

Effective Housing Readiness Plans:

Listening to the Voices of Transitional Aged Youth to Improve the Current System

Introduction

Fostering Promise's mission is to ensure that every youth who ages out of foster care has a safe place to call home, the hope for a promising future and the support of a caring mentor. It is estimated that in California's Bay Area over the next three years over 1,000 youth will transition out of foster care. Many of those youth are at heightened risk of experiencing homelessness, as well as other factors that could impact their ability to access safe and stable housing in the future. Youth of color in particular are disproportionately represented among youth that exit care into homelessness. Fostering Promise has laid out five policy priorities to address this issue, including creating housing readiness plans for all youth in care in California by the time they turn sixteen years old. These plans will help ensure that all youth exit care with at least five viable housing options and support from housing specialist professionals as they make this transition.

Process

In order to best achieve Fostering Promise's goal of creating a housing readiness plan for every youth in care by the time they turn 16, Fostering Promise sought the input of current transitional aged foster youth and the providers that work with that population. Desired information included what kind of housing readiness planning is currently occurring for this population, what barriers they might be facing, and how to build off of these current plans based on recommendations from those with lived experience, a core value of Fostering Promise's work. Interns from partner organization, Just Advocates, held a focus group with transitional aged youth currently receiving services in the Bay Area and also had conversations with providers working at Sycamores in the greater Los Angeles area, and at Bill Wilson Center, Unity Care, and the San Francisco Human Services Agency (HSA) in the Bay Area. Almost all of the agencies spoken with provided the materials they use with the youth in their care, including examples of housing contracts, needs and services plans, and housing readiness plans, allowing for comparison with best practices and youth recommendations.

Additionally, independent research was conducted examining peer-reviewed articles on housing interventions for foster and transitional aged youth and looked at the current housing readiness plans provided to youth and their caseworkers by the California Department of Social Services (CDSS). From these three methods, a set of key themes, best practices, and recommendations were compiled to create improved housing readiness plans for all foster youth ages 16 and over.

Summary of Focus Group

On March 21st, 2024, interns from Just Advocates held a transitional aged youth focus group with six youth who are currently in foster care and some who have lived experience with transitioning into different types of care after turning 18. The session was held remotely via Zoom for approximately 90 minutes. All youth were provided a \$50 gift card for their participation in the group.

During the course of the focus group, four questions were asked of the youth to develop a deeper understanding of what their personal experience has been in care so far, and in an ideal world, what their transition out-of-care planning would look like in the future. These questions were asked aloud, but also linked to a JamBoard and encouraged those who did not feel comfortable sharing verbally to answer in the Zoom chat. The four specific questions were as follows:

1. When reflecting on your transition out of care, or if you are still in care, what kind of housing support did you have/receive to access housing? What specifically was helpful about that support? What was not helpful? Did you have access to all your legal documents (birth certificate, proof of citizenship, SSN., etc)?
2. What barriers did you face in accessing safe and secure housing? What could have addressed those barriers?
3. If you had an app to support your housing transition, what information would make it worth utilizing?
4. In an ideal world, what type of Housing Readiness plan would you want to see made available to youth who are transitioning out of care? What does stable, safe, and secure housing look like to you?

The most common experience of the youth in the focus group was encouragement from their social workers to enter a THPP-NMD (Transitional Housing Placement Program for Non-Minor Dependent) or TPH-Plus (Transitional Housing Program-Plus) placement following their move from traditional foster care or living in an STRTP (Short-Term Residential Therapeutic Program). One youth shared that they had asked their social worker if they had any other housing options other than foster care and the social worker provided a list of THPP programs. From there, the youth selected the program that best fit their needs. Another youth had a similar experience where in the process of moving to a THPP, she was given a list of all the available programs in the county and could choose the one that best suited her needs. She chose one that provided support with housing supplies, rides, assistance with scheduling appointments, and numbers to call when she is unable to reach her case manager. No youth mentioned other housing options, such as independent living outside of care, being suggested by their social workers or case managers.

