

# **Housing Options Guide**

## **for Youth, Caseworkers, Courts and Supportive Adults**



**Housing Options**

Table of Contents

Introduction	2
Role of DHS or Indian Child Welfare Caseworker	3
Role of Courts	4
Role of Caregiver and Supportive Adults	5
Role of the Independent Living Program (ILP) Provider	7
Boarding Homes	8
Dormitory Housing	9
Host Homes	10
Live-in Adult/Peer Roommate Apartments	11
Scattered-Site Apartments	12
Shared Homes	13
Specialized Foster Home	14
Supervised Apartments	15
Transitional Group Homes	16

## Introduction

This document has been created by the Independent Living Program State Advisory Committee (SAC). The SAC has dedicated this guide to the many youth who have transitioned out of care and those that have yet to transition out of the system. The SAC saw a need to have better informed youth, caseworkers, and supportive adults regarding the housing options available (or those needed) for youth once they left the foster care system. This Housing Options Guide attempts to inform youth, adults and the community of the types of housing needed to support a successful transition to adulthood. While every community may not have every housing option available, every community should strive to offer multiple housing options for youth leaving care. Housing options must take into consideration the needs of the young person – skill level, past opportunities to practice daily living skills, knowledge of adult life and decisions, and the youth’s ability to function as an adult. Some youth will need to have the opportunities to adjust to adulthood in supported increments. Other youth are ready and prepared to handle adult living with minimal supports.

This guide is intended to help youth and adults understand the demands placed on a young person based on the type of housing option selected. It is the ILP State Advisory Committee’s hope that you as caseworkers or supportive adults will help youth determine the housing option best suited for them. Help youth understand that for many, adulthood and independence is successfully embarked upon in increments – slowly and intentionally.

**Role of the DHS or Indian Child Welfare Caseworker**

The DHS or Indian Child Welfare (ICW) Caseworker has ultimate planning authority for a child or young person in state or tribal care and custody. It is the role of the DHS or ICW worker to ensure a youth is informed of their options, involved in decisions that affect their lives and aware of how to obtain the skills necessary to accomplish their transition goals. Where a youth transitions after leaving the foster care system can have a lasting affect on the young person. A supported, prepared and well planned transition will position a young person for success in their transition to adult life. Statistics have proven that a hasty, unplanned, unprepared transition will result in a path of unproductive, ineffective moves and attempts at adult living.

Whether a young person is planning to participate in the on-going ILP housing services, access a one-time housing payment, or transition out of care without financial support from the Department, the DHS or ICW worker should take the following steps to ensure a youth has been prepared for the transition to adulthood:

<b>Housing</b>	<b>Education</b>	<b>Employment</b>	<b>Health</b>	<b>Community Connections &amp; Supportive Relationships</b>
<p>Development of Comprehensive Transitional Plan (CTP) at least 6-months prior to Housing setting. Include preparation of <i>Permanency Pact Agreement(s)</i>. Facilitate a FDM or YDM as necessary.</p> <p>Attend planning meetings and screenings (must be face to face).</p> <p>Planning must include decisions about legal relationship and work with attorney and Court to determine most appropriate plan.</p> <p>Review Housing Options Guide with youth.</p>	<p>Caseworker will participate in educational planning with the youth.</p> <p>Encourage &amp; Support youth in application processes for higher education.</p> <p>Assist in accessing scholarship, ETV, prior testing, reference, etc...</p>	<p>Encourage &amp; support youth in application processes for employment, assist in identifying personal reference.</p> <p>Provide youth access to personal documents necessary for employment (birth certificate, social security card, Oregon ID or criver’s license).</p>	<p>Assist young person to update medical care: recent physical, dental, vision, medication schedule. Assist youth to learn to make medical appointments and be able to get a prescription filled as necessary. Assist young person in application to OHP and/or SSI.</p> <p>Notify Federal Revenue Specialist of pending dismissal date (provide FRS a minimum of two weeks notice).</p>	<p>Help map out young person’s community, identify support persons, emergency contacts, etc.</p> <p>Assist youth to complete or update the T1 (Transition Readiness Index) form. Utilize the <i>Permanency Pact Agreement</i> to outline ongoing connections and support. Help youth think about what assistance he/she may need and who may be able to assist them.</p> <p>Determine if youth will need to have mail forwarded or if caregiver will allow youth to use their address for on-going mail needs.</p>

