



State of Delaware

The Department of Services for
Children, Youth and Their Families

Division of Family Services

SELF-SUFFICIENCY BENCHMARKS & SERVICE STANDARDS

Introduction

The purpose of this guide is to facilitate youth's transition to independence. This is a useful reference for youth, Division staff, caregivers of teens, and independent living service providers. Additionally, it offers a shared understanding of the roles and responsibilities of the caregivers and service providers involved in the youth's care. This guide compiles information from a variety of sources to assist with determining a youth's strengths and areas for growth in key life skill areas. It identifies vital outcomes and areas of responsibility for the youth. These areas include education, employment/career development, financial literacy/capability, physical/mental health, housing, daily living, and youth engagement.

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Children & Families First, Child Inc., Delaware school district representatives, Delaware teachers, Dunamis Dominion, The Elizabeth W. Murphey School Inc., former foster youth, foster parents, Kind to Kids Foundation, OCA/CASA, People's Place, Pressley Ridge, Progressive Life Center, and West End Neighborhood House.

How to use this Guide

Step 1. Complete Life Skills Checklist with youth. This should be repeated and reviewed at the youth's Child Plan or IL Service Plan meeting every 6 months. This checklist should also be completed at the following times:

- Entering care
- Exiting care
- STEPS Meeting
- Change in placement

Step 2. Review Youth Developmental overview.

Step 3. Refer to completed checklist to identify prioritized outcome areas.

Step 4. Identify responsible parties.

Step 5. Begin working with youth in obtaining necessary skills outlined in Outcome Areas. Youth may be working on more than one area at a time.

Step 6. The Life Skills Checklist needs to follow the youth and should be transferred to new family or provider within a week.

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Youth Developmental Overview

Adolescence is a unique time in human development, when young people are transitioning to adulthood, establishing their autonomy and identity, confronting new challenges, and trying to understand and interpret the world around them by taking risks and testing boundaries. Adolescents place a high sense of value on honesty, hard work, and education. They have positive outlooks on their future. It is important to note that negative stereotypes about youth are profoundly detrimental to the health and well-being of adolescents. Labels can affect self-image, potentially alienating youth from the services to which we are seeking to connect them. Self-concept and self-image are crucial aspects of adolescent development that must be considered when working with youth. It is important to highlight the attributes that each youth possesses.

Fourteen to Fifteen

Adolescence is a period of significant change, from the roles and behaviors of childhood into the expectations of adulthood. Teens at 14 to 15 years old are transitioning from early to middle adolescence. Usually the biological changes associated with puberty have occurred for females and males are at least beginning the transition to physical maturity. Frequent mood swings and argumentative or disobedient behavior may be considered typical of this group as they struggle to develop independence. They may be preoccupied with their physical appearance or attractiveness and will compare themselves to their friends. The teen will identify strongly with a peer group and will often enjoy activities with a large group of peers. This group also challenges the authority of parents and others. They may have difficulty maintaining “normal” sleep patterns since adolescents’ natural tendency is to fall asleep later and wake later in the morning. The 14 to 15 year old brain is still developing; they are learning to think hypothetically and take multiple perspectives as they develop formal problem-solving skills. This allows them to recognize faults in parents and other authority figures. They may express certain moral values but then behave in ways contradictory to that. This age group is exploring their sexual identity and is sometimes ambivalent about sexual relationships; education is critical as the teens progress into romantic relationships. These adolescents often engage in activities which stimulate intense emotional responses such as scary movies and loud music. Youth may also engage in risky behaviors such as experimenting with drugs and alcohol. These behaviors may lead to minor run-ins with the legal system or life-threatening outcomes.

Sixteen to Eighteen

Adolescents in the 16 to 18 year old category are encountering the crisis of identity formation which is the fundamental developmental task of the teen years. They are very self-involved, and may alternate between unreasonably high expectations and very low self-esteem. Focus on their physical

attractiveness may persist, as they continue to rely on peer groups for affirmation and develop independence from parents and caregivers. Identity is more stable than in early adolescence, however. Conflict with family may peak and taper off during this period. Peer groups may become smaller and more selective; one-on-one friendships and romantic relationships gain prominence. Conventional morality has been internalized, and the teen experiences shame and guilt when they do not live up to their own expectations. Teens of 16 to 18 years old are capable of self-assessment and introspection and have greater capacity to set goals. However, they may still struggle with handling multiple tasks, which may lead to forgotten commitments; and they are less able to read facial expressions and body language than adults. Because they appear physically mature, it can be difficult for adults to discern areas of developmental difficulty among this age group.

Eighteen to Twenty-One

Young adults in the 18 to 21 year old category are working to establish their sense of personal identity and emotional stability. Their self-esteem may be internalized and they are better able to demonstrate independent decision-making. They are more interested in serious relationships, yet may still be exploring their sexual identity. Some young adults have developed the capacity for intimate relationships. Young adults have expectations of older adults to have constructive answers about their concerns. Most young adults have identified older adults that they rely on for advice, straightforwardness, and honesty. They have developed insight regarding the perspectives of others through social interactions. They can evaluate how their personal behavior affects others. They have also developed the capacity to systematically solve problems with abstract thought. Young adults are transitioning to independence.

Life Skills Checklist

The purpose of this tool is to assess a youth’s knowledge/abilities in the identified skill domains. The tool should be completed by one or more responsible parties who have regular contact with the youth (DFS worker, private agency, foster parent, or Independent Living provider). Areas in need of skill development will be addressed in the youth’s child plan and/or service plan. Each domain identifies several skill sets. Examples can be found for each skill set starting on page 30 under the corresponding outcome areas. Determine if the youth’s ability and knowledge needs improvement (N) , meets expectations (M), or has been achieved (A) in each skill set. Check the corresponding box in the grid and use the Comments and Observations area to clarify the youth’s strengths and needs.

| KEY | |
|--------------------|---|
| NEEDS IMPROVEMENT | N |
| MEETS EXPECTATIONS | M |
| ACHIEVED | A |

| Domain: Education | N | M | A |
|--|----------|----------|----------|
| Ability to succeed in school- Youth attains educational goals and participates in activities/educational support programs if/as needed. Reference page 30-32. | | | |
| Ability to explore and select the right education setting for future success- Youth is knowledgeable of how education improves quality of life and knows educational options that will lead to employment in their chosen field. Reference pages 32-33. | | | |
| Secondary or post-secondary education and/or training planning- Youth has goals, knows options, and is aware of admission criteria needed to pursue post-secondary education. Youth has competency with their curriculum planning and scheduling, educational opportunities, and applying to post-secondary education/training programs of their choice. Reference pages 33-34. | | | |
| Awareness of financial support for post-secondary education- Youth is able to identify sources of financial assistance and scholarships, then determine which meets their needs. Youth are competent to access and apply for financial assistance. Reference pages 34-35. | | | |
| Youth takes ownership over their education or becomes their own educational advocate- Youth are able to obtain educational records and lead their educational planning. Reference page 35. | | | |
| Navigation of higher education system- Youth demonstrates appropriate social skills involving self disclosure and boundaries. They can competently identify support services, gather/maintain necessary documents, and explore appropriate housing options during secondary education. Reference pages 35-36. | | | |
| Domain: Employment and Career Development | N | M | A |
| Resume & job application preparation- Youth can create/maintain a working resume, cover letter, fact sheet, and reference list. Reference pages 37-38. | | | |

