



Youth Independent Living Services (YIL)

2026 Updates for Private, Public, and Canadian Organizations

Purpose

Young adults who receive Youth Independent Living Services obtain safe and stable housing, develop life skills and competencies including work readiness, achieve educational and financial growth goals, and establish healthy, supportive adult and peer relationships.

Definition

Youth Independent Living Services are designed for older adolescents who have been separated from their homes, may have been disconnected from long-term family relationships, and may have assumed parenting responsibilities. These youth need skills and support to lead self-sufficient, healthy, productive, and stable adult lives. Youth receiving these services may be in state custody, living in a foster care or kinship care home, or in a residential treatment or group home setting and typically face numerous challenges due to multiple, changing living arrangements. These challenges include a lack of connection to effective support for educational achievement and school continuity; access to employment preparation and jobs; personal financial education, competency and security; and sources of encouragement to save and start to accumulate assets.

Note: An organization that provides Counseling, Support and Education Services (CSE); Mental Health and/or Substance Use Services (MHSU); Case Management (CM); Workforce Development Services (WDS); Vocational Rehabilitation Services (VOC); Family Foster Care and Kinship Care (FKC); Refugee Resettlement Services (RRS); Pregnancy Support Services (PS); and/or Mentoring Services (MS) as part of its YIL program, will complete the appropriate section(s), in addition to YIL, as ~~additional~~, complementary service sections.

Note: Please see [YIL Reference List](#) for the research that informed the development of these standards.

Note: ~~For information about changes made in the 2020 Edition, please see the [YIL Crosswalk](#).~~

YIL 1: Person-Centered Logic Model

The organization implements a program logic model that describes how resources and program activities will support the achievement of positive outcomes.

Note: Please see the [Logic Model](#) Template for additional guidance on this standard.

| Table of Evidence | | |
|-------------------|--------------------|---|
| Standard Code | Evidence Type | Description |
| YIL 1 | On-Site Activities | <ul style="list-style-type: none"> Interviews may include: <ol style="list-style-type: none"> Program director Relevant personnel |
| YIL 1 | Self-Study | <ul style="list-style-type: none"> See program description completed during intake |
| YIL 1 | Self-Study | <ul style="list-style-type: none"> Program logic model that includes a list of outcomes being measured |

YIL 1.01

A program logic model, or equivalent framework, identifies:

- needs the program will address;
- available human, financial, organizational, and community resources (i.e. inputs);
- program activities intended to bring about desired results;
- program outputs (i.e. the size and scope of services delivered);
- desired outcomes (i.e. the changes you expect to see in persons served); and
- expected long-term impact on the organization, community, and/or system.

Examples: Please see the *W.K. Kellogg Foundation Logic Model Development Guide* and COA Accreditation's [PQI Tool Kit](#) for more information on developing and using program logic models.

Examples: Information that may be used to inform the development of the program logic model includes, but is not limited to: (a) characteristics of the service population; (b) needs assessments and periodic reassessments; and (c) the best available evidence of service effectiveness.

- ~~needs assessments and periodic reassessments;~~
- ~~risks assessments conducted for specific interventions; and~~
- ~~the best available evidence of service effectiveness.~~

Examples: YIL services can address the attainment of foundational, short-term, achievable outcomes that lay the groundwork for longer-term positive outcomes. Depending on age, time in

the program, and other factors, outcomes such as school graduation or training completion can either be immediate or can begin with improving on test scores or reading at or above grade level. Steps toward achieving economic self-sufficiency can include achieving such financial growth goals as completing a financial education program, understanding and obtaining a good credit rating, or building a savings account.

YIL 1.02

The logic model identifies desired outcomes in at least two of the following areas:

- a. change in clinical status;
- b. change in functional status;
- c. health, welfare, and safety;
- d. permanency of life situation;
- e. quality of life;
- f. achievement of individual service goals; and
- g. other outcomes as appropriate to the program or service population.

Interpretation: *Outcomes data should be disaggregated to identify patterns of disparity or inequity that can be masked by aggregate data reporting. See PQI 5.02 for more information on disaggregating data to track and monitor identified outcomes.*

YIL 2: Personnel

Personnel have the competency and support needed to provide services and meet the needs of youth.

