

Office of Provider Management

Life Coach Certification

Presenters:

Catrechia Stokes-Bryan
Acting OPM Director

Roxanne Boreland-Cade
Acting State ILP Program Manager

Jillian Ramsey
Region 4 ILP Specialist

Millicent Houston
SOC, Roundtable Manager



Georgia Department of Human Services

Objectives

- **Inform** Participants About Standards, Policies & Practices
- **Energize** Participants Around Work With Youth
- Participants Accept **Call To Action** To Make A Difference in Youth Outcomes

Agenda

- ✓ Opening Engager
- ✓ The State ILP Program
- ✓ Coaching The Game of life
- ✓ RBWO Standards
- ✓ Open Q & A
- ✓ Certificates & Evaluations



Do You Remember When....?

Go To The Group That Represents Your High School Graduation Year

Group 1: Through 1980

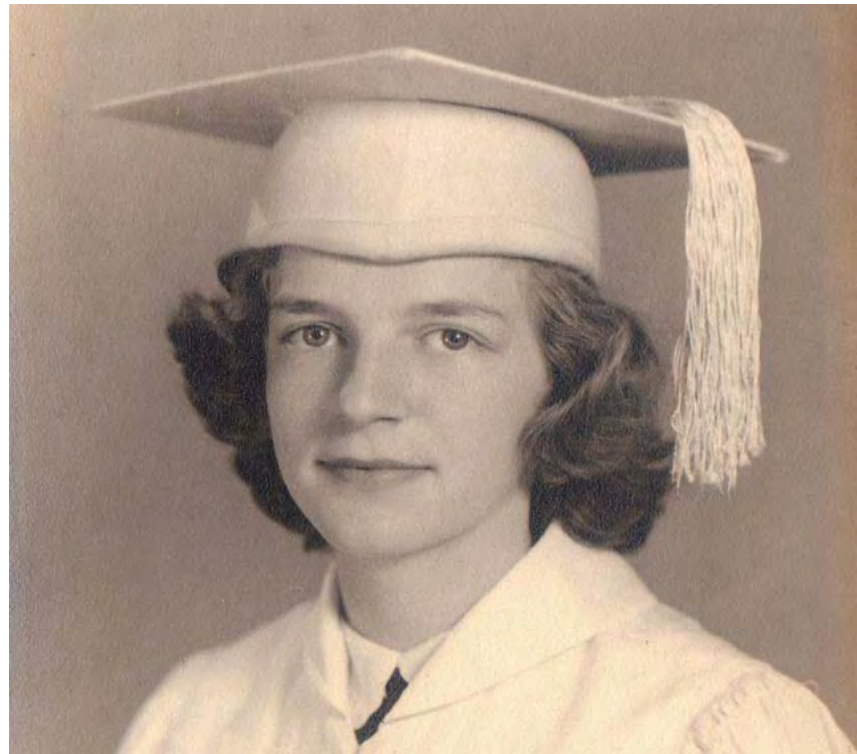
Group 2: 1981-1986

Group 3: 1987-1991

Group 4: 1992-1997

Group 5: 1998-2003

Group 6: 2004 --



Remember When...Instructions

1. Assign A Scribe, Reporter and Home Coming Queen or King 😊
2. Draw A Line Down the Middle of Your Paper—Write **THEN** on the first side and **NOW** on the other side
3. On the **THEN** side—write the **6** most significant or memorable things about being a teenager during this period—this can be anything such as movies, political events, clothing/hair styles, artists, music, cultural events; and Average Age of the Group When **YOU BECAME** Fully Independent.
4. Once you finish, move to the **NOW** side and—write the **6** most significant or memorable things about being a teenager **NOW**—this can be anything such as movies, political events, clothing/hair styles, artists, music, cultural events; and the average age that you **THINK YOUTH** now can become fully independent.
5. Talk about the similarities and differences between **THEN** and **NOW** and how that impacts your work as a LIFE COACH!

THEN

NOW



How Do We Impact Lives?

A young person wearing a dark hoodie and a plaid shirt is looking down with a thoughtful or somber expression. The background is slightly blurred, showing what appears to be a staircase or a similar structure.

What Were Some of the Things You Needed to Know to Transition to Adulthood?

Housing

Angry Management

Problem Solving Skills

Work Ethics

How to Be Responsible?

Access to Resources

Budgeting & Money Management

A young Black woman with her hair in braids, wearing a grey hoodie, is looking out a window. The window has a brick wall on the right side. The lighting is soft, and the overall mood is contemplative.

What Support Did You Need That Would Have Made the Transition Easier?

Life Plan

Life Coach


Stability

Supportive Adult

Peer Support

Access to Transportation
for Work or School

Website Full of Resources on Transitioning
to Adulthood



What Were The Problems You Experienced During Your Transition?

Money

Depression

No Support System

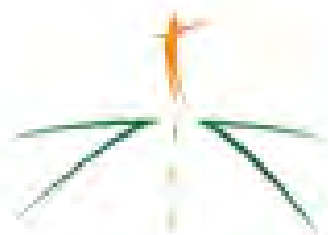
No Resources

Failing School

Supportive Adult

Family Turning Their Back On You

Overview of the Georgia ILP



INDEPENDENT LIVING PROGRAM
GEORGIA DEPARTMENT OF HUMAN SERVICES

ILP Mission

Is to provide eligible youth with opportunities to successfully prepare for adulthood, by providing appropriate resources and connections with community partners.

State of Georgia's Response

The State of Georgia recognized that without appropriate **services, planning and support**, these youth showed higher rates of **homelessness, unemployment, poverty, delinquent or criminal behaviors and dependence on various types of public assistance.**

In response to this problem, the State of Georgia implemented the standards and support of the Chafee Foster Care Independence Program (CFCIP).

ILP Outcome Measures

Our program comprise of six outcome measures targeting:

- educational attainment;
- financial self-sufficiency;
- avoidance of homelessness;
- positive connections with adults;
- avoidance of high-risk behaviors; and
- accessing health insurance.

These outcomes assess our performance in the delivery of services and support to ensure successful transitions.

Services and Programs

- To achieve successful outcomes, we provide an assortment of services such as educational workshops/conferences, independent living skills needs assessment, post secondary supports, academic supports, financial assistance, employment programs/training, Individual Development Accounts Matching Program, permanency/transition planning meetings (Transition Roundtable) and monitoring of the Written Transition Living Plan.

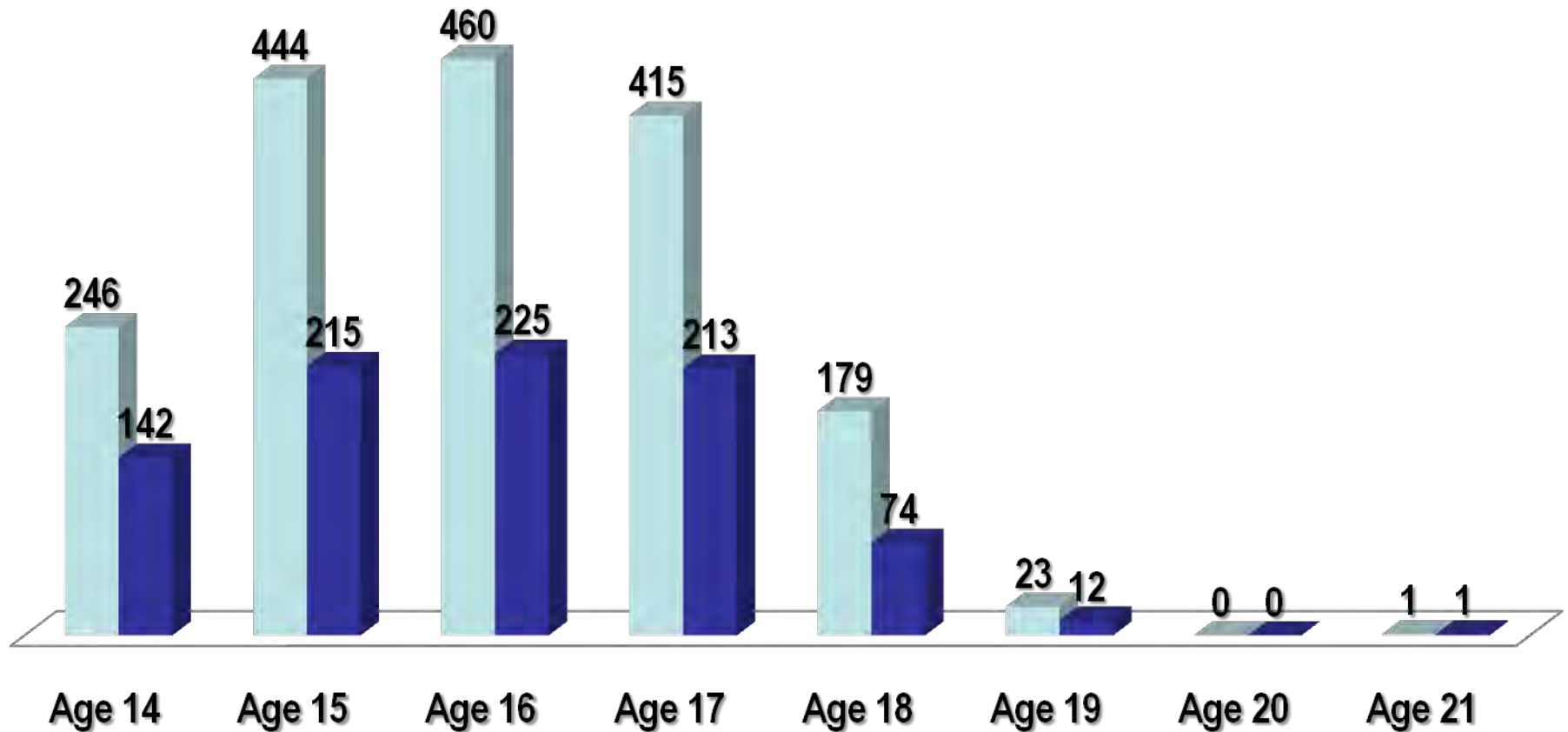


Our Population

- 1768 youth in care were **ILP eligible**
 - In care at least 6 months
 - Over the age of 14
- 50% (882) are in **Child Caring Institutions**
- 533 will be **eligible within the next 6 months**
 - 124 are currently 14 and not yet in care 6 months

