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- Child Maltreatment allegations on the following Priority I reports:
  - Abuse with a deadly weapon,
  - Bone fractures,
  - Brain damage/skull fracture,
  - Burns, scalding,
  - Cuts/bruises/welts if the victim is under age three (3) and the report comes from the medical community or law enforcement,
  - Death,
  - Failure to protect, only if it is the initial investigation of a new allegation that the offender failed to protect the child from sexual abuse,
  - Immersion/suffocation,
  - Indecent exposure,
  - Permitting, encouraging, or forcing a child to watch pornography or live sexual performances,
  - Internal injuries,
  - Oral sex,
  - Poison/ noxious substances,
  - Sexual contact,
  - Sexual exploitation,
  - Sexual penetration, and
  - Subdural hematoma.

The Crimes Against Children Division will complete the Health and Safety Assessment (CFS-6025) in accordance with Procedure II-E3. The contract between DHS and the Arkansas State Police requires that the Crimes Against Children Division (CACD) must comply with all applicable state and federal laws.

## PROCEDURE (II-E12): DCFS and Law Enforcement Interfaces and Responses

When a custodian is arrested and can no longer care for his/her child(ren), law enforcement often contacts DCFS, which usually places the child(ren) in a foster home or licensed facility. However, if the arrest is NOT related to child maltreatment, DCFS has alternative response options. Some situations and appropriate DCFS responses include the following:

- When law enforcement arrests a custodian on a **CHILD MALTREATMENT RELATED charge**, (e.g. driving drunk with the child) the Family Service Worker will:
  - Take a 72-hour hold and place the child(ren) in a foster home or approved facility.
  - Initiate a dependency-neglect action by completing the affidavit and notifying the Office of Chief Counsel (OCC).
  - Determine if there is a non-custodial parent or other appropriate relative, who is NOT involved in the arrest and is willing and able to care of the child(ren). If so:
    - Do an emergency home study and background check of the non-custodial parent or other relative, and
    - Submit the written home study to the court with a recommendation that it give custody to that parent or other relative, if appropriate, based on the home study and background check.
    - The child(ren) must remain in approved out-of-home care until the court grants custody to the non-custodial parent or relative.
- When law enforcement arrests a custodian for reasons **NOT RELATED TO CHILD MALTREATMENT** (e.g. writing bad checks) the Family Service Worker will:
  - Determine if there is another custodian, who is willing and able to care for the child(ren).
    - If there is a custodian with equal or joint custody, allow the child(ren) to remain with that custodial parent.
 

**NOTE:** A divorced custodian must show proof of equal or joint Custody
    - If there is no other custodian AND the child has been or is about to be placed with the custodial parent's approval with a non-custodial parent, relative or other person with whom the family has a relationship, the Family Service Worker will:
      - Allow placement to be made or to continue, only with the parent's approval and ONLY if there is no reason to believe that the placement is inappropriate.
 

**NOTE:** If there is any reason to believe that the placement may be inappropriate, the FSW will take custody and place the child(ren) in an approved foster home or licensed facility. .

- Follow-up within 72 business hours by doing a:
  - Criminal background check
  - Central Registry check
  - Individual interviews with each child and
  - A visual inspection of the home

## **PROCEDURE (II-E13): Child Residency Following Alleged Child Maltreatment**

At the beginning of every DCFS child maltreatment investigation and in investigations in which CACD has identified a health or safety problem, the FSW will conduct a complete Health and Safety Assessment, to include the Health and Safety Checklist (CFS-6025), to determine whether or not the child(ren) is safe remaining in the family residence. (Refer to Procedure (II-E3).

- If it is determined that the child’s health or safety is at RISK , the following options are available:
  - DCFS takes custody and places the child(ren) in an approved foster home or licensed facility.
  - The child(ren) may remain in the residence with a non-offending custodian if:
    - The alleged offender is legally restricted from contact with the child(ren) by:
      - An “Order of Less Than Custody” (see Glossary) obtained by DCFS, or
      - A “Restraining Order of Protection” obtained by the non-offending custodian.

**NOTE:** The order must be served on the alleged offender **before** the child will be allowed to remain in the residence.
    - AND there is no reason to suspect that the non-offending custodian will allow the alleged offender access to the child(ren).
  - The non-offending custodian and child(ren) may enter a shelter or other setting (e.g. grandparents) to which the alleged offender has no access if there is no reason to suspect that the non-offending custodian will allow the alleged offender access to the child(ren).
- If it is determined that the child’s health and safety are NOT at risk, the following options are available:
  - The child(ren) may remain in the family residence, OR
  - The child(ren) may be placed with another caretaker of the non-offending custodian’s choosing.

## **POLICY (II-F): MEDICAL NEGLECT OF A DISABLED INFANT**

The Division of Children and Family Services shall maintain sufficient contact with health care facilities to facilitate communication between those facilities and the Division in order to enable the health care facilities to report suspected medical neglect of a disabled infant.

### **PROCEDURE (II-F1): Medical Neglect of a Disabled Infant**

The Family Service Worker will:

- Make telephone inquiry to the health care facility immediately upon receipt of an allegation of suspected medical neglect of a disabled infant to determine if:
  - the infant has a life threatening condition,
  - the parents have refused to consent to treatment,
  - the treating physician recommended treatment, and
  - the facility's infant care review committee has analyzed the child's health and family circumstances.
- Contact the Child Protective Services Field Assistance Unit immediately to arrange an assessment by the contracted physician.
- Contact OCC if a parent will not sign a release to allow DCFS to examine medical records or obtain an independent medical examination of the infant.

## **POLICY (II-G) RETENTION OF ASSESSMENT FILES**

Central Registry will indefinitely retain all child maltreatment assessment files included in the automated data system (true and unsubstantiated). DCFS county offices are permitted to retain a hard copy of all true child maltreatment reports. The Department is permitted to keep information on unsubstantiated reports in its automated casework files for the purpose of ascertaining future risk and safety. Hard copy records of unsubstantiated reports shall be destroyed at the end of the month in which the determination is made.

Information from unsubstantiated reports may not be disseminated outside of the Department, except for release to the prosecutor, to a subject of a report or to the court if the information in the record is necessary for a determination of an issue before the court. Screened out reports of child maltreatment will be treated as if they are unsubstantiated and will not be released to anyone external to DCFS.

### **PROCEDURE (II-G1): Retention of Assessment Files**

The County Supervisor or Team Coordinator will:

- Ensure that all assessments with a true disposition will be securely stored in the county office.
- Verify and respond to all valid requests for information from a Prosecuting Attorney who is prosecuting a case of malicious reporting.

## **POLICY (III-B) COORDINATION WITH THE OFFICE OF CHILD SUPPORT ENFORCEMENT**

The Division of Children and Family Services (DCFS) will coordinate with the Office of Child Support Enforcement (OCSE) to ensure that foster care cases are referred so that support can be paid to the Department of Human Services (DHS) while the child remains in DHS custody. Foster care cases in which paternity is an issue will also be identified and referred. A referral for child support will be made for each parent involved in a foster care case meaning the parents the child was removed from, absent parents and putative fathers.

The IV-E/Medicaid Eligibility Unit will refer foster care cases to OCSE by sending copies of the CFS-408 (The Federal Parent Locator System Information) with family identifying information. In addition, the IV-E/Medicaid Eligibility Unit will submit all emergency and/or custody orders to OCSE upon receipt from the Office of Chief Counsel. The Family Service Worker will provide referral information as needed and coordinate with OCSE after an OCSE (IV-D) case is opened. Once an OCSE case is opened, OCSE has responsibility to coordinate with the support payer and for arranging and paying for paternity testing.

Child support monies will be paid to and managed by the Department of Human Services. Child support monies collected will be used to reimburse the state for foster care board payments and other expenses as appropriate.

## **PROCEDURE (III-B1) DCFS COORDINATION WITH OSCE:**

The Family Service Worker will:

- Fill out the CFS-408 (Federal Parent Locator System Information) and submit it to the IV-E/Medicaid Eligibility Unit to refer a foster care case to OCSE as early as possible.
- Be the contact person with authority to advise OCSE on the status of the family and case as casework progresses.
- Receive and act on notices, e.g. requests for information (CFS-408) sent by OCSE.
- Notify OCSE when parental rights have been terminated so the child support case can be closed.
- Advise OCSE when custody changes and the child leaves foster care.
- Provide OCSE with the following information when custody changes:
  - Where the child is placed.
  - Where child support payments are to be sent.

**NOTE:**

Child support payers will remit their child support to DHS P. O. Box 8181, Little Rock, AR 72203.

## VIII. SERVICES TO PROVIDE OTHER PERMANENT LIVING SITUATIONS

### **POLICY (VIII-A): PREPARING THE CHILD IN OUT-OF-HOME PLACEMENT FOR INDEPENDENCE**

The Division of Children and Family Services is responsible for administering the Chafee Foster Care Independence Program (CFCIP). Each child in DHS custody, age fourteen or older, is eligible for the Chafee Foster Care Independence Program (CFCIP). CFCIP was created by federal legislation to provide services to youth in foster care that are normally unavailable through other program funds, such as Title IV-E Foster Care Maintenance Payments. Services provided are primarily educational and are intended to keep youth in school while they obtain life-skills that will assist them in transitioning to adulthood. The program coordinates age-appropriate life skills training for eligible youth who are likely to remain in foster care until age 18. CFCIP provides support for three groups of the foster care population. (A) CFCIP provides support for children in foster care ages 14-17. Services for this age group include the Ansell-Casey Life Skills Assessment, basic life skills training, and other services such as tutoring that can be approved on a case-by-case basis. (B) Children who remain in DHS custody, between the ages of 18 and 21 and are engaged in post-secondary education, including vocational training, are eligible for CFCIP. (C) If a youth was in foster care on his 18<sup>th</sup> birthday, and his foster care case is closed, he will be eligible for CFCIP "After Care" and can receive assistance until age 21. After Care services include limited room and board, limited start-up assistance, staff services and life-skills training sessions to acquire needed skills. PUB-404 (Chafee Foster Care Independence Program Handbook) provides additional information concerning CFCIP and service availability and should be referenced when implementing these policies.

Youth entering foster care between the ages of 14 and 18 will be immediately referred to the CFCIP coordinator to determine eligibility and be immediately assessed for basic life- skills abilities. Assessments and age-appropriate services will begin at age 14 for youth already in foster care.

DCFS shall provide those services identified in the Ansell-Casey assessment that are necessary to help the child achieve independence, either directly or through contract. The case plan must identify and address the specific independent living skill needs of each child receiving CFCIP. Each child age 14-17 receiving Independent Living Services shall be assessed every six (6) months to determine the progress in acquiring basic life skills. Basic life skills will be assessed at each staffing held for a child in out-of-home placement receiving CFCIP.

If a youth was in foster care on or after his 14<sup>th</sup> birthday and was adopted before his 18<sup>th</sup> birthday, he will be eligible for CFCIP services until his 21<sup>st</sup> birthday.

According to federal interpretation, youth who are incarcerated are not in foster care and are, therefore, ineligible for CFCIP services.

In cases where the court orders CFCIP services for a child younger than 14 or a child is more mature and needs basic life skills training, the DCFS County Supervisor and/or Area Manager may grant a waiver for services.

**Each foster parent caring for, or interested in caring for, a child age fourteen or older, and each Family Service Worker responsible for any children, age fourteen or older, shall receive training in helping children acquire basic life skills.**

## **PROCEDURE (VIII-A1): Preparing the Child in Out-Of-Home Placement for Independence**

The **Family Service Worker** will:

- Complete the Chafee Foster Care Independence Grant Program Referral Form (CFS- 001) on all youth entering foster care between the ages of 14 and 18. The CFS- 001 will be completed also on youth who turn 14 while in foster care. All teens must be assessed for Life-Skills within 30 days of entering care or within 30 days after their 14<sup>th</sup> birthday. The CFS-001 must be submitted 10 days after the youth enters care or 10 days after the 14<sup>th</sup> birthday.
- Forward the completed and signed CFS-001 to the CFCIP Coordinator for eligibility determination. The youth must sign the CFS-001 to be eligible for CFCIP.
- Document in CHRIS ILP screen youth's eligibility or ineligibility. If the youth is eligible, the worker will notify the County Supervisor who will e-mail the CFCIP Supervisor asking them to assign the CFCIP Coordinator as secondary worker.
- If the youth has been determined ineligible or unable to receive CFCIP services, send documentation to the CFCIP Coordinator along with the CFS-001.
- Assist the youth in completing the Ansell/Casey Life-Skills Assessment. (The CFCIP Coordinator is responsible for ensuring the completion of the initial assessment.)
- Conduct a staffing with the CFCIP Coordinator, the foster child, foster parents and child's parent(s) (if appropriate), to develop a case plan that will address the results of the assessment.
- Develop an initial CFCIP Participation Agreement with the youth. Use PUB-404 (Chafee Foster Care Independence Program Handbook) as a guide in developing the agreement. A sample agreement is in the PUB-404. The youth, foster parents, sponsor, CFCIP Coordinator, FSW, FSW Supervisor and the Attorney ad Litem must sign the contract.
- Complete the case plan and ILP screen after the staffing.
- Ensure that each youth age 14-17 is assessed every six (6) months to determine the level of basic life skills, and complete the Independent Living "IL" screen in the Case Plan section of CHRIS. Share the reassessment results with the CFCIP Coordinator and document the reasons for non-completion.
- Schedule a staffing when the youth is between the age of 17-17 ½ or the beginning of their final high school year whichever occurs last to determine the post-secondary education plans or plans to transition from foster care to independence. Complete the CFS-460 (Plan for Foster Child Attaining Majority).
- Update the child's CHRIS file for Independent Living Information and life-skills training sessions.

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- Coordinate transportation to life skills training with the foster parent or caretaker.
  - Discuss with the child the reasons the child is in Out-of-Home Placement and the child's plan for leaving Out-of-Home Placement and for maintaining relationships with family and social support systems.
  - Key into CHRIS all pertinent information changes, including the change of address, any status changes and foster parent, sponsor or facility placement prior to or by the time of transfer so that current information is available in CHRIS. Information changes that occur after the transfer should be keyed by the FSW/Coordinator in the county of residence.

CHRIS instructions for FSW Caseworker/Supervisor:

- Document the date that the signed CFS-001 (CFCIP Referral) was routed to the CFCIP Coordinator in the document tracking screen.
- FSW Supervisor will request that the CFCIP Supervisor assign the CFCIP Coordinator secondary responsibility in the youth's case.
- Document the date that the CFCIP Contract/Agreement with the youth was signed and routed to all involved parties in the Document Tracking screen.
- Document the Chafee Foster Care Independence Grant Program as a Service in the youth's Services Offered/Delivered screen.
- Document the specific Life Skills in the youth's Placement Plan Child Information screen.
- Document the specific ILP needs/services in the youth's Treatment Plan Needs Based Services screen.
- Document the ILP services in the Independent Living Screen.