Interpretation: *Competency can be demonstrated through education, training, or experience, including lived experience when applicable. Support can be provided through supervision or other learning activities to improve understanding or skill development in specific areas.*

| Table of Evidence | | |
|-------------------|--------------------|---|
| Standard Code | Evidence Type | Description |
| YIL 2 | On-Site Activities | <ul style="list-style-type: none"> • Interviews may include: <ol style="list-style-type: none"> 1. Program director 2. Relevant personnel • Review personnel files |
| YIL 2 | On-Site Evidence | <ul style="list-style-type: none"> • Sample job descriptions from across relevant job categories |

| Table of Evidence | | |
|-------------------|---------------|---|
| Standard Code | Evidence Type | Description |
| | | <ul style="list-style-type: none"> • Documentation tracking staff completion of required trainings and/or competencies • Training curricula • Caseload size requirements set by policy, regulation, or contract, when applicable • Documentation of current caseload size per worker |
| YIL 2 | Self-Study | <ul style="list-style-type: none"> • List of program personnel that includes: <ol style="list-style-type: none"> 1. Title 2. Name 3. Employee, volunteer, or independent contractor 4. Degree or other qualifications 5. Time in current position • See organizational chart submitted during application |
| YIL 2 | Self-Study | <ul style="list-style-type: none"> • Table of contents of training curricula |
| YIL 2 | Self-Study | <ul style="list-style-type: none"> • Procedures or other documentation relevant to continuity of care and case assignment |

YIL 2.01

Personnel providing counseling and case coordination services are qualified by:

- a bachelor's degree in ~~a social work or another~~ human services field; and
- two years of relevant youth work experience, including experience in case work, group work, and case coordination.

Interpretation: *Appropriate experience, including lived experience, and specialized training can compensate for a lack of a bachelor's degree depending on the role or type of services being provided.*

YIL 2.02

Supervisors are qualified by:

- a. an advanced degree in a human services~~social work or related~~ field, experience delivering youth services, and supervisory experience; or
- b. a bachelor's degree in a human services~~social work or related~~ field, two years of direct service experience with a comparable population, and three years of supervisory experience.

Interpretation: Years of experience providing services, in addition to formal trainings, certifications, and/or leadership experience can compensate for a lack of a degree.

YIL 2.03

All direct service personnel are trained on, or demonstrate competency in:

- a. positive youth development;
- b. normative youth development and the effects of early trauma, educational gaps and delays, and abuse and neglect on youth development;
- ~~c. public assistance programs, eligibility requirements, and benefits;~~
- ~~d. local housing resources; and~~
- ~~e. d. the community service delivery system~~ how to identify informal support networks of family, friends, and community resources.

YIL 2.04

When staff with lived experience provide services to youth, the organization:

- a. clearly defines their roles and responsibilities;
- b. includes them as equal partners on the team;
- c. helps other program personnel understand the position and its purpose at the program;
- d. establishes guidelines for recruitment and selection;
- e. ensures they are trained to perform their roles and responsibilities;
- f. provides ongoing support and supervision to address any issues that occur, including helping them manage personal triggers that may arise on the job;
- g. facilitates opportunities to connect and consult with others performing similar roles; and
- h. ensures they are offered opportunities for professional development and career advancement.

NA The organization does not have lived experience positions.

Examples: Staff with lived experience can play an important role in welcoming, engaging, empowering, supporting, and advocating for youth. These workers may experience challenges in their employment including stigma from co-workers, inappropriate expectations from other staff, role confusion, triggers from past trauma, and lack of opportunities for support and advancement. When they are viewed and included as full partners who have input into program decisions and given appropriate support, staff with lived experience can help organizations

ensure their culture and practices prioritize the experience and involvement of persons served and their families.

Examples: Organizations may use other terms to describe staff with lived experience including staff with lived expertise, peer support workers, peer support specialists, peer/youth partners, and peer/youth advocates.

YIL 2.04

~~When serving severely and persistently mentally ill, HIV diagnosed, or chemically dependent youth, or youth with other special health and mental health issues, staff to supervisor ratios are 1:6.~~

~~NA The program is not designed to serve youth with special health or mental health needs.~~

YIL 2.05

The organization promotes stability and service continuity ~~minimizes the number of workers assigned to the youth over the course of their contact with the organization by:~~

- a. ~~assigning a worker at intake or early in the contact; and~~
- b. minimizing the number of workers assigned to the individual during their contact with the organization; and
- c. ensuring a smooth transition for persons served when avoiding the arbitrary or indiscriminate reassignment of direct service personnel is necessary.

