualized case plan** based on the specific needs of the youth. A Life Skills Assessment is re-administered on a yearly basis. Sometimes, the case manager will work with the care provider to assist the youth with this assessment.

## **Transition Planning**

Outlined in Chapter 6 of the Child Welfare Services Policy Manual ***Policy 601 Transition Planning and Work Aid 601.1***, Transition Planning begins when the youth turn **age 14** and planning is officially part of the Family Permanency Plan. The Transition Plan Meeting **DSS Form 30206** is used to identify areas in which services and skills are needed in order to make a successful transition from foster care to independence. Utilizing the ***GPS Teaming*** approach, it is essential for case managers to assist the youth with identifying and engage individuals in his/her support system to strengthen their transition planning. The Transition Planning Meeting is to be facilitated by the case manager. The case manager is to invite Transition Services and Support regional member. The youth can invite family members, foster parents, Guardian Ad Litem, service providers, and any other individuals with whom the youth have a positive connection to develop the transition plan.

It is important for youth to understand the process that needs to take place as they prepare for adulthood. They should be encouraged to use their voices by actively participating in the development of this plan. Youth should be assisted in identifying their future goals and the steps necessary to achieve those goals. Youth in foster care have the right to invite others to their transition planning meeting who are significant to them and will continue to support them as they prepare for independence and beyond. Youth must also assume their responsibility in making the transition successful. This relies heavily on the youth's ability to make appropriate decisions and follow through on the objectives identified in the transition plan.

The Fostering Connections and Increasing Adoptions Act of 2008 made it a requirement that, beginning at age 17, a youth in foster care must begin to implement their transition plan. SCDSS uses the ***Teaming*** model to complete the **Transition Plan Meeting Form 30206** for this purpose. **This plan must be formalized within the 90 days prior to the youth's 17<sup>th</sup> birthday. This form is used again at the formal transition planning meeting that must take place 90 days prior to a youth turning 18.** Transition Plan Meeting form is updated every six (6) months for young adults aged 18-21. **The Transition Plan is required to be uploaded into CAPSS and submitted to Family Court for review.**

## Life Skills Workshops

Young people are provided opportunities to experience hands on life skills development through a series of life skills workshops. Some of the workshops are listed below and are scheduled throughout the regions; and are offered in person and virtual platform. Please email [independentliving@dss.sc.gov](mailto:independentliving@dss.sc.gov) to request a life skills workshop, and please include the youth/young adult(s) name and youth/young adult's email address along with the date and workshop title.

### Financial Literacy

- Difference between wants and needs
- Managing a Budgeting
- Saving Money
- Credit Score and Credit Repair

### College Readiness

- Transition from High School to College
- Navigating the college experience
- Skills needed for Success
- Paying for College/ETV Award

### Employment Readiness

- Resume building skills
- Interview skills
- Communication in the workplace
- Searching for job opportunities & networking

### Housing/Apartment Readiness

- Finding a Place
- Understanding a Lease Agreement
- Budgeting & Home Management Skills
- Avoiding Homelessness/Eviction
- Buying vs Renting

## Annual Credit Reporting for Youth in Care

In order to be and remain in compliance with Public Law 113-183 and outlined in Child Welfare Services **Policy 620 Credit Reporting**, "child welfare agencies must ensure that youth in foster care receive a copy of any consumer report, commonly called "credit report", annually until discharged from care, and that they be assisted in interpreting the credit report and resolving any inaccuracies." These reports will be obtained from three nationwide credit agencies (Transunion, Experian, and Equifax) each year the youth remain in foster care until age 18.

The Identity Theft Coordinator (ITC) will submit a credit report history request for each youth aged 14 and older who are in foster care annually and document the request for each youth's credit report history in CAPSS. The ITC will work with the credit agencies to remove any discrepancies. Young Adults 18 and older with a previous Foster Care Placement may request the agency to conduct a credit review on their behalf using **DSS Form 1540**.

## **National Youth in Transition Database NYTD**

The **National Youth in Transition Database (NYTD)** project is a national research study that tracks the John H. Chafee Foster Care Program for Successful Transition to Adulthood services and outcome measures of youth transitioning from foster care in each state. The National Youth in Transition Database is a national database that (1) surveys youth about their thoughts and experiences of foster care services and (2) tracks the Chafee services that youth receive.

The survey measures financial self-sufficiency, experience with homelessness, educational attainment, positive connections with adults, high-risk behaviour, and access to health insurance. NYTD helps assess how states are improving youth outcomes through these services. By taking the NYTD survey, youth have the opportunity to use their voice to assist lawmakers and child welfare agencies in identifying the needs of young people.

States are to collect outcomes information by conducting a survey of youth in foster care on or around their 17th birthday, also referred to as the baseline population. States will track these youth as they age and conduct a new outcome survey on or around the youth's 19th birthday; and again, on or around the youth's 21st birthday, also referred to as the follow-up population.

DSS Case Managers can support the success of NYTD and help ensure that SC doesn't lose federal money for programs and services for youth transitioning out of foster care. The case managers ongoing contact with youth is fundamental! Case managers can encourage youth to be heard by urging them to: Take the NYTD survey (by phone, online, mail, or in person), complete the contact form, and follow us on social media platforms **#SCNYTD**.

SCNYTD website <https://nytdstayconnected.com/> will have more information about transition resources and the survey link.

## **National Youth in Transition Database NYTD (cont.)**

SCNYTD team will reach out to DSS case managers and providers to receive any updates about the youth, including their most recent contact information, and to communicate to caseworkers and other staff about ensuring completions with youth during their eligibility window.

DSS case managers, providers, and other staff members are crucial to the success of this project. Whether the youth is in or out of care, DSS case managers are usually the best connections to them. Any updates are appreciated: it could be new contact information, an update about a youth's status (e.g. AWOL, discharged), or confirming that all information is updated and provided. No matter how unimportant the information may seem, it can make a big difference for this project.

The National Youth in Transition Database is a national database that also tracks the transition services that youth receive. This database is used to document, track, and evaluate services provided for youth in foster care. All transition services must be reported as NYTD services in the *Child Welfare Management and Adult Protective Services Information System* (CAPSS). It is a federal requirement to record and update NYTD services in CAPSS under the “**NYTD**” tab (at least monthly). A NYTD service requires action from the Case Manager or provider; specifically, for preparing a youth for independence, education, housing, life skills, employment, etc.

Case managers communicate with youth and care providers at least once per month, should utilize **Monthly NYTD Tracking Form 30254** and keep copies in youth’s case file. Provide the care provider with access to the **NYTD Services Booklet (Booklet 30255)** to understand 14 NYTD categories.

The annual survey collection and the monthly service tracking are federally mandated. Missing or inaccurate information will result in a classification of non-compliant when reporting information to the federal government. Non-compliance could result in financial penalties placed on Chafee funds.

## Supporting a Teen and Young Adult

### **COACH ❖ ADVOCATE ❖ NETWORKER**

Listen, advise, and provide youth with opportunities to learn and practice new skills. Maximize “teachable moments” to provide life lessons, discuss expectations for adult behavior, and model such behavior. Empower youth to make decisions about their case and participate in court proceedings. Gradually decrease control and increase youth responsibilities. Establish quality communication and follow through. Recognize and celebrate success!

Help youth participate in activities normally experienced by their peers, such as participating in after-school activities. Help youth identify leisure activities that are safe, healthy, and easily accessible. Encourage youth’s development of peer support networks through participation in group activities with youth having similar interest and experiences, such as foster youth advocacy groups or social clubs.

Be a facilitator of relationships. Help establish lifelong connections for youth. Ask youth to identify at least one reliable, caring adult in their life who can also serve as a stable, ongoing connection and can provide support as they transition to adulthood. Where appropriate, support youth in exploring connections with their biological family members (siblings, parents, aunts/uncles, cousins, grandparents) and support maintaining healthy relationships with them.

Talk with youth about their educational and career goals, how their goals align with their talents and interests, identify possible barriers to achieving their goals, and discuss next steps. Offer youth assistance in exploring various educational or vocational options by talking to school counselors, conducting campus visits, and determining which programs are available in the community. Support youth as they adjust to college life or a new program, help youth in identifying available support services, and assist them in finding a place to stay over school breaks.

## **Supporting a Teen and Young Adult (cont.)**

Assist youth in exploring various career paths by encouraging and supporting them in conducting research, attending career fairs, speaking to a career counselor, or arranging a visit to a work site. Help youth understand and practice important employable skills for obtaining a job, such as developing a resume, completing applications, and interviewing. Coach youth on how to keep a job and discuss employer expectations for issues such as arriving on time, appropriate dress, and positive work attitudes.

Help youth explore and assess housing options (including location, cost, utilities, and living with roommates), and help them conduct their search. Talk to youth about responsibilities related to housing, such as providing a security deposit, paying rent on time, keeping the apartment clean, as well as tenant rights. Support youth in completing required applications. Help youth develop a backup plan in case housing arrangements fall through.

Help youth open and manage checking and savings accounts, to develop a budget that will outline estimated living expenses and expected income. Help youth understanding obtaining credit, learn how to maintain a good credit score, and understand loans and interest rates.

Be a networker and help cultivate supports for the youth. Help youth understand when to seek medical attention and how to find affordable health and mental health services through community health centers, student health centers, or other resources. Discuss the importance of maintaining Medicaid health coverage, medical appointments, and prescriptions. Help youth determine if they are eligible for other government assistance such as the Supplemental Nutrition Assistance Program. Help youth connect to community support services.

# Who is Eligible for Chafee/ETV funds and services?

	ELIGIBILITY STATUS	CHAFEE	ETV	EFC	Aftercare
<b>FOSTER CARE (14-17)</b>	SC Care and Custody, And licensed placement	SC pays Chafee	SC pays ETV	Eligible if reach age of majority while in SC care and custody	Eligible if exit foster care
	SC custody and placed in Another State through ICPC	SC pays Chafee	SC pays ETV	Eligible if reach age of majority while in SC care and custody	Eligible if exit foster care
	Another state custody and placed in SC through (ICPC) In Foster Care Licensed Placement SC	State of custody pays Chafee	State of custody pays ETV	Not eligible for SC EFC	Eligible if reach age of majority, maintains SC residency, and state of custody declines
	Placed in Correctional Facility such as DJJ and/or Incarceration	Not eligible while in DJJ placement	Not eligible while in/reached age of majority DJJ placement	Not eligible while in/ reached age of majority DJJ placement	Not eligible while in/ reached age of majority DJJ placement
	SC care and custody, and Court Order Unlicensed Relative and/or Non Relative	SC pays Chafee	SC pays ETV	Eligible if reach age of majority while in SC care and custody	Eligible if exit foster care
	SC care and custody, and Court Order Parent	SC pays Chafee	SC pays ETV	Eligible if reach age of majority while in SC care and custody	Eligible if exit foster care
	SC care and custody, and Adoptive Home (Foster Parent and/or Relative)	SC pays Chafee	SC pays ETV	Eligible if reach age of majority while in SC care and custody	Eligible if exit foster care

<b>*REACHED AGE OF MAJORITY (18+)</b>	<b>ELIGIBILITY STATUS</b>	<b>CHAFEE</b>	<b>ETV</b>	<b>EFC</b>	<b>Aftercare</b>
	Reached Age of Majority while in SC Foster Care and custody	SC pays Chafee	SC pays ETV, even if attending out of state school while maintaining SC residency	Eligible if reached age of majority while in SC care and custody	Eligible if exit SC foster care
	Reached Age of Majority in SC Foster Care and now resides in another state	State of residency pays Chafee; if denied, then based on funding availability, responsibility falls to state of previous custody	State of residency pays ETV, if denied, then based on funding availability responsibility falls to state of previous custody	Eligible if reached age of majority while in SC care and custody	Eligible if exit SC foster care and is not receiving current resident state Aftercare services
	Reached Age of Majority in other state and now resides in SC	State of custody pays Chafee; if denied, then, then based on funding availability, falls to current residence	State of custody pays ETV; if denied, then, based on funding availability responsibility falls to current residence	Not eligible for SC EFC	Eligible if exit from other state foster care and is not receiving state of custody Aftercare services
	Reached age of majority while placed in Correctional Facility such as DJJ and/or Incarceration	Not eligible	Not eligible	Not eligible	Not eligible
	Reached age of majority undocumented	Not eligible	Not eligible	Not eligible	Not eligible

	<b>ELIGIBILITY STATUS</b>	<b>CHAFEE</b>	<b>ETV</b>	<b>EFC</b>	<b>Aftercare</b>
<b>REUNIFICATION</b>	Left SC Foster Care to Reunification at or after age 14	SC pays Chafee up to 21 <sup>st</sup> birthday Select Chafee services, does not include housing	SC pays ETV, even if attending out of state school while maintaining SC residency	Not eligible for EFC	Eligible for Aftercare services
	Left another state Foster Care to Reunification at or after age 14 and now resides in SC	State of custody pays Chafee; if denied, then, based on funding availability responsibility falls to current residence	State of custody pays ETV; if denied, then, based on funding availability responsibility falls to current residence	Not eligible for SC EFC	Eligible for SC Aftercare services if state of custody denies
<b>ADOPTION, KINSHIP, &amp; LEGAL GUARDINSHIP</b>	Left SC Foster Care to Adoption or Legal Guardianship (kinship/fictive kin) at or after age 16 and maintains SC residency	SC pays Chafee services, except housing	SC pays ETV even if attending college in any state while maintaining SC residency	Not eligible for SC EFC	Eligible for Aftercare services
	Left SC Foster Care to Adoption or Legal Guardianship (kinship/fictive kin) at or after age 16 and now resides in another state	State of residency pays, if denied, then based on funding availability, responsibility falls to state of previous custody	State of residency pays ETV, if denied, then based on funding availability, responsibility falls to state of previous custody	Not eligible for SC EFC	Eligible for Aftercare services in state of residency, but if denied, then based on funding availability, responsibility falls to state of previous custody
	Left other state Foster Care to Adoption, Legal Guardianship (kinship/fictive kin) at or after age 16 and now resides in SC	State of custody pays Chafee; if denied, then, based on funding availability responsibility falls to current residence	State of custody pays ETV; if denied, then, based on funding availability responsibility falls to current residence	Not eligible for SC EFC	Eligible for SC Aftercare services if state of custody denies, and based on funding availability

	ELIGIBILITY STATUS	CHAFEE	ETV	EFC	Aftercare
<b>ADOPTION PRESERVATION (14-18)</b>	In SC Adoption Preservation (regardless of state of placement)	SC pays Chafee for ages 14 up to 18th Birthday	SC pays ETV up to 18th Birthday	Not Eligible for SC EFC	Only eligible if adoption was finalized at or after age 16
	In Adoption Preservation from another state but resides in SC	State of custody pays Chafee	State of custody pays ETV	Not Eligible for SC EFC	State of custody offers Aftercare services

**Additional notes for Criteria of Chafee and ETV Recipients:**

- Requests for reimbursement must be received and approved before the foster care service line “closed” date for youth currently in foster care status, before the Extension of Foster Care service line “closed” and/or before the aftercare service line “closed” date for youth receiving aftercare Chafee and ETV services.
- **Youth with special needs** qualify for Chafee services that may not be listed in this booklet and are reviewed and approved on a case by case basis. Please submit Chafee Funding Requests (DSS form 30198) for any needed services that will assist youth with special needs securing permanency, safety, and overall well-being.
- ETV Awards are available up to \$5,000/year and for up to 5 years or until 26<sup>th</sup> birthday, whichever comes first. The ETV awards does not have to be consecutive.
- Youth who are undocumented must meet certain other guidelines to be considered a “qualifying alien” to qualify for Chafee/ETV funded services. Verification must be certified by the Statewide Education and Non-Citizen Advocate Office of Child Health and Well-Being.