**NOTE:** If the client transfers to another county, the supervisor in the transferring county should immediately notify, by email, the supervisor and the CFCIP Supervisor in the receiving county that the client is transferring. The receiving supervisor should then make secondary caseload assignments to the Family Service Worker and the CFCIP Coordinator and directly notify the FSW and CFCIP Coordinator of the assignment. All workload assignments will go through the Coordinator's immediate supervisor and not the individual county supervisors.

If a client is transferred to another Area/County, the Family Service Worker in the residence Area/County should assist in obtaining an assessment/ reassessment if the date occurs while the client is in the other county.

- Transfer case files and all records of life-skills training sessions attended, skills acquired or mastered and copies of assessment results to the FSW and CFCIP Coordinator in the county of residence to ensure that training needs and goals will continue to be addressed.
- Use PUB-404 as a resource in conducting all CFCIP activities.

The **CFCIP Coordinator** will:

- Review all submitted CFS-001's to determine a youth's eligibility for CFCIP services.

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- Forward the CFS-001 to the referring FSW with a determination of the youth's eligibility.
  - Schedule a date and time with the youth's FSW for the youth to complete the initial Ansell/Casey Basic Life Skills Assessment. If a teen enters foster care at the age of 14 or older, they will be assessed within 30 days after entry. All teens age 14-17 should be re-assessed at 6-month intervals after the initial assessment to determine acquisition of transitional life-skills.
  - Ensure that the youth complete the Ansell/Casey Life-Skills Assessment within 30 days of entering care.
  - Receive results of completed Ansell-Casey Life Skills Assessment and forward results to the child, Family Service Worker, and foster parents.
  - Update the Contact Screen in CHRIS each time contact is made with a teen on their caseload. Contacts include group training sessions, face-to-face contact or contact by phone, and/or the teens attendance in life-skills training. Indicate the title or content and information concerning the teen's participation.
  - Develop life skills training resources.
  - Complete the CFS-035 (Chafee Foster Care Independent Program (CFCIP) Statistical Summary) for monthly reporting of activities. Submit the CFS-035 to the Coordinator's supervisor and the Central Office CFCIP Statewide Coordinator by the sixth (6<sup>th</sup>) day of the month.
  - Use PUB-404 (Chafee Foster Care Independence Program Handbook) as a resource in conducting all CFCIP activities.
  - Coordinate CFCIP activities with the FSW when appropriate.

CHRIS Instructions for CFCIP Coordinator:

- Document the completion of the initial Ansell/Casey Basic Life Skills Assessment and any re-assessments in the ILP screen.
- Document that the results of the Ansell/Casey Basic Life Skills Assessment were routed to the youth, FSW and foster parents/provider in the Document Tracking screen.
- Complete the Contact screen for all contacts with child and complete Education and Employment screens when appropriate.
- Document all contacts with youth on the Contact Screen.
- Document all CFCIP activities/services on the youth's Services Offered/Delivered screen selecting Chafee Foster Care Independence Program (Resource 112416) as the Service Provider and complete the IL Subsidy Exceptional Amount field if ILP funds were authorized.

Please refer to Chafee Foster Care Independence Program Handbook (PUB-404), Appendix II, for a step by step outline of CHRIS Procedures when a youth is receiving ILP.

**POLICY (VIII-B): CHAFEE FOSTER CARE INDEPENDENCE PROGRAM (CFCIP) POST SECONDARY AND AFTER CARE SERVICES**

Ark. Code Ann. § 9-27-303 defines a juvenile as a person adjudicated dependent-neglected prior to age 18. The juvenile may request the court to retain jurisdiction beyond the juvenile's 18<sup>th</sup> birthday, and the court shall grant the request only if the juvenile is engaged and remains in a course of instruction or treatment. The court shall retain jurisdiction only if the juvenile remains in instruction or treatment and shall dismiss jurisdiction upon the request of the juvenile or when the juvenile completes, leaves or is dismissed from instruction or treatment. In no event shall the juvenile remain within the court's jurisdiction past the age of twenty-one (21) years.

Juveniles who request to remain in foster care and are enrolled in a post-secondary educational program such as public or private school, pursuit of a GED, vocational-technical school, rehabilitative training, trade or specialty school are eligible for CFCIP services. Post Secondary services are identified in PUB-404 (Chafee Foster Care Independence Program Handbook). Room and board expenses cannot be paid for with CFCIP funds for youth in foster care under the age 18 or for youth who choose to voluntarily remain in foster care after age 18. Board payments must be made through Title IV-E funds for teens under age 18. Board payments for youth age 18 and older remaining in care and not in a foster home must be paid using State General Revenue funds.

CFCIP funds can be used to provide assistance and services to children who have left foster care because they have attained 18 years of age and who have not attained 21 years of age. These services are called CFCIP After Care services. The youth must have been in foster care on their 18<sup>th</sup> birthday and currently is not in DHS custody to be eligible for After Care services. PUB-404 outlines the available After Care services and must be used as a guide in providing all CFCIP services.

**PROCEDURE (VIII-B1): CFCIP Post-Secondary Services**

The Family Service Worker will:

- Conduct a staffing when the youth is between the age of 17-17 ½ to determine the youth's plans when age 18 is reached. Complete the CFS-460 (Plan for Foster Child Attaining Majority). A determination of continued services, post-secondary education, employment, emancipation, housing and other factors should be made. The staffing should be attended by the foster parent(s), FSW Supervisor, sponsor (if selected), CFCIP Coordinator, the Attorney ad Litem, youth, and parent, if appropriate. Refer to PUB-404 (Chafee Foster Care Independence Program Handbook) for a list of allowable expenditures for "Post-Secondary Educational Services."

**Issues to be addressed in the staffing include the following:**

- The school the youth will attend,
  - Living arrangements,
  - Choosing a sponsor,
  - Budgeted income/expenses,
  - Amount of board payment,
  - Start-up items (see PUB-404 for list of allowable start up items),
  - Transportation needs,
  - Continued Life-Skills Training, and
  - Continued assistance by DCFS/CFCIP to help youth remain in school.
- Revise the Chafee Foster Care Independence Program Contract with the youth, using Pub-404 as a guide. The youth, foster parents, CFCIP Coordinator, Attorney ad Litem, Family Service Worker and the Family Service Worker's Supervisor must sign the contract.
  - Assist the youth in determining whether they will live with a foster family, CFCIP Sponsor or in a school dormitory for their first school year.
  - Revise the youth's CFCIP contract/agreement to include IL residence requirements once a youth has obtained upperclassman status. These decisions must be based on the maturity level of the youth. Examples of independent living residences include boarding houses, apartments or residences for men and women operated by church or civic groups. Independent living residence services can only be used for youth who choose to remain in foster care after they turn 18 and will not be living in a foster home. Expenses for the residence cannot be paid with CFCIP funds. Board payments for youth age 18 and older remaining in care and not in a foster home must be paid using State General Revenue Funds.
  - Choose a sponsor, subject to DCFS approval, who may be the youth's out-of-home provider, Attorney ad litem, apartment manager/owner or a volunteer from the community.
  - Approve the sponsor chosen by the youth.
  - Revise the youth's participation agreement to include IL residence requirements.
  - Determine who will serve as the payee for the youth.
  - Determine and document on the "Independent Youth's Residence Checklist" (CFS-370) that the independent living residence selected meets minimum requirements.
  - Initiate the youth's monthly board payments when in an independent living residence. Board payment for youth in college/higher education may be raised to a maximum of \$630 per month based on documented need.

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- Develop a monthly budget with the youth.
  - Visit, or authorize the Family Support Specialist to visit, the youth at least twice monthly, or
  - Obtain approval for less than twice-monthly visits from the County Supervisor, if appropriate.
  - Maintain monthly contacts with the ILP sponsor. Contacts may be by telephone.

The **Youth's sponsor** will:

- Attend all staffings.
- Assist the youth in selecting the independent living residence.
- Assist the youth with managing their budget if selected as board payment payee.
- Visit the youth at least twice monthly.
- Notify the Family Service Worker of any problems detected during the visit.

CHRIS Instructions for FSW Caseworker/Supervisor:

- Document the signed Chafee Foster Care Independence Grant Program Referral Form (CFS-001) in the Document Tracking screen routed to the CFCIP Coordinator.
- FSW Supervisor will request that the CFCIP Supervisor assign the CFCIP Coordinator as Secondary Responsibility in the youth's case.
- Document the signed CFCIP Contract/Agreement or any revisions with the youth in the Document Tracking screen routed to all involved parties.
- Document the Chafee Foster Care Independence Grant Program (Resource 112416) as a Service in the youth's Services Offered/Delivered screen.
- Document the specific Life Skills in the youth's Placement Plan Child Information screen.
- Document the specific ILP needs/services in the youth's Treatment Plan Needs Based Services screen.
- Document the ILP services in the Independent Living Screen.
- If an ILP Sponsor is located, enter the ILP Sponsor as a Resource in CHRIS in order to place the youth in the ILP Sponsor's home on the Enter/Exit screen.

CHRIS Instructions for CFCIP Coordinator:

- Document the completion of the initial Ansell/Casey Basic Life Skills Assessment and any re-assessments in the ILP screen.
- Document that the results of the Ansell/Casey Basic Life Skills Assessment were routed to the youth, FSW and foster parents/provider on the Document Tracking screen.

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- Document all contacts with youth on the Contact screen.
  - Document all CFCIP activities/services on the youth's Services Offered/Delivered screen and complete the IL Subsidy Exceptional Amount field if ILP funds were authorized.

## **PROCEDURE (VIII-B2): CFCIP After Care Services**

The **County Supervisor** will:

- Make a referral to the CFCIP Coordinator for After Care Services on the CFS-001A (CFCIP After Care Referral).
- Send a copy of the CFS-001A to the ILP Supervisor.
- Upon receipt of the CFS-001A approving the youth for service, re-open the youth's closed child protective service case and assign the CFCIP Coordinator as the primary worker. If the youth is adopted, open a new case.
- Select Independent Living Program services as the case type.

**Please note this information about the new Independent Living Program case type:**

- Only a Supervisor can select this value in the Case Type field.
- Once an ILP case, always an ILP case (cannot be changed).
- Removal, Placement and Adoption buttons/screens are locked.
- No Ticklers in ILP case (no COR elements).

The **CFCIP Coordinator** will:

- If former foster youth, change the case type from Child Protective Services to Independent Living Program Services. If adoptive youth, leave case type as Independent Living Program and complete the Client General Information screen on youth.
- Complete the Contact screen for all contacts with child and complete Education and Employment screens when appropriate.
- Receive referrals (CFS-001A) for After Care Services and document in the Document Tracking screen in CHRIS.
- Complete the CFS-001A to approve the youth for services and obtain youth's signature on the CFS-001A and document in the Document Tracking screen in CHRIS.
- Request supervisor to open a case to assist the youth to meet their immediate housing need.
- Documentation will include the type and extent of financial assistance to be provided. In CHRIS, complete Services Offered/Delivered screen selecting Independent Living Program-After Care Services (Resource 111074) as the Service Provider and completing status, frequency, dates and ILP Subsidy amounts fields.
- Assist the youth in selecting a residence that is appropriate for their immediate needs.
- Complete a Residence Checklist (CFS-370) to assure the residence and location are acceptable and document in the Document Tracking screen in CHRIS.

- Provide the youth with available alternatives for meeting their immediate housing needs, if appropriate.
- Recommend and arrange for any staff counseling or additional life-skills training that may be needed on the topics of money management, job search and housekeeping.
- Counsel the youth on the availability of community services or assistance and how to apply for assistance if the youth wishes to start or continue a post-secondary educational program.

All allowable payments must be made directly to one or more approved vendors.

- Submit purchase request(s) for payment of allowable assistance and document in the Document Tracking screen.

**POLICY (VIII-C): TERMINATION OF PARENTAL RIGHTS**

All children have a right to a safe, permanent family. The Division of Children and Family Services shall develop and implement permanency plans for children. One option is to terminate parental rights to free a child for adoptive placement, when it has been determined that reunification with the family is not a viable option.

The court shall authorize DHS to file a petition to terminate parental rights unless the: (a) The child is being cared for by a relative and termination of parental rights is not in the best interest of the child; (b) DHS has documented in the case plan a compelling reason why filing such a petition is not in the best interest of the child and the court approves the compelling reason as documented in the case plan; or (c) DHS has not provided to the family of the child, consistent with the time period in the case plan, such services as DHS deemed necessary for the safe return of the child to the child's home if reunification services were required to be made to the family.

The Division will file a petition to terminate parental rights in the following circumstances:

- A child (of any age) has been in an out-of-home placement for 15 of the most recent 22 months; A hearing shall be held to determine whether or not DHS shall file a petition to terminate parental rights before the end of the fifteenth (15<sup>th</sup>) month if:
  - (a) The child has been in out-of-of-home placement for fifteen (15) continuous months; and
  - (b) At the permanency planning hearing, the court continued the goal of reunification or entered a goal of independence. Trial visits with the parents and time spent on runaway status shall not count in adding up fifteen (15) months.
- If the court determines no reunification services are required refer to Policy VI-A. If a juvenile is the subject of an open case filed under the Arkansas Juvenile Code, OCC will file all subsequent petitions (i.e., termination of parental rights, adoption, guardianship) in that same juvenile court and case.

If the court adopts the goal of termination of parental rights, the Department shall file a petition to terminate parental rights within thirty (30) days from the date of the entry of the order establishing such goal.

If the court finds that the child should remain in an out-of-home placement, either long-term or otherwise, the child's case shall be reviewed every six (6) months, with an annual permanency planning hearing.

Additionally, if the child has been in an out-of-home placement 15 of the last 22 months, and a termination petition has been filed by another party, the Division will seek to join the petition. Concurrent with the filing of a termination petition, the Division will identify, recruit, process and approve a qualified family for adoption.

**KINSHIP FOSTER PARENT**—Any relative within the first, second, or third degree of kin by blood or marriage to the parent or stepparent of a child who is related through blood or marriage and is approved to be a foster parent.

**LAW ENFORCEMENT AGENCY** – Any police force or organization whose primary responsibility as established by law or ordinance is the enforcement of laws of this state and is staffed 24 hours a day.