## **Role of Courts**

### **Courts/CRB**

When a youth is preparing to leave their current substitute care setting to establish their own residence, the court will need to review the youth's abilities to determine if the youth is safely and successfully able and willing to maintain his or herself in the type of housing selected. The court must determine whether leaving a traditional substitute care setting will result in homelessness. To assist the court in making these decisions, the caseworker must provide a clear explanation of the youth's chosen housing setting, and a copy of the youth's comprehensive transition plan (T2/CF 69A). The court should assist the young person in transition by determining the most appropriate legal custody or lack of legal relationship that will support, not enable or restrict, a young person's ability to grow and become an adult without "public system requirements."

### **Attorney**

The attorney should be invited to participate in, review and support a youth's comprehensive transition plan (T2). The attorney should assist their client by determining the most appropriate legal custody or lack of legal relationship that will support, not enable or restrict a young person's ability to grow and become an adult without "public system requirements."

### **Court Appointed Special Advocates (CASA)**

A CASA is in a unique position to inform both youth and adults. If the CASA has been able to forge a trusting relationship with a young person, the CASA should talk to the youth to determine what the youth's intentions are once they leave the foster care system. The CASA should be invited to participate in, review and support a youth's comprehensive transition plan (T2). A CASA can check in with the youth periodically to determine if the youth is receiving the training and skill building necessary to successfully transition to the housing option of choice.

**Role of Caregiver and Supportive Adults**

**Caregiver/staff**

The youth’s foster home is the ideal place to learn life skills and prepare for adult responsibilities. The teaching of life skills should begin the day a child or teen enters care. It is never too early to begin teaching skills necessary to succeed as an adult (decision making, goal setting, valuing education/life long learning, money management, self care, etc.). When a youth is planning to leave their substitute care provider to participate in one of the ILP housing programs and establish their own housing, the caregiver(s) and other supportive adults (mentors, family members, coaches, service providers) should assist youth with the following:

<b>Housing</b>	<b>Education</b>	<b>Employment</b>	<b>Health</b>	<b>Community Connections &amp; Supportive Relationships</b>
<p>Teach young person daily living skills such as the components of a safe living environment, cooking, cleaning, personal hygiene, minor home repairs, yard maintenance, etc. Discuss the pros/cons of roommates.</p> <p>Help youth plan and provide assistance in physically moving to new setting.</p>	<p>Assist youth with schoolwork and high school completion.</p> <p>Discuss options for post-secondary education or training - college tours.</p> <p>Help youth set goals for continued education or training.</p>	<p>Assist youth with career search and aptitude tests.</p> <p>Provide youth with opportunities to gain skills to improve employability.</p> <p>Allow youth to work if appropriate. Assist youth to obtain a driver’s permit and license while still in your care.</p>	<p>Assist youth to update medical needs, physical health, medication schedule and teach how to get a prescription filled.</p> <p>Help obtain medical and mental health records or services prior to leaving your care.</p>	<p>Utilize the <i>Permanency Pact Agreement</i> to outline ongoing connections and support. Help youth think about what assistance he/she may need and who may be able to assist them.</p> <p>Determine if youth will need to have mail forwarded or if you will allow youth to use your address for on-going mail needs.</p>