Examples: Examples of practices that promote a smooth transition include proactive communication, "warm" person-to-person hand-offs, knowledge transfer, and follow-up.

YIL 2.06

Caseloads support the achievement of youth outcomes, are regularly reviewed, and generally range between 10~~2~~ and 20 cases.

Interpretation: *The number of cases carried should be smaller when youth receive counseling or other intensive services, and the worker's travel time or geographic area is extensive, than when a worker is providing primarily follow-up contact and less intensive, more centralized services.*

Examples: *Factors that may be considered when determining employee workloads include, but are not limited to: (a) the qualifications, competencies, and experience of the worker, including the level of supervision needed; (b) the work and time required to accomplish assigned tasks and job responsibilities; (c) case complexity, special needs, and circumstances; (d) age and population characteristics, including ethnic and cultural factors; (e) case status and progress toward achievement of desired outcomes; and (f) service volume, accounting for youth that have higher service needs.*

- ~~1. case complexity, special needs, and circumstances;~~
- ~~2. age and population characteristics, including ethnic and cultural factors;~~

- ~~3. the qualifications, competencies, and experience of the worker, including the level of supervision needed;~~
- ~~4. the work and time required to accomplish assigned tasks and job responsibilities;~~
- ~~5. case status, and progress toward achievement of desired outcomes; and~~
- ~~6. service volume.~~

YIL 3: Intake and Assessment

The organization's intake and assessment practices ensure that youth receive prompt and responsive access to appropriate services.

| Table of Evidence | | |
|-------------------|--------------------|--|
| Standard Code | Evidence Type | Description |
| YIL 3 | On-Site Activities | <ul style="list-style-type: none"> • Interviews may include: <ol style="list-style-type: none"> 1. Program director 2. Relevant personnel 3. Youth • Review case records |
| YIL 3 | On-Site Evidence | <ul style="list-style-type: none"> • Strategies for engaging youth • Community resource and referral list |
| YIL 3 | Self-Study | <ul style="list-style-type: none"> • Screening and intake procedures |
| YIL 3 | Self-Study | <ul style="list-style-type: none"> • Assessment procedures |
| YIL 3 | Self-Study | <ul style="list-style-type: none"> • Copy of assessment tool(s) |

YIL 3.01

The organization partners with community entities and providers to:

- a. identify youth with potential need; and

- b. increase youth interest and the likelihood that needed supports and services will be used.

Interpretation: *This standard promotes the “no wrong door” concept that youth will not be turned away when a narrow service does not meet comprehensive need. Instead, youth should be engaged at any point of entry and should be referred to or served by an appropriate constellation of providers.*

YIL 3.02

Youth are screened and informed about:

- a. how well their request matches the organization’s services; and
- b. what services will be available and when.

NA Another organization is responsible for screening, as defined in a contract.

YIL 3.03

The youth and worker meet within ~~7-14 days, or within~~ a time period consistent with established program timeframes and state guidelines.

FP YIL 3.04

Prompt, responsive, intake practices:

- ~~a. address applicable legal protections for youth;~~
- ~~b.a. allow youth to provide input on what they need and want; clarify what youth need and want;~~
- b. gather information necessary to identify critical service needs and/or to determine if a more intensive service is necessary;
- c. provide opportunity for youth to share information about their identity, background, and personal characteristics that may influence their service preferences or needs;
- d. provide the basis for further assessment;
- e. give priority to urgent needs and emergency situations, including health and safety concerns;
- f. support timely initiation of services;
- g. determine if youth are eligible to receive services and funding; and
- h. provide placement on a waiting list or referral to appropriate resources when ~~individuals~~ youth cannot be served or cannot be served promptly.

YIL 3.05

Prior to or at initiation of services each worker and youth:

- a. confirm the youth’s age and legal status and, as appropriate, obtain necessary, authorized, written approvals for service from a legal guardian;

- b. contact prior placements for confirmation about services the youth may have received, as appropriate; and
- c. arrange to meet where the youth lives so the worker can observe and document if the arrangement is safe, healthy, and provides suitable social, emotional, and physical care and support.