| | | | |
|---|--|--|--|
| <p>Job search skills- Youth has the ability to navigate required paperwork, and knows how to search/apply for employment/volunteer opportunities. Youth is able to complete follow up calls/emails, and shows appropriate conduct when submitting applications. Reference pages 38-39.</p> | | | |
| <p>Professional conduct- Youth demonstrates knowledge of time management, appropriate appearance, professional/appropriate communications/interactions with coworkers/supervisors, resigning, strategic sharing, work ethic, drug screening, and call out procedures. Reference page 39.</p> | | | |
| <p>Interview skills- Youth demonstrates knowledge of interview skills, such as: appropriate appearance/ attire, adequate responses to interview questions, appropriate conduct, how to follow up, their personal skill set related to employment, and how to apply life experiences to employment. Reference pages 39-40.</p> | | | |
| <p>Legal employment rights- Youth has knowledge of employment legal rights, such as: maximum hours, minimum wage, types of employment, age requirements, and employer policies/procedures. Reference page 40.</p> | | | |
| <p>Career exploration- Youth utilizes strengths and interests when planning for their future career. Youth knows what education is necessary for their chosen career path. They have a multi year career/ educational plan, can identify short-/long-term employment goals, and can understand job requirements beyond educational credentials. Reference pages 40-41.</p> | | | |
| <p>Career development- Youth identifies then participates in internships, volunteer opportunities, job shadowing, and apprenticeships available in their chosen career field. They demonstrate ability to learn from both good and bad work experiences. Reference page 41.</p> | | | |

| Domain: Financial Literacy & Capability | N | M | A |
|---|----------|----------|----------|
| <i>Ability to perform basic banking functions-</i> Youth demonstrates understanding of the difference between banks/credit unions, how to navigate banking system, the roles of bank personnel, different types of accounts, and banking fees/services. Reference page 42. | | | |
| <i>Ability to budget & manage money-</i> Youth demonstrates an understanding of fixed expenses, flexible expenses, income, how to read a pay stub, paying bills properly, budgeting, savings, strategies for saving, using banking tools, and record keeping techniques. Reference page 43. | | | |
| <i>Understanding the pros and cons of credit-</i> Youth is aware of the pros and cons of credit, and the consequences of having bad credit. Youth knows how to access/read credit reports, and understands credit scores. Youth understand the advantages/disadvantages of instant credit. Reference pages 43-44. | | | |
| <i>Ability to file taxes and understand the basics of local, state, and federal taxes-</i> Youth knows how to locate, the uses of, how to read, and how to complete tax forms. Youth is aware of tax timelines and deadlines. They know the different options available for completing taxes and the cost of those options. Youth understands the purpose of taxes, payroll taxes, amount to withhold, and eligibility for tax credits if applicable. Reference pages 44-45. | | | |
| Domain: Physical & Mental Health | N | M | A |
| <i>Accessing healthcare-</i> Youth has identified providers for their needs and has had medical appointments within the last year. They are knowledgeable of the consequences of missing appointments, copays, healthcare coverage, and how to change medical providers. Reference pages 46-47. | | | |

| | | | |
|--|--|--|--|
| Knowing how to obtain health history- Youth understands how to obtain medical records, has a basic understanding of HIPAA, and has a copy of their medical records from DFS. Reference page 47. | | | |
| Access to appropriate systems- Youth is able to voice their need for different kinds of medical support depending on their needs. They are able to seek answers to healthcare questions, fill/refill prescriptions, understand generic/name brand prescriptions, and how to access medical insurance to pay for prescriptions. Reference pages 47-48. | | | |
| Prevention & maintaining a healthy lifestyle- Youth understands self care, maintaining a healthy lifestyle, the risks of tobacco use, the benefits/consequences of using emergency vs. primary care, impact of pregnancy, and has established a healthcare directive. Reference page 48. | | | |
| Substance abuse prevention- Youth understands the dangers and consequences of drugs, alcohol, and illegal substance use. If dependent on substances, they have obtained rehabilitation services. Youth engages in activities that lead to a healthy lifestyle. Reference page 49. | | | |
| Abuse, neglect, and violence awareness- Youth understands the various kinds of abusive, neglectful, and violent behaviors. They know how to report it and obtain services. Youth has knowledge of domestic violence vs healthy relationships. Youth has knowledge on suicide prevention, safety, and emergency services. Reference page 49. | | | |
| Gender identification & sexual education awareness- Youth understands gender identification, the right to self define, diversity of sexuality, diversity of gender identity based cultures, danger of high risk sexual behavior, STDs, and pregnancy prevention. Reference pages 49-50. | | | |

| Domain: Housing | N | M | A |
|--|----------|----------|----------|
| Introduction to housing- Youth understands various housing options, safe/affordable housing, and various community resources available. Youth has participated in housing simulation scenario. Reference page 51. | | | |
| Understanding available housing resources- Youth has knowledge of how to access legal aide for tenant/ landlord disputes, and how to access rent/utilities subsidies. Reference page 51. | | | |
| Financial resources- Youth understands utilities, security/utility deposits, renter's insurance, how different housing situations effect credit, and the benefits/ consequences/costs of home ownership. Reference page 52. | | | |
| Homelessness prevention- Youth understands available housing options, emergency housing, consequences of breaking leases/agreements, how to handle a housing crisis, communicating with a landlord, and how to develop a housing plan with multiple options. Reference pages 52-53. | | | |
| Housing options- Youth understands available supportive housing options, how to locate housing, how to choose housing based on safety/affordability/ access to amenities, and the pros/cons of having a co-signer/roommate. Reference page 53. | | | |
| Housing Stability- Youth understands tenant rights/ responsibilities, definition of household composition, definition of visitors/guests, ways to manage costs/ consumption of utilities, consequences of violating lease rules, steps for regaining housing, consequences of negative rental history, home safety, and minor home repair. Reference page 54. | | | |
| Domain: Activities of Daily Living | N | M | A |
| Basic living skills- Youth knows how to perform activities of daily living (cooking, cleaning, shopping, etc.), demonstrates appropriate hygiene, and knows proper attire for different situations. Reference page 55. | | | |

| | | | |
|---|--|--|--|
| <i>Social skills-</i> Youth understands appropriate boundaries and practices strategic sharing. Youth engages appropriately with peers/adults. They understand appropriate conduct, social norms, conflict resolution, and time management. Reference pages 55-56. | | | |
| <i>Have legal documents & knowledge on how to obtain documents-</i> Youth have in their possession/ maintain/safeguard their driver's license/state ID, birth certificate, social security card, Medicaid card, and/or any other documentation that applies to youth's specific needs. Reference page 56. | | | |
| <i>Navigation of access to public systems & community resources-</i> Youth know how to locate and access the following systems: legal, state service centers, online benefit system, financial support, personal enrichment, career centers, LGBTQ related resources, and general community resources. Reference pages 56-57. | | | |
| <i>Healthy relationship education-</i> Youth understands how to maintain healthy and safe boundaries. They are able to engage in an appropriate intimate relationship. Youth have an understanding of parenting skills, critical aspects of child development, child care, and family planning. They understand the value of and how to develop mentoring relationships. Youth know the components of healthy and safe relationships. Reference pages 57-58. | | | |
| <i>Permanent connections-</i> Youth has explored permanency resources and permanent lifelong connections with family and /or other adults in their life. They have worked or are working through unresolved family issues, and have reestablished or are maintaining appropriate family contacts. Reference pages 58-59. | | | |
| <i>Safety-</i> Youth is responsible for personal safety by avoiding dangerous situations, understands basic safety plans, knows what information to carry with them, lets someone know their whereabouts, knows basic | | | |

| | | | |
|---|----------|----------|----------|
| first aid, knows the consequences of distracted/ impaired driving, how to safely resolve conflict, and understands rights/responsibilities regarding law enforcement. Youth understands household safety such as: how to stay safe during a natural disaster, fire safety, has an emergency evacuation plan, and how to childproof a home. They understand internet safety like online hazards, appropriate/inappropriate information to share on social networks, online scams, and online predators. Reference pages 59-61. | | | |
| Transportation- Youth is knowledgeable on driver safety, car purchasing, importance of insurance, rules of the road, basic car maintenance, and how to use public transportation. Reference page 61-62. | | | |
| Domain: Youth Engagement | N | M | A |
| Engagement on personal Level- Youth has knowledge of court systems. They demonstrate effective decision making skills and self advocacy skills in multiple situations. They have appropriate role models. Youth is aware of opportunities for religious expression. They understand their rights in foster care and participate in activities similar to their peers. Reference page 63-64. | | | |
| Engagement on community level- Youth understands and demonstrates knowledge of volunteering, resources, and civic engagement. Youth understands consequences of being involved in positive/negative activities in the community, examples being political movements or gang activity. Reference page 64. | | | |
| Engagement on youth advocacy/public policy level– Youth demonstrates basic knowledge of how public policies are created and the legislative process. They know how to research and locate areas of interest. Youth knows how to access and participate in YAC activities. Reference pages 64-65. | | | |