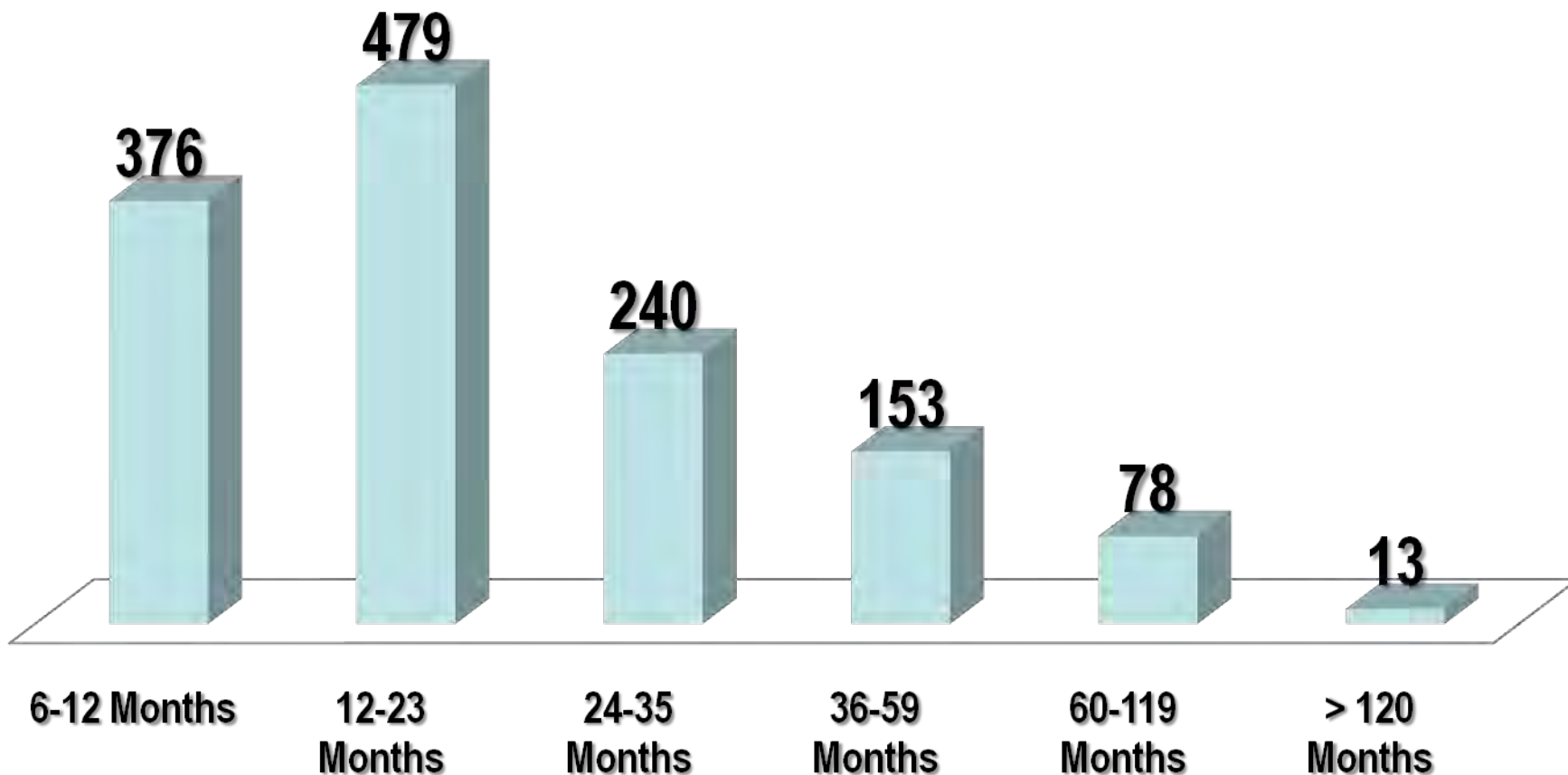
ILP Eligible Youth In Care By Age

■ Total Youth In Care ■ Total Youth in a CCI



TIME IN CARE

Number of Youth



ILP Policy Overview

National Youth in Transition Database

NYTD is how we report our outcomes to the Federal Administration for Children and Families (ACF).

- NYTD is a data collection system created by the ACF to track services funded by the Chafee Independence Living Program and assess the state's performance.
- This database is a valuable tool in the effort to understand what works and what does not work for youth in foster care.
- The data will help Georgia assess their efforts to prepare youth for the transition to adulthood and will be used to examine national trends related to youth in transition.



**For more information on policy: www.odis.dhr.state.ga.us
POLICY NUMBER: 1012.9**

NYTD Population for Data Collection

Served population

- Consist of all ILP eligible youth. It evaluates the services the youth received by either ILP, caseworker, foster parent, private provider, etc.

Baseline population

- Consists of all youth in foster care between their 17th birthday and 45 days following their birthday. It evaluates how the youth is coping according to the outcome.

Follow-up population

- Consists of all youth who reach their 19th or 21st birthday and who have participated in data collection as part of the baseline population. It evaluates how the youth is coping according to the outcome.


NYTD Served Population/ RBWO Monthly Report

ILPMonthlyForm_July2011.pdf - Adobe Reader

File Edit View Window Help

1 / 2 56%

Please fill out the following form. You can save data typed into this form.



INDEPENDENT LIVING PROGRAM
GEORGIA DEPARTMENT OF HUMAN SERVICES

GEORGIA ILP YOUTH
RBWO MONTHLY SERVICES REPORT

Youth Name:	Legal County:	Month Ending:
DOB:	Age:	Grade:
Special Education: <input type="checkbox"/> Yes <input type="checkbox"/> No		
DFCS CM Name:	Independent Living Coordinator Name:	
Placement Provider Name/ Site:		
Person Completing Form:		Contact Information:
SUPPORT/TRAINING PROVIDED		
Academic Support	<input type="checkbox"/> YES <input type="checkbox"/> NO	Comments:
Post Secondary Educational Support	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Career Prep	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Employment Programs or Vocational Training	<input type="checkbox"/> YES <input type="checkbox"/> NO	Comments:
Budget and Finance Management	<input type="checkbox"/> YES <input type="checkbox"/> NO	Comments:
Housing Education & Home Management Training	<input type="checkbox"/> YES <input type="checkbox"/> NO	Comments:
Health Education & Risk Prevention	<input type="checkbox"/> YES <input type="checkbox"/> NO	Comments:
Family Support & Healthy Marriage Education	<input type="checkbox"/> YES <input type="checkbox"/> NO	Comments:
Mentoring	<input type="checkbox"/> YES <input type="checkbox"/> NO	Comments:
Completed Ansell Casey Life Skills Assessment	<input type="checkbox"/> YES <input type="checkbox"/> NO	Comments:
INDIVIDUAL DEVELOPMENT ACCOUNT (IDA)		
Does the youth have an IDA? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If the youth has an IDA, How much has the youth deposited this month?		

ILP Monthly Report r. June 2011

- Academic Support
- Post Secondary Educational Support
- Career Prep
- Employment Programs/Vocational Training
- Budget & Finance Management
- Housing Education & Home Management Training
- Health Education
- Family Support
- Mentoring
- Completed Ansell Casey Life Skills Assessment

Report Location:
GASCORE
RBWO FORMS



NYTD Survey Population

NYTD Follow Up Survey [Compatibility Mode] - Microsoft Word

View

Completed by Youth or ILP Staff

Is Youth Currently Foster Care Yes or No

Youth Name	PERSON ID
Date	ILP Coordinator

Please check the box:

<input type="checkbox"/> Youth participated in the survey	<input type="checkbox"/> Youth is incarcerated
<input type="checkbox"/> Youth declined to complete the survey	<input type="checkbox"/> Youth is in runaway/missing status
<input type="checkbox"/> Parent declined to have the youth complete the survey	<input type="checkbox"/> Death
<input type="checkbox"/> Youth is incapacitated	<input type="checkbox"/> Unable to locate/invite youth

Question	Yes	No	Decline
Currently, are you employed full time?			
Currently, are you employed part time?			
In the past year, did you complete an apprenticeship, internship, or other on-the-job training, either paid or unpaid?			
Currently, are you receiving social security payments (Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), or dependents' payments)?			
Currently, are you using a scholarship, grant, stipend, student loan, voucher, or other type of educational financial aid to cover any educational expenses?			
Currently, are you receiving any periodic and/or significant financial resources or support from another source not previously indicated and excluding paid employment?			
Currently, are you receiving ongoing welfare payments from the government to support your basic needs (public assistance)?			
Currently, are you receiving public food assistance?			
Currently, are you receiving any sort of housing assistance from the government, such as living in public housing or receiving a housing voucher?			

What is the highest educational degree or certification you have received?

Questions

Currently, are you employed full time or part time?

Currently, are receiving social security payments (SSI)?

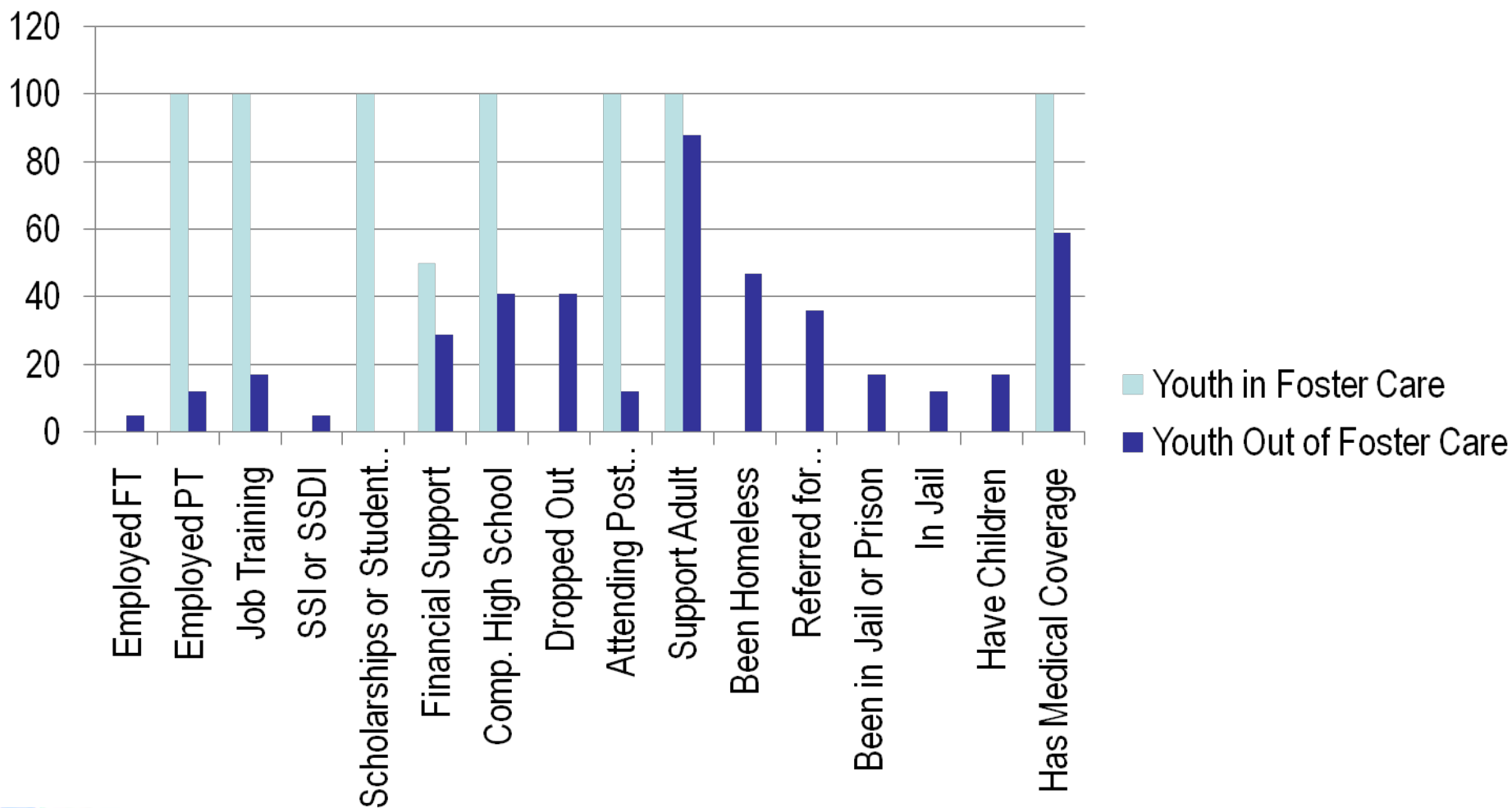
Currently, are you receiving public assistance (food stamps, housing, financial)?

What is the highest educational degree or certification you have received?

In the past 2 years, were you homeless, confined in jail or detention center or given birth?

Currently, are you on Medicaid?

Region 4 NYTD Results Follow Up Survey



Sample of Youth Participated in Follow Up Survey- 28

Youth in Foster Care- 2

Youth Out of Foster Care - 26

Extended Youth Support Services

- DFCS will use the following requirements to determine eligibility for Extended Youth Supportive Services:
- Youth in care ages 18 - 21,
- Youth who met ILP eligibility requirements prior to their 18th birthday, and
- Youth desires to accomplish specific goals related to the WTLP.
- NOTE:** Youth who achieve permanency prior to their 18th birthday are not eligible for EYSS.