**Former Caregiver/staff**

Once a youth leaves, the caregiver may wish to maintain connections with the youth. This is encouraged and can be the beginning of a wonderful transition in the relationship. However, often youth are uncertain of the relationship boundaries. You should consider completing the *Permanency Pact* with a young person as they prepare to leave your care. This will help a youth to understand the opportunities for them to return or call when they need assistance or guidance from an experienced adult. You can find more information about a *Permanency Pact* at: [http://www.fosterclub.com/files/PermPact\\_0.pdf](http://www.fosterclub.com/files/PermPact_0.pdf). The *Permanency Pact* provides

you with 45 options for supporting a young person. Some of the suggestions are included below, as well as other opportunities for support once a youth has moved into their own residence:

<b>Housing</b>	<b>Education</b>	<b>Employment</b>	<b>Health</b>	<b>Community Connections &amp; Supportive Relationships</b>
<p>May provide young person a place to do laundry, occasional meal, place to celebrate holidays, etc. (see <i>Permanency Pact Agreement</i>)</p> <p>May continue to teach daily living skills such as cooking, cleaning, resolving issues with roommates, decision making, etc.</p>	<p>May continue to provide youth with homework assistance or tutoring.</p>	<p>May provide connections to employers, reference, or emergency contact for employment (see the <i>Permanency Pact Agreement</i>)</p>	<p>Check-in with youth regarding his/her medical needs, physical health, and medication schedule.</p> <p>If needed, help youth to obtain medical and mental health services.</p>	<p>Continue communication/support. Assist youth to utilize the <i>Permanency Pact Agreement</i> to outline ongoing connections and support.</p> <p>Forward young person's mail if necessary.</p>

If you are not able to continue to support the youth after they leave your care, it is important that you assist them (while still in your care) to determine who else may be a supportive adult as they make their transition to adulthood. This is not always an easy task. However, it is a task that can be the difference between a successful transition to adulthood or a life long struggle to succeed.

**Role of the ILP Provider**

When a youth is receiving contracted ILP life skills training, the ILP Provider should be well aware of the transition plan goals. The ILP Provider should assist the youth to obtain the skills and documents necessary to transition to adulthood successfully. As soon as you are aware that a youth is planning to leave their substitute care provider to access one of the ILP housing programs, the ILP Provider should assist youth with gaining and practicing the following skills:

<b>Housing</b>	<b>Education</b>	<b>Employment</b>	<b>Health</b>	<b>Community Connections &amp; Supportive Relationships</b>
<p>Teach young person daily living skills (cooking, personal care, household management, money management, etc). Discuss the pros/cons of roommates. Ensure youth understands landlord/tenant rights and responsibilities.</p> <p>Help youth calculate costs of, and set a plan for, moving to new setting.</p> <p>Help youth understand and complete the ILP Housing forms to access monthly financial support.</p>	<p>Discuss options for post-secondary education or training and financial aid. Take youth on college tours.</p> <p>Assist youth with FAFSA/financial aid applications, college registration, and other post-secondary requirements.</p>	<p>Assist youth with career preparation and search.</p> <p>Provide youth with opportunities to gain skills to improve employability.</p> <p>Help youth to access job shadows or internships to begin a work history.</p>	<p>Teach youth how to schedule appointments and locate medical assistance (doctors, dentist, hospital).</p> <p>Assist youth to update medical needs, physical health, medication schedule and teach how to get a prescription filled.</p> <p>Ensure T1 has been completed listing youth’s doctor. Explain the purpose and importance of having emergency contacts.</p>	<p>Utilize the <i>Permanency Pact Agreement</i> (PPA) to outline ongoing connections and support. Help youth think about what assistance he/she may need and who may be able to assist them. Determine if the supportive adults listed on the T1 are willing to complete a PPA with the youth.</p> <p>Assist youth with community resources (post office, library, bank, emergency food boxes, DHS Self Sufficiency Program, Social Security Office, Employment Department, etc.).</p>

To find out more about the funding available to assist a youth with their transition to living independently, contact the DHS ILP Desk at 503-945-6619.