Instructions for Responsible Parties

- All parties have a role and responsibility in assisting the youth to develop their competency in the indicated areas.
- The party listed as primary will have the main responsibility for ensuring skill development. This can occur through direct training or connecting the youth with a community resource to ensure learning.
- Those listed as secondary play a supplemental role in helping to ensure the competency is learned.
- Ultimately, the Division of Family Services is accountable for what occurs and which responsible party ensures that the outcome area is addressed.

| Key | |
|-----|---|
| P | Primary |
| S | Secondary |
| *S | These areas for responsible party refer to schools serving youth with disabilities. |

| Responsible Parties for Youth Outcome Areas Ages 14-15 | | | |
|--|---------------------------|----------------------|---------------|
| | DFS/Private Agency | Foster Parent | School |
| Education | | | |
| • Ability to succeed in school | S | P | P |
| • Ability to explore & select the right education setting for future success | P | S | P |
| • Secondary or post-secondary education and/or training planning | P | S | P |
| Employment/Vocation | | | |
| • Resume & job application preparation | S | P | S |
| • Job search skills | S | P | S |
| • Professional conduct | S | P | S |
| • Interview skills | S | P | S |
| • Legal employment rights | S | P | S |
| Financial Literacy & Capability | | | |
| • Ability to perform basic banking functions | P | S | |
| • Ability to budget & manage money | S | P | |

| Responsible Parties for Youth Outcome Areas Ages 14-15 (continued) | | | |
|---|-------------------------------|----------------------|---------------|
| | DFS/Private Agency | Foster Parent | School |
| Physical & Mental Health | | | |
| • Accessing healthcare | S | P | S |
| • Prevention & maintaining a healthy lifestyle | S | P | S |
| • Substance abuse prevention | P | S | S |
| • Abuse, neglect, & violence awareness | P | S | S |
| • Gender identity & sexual education awareness | | P | S |
| Housing | | | |
| • Housing preparation | P | S | |
| Activities of Daily Living | | | |
| • Basic living skills | S | P | S |
| • Social skills | S | P | S |
| • Have legal documents knowledge of how to obtain documents | P | S | |

| Responsible Parties for Youth Outcome Areas Ages 14-15 | | | |
|--|--------------------|---------------|--------|
| | DFS/Private Agency | Foster Parent | School |
| • Navigation of access to public systems & community resources | P | S | |
| • Family & healthy relationship education | S | P | S |
| • Safety | S | P | S |
| • How to utilize transportation | S | P | |
| • Permanent connections | P | S | |
| Youth Engagement | | | |
| • Engagement on personal level | S | P | |
| • Engagement on community level | S | P | S |
| • Engagement on youth advocacy/public policy level | S | P | |

Private Agency worker shall serve as the primary if the youth is in a private agency placement.

Youth should be able to check off core competencies once completed.

Responsible Parties for Youth Outcome Areas Ages 16-19

| | DFS/ Private Agency | Foster Parent | Independent Living Provider | School |
|--|---------------------------|------------------|-----------------------------------|--------|
| Education | | | | |
| <ul style="list-style-type: none"> Ability to succeed in school | P | S | S | P |
| <ul style="list-style-type: none"> Ability to explore & select the right education setting for future success | S | S | P | P |
| <ul style="list-style-type: none"> Secondary or post-secondary education and/or training planning | S | S | P | P |
| <ul style="list-style-type: none"> Awareness of financial post-secondary supports | S | S | P | P |
| <ul style="list-style-type: none"> Youth takes ownership over their education or becomes their own education advocate | S | S | P | S |
| <ul style="list-style-type: none"> Navigation of higher education system | S | S | P | P |

| Responsible Parties for Youth Outcome Areas Ages 16-19 | | | | |
|--|---------------------------|------------------|-----------------------------------|--------|
| | DFS/ Private Agency | Foster Parent | Independent Living Provider | School |
| Employment/Vocation | | | | |
| • Resume & job application preparation | S | S | P | S |
| • Job search skills | S | S | P | S |
| • Professional conduct | S | S | P | S |
| • Interview skills | S | S | P | S |
| • Legal employment rights | S | S | P | S |
| • Career exploration | S | S | P | S |
| • Career development | S | S | P | S |
| Financial Literacy & Capability | | | | |
| • Ability to perform basic banking functions | S | S | P | |
| • Ability to budget & manage money | S | S | P | |
| • Understanding pros & cons of credit | S | S | P | |

Responsible Parties for Youth Outcome Areas Ages 16-19
(continued)

| | DFS/ Private Agency | Foster Parent | Independent Living Provider | School |
|---|------------------------------------|--------------------------|--|---------------|
| <ul style="list-style-type: none"> Understand the basics of & have the ability to file local, state, & federal taxes | S | S | P | |
| Physical and Mental Health | | | | |
| <ul style="list-style-type: none"> Accessing healthcare | P | P | S | S |
| <ul style="list-style-type: none"> Knowing how to obtain health history | S | P | S | |
| <ul style="list-style-type: none"> Access to appropriate systems | S | S | P | |
| <ul style="list-style-type: none"> Prevention & maintaining a healthy life style | S | P | S | S |
| <ul style="list-style-type: none"> Substance abuse prevention | S | S | P | S |
| <ul style="list-style-type: none"> Abuse, neglect, & violence awareness | S | S | P | S |
| <ul style="list-style-type: none"> Gender identity & sexual education awareness | S | P | S | S |

Responsible Parties for Youth Outcome Areas Ages 16-19 (continued)

| | DFS/ Private Agency | Foster Parent | Independent Living Provider | School |
|--|---------------------------|------------------|-----------------------------------|--------|
| Housing | | | | |
| • Understanding available housing resources | S | S | P | |
| • Financial resources | S | S | P | |
| • Homelessness prevention | S | S | P | |
| • Housing options | S | S | P | |
| • Housing stability | S | S | P | |
| Activities of Daily Living | | | | |
| • Basic living skills | S | P | S | *S |
| • Social skills | S | P | S | *S |
| • Have legal documents | P | S | S | |
| • Knowledge of how to obtain documents | S | S | P | |
| • Navigation of access to public systems & community resources | S | S | P | *S |

Responsible Parties for Youth Outcome Areas Ages 16-19 (continued)

| | DFS/ Private Agency | Foster Parent | Independent Living Provider | School |
|--|---------------------------|------------------|-----------------------------------|--------|
| • Family & healthy relationship education | S | S | P | |
| • Safety | S | S | P | |
| • How to utilize transportation | P | S | S | *S |
| • Permanent connections | P | S | P | |
| Youth Engagement | | | | |
| • Engagement on personal level | S | P | S | S |
| • Engagement on Community level | S | S | P | S |
| • Engagement on youth advocacy/public policy level | S | S | P | S |

- Private agency worker shall serve as the primary if the youth is in a private agency placement.
- DFS worker shall serve as the primary in the event that a youth is not participating in the Independent Living Program (inclusive of out of state placements).

- DFS serves as a resource only for 18-19 year olds on a board extension.