**MAINTENANCE SUBSIDY** -- Established monthly payment to cover the costs of maintaining and providing for the basic needs of the child in an adoptive placement on a regular basis. The payment is not to exceed the child's foster care board rate which is in effect at the time the adoption subsidy is approved. The amount may increase in subsequent approvals depending on the child's age.

**MANDATED REPORTER** -- Individuals identified in the "Child Maltreatment Reporting Act" who must immediately notify the Child Abuse Hotline or law enforcement if they have reasonable cause to suspect that a child has been subjected to child maltreatment, or who observe the child being subjected to conditions or circumstances which would reasonably result in child maltreatment or that a child has died as a result of child maltreatment. These individuals include: any physician, surgeon, coroner, dentist, osteopath, resident intern, licensed nurse, medical personnel who may be engaged in admission, examination, care, or treatment of persons, teacher, school official, school counselor, social worker, Family Service Worker, Division of Youth Services employees, employees working under contract for the Division of Youth Services, domestic violence shelter employees, domestic violence volunteers, domestic abuse advocate, day care center worker, or any other child or foster care worker, mental health professional, peace officer, or law enforcement official.

**MEDICAL PROVIDER** – Any emergency department of a hospital licensed under § 20-9-214.

**NEGLECT** -- Acts or omissions of a parent, guardian, custodian, foster parent, or any person who is entrusted with the juvenile's care by a parent, custodian, guardian, or foster parent, including, but not limited to, an agent or employee of a public or private residential home, child care facility, public or private school, or any person legally responsible under state law for the juvenile's welfare, which constitute:

- Failure or refusal to provide the necessary food, clothing, or shelter, and education required by law, or medical treatment necessary for the juvenile's well-being, except when the failure or refusal is caused primarily by the financial inability of the person legally responsible and no services for relief have been offered or rejected;
  - Failure to take reasonable action to protect the juvenile from abandonment, abuse, sexual abuse, sexual exploitation, neglect, or parental unfitness where the existence of such condition was known or should have been known;
  - Failure or irremediable inability to provide for the essential and necessary physical, mental, or emotional, needs of the juvenile;
  - Failure to provide for the juvenile's care and maintenance, proper or necessary support, or medical, surgical, or other necessary care;
  - Failure, although able, to assume responsibility for the care and custody of the juvenile or participate in a plan to assume such responsibility.

**NON-RECURRING ADOPTION EXPENSE SUBSIDY** -- Payment for non-recurring adoption expenses incurred in the adoption of a child with special needs and is limited to \$1,500 per child. Payment will be made to or on behalf of parents who have adopted or have accepted placement for the purpose of adoption.

**ORDER OF LESS THAN CUSTODY** – A court order that DCFS may seek when there are protection issues regarding a child, but the Division does not want to seek custody.

**OUT-OF-HOME PLACEMENT** - Placement in a home or facility other than placement in a youth services center, a detention facility, or the home of a parent or guardian of the juvenile; or placement in the home of an individual other than a parent or guardian, not including any placement where the court has ordered that the placement be made permanent and ordered that no further reunification services or six-month reviews are required.

**PARENT** -- Biological mother, an adoptive parent, a man to whom the biological mother was married at the time of conception or birth, or has been found by a court of competent jurisdiction to be the biological father of the juvenile.

**PORNOGRAPHY** -- Obscene or licentious material, including pictures, movies and videos. Applying contemporary community standards, the material will be considered pornographic if an average person would find that the material taken as a whole appeals to the prurient interest or if the material depicts in a patently offensive way sexual conduct. The material must lack serious literary, artistic, political or scientific value to be considered pornographic.

**PREPONDERANCE OF THE EVIDENCE** – Evidence which is of greater weight or more convincing than the evidence which is offered in opposition to it; that is, evidence which as a whole shows that the fact to be proved is more probable than not.

**PUTATIVE FATHER** – A man who claims or is alleged to be the biological father of a juvenile, but has not been so deemed or adjudicated by a U.S. court.

**REASONABLE EFFORTS** - Efforts to preserve the family, prior to the placement of a child in foster care, to prevent the need for removing the child from his home and efforts to reunify a family, made after a child is placed out of the home, to make it possible for the child to safely return home.

They also include efforts made to obtain permanency for a child who has been in an out-of-home placement for more than twelve (12) months or for fifteen (15) of the last twenty-two (22) months.

It also adds the clear and convincing standard to a finding by the court to relieve DHS from providing reasonable efforts to reunite. It further defines juvenile court a court of competent jurisdiction for purposes of determining the fast-track grounds and adds the following to the list of fast-track grounds:

- Committed a felony battery or assault that results in serious bodily injury to any child.
- Abandoned an infant.

**RECEIVING PARTY** -- Local agency, office, facility, or individual who will be supervising a child placed into a state under the provisions of the ICPC.

**RECEIVING STATE** -- State to which a child is sent for supervision under the provisions of the ICPC.

**SENDING PARTY** -- Local agency, office, facility, court or individual who has custody/jurisdiction of a child and has requested or arranged for an out-of-state placement the provisions of ICPC.

**Arkansas Department of Human Services**  
 Division of Children and Family Services  
**Federal Parent Locator System Information**

**See instructions listed below**

Removal County: \_\_\_\_\_

Child's Name	Child's SSN	Child's DOB	Child's Medicaid #

THE INFORMATION IN THIS SECTION RELATES TO THE ABSENT PARENT TO BE LOCATED.

Last Name:		First Name:		Middle Name:		Suffix:	
Social Security Number:				Gender:			
Date of Birth:				Ethnicity:			
Place of Birth:							
Mother's Maiden Name:				Driver's License Number:			
Last Known Address:				Telephone Number:			
Possible Current Location:							
Professional Licenses:							
Last Known Employer:							
Employer's Address:							
Employer's Phone Number:							
Health insurance Name:				Policy Number:			
Date of Child Support Order:		Order Number:		Ordered Amount:			
Frequency:				Payee:			
Date of Last Payment:				Amount of Last Payment:			
Has this person ever been a member of the Armed Forces? Yes <input type="checkbox"/> No <input type="checkbox"/>							
Branch: _____							
Has this person ever received federal compensation or benefits? Yes <input type="checkbox"/> No <input type="checkbox"/>							
If "Yes," what? _____							
Has this person ever been convicted of a state or federal crime? Yes <input type="checkbox"/> No <input type="checkbox"/>							
If "Yes," what? _____							
Do you have any other information that might be helpful in locating this individual? _____ _____ _____							

\_\_\_\_\_ Family Service Worker                      \_\_\_\_\_ Phone Number                      \_\_\_\_\_ Date

Family Service Worker E-Mail Address: \_\_\_\_\_

e-mail address: [IV-EEligibilityUnit@mail.state.ar.us](mailto:IV-EEligibilityUnit@mail.state.ar.us)

## Instructions for CFS-408

**Purpose:** The Federal Parent Locator System Information form (CFS-408) should be filled out and submitted for each parent involved in a foster care case meaning the parent(s) the child was removed from, absent parents and putative fathers.

Procedure (III-B1) DCFS Coordination with OCSE refers to situation involving child support. The CFS-408 will assist OCSE in locating parents who should be providing child support.

Procedure (VI-A2) Concurrent Planning refers to situations in which an absent parent may be considered as a permanent placement resource. The CFS-408 will assist DCFS/OCC in locating such parents.

Procedure (VIII-C1) DCFS Initiates Termination of Parental Rights refers to situations when the OCC attorney needs location information on the CFS-408 so notice of the termination petition can be provided.

### Routing:

1. In situations related to **child support payments**,
  - Send an email to the IV-E eligibility unit with the CFS-408 as an attachment. Use the following address: IVEEligibilityUnit@mail.state.ar.us, or choose DCFS IV-E Eligibility Unit from the global address listing in Outlook.
  - The phrase CFS-408 and the County name must be provided in the subject line of the email.
2. In situations related to **termination of parental rights** or **concurrent planning**, the CFS-408 should be sent to your local OCC Attorney.
3. If requested by OCSE, a CFS-408 may be sent directly to OCSE at the Office of Child Support Enforcement, P.O. Box 8133, Little Rock, AR 72203

# **Chafee Foster Care Independence Program Handbook**



**Arkansas Department of Human Services  
Division of Children and Family Services**

**PUB-404 (01-2003)**

CHAFEE FOSTER CARE INDEPENDENCE PROGRAM HANDBOOK  
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## CHAFEE FOSTER CARE INDEPENDENCE PROGRAM HANDBOOK

### Program Scope

This grant program was created by federal legislation to provide services to youth in foster care that are normally unavailable through other program funds such as Title IV-E Foster Care. Services provided are primarily educational and are intended to keep youth in school while they obtain life skills that will assist them in transitioning to adulthood.

The program coordinates age-appropriate life skills training for eligible youth who are likely to remain in foster care until age 18. It assists with services and purchases that enable the youth to fulfill educational goals that may include high school graduation and post-secondary education. This includes college or university training, vocational training, and assistance in finding career and job opportunities. In addition, the program may assist emancipated youth that choose not to continue their education past high school to establish a residence. (Youth can be emancipated by court order only.)

There are many levels of assistance and instruction available to youth that choose to participate in the program. All assistance and instruction should be provided in accordance with the child's case plan.

### **Grant Program Responsibilities**

The Chafee Foster Care Independence Program (CFCIP, formerly the Title IV-E Independent Living Initiative) was established and formally funded in 1993 to assist teens who choose to participate in the program complete high school, obtain a GED and continue their post-secondary educational process. The program is intended to assist those teens referred to the program with the acquisition of basic life skills as they transitioned from adolescence to adulthood. The basic premises and intent of the program have been expanded by federal legislation.

The 1994 Angela R. Settlement Agreement charged the Division of Children and Family Services (DCFS) with the responsibility to provide instruction for developing independent living skills for all foster teens age 14 or older for whom the case goal was not reunification. The agreement placed the burden of compliance on DCFS but did not address or require any changes in the Independent Living Program Initiative. The funding, regulations, eligible population, structure and reporting requirements remained the same. The program was prohibited by federal law from providing Independent Living services to teens under age 16 using federal funds. In early 1995, the program began including teens age 14-15 in life skills training sessions. That was done without expending federal dollars.

Since December 1999, the Chafee program can now provide age-appropriate life skills training to all foster teens age 14 or older. The program provides or arranges for training for teens on an individual or group basis, if needed and as recommended by the case manager. Teens may volunteer and be referred to the program to take advantage of additional services offered. Services are educational or employment oriented and require the teen fulfill specific obligations and meet specific standards to maintain eligibility for continued Independent Living services. Assistance with educational and employment expenses and the initial establishment of living quarters are services that are provided beyond the normal scope of expenditures of the Division of Children and Family Services. The program may also provide limited assistance with room and board expenses to youth age 18-21 that have left foster care and chose not to pursue post-secondary educational goals. Family Services Policy and Procedures (FSPP) Manual; Policy (VIII-A): "Preparing the Child In Out-Of-Home Placement for Independence" and Policy (VIII-B): "Chafee Foster Care Independence Program (CFCIP) Post Secondary and After Care Services" should be referenced in implementing the requirements of this publication.

### Eligibility for Chafee Foster Care Independence Program Services

#### **Program Referrals**

The Chafee Foster Care Independence Grant Program is a program in which eligible youth agree to be referred. A program referral (CFS-001) should be completed and signed by both the Family Service Worker and the youth. (See "Forms, Reports and Documentation" for instructions.) The Family Service Worker (FSW) will forward the completed CFS-001 to the CFCIP Coordinator. A youth age 14 through 17 must be in a foster care placement (home or facility) to be eligible for CFCIP services.

#### **Age requirements**

Assessments and age-appropriate services may begin at age 14 for youth already in foster care. Basic life-skills training should be selected per assessment results and made part of the permanent case plan. Youth entering the foster care system between age 14 and 18 should be immediately assessed for basic life-skills abilities.

If a youth is in foster care on their 18<sup>th</sup> birthday and their case is then closed, they are eligible for CFCIP "After Care" services which include limited room and board, limited start-up assistance and staff services. They are also eligible to attend life-skills training sessions to acquire needed skills. (**Note:** To make a board payment or purchase start-up items a supportive services case must be opened to process the payment.)

If a youth chooses to remain in care after age 18 and is enrolled in a post-secondary educational program, they may continue to receive the full benefits and financial assistance of the CFCIP up to age 21.

#### **Limitations**

1. Room and board expenses cannot be paid for using CFCIP funds for youth in foster care under the age 18 or for youth who choose to voluntarily remain in foster care after age 18, while pursuing post-secondary education. Board payments must be made through the IV-E Foster Care program for teens under age 18. Board payments for youth age 18 and older remaining in care and not in a foster home must be paid using State General Revenue funds.

2. Participation in the CFCIP grant program will end when the youth has:

- Reached age 21.
- Made a voluntary decision not to participate in the program
- Left out-of-home placement.
- Demonstrated unwillingness or inability to fulfill the requirements of the program and/or the terms of the agreement established in the case plan.

The case will be closed and no further assistance will be provided unless the youth qualifies for limited room and board assistance for after-care services as an emancipated youth.

If a youth was in foster care on or after their 14<sup>th</sup> birthday and was adopted before their 18<sup>th</sup> birthday, they will be eligible for CFCIP services until their 21<sup>st</sup> birthday.

To receive educational support through CFCIP, an adopted youth must have a budget in place and sign a CFCIP Agreement/Contract. Adopted youth are not eligible for board payments and may not be eligible for a Pell Grant. Application for the Pell Grant should be made to determine eligibility.

It should also be noted that, according to federal interpretation, youth who are incarcerated are not actually in foster care and are, therefore, ineligible for CFCIP services.

## **Transitional Plans/Case Plans**

The CFCIP transitional life-skills acquisition plan must be made part of the permanent case plan and be updated as needed. (See the Forms Appendix.)

## **Assessments/Reassessments/Case plans/CHRIS**

### **Assessment/Reassessment Tools**

The CFCIP program uses the online life-skills assessment tool that can be found on the Internet at [www.caseylifeskills.org/](http://www.caseylifeskills.org/) or [www.casey.org/aclsa](http://www.casey.org/aclsa). Any DCFS computer that can access the Internet can be used to access this tool. The assessment is used to determine the basic life-skills levels of all foster teens age 14 and up. It is also used to indicate the acquisition of needed life-skills in accordance with the teen's case plan. To use the Ansell/Casey assessment, log on to the website and select "**Ansell-Casey Life Skills Assessment**". Select the age group the teen fits in for assessment. Enter the "Organization I.D." = **ARILP**, the "Youth I.D." = **First Initial, Last Initial and Client ID**, and the "Recipient E-mail" = [firstname.lastname@mail.state.ar.us](mailto:firstname.lastname@mail.state.ar.us). The "Recipient E-mail" address should always be the CFCIP Coordinator's e-mail address so the results are always returned to the Coordinator for entry into CHRIS and distribution of copies. The assessment can be completed online and scored immediately or it can be printed as a hardcopy, completed by the teen and then entered online for scoring. **The assessments should also include the "Caregiver" answers** if the Caregiver knows the youth well enough to accurately assess skill levels. When the results are returned, a copy should be made available for the permanent case file and the Coordinator's case files. Results should also be provided to the teen and caregiver.