- Youth who are categorized as a victim of Human Sex and Labor Trafficking and are undocumented must have Department of Health and Human Services (DHHS) eligibility letter before requesting Chafee/ETV funds.
- Youth who are incarcerated (includes DJJ youth behind the fence) are not eligible for Chafee/ETV funding, nor EFC. Former DJJ youth must be in DSS placement before turning 18 to access Chafee/ETV funded services and/or EFC after their 18<sup>th</sup> birthday.
- Youth who are ICPC (youth who are under the case management responsibility of South Carolina, regardless of where they live) are under normal eligibility for Chafee and ETV as a South Carolina resident. The new/receiving state may ask for a breakdown of all Chafee funds approved for the youth in order not to duplicate the same service in that state.
- Young adults who are active-duty military, including reservists, are not eligible for Chafee funds, ETV funds, nor receiving placement support due to achieving successful transition into adulthood and their receipt of federal military support including medical benefits, housing, and educational benefits.
- Married young adults are not eligible for Chafee funds and not eligible to receive continued placement support, nor sign into Extension of Foster Care, due to achieving successful transition into adulthood, but they are eligible for ETV funds.
- Young adults with a criminal record, may be ineligible for receiving Chafee/ETV funded services, Extension of Foster Care, and/or Aftercare services.
- Any adverse decisions wherein DSS denies, disqualifies, suspends, or terminates program benefits are subject to go through Fair Hearing proceedings.
- Note: Each state offers Chafee and ETV services; however, eligibility, services and allotted funds offered are different in each state.

## How to Apply for Chafee Funding

Funding requests for John H. Chafee Foster Care Program for Successful Transition to Adulthood Funds are submitted to the Chafee/ETV Program Coordinator on **DSS Form 30198** to [llfundingrequests@dss.sc.gov](mailto:llfundingrequests@dss.sc.gov). Please include the required documentation for each item checked on page 2 of the form 30198 (see appendix A). **All Chafee Requests should be connected to the youth/young adult's transition planning.**

Applications will be reviewed as they are received on an ongoing basis. Case managers are contacted via email or telephone by the Chafee/ETV Program Coordinator when more information is needed. Upon receipt of completed funding request with all necessary documentation, a decision regarding approval will be made, and the case manager and county business office will be notified.

### Checklist for submitting Chafee services

- Completed John H. Chafee Foster Care Program for Successful Transition to Adulthood request **DSS form 30198**
- Most Recent Dictation discussing transition goals
- Supporting Documentation of each item requested (See Appendix A)

**Please ensure COMPLETE funding requests are submitted. Incomplete requests lacking documentation will not be processed. Please provide any missing items in a timely manner before 30 days of request to avoid denial.**

**Approvals are based on Chafee Program funds availability and may not cover entire expense.**

## Available Funded Chafee Services

Approvals are based on Chafee Program funds availability and may not cover entire expense.

### Academic (Secondary) Support

- Participation and supplies/equipment for school sponsored activities, such as school dances and social events, and/or school related fees. **(Max \$400)**
  - *Provide documentation showing description of program and costs.*
- Participation and supplies/equipment for non-school sponsored activities. **(Max \$400)**
  - *Provide documentation showing description of program and any costs.*
- Participation in summer programs, leadership/scholar programs that will provide youth with opportunities to develop academic goals, work force training skills, life skills, leadership skills, spiritual development, etc. **(Max \$400)**
  - *Provide documentation showing description of program and any costs. Itinerary and out-of-state travel form (DSS Form 1103) if travelling out of SC.*
- Tutoring services are typically offered free at the school. Case managers must first contact school guidance counselor for assistance. **(Max \$1000)**
  - *Tutoring Request and Progress Report (DSS Form 30236). Tutors should be paid after progress reports are submitted to case manager.*

## Academic (Secondary) Support (cont.)

- GED Program or SC Dept of Education virtual school program and fees cost and materials per subject (**Max \$200**). If technology support is needed, submit **Chromebook Request DSS Form 30197** with the Chafee Request.
- Computer Bundle for students includes laptop, software, and warranty.
  - ***Computer Request Form 30197 must be completed and attached to Chafee Request Form 30198 for pre-approval. Computer Bundles are not for reimbursement and provided by SCFPA.***

### **Senior Expenses: (Max \$1500)**

- Senior Package:
  - Senior Fees: **itemized invoice from school with costs.**
  - Prom: One (1) Senior prom ticket, prom attire, prom pictures, personal care services (does not include product purchase). **Provide copy of ticket or flyer with cost or official email from school staff with costs, receipt/invoices of attire, personal care, and senior prom pictures**
  - Graduation Package (must provide itemized invoice): Graduation invitations, cap and gown, yearbook, diploma plaque, senior year school spirit attire, high school senior jewelry (such as ring, dog tag, pendent), senior fees, senior class sponsored trip, and senior pictures (Senior ROTC, Team sports, and/or Graduation). Graduation Items may be purchased in Junior Year to prepare for Senior Year. **Provide itemized invoice from school/vendor with costs.**
- A recognition ceremony is held annually for all graduates. Recognition for successfully achieving academic goals.
  - ***Provide Graduate Form (DSS Form 30237) and copy of diploma/award/certificate or unofficial transcript from school.***

### ***Pre-College Expenses***

- Dual Enrollment Fees and Supplies. Provide costs from the school/program. Dual Enrollment fees may be waived for foster youth by school counselors. Case managers must connect with school guidance counselor for assistance. **If fees are not waived, please provide denial/school documentation with Chafee request. (Max \$400)**
- College deposit-related fees may be waived for foster youth by school counselors. Case managers must connect with school guidance counselor for assistance. **If fees are not waived, please provide denial/school documentation with Chafee request. Provide invoice from Institution Financial Aid Office or Student Registry Office (Max \$300)**

### Academic (Post-Secondary Support)

- Personal Computer Bundle for students enrolled in post-secondary programs includes laptop, software, and warranty.
  - ***Complete Computer Request Form 30197 with proof of school enrollment. Computer Bundles are not for reimbursement and provided by SCFPA only.***
- College Dorm Room Essential Bundle (Max \$500)
  - ***DSS Form 30239 with proof of school enrollment. College Dorm Room Bundles are not for reimbursement and provided by SCFPA only.***
- College registration and College room deposit fees. (Max \$300)
  - ***Provide statement from Institution Financial Aid Office or Student Registry Office.***

## Academic (Post-Secondary Support cont.)

- Participation in leadership/scholar programs/organizations that will provide youth with opportunities to develop academic goals, work force training, life skills, spiritual development, networking, etc. **(Max \$400)**.
  - ***Provide documentation showing description of program and any costs.***
- Academic Incentive - Recognition for successfully achieving academic goals (vocational or technical school, or college graduates) post-secondary students with at least a 3.0 GPA taking six or more credit hours are eligible for **\$100 per semester (Max \$300/year)**.
  - ***Provide copy of diploma/award/certificate or unofficial transcript from school.***
- Childcare for one month or until ABC voucher established.
  - ***Provide proof of enrollment, daycare cost/invoice/receipts, and ABC voucher application submission.***

## Transportation

- Transportation funds to Dual Enrollment, GED, vocational school, work, or job skills training. **(Max \$300)**
  - ***Provide proof of enrollment for school, paystub or work schedule for employment, and Google Maps/Apple Maps/Uber or Lyft receipts for distance.***
- Transportation college visits/orientation. **(Max \$300)**
  - ***Provide event itinerary and Provide Google Maps/Apple Maps/Uber or Lyft receipts for distance.***
- Transportation to maintain permanent connections such as relocation and home visits from college. **(Max \$300)**
  - ***Provide Google Maps/Apple Maps/Uber or Lyft receipts for distance.***
- Bicycles- **(Max \$200)**
  - ***Provide receipt of purchase or website store cart to include a bicycle, and additional safety items such as helmet, lock, and/or reflective gear.***
- Bus Pass **(Max \$200)**
  - ***Documentation of costs and route. Route must be in support of employment, education, and/or community connections.***

## Transportation (cont.)

- Driver's Education Course (**Max \$500**)
  - ***Provide program invoice, program website pricing, or receipt. Additional needed training hours will be reviewed for approval.***
- Birth Certificate, State IDs, knowledge test, and driver's license fees.
  - ***Provide website fee printout from DMV or receipt.***

Please note, foster parents and providers may not charge a youth for transportation assistance to school, employment, nor medical appointments and may not seek transportation reimbursement due to contract specifics.

- Repairs and/or maintenance to a vehicle (MOPED does not qualify as a vehicle) which a youth owns and is needed for education and/or employment up to **\$1,500/yr.**
  - Provide invoice/estimate or receipt in youth's name, proof of insurance, AND one of the following in the youth's name: car title in youth's name OR vehicle registration. Repairs are strongly encouraged to be completed by official mechanic, certified auto repair shop, or under the supervision of an ASE certified mechanic. Damages caused by accidents should first be handled by insurance company. Chafee funds are only approved for repairs required for safe operation of the vehicle.

## Transportation (cont.)

- Insurance assistance for when youth need transportation to school or work **\$1750/yr.** Insurance policy must have **youth's name as insurer** not as an additional driver.
  - Provide bill/estimate for car insurance OR receipt from insurance company. Must provide proof of enrollment and/or current income/wages that will support ongoing insurance expenses.

\*For Car Repairs and Car Insurance: The Registration of the car or the Title of the car must be in youth's name. If youth is a co – signer, then the registration or title must read youth's name AND the other individual's name. **Example: Youth Name AND Co-Signer Name/ Jane Doe AND John Smith**

## Youth with Dependents

- Dependent Bundle **DSS Form 37405** if the youth is pregnant or has a child/ren. Provided by SCFPA (**Max \$500/per dependent**)
- Childcare for one month or until ABC voucher established.
  - ***Provide proof of enrollment and/or employment, daycare cost/invoice/receipts, and if applicable, ABC voucher application submission.***

## Employment Services

- Licensure/Certification Program/Job Skill Training classes to include program costs, equipment, and supplies. **(Max \$3,500)**
  - ***Provide description of program, list of required supplies, costs, and schedule.***
- Interview Attire for youth actively seeking employment. **(\$100/year)**
  - ***Provide receipt, or website cart of desired items to purchase from store.***
- Uniforms and footwear for employment. **(\$100/year)**
  - ***Provide receipt, or website cart of desired items to purchase from store and proof of employment.***
- Childcare for one month or until ABC voucher established.
  - ***Provide proof of employment, daycare cost/invoice/receipts, and ABC voucher application submission.***

**Workforce Innovation and Opportunity Act Youth** program offers a comprehensive array of services to assist youth with barriers to employment prepare for post-secondary education and employment opportunities, attain educational and/or skills training credentials and secure employment with career opportunities. <https://scworks.org/jobseeker/jobseeker-programs/workforce-innovation-and-opportunity-act-youth-program>

**SC Works Centers** includes re-employment services for jobseekers, partner services, business services and resource rooms for use when filing for unemployment benefits or searching for work online. Through SC Works Centers and Connection Points across the state, there are a variety of workforce services in all 46 S.C. counties. Please access <https://scworks.org/centers> to improve youth's employability.

**Vocational Rehabilitation** youth services help youth with barriers to education or employment through different programs and partnerships. Please check <https://www.scvrd.net/203/Pre-Employment-Services-for-Youth> for youth services.

## Housing Expenses

These expenses are eligible for young adults who are preparing to establish their own independent residence after becoming age 18 and have not yet reached their 21<sup>st</sup> birthday. The young adult agrees to engage with case managing party monthly to assess transition and to ensure young adult is managing financial expenses, maintaining employment, academic enrollment, and healthy home management skills.

Youth who leave foster care to adoption, reunification, legal guardianship (kinship/fictive kin) and youth in post-legal adoption preservation placement **are not eligible** for housing transition funds. However, if the young adult experienced a failed permanency leading to homelessness, young adult is eligible for housing emergency and housing transition funds. Waivers are granted case by case review. Must receive prior approval before requesting these funds. Must explore ALL alternative permanency connections and funding sources.

