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ARNOLD SCHWARZENEGGER
GOVERNOR

July 18, 2008

ALL COUNTY LETTER NO. 08-31

TO: ALL COUNTY WELFARE DIRECTORS
ALL COUNTY CHIEF PROBATION OFFICERS
ALL CHILD WELFARE SERVICES PROGRAM MANAGERS
ALL INDEPENDENT LIVING PROGRAM MANAGERS
ALL INDEPENDENT LIVING PROGRAM COORDINATORS
ALL COUNTY TRANSITIONAL HOUSING COORDINATORS

SUBJECT: NEW TRANSITIONAL INDEPENDENT LIVING PLAN (TILP) AGREEMENT
FOR FOSTER YOUTH

REASON FOR THIS TRANSMITTAL

- State Law Change
- Federal Law or Regulation Change
- Court Order
- Clarification Requested by One or More Counties
- Initiated by CDSS

The purpose of this All County Letter (ACL) is to introduce a new version of the Transitional Independent Living Plan (TILP) and provide instructions for completing the form. This letter also notifies counties concerning changes in forms and reporting requirements for the Independent Living Program (ILP) eligible youth who are in care, and whose case is in the Child Welfare Services/Case Management System (CWS/CMS).

Background

Per Manual of Policies and Procedures (MPP), Section 31-236(a), a TILP is to be developed for a youth who is between the ages of 15 ½ and 16 by the county social worker/probation officer, with the active participation of the youth and other supporting adults. The purpose of the TILP is to describe the youth’s current level of functioning, identify emancipation goals, services, activities and individuals assisting the youth in the process of obtaining self-sufficiency.

In response to concerns regarding the participation level of the youth and dedicated adults in the current TILP process, a County Welfare Directors Association (CWDA) / California Department of Social Services (CDSS) workgroup was convened in 2006 for the purpose of developing a streamlined, youth friendly TILP. The result of the workgroup’s activities is a two page simplified version of the TILP form, CS-ILPLAN Rev (04-08).

New TILP

Effective immediately, counties are to begin using the new TILP, which contains a one page instruction sheet and a one page core plan/agreement that outlines up to four achievable goals, activities to support the goals, responsible parties for the activities, planned completion dates and indicators of progress toward reaching goals (see enclosure A).

The new TILP will be created as an Interim Template for CWS/CMS. It will be posted to the CWS/CMS website under Resources/Guides/Software/Templates/Interim Templates Section at: <http://www.hwcws.cahwnet.gov/Resources/Guides/Software/Templates/>. Please refer to the Template Automation Guide for Microsoft Office WORD 2003 (5/10/07) for instructions on adding these templates to the CWS/CMS system. Counties will be notified when the Interim Template is available. A Microsoft Office version of the new TILP will be emailed by CWDA to ILP coordinators to distribute to social workers and probation officers, which may be used temporarily until the Interim Template is available on the CWS/CMS website. At that point, the existing TILP on CWS/CMS should no longer be used.

The Supportive Transitional Emancipation Program Transitional Housing Program–Plus TILP, STEP 8 (07/02), will continue to be used for participants in those programs, pursuant to MPP 30-918. Additionally, County Probation Officers, who do not have access to CWS/CMS, are required to provide TILP information in the case file and to submit the TILP with the case plan for court hearings. County Probation Officers have the option to continue using the current TILP document.

Instructions for the New TILP

The new TILP is to be created in collaboration with the youth, the county social worker/probation officer, the caregiver and/or other dedicated adult(s) in the youth's life. Based on the collaboration and review of the youth's functioning level, as identified in the completed assessment, the following information must be documented on the TILP:

- 1) Goals identified by the youth
- 2) Any supportive activities necessary to ensure that the youth reaches his/her goals
- 3) Who is responsible to perform the supportive activities
- 4) A target completion date for achieving the goals
- 5) Progress toward reaching the goals

The TILP is intended to be a clear, easy to follow plan with concrete steps designed to help the youth transition to adulthood. As such, the goals and activities are

individualized and must be written in a manner that is clearly stated and easy for the youth to understand the steps needed to make progress toward reaching the goals the youth has identified.

Once the youth has made progress toward reaching his/her goals, it should be indicated on the TILP by checking the appropriate box in the progress column. The TILP covers a six month timeframe. A new TILP must be completed at least once every six months, or more often if needed. Goals that have not been met can be transferred to the new TILP.