### **Who and When to Assess for Life-skills**

All foster teens already in the system should be provided an initial assessment for basic life-skills levels when they reach age 14. If a teen enters foster care after age 14, they should be assessed within 30 days after entry. All teens age 16-17 should be re-assessed at 6-month intervals after the initial assessment to determine acquisition of transitional life-skills.

## **Collection of Data**

The CFCIP Coordinator is responsible for capturing and maintaining information needed for the Coordinators' monthly reports to Central Office. (See Coordinators' Monthly Reports in the "FORMS APPENDIX".) This report may be completed as an EXCEL document and forwarded as an attachment by e-mail to the Coordinator's supervisor and Central Office on or by the 6<sup>th</sup> of each month. This information is compiled each month and is used to complete federal reporting requirements due on September 30 each year. The report cannot be compiled until all Areas have reported. If no activity or new statistical information has occurred in a Coordinator's area, this should be submitted to Central Office for the record.

### **Keying Responsibility**

If the Ansell/Casey assessment is given off-line, the CFCIP Coordinator should key the answers into the on-line assessment and submit it to Ansell/Casey for scoring. The date of the assessment should be keyed in the IL Assessment screen in CHRIS. Keying of this date also generates the next required 6-month assessment date in CHRIS and is displayed on the IL Assessment screen.

All contacts that the CFCIP Coordinator has with the client should be keyed in the Contact screen in CHRIS. This should include the life-skills training sessions that the client attends.

### **Distribution of Assessment Information**

**The assessment results should be immediately forwarded to the FSW.** A hard copy of the assessment results should be printed for the CFCIP Coordinator's file, and a hard copy should be forwarded to the FSW to be included in the client's case file and used to update the youth's case plan. **The results are used** for determining necessary life-skills training and progress in skills acquisition.

### **Staffing at 17 ½**

A staffing must occur at or before age 17 ½ to determine the youth's plans. Complete the CFS-460 (Plan for Foster Child Attaining Majority). A determination of continued services, post-secondary education, employment, emancipation, housing and other factors should be made. The staffing should be attended by the foster parent(s), FSW, FSW Supervisor, sponsor (if selected), CFCIP Coordinator, the Attorney ad Litem and the teen.

**CHRIS**

The CFCIP Coordinator is assigned as secondary on an Independent Living Case. The CFCIP Coordinator is responsible for keying the assessment information into the ILP Assessment screen in CHRIS. Any "Contacts" that are made with the client by the Coordinator should be entered on the contact screen, this includes any life skills training provided by the CFCIP Coordinator or others. The FSW is responsible for case-plan development and selecting and entering the appropriate "life skills training" categories in the case plan in CHRIS.

**Life-skills Training Curriculum**

The following is a listing of 15 categories and sub-categories of curriculum topics that should be available in each DCFS Area for teens to attend for life-skills training.

**BASIC LIFE-SKILLS TRAINING  
CURRICULUM CATEGORIES**

<p><b>1. Money Management/ Consumer Awareness</b> A. Budgeting B. Checking/Savings Accounts C. Credit/Credit Cards D. Debt Management E. Purchasing Decisions F. Product/Brand Awareness</p> <p><b>2. Food Management</b> A. Meal Planning B. Healthy Eating C. Food Preparation/Cooking D. Food Handling/Storage E. Stretching Your Food Dollars</p> <p><b>3. Personal Appearance</b> A. Evaluating Your Wardrobe B. Shopping for Clothing C. Hygienic Images/Daily Routines D. Makeovers</p> <p><b>4. Health</b> A. Personal Hygiene B. First Aid/Safety/Emergency Response C. Physical Fitness D. Drugs and Alcohol E. Sexual Awareness/Diseases/Pregnancy F. Immunization</p> <p><b>5. Housekeeping</b> A. Basic Home/Apartment Maintenance B. Basic Sewing C. Sanitary Living Quarters D. Laundry/Dry Cleaning E. Basic Furnishings</p>	<p><b>8. Job Seeking Skills</b> A. Dressing For Success B. Job Applications C. Interview Techniques D. Job Markets/Career Opportunities/Want Ads</p> <p><b>9. Job Maintenance Skills</b> A. Workplace Behavior B. Your Paycheck/Taxes/Benefits C. The Dependable Employee D. Communicating Effectively</p> <p><b>10. Emergency and Safety Skills</b> A. First Aid B. Personal Safety C. Home Safety D. Fire/Police/Medical Emergencies</p> <p><b>11. Knowledge of Community Resources</b> A. Service Providers/Local Assistance B. Educational Resources C. Libraries and Information Sources D. Community Service Projects</p> <p><b>12. Interpersonal Skills</b> A. Team/Trust Building B. Self Esteem/Self Respect C. Relationships D. Social Skills E. Anger/Conflict Management</p> <p><b>13. Legal Skills</b> A. Contracts/Financing B. Selective Service C. Police/Lawyers/Courts</p> <p><b>14. Housing</b></p>
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## **LIFE-SKILLS TRAINING**

### **Notification of Training Session**

The CFCIP Coordinator will provide notification to the Family Service Worker **Supervisors**, foster parents and teens at least two weeks prior to the session. The notification should list the training subject, location, date, the age category(s) to which it applies, and any special preparation or requirements needed prior to the session date.

### **Age-appropriate Training for 14-15 Age Group**

The life-skills sessions will be age appropriate. Teens aged 14-15 may not need sessions that a teen aged 16-18 may need prior to transitioning to higher education or emancipation.

Curriculum content at this level will be the responsibility of the foster parent. It will focus on adolescent growth and development, relationships with family/friends, building self-esteem and confronting influences that impact the lives of adolescents at this stage of development.

Fourteen and fifteen (14 and 15) year-olds are often experiencing their first love, searching for their own identity, or confronting new peer pressure. Emphasis in the curriculum at this level is on self-awareness, dealing with emotions, accepting responsibility and decision-making. Fourteen to fifteen (14-15) year olds who are struggling for independence need to have a sense of self-initiated learning around areas they can apply to their lives. These youth need a curriculum that promotes healthy attitudes and behavior. It will deal with romantic relationships and help young people establish values that are in line with social norms and acquire valuable life skills such as goal setting and assertiveness. Foster parents are responsible for teaching and intervention with the life skills training curriculum.

### **LIFE SKILL AREAS:**

Daily Living Skills  
Home Management  
Money Management  
Self Care  
Social Development  
Work & Study Skills

### **Daily Living Skills**

Competence

1. Knows and understands how to set the table properly.
2. Is able to wash dishes adequately using soap and hot water, and is able to put dishes **away**.
3. Knows and understands the basic food groups.
4. Is able to evaluate diet for nutritional content.
5. Knows and understands the impact of "snacking".
6. Knows how to read food labels for nutritional information.
7. Is able to plan a simple menu with supervision.
8. Is able to plan a week of nutritious and economical menus with supervision.
9. Knows and understands name and use of cooking utensils.

### **Home Management**

Competence

1. Knows and understands the importance of household cleanliness.
2. Can keep room clean.
3. Can maintain a clean living space.
4. Can develop and maintain household cleaning routine with supervision.
5. Can care for clothing (i.e. fold and iron).
6. Is able to use washer and dryer with supervision.
7. Knows appropriate cleaning products to use for different cleaning jobs.

**Money Management**

## Competence

1. Knows and understands values of coins and currency.
2. Can make a transaction at a local store and count change.
3. Has an understanding of the difference between “necessities” and “luxuries” in food, transportation, clothing, housing etc.
4. Knows and understands the difference between “regular price” and “sale price”.
5. Knows how to clip and use coupons.
6. Can use a calculator to add, subtract, divide, and multiply.

**Self Care**

## Competence

1. Can dress self, including underwear, socks and tie shoes in an acceptable fashion.
2. Can bathe self.
3. Knows and understands how to use soap, shampoo, deodorant, shaving cream and other common personal products appropriate to child’s gender.
4. Showers or bathes regularly.
5. Brushes teeth regularly.
6. Keeps hair clean and neat.
7. Dresses in reasonably clean clothing.

**Social Development**

## Competence

1. Is able to respond to introductions and answers simple questions.
2. Is able to identify personal strengths and needs, with assistance if necessary.
3. Is able to communicate feelings (i.e. happiness, sadness, anger, frustration etc.) with assistance if necessary.
4. Knows and understands problem solving and decision making with assistance.
5. Knows where to get help if unable to resolve interpersonal conflicts alone.
6. Knows and understands how to communicate and relate with others (i.e. looks others in the eye, shakes hands, can make small talk, etc.).

**Work & Study Skills**

## Competence

1. Attends school regularly.
2. Knows and understands how to take notes and organize homework assignments.
3. Completes homework assignments on time and asks for assistance when needed.
4. Is able to turn in completed homework.
5. Knows and understands when to ask for teacher assistance or tutoring.
6. Knows and understands how to work in the classroom individually or cooperatively in groups.
7. Knows and understands how to use the library, media center and other school resources.

Remember, youth respond to hands on learning experiences. The use of paper, pencil, objects and demonstrations and bright colors will assist in learning and retaining the information learned. Provide recognition opportunities for youth and positive rewards.

**Case-plan Relevance**

Any life-skills training that a teen is required to attend will be chosen as part of the teen’s case plan/transitional plan and selected in the CHRIS case plan as required. The FSW is responsible for keying the case

plan selections for life-skills training and for arranging for the teen to attend appropriate training sessions. The FSW will make these choices based upon ongoing assessment results.

#### **Who Attends**

Life-skills training sessions will be attended by teens age 14 and older for whom the session is age-appropriate and indicated as needed by their last assessment and case plan. In addition, Family Service Workers, foster parents, and volunteers may attend to assist or monitor the session. (**Note:** A foster parent who attends and participates in the session may claim the time as part of their annual training requirements.)

A sign-in log must be kept for each life-skills training session to document who attended to include teen participants and adults. Notations should be made to indicate who the adults are (i.e., foster parents, staff or volunteers).

#### **Transportation**

Arrangements for transporting teens to life-skills sessions should be made by the foster parent and/or Family Service Worker. Foster parents or volunteers who transport teens to sessions may claim mileage and be reimbursed by filing a TR-1. A "Volunteer" letter signed by the County Supervisor or Area Manager should accompany the TR-1 if submitted by a volunteer. Both should be sent to Slot S568 for approval and payment from CFCIP funds. In addition, this time may be included as an In-Kind expenditure and reported on the Monthly In-Kind Expenditures report.

#### **Documentation of Training and Contacts**

An attendance sign-in sheet should be used for each life-skills training session indicating the date, the location, the workshop title or content and the attendees' name and signature. The CFCIP Coordinator should make a contact entry in CHRIS for each contact of any kind with the teen, whether in a group training session, by phone, by mail or face to face. A teen's attendance at a life-skills training session should be noted as a contact indicating the date, the session title or content and information concerning the teen's participation.

#### **In-Kind Documentation and Reporting**

Any donation of goods or services, including volunteer time, must be recorded by the CFCIP Area Coordinator and turned in monthly to the Central Office for inclusion in federal reporting. In-kind "expenditures" are one way that the state provides the 20% match required to obtain the full amount available for the CFCIP grant. The required information for reporting is (1) Person/Company (making the donation); (2) Good or Service (what it was); (3) Value (exact or estimated), and (4) date.

The following list of items should be recorded each month for submission to the Central Office as in-kind matching expenditures:

1. Any donations of food, prizes, gift certificates or any similar type of item from a vendor, provider, foster parent, staff or other entity. The retail value should be reported.
2. The time of anyone who volunteers to conduct a life-skills training session for CFCIP. Report the length of the session (hours), the date and a reasonable estimate of the hourly value of the time. (If they are a DHS employee being paid for the time, it cannot be counted as in-kind.) Professionals such as doctors, lawyers, accountants, business owners, managers or employees etc. should be charged more than the volunteer rate of \$14.58/hour. A reasonable value should be assessed for volunteer and professional time donated.

3. The time of any unpaid volunteers who assists in conducting a session. This includes persons who help organize and monitor the sessions. The base charge is \$14.58 per hour for volunteer's time unless a higher rate can be justified.

4. The estimated hourly charge for the room or facility in which the meeting is held. The normal charge is \$50/hour for a meeting room. If a meeting room has kitchen facilities which are used in the training session, the normal charge would be \$100/hour.

5. The time of a foster parent who brings a teen to a meeting. If they are reimbursed for travel expenses, then time only may be charged. If they are not reimbursed for travel, the travel cost can be charged as well.

6. Any time for which Coordinators are not compensated can be charged as in-kind. If you do things on your own time to assist the program or the teens, it can be turned in as in-kind, if you do not receive pay or compensatory time.

7. If you donate personal items or a service to a teen or the program or to a training session, please include the value on an in-kind form.

Always be aware that many things can be used as in-kind. A person's time spent in CFCIP activities is one of the most valuable commodities that can be included as in-kind. If items are given or loaned to the program for use, those items can be considered in-kind with the appropriate documentation.

## **Foster Parent Training for IL**

### **Training Topics**

The following list contains suggestions of life-skills/transitional skills/practical knowledge areas that foster parents can teach foster teens in their homes. These are skills that the foster parent should possess and be able to teach the teen. Items that are appropriate may be written into the CFCIP plan and be made part of the permanent case plan.