**Only Aftercare clients are eligible for Rental Assistance.** EFC clients receive a monthly stipend contributing to their living expenses. To qualify for assistance, young adult must be employed and earning sufficient income to maintain the residence prior to Chafee releasing housing assistance funds. This is to ensure young adult is capable of maintaining stable housing once the funds are depleted. Young adult must identify contingency housing plans to avoid unstable housing situations such as unexpected changes in eligibility, income, and health. Young adult should be aware that this is a one-time award and thoughtfully consider readiness to utilize these funds.

DSS is coordinating with local HUD county offices to utilize a variety of housing vouchers. Under Foster Youth to Independence Vouchers, Public Housing Agencies provide housing assistance on behalf of: Youth at least 18 years and not more than 24 years of age who left foster care, or will leave foster care within 90 days, in accordance with a transition plan described in Section 475(5)(H) of the Social Security Act and are homeless or are at risk of becoming homeless at age 16 or older.

## Required Documentation for Rental Housing Support:

- Most recent Transition Plan Meeting DSS Form 30206 or Transition Amendment DSS Form 37182
- Budget Analysis DSS Form 30238
- Proof of current employment, proof of current enrollment, and/or housing voucher
- Signed lease agreement
- Scheduled for or Completion of the Housing/Apartment Readiness course. Please email [independentliving@dss.sc.gov](mailto:independentliving@dss.sc.gov) to sign up for available classes based on Monthly Workshop Calendar.

## Examples of Housing Assistance include the following:

- Housing Essential Bundle DSS Form 30239. Provided by SCFPA (**Max \$800**)
- Utilities deposit to include electric, gas, water, internet, and phone (land line or mobile) (**Max \$300**)
  - Provide bill/ receipt in young adult's name. Documentation with service, costs, address, and name on bill must match name on lease agreement.
- Furniture and/or utility appliances. (**Max \$2,000**)
  - Provide receipt, invoice, or printout from vendor.
- Rental Application Fees and Administration Fees. (**Max \$300**)
  - Provide receipt, billing statement, or printout from rental management
- Rental Security Deposit. (**up to one month of rent**)
  - Provide receipt, billing statement, or printout from rental management
- Rental Assistance for **up to \$600/month for a total of \$3,600 (max)**. The first installment of 3 months assistance will be released to the county. The second installment of 3 months will require a new DSS Form 30198, updated proof of financial stability and budget sheet.

Case Managing Party must provide documentation of ongoing contact assessing young adult's transition into adulthood. Self-sufficiency assessment must include housing verification, employment verification, pursue of academic success, financial management of expenses for monthly rental assistance release of funds.

### ***Interim Housing for College Students***

Interim housing funds are available for college young adults who are in need of housing assistance for the summer and during holiday breaks. Funding for Interim housing includes, but are not limited to, remaining on campus, staying with friends or extended family, short term lease, or hotels.

- Case managers must submit Institutions' Financial Statement for off cycle semester campus housing expenses.
- If applicable, Case managers must submit UA for licensed placement availability.
- If applicable, Case managers must submit written agreement for extended living arrangements between supportive adults.
- If applicable, Case managers must submit pre-approval for direct billing request of hotel reservations.
- Case managers DO NOT NEED to submit budget analysis, proof of employment/paystubs, completion of financial literacy course, nor completion of housing readiness course.

### ***Youth with Disabilities***

A setup fee of **\$400.00** or a household shower through the SCFPA is available for young adults transitioning from foster care to housing with the Department of Disabilities and Special Needs or Department of Mental Health.

- Case managers provide letter of transition to DDSN/DMH and submit DDSN Housing Essential Bundle **DSS Form 30239**.

### ***Emergency Assistance (Must receive prior approval before requesting these funds)***

Time limited emergency assistance is available for young adults who are homeless or at risk of homelessness while locating more stable housing arrangements. If applicable, case managers must submit UA for placement availability. Maximum hotel allotment is for ten (10) days and must have proof of upcoming placement efforts. Must explore ALL alternative permanency connections and funding sources.

Emergency rental payments assistance and utility assistance are available for young adults who have received a utility termination, eviction notice, and/or at risk of homelessness. Young adult may be required to participate in an updated transition plan meeting to assess ability to stabilize and maintain housing. Young adult may also be required to repeat housing readiness and financial literacy courses with TSS staff. Young adult may also be required to identify other housing options.

- Case manager must provide utility termination and/or eviction notice

## Supervised Independent Living (SIL) and Transitional Living (TL) Programs

Supervised Independent Living and Transitional Living Programs provide safe housing while young adults are experiencing independent growth, gaining the necessary skills to establish their own independent residence after becoming age 18. SIL and TL Programs provides supportive case management to strengthen the young adult's readiness for independence. SIL and TL Programs provide learning opportunities to strengthen skills in managing financial expenses, gaining employment, advancing academic enrollment, and gaining healthy home management skills.

**Some SIL and TL Programs, who are not receiving direct contract provider board payment from the child welfare agency, may require young adult to contribute to the expenses of the program. SIL and TL Program Rental Assistance does not affect Chafee Housing Rental Assistance.**

SIL and TL Programs must be approved by Transition Services and Support Staff. The young adult agrees to engage with SIL/TL Programs coordinator and case managing party to assess progress and to ensure monthly payment is sent to the provider.

### **Required documentation for SIL/ Transitional Living Program Funding Support:**

- Program participation agreement
- Financial statement/ invoice/ bill outlining young adult's expected financial contribution to the program.

### **Financial Assistance:**

- Deposits
- Program fees
- Rental assistance for up to 6 months (**up to \$600/month**). Case Managing Party must assess young adult's progress and to ensure monthly payment is sent to provider. If young adult leaves the SIL/Transitional Living Programs, then any remaining approved funds will be returned to the Chafee Program.

## Services NOT Included:

Private mental health counseling and assessments

Baby-sitting/ Youth sitting services

Vacation travel/ Passports

Medical, dental and vision needs

Legal disputes/needs

Traffic violations

Property damages

Criminal charges/fees

Entertainment expenses (TV, game system)

Secondary School Tuition and Uniforms

Any services that can be funded through alternative sources  
(i.e. school districts or placement agencies)

# Educational Opportunities/ ETV Services

Educational and Training Vouchers are grants, funded by the federal government and administered by the states, awarded for youth with foster care experience are eligible for **up to \$5,000.00 per academic year** in ETV funding who are pursuing a post-secondary education in an approved educational program.

## Who is Eligible?

- Youth currently in the care and custody of the Department of Social Services
- Youth, who at or after the age 14, left foster care to reunification
- Youth, who at or after the age 16, left foster care to adoption or legal guardianship (kinship/fictive kin) at or after age 16
- Youth, who at or after the age of 18, reached age of majority in SCDSS
- Reached age of majority at 18 in South Carolina, but now resides in another state, and the new state of residency denies offering ETV Award
- Reached age of majority at age 18 while in foster care, under the placement and care responsibility of another state, and currently residing in South Carolina, and the former state of custody denies ETV Award, and SC has available ETV awards

## Duration of Eligibility Status

- Youth are eligible to receive ETV Award \$5,000.00 per academic year for five (5) years until 26<sup>th</sup> birthday, even if the youth did not start receiving ETV prior to the 21<sup>st</sup> birthday.
- Youth are eligible for ETV funds for up to five (5) years, whether consecutive or not or until their 26<sup>th</sup> birthday, whichever comes first.
- Students must maintain at least part time status enrollment technical school, college, university, or other program that meets the ETV criteria
- Students must demonstrate academic progression and/or achievement

## ETV Awards

Youth may be eligible to receive up to a maximum of \$5,000 per year up to the 26<sup>th</sup> birthday or for five (5) years, whether consecutive or not, as long as funds are available through the Education and Training Voucher Program. Youth who complete the Free Application for Federal Student Aid (FAFSA) form, either on-line or at their school, will have access to all state and federal based scholarships and grants for which they may be eligible. The awarding of ETV funds depends on the cost of the school, and the amount of grants and scholarships the youth receive.

The \$5,000 award is to be applied to all costs associated with the cost of attendance to a post-secondary school.

- Tuition and fees listed on official school financial statement

ETV Award funds will be released for tuition and fees listed on official financial statement. Due to limited availability, funds for non-residential supported expenses such as housing, meals, and transportation, may not be available after cost of attendance is paid.

Youth should be encouraged to complete FAFSA forms as early as possible and to obtain copies of the financial aid print out and the school's billing statement and maximum financial aid award. Youth should also be reminded to answer "yes" to the FAFSA question that at any time since age 13 they were a dependent or ward of the court. This ensures being granted an independent status for student aid.

Youth should research other scholarships and awards online, including the web site of the South Carolina Commission on Higher Education ([www.che.sc.gov](http://www.che.sc.gov)). Youth should also complete the SC Needs Grant and submit a copy to the ETV Coordinator.

## How to Apply for ETV Funding

Funding requests for Education Training Voucher submitted to the ETV Program Coordinator on **DSS Form 37166** to [lfundingrequests@dss.sc.gov](mailto:lfundingrequests@dss.sc.gov)

- ETV application (ETV Participation Agreement and Academic and Financial Aid Release of Information Form)
- Tuition Statement
- Financial Award Letter
- Previous Transcripts (for returning students)

Case managers should ensure that the youth sign the ETV funding request. Without the youth's signature, the request cannot be approved. Be sure to attach copies of the required documentation necessary to process the funding request (See Appendix A).

It is encouraged that the ETV requests for the Fall semester should be submitted by June 30<sup>th</sup> of each year. Meeting this deadline will ensure that the funds will disburse in time for the Fall term. All college funds are approved for the entire academic year of the Fall/Spring semesters. A youth is eligible to utilize any remaining ETV funds for summer enrollment and is encouraged to disclose intentions for summer courses.

Youth may enroll in accredited or pre-accredited *public, private, or non-profit* institutions of higher education that:

- provides a bachelor's degree program or at least a 2-year program that provides credit towards a degree or certification (and enrolled in at least 6 semester hours); or
- provides not less than a one-year program of training to prepare students for gainful employment in a recognized occupation; or
- offers training programs and has been existence for at least two years preparing students for gainful employment in a recognized occupation.

Youth must notify ETV Program Coordinator of any of the following:

- Withdraws from any classes
- Disciplinary actions that could affect enrollment status
- Drops out of school

ETV awards funds based upon college/vocational school attendance, and the number of credits students are taking. If youth withdraw from any classes, youth MUST inform ETV Program Coordinator immediately as the ETV funds may need to be adjusted. If student drops out of school and returns in a subsequent term, their eligibility and funding status are determined on a case-by-case basis. If youth drop all of their classes and achieve no credits, case will be reviewed before releasing further ETV funds.

Youth must notify ETV Program Coordinator of any of the following:

- Loses any projected financial aid
- Falls below academic statue of a 2.0 GPA

If youth has lost financial funding due to disciplinary actions and/or falling below a 2.0 GPA for any semester, then the youth must submit a letter identifying issues and concerns and create a plan to improve academic status for the upcoming semesters.

**Note: It is very important that all the necessary information is submitted with the ETV funding request. The ETV Program Coordinator will contact the appropriate person when more information is needed; however, this delays the approval process. ETV funding requests must be submitted each academic year to ensure that the youth continue to receive educational assistance.**

## Partnership Resources



**South Carolina Foster Parents Association** <https://scfpa.com/>

**On the Road Again** - provides donated cars to eligible foster care young adults who are at least 18 and not yet 21 years old, and actively employed, and/or pursuing a GED or engaged in a post-secondary educational program. On the Road Again Application can be found on <https://ontheroadagain.sc/> . SCFPA awards vehicles based on availability and need.

**Pack a SACK (Sponsor A College Kid!)** - provides needed items while young adults are away at college to include toiletries, school supplies, entertainment, and/or study snacks.

**Household and Dorm Essential Transition Package** - provide basic household items such as linens, bedroom items, and kitchen items. DSS Form 30239 will need to accompany Chafee request for pre-approval.

**Computer Bundles** - provide a laptop computer bundle that includes a computer with a service agreement, and software. DSS Form 30197 will need to accompany Chafee request for pre-approval.

**Teen Recognition** – Foster Teens in high school (grades 9-12) with a 2.0 or better GPA, who are involved in after-school activities, community service, church or other worthwhile activities may be nominated by school personnel, a pastor or employer, a foster parent or social worker for this award.

**Scholarship Program** - Scholarships will be awarded each year at the SCFPA Annual Training Conference to a current foster youth graduating high school senior year. Scholarship money may be used for any academic or training program that helps recipient meet his or her goals

## **YEA! Youth Engagement Advocates (State Youth Advisory Council)**



YEA! is an advisory group created to ensure that the voice of youths is heard when agencies are improving policy and practice, and program delivery for teens and young adults. YEA! is open to current and former foster youth between ages of 14-25. The group prides themselves on being youth centered and mission driven to share their experiences to bring about true child welfare transformation. YEA! meets regularly to engage in individual growth, supportive connections, leadership skill development, and advocacy opportunities to create change. If interested to learn more about YEA! please email [IndependentLiving@DSS.SC.gov](mailto:IndependentLiving@DSS.SC.gov) for more information or visit website at <https://www.scyea.org/>.

### **Inclusion of All Young People**

We believe in the power of inclusion. Together we are stronger. Our races, ethnicity, family heritage, geography, gender identity, sexuality, religious beliefs, and economic experiences make us uniquely prepared to lead as a collective. All voices are essential, irreplaceable, valuable and matter.

### **Expertise**

We value and uplift the importance of lived experience. Everyone is an expert in their own story. Together our combined histories and experience of the foster care system make us stronger and wiser.