Interpretation: "Legal status" refers to whether youth are in state custody or are legally emancipated.

YIL 3.06

~~The organization plans for, establishes, and maintains stable, ongoing, goal-directed caseworker-youth relationships with youth who can be unfamiliar with how to seek, accept, and use support.~~

YIL 3.076

Youth participate in an individualized, trauma-informed, culturally and linguistically responsive assessment that is:

- a. conducted in a place of the youth's choice, when possible;
- a.b. _____ completed within established timeframes;
- b.c. appropriately tailored to meet the age, developmental level, and the preferences of youth served; updated as needed based on the needs of the youth; and
- c.d. focused on information pertinent for meeting service requests and objectives.

YIL 3.078

~~Standardized~~Comprehensive assessment tools are used in conjunction with youth input to identify:

- a. strengths, needs, challenges, and protective factors;
- b. emotional literacy, and interpersonal skills, social competence and current level of peer group and community involvement;
- c. involvement in challenging, interesting activities;
- d. family connections, and relationships with other responsible adults;
- e. availability and use of informal supports;
- f. life skills;
- g. academic progress and attainment; educational status and progress toward achieving an age-appropriate educational level or school completion;
- h. housing; and
- i. physical and behavioral ~~mental~~ health care needs.

Interpretation: The Assessment Matrix - Private, Public, Canadian, Network determines which level of assessment is required for COA Accreditation's Service Sections. The assessment

elements of the Matrix can be tailored according to the needs of specific individuals or service design.

YIL 4: Service Planning and Monitoring

Each youth participates in the development and ongoing review of a service plan that is the basis for coordinating and delivering~~delivery of~~ appropriate services and support.

| Table of Evidence | | |
|-------------------|--------------------|--|
| Standard Code | Evidence Type | Description |
| YIL 4 | On-Site Activities | <ul style="list-style-type: none"> • Interviews may include: <ol style="list-style-type: none"> 1. Program director 2. Relevant personnel 3. Youth • Review case records |
| YIL 4 | Self-Study | <ul style="list-style-type: none"> • Service planning and monitoring procedures |

YIL 4.01

An assessment-based service plan is developed in a timely manner with the full participation of youth, and their family when appropriate, and includes:

- a. agreed upon goals, desired outcomes, and timeframes for achieving them;
- b. services and supports to be provided, and by whom;
- c. possibilities for maintaining and strengthening family relationships and other informal social networks;
- d. procedures for expedited service planning when crisis or urgent need is identified; and
- e. documentation of the youth's participation in service planning~~signature~~.

Interpretation: *Although personnel should help identify available services and their potential risks and benefits and participate in evaluating options, youth should be the primary planners of their goals and objectives and have the right to decide what services and supports will be provided.*

Examples: *Personnel can help to engage and motivate youth in the service planning process by demonstrating: (a) sensitivity to their needs and personal goals, (b) a non-judgmental*

manner, (c) respect for their autonomy, confidentiality, sociocultural values, identity, lifestyle choices, and complex family interactions, (d) flexibility, and (e) appropriate boundaries.

YIL 4.02

The organization partners with the youth to regularly review their case at a frequency that meets their needs and: ~~worker and a supervisor, or a clinical, service, or peer team, review the case quarterly, or more frequently depending on the needs of youth, to assess:~~

- a. assesses service plan implementation;
- b. reviews progress toward achieving service goals and desired outcomes; ~~and~~
- c. determines the continuing appropriateness of the agreed upon service goals; ~~and:~~
- ~~e.d. makes adjustments to the service plan when indicated.~~

~~**Interpretation:** When experienced workers are conducting reviews of their own cases, the worker's supervisor must review a sample of the worker's evaluations as per the requirements of the standard.~~

YIL 4.03

The ~~worker and youth, and his or her family when appropriate, participate in a review of the plan according to established timeframes to:~~

- ~~a. review progress toward achievement of agreed upon service goals; and~~
- ~~b. sign revisions to service goals and plans.~~

YIL 5: Service Coordination for Youth with Special Needs

~~Youth with special needs receive additional services that are integrated into a coordinated, goal-oriented service plan designed to promote safe and stable living, and build independence.~~