### **Thirty-one things Foster Parents can do to help teens get ready for adult living:**

1. Teach them how to cook five good meals.
2. Teach them how to store food properly.
3. Teach them how to use kitchen appliances - oven, microwave, dishwasher, etc.
4. Teach them how to "comparison shop" and use discount coupons.
5. Show them the good places to shop for food, clothing and furniture.
6. Show them how to use the telephone book for comparison shopping.
7. Teach them how to budget their money.
8. Help them open a savings and/or checking account.
9. Teach them how to write a check and balance a checkbook.
10. Help them get a job or a better paying job.
11. Teach them to read a pay check stub.
12. Discuss why it is better to purchase an item than use the rent-to-own system.
13. Teach them how to clean the kitchen and bathroom thoroughly.
14. Teach them how to sort and wash their own clothing.
15. Teach them how to mend clothing and sew on a button.
16. Discuss friendship and gender-based relationships.
17. Help them develop a scrapbook.
18. Encourage them to keep a diary or personal journal.
19. Encourage positive recreational activities, such as team sports, school clubs or church-based youth groups.
20. Get them connected with the church of their choice.
21. Assist them in developing good communication skills on the phone, in groups and one-on-one.
22. Take them on a tour of your hometown, showing them the utility company, post office, town hall, court house, hospital, bus station, etc.
23. Teach them how to ride the local and/or long-distance bus system.
24. Teach them how to read a road map.

25. Show them how to use the library and get a library card.
26. Buy an alarm clock and show them how to use it.
27. Assist them in making a list of important numbers to be kept in their purse or wallet.
28. Help them get important documents - social security card, birth certificate, etc.
29. Help them study for a driver's license and price an auto and auto insurance.
30. Discuss sex with them and make sure they really understand birth control and sexually transmitted diseases.
31. Encourage and demonstrate a sense of humor and teach them socially accepted ways to have fun.

#### **Foster Parents as Life-Skills Trainers**

**Topics Taught** - Foster parents should be involved in providing life skills training to foster teens as if the teens are their own children. Skills concerning hygiene, housekeeping, cooking, clothing purchases and maintenance, budgeting, relationships, shopping and recreational activities are a few of the basic skills/knowledge that can be taught in the foster home. (Also see "Age Appropriate Training for 14-15 Age Group".)

**Documentation** - The foster parent(s) should provide summary information to the FSW each month concerning subjects taught and learning activities conducted. The Checklist should be completed and turned in to the Primary Worker each month.

#### **Provision of Financial, Housing, Counseling, Employment, Educational and Other Appropriate Support Services for Former Foster Care Recipients Between 18 and 21 Years of Age (CFCIP After Care)**

If funds are available, former foster care recipients who left foster care at or after age 18, or teens that were adopted between ages 14 and 18, and have not yet reached age 21 may request the Division's assistance in maintaining or establishing an independent residence. These youth may be provided with appropriate support services that include short-term housing assistance as provided for in this section.

The following housing services, as appropriate, may be provided to youth that meet the eligibility criteria below:

- Assistance in locating affordable housing.
- Counseling and instruction in money management, job search, and housekeeping.
- Room and board assistance as outlined below.
- Assistance with housekeeping start-up items as outlined below.
- Assistance with rental and utility deposits as outlined below.

**Eligibility** - Teen must have been in foster care on their 18<sup>th</sup> birthday and their case then closed or have been adopted between ages 14 and 18 and are now between ages 18 and 21. There must be a case open(ed) for the youth so there is a case number and Social Security Number with which to associate the expenditure(s).

**Time Limitations** - The room and board assistance, start-up assistance and help with deposits can be used at any time between the youth's 18<sup>th</sup> birthday and their 21<sup>st</sup> birthday. Room and board assistance may be provided for as many months as the total room and board allocation will cover, whether consecutive or not.

**Dollar Limitations** - There are dollar limitations imposed on the following items:

- Room and board - Total available = \$1500. A maximum of \$500 per month.
- Start-up and deposits - A maximum of \$500 on a one-time basis for start-up items, rent and utility deposits or any combination of the items.

Maximum outlay for room and board, deposits and start-up per youth is \$2000.

**The Youth will:**

Sign the CFS-001A (CFCIP After Care Referral Form) and participate with the FSW in developing a plan to meet short-term and long-term housing needs.

Select a residence that is appropriate for their immediate needs.

**See the Family Services Policy and Procedure Manual (Procedure (VIII-B2) for the responsibilities of the CFCIP Coordinator.**

**Post-Secondary Educational Support**

**Where attendance is supported**

Students who attend state-supported institutions of higher learning in the State of Arkansas are eligible for assistance that is paid for by or through the CFCIP grant. This also includes GED programs and vocational-technical curriculums. CFCIP grant funds awarded to the State of Arkansas may be used to pay for tuition, books, fees or other educational expenses at private universities within the state. The assistance maximum for private institutions will be \$1200 for tuition/fee balances and \$350 for books per semester after applying the Pell grant and other grant/scholarship funds. Attendance at schools outside of the state will not be paid for with CFCIP grant funds. Vocational schools that do not accept Pell grants as payment assistance for students will not be utilized.

**Staffing of Cases**

Cases of foster teens that plan to attend post-secondary facilities after high-school graduation should be staffed no later than age 17 ½ or the beginning of their final high-school semester, whichever occurs last. This staffing should determine, at least, where they are going to attend school, their living arrangements, who their sponsor is to be, what the budgeted income/expenses will be, who will receive the board payment and how much it will be, what start-up items, if any, will be needed, transportation requirements, and continued life-skills training needs. In addition, the agreement for continuing services should be developed at this time indicating what is expected from the youth in order for services to be terminated. The agreement should also indicate what DCFS/CFCIP will do to assist the youth to remain in school.

The following individuals should be at the staffing held at age 17½: FSW, Foster Parent(s), Sponsor, CFCIP Coordinator, County Supervisor, Attorney Ad Litem and Teen.

**Tuition, Books and Fees**

The CFCIP grant program can help defray the costs of post-secondary educational endeavors by foster teens by assisting with expenses for tuition, books and fees. The program is not the primary source of educational funding but may assist with any remainders of associated costs after all other sources of assistance have been applied for and utilized.

Before the CFCIP grant program will expend grant funds for educational expenses, the student must have at least applied for a Pell Grant for the current term/semester. If a Pell Grant is received, it must be applied to expenses in the following order: (1) tuition, (2) fees, (3) books, (4) room and board, (5) other. Any other financial assistance, e.g., grants, awards, and scholarships) should be applied in the same order unless they are for a specific purpose. CFCIP can assist with balances on tuition, fees and books

after the Pell Grant has been used. Room and board expenses should be paid for through use of the monthly Foster Care board payment.

Purchase order requests should be completed at least 30 days prior to the beginning of the school term. Since it is not always possible to determine the exact cost of books prior to the student actually registering for classes, a purchase order request for the estimated costs of the books should be completed and submitted for approval. This will allow a purchase order to be in place with the school bookstore prior to registration, and books may be obtained by the student before classes start.

If a Pell Grant is applied for but denied, a student may still receive assistance through the CFCIP grant. However, the circumstances causing the Pell Grant to be denied must be remedied during the next occurring semester. If the application was submitted too late, that error should not reoccur. If the high school grades were insufficient to meet grant standards, the contract/agreement (see CFS-036) should indicate that the grades will be sufficient to obtain a second-semester Pell Grant or the CFCIP grant funds will also be terminated. If post-secondary grades fall below standards outlined in the contract/agreement, those grades must be raised to minimum standards by the end of the next semester/session or assistance will be withdrawn.

#### **Room and Board Support**

There are three (3) different types of room and board support that a foster teen is eligible for:

1. Normal foster care board payment - Support that is provided through federal Title IV-E funds until the youth reaches age 18. The average board payment source is \$475 per month. For most teens, \$100 is designated for clothing (\$65) and personal items (\$35). This payment is usually paid to a foster parent or a facility where the youth is housed.
2. Extended services board payment - This foster care board payment begins when a youth begins a post-secondary educational curriculum and is placed in out-of-home placement in an apartment, dormitory or other like transitional/independent living arrangement after their 18<sup>th</sup> birthday. Adoptees are not eligible for this board payment. This board payment should be determined by the youth's budget and may vary between \$0 - \$630. The payment amount should still include the allowance for clothing and personal items. Payment is sent to a sponsor who has been selected as the payee for the teen and has other responsibilities in relation to the teen's needs such as: mentoring, visitation, monitoring, bill paying, budgeting, and other functions as outlined in the agreement. This type of board payment must be made from State General Revenue funds. Title IV-E funds cannot pay for out-of-home placement board payments.
3. CFCIP room and board payments (A component of after-care) - This is available only to foster teens that have reached age 18 (aged out) and have left care. *They must have been in care on their 18<sup>th</sup> birthday to be eligible.* They may request these services at any time between their 18<sup>th</sup> and 21<sup>st</sup> birthday. The program may provide room and board up to a total of \$1500 at a maximum per month of \$500 for as many months, consecutive or not, as are required to utilize the total allotment. These funds may be used for rent, deposits or food. In addition, a one-time expenditure of up to \$500 may be made for the purchase of start-up items. (See list of start-up items referenced herein).

#### **Other State Sources of funding**

##### Higher Education Scholarships

The Department of Higher Education has added "foster children" as a category on the application for scholarships and has identified funding for those scholarships.

#### **Contracts/Agreements With Youth**

An agreement outlining expected behavior/performance will be developed and signed by a youth that is in an out-of-home placement such as a dorm or an apartment. There is not a **standard** form for these agreements but they should contain, at a minimum, the following:

1. The name, address, phone number and a contact in case of emergency. This is to insure that the youth is living in an approved residence, and they will not move unless prior, signed approval is granted by the FSW.
2. **The rules pertaining to others who might visit at the same address.**
3. The minimum acceptable grade point or performance level(s) for continued assistance and funding.

4. Unacceptable behaviors/activities that will result in dismissal from the program.
5. Activities/actions that DCFS staff will do to assist the teen to maintain services and meet case goals.
6. Outline of types and frequencies of staff and sponsor contacts/visits.

The following is an example of one teen agreement that has been used as a guide. Each agreement should be personalized to address the individual teen's situation and needs. Any changes in the circumstances, goals or needs should be recorded in a revised, signed agreement and made part of the case plan. [The Agreement/Contract should be reviewed each term to determine additions, deletions or modifications.](#)

**CONTRACT (Sample)**

**Chafee Foster Care Independence Program  
Agreement/Contract**

**For** \_\_\_\_\_  
Youth Name

- The youth must be enrolled as a full time student in an accredited institution or he/she will be dismissed from foster care. Youth will apply for and keep active a Federal Pell Grant and other available grants and scholarships.
- The youth will maintain a minimum grade point average of 2.0.
- The youth will provide a copy of each semester's grades to the FSW. Youth will agree to sign a release for FSW to obtain information from the institution regarding youth's class schedule, grades, attendance records, and financial aid status.
- The youth will attend all scheduled classes. The youth will contact their sponsor or CFCIP Coordinator, if they have already acquired two (2) absences, for written permission to miss additional classes.
- The youth will attend a minimum of ten (10) scheduled Basic Skills Training workshops and/or activities annually.
- The youth will attend DCFS staffings in order to actively participate in establishing, updating, and following their case plan.
- The youth may attain and maintain a job that does not interfere with academic endeavors to assist with support.
- The youth will maintain contact with their sponsor and FSW at least twice monthly totaling four (4) monthly visits, unless a waiver has been approved.
- The youth will notify caseworker of any changes in school, work and/or living arrangements within two (2) days of said change.
- The youth will not drink alcoholic beverages or participate in the use of drugs not prescribed by a doctor or medical professional. Any positive urine analysis may result in immediate dismissal from the IL Program. Youth agrees to submit to random urine analysis when requested.
- The youth may be dismissed from the IL Program if he/she is found guilty of any illegal activity.
- If teen exhibits inappropriate behavior that demonstrates an inability to work with the FSW, sponsor, and CFCIP Coordinator, he/she will be dismissed from the IL Program.
- Failure to comply with all contract requirements will result in a 'Determination Staffing'.

## ***Outline of Responsibilities:***

### **Freshmen**

- Youth will live in a foster home, [with their CFCIP Sponsor](#) or if FSW allows, in dorm housing.
- Youth must maintain and pass 15 credit hours each freshmen semester (12 credit hours of basic courses + 3 credit hours of electives).

### **Upper Classmen**

- Youth may live in own residence if the residence is in compliance with *Independent Youth's Residence Checklist (CFS – 370)*.
- No roommates will be allowed for upperclassmen residing in their own residence.
- Youth will comply with all rules and regulations set forth by the landlord. This includes all signed rental and lease agreements.

### **Sponsor**

- Sponsor will attend all staffings and make sure the youth is abiding with the terms of the established case plan.
- Sponsor will assist the youth in maintaining a budget of monthly income and expenses.
- Sponsor will visit the youth twice monthly and will notify FSW of any problems detected during the visit.
- Sponsor will receive and disburse monthly board payment to youth based on the current budget plan.

### **Family Service Worker**

- FSW will initiate an appropriate board payment for youth based on the current budget needs while the youth is in CFCIP.
- FSW will notify youth and Sponsor, and CFCIP Coordinator of staffings.
- FSW will visit youth weekly, unless a waiver is approved.
- FSW will maintain monthly contacts with Sponsor (can be telephone or e-mail contacts).
- [FSW will provide CFCIP Coordinator with a copy of youth's class schedule at the beginning of each semester.](#)
- [FSW will provide CFCIP Coordinator with youth's grades, attendance records and financial aid status within seven \(7\) days of each semester's end.](#)

### **Chafee Foster Care Independence Program Coordinator**

- Coordinator will request CFCIP funding for youth if he/she qualifies.
- Coordinator will notify FSW Supervisors, Youth and Sponsor of all workshops, trainings and activities.
- Coordinator will assist youth in finding resources to prepare for independence.

**Participation in the Chafee Foster Care Independence Program will end when the youth has:**

- Reached 21<sup>st</sup> birthday.
- Achieved independence to the extent that financial support and social services are no longer needed.
- Made a voluntary decision to no longer participate in the IL Program, therefore leaving Foster Care.

**OR**

- Demonstrated an unwillingness or the inability to meet the requirements of the IL Program and the terms of the agreement established in the case plan.

**I join in an agreement as to the specified conditions of the Chafee Foster Care Independence Program. I have read, understand and voluntarily agree to abide with the contract terms.**

\_\_\_\_\_  
**Youth's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Sponsor's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Family Service Worker**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**CFCIP Coordinator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**FSW Supervisor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Attorney Ad Litem**

\_\_\_\_\_  
**Date**



**Outline of Responsibilities:**

**Foster Parent**

- Will attend all staffings and make sure the youth is abiding with the terms of the established case plan.
- Will assist age-appropriate youth in maintaining a budget of monthly income and expenses.

**Family Service Worker**

- Will notify youth, foster parent, and CFCIP Coordinator of staffings.
- Will visit youth weekly, unless a waiver is approved.
- Will maintain monthly contacts with foster parent (can be telephone or e-mail contacts).

**Chafee Foster Care Independence Program Coordinator**

- Will notify FSW Supervisors, youth and foster parent(s) of all workshops, trainings and activities.
- Will assist youth in finding resources to prepare for independence.