<p align="center"><b><u>Boarding Homes</u></b></p> <p align="center">Services provided</p>	<p align="center"><b>Caregiver/Landlord/Staff</b></p>	<p align="center"><b>Youth</b></p>
<p><b>Housing:</b> Homes that provide individual rooms and may provide meals for boarders. May include shared facilities (dining, bathing, living room, etc.). May offer laundry facilities on site, not required.</p> <p><b>Funding Options –</b></p> <ul style="list-style-type: none"> <li>• Subsidy or Chafee funds may be paid directly to a vendor or the youth. If paid directly to the youth, youth is responsible for paying own room and board expenses.</li> <li>• Youth may pay using own funds or other assistance.</li> <li>• Privately funded.</li> </ul> <p><b>Supervision-</b> Minimal supervision is provided.</p>	<p>Provide safe, adequate home</p> <p>Have a rental agreement that will include rules of the program/house rules.</p>	<p>Young person should have basic skills needed for this level of independence such as personal safety, safe living environment, basic budgeting, personal hygiene, etc.</p> <p>Agree to household rules/rental agreement, able to cooperate with other boarders and housing staff.</p> <p>Youth must commit to continuing to enhance daily living skills needed to reside in and be responsible for own household –household maintenance/repairs, utilities, time management, etc.</p>
<p><b>Education:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Youth is expected to be working on some level of education, or skills training.</p>
<p><b>Employment:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Youth will be gainfully employed if needed to sustain housing placement.</p>
<p><b>Health Care:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Young person must commit to maintain own medical care: medication, counseling, appointments. Demonstrate an ability to live a lifestyle free of alcohol and drug <u>abuse</u>.</p>
<p><b>Community Connections:</b></p> <p>Housing will be accessible to community services such as transportation, education, health care, employment opportunities and/or postsecondary education or training opportunities.</p>	<p>No component required.</p>	<p>Youth will learn and begin accessing community resources and connections.</p>

<b>Dormitory Housing</b> 1. College/University Setting 2. Non College/University Setting	<b>Landlord/Residence Life Staff</b>	<b>Youth</b>
<b>Housing:</b> Multiple units in one setting as self sustaining apartments or shared common areas; kitchen, bathroom, leisure/recreational. <b>Funding Options –</b> <ul style="list-style-type: none"> <li>• Subsidy or Chafee funds may be paid directly to a vendor or the youth. If paid directly to the youth, youth is responsible for paying own room and board expenses.</li> <li>• Youth may pay using own funds or other assistance.</li> <li>• Privately funded.</li> </ul> <b>Supervised-</b> Residence Life staff on site	Established regular hours of on site support.  Develop and maintain positive relationships with all residents, confront inappropriate behavior when it occurs and take necessary follow-up measures.	Young person will need to prepare for some level of independence: meal preparation, personal safety, safe living environment, basic budgeting, etc.  Agree to housing or program rules/ rental agreement, relate to resident assistant, cooperate with other residents.
<b>Education:</b> College/University Setting – Requirements set by College/University  Non College/University Setting – No education program requirements.	Assist residents with knowing on campus or local resources.	Dependent of type of dormitory setting; educational based or non-educational based. Youth is expected to be working on some level of education, or skills training.
<b>Employment:</b>  College/University Setting – No employment requirements  Non College/University Setting _NCR	Assist residents with knowing on campus or local resources.	Young person in a non-educational setting will need to be gainfully employed to sustain housing placement. *Consider a prerequisite of employment if not educational based.
<b>Health Care:</b>  Housing program does not directly provide this service although would promote and assist the young person with seeking services and a healthy lifestyle.	Promote and assist the young person with seeking services and a health lifestyle. Assist residents with knowing campus or local resources.	Young person must commit to maintain own medical care; medication, counseling. Demonstrate an ability to live a lifestyle free of alcohol and drug <u>abuse</u> .
<b>Community Connections:</b>  Program will be connected to Community services such as transportation, education, health care, employment opportunities and/or College/University structure.	Assist residents with knowing on campus or local resources.	Young person must have abilities to shop for food, access transportation, post office, banking, identify support persons and networks.