### **Continuous Learning**

We believe in the power of taking chances and making mistakes. Sometimes failure leads to the biggest success. Together we are committed to gaining new awareness and skills through equitable education, empathy, remaining open-minded and a commitment to finding learnings and lessons in every opportunity.

### **Supportive Relationships**

We support and uplift one another in our journeys. We acknowledge the role and impact we can have in one another's life. Together we stand as a community of advocates and leaders who commit to holding up and holding each other accountable, as we progress towards personal development and respectful treatment of others.

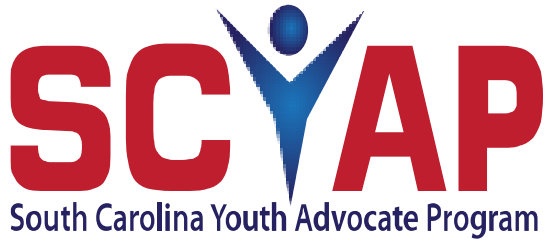
### **University of South Carolina – College of Social Work serves as Network Hub for YEA! Regional Chapters**

Upstate- Pendleton Place Youth and Family Services, Greenville

Low Country- Landmarks for Families, Charleston

PeeDee- Trent Hill Center for Children and Families, Hartsville

Midlands- Palmetto Place Children and Youth Services, Columbia



DSS has awarded SCYAP to partner with former foster young adults 18-26 to continue working on a successful transition into adulthood with a Life Coach.

- ❖ Life skills planning and development
- ❖ Service navigation and building connections to community partners and resources
- ❖ Well-being support to help young adults achieve and maintain a stable and healthy living environment

**Fostering Great Ideas**



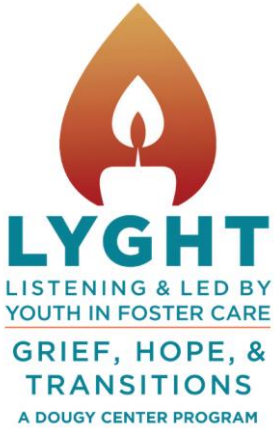
**Fostering Great Ideas®**  
Reimagine Foster Care

<https://fgi4kids.org/>

**Life Support®** Adult mentors provide ongoing emotional support and guidance to youth in foster care. Life Support® mentors commit to visiting a youth in foster care twice per month. Mentors actively listen to hopes, fears, and dreams. They become an important part of the child’s journey toward better outcomes.

**Aspire™** encourages youth to graduate from high school and then attend and excel in college by providing accountability and support throughout their academic experience. Through consistent meetings with our Education Advocate and peer gatherings focused on team building, youth begin to visualize a future for themselves. They graduate from high school, apply to college programs, and find their own pathway to success.

**Tutor Match®** provides free in-person and virtual tutoring, quality tutoring (subjects and ACT/SAT prep) for children and youth in foster care.



The Listening and Led by Youth in Foster Care: Grief, Hope, and Transitions (L.Y.G.H.T.) program is an evidence-based intervention for youth in foster care. The L.Y.G.H.T. program was developed to create a trauma-informed and grief-informed program to support, honor, and listen to the voices in foster care!

L.Y.G.H.T. is a well-being resource for teenagers (age 13-23) in need of support to heal from grief, loss, and trauma with their foster care experiences. L.Y.G.H.T. provides a safe space for youth in foster care to listen, talk, and offer support to one another as they cope with missing family, friends, and other important people as well as other losses in their lives.

It is a free program, accessible to all foster teenage youth regardless of placement. The L.Y.G.H.T. program is **voluntary** and promotes **youth well-being and empowerment** by providing youth with choices about IF, WHEN, and HOW youth want to participate in the program. The L.Y.G.H.T. program is a biweekly, year-round program delivered at community sites in all four regions in South Carolina. Please make a L.Y.G.H.T. Referral at [lyght@dougy.org](mailto:lyght@dougy.org) for the teenagers on their caseload who could benefit from this program.

❖ Increased social support ❖ Increased hopefulness ❖ Increased self-worth

➤ **MIDLANDS**

Helping Hands, Aiken County

- Teen Group for 13-17 year olds
- Young Adult Group for 18-23 year olds

➤ **MIDLANDS**

Palmetto Place, Richland County

- Teen Group for 13-17 year olds
- Young Adult Group for 18-23 year olds

➤ **UPSTATE**

Thornwell, Laurens County

- Teen Group for 13-17 year olds

➤ **PEEDEE**

Crosswell Home for Children, Sumter County

- Teen Group for 13-17 year olds

➤ **LOWCOUNTRY**

Landmarks for Families, Charleston County

- Teen Group for 13-17 year olds

## **APPENDIX A**

### **SUPPORTING DOCUMENTATION NEEDED FOR CHAFEE SUBMISSION**

**NOTE:** These are requirements for funding requests to the state office. Counties may require receipts for items even though state office may not require receipts for the initial approval of funds being transferred to county.

#### **CHAFEE FUNDING**

##### ***Academic (Secondary) Supporting Documents***

For all requests - documentation showing the itemized pricing of items requested and documentation of goals for a successful transition to adulthood (transition plan and/or most recent dictation discussing transition goals).

1. Participation of School and Non-School Sponsored Activities (Educational field trips/school related fees): documentation showing description of program and costs.
2. Leadership/Scholar Programs: documentation showing description of program and any costs. Itinerary and out-of-state travel form (DSS Form 1103) if travelling out of SC.
3. Tutoring: Tutoring Request and Progress Report (DSS Form 30236). Tutors are paid monthly by invoice after progress reports are submitted to case manager.
4. GED Program/SC Dept of Education: documentation showing description of program and costs.
5. Computer/Chromebook Bundle: DSS Form 30197 will need to accompany Chafee request.

##### ***Senior Expenses requests***

1. Senior fees- itemized invoice from school with costs.
2. Prom Package- copy of ticket or flyer with cost or official email from school staff with costs, receipt/invoices of attire, personal care, and senior prom pictures
3. Graduation packages – itemized invoice/receipt with costs.
4. Graduation award - Caseworker needs to verify graduation status before requesting and submit the yearly provided Graduate Form 30237. Provide copy of diploma/award/certificate or unofficial transcript from school.

##### ***Pre-College Expenses requests***

5. Dual Enrollment- print out of costs from the school and proof that school did not provide a waiver for foster youth.
6. College registration and College room deposit- provide invoice from Student Registry Office

### ***Academic (Post-Secondary) Supporting Documents***

For all requests - documentation showing the itemized pricing of items requested and documentation of goals for a successful transition to adulthood (transition plan and/or most recent dictation discussing transition goals).

1. Computer Bundle: Computer Request DSS Form 30197 along with Chafee Request Form
2. College Dorm Bundle: DSS Form 30239 along with Chafee Request Form
3. College Related Fees: College registration and College room deposit- provide invoice from Student Registry Office
4. Leadership/Scholar Programs: documentation showing description of program and any costs. Itinerary and out-of-state travel form (DSS Form 1103) if travelling out of SC.
5. Academic Incentive Award: need unofficial transcript for the semester requested. Limit of 3 semesters per year
6. Caseworker needs to verify graduation status before requesting and submit the Graduate Invoice DSS Form 30237. Provide copy of diploma/award/certificate or unofficial transcript from school.
7. Childcare until ABC voucher established: proof of enrollment, daycare cost/invoice/receipts, and if available, ABC voucher confirmation email.

### ***Transportation Supporting Documents***

For all requests - documentation showing the itemized pricing of items requested and documentation of goals for a successful transition to adulthood (transition plan and/or most recent dictation discussing transition goals). **Foster Parents (includes Regular and Therapeutic) and Group Home Providers will not receive transportation reimbursement due to contract specifics.**

1. Transportation to adult education/post-secondary school/job skills training - documentation showing youth is in school, length of school attendance, and Google Maps/Apple Maps/Uber or Lyft receipts for distance.
2. Transportation to work or job skills training – paystub or employment work schedule. Google Maps/Apple Maps/Uber or Lyft receipts for distance.
3. Transportation to college orientation/home visits from college- Provide event itinerary and Provide Google Maps/Apple Maps/Uber or Lyft receipts for distance.
4. Bus Pass- documentation of costs and route. Route must be in support of employment, education, and/or community connections.
5. Bicycle - receipt/invoice. Youth must have goals for a successful transition to adulthood related to employment, education, healthy living and/or social development.
6. Driver's education- Program invoice, program website pricing, or receipt.
7. Driver's license/permit fees - fee schedule printout from DMV or receipt
8. Car Repairs - preprinted invoice/estimate or receipt in youth's name AND one of the following in the youth's name: car title in youth's name OR vehicle registration and insurance card together.

9. Car Insurance - vehicle title OR Vehicle registration AND one of the following in the youth's name: bill/estimate for car insurance OR receipt from insurance company. Must show proof of current school enrollment OR current employment income.

### ***Employment Services Supporting Documents***

For all requests - documentation showing the itemized pricing of items requested and documentation of goals for a successful transition to adulthood (transition plan and/or most recent dictation discussing transition goals).

1. License/certification- documentation showing description of program, list of required supplies, costs, and schedule.
2. Job Skills Training- documentation showing description of program, projected work assignment and schedule, and any progress notes.
3. Interview clothing - youth must be actively seeking employment and this must be annotated on Chafee funding request (DSS Form 30198), receipt for reimbursement OR estimate/invoice from store.
4. Work Clothing - indicate employer and type of work (i.e. Shift Manager for McDonald's) on Chafee funding request (DSS Form 30198), receipt for reimbursement OR estimate/invoice from store.
5. Childcare for one month until ABC voucher established: proof of employment, daycare cost/invoice/receipts, if available, ABC voucher confirmation email.

### ***Housing and Transition Supporting Documents***

For all requests - a copy of the youth's Budget Analysis (DSS Form 30238), the youth's Transition Plan Meeting Form 30206 or Amendment Form 37182, dictation of goals for a successful transition to adulthood, and Housing/Apartment Readiness course certificate. Also, either proof of current employment, or proof of current enrollment, and/or housing voucher.

1. Caseworker must arrange a TRANSITIONAL PLANNING MEETING to include all significant supports for the youth. Complete and sign the Transition Plan Meeting Form 30206 or Amendment 37182 at this planning meeting.
2. Budget Analysis (DSS Form 30238) - meet with youth to discuss the planned monthly budget and how rental costs/living costs will be covered once Chafee funds are depleted.
3. Must provide scheduled for or completion of housing/apartment readiness course.
4. Rental assistance- lease agreement, budget analysis, transition plan, and proof of current income/enrollment
5. Furniture - invoice, receipt, or printout from vendor
6. Deposits and Applications- documentation with service, costs, address, and name on bill must match name on lease agreement.
7. If youth is entering an apartment with a roommate(s), youth maybe subject to only receive a portion of the rental application, rental deposit, rental expenses, furniture expenses, and utility deposit expenses.
8. DDSN/ DMH set up fees- provide letter of transition to DDSN/DMH

9. Supervised Independent Living- if applicable lease agreement, program agreement, financial commitment, transition plan.
10. Must provide housing voucher to utilize any housing funds for housing needs under a housing voucher.
11. Case Manager must provide documentation of monthly contact assessing youth's transition into adulthood. Assessment must include housing verification, employment verification, pursue of academic success, financial management of expenses for monthly rental assistance release of funds.
12. Emergency Assistance- Must receive pre-approval from Chafee Program State Coordinator. Must provide documentation of all reasonable efforts to stabilize youth and updated transition plan/amendment.

### ***Youth with Dependents Supporting Documents***

For all requests - documentation showing the itemized pricing of items requested and documentation of goals for a successful transition to adulthood (transition plan and/or most recent dictation discussing transition goals). CAPSS identification of pregnancy and/or dependents.

### ***ETV FUNDING for Post-Secondary Education***

#### **EDUCATION AND TRAINING VOUCHER (ETV) FUNDING- up to \$5,000 maximum per year for post-secondary schooling**

For all requests – school enrollment documentation, financial award letter, CAPSS education screen showing current educational levels and documentation of successful transition to adulthood goals (transition plan and/or most recent dictation discussing transition goals).

1. Acceptance letter - for all freshmen students, first time ETV requests, or transfer students
2. Financial Aid Award letter for each academic year of request
3. Documentation from the school (or its website) showing the total annual cost of attendance
4. Schedule of assigned classes.
5. Completed ETV Application packet DSS Form 37166 and must include signature on Academic and Financial Release of Information Forms, and Participation Agreement Form.
6. ETV Funds will be sent to institution for payment to be accredited to youth's school account/balance.
7. ETV Funds are awarded up to \$2500 per semester. Youth must provide previous semester unofficial transcript, and proof of upcoming school enrollment to release second semester award for up to \$2500.
8. If youth is placed on academic probation and/or has lost financial funding due to falling below 2.0 G.P.A., then the youth must submit a letter identifying issues and concerns and create a plan to improve academic status for the next semester.

## Appendix B

### GUIDELINES FOR REQUESTING COUNTY CHECKS I Have an Approval Letter- Now What?



Schedule an MS Outlook calendar reminder four, six, and eight weeks from approval email date to check in with Business Office for received funds and submit a Check Voucher Request to Business Office.

If funds have not been transferred to county business office **after eight (8) weeks** of receiving approval letter, please email [independentliving@dss.sc.gov](mailto:independentliving@dss.sc.gov) for status update.

#### Day of confirmed transfer of funds:

Submit a **Check Voucher Request** to the county Business Office. Please ensure that the **Approval Letter, Justification, and clear Supporting Documents (receipts, invoices, proof of enrollment/employment)**, match so there are no discrepancies or delays in payment.