**Participation in this agreement will end when the youth has:**

- Left foster care.
- Signed a new or revised agreement.

**OR**

- Demonstrated unwillingness or the inability to meet the requirements of the CFCIP Program and the terms of the agreement established in the case plan.

**I join in this agreement as to the specified conditions of the Chafee Foster Care Independence Program. I have read, understand and voluntarily agree to abide with the agreement terms.**

\_\_\_\_\_  
**Youth's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Foster Parent**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Family Service Worker**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**CFCIP Coordinator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**FSW Supervisor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Attorney Ad Litem**

\_\_\_\_\_  
**Date**

### **Budgets**

A budget must be developed with the foster teen who plans to attend a post-secondary educational program. This budget is absolutely necessary to ensure that the student's normal, minimum expenses for tuition, books, fees, room and board and living expenses will be covered by grants, scholarships, board payments, wages or other income.

The budget should be a line-item comparison of all income items and all expense items. This is the main tool for discovering deficits and surpluses and determining the necessary Foster Care board rate. It is also a tool for evaluating fixed/required expenditures against variable and optional expenses. The budget should be developed at least 90-180 days prior to expected school registration date so there will be adequate time to complete paperwork and make any necessary adjustments to income/expenditures/board payment.

### **Special Board Rate**

A special board rate up to \$630 per month may be utilized for students attending post-secondary educational programs. This variable rate allows for some assistance for students that are transitioning by allowing them not to have to work while attending school. The rate of \$630 is the maximum board rate for a CFCIP student in post-secondary programs. There is no minimum board rate. The board rate should be set for post-secondary students only after the budget has been developed and it is known what the expected sources of income and expected expenditures will be.

### **Start-up Items**

The following lists are to be used as general guidelines for the acquisition of start-up items for CFCIP teens. There is a list for initial apartment start-up and dorm start-up. There is also a list of optional items for initial start-up and a list for incentive and accomplishment.

After a teen has been in an apartment or dormitory for six months or longer and has successfully complied with the contract/agreement and performance standards established, there is a list of more extensive items the teen may select from. This list of items should be used as an incentive for compliance/achievement. This curtails expenditures for initial start up costs.

Overall initial start-up costs for dormitories should be limited to \$250. Overall initial start-up costs for a furnished apartment should be limited to \$500; for unfurnished apartments, the overall limit is \$750, including any furniture. If furniture is needed, every effort should be made to obtain good, used furniture instead of new merchandise.

Approval for all start-up items should be routed to the ILP Unit Manager for approval on a DHS 1914 (Purchase Order Request).

## **START-UP KITS**

### **Start-up Items for Dormitory**

Dishtowels & potholders  
Dishcloths or sponges  
Salt & pepper shakers  
Storable containers (set of covered Bowls)

First Aid Kit  
Bath mat (rug)  
7 towels  
7 washcloths

Pitcher (serving)  
4 glasses  
4 place dish set  
4 place silver-ware set  
Alarm clock  
Tall kitchen trash can & bags  
Study lamp  
Toothbrush holder  
Broom & dustpan  
Mop  
Iron & ironing board  
Cleaning supplies not to exceed \$25.00

3 hand towels  
Laundry basket  
2 sets of sheets  
Blanket  
Pillow  
Can opener  
Paper towel holder  
Paper towels  
Shower curtain & hooks (if needed)  
Shower caddy  
Toilet bowl brush set

**Optional Items for Dormitory**

Dish drainer & board  
Fire extinguisher  
Sweeper  
Knife set  
Toaster or toastmaster  
Coffee pot (electric)

**First time start-up kit for an apartment**

Dishtowels & potholders  
Dishcloths or sponges  
Salt & pepper shakers  
Storable containers (set of covered Bowls)  
Pitcher (serving)  
4 glasses  
4 place dish set  
4 place silverware set  
Flatware tray  
7 piece pots/pans w/ lids  
Knife set  
Coffee pot (electric)  
Dish drainer and board  
Tall kitchen trash can & bags  
Can opener  
Study lamp  
Toothbrush holder  
Broom & dustpan  
Mop  
Iron & ironing board  
Cleaning supplies not to exceed \$25.00

First Aid Kit  
Bath mat (rug)  
7 towels  
7 washcloths  
3 hand towels  
Laundry basket  
2 sets of sheets  
Blanket  
2 pillows  
Ice tray and container  
Toaster or Toastmaster  
Set of cooking utensils  
Fire extinguisher  
Alarm clock  
Sewing kit  
Paper towel holder  
Paper towels  
Shower curtain & hooks (if needed)  
Shower caddy  
Toilet bowl brush set

**Optional Items for Apartment**

Cookie sheet  
Whisk

Coaster set  
Measuring cups

Placemats  
Sweeper

Flashlight  
Big trash bags

**Additional Incentive Items**

Items that can be purchased from CFCIP monies when the youth has been in the program six (6) months, has participated in the life-skills workshops, cooperated with the sponsor, FSW, and CFCIP coordinator.

This is not an all-inclusive list. The items below or other unlisted items may be purchased as additional start-up items not to exceed \$250. All items must be submitted and approved on a Purchase Request.

Electric Mixer  
Vacuum cleaner  
Comforter set  
Microwave  
Television

VCR  
Stereo  
Cordless phone with or without answering machine

## Youth Advisory Board

### 1. Functions of the Youth Advisory Board(YAB)

#### a. General goal of YAB

The goal of the YAB will be to provide a necessary link for input from the youth/clients we serve in the Chafee Foster Care Independence Program (CFCIP). Board members will be in communication with other youth, staff and the public in each area so that information and concerns can be gathered and shared with DCFS/DHS/ILP. This is an effort to involve the clients we serve and to ensure that the program is sensitive to transitional needs.

#### b. Eligibility

The eligibility requirements to serve on the YAB will comply with the eligibility requirements to receive services through the Chafee Foster Care Independence Program. A teen must be age 14 or older, be in custody of the state or a former foster care youth who has emancipated, and if under age 18, be expected to remain in foster care until age 18. In addition, the youth must have at least a 2.0 grade point average (GPA) and must maintain the 2.0 GPA during their board term.

#### c. Term lengths

Each member will be elected or appointed for two years. This will require the YAB members to attend the eight quarterly meetings that will be held during their term. Leaving care does not necessarily mean that a Board member's term is ended. Circumstances of leaving care and the member's desire to continue serving will be considered.

#### d. Alternate board members

Alternate board members should be elected or appointed at the same time as the Board Member to provide continuity of representation in each Coordinator's Area. The Alternate member should be considered to have the same eligibility requirements and responsibilities as the Board Member and should be included in area meetings and information sharing along with the board member. If the Board Member is not able to fulfill their duties in an area or at a statewide meeting, the Alternate will fulfill the duties in the Board Member's absence. The Alternate may attend the statewide quarterly meeting if the Area Coordinator deems attendance necessary.

#### e. Area meetings

Meetings for information sharing and gathering should be held in each Area at least once each month.

#### f. Information/issue/concern gathering

YAB members will be in contact with other youth in their area each month to discuss issues, concerns and suggestions for sharing with area staff and Central Office. The input may be collected during life-skills training sessions held in the areas each month, or by correspondence or other means of direct contact. Special meetings of the board member, concerned youth, agency staff and others may be conducted for the sole purpose of discussing issues, problems and concerns.

**g. Information dissemination to area youth**

YAB members should be in contact with other youth in their Area each month to share information from area staff. Central Office staff will make board members aware of information, policies, and proposals concerning CFCIP so that topics can be discussed with area CFCIP youth.

**h. Information sharing with local DCFS staff**

Suggestions, ideas, concerns, complaints should be shared with area staff so that they can be included on the agenda for discussions at monthly CFCIP meetings and quarterly YAB meetings.

**i. Information sharing at statewide meetings**

Information forwarded to Central Office during the month and quarter will be included as agenda items for discussion in joint meetings with CFCIP Coordinators and other appropriate staff. YAB will normally have a time set aside at the quarterly meetings for discussion of issues. The Assistant Director for Community Support will serve as the liaison between Executive Staff and the Youth Advisory Board.

**2. Composition of the Board**

The Board will be composed of one (1) youth from each CFCIP Coordinator's service area. The youth must volunteer to serve and be elected by their peers or appointed by the Area Coordinator. In addition, each service area will elect or appoint an alternate member to serve in the absence of the primary board member. The alternates should also be involved in the Area meetings and may also attend the quarterly meetings. Board members and alternates may be current or former Chafee Foster Care Independence Program youth and may be age 14-20.

**3. Removal of Board Members and Alternates**

Board members and alternates may be removed from office for any of the following reasons:

a. Member - missing two consecutive quarterly or area meetings.

Alternate - Missing two consecutive area meetings.

b. Incarceration for any illegal activity.

c. Failure to pass a drug test.

d. Being on "Run" status.

e. Any action or activity that violates the CFCIP/IL agreement (CFS-001).

f. If a board member or alternate moves to another area, their term automatically ends, and the former area should immediately hold an election to elect a replacement.

g. Become age 21. (Automatic end of term.)

**4. Meeting time**

Meetings will be held quarterly, the first Thursday, in January, April, July and October.

**5. Transportation and expenses**

Transportation for board members and alternates under age 18 should be arranged for or provided by the Area Coordinator. Meals for these youth can be reimbursed on the Coordinator's TR-1. Youth age 18 or over that are still in care may transport themselves and be provided incentive payment to reimburse transportation cost. Youth age 18 and over that are no longer in care may also transport themselves and be provided with incentive payment to reimburse costs, or they may file a W-9 and submit a TR-1 as a volunteer and be reimbursed for mileage.

## 6. Expectations

### a. Youth Advisory Board

The members of the board are expected to regularly and consistently participate in the quarterly meetings held in Little Rock and in the information gathering and sharing meetings held in the Areas. The members are expected to be willing to make the extra efforts required to represent the other youth in their respective areas. Concerns, needs, issues and recommendations from the areas will be documented at area meetings and discussed with area staff and then forwarded to Little Rock for inclusion as agenda items at the quarterly meetings.

### b. Area Staff/CFCIP Coordinators

Staff in each of the DCFS service areas are expected to provide the means and opportunity for the area YAB member and interested youth to meet and/or share information and to provide the space and atmosphere that is conducive for the youth to meet and have open discussions. Staff should be actively involved in the meetings and discussions and forward information, suggestions and topics to the ILP Unit Manager for inclusion as agenda items at quarterly meetings or for immediate attention if needed. Foster parents should be made aware of the additional responsibilities and requirements of a board member or alternate and be encouraged to assist with transportation needs, advice and assistance in attending meetings and presenting information for consideration.

Documentation should be provided concerning elections of members and alternates, replacement of members or alternates and discussion items at the area meetings. A copy of this information should be provided to the Central Office.

## Client Transfers

When a client transfers to another DCFS area or to another Coordinator's service area within the same DCFS area, the following things should occur to insure uninterrupted service to the client:

### **Documentation/Information Updates**

The Primary FSW should immediately key all pertinent information changes, including the change of address, any status changes, and foster parent, sponsor or facility placement prior to, or by the time of, transfer so that current information is available in CHRIS. Information changes that occur after the transfer should be keyed by the FSW/Coordinator in the county of residence.

### **Case Assignments**

If the client transfers to another county, the supervisor in the transferring county should immediately notify, by e-mail, the supervisor in the receiving county that the client is transferring. The receiving supervisor should then make secondary caseload assignments to the FSW and the CFCIP Coordinator and directly notify the FSW and CFCIP Coordinator of the assignment.

### **Assessment Assistance**

If a client is transferred to another area/county, the Coordinator and/or FSW in the residence area/county should assist in obtaining an assessment if the reassessment date occurs while the client is there.

### **Foster Care and Life-Skills Training Records**

Case files and all records of life-skills training sessions attended, skills acquired or mastered and copies of assessment results should be copied and sent to the FSW and the CFCIP in the county of residence at the time of transfer to ensure that training needs and goals will continue to be addressed.

### **Sponsor Changes**

Prior to, or at the time of, transfer of a client relocating to attend a post-secondary educational opportunity, the FSW in the transferring county will notify their supervisor if the client needs a new sponsor assigned in the new county of residence. That supervisor will notify the receiving county supervisor of the need. The receiving county supervisor will notify the FSW in the receiving county to locate and assign a sponsor to the client. A staffing may be necessary to accomplish this assignment. It

should be noted that a school may be selected as a sponsor to receive the monthly board payment and assist the client in meeting expenses.

### **Referrals**

The referral form (CFS-001) will be completed by the FSW when a youth volunteers to participate in the program or when the teen is referred for inclusion in life-skills training sessions. The form should be signed by both the FSW and the youth. The form should be forwarded to the area CFCIP Coordinator, and the Coordinator should be added as a secondary worker for the case on CHRIS. (See CFS-001 in the FORMS APPENDIX.) If the teen is incapable of receiving services or refuses CICFP services, it should be noted on the referral form and made part of the case record. Refusal of services by the teen does not preclude DCFS from providing those services.

### **1914/1930s**

All purchases of goods and services for youth participating in the Chafee Foster Care Independence Program must adhere to DHS and state rules and regulations concerning purchases. Before a purchase is made, a Request for Purchase Order (DHS-1914) must be completed by the Area Coordinator detailing the goods or services to be purchased.

The Area Coordinator will complete the following items:

**Date** - The date the DHS-1914 is completed.

**Contact Person** - The Area Coordinator's name and phone number.

**Ship to Code** - The county where the Coordinator is housed.

**Required Date** - Date the Purchase Order is needed.

**Priority** - Yes or No.

**Line Item** - A new line number for each different item.

**Item No./Description/Comments** - What the item is and a short description. Include any catalogue or item number.

**Quantity Required** - How many units to order.

**SKU Price** - The cost of each unit.

**Total** - Quantity time SKU price.

**TOTAL AMOUNT** - The column total.

**Suggested Vendor** - The Vendor number, Tax identification number, address, and phone (if known).

Send the completed DHS-1914 and any pertinent documentation to the Statewide CFCIP Coordinator in Little Rock.

If the DHS-1914 is approved, a Purchase Order (DHS-1930) will be generated and sent to the Area Coordinator to authorize the purchase. When the purchase is complete, the purchaser (whoever did the shopping with the teen) will sign both the DHS-1930 and the receipt and submit it to the CFCIP Coordinator within three (3) days. The CFCIP Coordinator will within five (5) days send the original signed receipt or bill along with the purchase order to the Statewide Coordinator in Little Rock.