For more information on policy: www.odis.dhr.state.ga.us
POLICY NUMBER: 1012.6

EYSS Waiver Process

If the county department determines that the youth has not complied with the WTLP goals, and seek to discontinue EYSS, the youth must be provided with:

- A letter within 15 days of determination to discontinue services which must outline the county's reason(s) for discontinuation of services
- Notification of the State Office ILP Director's review of the decision including:
 - Notice that EYSS placement and permanency services will continue until a final decision is made by the State Office ILP Director.
 - The youth may be contacted by the State Office ILP Director for additional information to complete the review.

DFCS County Director will submit all decisions to the discontinue EYSS to the State Office ILP Director for review within five (5) work days of such decision. The State Office ILP Director will conduct a review of the case and make a final decision within 30 days of the receipt the case.

**For more information on policy: www.odis.dhr.state.ga.us
POLICY NUMBER: 1012.6**

Ansell Casey

http://caseylifeskills.force.com/ - Windows Internet Explorer provided by GTA

http://caseylifeskills.force.com/

File Edit View Favorites Tools Help

startnow Search with Bing Search Shopping Games Travel Amazon eBay Facebook Twitter

Assigned Workload Assigned Workload http://caseylifeskills.forc...

Home Learn more

Already have an account? Sign in Help & Training

Dreams can be a reality... if you have a plan.

Are you a service provider? [Create a free account](#)

Create an Account

Casey Life Skills is a free practice tool and framework for working with youth in foster care. It assesses independent living skills and provides results instantly. [Learn more about Casey Life Skills](#)

casey family programs.

HOME CASEY.ORG CONTACT US TERMS OF USE

2000-2011 Casey Family Programs. All rights reserved.

Done Internet 100%

start Novell GroupWis... http://caseylifes... 2 Adobe Reader 3 Microsoft Of... 3 Windows Ex... Novell WebAcce... Life Coach Prese... Life Coach Train... 10:42 AM



For more information on policy: www.odis.dhr.state.ga.us
POLICY NUMBER: 1012.2

Ansell Casey

CLS (Casey Life Skills)
Healthy Pregnancy
Parenting Infants
Parenting Children
Homeless
Upper Elementary
Junior High
High School
Postsecondary
Education Supports
GLBTQ
Youth Level I
Youth Level II
Caregiver

Name	Recent Assessment	Birthdate
	None	//
	None	//
	None	//
	11/15/2012	3/14/1990

For more information on policy: www.odis.dhr.state.ga.us
POLICY NUMBER: 1012.2

Ansell Casey Life Skills Assessments

Casey Life Skills Assessment

Healthy Pregnancy

Parenting Infants

Parenting Young Children

Education: Post Secondary or Training

Educational Supports

Homeless Youth

Youth Assessment 1 Elementary Ages

Youth Assessment 11 Middle School

GLBTQ

Education: High School

Education: Middle/Junior High School

Education: Upper Elementary School

American Indian

For more information on policy: www.odis.dhr.state.ga.us
POLICY NUMBER: 1012.2

Chafee Independence Medicaid

- Chafee Medicaid covers youth from ages of 18-21 if the youth:
 - Aged out of foster care at age 18 or older and received benefits on their 18th birthday;
 - Is a Georgia resident;
 - Is a citizen of the United States;
 - Can verify their identity; and
 - Has a social security number or has an application for a social security number.



For more information on policy: www.odis.dhr.state.ga.us

POLICY NUMBER: 1012.7

Additional Policies For Your Review

Independent Living Program Eligibility and Enrollment

POLICY NUMBER: 1012.1

Post Foster Care Resources

POLICY NUMBER: 1012.8

Youth Who Request Services Beyond Age 21 (Waiver)

POLICY NUMBER: 1012.10

Youth in Care Obtaining a Learners Permit

POLICY NUMBER: 1012.11

Youth in Care Obtaining a Driver's License

POLICY NUMBER: 1012.12

Youth in Care Owning a Motorized Vehicle

POLICY NUMBER: 1012.13



For more information on policy:
www.odis.dhr.state.ga.us

ILP Support Services

- The following are ways youth can be supported using ILP funds:
 - **Education and Enrichment Expenses**
 - **Transitional Living**
 - (I.e. Partial Rental Reimbursement, Utility Deposits, Rental Deposits)
 - **Post Secondary Educational Expenses**
 - (I.e. Tutoring, Tuition, Books, On Campus Housing)
 - **Individual Development Account (IDA)**
 - (I.e. Tutoring, Tuition, Books, On Campus Housing)

Education and Enrichment Expenses

DESCRIPTION	SPECIFIC SERVICE REQUIREMENT	HOW DO YOU ACCESS SERVICES?
Summer or Evening School Fees		
Skills Conferences, Trainings, and Workshops	<ul style="list-style-type: none"> Independent Living life skills, conferences, training, workshops 	<p>SSCM must obtain approval through the ILS. Once funds have been approved, then the provider can purchase the items, or pay for workshops/conferences. Original receipts must have the provider and youths signature on them. Receipts are then submitted to the SSCM which will submit to the ILS for reimbursement.</p>
Personal Computers and Printers	<ul style="list-style-type: none"> Personal computers and printers, if required by the school 	
Graduation Fees		
Non-Essential Graduation Fees	<ul style="list-style-type: none"> class ring, senior pictures, announcements/invitations, yearbooks, etc NOT to exceed \$350.00 total and youth must have senior classification 	

Education and Enrichment Expenses

DESCRIPTION	SPECIFIC SERVICE REQUIREMENT	HOW DO YOU ACCESS SERVICES?
Tutoring Through EPAC	<ul style="list-style-type: none"> • Tutoring (up to \$1500.00 academic per year) • Children (ages 5 to 17) must be referred to EPAC • ILP eligible youth ages 14-21 who are not or become no longer EPAC supported tutoring may be supported by ILP funds 	SSCM would submit a referral to the EPAC
Driver's Education	<ul style="list-style-type: none"> • \$500 limit 	SSCM must obtain approval through the ILS. Once funds have been approved, then the provider can purchase the items or class. Original receipts must have the provider and youths signature on them. Receipts are then submitted to the SSCM which will submit to the ILS for reimbursement.
Enrichment/Safety Activities	<ul style="list-style-type: none"> • Promotes the well-being of ILP eligible foster children 14 and older by providing them with enrichment activities through programs such as Red Cross, YMCA, summer camps/community workshops, church camps, classes (dance, art, sports, band, swimming, karate and music lessons) • Not to exceed \$250.00 per activity/fiscal year for non-school related activities. 	

Education and Enrichment Expenses

DESCRIPTION	SPECIFIC SERVICE REQUIREMENT	HOW DO YOU ACCESS SERVICES?
Extra-Curricular Activities	Band, band uniforms, instruments, athletics, cheerleading, and school sponsored clubs, etc	SSCM must obtain approval through the ILS. Once funds have been approved, then the provider can pay for the services. Original receipts must have the provider and youths signature on them. Receipts are then submitted to the SSCM which will submit to the ILS for reimbursement.
Transportation to ILP Activities	Transportation to and from ILP Sponsored activities	
Support Groups	Support groups such as Ala-non, Ala-teens, anger management, stress management, parent education, child development, etc	
Testing/Test Preparation and College Application Fees	Testing and test preparation for undergraduate and graduate admission, includes youth who are applying to college, and preparing to take the ACT/SAT	

Transitional Living Expenses

DESCRIPTION	SPECIFIC SERVICE REQUIREMENT	HOW DO YOU ACCESS SERVICES?
<p>Transitional Living Related Expenses Includes NON-EYSS Children Who Have Left Care (FOSTER CARE YOUTH)</p>	<p>Examples of transitional living related expenses may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Counseling, Support Groups • Deposits (rent, utilities, phone) • Basic Furniture (bed, chest of drawers, table, chairs) – Basic furniture items may NOT exceed \$2,350.00 • Cooking, cleaning, basic household items (i.e. sheets, towels, dishes, etc) – • Monthly Housing Subsidy 	<p>The provider notifies the ILS of accepted youth to obtain approval for funding. Youth must be placed in an ILP program. The provider submits original receipts (must have the youth and providers signature on the receipt) Submit to ILS for reimbursement.</p>
<p>Utility Expenses</p>	<p>Past utility bills, current utility bills and up to 3 months future utility bills may be paid directly to utility company once per youth per state fiscal year.</p>	

Transitional Living Expenses

DESCRIPTION	SPECIFIC SERVICE REQUIREMENT	HOW DO YOU ACCESS SERVICES?
Identification	Purchase of State ID or Driver's License, not to exceed \$30	SSCM must obtain approval through the ILS. Once funds have been approved, then the provider can pay for the identification. Original receipts must have the provider and youths signature on them. Receipts are then submitted to the SSCM which will submit to the ILS for reimbursement.
Deposits	For items such as Rents, Utilities, and Phone	
Cooking and Cleaning Supplies		The provider notifies the ILS of accepted youth to obtain approval for funding. Youth must be placed in an ILP program. The provider submits original receipts (must have the youth

Post Secondary Education Support

DESCRIPTION	SPECIFIC SERVICE REQUIREMENT	HOW DO YOU ACCESS SERVICES?
Tuition, Registration, Fees	Tuition, registration, and fees, such as athletic activities, technology, etc	Youth must apply for Post Secondary Education by 7/1/13. Applications are provided through the ILS.
Books, Supplies, Tools and Equipment		
Room and Board – On Campus	Room and board (on-campus housing) On-campus housing should be paid directly to the vendor (i.e. school, education institution)	
Room and Board – Off Campus Board	Room (off-campus housing), the off-campus housing is limited to ½ the rental rate or \$300.00 whichever is less Off Campus Housing should be a reimbursement paid directly to the client upon receipt of payment to the ILS	

Post Secondary Education Support

DESCRIPTION	SPECIFIC SERVICE REQUIREMENT	HOW DO YOU ACCESS SERVICES?
Uniforms and Supplies	Uniforms and supplies for training programs	Youth must apply for Post Secondary Education by 7/1/13. Applications are provided through the ILS.
Personal Computers/Printers	Personal computers and printers, if required by the school	Youth must attend a Computer Conference thru the ILP.
Tutoring Through EPAC	Tutoring (up to \$1500.00 academic per year)	
Stipends – On Campus	<p>Subsistence stipend as needed</p> <p>Youth living on-campus with a meal plan are eligible for a \$75 stipend monthly</p> <p>Youth living on-campus and do not have an on-campus meal plan are eligible for a \$150 stipend monthly</p>	Youth must apply for Post Secondary Education by 7/1/13. Applications are provided through the ILS.