~~**NA** The organization does not serve youth with special needs.~~

~~**Examples:** "Youth with special needs" can include those with developmental disabilities and communication barriers, separated and unaccompanied minors, and immigrant and refugee youth.~~

| Table of Evidence | | |
|--------------------------|----------------------|---|
| Standard Code | Evidence Type | Description |
| YIL-5 | On-Site Activities | <ul style="list-style-type: none">• Interviews may include:<ul style="list-style-type: none">1. Program director2. Relevant personnel |

| Table of Evidence | | |
|-------------------|---------------|--|
| Standard Code | Evidence Type | Description |
| | | <p>3. Youth</p> <ul style="list-style-type: none"> Review case records |
| YIL-5 | Self-Study | <ul style="list-style-type: none"> Procedures for coordinating services for youth with special needs |
| YIL-5 | Self-Study | <ul style="list-style-type: none"> Copy of assessment tool(s) |

YIL 5.01

~~Service coordination for youth with special needs supports the person's steps toward maximum independence in the least restrictive environment.~~

YIL 5.02

~~Youth participate in developing an inventory of competencies in personal and life skills using a standardized life skills assessment tool.~~

YIL 5.03

~~Based on the skills inventory, the organization develops measurable goals for independence that are reviewed on an ongoing basis.~~

YIL 65: Supportive Housing for Youth in Transition

The organization provides safe and accessible housing in community settings where youth can continue to receive needed supports and work towards independence.

NA *The organization does not provide supportive housing to youth in transition.*

| Table of Evidence | | |
|-------------------|--------------------|---|
| Standard Code | Evidence Type | Description |
| YIL <u>56</u> | On-Site Activities | <ul style="list-style-type: none"> Interviews may include: |

| Table of Evidence | | |
|-------------------|------------------|--|
| Standard Code | Evidence Type | Description |
| | | <ol style="list-style-type: none"> 1. Program director 2. Relevant personnel 3. Youth <p style="color: red;">Observe facilities and settings</p> |
| YIL 56 | On-Site Evidence | <ul style="list-style-type: none"> • Leasing and/or placement agreements, as applicable |
| YIL 56 | Self-Study | <ul style="list-style-type: none"> • Acceptance procedures |
| YIL 56 | Self-Study | <ul style="list-style-type: none"> • House rules, including <u>those related to</u> regarding overnight guests |
| YIL 56 | Self-Study | <ul style="list-style-type: none"> • Supervision and security procedures |
| YIL 56 | Self-Study | <ul style="list-style-type: none"> • Procedures for entering a youth's room or apartment |
| YIL 56 | Self-Study | <ul style="list-style-type: none"> • Eviction/discharge policy |
| YIL 65 | Self-Study | <ul style="list-style-type: none"> • Eviction/discharge procedures |

FP YIL 65.01

Acceptance procedures include:

- a. fair and objective selection criteria;
- b. written notification regarding reasons for non-acceptance; and
- c. connecting youth deemed ineligible to alternative housing options.

Interpretation: *Youth in transition oftentimes do not meet conventional housing criteria due to lack of sufficient income or rental histories. Organizations that provide housing to youth in transition should modify acceptance criteria – within legal and/or contractual boundaries – to accommodate this service population.*

YIL 65.02

Housing is provided in settings that are readily accessible to public transportation, shopping, and community-based services and resources.

YIL 5.03

Youth are notified in writing of:

- a. items that are discouraged or prohibited; and
- b. any safety procedures the program follows, or consequences that can result, when prohibited items are brought to the residence.

YIL 65.034

Youth participate in the development and enforcement of House-house rules and are developed with youths' participation, and youth are encouraged to organize, self-govern, and enforce the rules.

YIL 65.045

Youth are permitted to have guests, including overnight guests, as appropriate to the population and type of living situation, and are informed of their responsibility for the behavior of their guests.

YIL 65.056

The program ensures appropriate supervision and security for its youth resident population, as applicable.

FP YIL 65.067

Youth are notified in writing about circumstances that permit maintenance personnel to enter a room or apartment without the occupant's permission, and receive at least 24-hours' notice when access is required in non-emergency situations.