1. Please help ease the process by providing three important pieces along with any other requirements to the county Business Office.
  - a. Check Voucher Request
  - b. Approval letter corresponding to the service provided to the youth
  - c. Receipts, letter or account printout from vendor showing proof of payment received. On the receipt, letter or printout, highlight important information such as the youth's name, amount to be paid, and who paid for the service, so it is clear to the county Business Office.
2. **DIRECT payments to youth/young adult** – Provide approval letter indicating payment release to young person.
3. **DIRECT payments to vendor**- Provide invoices, estimates with taxes, youth name or reference number to ensure payment will be applied to correct account.
4. **REIMBURSEMENT payments to youth or third parties:**  
Provide proof of payment. Receipts, letter, or account printout from vendor showing proof of payment received from individual requesting reimbursement. Documentation must show the full cost of items and payment was made. If official vendor documentation is not available, provide proof that the youth received services (i.e. driver's license as proof the license fee was paid, etc.). Highlight important information such as the youth's name, amount paid, and who paid for the service, so it is clear to the county Business Office.

\*Sometimes the person who prepaid for a service is not clearly annotated on the receipt or documentation and there is a question as to who should be reimbursed (i.e. an 18+ youth or a third party). If this is the case, since funds are approved for services to the youth, it is not required, but strongly suggested that a letter signed by 18+ youth be on file when there is a discrepancy. This letter is not for youth under age 18.

*This dated letter should include a statement with critical information for recordkeeping such as "I, YOUTH FULL NAME, acknowledge that THIRD PARTY FULL NAME purchased (goods/services) for (amount) from (vendor) on MM/DD/YYYY. I give DSS permission to issue reimbursement to (Mr./Ms. \_\_\_\_\_) with John H. Chafee Foster Care Program for Successful Transition to Adulthood funds approved for this purpose".*

## **Appendix C**

### **GUIDANCE FOR RETURNING UNUSED CHAFEE FUNDS**

Each county Business office must review the county's Chafee and ETV (Independent Living) accounts at least monthly. If the County Business Office identifies any accounts with no activity for the past six months, Business Office staff must contact the youth's Case Manager to obtain an update on the status of the case.

- If the approved Chafee funds are still needed, please process payment of the funds to the appropriate vendor.
- Case Managers must contact the youth to identify any outstanding remaining charges that supported transition to adulthood services prior to release/transfer of the remaining funds.
- If funds are not needed for the approved Chafee item, but another Chafee item can utilize the funds, the Case Manager can request a Reallocation of Funds Approval Letter. Send an email to [independentliving@dss.sc.gov](mailto:independentliving@dss.sc.gov) requesting reallocation of funds (include approval letter).

If the approved Chafee or ETV funds are no longer needed, please follow the process outlined below:

- County Business Office staff will submit a Chafee/ETV Funds Redistribution Request Form to [independentliving@dss.sc.gov](mailto:independentliving@dss.sc.gov) and utilize Subject Line: Chafee/ETV Funds Redistribution Request Form.
  - Attach Approval Letter associated with returned funds.
  - Chafee funds must be kept separate from ETV funds.
- The Chafee/ETV Financial Specialist will review the request and provide approval or denial, along with instructions for transferring the funds/check to the designated county for each region:
  - Upstate Region: Greenville County
  - Midlands Region: Lexington County
  - Low Country Region: Charleston County
  - Pee Dee Region: Marion County
- The designated county business office will deposit the checks, post the funds to the redistributed sub-accounts, and upload all supporting documentation for each entry into Acumatica.
- The Chafee/ETV Financial Specialist will support the monitoring of these funds and submit requests to utilize the redistributed funds for Chafee/ETV expenses.

## Appendix D

### Federal Guidelines: Residency Status and State Responsibility to Pay Chafee and ETV

<b>Foster Care Status</b>	<b>Residency</b>	<b>Chafee</b>	<b>ETV</b>
In SC Foster Care	SC (even if attending college in any state while maintaining SC residency)	SC pays Chafee	SC pays ETV
(ICPC) In Foster Care Licensed Placement in Another State	SC (even if attending college in any state while maintain SC residency)	SC pays Chafee	SC pays ETV
(ICPC) In Foster Care Licensed Placement in SC	Other (even if attending college in SC while maintaining residency in another state)	State of custody pays Chafee	State of custody pays ETV
Aged Out in SC (includes Aftercare Placement)	SC (even if attending college in any state while maintaining SC residency)	SC pays Chafee	SC pays ETV
Aged Out in Another State	SC (even if attending college in any state while maintaining SC residency)	State of custody pays, if denied, then, based on funding availability SC pays Chafee	State of custody pays, if denied, then, based on funding availability SC pays Chafee SC pays ETV
Aged Out in SC	Other (even if attending college in SC while maintaining residency in another state)	State of residency pays Chafee; if denied, then responsibly falls to state of previous custody	State of residency pays ETV; if denied, then responsibly falls to state of previous custody
Left Foster Care to Positive Permanency of Reunification in SC at or after age 14	SC (even if attending college in any state while maintaining SC residency)	SC pays Chafee	SC pays ETV
Left Foster Care to other Positive Permanency in SC at or after age 16	SC (even if attending college in any state while maintaining SC residency)	SC pays Chafee	SC pays ETV
Left Foster Care to other Positive Permanency in Another State at or after age 16	SC	State of custody pays, if denied, then, based on funding availability SC pays Chafee	State of custody pays, if denied, then, based on funding availability SC pays Chafee SC pays ETV
Positive Permanency in SC at or after age 16	Other	State of residency pays Chafee; if denied, then based on funding availability, responsibly falls to state of previous custody	State of residency pays ETV; if denied, then based on funding availability, responsibly falls to state of previous custody

# South Carolina Chafee Program

## NYTD Services Booklet



### Contact Us

SCDSS/ John H. Chafee Foster Care Program for Successful  
Transition to Adulthood

P. O. Box 1520  
Columbia, SC 29202-1520  
[IndependentLiving@DSS.SC.Gov](mailto:IndependentLiving@DSS.SC.Gov)



DSS Booklet 30255 (SEP 18)  
Edition of JAN 15 is obsolete.

# Introduction

## NYTD Services



The National Youth in Transition Database (NYTD) requires that all successful transition to adulthood services be assigned to specific categories and reported back to the Administration for Children Youth and Families (ACYF).

The ACYF has designated 14 categories. In this booklet, examples of services are provided for each category.

The purpose of this booklet is to help caseworkers identify which NYTD category to choose when documenting NYTD reportable services in CAPSS.

If a case manager is unsure of which category to choose, he or she should consult with their supervisor or contact their Regional Chafee Program Coordinator.

**Mentoring**

Only includes a mentor relationship facilitated by the state agency or its staff.

Service Provided By: \_\_\_\_\_

Notes: \_\_\_\_\_

**Supervised Independent Living**

Occurs when a youth is living independently under a supervised arrangement that is paid for or provided by the state agency.

Service Provided By: \_\_\_\_\_

Notes: \_\_\_\_\_

**Education Financial Assistance**

- Textbooks
  - Educational Supplies
  - Tuition and Scholarship Assistance
  - GED and Other Educational Tests
  - College Deposits
  - Lab Equipment
  - Adult Education, Non-ETV Vocational and College Courses
  - Payment for Educational Preparations and Support Services
  - Other: \_\_\_\_\_
- Computers
  - Fees
  - School Travel
  - Personal Items
  - Child Care
  - Commuter Meals

Service Provided By: \_\_\_\_\_

**Other Financial Assistance**

- Interview and Work Clothing
- Furniture
- Senior Expenses (Pictures, Cap & Gown, Graduation Invitations)
- Esteem Building Activities (Participating in Schools Sports, Music Programs, and ROTC)
- Transportation Assistance (Commuter Allowances, Car Repairs)
- Professional Attire for Youth No Longer in Placement Who are In School or Working
- Dorm Showers, Apartment Showers, and "Pack-a-Sack" Program
- Stipends Provided for Participation in Youth Grpups, GOALL and SCNYTD Youth Voice
- Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

DSS Case Manager's Name: \_\_\_\_\_ Telephone: (\_\_\_\_) \_\_\_\_\_

County/Regional Office: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Note: NYTD Services must be entered into CAPSS under the "Support Services/NYTD" tab monthly as services are provided.

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# Documenting Services

## Why document NYTD services in CAPSS?

NYTD **services prepare youth** with successful transition to adulthood skills for life after foster care. These services are reported to the federal government (ACYF). **Financial penalties could be issued if the state is not assisting youth** in acquiring successful transition to adulthood skills for success after foster care.

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*Remember, “If you do not document the service, it didn’t happen” and “Good case plans lead to better outcomes.”*

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## Using the “Services Provided” form 30254

The best place to gather data is from the source. Through good questions that lead to thorough assessment, case managers, foster parents and other care providers communicate at least once per month and review the form together to ensure that each and every NYTD service provided to the youth is documented. CAPSS is then updated in compliance with federal regulation to show services provided.

Examples of the 14 NYTD categories are in this booklet.

A copy of the form 30254- NYTD Services Provided by the Youth’s Placement Provider form is in the back of this booklet.

**Employment Program or Vocational Training**

Employment Programs                       Vocational Training  
 On the Job Training                       Certification Courses  
 Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

**Budget and Financial Management**

Learning to Live Within a Budget  
 Assistance in Opening and Using a Checking and Savings Account  
 Accessing Information about Completing Tax Forms  
 Developing Consumer Awareness and Smart Shopping Skills  
 Teaching Youth about Establishing and Protecting Their Credit  
 Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

**Family Support and Healthy Marriage Education**

Helping Youth Make Positive Connections  
 Family Independence Workshops  
 Foster Parents Providing Instruction and Modeling Appropriate Family Relationships  
 Information on Healthy Marriages, Spousal Communication, Parenting, Responsible Parenthood, Childcare Skills, Teen Parenting, Domestic and Family Violence Prevention  
 Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

**Housing Education and Home Management Training**

Managing Security Deposits  
 Managing Utilities  
 Assistance and Training in Locating and Maintaining Housing  
 Assistance in Completing a Rental Application and Acquiring a Lease  
 Assistance in Understanding Tenant’s Rights and Responsibilities and How to Address Issues with a Landlord  
 Home Management Training Includes Instruction in Food Prep, Laundry, Housekeeping, Living Cooperatively with Others, Meal Planning, Grocery Shopping, and Basic Maintenance and Repairs  
 Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

**Health Education and Risk Prevention**  
These Services May Include Providing Information About

Hygiene     Nutrition, Fitness and Exercise  
 First Aid     Prenatal Care  
 Health Care Resources and Insurance       Maintaining Personal Medical Records  
 Sexual Development and Sexuality           Pregnancy Prevention and Family Planning  
 Substance Abuse                                   Sex Education  
 Healthcare Proxy                                   Prevention of Sexually Transmitted Diseases  
 Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_



# Academic Support

## (Elementary through High School)

Academic Support services are those services designed to help a youth complete high school or obtain a General Equivalency Degree (GED).

\*Academic support ***does not*** include a youth's general attendance in school.\*



These services may include:

- Tutoring
- School sponsored field trips
- Senior expenses
- Study skills training
- Literacy training
- Governor's School expenses
- Accompany youth to IEP meeting
- Book and Supplies for specialized classes
- Completing application for adult education
- Scholar's programs when recommended by school
- Assistance in accessing educational resources & supports
- Transportation to placement tests, SAT/ACT, etc.
- Information on back to school transition
- Participate in youth's "Pathways to Success" conference at school
- Workshops on the importance of high school education
- Youth groups or GOALL: discussions and activities related to strategies for completing high school
- Successful Transition conferences, workshops and information or materials on accessing academic resources
- Summer School
- Birth certificates
- Graduate awards
- GED preparation
- Study skills training
- Academic counseling
- Homework assistance from an adult

# Other Financial Assistance

Any payments provided by the State John H. Chafee Foster Care Program for Successful Transition to Adulthood to help youth live independently.

These expenses may include:

- Senior Expenses (senior pictures, rings, yearbooks, cap and gown, and graduation invitations)
- Esteem building activities such as participation in school sports, school music programs, and ROTC
- Transportation assistance such as commuter allowances, car repairs, and assistance with vehicle insurance
- Interview and work clothing
- Professional attire for youth no longer in placement who are in school or working
- Furniture
- Dorm Showers, Apartment showers and "Pack-a-Sack" program (contracted through the South Carolina Foster Parent Association)
- Stipends provided for participation in youth groups, GOALL, and SCNYTD Youth Voice



# Education Financial Assistance

Education financial assistance includes expenses that are paid for or provided by the State John H. Chafee Foster Care Program for Successful Transition to Adulthood for education or training.

These expenses may include:

- Textbooks
- Computers
- Educational supplies
- Tuition assistance and scholarships (including ETV)
- Adult education, non-ETV vocational & college courses
- Payment for educational preparations and support services (tutoring)
- GED and other educational testing
- College deposits
- Fees
- School travel
- Personal items
- Child care lab equipment
- Commuter meals



# Post-Secondary Educational Support (College or Vocational Training)

Post-Secondary education support services are designed to help a youth enter and complete post-secondary education.

These services may include:

- Counseling about college
- Tutoring
- SAT/ACT preparation classes
- Non-ETV college coursework
- Non-ETV vocational coursework
- College campus visits
- Transportation and accompanying a youth to College Goal Sunday
- Assistance and information about financial aid (FAFSA), scholarships, and student loans
- Pre-college expenses (applications, SAT/ACT)
- Assistance in completing applications for ETV funding
- Workshops on educational choices
- Assisting youth in completing the SC Foster Care Waiver form for the SC Need-based Tuition Grant
- Youth groups or GOALL: discussions and activities related to recruitment and retention in post-secondary education
- Successful Transition conferences, workshops and information or materials on accessing academic resources



# Career Preparation

Career preparation activities are those that develop a youth's ability to find, apply for, and retain appropriate employment.