Youth should be able to check off core competencies once completed.

| Responsible Parties for Youth Outcome Areas Ages 18-21 | | |
|--|--------------------|---------------|
| | Independent | School |
| Education | | |
| <ul style="list-style-type: none"> Ability to succeed in school | P | P |
| <ul style="list-style-type: none"> Ability to explore & select the right education setting for future success | P | |
| <ul style="list-style-type: none"> Secondary or post-secondary education and/or training planning | P | |
| <ul style="list-style-type: none"> Awareness of financial post-secondary supports | P | |
| <ul style="list-style-type: none"> Youth takes ownership over their education or becomes their own education advocate | P | |
| <ul style="list-style-type: none"> Navigation of higher education systems | P | |
| Employment/Vocation | | |
| <ul style="list-style-type: none"> Resume & job application preparation | P | |
| <ul style="list-style-type: none"> Job search skills | P | |
| <ul style="list-style-type: none"> Professional conduct | P | |
| <ul style="list-style-type: none"> Interview skills | P | |
| <ul style="list-style-type: none"> Legal employment rights | P | |
| <ul style="list-style-type: none"> Career exploration | P | |

Responsible Parties for Youth Outcome Areas Ages 18-21 (continued)

| | Independent Living Provider | School |
|---|--------------------------------|--------|
| Financial Literacy and Capability | | |
| <ul style="list-style-type: none"> Ability to perform basic banking functions | P | |
| <ul style="list-style-type: none"> Ability to budget & manage money | P | |
| <ul style="list-style-type: none"> Understanding pros & cons of credit | P | |
| <ul style="list-style-type: none"> Understand the basics of and have the ability to file local, state, & federal taxes | P | |
| Physical and Mental Health | | |
| <ul style="list-style-type: none"> Accessing healthcare | P | |
| <ul style="list-style-type: none"> Knowing how to obtain health history | P | |
| <ul style="list-style-type: none"> Access to appropriate systems | P | |
| <ul style="list-style-type: none"> Prevention & maintaining a healthy lifestyle | P | |
| <ul style="list-style-type: none"> Substance abuse prevention | P | |
| <ul style="list-style-type: none"> Abuse, neglect, & violence awareness | P | |
| <ul style="list-style-type: none"> Gender identity & sexual education awareness | P | |

| Responsible Parties for Youth Outcome Areas Ages 18-21 | | |
|--|-------------|--------|
| | Independent | School |
| Housing | | |
| • Understanding available housing resources | P | |
| • Financial resources | P | |
| • Homelessness prevention | P | |
| • Housing options | P | |
| • Housing stability | P | |
| Activities of Daily Living | | |
| • Basic living skills | P | |
| • Social skills | P | |
| • Have legal documents | P | |
| • Knowledge of how to obtain documents | P | |
| • Navigation of access to public systems & community resources | P | |
| • Family & healthy relationship education | P | |
| • Safety | P | |
| • How to maintain transportation | P | |
| • How to utilize transportation | P | |

| Responsible Parties for Youth Outcome Areas Ages 18-21 | | |
|---|--------------------|---------------|
| | Independent | School |
| • Permanent connections | P | |
| Youth Engagement | | |
| • Engagement on personal level | P | |
| • Engagement on community level | P | |
| • Engagement on youth advocacy/ public policy level | P | |

Independent Living Providers are responsible for all youth outcome areas if the youth is participating in Independent Living Services. There is an expectation, that upon reaching 18, youth will self-advocate more for the services they feel they need to reach self sufficiency. In multiple public and private systems, youth should lead the process of making decisions about their futures, if it is developmentally appropriate.

OUTCOME AREA: EDUCATION

Result:

- Youth acquire education, advocacy skills, and training to enable them to achieve their career and life goals.
- Educational institutions, other institutions and agencies provide opportunities, encouragement, and advocacy to increase youth's achievement of educational goals.

NYTD: reportable service elements are identified in bold font after the service in "Responsible Party Responsibilities".

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|--|---|
| Ability to succeed in school (ages 14-21) | <p>Youth attain their educational goals, are knowledgeable about, and understand the importance of:</p> <ul style="list-style-type: none"> • Participating in educational activities including but not limited to: tutoring, mentoring, extra-curricular activities, and educational support programs. • Identifying when/if they require support services, and how to seek out assistance that meets their needs. • Connecting to resources for support... | <p>Assist youth in understanding different opportunities, support services, and how to access services to aid in successful completion of educational goals.</p> <p>Specific activities that the provider may conduct include:</p> <ul style="list-style-type: none"> • Advocating keeping youth in school and in the school district that is familiar to the youth. • Working with the youth to identify connections for transitions between grade levels and school ... |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|-------------------|---|---|
| | <ul style="list-style-type: none"> • ... (continued from previous page) during educational and other life transitions. | <ul style="list-style-type: none"> • ... (continued from previous page) systems (academic support). If applicable, helping the youth transition from high school to post-secondary education, and/or training (post-secondary educational support). • Advocating for youth to graduate from high school, unless high school graduation is not possible. • Assist youth in assessing and sustaining tutoring services (academic support). • Assist youth with access to special education services, including IEP. As deemed necessary, identify and secure referral to the Educational Surrogate Program. • Ensure that youth receives resources needed for ... |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|---|--|
| | | <ul style="list-style-type: none"> • ... (continued from previous page) transitions, e.g. divorce, moves, mental health, new challenges, loss, aging out of foster care, etc. • Address behavior and disciplinary issues, including but not limited to, attending disciplinary hearings, assisting in the creation of behavior modification plans, and attending education related hearings and meetings, when applicable. |
| Ability to explore and select the right education setting for future success (ages 14-21) | <p>Youth will demonstrate knowledge of:</p> <ul style="list-style-type: none"> • How educational attainment links to future quality of life. • Options for continuing education that will allow youth to gain employment within their specific area of strengths and interests. | <p>Partner with the youth, using tools that can be accessed through the school system or reputable public access assessment resources (e.g. Career Cruising, Student Success Plan, etc.) to assess specific strengths, needs, interests, and barriers (academic support).</p> <p>Facilitate visits to institutions of higher education, including but not limited to, colleges (post-</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|--|---|
| | | <p>secondary educational support), vocational/technical schools, beauty/barber colleges, administrative schools, and apprenticeship/internship programs (career preparation).</p> <p>Assist youth in exploring alternative to classroom learning such as AmeriCorps, Job Corps, and military service (career preparation).</p> |
| <p>Secondary or post-secondary education and/or training planning (ages 14-21)</p> | <p>Youth demonstrates knowledge of:</p> <ul style="list-style-type: none"> • The advantages of having future goals and ambitions during secondary education. • The multiple tracks that young people can pursue during secondary education. • Admission criteria to enter post-secondary education and/or training program of choice; including SATs, PSATs, ASVAB, etc. <p>Youth have competency in:</p> | <p>Expose youth to available educational opportunities, including GED and Adult Education opportunities (post-secondary educational support, career preparation).</p> <p>Provide education regarding the benefits of continuing education and/or training (post-secondary educational support).</p> <p>Refer the youth to post-secondary support programs (if applicable), including Special Education.</p> <p>Assist in obtaining a copy of the IEP (post-secondary educational</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|--|--|
| | <ul style="list-style-type: none"> • Planning their curriculum and scheduling. • Planning secondary education opportunities to meet short and long term goals. • Applying to post-secondary education and/or a training program of choice. | <p>support).</p> <p>Help youth to obtain application and test waivers for PSATs, SATs, and military tests (ASVAB).</p> |
| <p>Awareness of financial support for post-secondary education (ages 16-21)</p> | <p>Youth will demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Identifying sources of financial assistance; e.g. FAFSA, ETV. • Determining which financial assistance/scholarship programs best meet their needs. <p>Youth have competency in:</p> <ul style="list-style-type: none"> • Accessing financial assistance. • Applying for financial assistance. | <p>Review Delaware Scholarship Compendium with youth.</p> <p>Assist youth in accessing financial support, including providing information for FAFSA, ETV, & other applicable funding.</p> <p>Ensure that all applications are submitted on time by the youth for all relevant scholarships/grants and ensure required information is provided to all scholarship rendering organizations (post-secondary educational support).</p> <p>Educate youth on proprietary/private schools and cost/benefits/consequences of such</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|--|--|
| | | schools (post-secondary education support). |
| Young adult takes ownership over their education or becomes their own educational advocate (ages 16-21) | <p>Youth have competency in:</p> <ul style="list-style-type: none"> Obtaining their educational records, including transcripts and IEPs. Leading their educational planning. | <p>Support the youth taking on an increasing level of responsibility over time in an effort to become more independent.</p> <p>Assist youth with obtaining education records (academic support).</p> |
| Navigation of higher education system (ages 16-21) | <p>Youth will demonstrate knowledge of:</p> <ul style="list-style-type: none"> Appropriate social skills for post-secondary education, including appropriate self-disclosure and boundaries. <p>Youth have competency in:</p> <ul style="list-style-type: none"> Identifying support services and how to seek out assistance that meets their needs. Gathering and maintaining all necessary documentation to support post-secondary education. Exploring and obtaining appropriate housing during post- ... | <p>Help the youth identify someone in their support network that can provide guidance and support educational goals.</p> <p>Provide initial support in educational planning (post-secondary educational support, career preparation).</p> <p>Advocate for youth engagement in each step of the education plan.</p> <p>Connect youth to college readiness/student services program on college campus, if available (post-secondary educational support).</p> <p>Assist youth in identifying a supportive adult to</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|-------------------|---|--|
| | <ul style="list-style-type: none"> ... (continued from previous page) secondary education (including school breaks). | <p>accompany.</p> <p>Ensure youth are able to identify and obtain safe/ appropriate post- secondary housing.</p> |