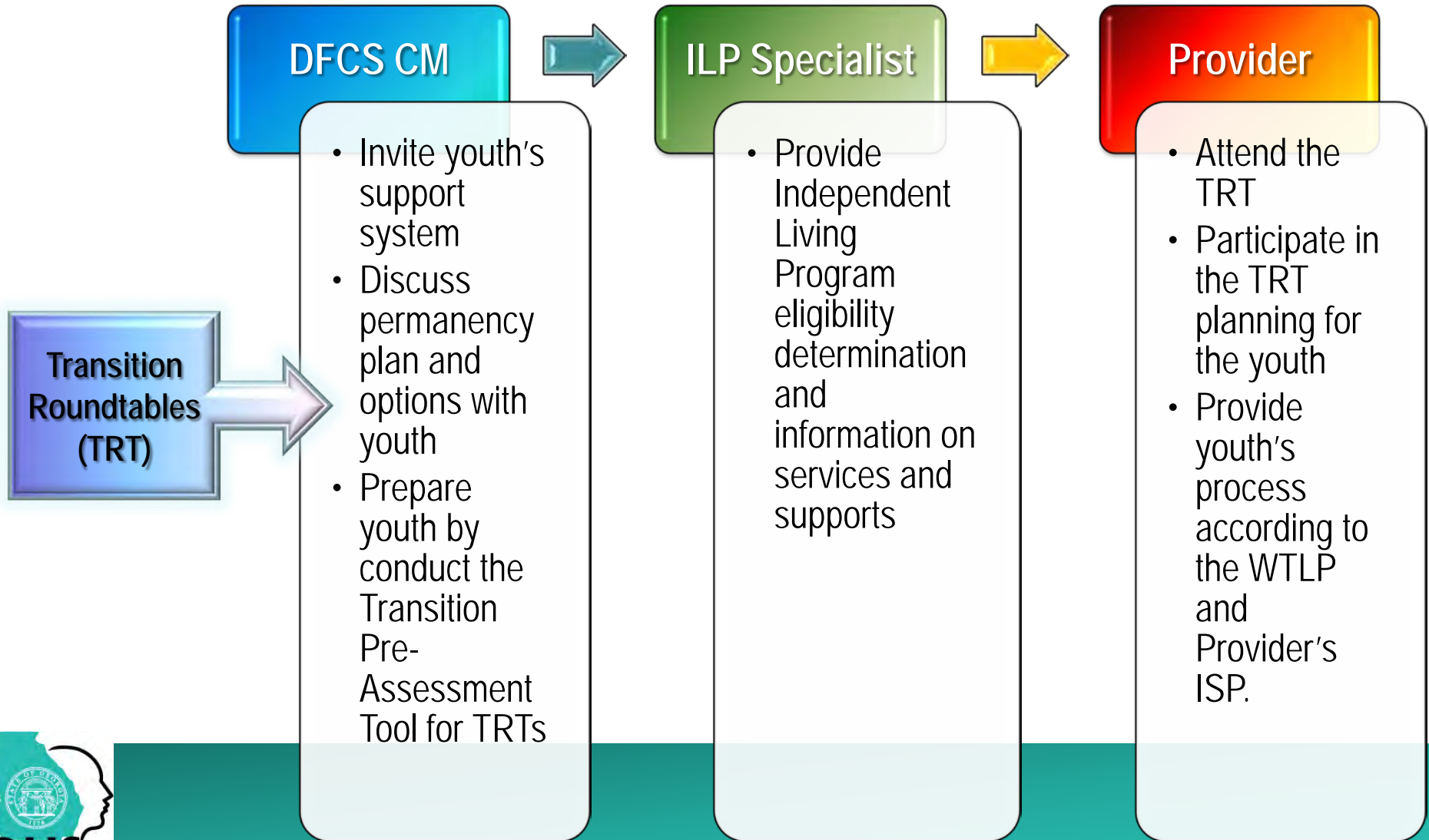
Post Secondary Education Support

DESCRIPTION	SPECIFIC SERVICE REQUIREMENT	HOW DO YOU ACCESS SERVICES?
Stipends – Off Campus	Subsistence stipend as needed Youth living off-campus and do not have an on-campus meal plan are eligible for a \$150 stipend monthly	Youth must apply for Post Secondary Education by 7/1/13. Applications are provided through the ILS.
Transportation	Transportation assistance – not to exceed \$650.00 per state fiscal year and cannot be used toward purchase, maintenance or insuring of a personal vehicle	
Testing and Test Preparation	Testing and test preparation for undergraduate and graduate admission, includes youth who are applying to college, and preparing to take the ACT/SAT)	

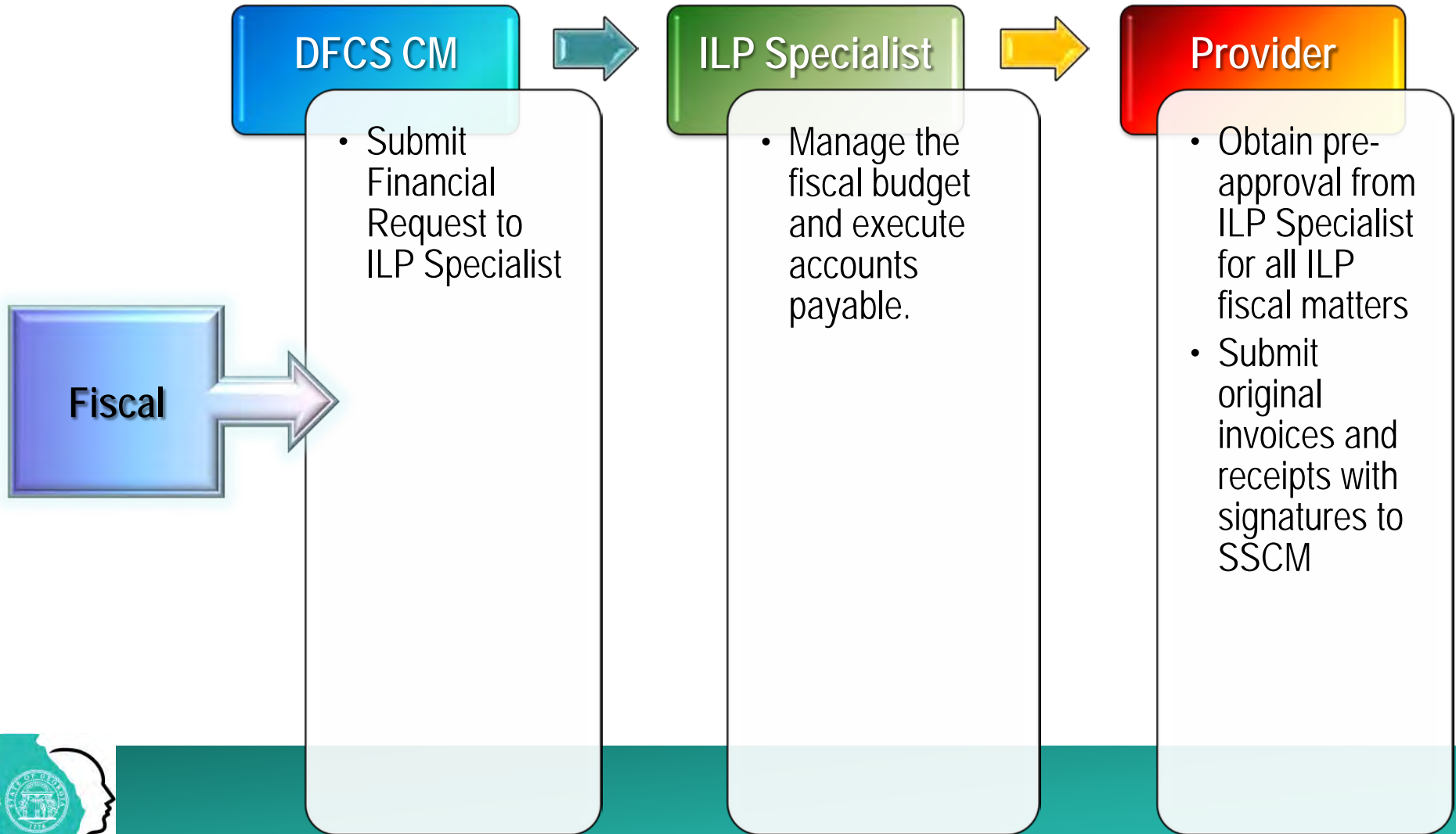
IDA

DESCRIPTION	SPECIFIC SERVICE REQUIREMENT	HOW DO YOU ACCESS SERVICES?
Financial Literacy Training Incentive	\$25.00 for active participation in IDA program	The ILS should be notified of youth's interest in the IDA Program. ILS will provide information on steps to enroll into the program and requirements to maintain the account.
IDA Match	The IDA Savings Account Match occurs prior to youth turning 21 or when youth achieves goal or turns 21 up to \$1,000.00	
Baseline Survey/Seed Payment	\$100.00 one time payment to youth to start a NEW IDA savings account. Youth must complete initial financial literacy training to receive payment	
Follow up Survey Stipend	\$30.00 upon completion of IDA and ILP specific surveys (completed 2 times a year – April and October)	

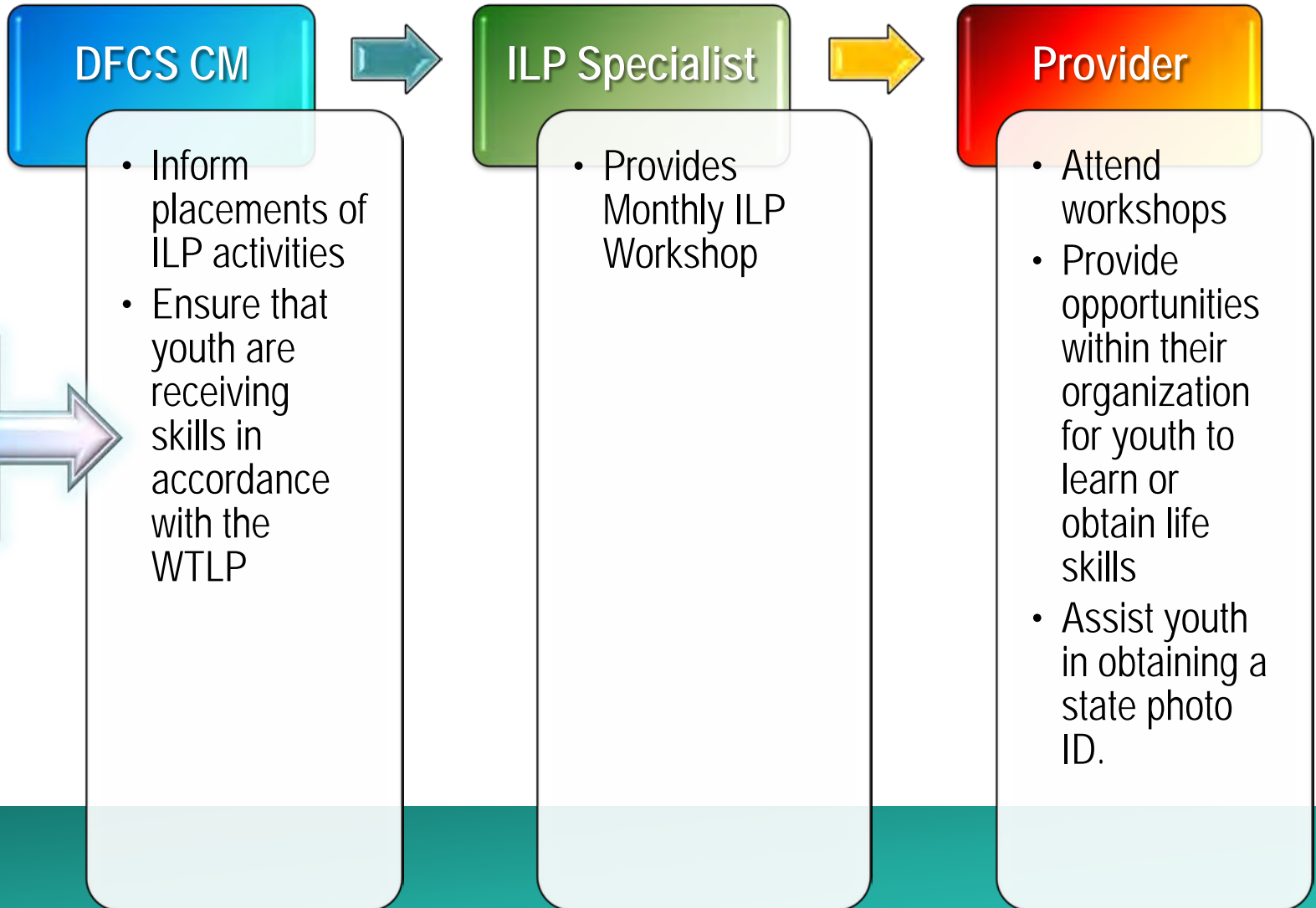
What Is Your Role?