Dormitory Housing: An important objective is to provide not just a place to sleep, but also opportunities for personal safety, personal growth and transitional support toward a less structured living environment. Dormitory Housing provides a trained Residence Life staff to support this objective by creating engaging activities and programs for the residence of the housing program.

Editorial note: A non-educational setting will require a public or private entity to provide the housing facility, and accompany program structure which includes a Resident Life staff for day-to-day support and oversight.

<b>Host Homes</b>  Services provided	<b>Caregiver/staff</b>	<b>Youth</b>
<p><b>Housing:</b> A home that rents youth a room in a family or single adult’s home. Basic facilities are shared and basic rules are implemented. Host home adults do not need to be licensed or trained.</p> <p><b>Funding Options –</b></p> <ol style="list-style-type: none"> <li>1. Subsidy or Chafee funds may be paid directly to a vendor or the youth. If paid directly to the youth, youth is responsible for paying own room and board expenses.</li> <li>2. Youth may pay using own funds or other assistance.</li> <li>3. Privately funded.</li> </ol> <p><b>Supervised –</b> Incidental supervision.</p> <p><i>Note:</i> Great option for rural areas where housing is limited.</p>	<p>Host home provider is the primary individual responsible for the maintenance of the home, guidelines and facility.</p> <p>Host home provider may support, encourage and mentor the youth in their independence and hold the youth accountable to rules.</p> <p>Household rules should be explained and provided in writing whenever possible.</p>	<p>Agree to household rules; rental agreement, able to cooperate with host home provider and other members of the household.</p> <p>Youth must commit to continuing to enhance daily living skills needed to reside in and be responsible for own household – utilities, household maintenance/ repairs, etc.</p>
<p><b>Education:</b> No component required.</p>	<p>N/A</p>	<p>Youth is expected to be working on some level of education, or skills training.</p>
<p><b>Employment:</b> No component required.</p>	<p>N/A</p>	<p>Youth will maintain or obtain employment, or participate in employment activities.</p>
<p><b>Health Care:</b>  No component required.</p>	<p>N/A</p>	<p>Young person must commit to maintain own medical care; medication, counseling. Demonstrate an ability to live a lifestyle free of alcohol and drug <u>abuse</u>.</p>
<p><b>Community Connections:</b> Housing will be accessible to community services such as transportation, education, health care, employment opportunities and/or postsecondary education or training opportunities.</p>	<p>May model accessing community resources and making positive connections.</p>	<p>Youth will learn and begin accessing community resources and connections.</p>

<b>Live-in Adult/Peer Roommate</b>	<b>Landlord/Roommate</b>	<b>Youth</b>
<p>Services provided</p> <p><b>Housing:</b> Live-in adult/peer roommate (or mentor) provides a situation in which a youth shares housing with an adult or student who serves as a mentor or role model.</p> <p><b>Funding Options –</b></p> <ul style="list-style-type: none"> <li>• Subsidy or Chafee funds may be paid directly to a vendor or the youth. If paid directly to the youth, youth is responsible for paying own room and board expenses.</li> <li>• Youth may pay using own funds or other assistance.</li> <li>• Privately funded.</li> </ul> <p><b>Supervision –</b> Minimal (dependent on agreement)</p>	<p>Provide safe, adequate housing. Will model positive daily living skills; safe living environment, cooking, cleaning, etc.</p> <p>Have a rental agreement that will include rules of the program/house rules. *May receive stipend for mentor activities. Roommate will have contact information for DHS caseworker.</p>	<p>Young person should have basic skills need for this level of independence; personal safety and safe living environment, advanced budgeting skills.</p> <p>Agree to rental agreement or house rules, able to cooperate with roommate, and neighbors. A roommate agreement is required.</p> <p>Youth must commit to continuing to enhance daily living skills needed to reside in and be responsible for own household – utilities, household maintenance/ repairs, etc.</p>
<p><b>Education:</b></p> <p>N/A</p>	<p>No component required.</p>	<p>Youth is expected to be working on some level of education, or skills training.</p>
<p><b>Employment:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Youth must be gainfully employed to sustain housing placement.</p>
<p><b>Health Care:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Young person must commit to maintain necessary medical care; medication, counseling. Demonstrate an ability to live a lifestyle free of alcohol and drug <u>abuse</u>.</p>
<p><b>Community Connections:</b></p> <p>Housing will be accessible to Community services such as transportation, education, health care, employment opportunities and/or postsecondary education or training opportunities.</p>	<p>Model accessing community resources and making positive connections.</p>	<p>Young person must demonstrate an ability to shop for food, access transportation, post office, banking, etc</p>