OUTCOME AREA: EMPLOYMENT AND CAREER DEVELOPMENT

Result:

- Youth are able to support themselves by obtaining/maintaining steady employment and seeking career development opportunities.

NYTD: ALL activities listed under “Responsible Party Responsibilities” are reportable as the NYTD service element “Career Planning”.

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|--|--|
| Resume & job application preparation (ages 14-21) | Youth will demonstrate the skills to create and maintain a working resume, cover letter, fact sheet (all information needed to complete an application or resume), and a reference list (all contact information for 3-5 individuals who can speak positively of the youth). | <p>Assist the youth in creating and maintaining the following:</p> <ul style="list-style-type: none"> • Resume • Cover letter • Application fact sheet • Work permit, and reference list • Other necessary career documents based upon the youth’s specific situation • Birth certificate, social security card (original), and state issued photo ID (DFS will be responsible for these documents for ages 14-17) |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---------------------------------------|---|--|
| | | <ul style="list-style-type: none"> • Develop an employment packet that would include areas of: resume building, cover letter, fact sheet, application sheet, reference list, etc. • Legal documents folder will be provided to youth and foster parents to maintain these documents <p>Assist the youth with translating how life experiences can apply to various positions, and how to include such experiences in a resume.</p> |
| Job search skills (ages 14-21) | <p>Youth will demonstrate the ability to navigate the required paperwork and interest sites to search/apply for employment/volunteer opportunities.</p> <p>Youth will complete follow up calls/emails after turning in applications.</p> <p>Youth will show appropriate conduct when turning in applications.</p> | <p>Assist youth to maintain a search log, including contact information for potential opportunities.</p> <p>Assist youth in navigating how to search and apply for employment/volunteer opportunities online, in person, through professional networks, etc. One such example is Delaware JobLink.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|--|---|
| | | Give opportunities to practice completing sample and real applications. |
| Professional conduct (ages 14-21) | <p>Youth demonstrates knowledge of :</p> <ul style="list-style-type: none"> • Time management • Appropriate appearance • Appropriate communication/interactions with coworkers & supervisors • Resigning from employment • Strategic sharing • Work ethic • Drug screening process • Call-out procedures | <p>Provide training standards of professional conduct prior to, and throughout, employment .</p> <p>Provide training on, and examples of, making a good first impression and/or formal evaluation.</p> <p>Provide information on the actual cost of employment (e.g. uniforms, travel, etc.).</p> <p>Train youth on proper call-out procedures.</p> |
| Interview skills (ages 14-21) | <p>Youth will demonstrate knowledge of appropriate interviewing skills, including :</p> <ul style="list-style-type: none"> • Appearance, including appropriate interview attire • Responses to interview questions | <p>Plan and prepare youth for practice interview, and arrange a practice interview, including preparing questions to ask the employer during the interview .</p> <p>Provide training on, and examples of, appropriate interviewing skills.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|---|--|
| | <ul style="list-style-type: none"> • Conduct during interview • Interview follow up • Other applicable skills based upon the youth's specific situation <p>Youth will understand how life experiences can apply to employment.</p> | <p>Assist youth in identifying their experiences and skills, and then help them apply those experiences into potential employment.</p> |
| Legal employment rights (ages 14-21) | <p>Youth will have knowledge of employment legal rights, including but not limited to:</p> <ul style="list-style-type: none"> • Maximum hours • Minimum wage • Types of employment • Age requirements • Employer policies & procedures | <p>Provide youth with information on legal requirements for employment, and what rights the youth has.</p> <p>Explain these legal rights to the youth.</p> <p>Assist the youth if current employment breaches legal rights.</p> |
| Career exploration (ages 16-21) | <p>Youth will have knowledge of how their strengths and interests can lead to a career, and what education is necessary to meet their goals.</p> <p>Youth will have a multi-year career and educational plan.</p> | <p>Provide opportunities for youth to participate in credible, formal assessments and inventories to assist in identifying potential career paths.</p> <p>Assist youth with a thorough exploration of their strength, interests,</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|--|--|
| | <p>Youth will identify short- and long-term employment goals.</p> <p>Youth will understand job requirements, beyond educational credentials.</p> | <p>abilities, and how those might lead to a career or job.</p> <p>Help youth identify level of education required to meet short- and long-term employment goals.</p> |
| <p>Career development (ages 16-21)</p> | <p>Youth will identify the internship, volunteer, job shadowing, and apprenticeship options available in their career field of choice.</p> <p>Youth will demonstrate the ability to learn from both good and bad work experiences.</p> | <p>Provide opportunities for youth to explore internship, volunteer, job shadowing, and apprenticeship options available in several career fields (e.g. summer youth employment programs).</p> <p>Help youth to understand that internships, volunteer experience, job shadowing, and apprenticeships are work experience.</p> <p>Provide opportunities for youth to explore positive/negative past experiences, and explore lessons learned from those experiences.</p> |

OUTCOME AREA: FINANCIAL LITERACY/CAPABILITY

Result:

- Youth will effectively manage their personal finances.

NYTD: ALL activities listed under “Responsible Party Responsibilities” are reportable as the NYTD service element “Budget and Financial Management”.