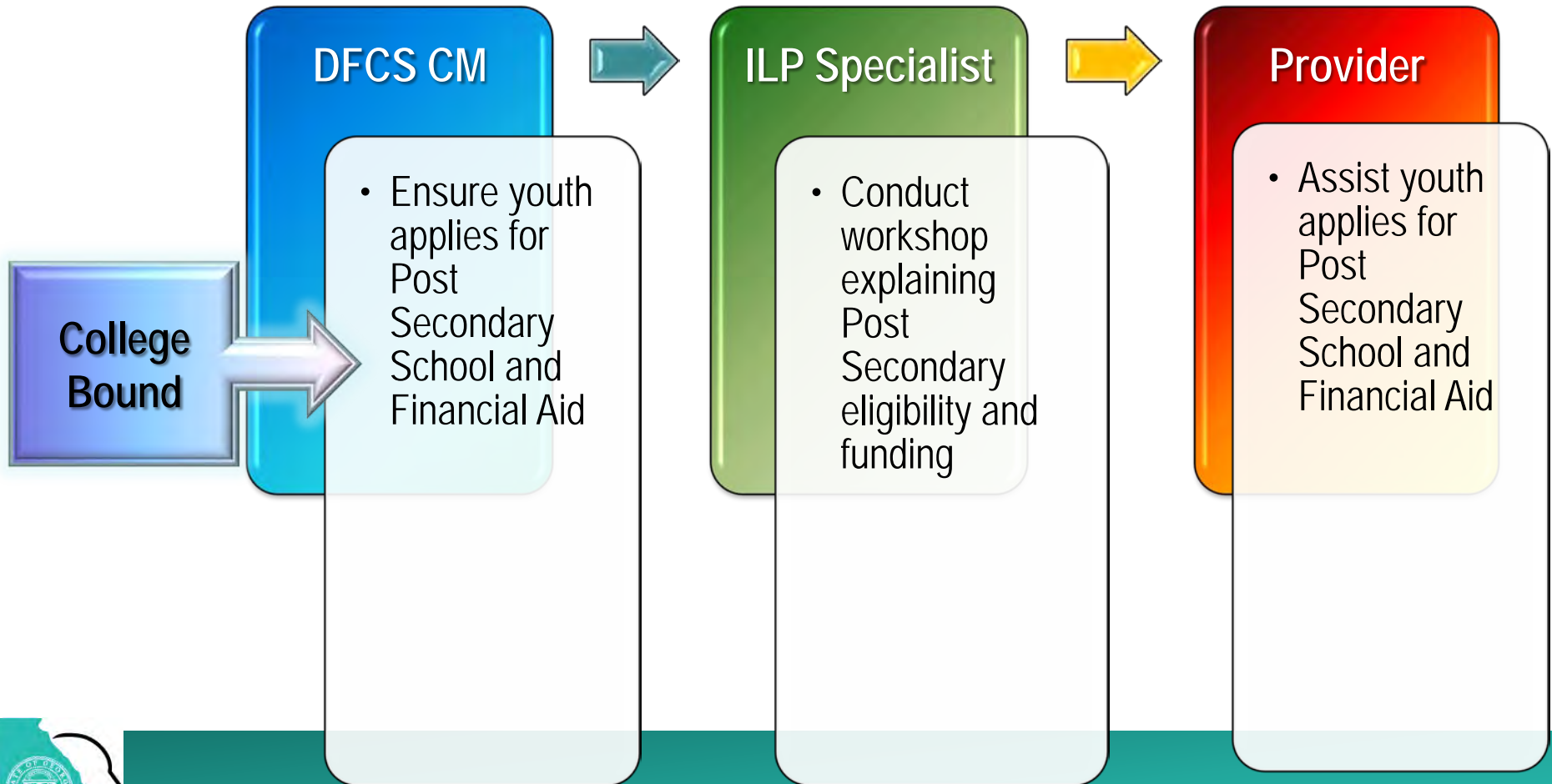
What Is Your Role?



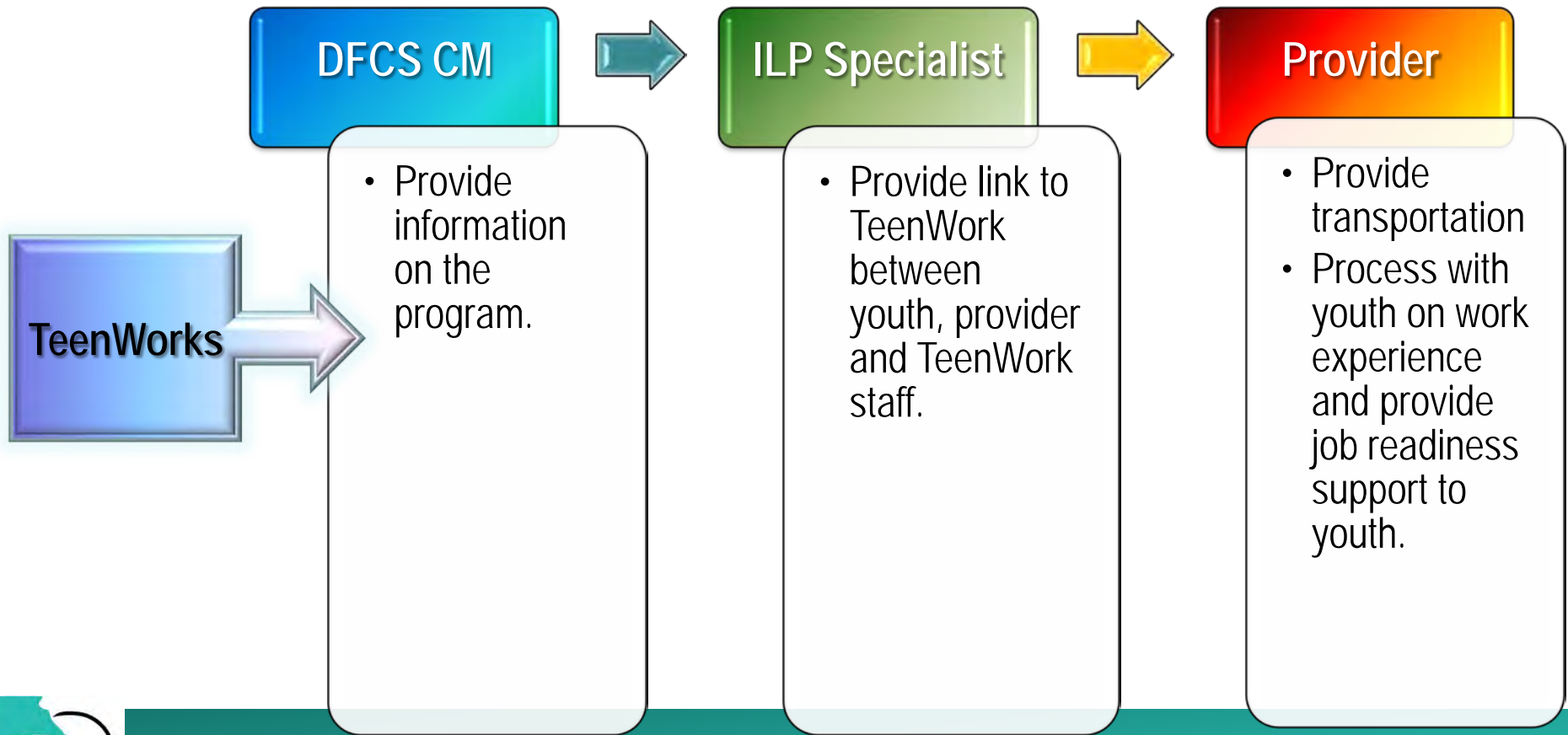
What Is Your Role?



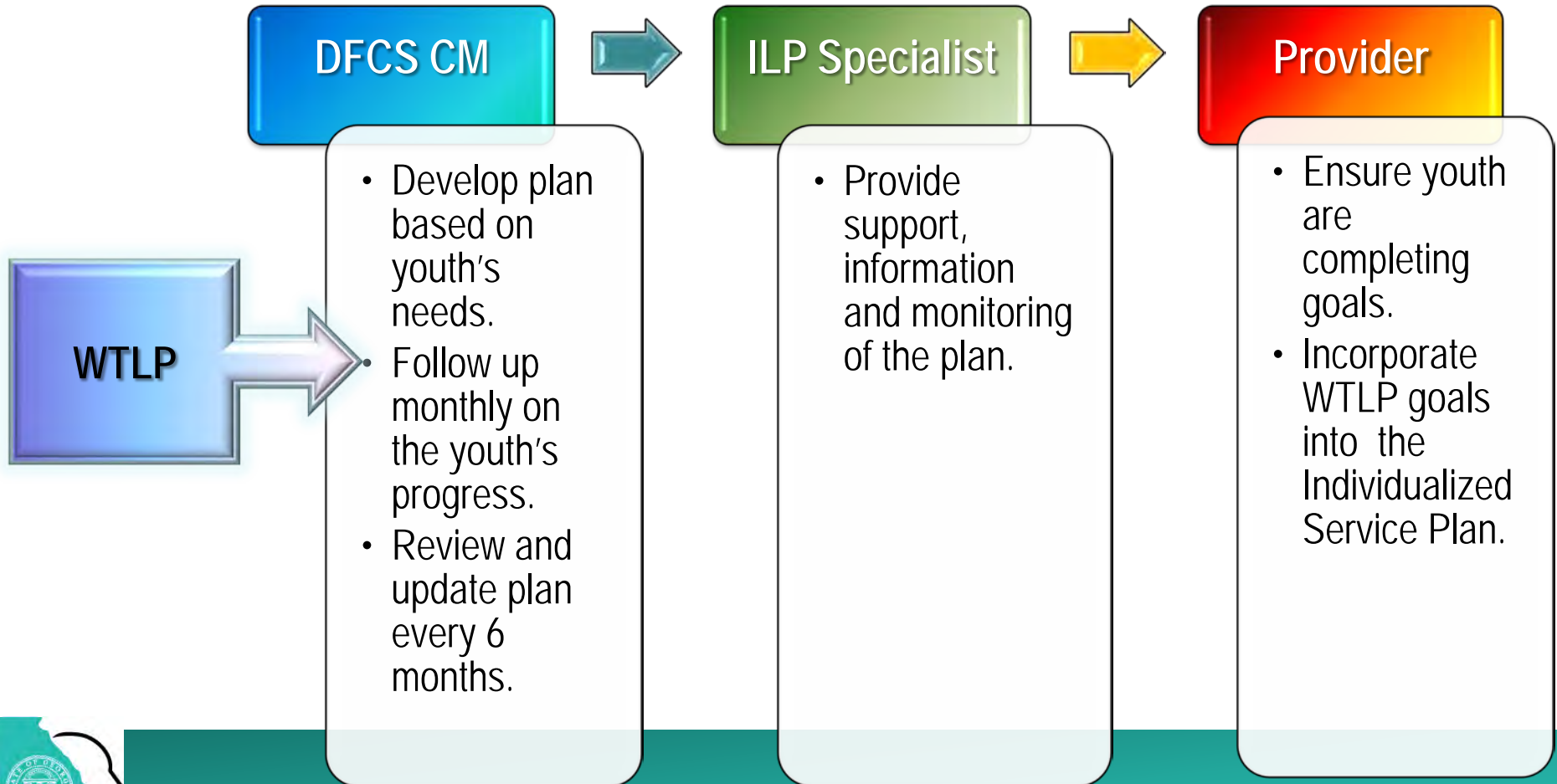
What Is Your Role?



What Is Your Role?



What Is Your Role?



Written Transition Living Plan

What Does A Written Transition Plan Require?

- YOUTH INVOLVEMENT
- Education Goal
- Permanency Goal.
- At least 3 goals that address life skills based on the Ansell Casey Life skills assessment.
- ILP participation goal or life skills classes
- Obtain State Identification (16 and older)
- Other areas (therapy, employment, career development, enrichment, etc.)

ILP will only pay for items specifically listed in the WTLP that need ILP support

Written Transitional Living Plan

Goal Type: Other

Reason: Increase Positive Adult Connections

Goal: To ensure that Penny leaves care with at least one positive adult connection & maintain sibling connections

Step	Specific Action	Responsible Person	To Be Completed	Status
1	Penny has identified paternal aunt in Albany, GA that she would like to connect with. Explore paternal aunt in Albany	CM, Penny ,PA	March 2012	New
Comments: CM will explore paternal aunt in Albany, GA				
Step	Specific Action	Responsible Person	To Be Completed	Status
2	Ensure penny have weekly telephone contact with siblings and at face-to-face visits at least once per month and overnights at least one every 3 months (if feasible)	CM, FP's, Penny	March 2012	On-Going
Comment: CM will coordinate monthly visits with siblings				

Written Transitional Living Plan

Goal Type: Life Skills

Reason: Increase Money Management & Finance Skills

Goal: To gain financial literacy and to save towards an asset

Step	Specific Action	Responsible Person	To Be Completed	Status
1	Penny will enroll in the ILP IDA program and save towards an asset		Penny, ILC, FP, CM	New
Comments : Penny expressed an interest in saving money to help with her living expenses once she finishes high school.				