If a youth has chosen not to participate in the ILP services that are on the TILP, pursuant to MPP section 31-236 (d), the social worker/probation officer must offer ILP services to the youth at least once every six months. A consistent effort must be made to engage the youth in ILP services. This can be achieved by modifying or revising the goals to align with the youth's assessed needs. Even though a youth may decline to participate in ILP services, the social worker or probation officer must still work with the youth to develop a transition plan that is inclusive of educational, employment and/or other age and developmentally appropriate life skills goals that will help the youth successfully transition out of foster care.

After the TILP is created, each party signs and receives a copy of the TILP. The handwritten hard copy of the TILP must contain all the necessary signatures. This document should be maintained in the case file. A copy of the signed document will be attached to the case plan for court hearings.

Since the new TILP is intended to be a field document, it does not contain all of the same demographic and contact information as the previous TILP. If a county needs more information than what exists on the new TILP, the county can create a cover sheet to meet their specific needs and attach it to the TILP.

CWS/CMS

Effective immediately, counties will be required to enter the ILP services that foster youth are receiving into the Contact Notebook, Associated Services in CWS/CMS. For purposes of data entry, a "Delivered Service" is any ILP service in which a youth has begun participation. This includes services in which a youth has participated in only a portion of the service. This does **not** include a planned service in which the youth has not begun participation. If an ILP event/activity covers more than one service area, each service type is entered for participating youth. For a description of countable activities for each type of ILP delivered services, see Enclosure B, Description of ILP Delivered Service Types. This CWS/CMS documentation will replace the existing process for collecting data on ILP youth still in foster care/probation through the

SOC 405A beginning October 1, 2008. From July 1, 2008 through September 30, 2008 counties must continue to submit SOC 405A data and enter ILP delivered into CWS/CMS to ensure continuity in data reported to the Federal Government. An ACL is forthcoming that will request counties to submit the October 2007 through September 2008 SOC 405A data. Beginning October 1, 2008 counties will no longer use the ILP Annual Statistical Report (SOC 405A); ILP service data will be collected through entry into CWS/CMS.

For youth who are receiving ILP services outside of their county of jurisdiction, the host county and the county of jurisdiction need to come to an agreement as to which county is responsible for entering the data on those youth. This is to avoid reporting data on the same youth twice. However, the county of jurisdiction is ultimately responsible for ensuring that the ILP delivered services are entered into CWS/CMS.

To access step-by-step instructions, "Quick Guides," and Process Maps for CWS/CMS processes and data entry, visit the web-based training guide at: <http://www.hwcws.cahwnet.gov/Training/NewUser/Curriculum/>. Once there, select and open the Referral Investigation and Closure curriculum. There are step by step instructions within this curriculum describing how to create a contact.

The CDSS will extract the data from the Delivered Services field in CWS/CMS, for those youth who are still in foster care and receiving ILP services, to satisfy the federal ILP data collection requirements. For those ILP eligible youth who do not have an open CWS/CMS case (adopted, Kin-GAP, probation, after care, etc), an ACL is forthcoming that will provide instructions to counties for the data collection process for this population that will replace the SOC 405A.

If you have any questions regarding the new TILP and related instructions, please contact the Independent Living Program Policy Unit at (916) 654-1426.

Sincerely,

Original Document Signed By:

GREGORY E. ROSE
Acting Deputy Director
Children and Family Services Division

Enclosures

c: County Welfare Directors Association

Transitional Independent Living Plan & Agreement

Youth: _____ Date of Birth: _____ Age _____ Ethnicity _____

Address: _____

Instructions To Youth: The purpose of this agreement is to capture the goals you are agreeing to achieve over the next 6 months. It is a good organizing tool to help you stay focused and keep track of your progress toward accomplishing each goal. Your Social Worker/Probation Officer and caregiver will also have copies of this agreement and will help you achieve your goals.

Instructions to Caregiver: You are agreeing to assist the youth in the development of their ILP goals and to support the youth in completing the activities.

Instructions to Social Worker/Probation Officer: You are agreeing to assist the youth and the caregiver in completing this form, and develop Planned Services that will assist the youth in meeting his/her goals. Document the Planned Services and Delivered Services in CWS/CMS. Probation officers: use manual documentation procedures.