Scattered Site Apartments	Landlords/Roommates	Youth
<p>Services provided</p> <p><b>Housing:</b> Individual apartment, usually rented from a private landlord (may have roommates).</p> <p><b>Funding Options –</b></p> <ul style="list-style-type: none"> <li>• Subsidy or Chafee funds may be paid directly to a vendor or the youth. If paid directly to the youth, youth is responsible for paying own room and board expenses.</li> <li>• Youth may pay using own funds or other assistance.</li> <li>• Privately funded.</li> </ul> <p><b>Supervision</b> is not a primary component of this program.</p>	<p>Provide safe, adequate housing.</p> <p>Have a rental agreement/lease that outlines fees, payment due dates, and other requirements or expectations of renters.</p>	<p>Young person should have basic skills needed for this level of independence; personal safety and safe living environment, advanced budgeting skills.</p> <p>Agree to rental agreement, able to cooperate with landlord, and neighbors.</p> <p>Youth must possess daily living skills needed for residing in and maintaining own household – money management, time management, household maintenance/repairs, transportation, etc.</p> <p>If roommates, they will complete a Roommate Agreement detailing who is responsible for paying what bills or portion of each bill, which chores each roommate is expected to complete, and basic conduct expectations.</p>
<p><b>Education:</b></p> <p>N/A</p>	<p>No component required.</p>	<p>Youth is expected to be working on some level of education, or skills training.</p>
<p><b>Employment:</b></p> <p>N/A</p>	<p>No component required.</p>	<p>Youth must be gainfully employed to sustain housing placement.</p>
<p><b>Health Care:</b></p> <p>N/A</p>	<p>No component required.</p>	<p>Young person must commit to maintain necessary medical care; medication, counseling. Demonstrate an ability to live a lifestyle free of alcohol and drug <u>abuse</u>.</p>
<p><b>Community Connections:</b></p> <p>Apartments will be accessible to Community services such as transportation, education, health care, employment opportunities and/or postsecondary education or training opportunities.</p>	<p>No component required.</p>	<p>Young person must demonstrate an ability to shop for food, access transportation, post office, banking, etc</p>