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|---|---|
| Ability to perform basic banking functions (ages 14-21) | <p>Youth will demonstrate an understanding of the following :</p> <ul style="list-style-type: none">• Difference between a bank and a credit union• Selecting a bank or a credit union• Navigation of banking system• Roles of bank personnel• Distinguishing between saving, matched savings (IDA), checking/debit accounts, and other types of accounts• Banking fees and services | <p>Assist youth in understanding how to navigate the banking system.</p> <p>Support youth in choosing the best banking system to meet their needs.</p> <p>Promote a matched savings account for asset purchases</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|--|--|
| Ability to budget & manage money (ages 14-21) | <p>Youth will demonstrate an understanding of the following :</p> <ul style="list-style-type: none"> • The difference between fixed and flexible expenses • Income and how to read a pay stub • How to read and pay bills • Budgeting techniques, and the importance of savings • Saving strategies • Using banking tools, such as money orders, checks, and deposit slips • Record keeping techniques, including keeping paperwork and documents current | <p>Assist youth in building financial literacy skills.</p> <p>Assist youth in developing a budget based upon fixed/flexible expenses and income.</p> <p>Assist youth in recognizing the differences between “needs” and “wants”.</p> <p>Provide or assist in identifying community resources that provide asset specific training.</p> |
| Understanding the pros and cons of credit (ages 14-21) | <p>Youth will be aware of the benefits/consequences of using credit/cards, and the impact bad credit can have on their future (e.g. APR, credit limit, penalties, grace period, interest rate, annual vs. initial fees, etc.).</p> | <p>At age 14, and annually through 18, assist youth in obtaining a credit report (DFS responsibility).</p> <ul style="list-style-type: none"> • Provide and explain the credit report to the youth. |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|---|--|
| | <p>Youth will know how to access and read credit reports, including the purpose of a credit score (e.g. APR, credit limit, fees, grace period, interest rate, annual vs. initial fees, etc.).</p> <p>Youth will understand the advantages and disadvantages of instant credit (e.g. Rent-To-Own stores, payday advances, risk of scams, and risk of predatory practices).</p> | <ul style="list-style-type: none"> • If any inaccuracies are present in the credit report, assist the youth in pursuing needed corrective action (e.g. \$tand By Me). <p>Assist youth in learning and understanding:</p> <ul style="list-style-type: none"> • Benefits and consequences of credit (i.e. how credit affects apartment rentals, car purchases, insurance, and home buying). • Credit reports and credit scores. • Instant credit. • Information about obtaining credit. • Consequences of predatory lending practices. |
| Ability to file taxes and understand the basics of local, state, and federal taxes (ages 16-21) | <p>Youth will know how to locate critical tax forms, and be able to identify the uses for those forms.</p> <p>Youth will know how to read and complete common tax forms.</p> | <p>Assist youth in locating forms and resources, e.g. \$tand By Me, benefits, and penalties associated with filing taxes, etc.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|-------------------|---|------------------------------------|
| | <p>Youth will be aware of timelines/deadlines associated with taxes, and will demonstrate this knowledge.</p> <p>Youth will be aware of different options for completing taxes, and the cost of these options.</p> <p>Youth will understand why we pay taxes, and the use of federal, state, local, and sales tax (outside of Delaware).</p> <p>Youth will understand the basics of payroll taxes, and will know what to withhold from their paycheck.</p> <p>Youth will be aware of eligibility for tax credits, if any.</p> | |

OUTCOME AREA: PHYSICAL AND MENTAL HEALTH

Result:

- Youth's physical, dental, and mental health needs are met.

NYTD: ALL activities listed under "Responsible Party Responsibilities" are reportable as the NYTD service element "Health Education and Risk Prevention".

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|--|---|
| Accessing healthcare (ages delineated in Youth Outcomes) | <p>Youth will have identified providers for vision, mental health, physical, and dental care. (Ages 16-21)</p> <p>Youth will have had a medical appointment within the last year. (Ages 14-21)</p> <p>Youth will be able to identify the consequences of missing medical appointments. (Ages 14-21)</p> <p>Youth will demonstrate that they know about co-pays. (Ages 14-21)</p> <p>Youth will have the knowledge and ability to seek answers to questions about healthcare coverage. (Ages 16-21)</p> <p>Youth will know how to change medical providers, including transitioning</p> | <p>Provide education on local vision, medical, mental health, dental health care providers, and how to change health care providers if needed.</p> <p>Assist youth with navigating access to medical treatment.</p> <p>Educate youth about ramifications of missing appointments.</p> <p>Help the youth understand co-pays.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|---|--|
| | primary care physician. (Ages 16-21) | |
| Knowing how to obtain health history (ages delineated in Youth Outcomes) | <p>Youth will understand how to obtain medical records. (Ages 16-21)</p> <p>Youth will demonstrate basic understanding of HIPAA. (Ages 16-21)</p> <p>Youth will have a copy of their medical records from DFS. (Ages 18-21)</p> | <p>Provide training to youth regarding:</p> <ul style="list-style-type: none"> • Obtaining medical records • Reviewing medical records • Connecting with appropriate resources • HIPAA |
| Access to appropriate systems (ages delineated in Youth Outcomes) | <p>Youth will be able to voice their needs for Adult Mental Health, Prevention and Behavioral Health, and/or other medical support services according to their needs. (Ages 16-21)</p> <p>Youth will have the ability to seek answers to questions about healthcare. (Ages 16-21)</p> <p>Youth will know how to fill and refill prescriptions. (Ages 16-21)</p> <ul style="list-style-type: none"> • Youth will understand the differences between generic and name brand prescriptions, including ... | <p>Educate youth how to communicate with medical providers and pharmacists.</p> <p>Educate youth how to advocate for specific health care needs, including seeking a second opinion when they do not agree with their doctor, and/or identifying side effects.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|---|--|
| | <ul style="list-style-type: none"> • ... (continued from previous page) formulary and non-formulary for the most cost-effective prescription. • Youth will understand how to access medical insurance in order to pay for prescriptions | |
| Prevention & maintaining a healthy lifestyle (ages delineated in Youth Outcomes) | <p>Youth will understand how to maintain a healthy lifestyle through self-care. (Ages 14-21)</p> <p>Youth will understand the risks of tobacco use. (Ages 14-21)</p> <p>Youth will understand the benefits and consequences of using emergency services vs. using a primary care physician. (Ages 16-21)</p> <p>Youth will have a full scope of understanding of pregnancy, including financial impact. (Ages 14-21)</p> <p>Youth will establish a healthcare directive. (Ages 18-21)</p> | <p>Provide education on:</p> <ul style="list-style-type: none"> • Maintaining a healthy lifestyle • LGBTQ & gender identity resources • Risks of tobacco use • Proper utilization of emergency care vs. care from a primary care physician • STD, HIV/AIDS, and pregnancy prevention • Nutrition • Suicide prevention • Healthcare directive • Exercise and proper rest |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|--|---|
| Substance abuse prevention (ages 14-21) | <p>Youth will understand the dangers and consequences of drugs, alcohol, and illegal substance use.</p> <p>Youth will obtain rehabilitation services, counseling, and related care if dependent on these substances.</p> <p>Youth will engage in activities that lead to healthy lifestyles.</p> | <p>Educate youth on the dangers and consequences of drugs, alcohol, and illegal substance use.</p> <p>Assist in obtaining rehabilitation services, counseling, and related care to youth who may be dependent on these substances.</p> <p>Engage youth in activities that lead to healthy lifestyles.</p> |
| Abuse, neglect, and violence awareness (ages 14-21) | <p>Youth will understand the various kinds of abusive, neglectful, and violent behaviors as well as how to report them and obtain services.</p> <p>Youth will obtain knowledge on domestic violence and healthy relationships.</p> <p>Youth will obtain knowledge on suicide prevention, safety, and emergency services.</p> | <p>Educate youth about the various kinds of abusive, neglectful, and violent behaviors as well as how to report them and obtain services.</p> <p>Educate youth about domestic violence and healthy relationships.</p> <p>Educate youth regarding suicide prevention, safety, and emergency help services.</p> |
| Gender identification & sexual education awareness (ages 14-21) | <p>Youth will have an understanding of:</p> <ul style="list-style-type: none"> Gender identification and the importance ... | <p>Educate youth on:</p> <ul style="list-style-type: none"> Gender identification and the importance of one's right to ... |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|-------------------|--|--|
| | <ul style="list-style-type: none"> • ... (continued from previous page) of one's right to self-define. • The diversity of sexuality and gender identity-based cultures. • The dangers of high-risk sexual behavior (e.g. unsafe sex). • STDs/STIs, HIV/AIDS, and pregnancy prevention. | <ul style="list-style-type: none"> • ... (continued from previous page) self-define. • The diversity of sexuality and gender identity-based cultures. • The dangers of high-risk sexual behavior (e.g. unsafe sex). • STDs/STIs, HIV/AIDS, and pregnancy prevention. |

OUTCOME AREA: HOUSING

Result:

- Youth have and maintain safe, stable, and affordable housing that allows for access to services and transportation.

NYTD: ALL activities listed under “Responsible Party Responsibilities” are reportable as the NYTD service element “Housing Education and Home Management”.