Service goals and activities to be addressed in the plan:

Goals are individualized based on your assessment and may include examples such as:

- develop a life-long connection to a supportive adult
- graduate from high school
- obtain a part-time job
- invest savings from part-time job
- develop community connections
- obtain a scholarship to attend college
- develop competency in the life skill of _____

Activities are individualized to help meet a specific goal. Example – if high school graduation is a goal, the youth directed activity might be to attend classes regularly with no tardies for the next 6 months.

For youth participating in ILP services, activities are reportable as ILP Delivered Services in CMS. The social worker shall select from one or more of the following ILP Service Types that an individualized completed activity fits in:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Received ILP Needs Assessment • ILP Mentoring • ILP Education • ILP Education Post Secondary • ILP Education Financial Assistance • ILP Career/Job Guidance • ILP Employment/Vocational Training • ILP Money Management • ILP Consumer Skills • ILP Health Care | <ul style="list-style-type: none"> • ILP Room and Board Financial Assistance • ILP Transitional Housing, THP, THP Plus • ILP Home Management • ILP Time Management • ILP Parenting Skills • ILP Interpersonal/Social Skills • ILP Financial Assistance Other • ILP Transportation • ILP Other (Stipends/Incentives) |
|--|--|

- I understand that if I am employed as part of this plan, my earned income will be disregarded, as the purpose of my employment is to gain knowledge of needed work skills, habits and responsibilities to maintain employment. (WIC 11008.15)
- I understand that I can retain cash savings up to \$10,000 under this plan in an insured savings account and any withdrawal requires the written approval of my social worker/probation officer and must be used for purposes directly related to my transitional goals. (WIC 11155.5)
- I understand that I will receive assistance to obtain my personal documents and information about financial aid for postsecondary education/training. (WIC 16001.9)

Transitional Independent Living Plan & Agreement

Youth: _____ DOB: _____ Age: _____ Ethnicity: _____

Case Worker Name: _____ Case Worker phone: _____

TILP 6-month timeline: _____ to _____. Date Independent Living Needs Assessment completed: _____

- If I have not participated in the ILP program before, I agree to participate now.
- Based on the assessment of my level of functioning, the following transitional goals and activities meet my current needs.

Goal	Activity	Responsible Parties	Planned Completion date	Progress Date
Goal #1:				<input type="checkbox"/> Met Goal Date _____ <input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs more time/assistance. <input type="checkbox"/> Goal needs modification.
Goal #2:				<input type="checkbox"/> Met Goal Date _____ <input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs more time/assistance. <input type="checkbox"/> Goal needs modification.
Goal # 3:				<input type="checkbox"/> Met Goal Date _____ <input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs more time/assistance. <input type="checkbox"/> Goal needs modification.
Goal #4:				<input type="checkbox"/> Met Goal Date _____ <input type="checkbox"/> Satisfactory Progress <input type="checkbox"/> Needs more time/assistance. <input type="checkbox"/> Goal needs modification.

This Agreement will be updated on: _____ Update # _____

Signing this agreement means we will all work to complete the steps necessary to help the youth reach his/her goals.

Youth's signature

Date

Caregiver's signature

Date

Social Worker/Probation Officer signature

Date

Enclosure B

1. *ILP needs assessment.* An independent living needs assessment is a systematic procedure to identify a youth's basic skills, emotional and social capabilities, strengths, and weaknesses to match the youth with appropriate independent living services. An independent living needs assessment may address knowledge of basic living skills, job readiness, money management abilities, decision-making skills, goal setting, task completion, and transitional living needs.

2. *ILP Mentoring.* Mentoring means that the youth has been matched with a screened and trained adult for a one-on-one relationship that involves the two meeting on a regular basis. Mentoring can be short-term but it may also support the development of a long-term relationship. While youth often are connected to adult role models through school, work, or family, this service category only includes a mentor relationship that has been facilitated or funded by the child welfare agency or its staff.

3. *ILP Education.* Academic supports are services designed to help a youth complete high school or obtain a General Equivalency Degree (GED). Such services include the following: academic counseling; preparation for a GED, including assistance in applying for or studying for a GED exam; tutoring; help with homework; study skills training; literacy training; and help accessing educational resources. Academic support does not include a youth's general attendance in high school.