Goal Type: Housing

Reason: Increase Penny's housing stability by assisting her in transition into and RBWO IL Program

Goal: Achieve long term housing stability

Step	Specific Action	Responsible Person	To Be Completed	Status
1	Team will work with Penny to explore RBWO independent living programs	CM, ILC, Penny	6/2012	New
Comments Penny expressed that she want to live on her own upon HS completion. :				

Goal Type: Education – Post Secondary Preparation (Pre-Populated Goal Type in SHINES)

Reason: Youth will graduate from High School

Goal: Receive High School Diploma

Step	Specific Action	Responsible Person	To Be Completed	Status
1	Penny will enroll in ACT prep and prepare to take the ACT in the spring of 2012	CM, ILC, Penny	6/2012	New
Penny is on track to graduate in May 2012 and wants to attend college in the fall of 2012. Penny				

Life Skill Goals

- Casey Life Skills Assessment (CLSA)-this tool is free and a great assessment to determine the needs of the youth.
- Create 3 life skill goals based on the needs identified from the CLSA
- Youth completes the assessment and the caregiver can as well.
 - www.caseylifeskills.org

Adult Connection

Goal: “Brittany” will develop a support system.

- Step 1: “Brittany” will identify supportive adults that are willing to commit to a life long relationship with her.
- Step 2: “Brittany” will identify a supportive adult that will provide her here with specific support on an on-going basis

The name of the youth should be listed in all goals. There shouldn't be a goal that reads “Youth will.....”. Each plan should be individualized.

Education

- Remember the WTLP is for 6 months
- Talk with the youth what are their educational goals for the next six months?
- Include tutoring, after school programs, youth studying after school, CRCT, etc
- If a youth is a senior don't forget about SAT, applying for college, FAFSA, etc.

Employment

- Is the youth going to participate in Teenwork or other summer job?
- Does the youth have employment goals?
- If the youth can not work....Volunteer!
- Vocational Goals!

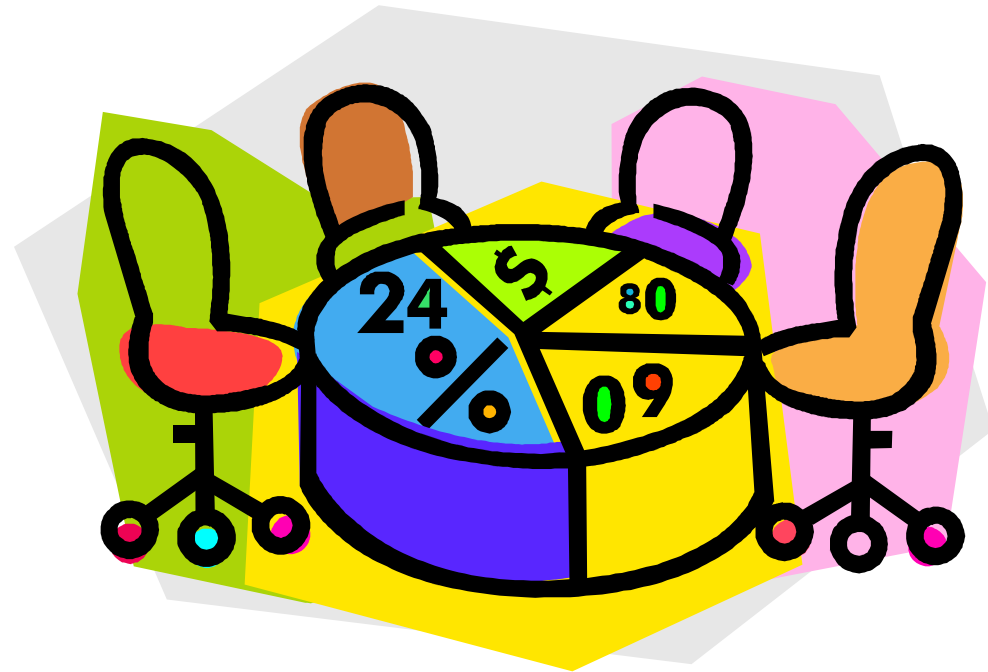
Who needs a WTLP?

- All youth in foster care OVER the age of 14 must have an appropriate and updated WTLP.
- All youth wanting ILP services must have an appropriate and updated WTLP.
- Reviews of WTLP are to occur no less than every 6 months on ALL ILP eligible youth.
- This includes ALL youth that signed a Form 7 (Voluntary Sign Self in Care). Turning 18 does NOT eliminate the need for guidance and success towards emancipation.

WHAT IS A TRANSITION ROUNDTABLE?

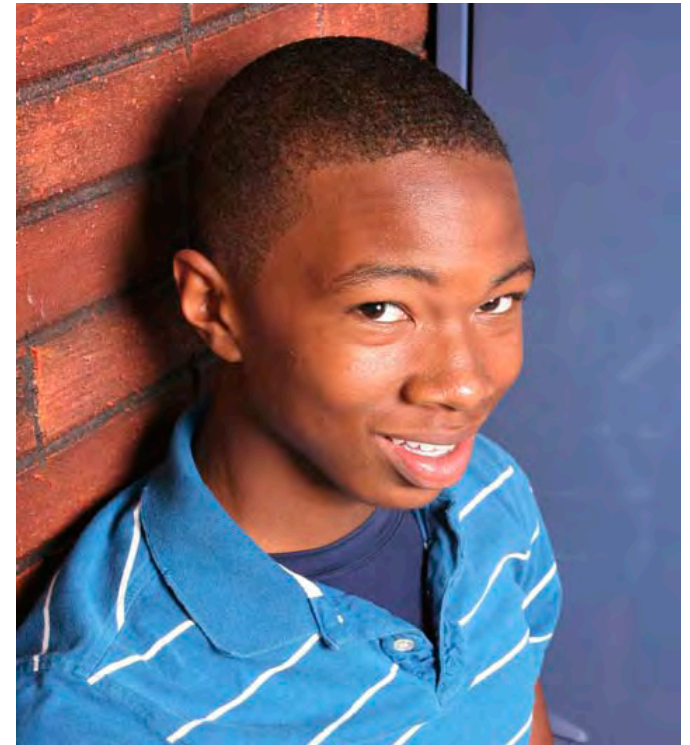
A meeting with a youth in transition and a supportive team that is:

- structured
- in-depth
- creative
- permanency-focused
- well-being-focused



TRANSITION ROUNDTABLE YOUTH OUTCOMES

- Expedite **legal permanency** and increase youth's **permanent positive connections**
- Finalize a workable **Transition Action Plan** that addresses the youth's permanency, education, physical & mental health & employment
- Youth feels **understood, appreciated and hopeful**
- Youth understands **options, plan & available resources**



TRANSITION ROUNDTABLE VALUES

YOUTH EMPOWERMENT

- listen to, respect and encourage the youth

URGENCY

- relentless insistence on permanency and sound preparation for adulthood

TEAMING

- team supports youth and worker to expedite permanency
- solution-focused and NON-BLAMING
- concrete assistance with implementing action plan tasks

OPTIMISM

- develop creative strategies in a supportive environment to lead to increased hope and energy



Thank You



'Coaching the Game of Life'

Millicent Houston, Roundtable Program Manager

Life Coach Training

November 1, 2012



Vision, Mission and Core Values

Vision

Stronger Families for a Stronger Georgia.

Mission

Strengthen Georgia by providing Individuals and Families access to services that promote self-sufficiency, independence, and protect Georgia's vulnerable children and adults.

Core Values

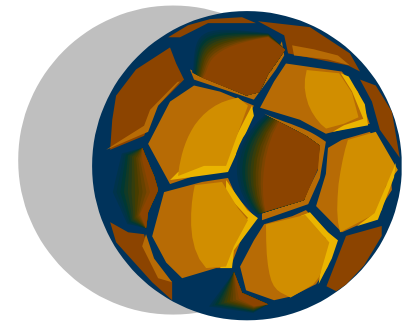
- Provide access to resources that offer support and empower Georgians and their families.
- Deliver services professionally and treat all clients with dignity and respect. Manage business operations effectively and efficiently by aligning resources across the agency.
- Promote accountability, transparency and quality in all services we deliver and programs we administer.
- Develop our employees at all levels of the agency.

Training Objectives

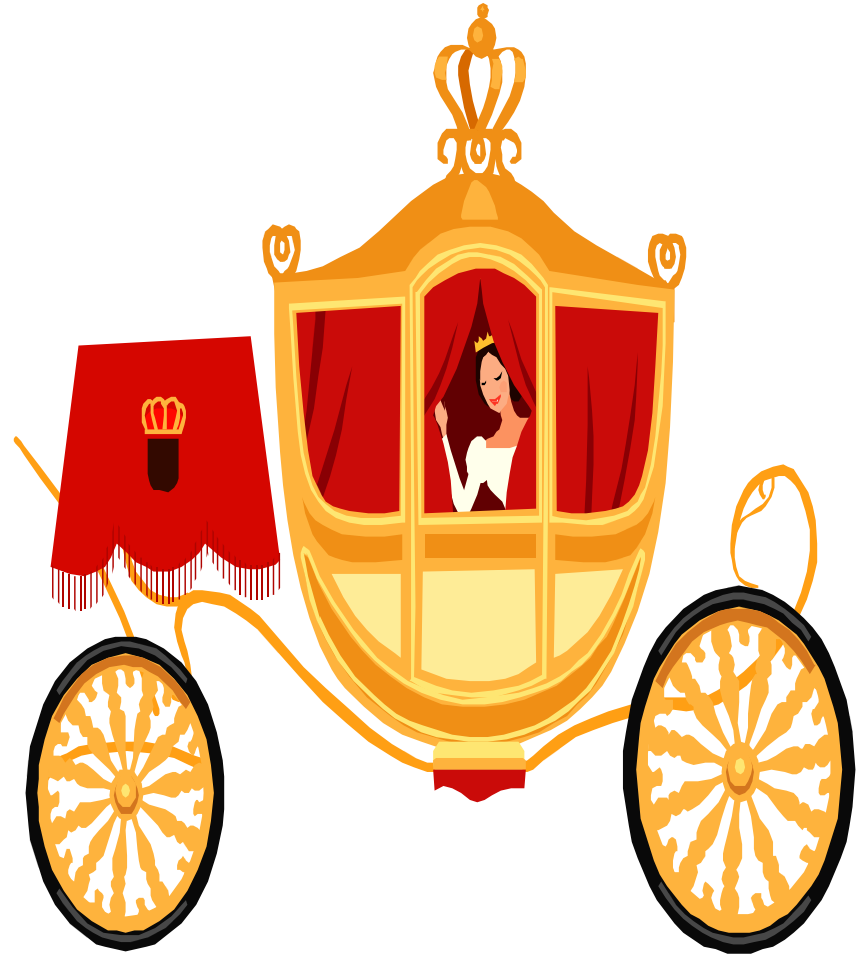
- Define the Role of a Coach
 - In General Terms
 - Specific to ILP
- Discuss the Subject of a Coach
 - Characteristics of ILP Young Adults
 - Social, Emotional and Developmental
- Describe the Work of a Coach
 - Skills and tools needed to effectively fulfill role

“COACH”

What or who comes to mind??