These services may include:

- Assistance in completing job applications
- Assistance with online, media, and in-person job searches
- Assistance in resumé writing
- Social skills training related to employment: teaching interviewing skills, job coaching, guidance on how to work with employers/other employees, understanding authority and customer relationships
- Participation in school "Career Pathways" conference
- Career exploration and planning
- Identifying potential employers
- Job shadowing
- Job referrals
- Use of career resource libraries
- Job readiness workshops/courses
- Assistance in securing work permits
- Assistance in understanding employee benefits coverage
- Youth groups and GOALL: discussions and activities related to career preparation
- Successful Transition conferences, workshops and information or materials on career preparation



## Room and Board Financial Assistance

Housing that is paid for or provided by the State John H. Chafee Foster Care Program for Successful Transition to Adulthood for room and board.

Examples of these services may include:

- Rental assistance
- Rental and utility deposits
- Interim housing for college students
- Emergency housing assistance
- DDSN and DMH room set-up expenses for youth with disabilities



## Mentoring



Mentoring is a service provided when a youth is matched with a screened and trained adult for a one-on-one relationship that involves the two meeting on a regular basis for the purpose of building successful transition to adulthood skills. Mentoring can be short term, but it may also support the development of a long-term relationship.

This service category only includes a mentor relationship that has been facilitated, paid for, or provided by the State agency or its staff. This may include contracted WRAP mentoring service.

## Supervised Independent Living

Supervised independent living (SIL) is when a youth is living independently under a supervised arrangement that is paid for or provided by the state agency. A youth in supervised independent living is not supervised 24 hours a day by an adult and often is provided with increased responsibilities while under the supervision of an adult.



## Employment Program or Vocational Training

These services are designed to build a youth's skills for a specific trade or vocation through classes or on-site training.

\*This ***does not*** include summer or after-school jobs secured by the youth alone.\*

These services may include:

- Employment programs (including a youth's participation in an apprenticeship, internship, or summer employment program.)
- Vocational training (including a youth's participation in vocational or trade program such as cosmetology, auto mechanics, building trades, nursing, computer science, and other current or emerging employment sectors.)
- On the job training
- Certification courses



# Budget and Financial Management

Budget and financial management services are those services designed to help youth gain knowledge in order to manage money for their future as they transition into adulthood.

These services may include:

- Learning to live within a budget
- Assistance in opening and using a checking account (including how to balance a checkbook) and savings account (in order to save for rent deposits, car down payments, etc.)
- Accessing information about completing tax forms
- Developing consumer awareness and smart shopping skills
- Accompanying youth on comparative shopping trips
- Teaching youth about establishing and protecting their credit
- Youth groups and GOALL: discussions and activities related to financial education
- Successful Transition conferences, workshops and information or materials related to financial education, Housing and Home Management



# Family Support and Healthy Marriage Education

Family support and healthy marriage education are services to assist youth with safe and stable families.

These services may include:

- Foster parents providing instruction and modeling appropriate family relationships
- Helping youth make positive connections
- Family independence workshops
- Workshops or information on:
  - Healthy marriages
  - Spousal communication
  - Parenting
  - Responsible motherhood/fatherhood
  - Childcare skills
  - Teen parenting
  - Domestic and family violence prevention
- Youth groups and GOALL: discussions and activities related to family support and healthy marriage
- Successful Transition conferences, workshops and information or materials related to family support and healthy marriage



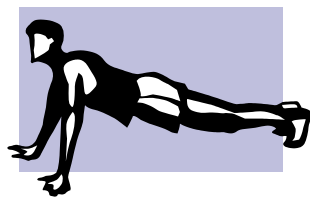
# Health Education and Risk Prevention

Health education and risk prevention are services that assist youth in maintaining a healthy lifestyle.

\*Health education and risk prevention ***does not*** include the youth's actual receipt of direct medical care or substance abuse treatment.\*

These services may include providing information about:

- Hygiene
- Nutrition, fitness and exercise
- First aid
- Medical and dental care benefits
- Health care resources and insurance
- Prenatal care
- Maintaining personal medical records
- Sex education/abstinence education
- Sexual development and sexuality
- Pregnancy prevention and family planning
- Prevention of sexually transmitted diseases (STD)
- Effects and consequences of substance use (alcohol, drugs, tobacco)
- Healthcare proxy
- Youth groups and GOALL: discussions and activities related to health education and risk prevention
- Successful Transition conferences, workshops and information or materials related to health education and risk prevention



# Housing Education and Home Management Training

Housing Education and Home Management training are services used to assist youth with maintaining a safe and secure place to live.

These services may include:

- Assistance or training in locating and maintaining housing
- Assistance in completing a rental application and acquiring a lease
- Managing security deposits and utilities
- Assistance in understanding tenant's rights and responsibilities and how to address issues with a landlord
- Home Management training includes instruction in:
  - Food preparation
  - Laundry
  - Housekeeping
  - Living cooperatively with others
  - Meal planning
  - Grocery shopping
  - Basic maintenance and repairs
- Youth groups and GOALL: discussions and activities related to housing education and home management
- Successful Transition conferences, workshops and information or materials related to housing education and home management



**South Carolina Department of Social Services**  
**MONTHLY NYTD SERVICES TRACKING FORM**

Youth's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Youth's Placement Provider: \_\_\_\_\_ Date of Services: \_\_\_\_\_

Name of Person Completing this Form: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_ E-Mail: \_\_\_\_\_ Today's Date: \_\_\_\_\_

---

**Independent Living Needs Assessment**

Casey Life Skills \_\_\_\_ / \_\_\_\_ / 20 \_\_\_\_       PATTY \_\_\_\_ / \_\_\_\_ / 20 \_\_\_\_

Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

---

**Academic Support (Elementary through High School)**

- |   |   |
|---|---|
| <input type="checkbox"/> Tutoring                               | <input type="checkbox"/> School Sponsored Field Trips             |
| <input type="checkbox"/> Senior Expenses                        | <input type="checkbox"/> Summer School                            |
| <input type="checkbox"/> Graduate Awards                        | <input type="checkbox"/> GED Prep                                 |
| <input type="checkbox"/> Study Skills/Literacy Training         | <input type="checkbox"/> Governor's School Expenses               |
| <input type="checkbox"/> Academic Counseling                    | <input type="checkbox"/> Application for Adult Education          |
| <input type="checkbox"/> Books/Supplies for Specialized Classes | <input type="checkbox"/> Scholar's Programs Recommended by School |

Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

---

**Post-Secondary Educational Support (College or Vocational Training)**

- |   |   |
|---|---|
| <input type="checkbox"/> Counseling About College   | <input type="checkbox"/> Tutoring                           |
| <input type="checkbox"/> SAT/ACT Prep Classes   | <input type="checkbox"/> Non ETV College Coursework         |
| <input type="checkbox"/> Non ETV Vocational Coursework  | <input type="checkbox"/> College Campus Visits              |
| <input type="checkbox"/> Pre College Expenses (Applications)                                    | <input type="checkbox"/> Assistance in Applications for ETV |
| <input type="checkbox"/> Workshops on Educational Choices                                       | <input type="checkbox"/> Transport to College Goal Sunday   |
| <input type="checkbox"/> Assistance and Information about Financial Aid, Scholarships and Loans |   |

Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

---

**Career Preparation**

- |  |   |
|--|---|
| <input type="checkbox"/> Assistance in Completing Job Applications                 | <input type="checkbox"/> Job Referrals                    |
| <input type="checkbox"/> Assistance in Resume Writing                              | <input type="checkbox"/> Job Shadowing                    |
| <input type="checkbox"/> Social Skills Training Related to Employment              | <input type="checkbox"/> Career Exploration and Planning  |
| <input type="checkbox"/> Identifying Potential Employers                           | <input type="checkbox"/> Use of Career Resource Libraries |
| <input type="checkbox"/> Job Readiness Courses                                     |   |
| <input type="checkbox"/> Assistance with Online, Media, and In Person Job Searches |   |
| <input type="checkbox"/> Assistance in Understanding Employee Benefits Coverage    |   |

Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

### Employment Program or Vocational Training

- Employment Programs
- On the Job Training
- Other: \_\_\_\_\_
- Vocational Training
- Certification Courses

Service Provided By: \_\_\_\_\_

---

### Budget and Financial Management

- Learning to Live Within a Budget
- Assistance in Opening and Using a Checking and Savings Account
- Accessing Information about Completing Tax Forms
- Developing Consumer Awareness and Smart Shopping Skills
- Teaching Youth about Establishing and Protecting Their Credit
- Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

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### Family Support and Healthy Marriage Education

- Helping Youth Make Positive Connections
- Family Independence Workshops
- Foster Parents Providing Instruction and Modeling Appropriate Family Relationships
- Information on Healthy Marriages, Spousal Communication, Parenting, Responsible Parenthood, Childcare Skills, Teen Parenting, Domestic and Family Violence Prevention
- Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

---

### Housing Education and Home Management Training

- Managing Security Deposits
- Managing Utilities
- Assistance and Training in Locating and Maintaining Housing
- Assistance in Completing a Rental Application and Acquiring a Lease
- Assistance in Understanding Tenant's Rights and Responsibilities and How to Address Issues with a Landlord
- Home Management Training Includes Instruction in Food Prep, Laundry, Housekeeping, Living Cooperatively with Others, Meal Planning, Grocery Shopping, and Basic Maintenance and Repairs
- Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

---

### Health Education and Risk Prevention

These Services May Include Providing Information About

- Hygiene
- First Aid
- Health Care Resources and Insurance
- Sexual Development and Sexuality
- Substance Abuse
- Healthcare Proxy
- Nutrition, Fitness and Exercise
- Prenatal Care
- Maintaining Personal Medical Records
- Pregnancy Prevention and Family Planning
- Sex Education
- Prevention of Sexually Transmitted Diseases

Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

### Mentoring

Only includes a mentor relationship facilitated by the state agency or its staff.

Service Provided By: \_\_\_\_\_

Notes: \_\_\_\_\_

---

### Supervised Independent Living

Occurs when a youth is living independently under a supervised arrangement that is paid for or provided by the state agency.

Service Provided By: \_\_\_\_\_

Notes: \_\_\_\_\_

---

### Education Financial Assistance

- |  |   |
|--|---|
| <input type="checkbox"/> Textbooks   | <input type="checkbox"/> Computers      |
| <input type="checkbox"/> Educational Supplies                                      | <input type="checkbox"/> Fees           |
| <input type="checkbox"/> Tuition and Scholarship Assistance                        | <input type="checkbox"/> School Travel  |
| <input type="checkbox"/> GED and Other Educational Tests                           | <input type="checkbox"/> Personal Items |
| <input type="checkbox"/> College Deposits  | <input type="checkbox"/> Child Care     |
| <input type="checkbox"/> Lab Equipment   | <input type="checkbox"/> Commuter Meals |
| <input type="checkbox"/> Adult Education, Non-ETV Vocational and College Courses   |   |
| <input type="checkbox"/> Payment for Educational Preparations and Support Services |   |

Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

---

### Other Financial Assistance

- Interview and Work Clothing
- Furniture
- Senior Expenses (Pictures, Cap & Gown, Graduation Invitations)
- Esteem Building Activities (Participating in Schools Sports, Music Programs, and ROTC)
- Transportation Assistance (Commuter Allowances, Car Repairs)
- Professional Attire for Youth No Longer in Placement Who are In School or Working
- Dorm Showers, Apartment Showers, and "Pack-a-Sack" Program
- Stipends Provided for Participation in Youth Groups, GOALL and SCNYTD Youth Voice

Other: \_\_\_\_\_

Service Provided By: \_\_\_\_\_

DSS Case Manager's Name: \_\_\_\_\_ Telephone: (\_\_\_\_) \_\_\_\_\_

County/Regional Office: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Note: NYTD Services must be entered into CAPSS under the "Support Services/NYTD" tab monthly as services are provided.

# GPS

## Guiding Principles and Standards

*Better Together: Enhancing Practice, Transforming Lives*



P R A C T I C E M O D E L

## Greetings

With great pride and optimism, the SCDSS Child Welfare Division introduces our new practice model, **Guiding Principles and Standards: Better Together: Enhancing Practice and Transforming Lives**. The development of this practice model represents the thoughtful and dedicated work of many professionals on our team who, in the process of its development, recognized the many correlations between an effective practice model and a GPS system.

Like a GPS system requires the user to know their destination, our practice model is designed to help us arrive at our important mission: To serve South Carolina by promoting safety, permanency, and well-being of children and vulnerable adults, helping individuals achieve stability and strengthening families. It outlines the shared values, principles, and core practice skills that are essential markers along the road to better outcomes for those we serve.

I want to ensure that our work as an agency demonstrates a belief that children, families and adults can succeed, that they have a voice and that they deserve our respect. We must engage, encourage, honor and support families, across all program areas at DSS, while continuing to keep the safety and well-being of children at the forefront of our decision-making. Ultimately, we want children's lives to be better and their families stronger after our services and interaction are completed.

We know that being in a family positively impacts a child's development. Children should be raised in a family, and most families can care for their children, though some need the additional support of our child welfare system and network of community partners. When children must be removed from their families, the primary goal is to reunite them with their families where possible. When reunification is not possible, we must strive toward timely development of a permanency plan that best serves the needs of the child. While timeliness should not be achieved at the expense of other priorities, particularly the safety and well-being of a child, problems arise when a child is in the system for too long.

Providing supportive services to our most vulnerable children and families is necessary and urgent. Our success in this is dependent on our ability to engage, plan and team with families so they know they are not navigating this unfamiliar and often difficult path alone. We must strive to fully understand their individual strengths and needs, honor their culture and beliefs, be sensitive to the trauma they have experienced, and collaborate as partners to achieve common goals.

I am encouraged by the competent, courageous and compassionate service I see DSS exhibiting every day. Our new practice model will keep us grounded and guided as we continue to do this important work.