Youth had varying experiences when it came to working with their individual social workers and case managers. Some felt that their social workers were helpful in the process, while others reported receiving no assistance and had trouble continuing on with the THPP program because their social workers did not assist with the paperwork application process.

There was one youth in particular who is currently preparing to transition to the next stage of care and shared feeling overwhelmingly unsupported in this transition. This young person has been in care for much of their life, and now that the time is coming to prepare for a possible transition out of care at 21, the youth is let down by the reactions of staff in their current housing program who do not seem to understand the magnitude of this life change and feels that the emotional aspect of this change is being disregarded. The staff member who joined the focus group was able to validate this feeling, sharing that she sees some staff who are just “pushing papers along” and do not take the time to actually check in with youth to see how they are doing. More support offered to youth would be beneficial in this process, to acknowledge that these are difficult transitions and that youth should receive more whole-person support.

Recommendations from youth that came out of the focus group included a way for them to either read reviews of or hear directly from youth living in the different THPP and THP-Plus programs. Youth reported hearing that some of the housing options are not well taken care of, have pest infestations, etc., and want to know that information before making a decision. Youth also wanted to know about the process for being assigned a roommate and what would happen if there was a clash between roommates. Facilitators running the focus group brought up the suggestion of Fostering Promise leading the creation of a mobile application that would host the housing readiness plans, access to vital documents, and other housing-related resources. Youth liked the idea of the app, and also suggested creating a spot to share tips for youth who are starting the process of transitioning up or out of care and making a checklist of what youth should do to prepare for this transition. That way even if youth are not ready to make the transition yet, they can at least see what will be expected of them and prepare for this.

The focus group provided an opportunity to speak directly with youth about their experiences transitioning up and out of care. There were some limitations with the way we carried out the focus group, including being held on Zoom, which limited full participation of youth, and the presence of a staff member from an organization the participants receive services from, which might have prevented some youth from feeling they could share freely about their experience in that particular program. Due to scheduling constraints, the focus group with youth was held about two weeks before the individual meetings held with four transitional housing organizations providing services to foster youth in California. Information discussed in those meetings would have been useful to know ahead of the focus group in order to ask youth if they experienced service offerings in the same way that THPP and THP-Plus providers described them as functioning. Future focus groups could review the summary of those sessions to ask youth about their own experiences in those programs and how effective they are in practice. Some example questions for those future focus groups include:

1. While in a THPP or THP-Plus program, have you had access to behavioral health services if you wanted them?
2. Do you know what different housing options are available to you as you transition out of care?
3. Do you know who you can talk to about support with housing and job readiness?

Summary of Provider Calls

Following the focus group, Just Advocates interns interviewed different transitional housing programs (THP) and transitional housing plus programs (THPP) in California to understand their procedures and practices to support transitional aged youth. Fostering Promise connected Just Advocates to THP providers from Unity Care, the Bill Wilson Center, and Sycamores, as well as to the San Francisco Human Services Agency (SF HSA). Unity Care and BWC serve TAY in the greater Bay Area while Sycamores is a provider based in Southern California serving TAY in the greater Los Angeles area. Many of these organizations utilized a combination of housing models: scattered site and master leases to accommodate transitional aged youth. Scattered sites is a housing model in which the organization forms relationships with landlords throughout the city to rent out units for youth housing. Another popular housing is a master lease, in which the organization rents out the entire unit to provide housing for youth.

Just Advocates asked the following questions to identify the organization's best practices, innovations in the field, and the challenges experienced from an ecological lens:

1. What is your housing readiness process for transitional aged youth?
2. What materials do youth need to apply for housing?
3. What type of training and support do you offer TAY as they navigate the housing process post-care?
4. What housing options are made available to TAY?
5. What barriers have you encountered while assisting clients to navigate housing?
6. What overarching changes would you like to see to improve this process?

Just Advocate interns aim to translate the ideas and present themes into recommendations for a mobile application to support TAY in the pursuit of independent living challenges.