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|--|---|
| Introduction to housing (ages 14-15) | <p>Youth will understand:</p> <ul style="list-style-type: none"> • Various housing options available to them after they exit care. • Safe and affordable housing. • Various community resources available for housing options. <p>Youth will have the opportunity to participate in “real-life” housing simulation scenarios.</p> | <p>Provide education on:</p> <ul style="list-style-type: none"> • Various housing options available after a youth exits care. • Safe and affordable housing. • Various community resources available for housing options. <p>Provide opportunities for youth to participate in “real-life” housing simulation games.</p> |
| Understanding available housing resources (ages 16-21) | <p>Youth will understand:</p> <ul style="list-style-type: none"> • How to access legal aid for tenant and landlord disputes. • How to access rent and utility subsidies. | <p>Provide education on:</p> <ul style="list-style-type: none"> • Landlord/Tenant Code. • Accessing rental and utility subsidies. • Housing options (e.g. DSHA). |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|--|--|
| Financial resources (ages 16-21) | <p>Youth will understand:</p> <ul style="list-style-type: none"> • How to turn on, utilize, and pay for utilities. • The purpose of security and utility deposits. • The benefits and costs of renter's insurance. • Effects of credit when obtaining housing (loans, mortgage, etc.). • The benefits, consequences, and costs of home ownership. | <p>Provide education on:</p> <ul style="list-style-type: none"> • Having a co-signer and/or roommate. • Utilities usage and cost. • Security and utility deposits. • Assistance programs that provide security and utility deposits. • Renter's insurance. • Financing home ownership. • Credit and credit scores. <p>Assist youth in understanding the costs associated with different types of housing.</p> |
| Homelessness prevention (ages 16-21) | <p>Youth will understand:</p> <ul style="list-style-type: none"> • Available housing options, including emergency housing. • The consequences of breaking housing leases and agreements. • How to handle a housing crisis, if necessary. | <p>Provide education on:</p> <ul style="list-style-type: none"> • Available, appropriate, and affordable housing. • Appropriate way to vacate a housing arrangement. • Handling of a housing crisis. |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|-------------------------------------|--|--|
| | <ul style="list-style-type: none"> • How to appropriately communicate with a landlord. • How to develop a housing plan with multiple options. | <ul style="list-style-type: none"> • Landlord Communication. • Developing a plan for appropriate and affordable housing. • Homelessness and options for emergency housing. |
| Housing options (ages 16-21) | <p>Youth will understand:</p> <ul style="list-style-type: none"> • Available supportive housing options. • How to locate housing using multiple methods. • How to choose safe and affordable housing, including considering included utilities and amenities. • How to choose housing that allows access to transportation and services. • The benefits, costs, and responsibilities associated with having a co-signer/roommate. | <p>Provide education on:</p> <ul style="list-style-type: none"> • Supportive housing options. • A variety of methods to locate housing. • How to choose safe and affordable housing, including consideration of included amenities (e.g. dead bolt, windows that lock, kitchen appliances, geographic location, etc.). • Transportation options and services <p>Arrange for youth to visit an apartment, home for rent, and/or housing programs.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---------------------------------------|--|--|
| Housing Stability (ages 16-21) | <p>Youth will understand:</p> <ul style="list-style-type: none"> • Tenant rights and responsibilities associated with their lease (legal contractual document). • The definition of visitors, guests, and household composition. • Various ways to manage their utility costs and consumption. • Consequences of violating lease rules. • The steps for regaining housing. • Consequences of developing negative rental history. • Home safety. • Minor home repair. | <p>Review the lease, tenant's rights, and responsibilities with youth.</p> <p>Encourage youth to attend apartment orientation, when applicable.</p> <p>Provide education on:</p> <ul style="list-style-type: none"> • Consequences of violating lease rules. • Keeping utility costs affordable. • Vacating housing arrangement appropriately. • Repairing rental and credit history. • Home safety. • Minor home repair. • Completing a thorough pre/post inspection to assess for |

OUTCOME AREA: ACTIVITIES OF DAILY LIVING

Result:

- Youth will effectively manage their independent living/transition plan and demonstrate daily living skills.

*There may be a portion of youth who cannot meet this full goal. Youth will achieve goals to their fullest potential.

NYTD: reportable service elements are identified in bold font after the service in “Responsible Party Responsibilities”.

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|--|---|
| Basic living skills (ages 14-21) | <p>Youth will know how to perform activities of daily living; including cooking, cleaning, doing laundry, comparison shopping, meal planning, grocery shopping, dining, etc.</p> <p>Youth will demonstrate appropriate personal hygiene.</p> <p>Youth will demonstrate knowledge of the proper attire for different social situations.</p> | <p>Provide resources and support to ensure youth are able to perform activities of daily living.</p> <p>Provide opportunities for youth to practice daily living skills.</p> <p>(housing education/home management training)</p> |
| Social skills (ages 14-21) | <p>Youth will understand appropriate boundaries, and practice strategic sharing.</p> <p>Youth will engage appropriately with peers and adults.</p> <p>Youth will understand appropriate conduct and social norms in various ...</p> | <p>Provide resources and support to youth to develop healthy social skills, including but not limited to:</p> <ul style="list-style-type: none"> • Boundaries and strategic sharing |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|--|--|
| | <p>... (continued from previous page) settings, conflict resolution, and time management.</p> <p>(health education and risk prevention)</p> | <ul style="list-style-type: none"> • Interpersonal skill development • Etiquette • Conflict resolution • Time management • Communication skills - e.g. social media and language (body, written, and verbal) |
| <p>Have legal documents & knowledge on how to obtain documents (ages 14-21)</p> | <p>Youth will have in their possession their driver's license/state ID, birth certificate, social security card, Medicaid card, or other documentation that applies to youth's specific needs.</p> <p>Youth will learn to maintain and safeguard documents.</p> | <p>Assist/teach youth in obtaining vital records and other documentation that applies to youth's specific needs.</p> <p>Copies of all vital records will be given to the youth while in foster care. Original copies of all vital records will be given to the youth before they exit foster care.</p> |
| <p>Navigation of access to public systems & community resources (ages 14-21)</p> | <p>Youth will know how to locate and access the following systems, including but not limited to:</p> <ul style="list-style-type: none"> • Legal • State Service Centers/ Online Benefit System • Financial Support • Personal Enrichment | <p>Assist youth in locating and accessing local systems, including but not limited to:</p> <ul style="list-style-type: none"> • Legal- Community Legal Aid, CASA/child attorney, APEX • State Service Centers/Online Benefit System ... |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|--|---|
| | <ul style="list-style-type: none"> • Career Centers • LGBTQ related resources • General Community resources | <ul style="list-style-type: none"> • ... (continued from previous page) (assist.dhss.de.gov) (18-21) TANF, Medicaid, SNAP, General Assistance, Purchase of Care (14-21) • Financial Support- ASSIST funds, SSA, Unemployment, ETV • Personal Enrichment- Public Libraries, YMCA • Career Centers- Department of Labor • LGBTQ related resources- Delaware PRIDE.org, Planned Parenthood • General Community Resources- 211 Helpline, Planned Parenthood <p>Help youth to understand the responsibilities required to maintain these supports.</p> |
| Healthy relationship education (ages 14-21) | <p>Youth will understand:</p> <ul style="list-style-type: none"> • How to avoid peer pressure and ... | <p>Provide education on healthy relationships and safe boundaries, including family, appropriate intimate relationships,</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|---|--|
| | <ul style="list-style-type: none"> • ... (continued from previous page) maintain healthy and safe boundaries. • How to engage in an appropriate intimate relationship. • Parenting skills, if applicable. • Critical aspects of child development education, childcare, and family planning. • The value of mentoring relationships throughout their life. • How to develop mentoring relationships. • Components of healthy and safe relationships. | <p>relationships of those who identify as LGBTQ, and community connections (e.g. mentoring opportunities, financial, housing, etc.).</p> <p>Encourage that a mentoring relationship is explored.</p> <p>(family support and healthy marriage education)</p> |
| Permanent connections (ages 14-21) | <p>Youth will:</p> <ul style="list-style-type: none"> • Explore families (including extended family) who might serve as a permanency plan resource. • Review family and non-family options for permanency. | <p>Explore families (including extended family) who might serve as a permanency plan resource.</p> <ul style="list-style-type: none"> • If no permanency resource is established, assist youth in reviewing family and non-family ... |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|----------------------------|--|--|
| | <ul style="list-style-type: none"> • Work through any unresolved family issues. <p>Reestablish and/or maintain family contacts as appropriate.</p> <p>(mentoring)</p> | <ul style="list-style-type: none"> • ... (continued from previous page) options for permanency (DFS only responsibility). <p>Identify adults who could serve as a permanent lifelong connection, and assist in nurturing that relationship.</p> <p>Assist youth in working through any unresolved family issues.</p> <p>Encourage youth to reestablish and/or maintain family contacts as appropriate.</p> <p>Ensure that a mentoring relationship is encouraged.</p> |
| Safety (ages 14-21) | <p>Personal:</p> <ul style="list-style-type: none"> • Youth will be aware of surroundings, and avoid potentially dangerous situations • Youth will understand basic safety plans, including information that they should carry with them. • Youth will always ... | <p>Provide basic safety education, including being aware of one's surroundings and first aid.</p> <p>Educate youth on legal rights and responsibilities, including what to do if the youth is a victim of a crime, and appropriate law enforcement interaction.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|-------------------|---|---|
| | <ul style="list-style-type: none"> • ... (continued from previous page) let someone know their whereabouts. • Youth will understand first aid. • Youth will understand the consequences of distracted/impaired driving • Youth will know how to resolve conflict safely at home, school, work, and community. • Youth will understand the rights and responsibilities regarding law enforcement interaction. <p>Household:</p> <ul style="list-style-type: none"> • Youth will know what to do to keep themselves safe during natural disasters. • Youth will know what to do to prevent, and keep themselves safe, in a fire. | <p>Educate youth on how to create an emergency evacuation plan, including how to stay safe during a natural disaster or fire.</p> <p>Educate youth on properly childproofing their home, if applicable.</p> <p>Educate youth on Internet etiquette, Internet Safety, and the potential hazards associated with being online, including avoiding conflict over social media. These areas include:</p> <ul style="list-style-type: none"> • Shared information • Effective communication • Pornographic/inappropriate content • Boundaries • Employment consequences • Legal consequences |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|--|---|--|
| | <ul style="list-style-type: none"> Youth will have an emergency evacuation plan. Youth will know how to properly childproof their home, if applicable. <p>Internet:</p> <ul style="list-style-type: none"> Youth will understand the potential hazards associated with being online, including appropriate and inappropriate information to share on social networking sites, online scamming, and online predators. | |
| Transportation (ages 14-21 as applicable) | <p>Youth will understand:</p> <ul style="list-style-type: none"> Driver's safety (e.g. talking/texting while driving & impaired driving) Car purchasing The importance of car insurance The rules of the roadway Car maintenance | <p>Assist youth in obtaining their driver's license, and understanding the importance of maintaining car insurance.</p> <p>Educate youth on legal consequences related to drunk driving and distracted driving.</p> <p>Encourage youth to take a defensive driving course.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|-------------------|--|---|
| | Youth will know how to use public transportation and the costs associated with doing so, including utilizing bus passes, reading bus schedules/route maps, taxi related services (ridesharing- Uber, Lyft, | Assist youth in navigating public transportation (buses, planes, trains, subways, and ride sharing services). |