4. *ILP Education Post-secondary.* Post-secondary educational support are services designed to help a youth enter or complete college, and include the following: classes for test preparation, such as the Scholastic Aptitude Test (SAT); counseling about college; information about financial aid and scholarships; help completing college or loan applications; or tutoring while in college.

5. *ILP Education financial assistance.* Education financial assistance includes payments for education or training, including allowances to purchase textbooks, uniforms, computers, and other educational supplies; tuition assistance; scholarships; payment for educational preparation and support services (i.e., tutoring), and payment for GED and other educational tests that are paid for or provided by the State agency. This financial assistance also includes vouchers for tuition or vocational education or tuition waiver programs paid for or provided by the State agency.

6. *ILP Career/Job Guidance.* Career preparation services focus on developing a youth's ability to find, apply for, and retain appropriate employment. Career preparation includes the following types of instruction and support services: Vocational and career assessment, including career exploration and planning, guidance in setting and assessing vocational and career interests and skills, and help in matching interests and abilities with vocational goals; job seeking and job placement support, including identifying potential employers, writing resumes, completing job applications, developing interview skills, job shadowing, receiving job referrals, using career resource libraries, understanding employee benefits coverage, and securing work permits; retention support, including job coaching; learning how to work with employers and other employees; understanding workplace values such as timeliness and appearance; and understanding authority and customer relationships.

7. *ILP Employment/Vocational/Training.* Employment programs and vocational training are designed to build a youth's skills for a specific trade, vocation, or career through classes or on-site training. Employment programs include a youth's participation in an apprenticeship, internship, or summer employment program and do not include summer or after-school jobs secured by the youth alone. Vocational training includes a youth's participation in vocational or trade programs in school or through nonprofit, commercial or private sectors and the receipt of training in occupational classes for such skills as cosmetology, auto mechanics, building trades, nursing, computer science, and other current or emerging employment sectors.

8. *ILP Money Management.* Budget and financial management assistance includes the following types of training and practice: living within a budget; opening and using a checking and savings account; balancing a checkbook; developing consumer awareness and smart shopping skills; accessing information about credit, loans and taxes; and filling out tax forms.

9. *ILP Consumer Skills.* Housing education includes assistance or training in: locating and maintaining housing, including filling out a rental application and acquiring a lease, handling security deposits and utilities, understanding practices for keeping a healthy and safe home; understanding tenants rights and responsibilities, and handling landlord complaints.

10. *ILP Health Care.* Health education and risk prevention includes providing information about: hygiene, nutrition, fitness and exercise, and first aid; medical and dental care benefits, health care resources and insurance, prenatal care and maintaining personal medical records; sex education, abstinence education, and HIV prevention, including education and information about sexual development and sexuality, pregnancy prevention and family planning, and sexually transmitted diseases and AIDS; substance abuse prevention and intervention, including education and information about the effects and consequences of substance use (alcohol, drugs, tobacco) and substance avoidance and intervention. Health education and risk prevention does not include the youth's actual receipt of direct medical care or substance abuse treatment.

11. *ILP Room and Board Financial Assistance.* Room and board financial assistance includes payments that the State agency makes or provides for room and board, including rent deposits, utilities, and other household start-up expenses.

12. *ILP Transitional Housing.* Supervised independent living means that the youth is living independently under a supervised arrangement that is sponsored, facilitated, or referred to by the child welfare agency. A youth in supervised independent living is not supervised 24-hours a day by an adult and often is provided with increased responsibilities, such as paying bills, assuming leases, and working with a landlord, while under the supervision of an adult.

13. *ILP Home Management.* Home management includes instruction in food preparation, laundry, housekeeping, living cooperatively, meal planning, grocery shopping and basic maintenance and repairs.

14. *ILP Parenting Skills.* Such services include education and information about parenting, responsible fatherhood, childcare skills, and teen parenting.

15. *ILP Interpersonal/Social Skills.* Such services include education and information about safe and stable families, healthy marriages, spousal communication and domestic and family violence prevention.

16. *ILP Financial Assistance Other.* Other financial assistance includes any other payments made or provided by the State agency to help the youth live independently.

17. *ILP Transportation.* Arranging transportation to and from an activity or training/employment including issuing of bus passes and gas voucher.

18. *ILP Other.* Issuing of stipends or incentives.