FP YIL 5.08

Searches of a youth's property are conducted in a trauma-informed manner that respects their rights, dignity, and self-determination and include, as appropriate to the frequency and invasiveness of searches:

- a. communicating policies for searches to residents in writing;
- b. definition and documentation of reasonable cause and assessed risk of harm to self or others;
- c. trained staff; and
- d. an administrative review process including documentation, notification, and the timetable for review.

FP YIL 65.079

Written policies and procedures regarding eviction and discharge:

- a. are provided and explained to youth at intake;
- b. are clear and simple, avoiding overly rigid and bureaucratic language and rules;
- c. define specific behaviors, conditions, or circumstances that may result in eviction and discharge;
- d. include timely due process provisions; and
- e. describe the conditions or process for re-admittance.

Interpretation: *Programs should be tolerant of youth behaviors and might expect some degree of non-compliance from youth in transition. Early discharge as a disciplinary strategy can have severely negative implications for service delivery goals, and outcomes and records of eviction impact creditworthiness and can hinder youth from obtaining secure housing arrangements in the future.*

YIL 76: Family, Community, and Workplace Connections

Services and supports effectively draw upon a full range of available family, school, workplace, neighborhood, and community resources that establish the youth as **a primary resource for, and** an active participant in, ~~their~~**his or her** development.

| Table of Evidence | | |
|-------------------|--------------------|---|
| Standard Code | Evidence Type | Description |
| YIL 67 | On-Site Activities | <ul style="list-style-type: none">• Interviews may include:<ol style="list-style-type: none">1. Program director2. Relevant personnel3. Youth• Review case records |
| YIL 67 | On-Site Evidence | <ul style="list-style-type: none">• Community resource and referral list• Informational materials provided to youth• Educational curricula <u>utilized by the organization, if applicable</u> |

| Table of Evidence | | |
|-------------------|-----------------------|--|
| Standard Code | Evidence Type | Description |
| YIL 67 | Self-Study | <ul style="list-style-type: none"> Procedures for facilitating community and social connections |
| YIL 67 | Self-Study | <ul style="list-style-type: none"> Procedures for referring youth to services |
| YIL-7 | Self-Study | <ul style="list-style-type: none"> Table of contents of educational curricula |

YIL 76.01

To facilitate access to all available services and active membership in the community, the organization:

- remains knowledgeable about local, regional, and state resources, including networking and leadership opportunities; and
- finds and creates opportunities for individuals to develop positive ties to the community based on mutual interests and abilities.

YIL 6.02

The organization maintains, or has access, to a comprehensive, up-to-date documentation system of community programs and services that includes:

- name, location, and telephone number;
- contact person or referral system;
- services offered;
- languages offered;
- fee structure; and
- eligibility requirements.

Interpretation: The organization ensures the community resource documentation system remains up to date by evaluating resources on an ongoing basis to assess the safety, quality, and availability of services provided.

YIL 76.032

The organization strives to engage youth directly as key partners, and to promote sufficient relevant resources, by encouraging youth participation in local or state leadership and advocacy activities, including community advisory and partnership groups.

YIL 76.043

Program activities facilitate:

- a. youth-family connections;
- b. development of social support networks and healthy, meaningful relationships with caring individuals;
- c. participation in peer group activities where they can meet, lend support, and share positive experiences; and
- d. a coordinated response to youth interests and needs.

Examples: "Caring individuals" may include mentors, community members, and friends, ~~siblings, and other family members.~~

YIL 76.045

Youth have the opportunity to develop ~~a comprehensive set of~~ daily living, and interpersonal~~social, and communication~~ skills, including:

- a. ~~money management~~financial literacy, including budgeting, saving, ~~investing, and~~ building credit, and filing taxes;
- b. use of community resources;
- c. accessing public assistance;
- d. nutrition and food preparation;
- e. stress management and coping;
- f. time management;
- g. relationship building, effective communication, and conflict resolution;
- h. critical thinking, problem solving, and decision making;
- i. hygiene, self-care, and personal safety; and
- j. exercising legal rights and responsibilities, such as voting.

Interpretation: Hands-on learning in the youth's natural environment should be conducted, when possible, in order to enhance the development of skills and assist with transferring skills to real world settings and situations.