“Coach” or “Carriage”



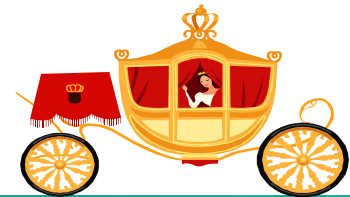
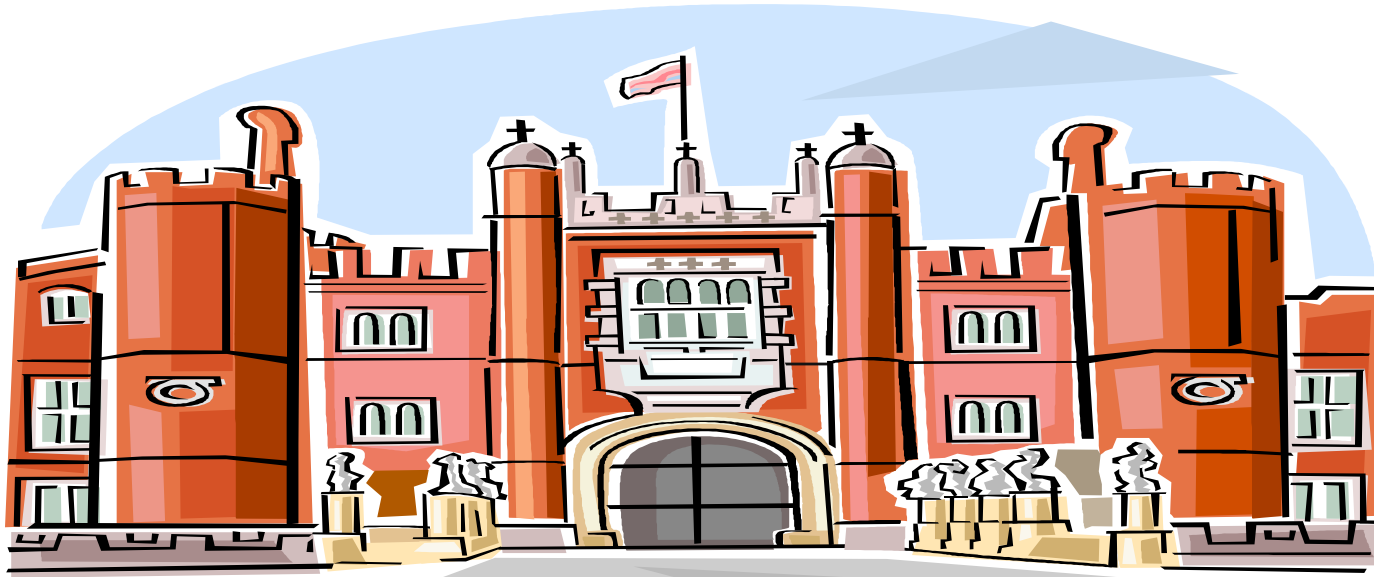
Prevalence of Coaches



- Arts & Entertainment
- Fitness
- Personal Finance
- Business / Executive
- Dating
- Life

Coaching Defined

Helping to identify the skills and capabilities that are within a person and enabling them to use them to the best of their ability – facilitating the move from where they are to where they want to be.



Coaching Youth in ILP

- Responsibilities will also involve:
 - **Managing:** Making sure youth do what they know how to do
 - **Training:** Teaching youth to do what they don't know how to do
 - **Mentoring:** Demonstrating for youth how people with expertise do it / perform a task



Coaching Youth in ILP

- *With a partner identify 2 examples of common areas that may require coaching, managing, training and mentoring*
 - *Coaching: Helping to identify the skills and capabilities that are within a young adult and enabling them to use them to the best of their ability*
 - *Managing: Making sure youth do what they know how to do*
 - *Training: Teaching youth to do what they don't know how to do*
 - *Mentoring: Demonstrating for youth how people with expertise do it / perform a task*



Youth in ILP

Handouts

- Stages of Adolescent Development
- Erickson's Stages of Development



3-5-7 Practice Model

3 Tasks

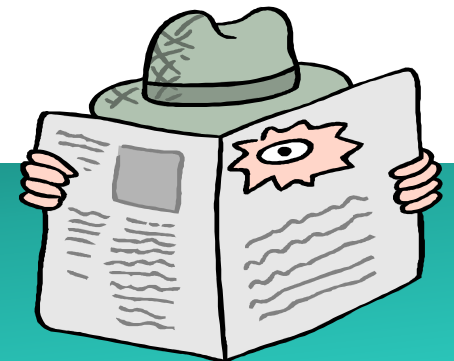
5 Conceptual Questions

7 Interpersonal Skill

Darla L. Henry, PhD

3 Tasks & 5 Questions

- **CLARIFICATION:** Of the events of life
 - Who am I?
 - What happened to me?
- **INTEGRATION:** Of all relationships: family, caregivers, social workers, therapists, teachers
 - Where am I going?
 - How will I get there?
- **ACTUALIZATION:** Of belongingness, relational connections, safety & security
 - When will I know I belong?



Youth in ILP

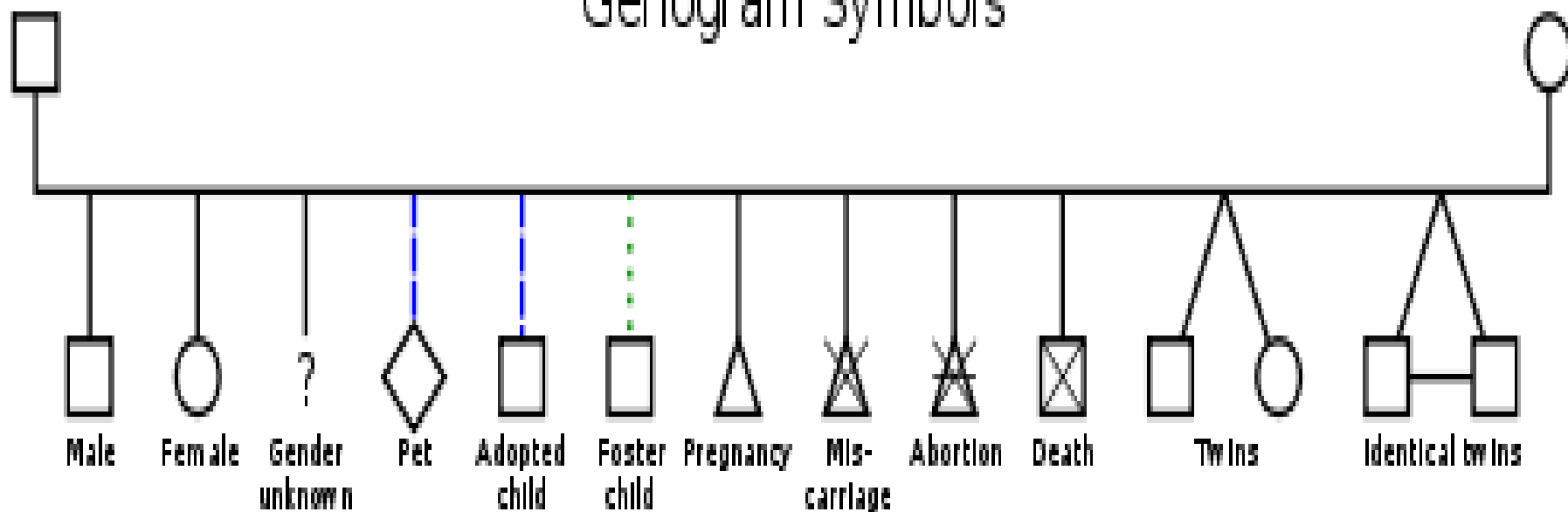
Johnny Madrid's Digital Story

http://www.senecacenter.org/perm_digitalstories

Tools for C. I. A.

- Genogram
- Connectedness Diagram
- Life Book
- Life Maps
- Digital Stories
- Collage

Genogram Symbols



Tool: Connectedness Diagram

- Color-coded, visual illustration of who and what matters most to children.
 - **Red** represents the **heart** (who loves whom)
 - **Green** represents the **creative mind** (who teaches whom)
 - **Blue** represents the **body** (blood relation)
 - **Yellow** represents the **soul** (spiritual dimension)
 - **Purple** represents the richness of **culture**.

Based on EMQ Children and Family Services Connectedness Model

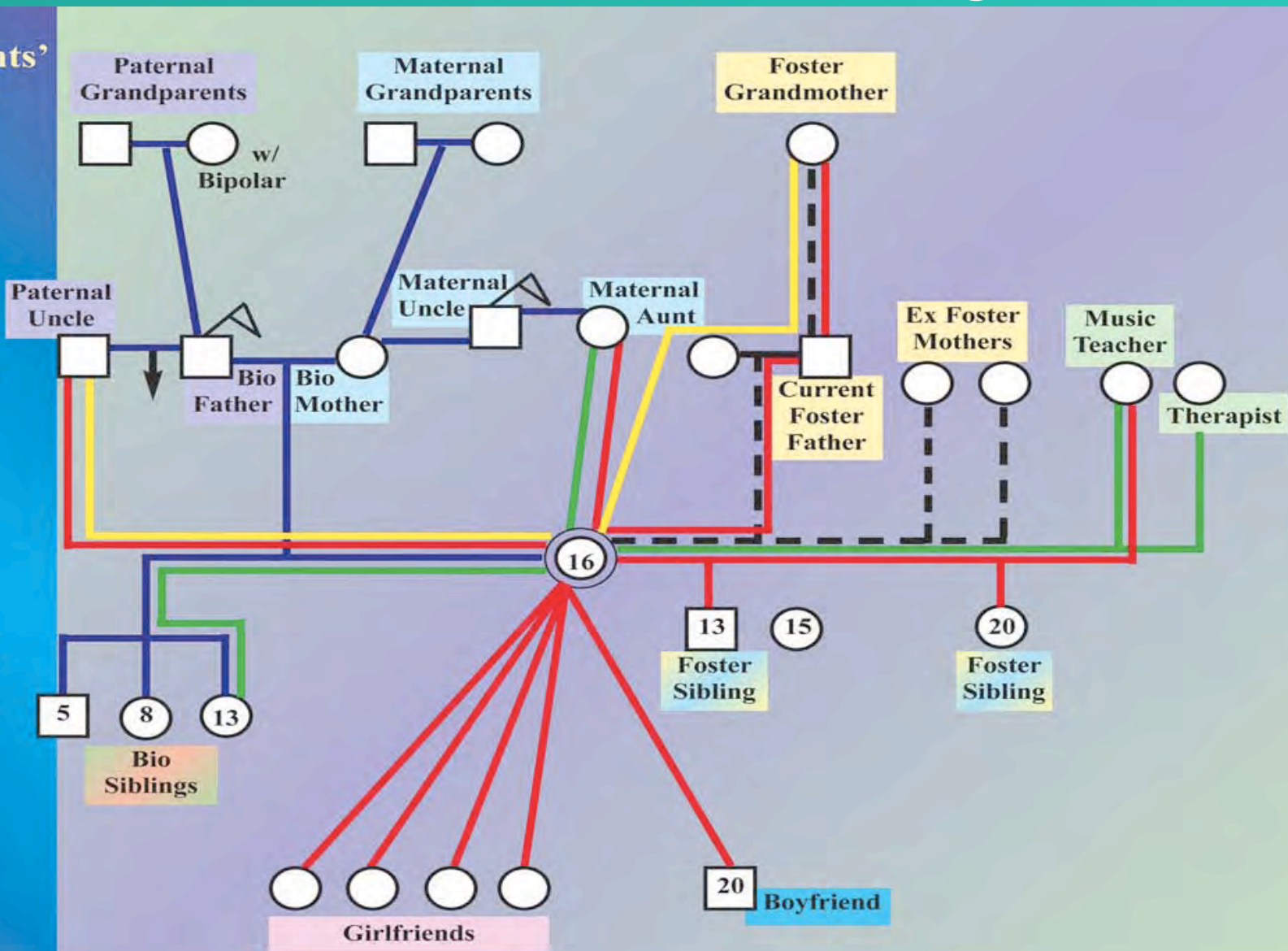
Tool: Connectedness Diagram

Grandparents' Generation (and older)