<b>Shared Homes</b>  Services provided	<b>Caregiver/staff/ Landlord</b>	<b>Youth</b>
<p><b>Housing:</b> Home shared by several young adults who take full responsibility for the house and personal affairs. Shared homes may or may not have live-in adults.</p> <p><b>Funding Options –</b></p> <ul style="list-style-type: none"> <li>• Subsidy or Chafee funds may be paid directly to a vendor or the youth. If paid directly to the youth, youth is responsible for paying own room and board expenses.</li> <li>• Youth may pay using own funds or other assistance.</li> <li>• Privately funded.</li> </ul> <p><b>Supervision</b> is not a primary component of this program.</p>	<p>Provide safe, adequate housing.</p> <p>Have a rental agreement/lease that outlines fees, payment due dates, and other requirements or expectations of renters.</p>	<p>Youth must possess daily living skills needed for residing in and maintaining own household – money management, time management, household maintenance/repairs, transportation, personal safety and safe living environment etc.</p> <p>Agree to rental agreement, able to cooperate with landlord, and neighbors.</p> <p>All roommates will complete a Roommate Agreement detailing who is responsible for paying what bills or portion of each bill, which chores each roommate is expected to complete, and basic conduct expectations.</p>
<p><b>Education:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Youth is expected to be working on some level of education, or skills training.</p>
<p><b>Employment:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Youth must be gainfully employed to sustain housing placement.</p>
<p><b>Health Care:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Young person must commit to maintain necessary medical care: medication, counseling. Demonstrate an ability to live a lifestyle free of alcohol and drug <u>abuse</u>.</p>
<p><b>Community Connections:</b></p> <p>Housing will be accessible to community services such as transportation, education, health care, employment opportunities and/or postsecondary education or training opportunities.</p>	<p>No component required.</p>	<p>Young person must demonstrate an ability to shop for food, access transportation, post office, banking, etc</p>

<b>Specialized Foster Home</b>  Services provided	<b>Caregiver/staff</b>	<b>Youth</b>
<p><b>Housing:</b> Home where youth is placed with a community foster family specially prepared to provide training in independent living skills. Adults reside in the home.</p> <p><b>Subsidized</b> – No, this is a paid sub-care placement.</p> <p><b>Supervised</b> – transition appropriate supervision is expected, particularly during hands-on life skills practice sessions.</p>	<p>The foster parent provides supervised housing.</p> <p>Foster parents will complete a training course to be able to provide the necessary skills training and transitional support for the youth.</p>	<p>Youth should be able and willing to follow the rules and expectations of the home and learn the transition skills taught in the home.</p>
<p><b>Education:</b> Provides support &amp; assistance for youth’s educational needs/goals.</p>	<p>Foster Parent will participate in educational planning with the youth. Provides support &amp; assistance for youth’s educational needs/goals.</p>	<p>Youth is expected to be working on some level of education, or skills training.</p>
<p><b>Employment:</b></p> <p>No component required.</p>	<p>Assist youth with employment readiness skills. Support employment.</p>	<p>Optional -Youth could be working either full or part-time, depending on their situation.</p>
<p><b>Health Care:</b></p> <p>No component required.</p>	<p>Assist youth to update medical needs, physical health, medication schedule and teach how to get a prescription filled.</p>	<p>Youth would be in DHS care &amp; custody and would have OHP health care.</p> <p>Young person must commit to maintain necessary medical care: medication, counseling.                      Demonstrate a willingness to live a lifestyle free of alcohol and drug abuse.</p>
<p><b>Community Connections:</b></p> <p>Home will be accessible to community services such as transportation, education, health care, employment opportunities and/or postsecondary education or training opportunities.</p>	<p>Assist youth to become familiar with and learn to access community resources and connections while in the foster home.</p>	<p>Youth will become familiar with and learn to access community resources and connections while in the foster home.</p>