YIL 76.065

The organization provides housing support services, including:

- a. information on obtaining housing and household management;
- b. education regarding available community housing options;
- c. education on tenant rights and responsibilities;

- d. assistance obtaining a safe, suitable growth-enhancing living environment; and
- e. advocacy for safe, affordable, appropriate housing for youth with a goal of independent living.

YIL 76.067

Youth receive help locating and/or enrolling in educational or vocational programs appropriate to their needs, interests and abilities, including:

- a. high school or GED programs;
- b. colleges or universities;
- c. vocational training programs; and
- d. special education services.

Youth are helped with pursuing their educational or vocational goals, including assistance with:

- a. locating and/or enrolling in schools or programs appropriate to their needs, interest and abilities;
- b. ~~connection~~ identifying and applying for ~~to~~ financial resources for tuition and supplies; and
- a-c. ~~development~~ of good study habits including obtaining ~~or connection to~~ tutoring, as needed.

Examples: *Educational and vocational programs may include high school or GED programs, colleges or universities, vocational training programs, and special education services.*

YIL 76.078

Youth are helped to obtain and maintain employment, including assistance with:

- a. accessing resources to explore personal strengths and interests, future work aspirations, and potential employment options;
- a-b. using local workforce development resources including job development and placement services or skills training;
- b-c. accessing online resources, including job search engines, hiring platforms, and networking sites;
- e-d. development of good work habits, skills, and self-awareness essential to sustained employment; and
- d-e. development of self-confidence and presentation skills; writing cover letters and resumes; writing, completing of job applications, and preparing for interviews;
- e-f. accessing access to and use of employment information and data to understand job options, and clarify current and future work aspirations; and
- f. use of local workforce development employment resources including, job development and placement services or finding, and placement options, including on-the-job training.

FP YIL 76.089

Youth are linked to necessary health services, including:

- a. medical services, such as routine care and medication management or monitoring;
- b. dental services;
- c. ~~counseling, mental health services, and chemical dependency~~ behavioral health services;
- d. age-appropriate education regarding family planning, HIV/AIDS, and STID prevention, and general information about the prevention and treatment of disease; and
- e. insurance coverage, when available.

YIL 76.0910

Youth receive additional support services, as needed, including:

- a. crisis intervention;
- b. transportation;
- c. legal assistance, including assistance with citizenship and naturalization;
- d. parent education and family support;
- e. child care ~~and development~~; and
- f. activities that support social, cultural, and recreational interests, and religious observance.

~~**Examples:** Opportunities to participate in culturally appropriate social, cultural, recreational, and religious activities can help to expand the range of life experiences, and meet the needs of indigenous youth groups or individuals with special needs.~~

YIL 87: Transition from the Service System

Youth participate in planning for transition to the community and are prepared for adulthood with positive experiences and skills to move successfully to living and managing on their own.

| Table of Evidence | | |
|-------------------|--------------------|---|
| Standard Code | Evidence Type | Description |
| YIL <u>87</u> | On-Site Activities | <ul style="list-style-type: none">• Interviews may include:<ol style="list-style-type: none">1. Program director2. Relevant personnel3. Youth |

| Table of Evidence | | |
|-------------------|------------------|--|
| Standard Code | Evidence Type | Description |
| | | <ul style="list-style-type: none"> Review case records |
| YIL <u>78</u> | On-Site Evidence | <ul style="list-style-type: none"> Information provided to youth |
| YIL <u>78</u> | Self-Study | <ul style="list-style-type: none"> Transition planning procedures |

YIL 7.01

The organization works with youth to develop a transition plan at least 3 months prior to discharge.

YIL 87.021

The organization prepares youth for a successful transition by providing youth and collaborating providers with information on:

- a. the transfer or termination of custody ~~information~~, as applicable;
- b. ~~information about applicable legal protections rights~~ and services to which the person may have access ~~as a result of~~ because of a disability;
- c. ~~information need~~ howed to access specialized services and navigate adult-serving systems;
- d. ~~information on availability of~~ affordable community-based ~~healthcare and counseling~~ physical and behavioral healthcare;
- e. court and public assistance systems ~~information~~;
- f. child care services ~~information~~; and
- g. peer support ~~through community volunteers or individuals who have made a successful transition~~, as appropriate.

YIL 87.032

During the transition process, and prior to case closing, the organization helps youth to explore the ~~full range of~~ housing options available to them ~~living situations, from supported living to fully independent living environments, with youth~~ and engages them in an evaluation of the risks and benefits of different alternatives ~~various housing options~~.