If a purchase order is not used, please complete the on-line DCFS Receiving Report indicating the purchase order number and that it is to be "Cancelled" and send it to Financial Support with a copy to the Statewide Coordinator in Little Rock.

If a purchase order is only partially utilized, please indicate on the purchase order whether it is the "Final" purchase, or that it is "Not Final", if the rest of the value will be used at a later date. Please sign and date the receipt/bill and write the purchase order number on it. Forward to the Statewide Coordinator.

### **Allowable Expenditure Categories**

1. Balances of post-secondary/vocational tuition/fees after funds from other available resources have been exhausted, such as grants and scholarships. (This applies only to active participants in the CFCIP grant program who are attending an in-state institution of higher learning or a vocational school.) (See also **“Post-Secondary Educational Support –Where attendance is supported”** for additional information and limitations for private institutions.)
2. Books and related educational expenses including graduation expenses for post-secondary students.
3. S.A.T. and A.C.T. testing.
4. Basic start-up items for an apartment or dormitory.
5. Counseling and tutoring.
6. Uniforms, specialized work clothes and shoes, job-required tools and equipment.
7. Driver’s education classes.
8. Fees for life-skills instructors.
9. Mileage reimbursement for family, foster parents and others providing transportation for teens to life-skills training sessions.
10. Child-care payments for family and foster parents who participate in life-skills training sessions.
11. Incentives for training session attendance and/or assisting in training sessions.
12. Food for food preparation/storage training classes.
13. Limited room and board [and start-up](#) expenditures for former foster care youth age 18-20.

### **Non-allowable CFCIP Expenditures for Youth in Foster Care**

1. Room and Board
2. Food
3. Utility Payments
4. Rent or Utility Deposits
5. Personal Items or Clothing (except necessary work clothes)
6. Insurance
7. Automobiles or associated expenses
8. Any good or service covered by other programs or funds.

### **CFCIP Coordinator's Duties**

**Assessment** of all 14+ teens' initial basic life-skills.

**Reassessment** of IL referred teens (semiannually).

**Processing** and distribution of assessment results to appropriate staff.

**Assisting** IL teens and caseworkers with transitional plan/case-plan development.

**Staffings** with teens, foster parents, caseworkers.

**Processing** of DHS-1914's/DHS-1930's for teens' and program needs.

**Developing and implementing** skills training sessions (curriculum)- group & individual.

**Monitoring** progress & assessing additional needs of individual teens.

**Documenting** case files concerning IL information (visits, trainings, problems, successes, changing goals/plans) -CHRIS entry of assessments and contacts.

**Recording and maintaining** caseload statistics for state/federal reporting.

**Collecting and reporting** In-Kind expenditure information.

**Planning and implementing** annual teen conference.

**Planning and presenting** at local and annual foster parent conferences.

**Presenting** information to foster parent association and for staff education.

**Developing** community/area resources for life-skills training.

**Assisting** teens in seeking financial assistance to achieve educational goals (grants, scholarships, private, public, in-kind).

**Dissemination** of IL program information to DCFS staff, community and foster parents.

**Providing or arranging** for training for DCFS staff, foster parents, mentors.

**Assisting in development of a mentoring program - recruit, train, monitor.**

**Providing** creative activity information for "Idea Sharing Bank".

**Developing** job/career resources for teens - OJT programs, Job sponsorships, Apprenticeships.

5-3-96 Rev. 3-01-02

# APPENDIX I

## FORMS

DIVISION OF CHILDREN AND FAMILY SERVICES

Chafee Foster Care Independence Grant Program
Referral Form

This form must be completed and a copy included in the permanent case file record.

TO: \_\_\_\_\_ CFCIP Coordinator Area \_\_\_\_\_

FROM: \_\_\_\_\_ FSW Phone \_\_\_\_\_ County \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*\*\*

Youth's Name \_\_\_\_\_ DOB \_\_\_/\_\_\_/\_\_\_ Age \_\_\_ M / F \_\_\_
CHRIS # \_\_\_\_\_ SS# \_\_\_\_\_
Address \_\_\_\_\_ Phone \_\_\_\_\_
City \_\_\_\_\_ Foster Parents \_\_\_\_\_

The above named youth is being referred to the Independent Living Grant Program. Acceptance into the Program is conditional upon the youth's eligibility and compliance with the Program activities and goals. If youth is deemed inappropriate for the Program at this time or refuses CFCIP services, reconsideration may be given in ninety (90) days. Worker must re-submit a CFCIP Referral. The following eligibility requirements must be met for current or future consideration:

- Youth must: be a ward of the State - in DCFS Foster Care.
be actively engaged in an educational program.
be less than 18 years of age.
have a case plan in CHRIS.
sign this form to acknowledge referral to CFCIP.

NOTE: Any foster care youth who are age fourteen (14) or older may participate in the Basic Life-Skills Training sessions but are NOT considered "active" Grant Program participants until they are referred to the program, assigned to an Area Coordinator's workload, properly assessed, designated in CHRIS as an "ILP Teen", and the case plan reflects needed life-skills training and CFCIP Services. These teens CANNOT receive CFCIP Grant funds or benefits until then.

\*\*\*\*\*

Family Service Worker Checklist:

- Has Youth completed the Ansell-Casey Life-Skills Assessment? \_\_\_ Yes \_\_\_ No
When? \_\_\_\_\_ Overall Score \_\_\_\_\_
Has Youth been informed of training and benefits available through the CFCIP? \_\_\_ Yes \_\_\_ No
Does Youth meet the eligibility and age requirements? \_\_\_ Yes \_\_\_ No
Is the case goal court ordered? \_\_\_ Yes \_\_\_ No
Does the Youth want to participate in the CFCIP Program? \_\_\_ Yes \_\_\_ No

Comments \_\_\_\_\_

Family Service Worker Signature

Date

Youth Signature (Required)

Response to CFCIP Referral: (Circle one)

- The above named youth 1) has been accepted. 2) has declined CFCIP services.
3) is underage or unable or inappropriate for Independent Living Services.
4)Other \_\_\_\_\_

Case Assigned to Secondary

CFCIP Coordinator

Date

Supervisor Signature

Date

DIVISION OF CHILDREN AND FAMILY SERVICES

*Chafee Foster Care Independence Grant Program  
After-Care Referral Form*

This form must be completed and a copy included in the permanent case file record.

TO: \_\_\_\_\_ CFCIP Coordinator Area \_\_\_\_\_

FROM: \_\_\_\_\_ Supervisor Phone \_\_\_\_\_ County \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*\*\*

Youth's Name \_\_\_\_\_ DOB \_\_\_/\_\_\_/\_\_\_ Age \_\_\_ M / F \_\_\_\_\_  
CHRIS #/Case # \_\_\_\_\_ SS# \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_  
City \_\_\_\_\_

The above named youth is being referred to the Independent Living Grant Program for CFCIP After-Care Services. An active case has been opened for this teen. The following eligibility requirements must be met for current or future consideration:

- Youth must: have been in foster care on their 18th birthday or were adopted from foster care, on or after, their 14th birthday.
- be at least 18 years of age but not yet 21.
- sign this form to acknowledge referral to CFCIP.

**NOTE:** Any former foster care youth who are age eighteen (18) through age 20 may participate in the Basic Life-Skills Training sessions but are NOT considered "active" Grant Program participants until they are referred to the program, assigned to an Area Coordinator's workload and designated in CHRIS as an Independent Living case. These youth CANNOT receive CFCIP After-Care Services or benefits until then.

\*\*\*\*\*

Case Assigned to Coordinator

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Youth Signature (Required)

\*\*\*\*\*

Response to CFCIP Referral: (Circle one)

The above named youth **1)** has been accepted. **2)** has declined CFCIP services.

**3)** is ineligible for Independent Living Services.

**4) Other** \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
CFCIP Coordinator

\_\_\_\_\_  
Date

**INDEPENDENT LIVING STATISTICAL SUMMARY**

**200**

Month

COORDINATOR

AREA

1. Number of teens age 16 and up on coordinator's CHRIS workload. \_\_\_\_\_  
(Coordinator is Secondary.)
2. Number of teens age 16 and up actually participating in the IL grant program. \_\_\_\_\_  
(Meeting all criteria including written referral.)
3. Number of teens 14-15 on coordinator's CHRIS workload. \_\_\_\_\_  
(Coordinator is Secondary)
4. Number of teens 16 and older initially assessed during the month. \_\_\_\_\_
5. Number of teens 16 and older re-assessed during the month. \_\_\_\_\_
6. Number and topic title of workshops presented during the month. \_\_\_\_\_
7. Number of teens attending workshops during the month. \_\_\_\_\_
8. Number of foster parents attending workshops during the month. \_\_\_\_\_
9. Number of staff attending the workshops during the month. \_\_\_\_\_
10. Number of staffings attended for teens age 16 and older. \_\_\_\_\_
11. Number of staffings attended for teens age 14-15. \_\_\_\_\_
12. Number of teens for whom start-up items were purchased during the month. (Purchase order actually issued and used.) \_\_\_\_\_
13. Number of new teens beginning college or higher education this month. \_\_\_\_\_  
(Whether ILP is actually paying tuition or not.)
14. Total number of teens in college or higher education this month. \_\_\_\_\_
15. Number of video presentations made this month. \_\_\_\_\_
16. Number of teens who withdrew from or otherwise left the IL program this month. \_\_\_\_\_
17. Number of IL teens who have completed their basic life-skills training plan. \_\_\_\_\_
18. Number and name of area life-skills training resources contacted during the month. \_\_\_\_\_  
(Any source. Please list on separate sheet.)
19. Total number and names of IL Grant Program participants who have completed high school or received their GED this month. (Please list on separate sheet.) \_\_\_\_\_
20. Number of IL Grant Program youth who were employed during the month. \_\_\_\_\_
21. Name and CHRIS number of teens in independent living placements such as dorm or apartment. (Attach list.) \_\_\_\_\_
22. Total number and names of youth currently receiving After Care Services. \_\_\_\_\_

CFS-035 (01/03)

Arkansas Department of Human Services  
Division of Children and Family Services

INDEPENDENT YOUTH'S RESIDENCE CHECKLIST

**TYPE RESIDENCE:**

- Apartment
- Duplex
- Dormitory
- House
- Other

**IS THERE REASONABLE ACCESS TO:**

- | Yes                      | No                       | N/A                      |                           |
|--------------------------|--------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schools                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hospital                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Clinic                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Transportation Facilities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Churches                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Libraries                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Recreation Resources      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Grocery Stores            |

**DOES THE YOUTH'S RESIDENCE COMPLY WITH:**

- | Yes                      | No                       | N/A                      |                    | Date: |
|--------------------------|--------------------------|--------------------------|--------------------|-------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Fire Regulation    |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Health Regulation  |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Zoning Regulations |       |

**DOES DWELLING COMPLY WITH:**

- | Yes                      | No                       | N/A                      |   | Date: |
|--------------------------|--------------------------|--------------------------|---|-------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Fire Regulations?   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Safety Regulations?   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is building appropriate, safe, comfortable, uncongested, pleasant and homelike?                   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is building kept repaired, safe, in clean condition?  |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If within the same building, is youth's living quarters separated from others?                    |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the youth housed with someone else?  |       |
|                          |                          |                          | If yes, identify who:   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the youth have adequate bath and toilet facilities?  |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the temperature of the youth's living quarters meet the winter temperature range of 65°-78°? |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do all rooms used by youth have adequate ventilation?   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is lighting adequate?   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there an operable telephone accessible to youth?   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is sewage disposal system approved by city or Health Department?                                  |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is water supply from city or approved by Health Department?                                       |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there adequate hot and cold water?   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are disaster plans posted?  |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are fire extinguisher and smoke alarms provided?  |       |
|                          |                          |                          | Date of Extinguisher check:   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are all windows openable?   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are all doors readily opened from both sides?   |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the youth's residence protected from insect and rodent infestation?                            |       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does door(s) to youth's residence have workable locks?  |       |

**Arkansas Department of Human Services**  
**Division of Children and Family Services**  
 Plan for Foster Child Attaining Majority

I. Client's Name: \_\_\_\_\_ CHRIS Number: \_\_\_\_\_  
 DOB: \_\_\_\_\_ Date Entered Foster Care: \_\_\_\_\_  
 Legal Status: \_\_\_\_\_ Court: \_\_\_\_\_ Date: \_\_\_\_\_  
 Current Placement (Provider Name, Address and Number): \_\_\_\_\_  
 Date Entered Current Placement: \_\_\_\_\_  
 Resident County: \_\_\_\_\_ Original County: \_\_\_\_\_  
 Client's Handicapping Condition: \_\_\_\_\_

Does client need a legal guardian due to his/her mental retardation/emotional problems and resultant inability to plan for himself/herself?

If so, is one available? \_\_\_\_\_ If so, who: \_\_\_\_\_

\_\_\_\_\_  
 (Address)

II. Plan for client: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What services will client need as an adult? Who will provide them? (Includes SSI assistance, Medicaid, Food Stamps)

Services Needed	To Be Provided By	Not Available
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Is the client to continue in foster care after he/she reaches majority? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, Why? \_\_\_\_\_

Until what date? \_\_\_\_\_

If continued services to this client is problematic, do you foresee a need for a referral to Adult Case Review Committee? Yes \_\_\_\_\_ No \_\_\_\_\_

Explain: \_\_\_\_\_

III. Has client been given a copy of his/her birth certificate and Social Security Card? Yes \_\_\_\_\_ No \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Family Service Worker

\_\_\_\_\_  
Date

\_\_\_\_\_  
DCFS County Supervisor

I understand the above information and agree that it is accurate.

\_\_\_\_\_  
Client (or Client's Attorney Ad Litem or Guardian)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sample Plan**

**ARKANSAS DEPARTMENT OF HUMAN SERVICES  
DIVISION OF CHILDREN AND FAMILY SERVICES**

**CASE PLAN**

Case ID: 20192019

Date of Last Court Hearing: 02/13/2001

Date of Next Court Hearing: 06152001

**I. GENERAL INFORMATION**

<b>Date Initial Plan:</b> 04/11/98	<b>Revision Dates:</b>
	06/25/01
	11/30/00
	09/11/00
	07/29/99
	06/11/99
	06/11/99
	10/27/98

<b>Target Date of Current Plan:</b> 08/12/01	
--	--

Case Plan Addresses Child's Health and Safety Needs: [ ]Yes [ ]No

\*Docket Number: Juv 1234

<b>Goal (What is the goal of the case?)</b>	
Charlie	Independent Living

<b>Concurrent Plan (If applicable)</b> N/A	

**II. CASE PLAN PARTICIPANTS - ALL FAMILY MEMBERS & RELATIONSHIPS**

<b>Associated Client</b>	<b>Relationship</b>	<b>Client</b>
Charlie	Son (Biological)	Ben Raines
Charlie	Brother (Step)	Paul Dover

**CASE PLAN PARTICIPANTS - OTHER THAN FAMILY MEMBERS**

<b>Participant Name(Other than Family Members)</b>

### III. CASE PLAN

<b>Problems Being Addressed</b>	
Other Needs Independent Living and Basic Life Skills	Charlie needs to continue to improve his independent living skills, and basic life training skills. He must obtain <b>stable</b> employment and enter a continuing education program.