Supervised Apartments	Caregiver/Staff	Youth
<p><b>Services Provided</b></p> <p><b>Housing:</b> A supervised apartment building is usually owned by an agency that houses youth in separate apartments and is supervised by live-in or overnight staff.</p> <p><b>Funding Options –</b></p> <ul style="list-style-type: none"> <li>• Subsidy or Chafee funds may be paid directly to a vendor or the youth. If paid directly to the youth, youth is responsible for paying own room and board expenses.</li> <li>• Youth may pay using own funds or other assistance.</li> <li>• Privately funded.</li> </ul> <p><b>Supervised:</b> moderate, live-in or overnight staff in a separate unit.</p>	<p>Provide safe, adequate housing.</p> <p>Will support youth with positive daily living skills: safe living environment, cooking, cleaning, etc.</p> <p>Have a rental agreement that will include rules of the program/house rules.</p> <p>Agency/staff will complete a training course to be able to provide the necessary skills training and transitional support for the youth.</p>	<p>Young person should have basic skills needed for this level of independence; personal safety and safe living environment, basic budgeting.</p> <p>Agree to rental agreement, able to cooperate with agency staff/landlord and neighbors.</p> <p>Youth must possess daily living skills needed for residing in and maintaining own household – money management, time management, household maintenance/repairs, transportation, etc.</p>
<p><b>Education:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Youth is expected to be working on some level of education, or skills training.</p>
<p><b>Employment:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Youth must be gainfully employed to sustain housing placement.</p>
<p><b>Health Care:</b></p> <p>No component required.</p>	<p>No component required.</p>	<p>Young person must commit to maintain necessary medical care; medication, counseling. Demonstrate an ability to live a lifestyle free of alcohol and drug <u>abuse</u>.</p>
<p><b>Community Connections:</b></p> <p>Housing will be accessible to community services such as transportation, education, health care, employment opportunities and/or postsecondary education or training opportunities.</p>	<p>Help model accessing community resources and making positive connections.</p>	<p>Young person must demonstrate an ability to shop for food, access transportation, post office, banking, etc</p>



<p style="text-align: center;"><b>Transitional Group Homes</b></p> <p style="text-align: center;">Services will be time limited – based on youth’s trans. plan.</p>	<p style="text-align: center;"><b>Caregiver/Staff</b></p>	<p style="text-align: center;"><b>Youth</b></p>
<p><b>Housing:</b> Serves approx. 5-6 youth. Family style living that provides individual or shared rooms, meals, and mentoring. Includes shared facilities (dining, bathing, living room, laundry facilities on site, etc.)</p> <p><b>Funding Options –</b></p> <ul style="list-style-type: none"> <li>• Subsidy or Chafee funds may be paid directly to a vendor or the youth. If paid directly to the youth, youth is responsible for paying own room and board expenses.</li> <li>• Youth may pay using own funds or other assistance.</li> <li>• May be a paid sub-care placement.</li> <li>• Privately funded.</li> </ul> <p><b>Supervised</b> - transition appropriate supervision is expected, particularly during hands-on life skills practice sessions.</p>	<p>Provides supervised housing.</p> <p>Caregiver/staff will complete a training course to be able to provide the necessary skills training and transitional support for the youth.</p> <p>Participate in the development of and support the Comprehensive Transition Plan (T2).</p>	<p>Youth should be able and willing to follow the rules and expectations of the home and learn the transition skills taught in the home.</p>
<p><b>Education:</b></p> <p>No component required.</p>	<p>Will participate in educational planning with the youth.</p> <p>Provides support &amp; assistance for youth’s educational needs/goals.</p>	<p>Youth is expected to be working on some level of education, or skills training.</p>
<p><b>Employment:</b></p> <p>No component required.</p>	<p>Assist youth with employment readiness skills. Support employment.</p>	<p>Optional –Youth could be working either full or part-time, depending on their situation.</p>
<p><b>Health Care:</b></p> <p>No component required.</p>	<p>Assist youth to update medical needs, physical health, medication schedule and teach how to get a prescription filled.</p>	<p>Young person must commit to learning to maintain necessary medical care; medication, counseling. Demonstrate a willingness to live a lifestyle free of alcohol and drug <u>abuse</u>.</p> <p>If youth is a ward of the court, DHS-CW will provide OHP coverage.</p>
<p><b>Community Connections:</b> Housing will be accessible to Community services such as public transportation, education, health care, employment opportunities and/or postsecondary education or training opportunities.</p>	<p>Assist youth to become familiar with and learn to access community resources and connections while in the foster home.</p>	<p>Youth will become familiar with and learn to access community resources and connections while in the group home.</p>