Interpretation: ~~Personnel providing housing support services to youth who identify as LGBTQ+ youth should consider the sexual orientation, gender identity, and personal preferences of youth when matching them with available housing options. Youth who identify as LGBTQ+~~

~~youth are disproportionately subjected to sexual and physical violence which may make certain living accommodations, such as open bathing facilities or single-sex communal facilities, less desirable for this population demographic.~~

YIL 87.043

The organization ensures that an adequate living arrangement is in place for every person transitioning to independence and provides:

- a. supervised household management practice, when possible; and
- b. tenancy and landlord supports, as appropriate; ~~and~~
- c. ~~support when needed to address potential landlord-tenant issues impacting youth residents.~~

YIL 87.054

For every person transitioning to independence, the organization ensures that basic resources are in place, including:

- a. a source of income;
- b. affordable health care;
- c. access to at least one committed, caring adult; and
- d. access to positive peer support.

YIL 87.065

The organization provides youth transitioning to independence with at least six months ~~minimum~~ advance notice of the cessation of any health, financial, educational or other benefits that will occur at transition or case closing.

YIL 87.076

The organization assists youth in obtaining or compiling documents necessary to function as an independent adult, including:

- a. an identification card, or a drivers license when the ability to drive is a goal;
- b. a social security or social insurance number;
- c. a resume, when work experience can be described;
- ~~d. a driver's license, when the ability to drive is a goal;~~
- ~~e.d.~~ _____ medical records and documentation, including a Medicaid card or other health eligibility documentation;
- e. an original copy of the youth's birth certificate;
- f. bank account access documents;
- g. religious documents and information, when appropriate;
- h. documentation of immigration, citizenship, or naturalization, when applicable;

- i. death certificates when parents are deceased;
- j. a life book or a compilation of personal history and photographs, as appropriate;
- k. a list of known relatives, with relationships, addresses, telephone numbers, and permissions for contacting involved parties;
- l. previous placement information; and
- m. educational records, such as high school diploma or general equivalency diploma, and a list of schools attended, when age-appropriate.

YIL 98: Case Closing and Aftercare

The organization works with youth to plan for case closing and, when possible, to provide aftercare.

| Table of Evidence | | |
|-------------------|--------------------|--|
| Standard Code | Evidence Type | Description |
| YIL 98 | On-Site Activities | <ul style="list-style-type: none"> • Interviews may include: <ol style="list-style-type: none"> 1. Program director 2. Relevant personnel 3. Youth • Review case records |
| YIL 98 | On-Site Evidence | <ul style="list-style-type: none"> • Relevant portions of contract with public authority, as applicable |
| YIL 98 | Self-Study | <ul style="list-style-type: none"> • Case closing procedures |
| YIL 99.05 | Self-Study | <ul style="list-style-type: none"> • Aftercare and follow-up procedures |

YIL 98.01

Planning for case closing:

- a. is a clearly defined process that includes assignment of staff responsibility;
- b. begins at intake; and
- c. involves the worker, the youth, and others, as appropriate to the needs and wishes of the youth.

YIL 98.02

Upon case closing, the organization notifies any collaborating service providers, as appropriate.

YIL 98.03

If an individual has to leave the program unexpectedly, the organization makes every effort to identify other service options and link the youth with appropriate services.

Interpretation: *The organization must determine on a case-by-case basis its responsibility to continue providing services to persons whose third-party benefits are denied or have ended and who are in critical situations.*

YIL 98.04

~~As a continuing resource for information, crisis management, referral, and support, t~~The organization provides each person with:

- a. a transition plan summary, including the individual's options;
- b. a list of emergency contacts, and
- c. the organization's contact information.

YIL 98.05

The organization follows up on the transition ~~or aftercare~~ plan, as appropriate, when possible, and with the permission of the youth.

NA *The organization has a contract with a public authority that prohibits or does not include ~~aftercare or~~ transition planning follow-up.*

Examples: *Reasons why follow-up may not be appropriate include, but are not limited to, cases where individuals are transferred to long-term care settings or a higher level of care, the person's participation is involuntary, or where there may be a safety risk to the individual such as in cases of domestic violence.*