<b>FAMILY PRESERVATION SERVICES NOT APPROPRIATE</b>	
<b>YES/NO:</b>	<b>COMMENTS:</b>
Yes	Parental Rights Terminated

### ACTIONS TAKEN TO ELIMINATE OR CORRECT THE IDENTIFIED PROBLEMS

#### Permanency Goal

	<b>Services/Activities to be Provided Addressing Identified Problems</b>	<b>Parent/Child Name</b>	<b>Time Frames to Provide These Services</b>	<b>Status</b>
1	Medical Services	Charlie	5-1-01	In Progress

			<b>Status Comments</b>	<b>Service Details</b>
1				

#### Concurrent Plan

	<b>Services/Activities to be Provided Addressing Identified Problems</b>	<b>Parent/Child Name</b>	<b>Time Frames to Provide These Services</b>	<b>Status</b>

	<b>Needs Statement</b>	<b>Performance Criteria</b>	<b>Status Comments</b>	<b>Service Details</b>
1	Charlie has medical and dental needs.	Foster parents will make all necessary medical, dental, and visual appointments as needed. If help is needed with transportation, foster parents will call ahead at least 48 hours in advance of the appointment, to insure help with transportation.	Foster parents will transport and obtain any and all medical, dental, or visual care required.	Caseworker will ensure foster parents are informed of necessary medical appointments in order to be in compliance with policy.

2	<p>Charlie will continue to attend CFCIP classes held at the Jones Center, and will continue to receive basic life skills training while in the foster home.</p>	<p>Charlie will complete updated CFCIP assessments every six months to monitor progress toward goals. Charlie will attend all CFCIP trainings offered monthly and at other times, and will work on skill plan. He will then practice skills learned within the foster home. The foster parents will assist Charlie in learning and practicing new life skills within the home.</p> <p>Charlie will obtain stable employment, working part time while school is in session, and full time when school is not in session. He will open a savings and checking account, and needs to put at least ½ of each pay check into savings. Foster parents will monitor balancing of checkbook to make sure he does not become overdrawn. Charlie will enroll and complete educational training courses in order to remain in foster care.</p>	<p>Charlie is obtaining some basic life skills training on the job, and at home. Foster parents need to assist him on basic life skills practiced within the home.</p>	<p>Caseworker will provide assessment to complete every six months to reassess skill levels. All parties including foster parents will be made aware of changes in life skills needs, in order to allow Charlie to work on those particular skills as they are needed.</p> <p>Case worker and CFCIP Coordinator will make sure Charlie is advised of trainings, training schedules, and class topics.</p> <p>Foster parents will transport to the CFCIP classes and other trainings.</p>
3	<p>Charlie needs to have a plan for what he intends to do at age 18.</p>	<p>If Charlie plans to remain in foster care after age 18, he will: 1) be enrolled in college or vocational school by June 1, 2001. and 2) maintain a minimum of 15-20 hours per week employment, and 3) must remain in foster care.</p>	<p>Charlie is currently not working or in school.</p>	<p>Caseworker and CFCIP coordinator will assist Charlie with necessary arrangements to remain in foster care. A staffing will be held at age 17 1/2 to determine post-high-school plans.</p>

<b>*Actions That Must be Taken by Guardian or Foster Parent to Eliminate or Correct Identified Problems</b>	<b>*Client Name</b>	<b>*Time Frames for Actions to be Taken</b>	<b>*Status</b>
Foster parents will ensure that all medical, dental, and visual needs are met.	Charlie	7-18-2001	In Progress
Foster parents will schedule, transport, and accompany Charlie to all appointments.	Charlie	7-18-2001	In Progress
Foster parents will transport to all CFCIP sessions and other trainings.	Charlie	7-18-2001	
Foster parents will assist Charlie in developing independent living skills within the home.	Charlie	7-18-2001	
Foster parents will make sure CFCIP six-month assessments are completed on time, and returned to the CFCIP coordinator.	Charlie	7-18-2001	
Foster parents will cooperate with the CFCIP coordinator to ensure that case plan and court orders are followed.			
Foster parents will transport Charlie to CFCIP coordinator's office when asked.			
Foster parent will insure that teen is attending school.			
Foster parents will actively prepare teen to live independently by making sure that house chores include laundry, cleaning, cooking, banking, grocery shopping, paying bills, vehicle maintenance, and any other basic life skills which are indicated as needed on the six month CFCIP assessment.	<b>NOTE TO CASEWORKER:</b> <i>Check the list of 31 items that foster parents can do to help ILP teens get ready for independence, and plug into this section of the plan:</i>	<i>See attached list of 31 things foster parents can do to help assist teens:</i>	

**INDEPENDENT LIVING SERVICE**

*Is the client appropriate for Independent Living Services? <input type="checkbox"/> Yes <input type="checkbox"/> No	
List programs and services that are available to help the child transition from Foster Care to Independent Living.	
Charlie	<b>Services</b>
	Educational Planning
	Job Maintenance Skills
	Emergency And Safety Skills
	Legal Skills
	Money Management/Consumer Awareness
	Personal Appearance
	Job Seeking Skills
	Knowledge of Community Resources
	<b>Basic life skills as taught in foster home (see list)</b>

**\*FAMILY VISITATION PLAN**

**Child(ren):**

**Date Developed:**                      **Dates Revised:**        ;        ;

**Supervision Required by DCFS?**    **Yes**     **No**    **Explain:**

**RESPONSIBILITIES/RIGHTS:**

**DIVISION:**

**FAMILY:**

**CUSTODIAN(S):**

**CAREGIVER(S):**

<b>Date</b>	<b>TIME</b>	<b>PLACE</b>	<b>FAMILY MEMBERS VISITING</b>
1)			
COMMENT:			
2)			
COMMENT:			
3)			
COMMENT:			
4)			
COMMENT:			
5)			
COMMENT:			
6)			
COMMENT:			
7)			
COMMENT:			
8)			
COMMENT:			
9)			
COMMENT:			
10)			
COMMENT:			

## FAMILY VISITATION PLAN

<b>Date</b>	<b>TIME</b>	<b>PLACE</b>	<b>FAMILY MEMBERS VISITING</b>
11)			
COMMENT:			
12)			
COMMENT:			
13)			
COMMENT:			
14)			
COMMENT:			
15)			
COMMENT:			
16)			
COMMENT:			
17)			
COMMENT:			
18)			
COMMENT:			
19)			
COMMENT:			
20)			
COMMENT:			

**\*STATEMENT OF UNDERSTANDING/DISTRIBUTION**

**I understand:**

- The Case Plan. I have read it or had it read to me.
- I do not read (understand) English. This plan was read (interpreted) to me.
- I am to be given a copy of any change in the Case Plan.
- I may ask for a review of the Case Plan, if I disagree with it.

**If this Case Plan resulted from court-ordered services, I understand I may ask the court:**

- To settle any disagreement I have with the Case plan.
- For a hearing on any change to the Case plan I disagree with.

**If this Case Plan resulted from a court-ordered placement, I understand:**

- My rights and duties and the rights and duties of the Department of Human Services while my child is in Foster Care.
- I may lose my rights as a parent if I don't meet the conditions in this Case Plan including material failure to comply substantially (only after notice and a court hearing). [A.C.A. §9-27-338 requires that a Permanency Planning Hearing be held no later than twelve \(12\) months after the date the child enters an out-of-home placement in order to enter a new disposition in a case. Families must comply with the tasks identified in the case plan. If a family has not shown that they have worked to improve their ability to safely care for their child, DCFS will recommend to the court, at the Permanency Planning Hearing, that their parental rights be terminated unless a compelling reason exists.](#)

**I affirm that:**

- I agree with the Case Plan.
- I disagree with part(s) of the Case Plan: (specify): \_\_\_\_\_
- I disagree with all of the Case Plan; or
- I make no comment.

**NOTICE TO PARENTS:**

- I understand that my participation in the development or the acceptance of a Case Plan shall not constitute an admission of dependency-neglect.
- I understand that this Case Plan is subject to court approval upon review by the court.

**SIGNATURES**

Mother	Date	Father	Date
Child	Date	Child	Date
Child	Date	Child	Date
Custodian	Date	Caregiver	Date
Family Service Worker/Child	Date	Family Service Worker/Parents	Date
CFCIP Coordinator	Date	Family Service Worker/Parents	Date
Supervisor	Date	Supervisor	Date
Family Support Specialist	Date	CASA	Date

Foster Parent  
**\*CHECK ONE:**

Date

Other

Date

- The parent(s)/custodian signed the Case Plan after it was developed and discussed with them.
- The parent(s)/custodian refused to sign the Case Plan after it was discussed with them.
- The parent was unwilling to participate.

Reason:

**\*DISTRIBUTION:**

Persons receiving the Case Plan:

- |  |       |
|--|-------|
| <input type="checkbox"/> Mother            | Date: |
| <input type="checkbox"/> Father            | Date: |
| <input type="checkbox"/> Custodian         | Date: |
| <input type="checkbox"/> Children          | Date: |
| <input type="checkbox"/> Caregiver         | Date: |
| <input type="checkbox"/> Guardian ad litem | Date: |
| <input type="checkbox"/> OCC               | Date: |
| <input type="checkbox"/> Court             | Date: |
| <input type="checkbox"/> Foster Parent     | Date: |
| <input type="checkbox"/> CASA              | Date: |
| <input type="checkbox"/> CFCIP Coordinator | Date: |
| <input type="checkbox"/> Other(specify):   | Date: |

Family Service Worker making distribution:

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

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

APPENDIX II  
CHRIS INSTRUCTIONS

## INDEPENDENT LIVING PROGRAM SERVICES

### CHRIS Procedures to follow when a youth is receiving ILP:

- **FOSTER CARE:**
  - **Foster Child in Open Child Protective Service Case:**
    - County Supervisor will assign CFCIP Coordinator as **Secondary**.
    - CFCIP Coordinator to enter ILP Services on **Service Log:**
      - Chaffee Foster Care Independence Grant Program (112416).
    - CFCIP Coordinator will complete **ILP Plan screen**.
    - CFCIP Coordinator will complete **Contact screen**.
    - CFCIP Coordinator will complete **Document Tracking screen**.
    - CFCIP Coordinator will complete **Youth's Education screen**.
    - CFCIP Coordinator will complete **Youth's Employment screen**.
  - **Former-Foster Child in Closed Child Protective Service Case:**
    - County Supervisor will **reopen closed child protective service case**.
    - County Supervisor will **change case type from CPS to Independent Living Program Services**.
    - County Supervisor will assign CFCIP Coordinator as **Primary**.
    - CFCIP Coordinator will enter ILP Services on **Service Log:**
      - Independent Living Program-After Care Services (111074).
      - **IL Subsidy/Exceptional Funding Amount**.
    - CFCIP Coordinator will complete **ILP Plan screen**.
    - CFCIP Coordinator will complete **Contact screen**.
    - CFCIP Coordinator will complete **Document Tracking screen**.
    - CFCIP Coordinator will complete **Youth's Education screen**.
    - CFCIP Coordinator will complete **Youth's Employment screen**.
- **ADOPTION:**
  - **Current Adopted Youth in Open Adoption Case (receiving an adoption subsidy):**
    - County Supervisor will **open new case** selecting **Independent Living Program Services** as case type.
    - County Supervisor will assign CFCIP Coordinator as **Primary**.
    - CFCIP Coordinator will complete **Client General Information Screen on youth**.
    - CFCIP Coordinator will enter ILP Services on **Service Log:**
      - Chaffee Foster Care Independence Grant Program (112416).
      - Independent Living Program-After Care Services (111074).
      - **IL Subsidy/Exceptional Funding Amount**.
    - CFCIP Coordinator will complete **ILP Plan screen**.
    - CFCIP Coordinator will complete **Contact screen**.
    - CFCIP Coordinator will complete **Document Tracking screen**.
    - CFCIP Coordinator will complete **Youth's Education screen**.
    - CFCIP Coordinator will complete **Youth's Employment screen**.

- **Inactive (Aged Out) Adopted Child in Open Adoption Case (no longer receiving an adoption subsidy):**
  - County Supervisor will **open new case** selecting **Independent Living Program Services** as case type.
  - County Supervisor will assign CFCIP Coordinator as **Primary**.
  - CFCIP Coordinator will complete **Client General Information Screen on youth**.
  - CFCIP Coordinator will enter ILP Services on **Service Log**:
    - Chaffee Foster Care Independence Grant Program (**112416**).
    - Independent Living Program-After Care Services (**111074**).
    - **IL Subsidy/Exceptional Funding Amount**.
  - CFCIP Coordinator will complete **ILP Plan screen**.
  - CFCIP Coordinator will complete **Contact screen**.
  - CFCIP Coordinator will complete **Youth's Education screen**.
  - CFCIP Coordinator will complete **Youth's Employment screen**.
- **Adopted Child in Closed Adoption Case (no longer receiving an adoption subsidy):**
  - County Supervisor will **open new case** selecting **Independent Living Program Services** as case type.
  - County Supervisor will assign CFCIP Coordinator as **Primary**.
  - CFCIP Coordinator will complete **Client General Information Screen on youth**.
  - CFCIP Coordinator will enter ILP Services on **Service Log**:
    - Chaffee Foster Care Independence Grant Program (**112416**).
    - Independent Living Program-After Care Services (**111074**).
    - **IL Subsidy/Exceptional Funding Amount**.
  - CFCIP Coordinator will complete **ILP Plan screen**.
  - CFCIP Coordinator will complete **Contact screen**.
  - CFCIP Coordinator will complete **Document Tracking screen**.
  - CFCIP Coordinator will complete **Youth's Education screen**.
  - CFCIP Coordinator will complete **Youth's Employment screen**.

**The new Independent Living Program case type:**

- Only a Supervisor can select this value in the Case Type field.
- Once an ILP case, always an ILP case (cannot be changed).
- Removal, Placement and Adoption buttons/screens are locked.
- No Ticklers in ILP case (no COR elements).