Mike Leach, State Director

# Acknowledgements

We are thankful for the wonderful opportunity we have had to engage the community of internal and external child welfare partners in a three-year process to develop the **Guiding Principles and Standards (GPS) Practice Model for Child Welfare Services**. We believe the approach to practice and accountability this document creates is the path for how we do business every day.

The Child Welfare Division used this process to affirm our State's commitment to its overall vision for children and families served by the Agency through:

- identifying the values and guiding principles of child welfare practice that we will uphold
- setting goals and desired outcomes that align with the principles
- describing the core intervention components/skills it wants to practice
- setting standards for skills, behaviors and actions of workers, supervisors, and managers

We wish to thank all the members of the SC GPS Practice Model Workgroups for their contribution to this project and Chapin Hall at the University of Chicago, USC Center for Child and Family Studies and Casey Family Programs for their generous support.



## Our Mission

The mission of **The South Carolina Department of Social Services** is to serve South Carolina by promoting the safety, permanency, and well-being of children and vulnerable adults, helping individuals achieve stability, and strengthening families.

*We do this through courage, compassion, and competence.*



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# GPS Practice Model

## Guiding Principles and Standards

*Better Together: Enhancing Practice and Transforming Lives*

### VISION and VALUES

- Respect
- Community Invested
- Excellence
- Accountability

### GUIDING PRINCIPLES

- Family-Centered
- Individualized and Strengths-Based
- Trauma-Informed
- Culturally Responsive

### CORE PRACTICE SKILLS

- Engagement
- Teaming
- Functional Assessment
- Planning
- Intervening
- Tracking and Adapting

South Carolina has adopted a model of casework practice for Child Welfare Services called **GPS (Guiding Principles and Standards)**. The GPS practice model explains the values, principles, and core practice skills used by staff to empower children and families to achieve the goals of

safety, stability, permanency, and well-being. Inspired by GPS navigation technology, the model will serve as a road map to help practitioners arrive at desired practice model outcomes and to achieve uniform practice within the department.

CHILD WELFARE SERVICES DIVISION



# A Framework for Practice Excellence

South Carolina has adopted a model of casework practice for **Child Welfare Services** called **GPS (Guiding Principles and Standards)**. The GPS practice model explains the values, principles, and core practice skills used by staff to empower children and families to achieve the goals of safety, stability, permanency, and well-being. Inspired by GPS navigation technology, the model will serve as a road map to help practitioners arrive at desired practice model outcomes and to achieve uniform practice within the department.

The 5 major areas included in the GPS framework for practice excellence:



**Mission**



**Vision and Values**



**Guiding Principles**



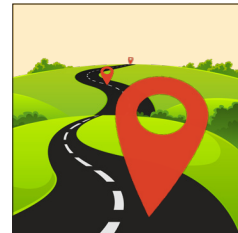
**Core Practice Skills**



**Practice Model Outcomes**

# Vision and Values

*Values are the behaviors and qualities we look for in those we hire and expect to be demonstrated in all interactions.*



Mission

> **Respect**



**Vision and Values**

> **Excellence**



Guiding Principles

> **Community  
Invested**



Core Practice Skills



Practice Model  
Outcomes

> **Accountability**

# ➤ Respect

*We treat all individuals with dignity, educate them of their rights and responsibilities, and honor their values and culture.*

- We believe professional demeanor, behavior, appearance, and communication are demonstrations of respect.
- We believe youth and family voice are central to the teaming and decision-making process.
- We believe in developing strong and agile teams who are supportive of each other.
- We believe in diverse, open, honest, and collaborative discussions with families.
- We believe responsiveness is essential, and we must act with greater urgency.
- We believe a child's sense of time is paramount and concurrent planning must be discussed with all family members early and revisited if progress is not being made.
- We believe in being prompt and transparent in our responses to youth, family, service providers, community members, and within our agency and office.
- We believe families are better supported when we treat each other with kindness and respect.
- We believe how we treat each other is a reflection of how we treat families.
- We believe in transparency in our practice and service provision, while preserving client confidentiality.

# ➤ Excellence

*Our service delivery system and practice is based on our desire to achieve high performance, meet outcomes, and ensure accountability.*

- We believe excellence begins with “me.”
- We believe people are resilient, and we choose to focus on the positives so we can address the challenges.
- We believe accurate, thorough, and timely assessment and documentation are essential to quality work.
- We believe we must be lifelong learners, committed to growing our knowledge and the skills necessary for excellent casework practice.
- We believe families deserve consistent quality service from all child welfare professionals and embrace a “whatever it takes” attitude.
- We believe children deserve to be safe from abuse and neglect, nurtured by lifelong families and provided with protections and supports.
- We believe services should be data-driven, evidence-informed and culturally relevant.
- We believe staff need to be valued and well-supported in their work for excellence to occur.
- We believe manageable caseloads and access to needed resources are essential components to strong service delivery.
- We believe all staff need to ensure a trauma-informed service array is available to meet the needs of families.
- We believe our workforce must be knowledgeable about the array of community-based services and supports available to meet families’ needs.

# ➤ Community Invested

*DSS relies on formal and informal supports throughout each community to promote the prevention of child abuse and neglect, and promote child and family well-being and lifelong connections.*

- We believe the community within the child welfare system is made up of families, case managers, supervisors, managers, and state, federal, and local stakeholders (i.e., churches, medical professionals, schools, etc.) who together protect, strengthen, and care for children and families.
- We believe children should be placed in their own neighborhoods and communities whenever possible.
- We believe our collective support of families and children is an investment in the future of our community.
- We believe a strong child welfare system requires collaboration with families and their community.
- We believe sharing our mission, values, and guiding principles with the community is essential to providing quality services.
- We believe families deserve a comprehensive array of evidence-informed services and supports within their community.
- We believe sharing our expertise is important when supporting children and families engaged with community partners.

# Accountability

*When our decisions and actions are transparent and data is utilized to improve our practice, positive outcomes for children and families are achieved.*

- We believe South Carolina deserves a public child welfare program with qualified and committed staff who engage families and communities to promote well-being, protect children, and prevent child abuse and neglect.
- We believe families, case managers, supervisors, and community partners deserve clearly communicated expectations, direction, and clarity in standards and practice.
- We believe performance evaluations should be aligned with the GPS practice model and serve as a fidelity indicator.
- We believe our workforce must embrace and integrate our mission, values, guiding principles and integrate the core practice skills into our daily activities.
- We believe in engaging in continuous learning to improve our practice.
- We believe critical decision-making skills and good judgment are essential components of our work.
- We believe accountability begins with a supportive working relationship between federal, state, and local managers, supervisors, and administrators, and includes clear, consistent expectations for staff at all levels.
- We believe in transparency and that our accomplishments and challenges should be regularly shared with the public.

# Guiding Principles



*Guiding principles are the fundamental truths that serve as the foundation to guide our everyday behaviors and relationships/interactions with clients and each other.*

---



Mission

**> Family-Centered**



Vision and Values

**> Trauma-Informed**



**Guiding Principles**



Core Practice Skills

**> Individualized  
and Strengths-  
Based**



Practice Model  
Outcomes

**> Culturally  
Responsive**

# ➤ Family-Centered

- We believe all families have strengths and the capacity to make informed decisions and drive change.
- We commit to engage, encourage, honor, and support families in all areas, while continuing to keep the safety of children at the forefront of our decision-making.
- We believe families, children, and youth are essential partners and the experts regarding their needs.

# Family-Centered Operationalized with Clients

## >> Case Managers

Identify parent and children's support system, fictive kin, extended family, and network of support.

Keep children in their family home whenever safe to do so. When out-of-home care is needed, seek placements with relatives/extended family and fictive kin.

Invite moms, dads, non-custodial parents, children/youth, and their support system to be part of the family team, and participate in meetings where the assessment is reviewed and planning decisions are made.

Foster parents and providers can be invited if the parents are open to including them.

## >> Supervisors

Identify parent and children's support system, fictive kin, extended family and network of support.

Review the list of family supports with case managers to identify possible additional supports and/or kinship placements if needed.

Encourage and educate staff about the importance of identifying and exploring kinship care options when placement is necessary to ensure safety of the child.

Educate staff on the impact placement change can have on children – including kinship care placements.

Ensure families and their network of support are included in the family team, are able to participate in the assessment, and are brought in for case planning.

## >> Managers

Identify parent and children's support system, fictive kin, extended family and network of support.

Review data and support staff efforts to identify possible additional supports and/or kinship placements if needed.

Support the practice of empowering the parent as parent — respect their preferences, choices, and input, particularly when it comes to caring for their child(ren). Advocate for the development of a parent advisory board and a youth advisory board to ensure regular communication and feedback.

Advocate for the capture of data and review the data regularly that tracks who participated in the assessment and attended the child and family teaming process.

Review the data regularly and work with teams to improve participation as needed.

# Family-Centered Operationalized with Clients

## >> Case Managers

Keep siblings together. Make concerted efforts to allow siblings to stay together whenever possible.

Find fathers or non-custodial parents and their extended family. (Diligent Searches)

Reach out and engage fathers; ensure they are invited to case planning meetings unless safety factors prohibit their involvement.

Help children and parents maintain connections to each other and extended family to help provide stability (e.g., child and parent visits and family meetings).

Build relationships and shared parenting between foster parents and parents to encourage lifelong support during and post care.

## >> Supervisors

Support case managers and discuss case dynamics and safety factors that may impact a decision to place siblings apart. Help case managers make a plan that provides safety but allows siblings to visit whenever possible.

Review cases to make sure fathers and their families are included in case planning meetings.

Track documentation of parent/child visits to ensure they are occurring regularly to maintain strong family connections.

Promote shared parenting work to develop relationships between parents and foster parents.

## >> Managers

Promote kinship and sibling placements whenever possible.

Utilize data and case reviews to monitor decision-making regarding sibling and kinship placements.

Seek out training regarding the legal aspects and importance of non-custodial parent engagement in the child welfare process.

Review aggregate data to ensure parent/child visits are occurring regularly to maintain strong family connections.

Reinforce shared parenting and case managers' ability to include the parent in activities and further the support system to include foster parents.

# Family-Centered Operationalized with Colleagues

## >> Case Managers

Create a family-centered culture in the office.

Get to know your team members' strengths, talents, and interests, and nurture those whenever possible (e.g., Make small gestures to celebrate each other's successes and strengths).

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Develop cross-county and cross-regional relationships to provide support.

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Review your metrics that track your efforts to be family-centered and identify ways to improve your metrics over time.

## >> Supervisors

Promote understanding that all children are our children,—it doesn't matter whose case it is; if you can help, jump in.

Build relationships and strive to build a family within the workplace.

Get to know the personalities of your team and nurture them. Learn from your people and let them learn you; be vulnerable so you can build rapport.

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Bring together teams from other program areas to make decisions and determinations.

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Share family-centered metrics with your case managers and develop action plans to make improvements where needed.

## >> Managers

Create an environment that allows staff to feel like they are all members of an extended family. Foster an environment that is genuinely caring and interested.

Get to know your staff's strengths and limitations.

Encourage supervisors to build teams within their office. Get to know their strengths and challenges so you can ultimately use this information to improve the work and work environment.

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Build relationships with other counties and program areas on regional and state levels.

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Model transparency by sharing metrics with all teams and set benchmarks to improve efforts to be family-centered. Conduct monthly all-staff meetings to share information with staff as well and hear their voice and feedback in decisions that need to be made regarding practices, policies, and office issues.

# ➤ Trauma-Informed

- We create a helping environment that identifies trauma, recognizes underlying causes, incorporates history to provide insight into current functioning, positively manages symptoms, promotes resiliency, prevents further trauma, and encourages healing.
- We assess for trauma reactions and respond by pursuing trauma-responsive interventions.

# Trauma-Informed Operationalized with Clients

## >> Case Managers

Assess for child/family's trauma history and reactions.

Use trauma screening tools with families to assess for trauma experiences.

Look at behaviors through a trauma lens. Be observant and attend to family members' reactions or changes in behavior; let them know you care and you recognize when they are stressed.

Assist parents with identifying their own trauma experiences so they can recognize and better respond to behaviors in the future.

Understand the array of trauma-informed treatment options available and the eligibility criteria for each.

## >> Supervisors

Encourage staff to use the trauma screens throughout the life of child welfare interaction.

Encourage staff to be observant and attend to family members' reactions or changes in behavior; let them know you care and you recognize when they are stressed.

Encourage staff to link parents and resource caregivers (i.e., foster, kin, kin foster, fictive kin, etc.) to trauma training.

Understand and share with staff the array of trauma-informed treatment options available and the eligibility criteria for each.

## >> Managers

Streamline assessment and screening tools and select a universal functional assessment inclusive of a trauma domain for implementation across all programs.

Provide education and guidance regarding recognition of trauma symptoms.

Ensure availability of trauma trainings for staff, parents, and resource caregivers (i.e., foster, kin, kin foster, fictive kin, etc.).

Provide clear information regarding the array of trauma-informed treatment options available and the eligibility criteria for each.

## Trauma-Informed Operationalized with Clients

### >> Case Managers

Educate foster parents about trauma-informed training being offered by DSS or community organizations.

### >> Supervisors

Share list of trauma-informed trainings for foster parents with case managers so they can inform caregivers.

### >> Managers

Recommend foster parents to get developmental trauma-informed training as part of their annual training requirements to help them recognize trauma reactions and respond in a trauma-informed manner.

Build trauma training to include an understanding of trauma-reactions and teach staff the skills to attend to and de-escalate reactions.

Connect child with foster families who are trauma-informed and able to meet the specific needs of the child entering foster care.

Support staff to be able to connect child with foster families who are trauma-informed and able to meet the specific needs of the child entering foster care.

Recruit adequate number of trauma-informed foster parents.

# Trauma-Informed Operationalized with Colleagues

## >> Case Managers

Pro-actively talk with your team about how you prefer to be nurtured and supported when stressed or overwhelmed.