OUTCOME AREA: YOUTH ENGAGEMENT

Result:

- Youth will have opportunities to participate in activities that ensure they are meaningfully and actively engaged in decisions that affect them and their community.

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|--|--|
| Engagement on Personal Level (ages 14 -21) | <p>Youth will have knowledge of court systems.</p> <p>Youth will demonstrate effective self-advocacy skills in multiple situations.</p> <p>Youth will demonstrate effective decision-making skills, and seek opportunities to apply them.</p> <p>Youth will be able to identify the benefits and qualities of having or being an appropriate role model.</p> <p>Youth will have awareness of opportunities for religious expression.</p> <p>Youth will be aware of and understand their rights in foster care.</p> <p>Youth will have opportunities and the ability to participate in activities similar to their peers.</p> | <p>Provide education and opportunities for youth to gain self-advocacy knowledge and skills.</p> <p>Encourage youth participation in court hearings.</p> <p>Courtroom etiquette (e.g. attire, behavior, time-lines)</p> <p>Provide education and opportunities for youth to demonstrate decision making skills through role play or examples.</p> <p>Model positive and acceptable behaviors to encourage such behaviors from the youth.</p> <p>Provide resources to access religious opportunities.</p> <p>Provide education on youths rights in foster care.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|---|---|---|
| | | Provide youth with opportunities to allow for normalcy. |
| Engagement on community level (ages 14-21) | <p>Youth will understand the benefits of volunteering, and how to locate volunteer opportunities in their communities.</p> <p>Youth will demonstrate knowledge and awareness of resources.</p> <p>Youth will recognize the value of civic engagement (e.g. voter process, etc.).</p> <p>Youth will understand the consequences of being involved in positive and negative activities in the community (e.g. political movements, gang involvement).</p> | <p>Provide education and opportunities for youth to gain knowledge/skills in volunteerism/community engagement.</p> <p>Provide education on the pros and cons of community engagement.</p> <p>Provide education on and opportunities for social skill development regarding civic engagement (Peace corps, voter registration, Americorps, etc.).</p> |
| Engagement on Youth Advocacy/ Public Policy Level (ages 14-21) | <p>Youth will have basic knowledge of:</p> <ul style="list-style-type: none"> • How public policies are created. • The legislative processes. <p>Youth will demonstrate that they know how to research and locate ...</p> | <p>Provide education and opportunities for youth to gain advocacy knowledge and skills.</p> <p>Provide education on the benefits of and how to contact local, state, and federal government representatives.</p> |

| Core Competencies | Youth Outcomes | Responsible Party Responsibilities |
|-------------------|--|------------------------------------|
| | <p>... (continued from previous page) resources of interest, and engage in those areas of interest.</p> <p>Youth will know how to access, influence, and/or participate in YAC activities.</p> | |

Glossary of Acronyms

APEX- Advancement through Pardons and Expungements

APR– Annual Percentage Rate

ASSIST- Achieving Self Sufficiency & Independence through Supported Transition

ASVAB– Armed Services Vocational Aptitude Battery

Delaware Scholarship Compendium- list of Delaware scholarships available at <https://scholarships.delawaregoestocollege.org>

DFS- Division of Family Services

DSCYF- Department of Services for Children, Youth & Their Families

DSHA– Delaware State Housing Authority

CASA– Court Appointed Special Advocate

EJ– Extended Jurisdiction

ETV– Education and Training Vouchers

FAFSA- Free Application for Federal Student Aid

GED– General Education Diploma

HIPAA- Health Insurance Portability and Accountability Act of 1996

HIV/AIDS– Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome

ID– Identification card

IDA– Individual Development Accounts

IEP- Individualized Education Plan

IL– Independent Living

LGBTQ- Lesbian, Gay, Bisexual, Transgender, Queer/Questioning

NYTD– National Youth in Transition Database

OB/GYN- Obstetrics/Gynecology

OTC– Over The Counter (referring to medication that does not need a prescription)

PCP– Primary Care Physician

PSAT– Preliminary Scholastic Aptitude Test

SAT– Scholastic Aptitude Test

SNAP– Supplemental Nutritional Assistance Program

SSA– Social Security Administration

STD– Sexually Transmitted Disease

STEPS– Stairway To Encouraging Personal Success

STI– Sexually Transmitted Infection

TANF- Temporary Assistance for Needy Families

YAC– Youth Advisory Council