Parents' Generation

Siblings' Generation (excluding peers)

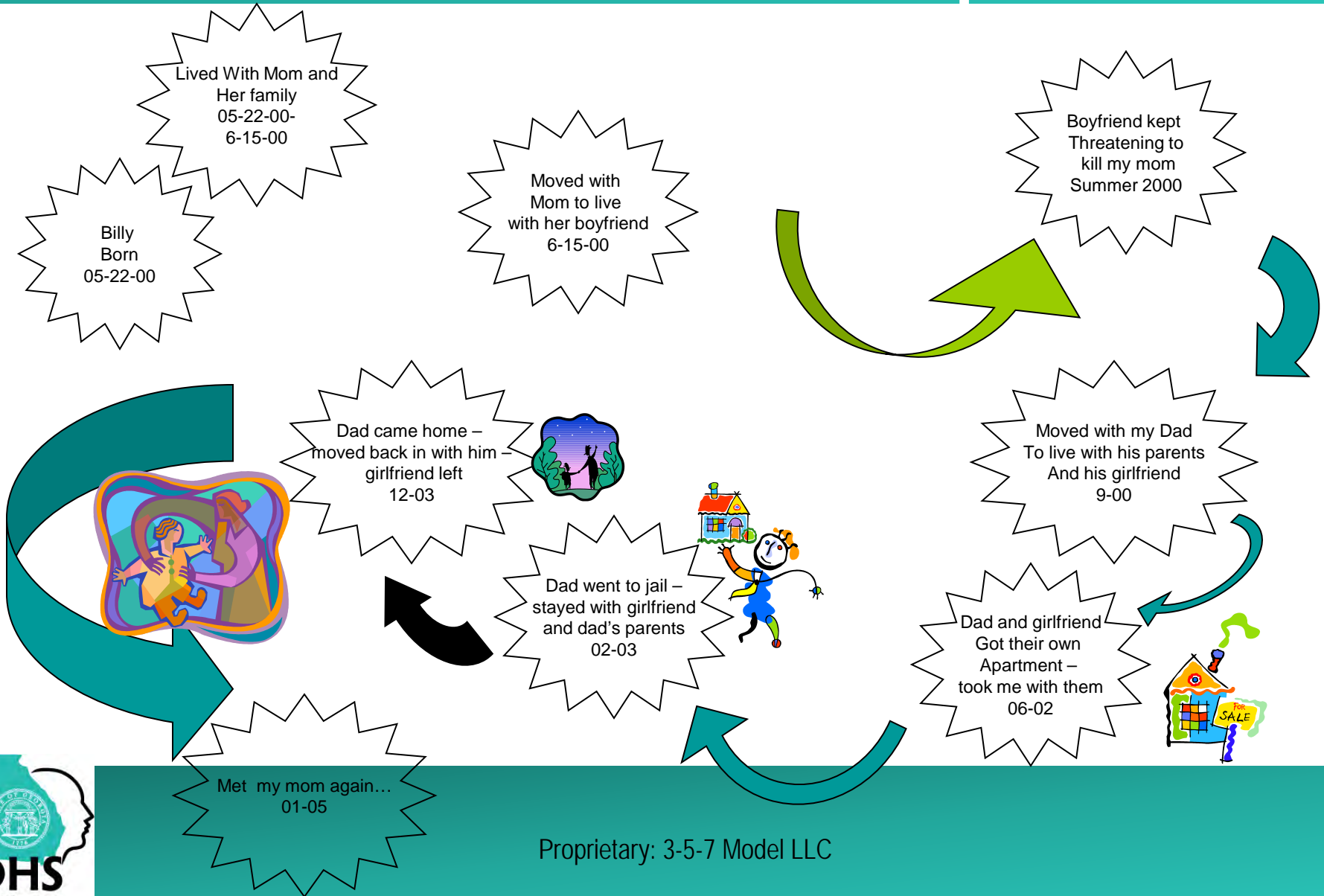
Peers



COLLAGE



Tool: Life Map



Proprietary: 3-5-7 Model LLC

Interpersonal Elements

* ENGAGING

* LISTENING

* BRIEFLY SPEAKING

* AFFIRMING

* SAFE SPACES

* BRINGING the PAST into the PRESENT

* RECOGNIZING that PAINFUL FEELINGS are REFLECTED
in BEHAVIORS

Recap

- **Defined the Role of a Coach**
 - **Coaching:** *Helping to identify the skills and capabilities that are within a young adult and enabling them to use them to the best of their ability*
 - **Managing:** *Making sure youth do what they know how to do*
 - **Training:** *Teaching youth to do what they don't know how to do*
 - **Mentoring:** *Demonstrating for youth how people with expertise do it / perform a task*
- **Discussed the Subject of a Coach**
 - **Late Adolescence** – Ages 18-21
 - **8 Internal Assets** – Supports needed to face challenges & Opportunities

Recap

- Work of the Coach
 - **Tools** – Genograms, Connectedness Diagram, Digital Stories, Life Book, Life Map, Collage
 - **Skills** – 7 Interpersonal Skills

Questions



To Contact Me....

Millicent Houston, Program Manager

Georgia Department of Human Services, Division of
Family and Children Services

mjhouston@dhr.state.ga.us

404-657-3762

FY 2013 RBWO Minimum Standards



Programs That Require Life Coaches



Maternity Homes



Parenting Support Program
(2nd Chance)



Transitional Living Program



Independent Living Program

Life Coach

- Same educational and experiential requirements of a **Human Services Professional** (HSP) and will serve as the HSP for the program.
- Life coaching is a practice that helps people identify and achieve personal goals. Life Coaches help clients set and reach goals using a variety of tools and techniques. Life Coaches model life skills (e.g., assertiveness, communication, conflict management, problem solving and decision making) and provide activities for youth to practice life skills and provide appropriate feedback to the youth.



Life Coach Professional Requirements

- Attend A Certification Session
- Attend at least one county/regional/ state IL training, meeting or workshop quarterly. This requirement may also be met by meeting individually with the regional ILC or DFCS Case Manager to staff youth.
- Participate in at least **twenty-four (24)** hours of annual training. At least twelve **(12) hours** should be directly related to **work with teens** including understanding developmental needs of adolescents and strengths based assessments.

When there's no wind, row.

– Proverb



Program Requirements

- Admissions
- Supervision & Independence
- Independent Living Skill Building
- Permanency Planning
- Housing Options
- Financial Independence
- Medical Care
- General Administration
- Outcome Measures



Admissions

- Defined Admittance Criteria
- Youth-Completed Application/Interview
- Orientation—handbook, literature, rights & responsibilities
- Staffing within the first 30 days of placement



Supervision & Independence

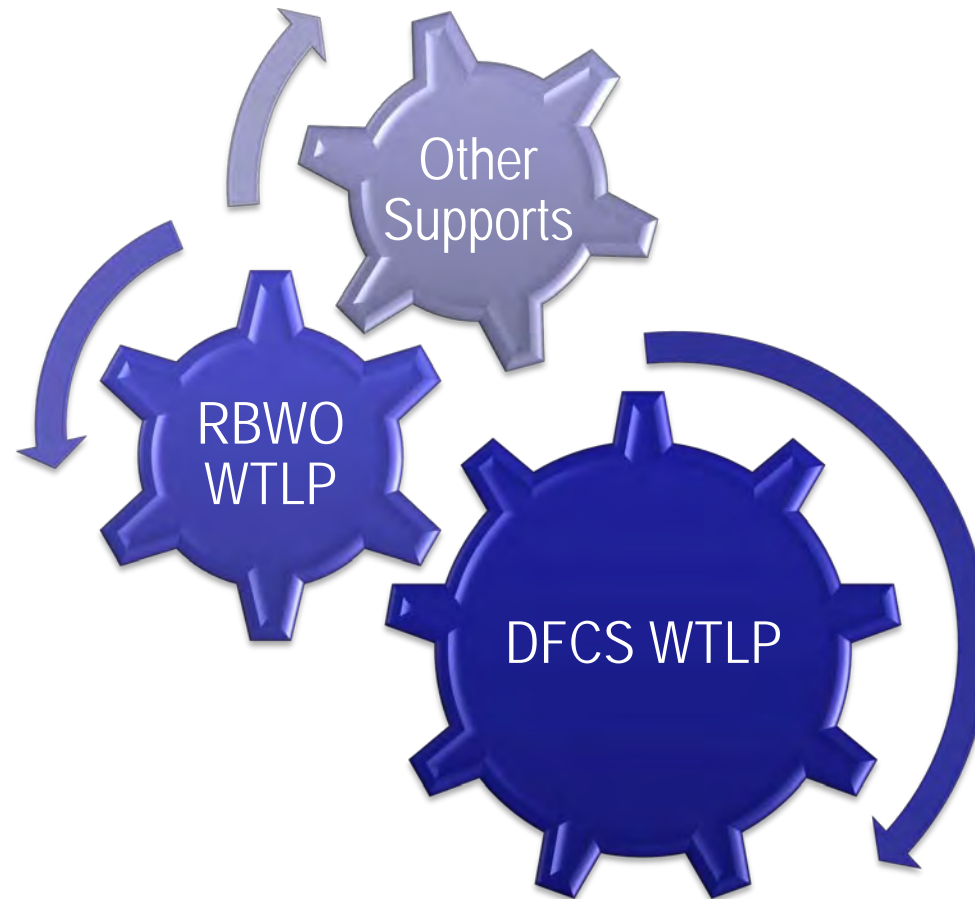


- Graduated Independence Program Policy
 - MH/PSP programs must include how the youth will be supported in supervising their child/children.

Independent Living Skill Building



Independence Planning



Permanency Planning

- Life Coach Plan
 - Weekly Face to Face Meeting
 - Documentation of Youth's engagement in the Life Skills Plan

- TLP--Standard 17



Housing Options

Transitional Living Programs

- Group living
- Apartment Pods
- Free Access To Exterior
- No Mobile Homes

Independent Living Programs

- Group Living Limited to 1st year of participation
- No Mobile Homes
- 1st – 2nd Year Lease May Be in the Provider's Name
- 3rd Year—In The Youth's Name
- Utilities Billed in The Youth's Name As Soon As Practicable

At least age 16 through age 21

Financial Independence- Standard 26



Medical Care

- Maternity Homes – Standard 36
- Parenting Support Programs- Standard 42



Outcome Measures

- Outcomes of Youth
- Overall Program Performance
- Minimally Must Compile An Annual Report



*It's easier to build strong children
than to repair broken men.*

—Frederick Douglas

Performance Based Placement Goals



IL and TLP Measures	Weight
Academic/Career Development	15%
Academic Supports	10 %
Independent Living Skills Provision	30%
Financial Independence	10%
Community Connections	10%
WTLP /Life Coach	25%

Total = 100%



Incentive Credits for IL and TLP Programs

No DJJ or DOC Involvement	Up to 5%
Extended Foster Care Services	Up to 5%
Positive Permanency Connections	Up to 5%
High School Graduation or College Participation	Up to 20%
At Least Part-Time Employment with Medical Benefits	Up to 20%
Living Arrangements at Discharge	Up to 20%
Academic Supports	Up to 2%
Independent Living Skills Provision	Up to 5 %
Active Agency Accreditation	Up to 2 points per accreditation up to 4 points total
Staff Clinical Licensure	Up to ½ point per person up to 5 points

Total Maximum Combined Incentive Credit Allowed is 10 Points

Proposed Scorecard for FY 2014

General Measures=50%

- Comprehensive Reviews-15%
- Safety Reviews- 5%
- Incidence of Maltreatment-3%
- Staff Training-5%
- Placement Stability- 3%
- Sibling Contacts- 3%
- Academic Support- 3%
- EPSDT Medical – 4%
- EDPST Dental- 4%
- ECEM – 5%

Specialty Measures=50%

- Academic/Career Development- 10%
- ILP Skills Provision- 15%
- Financial Independence- 5%
- Community Connections- 5%
- WTLP/Life Coaching- 15%

Open Q & A