Remember we are all family — be there for each other, be kind, and reach out.

Reach out to colleagues when you are concerned about them, be observant and attend to them, and let them know you care and you recognize stress symptoms.

Make it a practice to emotionally debrief with colleagues and supervisor following a stressful event.

Remember that everybody is working hard, even if they work differently! Remember this work take a toll.

## >> Supervisors

Use trauma-informed supervision. Pro-actively talk with your team about how you prefer to be nurtured and supported when stressed or overwhelmed. Pro-actively ask staff about their own trauma reactions (sleep, eating, repeated thoughts).

Assess your team staff. Be observant and attend to them; let them know you care and you recognize stress symptoms. Connect staff to services that teach improved coping skills and offer stress-relieving opportunities for self-care.

Make it a practice to debrief with staff and fellow supervisors following a stressful event.

Encourage staff and colleagues to use clinical support staff when stressed. Offer and encourage rehabilitation to staff experiencing secondary post-traumatic stress symptoms.

## >> Managers

Create an environment that encourages self-care and allows staff to ask for help when needed.

Provide staff training about the impact of working a case, especially for the first time. Reach out to colleagues when you are concerned about them, be observant and attend to them, and let them know you care and you recognize stress symptoms.

Be available to debrief with supervisors and fellow managers following a stressful event.

Encourage staff and colleagues to use clinical support staff when stressed. Offer and encourage rehabilitation to staff experiencing secondary post-traumatic stress symptoms.

# Trauma-Informed Operationalized with Colleagues

## >> Case Managers

Utilize the Clinical Teams to seek education about STS.

## >> Supervisors

Utilize the trauma response team. Provide information regarding the state trauma response team. Link staff to the trauma response team when needed.

## >> Managers

Provide information regarding the state trauma response team. Invite the trauma response team to visit each office on an annual basis to review supports available.

# ➤ Individualized and Strengths-Based

- We maximize success by identifying each individual's unique strengths and incorporating them into needs-based case planning.
- We value family and youth voices and perspective.
- We celebrate all accomplishments and continually build upon protective capacities.

# Individualized and Strengths-Based Operationalized with Clients

## >> Case Managers

Identify the strengths and needs of the children, youth, parents, resource caregivers (i.e., foster, kin, kin foster, fictive kin, etc.) and families.

When first meeting someone, start with strengths. Identify needs that can be addressed and become strengths over time.

Share the family members' strengths with the treatment provider when making a referral.

Document individual strengths in permanency plans and case notes. Allow families to identify action steps during child and family teaming process to be included in their permanency plan.

Empathize with the parents' and children's experiences.

Highlight case progress and victories with parents when discussing the case with parents.

Acknowledge steps parents have taken to ensure their child's safety.

## >> Supervisors

Ask case managers to share individual strengths of family members during case staffing and supervision.

Encourage staff to recognize a family of the month in regional newsletters or publications. (Families have to sign a consent.)

Encourage staff to share strengths with providers and resource caregivers (ie: foster, kin, kin foster, fictive kin, etc.) so they are not focused solely on the needs.

Review permanency plans and case notes to ensure strengths are identified and nurtured over time.

Acknowledge when parents have made progress, even if it is small.

## >> Managers

Review qualitative assessment data to ensure individual strengths are being identified.

Make sure services are available to nurture strengths as well as address needs. Recognize staff who are demonstrating strength-based practice.

Advocate for training focused on strengths-based engagement.

Ensure training is available to teach staff how to develop a strength-based plan and document strengths in case notes and teach supervisors and managers how to conduct strengths-based case reviews.

Develop opportunities (surveys) for consumers to provide feedback following case activities about our ability to be individualized and strengths-based.

## Individualized and Strengths-Based Operationalized with Colleagues

### >> Case Managers

Recognizing each other's strengths and weaknesses and how we can pitch in and help out. (e.g., Provide tokens of appreciation for each other—recognize when a colleague is stressed; do nice things for each other, even little things.)

Get to know your fellow case managers and their specific strengths and tap those strengths on cases when needed.

Start meetings with appreciative inquiry, celebrate each other's successes.

### >> Supervisors

Recognize the skills, life experiences, and strengths each staff member brings to the table.

Get to know your fellow case managers and their specific strengths and tap those strengths on cases when needed.

Be able to recognize your staff's strengths. Know them that well. Build on those strengths and help use those strengths with their colleagues/teammates.

Encourage case managers' strengths by building an action plan consisting of training and supervision to build capacity.

### >> Managers

Praise staff for accomplishing activities, even when they are mandatory.

Get to know your fellow case managers and their specific strengths and tap those strengths on cases when needed.

Encourage supervisors' strengths and build an action plan consisting of training and supervision to build capacity.

# Culturally Responsive

- We respect differences and work to eliminate all biases and disparities.
- We acknowledge our own cultural biases and commit to respond to individuals of any race, ethnic background, socioeconomic status, immigration status, sexual orientation, gender expression, and faith with full recognition of their equality, worth, and rights.

# Culturally Responsive Operationalized with Clients

## >> Case Managers

Seek cultural awareness training. Increase our level of understanding of the cultural practices and norms within cultures present in our community.

Encourage families to invite representatives from their community, such as religious leaders or teachers, to be part of their family team and attend the child and family teaming process.

## >> Supervisors

Provide opportunities for staff to increase their level of understanding of the cultural practices and norms within cultures present in our community; set up listening sessions in the churches or community organizations that represent various cultures to learn their values, norms, and traditions.

Connect families with people of the same culture within their community.

Encourage the agency to engage community representatives from various cultures to educate staff about their cultural norms, practices, traditions, etc.

## >> Managers

To enhance cultural awareness and diversity, seek staff that mirror the community.

Recognize that changing one's "implicit biases" takes time. Promote learning opportunities in the office for staff. Have frequent conversations with staff about this issue.

Reach out to community representatives from various cultures and organizations to come in to staff meetings to educate staff about their cultural norms, practices, traditions, values, etc.

Invite foster parents to participate in these presentations as well.

# Culturally Responsive Operationalized with Clients

## >> Case Managers

Identify the family's culture and language — provide services in their language.

Ask parents to educate you on how to best care for their child. Then, educate foster parent with this information.

Recognize when you or family members are struggling to connect and seek supervision.

Be aware of your own biases and prejudices and how they might impact your work with colleagues, children, and families. Modify your interactions with families.

## >> Supervisors

Ask case managers during staffing to share information about the family's culture.

Assess and address cultural barriers between families and staff.

Encourage staff to communicate with family — don't shy away from difficult conversations; use family as the experts on their own culture. Learn from it.

Listen for and recognize our staff's implicit bias and address it when assigning cases.

Recognize your own personal bias and modify your interactions with and decisions about families accordingly.

## >> Managers

Foster an environment in which cultural and other differences are appreciated.

Consider others' opinions and worldviews when making decisions that affect the entire agency.

Recognize your own personal bias.

Review programs and services for cultural relevancy and modify as appropriate. Share modifications with staff during staff meetings.

## **Culturally Responsive** Operationalized with Colleagues

### **>> Case Managers**

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Learn about each other's culture and respect each other's values. Be open to learning other's point of view.

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Celebrate your team members' special occasions, births, weddings, and holidays.

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Recognize how cultural backgrounds and life experiences impact the case manager/supervisor relationship.

### **>> Supervisors**

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Understand how different generations might prefer to be communicated with and acknowledged.

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Create an environment that encourages and promotes communicating our differences and preferences.

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Recognize how cultural backgrounds and life experiences impact the case manager/supervisor relationship.

### **>> Managers**

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Model openness to staff's various values and cultural practices.

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Encourage staff to share their experiences with each other.

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Recognize how cultural backgrounds and life experiences impact the case manager/supervisor relationship.

# Core Practice Skills



*Core practice skills are individualized and integrated activities that drive all phases of our collaborative work with children, youth, and families. Core practice skills are applied based on the circumstances and experiences of the individual. We must plan how we will engage an individual based on what we learn throughout our ongoing assessment. Strengths, needs, culture, and trauma experiences are unique and our approach and use of skills need to be individualized.*

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Mission

> Engagement



Vision and Values

> Teaming



Guiding Principles

> Functional Assessment



**Core Practice Skills**

> Planning



Practice Model Outcomes

> Intervening

> Tracking and Adapting

# ➤ Engagement

*Developing a successful working relationship through honesty, respect, empathy, and active listening.*

- Listening to families and recognizing strengths and needs.
- Being non-judgmental and meeting families where they are.
- Understanding the role of the family's culture.
- Facilitating the creation of a child and family team.
- Including the child, immediate family, and extended family in the case-planning and decision-making process. Child and family voice is paramount.

# ➤ Teaming

*Creating and sustaining working teams with families, their support system, and professionals who share a common purpose, unity in effort, and a demonstrated effectiveness in problem solving towards safe case closure.*

- Families are core members of the team.
- Coordination of the activities of the case planning team is essential and is most effective and efficient when it occurs in regularly scheduled, face-to-face meetings of the child and family team.
- Strengths and needs of the child and family are assessed within the team as children and families are more likely to pursue a plan or course of action when they have a key role in designing their plan.
- Collaboration with informal family supports and community services is the fundamental way to build effective services and support for children and families.
- Communication and interaction with families, the court, and other team members must reflect professionalism: timeliness, preparation, respect, knowledge, and accuracy.

# ➤ Functional Assessment

*The formal and informal process of gathering, synthesizing, and making meaning of information related to underlying needs and strengths to enhance family functioning and promote child safety, permanency, and well-being.*

- Assessment is the skill of identifying family functioning, strengths, needs, challenges, protective capacity, and dynamics to determine risk and safety factors that will impact children's safety, permanency, and well-being.
- Assessment begins at intake and continues throughout the life of the case.
- Assessment is a formal and informal process of gathering information regarding child and family factors to ensure child safety and develop a plan to ensure families' success.

# ➤ Planning

*Utilizing functional assessments to create individualized plans designed to improve family functioning and promote child safety, stability, permanency, and well-being.*

- Assessing family circumstances and identifying family strengths including formal/informal supports and resources needed.
- Weighing options and making decisions together on which direction is best for the family.
- Acknowledging when progress is made and celebrating successes.
- Helping families understand time limits on permanency planning.
- Developing concurrent plans with the family early and revisiting them often.

# ➤ Intervening

*Encouraging and actively assisting families and children by creating tailored plans and service arrays, providing referrals to community resources, identifying and tapping formal and informal supports, and building safety networks.*

- Intervention can include direct provision of services, providing referrals to community resources, identifying formal and informal supports, and building safety networks for children.
- Intervention must be utilized to address children's and families' needs identified during functional assessment and case planning to decrease risk, ensure safety, promote permanency, establish well-being for children, and access a continuum of care to support the child and family.
- Interventions must be matched to identified needs.

# ➤ Tracking and Adapting

*Continually monitoring and evaluating the effectiveness of the permanency plan, the services, and the family's progress.*

- The family is making progress in their permanency plan by demonstrating enhanced protective capacity and behaviorally specific improvements in family functioning such as parenting and demonstrating an ability to meet their child's developmental needs.
- The child is making progress in their permanency plan by demonstrating improved functioning as monitored through the ongoing functional assessment.
- The effectiveness of the plan is being evaluated and changes are made as needed.
- Resources are accessed in a timely manner.
- Barriers are identified and addressed.
- The plan is updated as goals are met, additional information is acquired, and new needs arise.

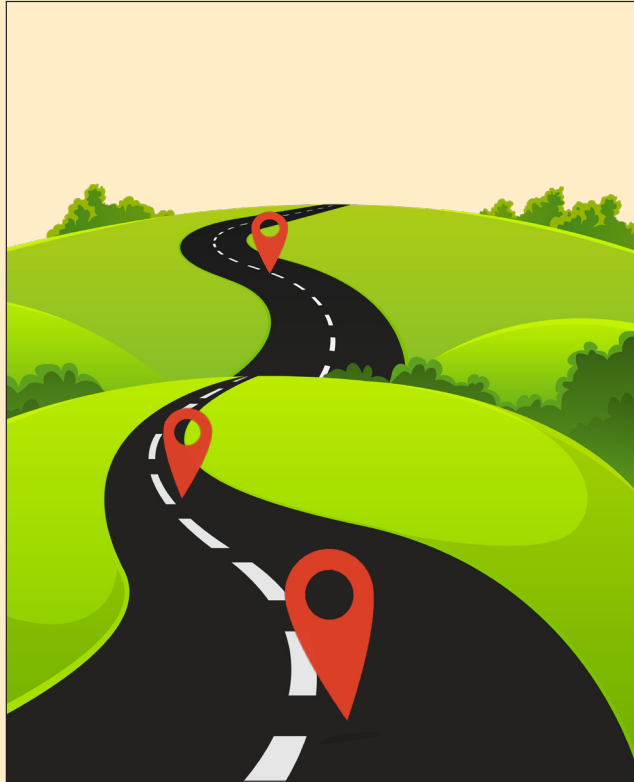
# Practice Model Outcomes

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*The mission calls for:*

- > **Safety** Children are free from abuse, neglect, and exploitation. Caregivers provide the attention, actions, and supports, and possess the skills and knowledge necessary to foster feelings of security and to protect the child from known potential threats.
  
- > **Permanency** Children are living with parents or other caregivers who will provide lifelong legal and relational connections. Permanency efforts ensure that the child will experience enduring relationships that provide a sense of family, stability, and belonging.
  
- > **Well-Being** Children’s developmental status is consistent with age expectations. Children are achieving and maintaining their optimal physical health, mental health, educational outcomes, and social/emotional outcomes.
  
- > **Stability** Children’s daily living and learning arrangements are familiar, stable, and free from risk of disruption.



 **DSS**  
SOUTH CAROLINA  
DEPARTMENT *of* SOCIAL SERVICES



**CHILD WELFARE  
SERVICES DIVISION**