Overview of Transitional Housing Programs

Unity Care

Unity Care is a Bay Area-based organization providing housing services for young people aging out of foster care. They offer a THP and THPP program, ensuring a continuum of care for transitional-age youth between the ages of 16 to 25. A majority of Unity Care clients are referred by county-level child welfare agencies and probation departments. Unity Care operates on a mix of scattered sites and master lease models to provide placements for their youth across 7 Bay Area Counties. Providers at Unity Care initiate a conversation about their clients' independent living goals upon entry and meet regularly until exiting the program. The organization offers housing navigation, case management, mental health and employment support services to support their clients. Once clients graduate from Unity Care's housing programs, they no longer have access to other support services.

The Bill Wilson Center (BWC)

The Bill Wilson Center serves local transitional aged youth in Santa Clara County. Similarly to many of these programs, the BWC offers a THP and THPP program for their clients. BWC

receives referrals from the Department of Family Support Services and the probation department in Santa Clara County. They are also unique in that young people may self-refer through the Safety Net Shelter, a haven for youth between the ages of 12 to 18. The Bill Wilson Center utilizes a mixed model of scattered sites and master leases in the community. BWC also proactively signs its clients up for low-income housing waitlists once they are eligible. Youth at the BWC are engaged in a conversation about their independent living goals as early as high school. They regularly check in with their case manager to ensure they are aligned with their goals. The services offered by the Bill Wilson Center include housing navigation, case management, employment navigation, and mental health services for their clients.

San Francisco Human Services Agency (SF HSA)

The SF Human Services Agency is a county entity that provides a variety of services to individuals, families, and communities including the distribution of Foster Youth to Independence housing vouchers (FYI voucher). SF HSA can request 25-50 vouchers a year from the Housing Authority. On average, the organization has not run out of vouchers due to strategically routing youth between the FYI voucher program and THP programs. Their clients are referred by child welfare agencies, justice-involved youth, and local community-based organizations serving transitional aged youth. HSA plans to expand its reach to enroll youth leaving THPP programs and emancipated youth who do not fit other criteria as well. SF HSA partners with local community based organizations such as Unity Care and First Place for Youth to increase their organizational capacity.

Sycamores

Sycamores is the only Los Angeles-based housing organization serving TAY that Just Advocates was able to interview. They receive their client referrals from the Department of Children and Family Services and Probation Departments. Sycamores follows a scattered site model with plans to expand its housing opportunities by obtaining master leases. The organization also offers a THP and THPP program. They offer housing navigation, case management, mental health, employment support, and legal services to young people they serve. After a transitional aged youth exits Sycamores, they are still able to access these services to support their needs. Sycamores attempts to track their clients for a year after their emancipation.

Analysis

All four of these organizations follow a standardized procedure. A client is referred to their organization by a local child welfare agency, the client is enrolled into a THP program and encouraged to continue onto a THPP program after reaching 18 years of age. It is understandable as to why young people are encouraged to follow this formula. Previously, young people who were emancipated from foster care at 18 would be akin to throwing someone into a sink-or-swim situation. This unique population requires additional long-term care and support, leading to the implementation of AB 12 which extended foster care until the age of 25. However, the rigidity of this formula fails to meet the individual needs of transitional aged youth exiting foster care. The providers indicated the perceived barriers their clients experience are highly impacted by their

mental health needs, lack of housing, and difficulties around employment. Just Advocates identified protective and risk factors that may alleviate the expressed concerns.

Protective Factors

A strength of these programs is the available support and services provided by each organization. The providers interviewed expressed that a youth's mental health needs greatly influence their ability to complete the necessary steps to achieve independent living. Sycamores and BWC noticed improved housing stability when their youth were consistently engaging in mental health support. For these reasons, these organizations ensure in-house therapists to support their youth.

Additionally, providers identified extended relationships cultivated with program staff, services, and peer services correlated with improved housing stability. Unity Care, BWC, and Sycamore all mentioned the positive impact of a continued relationship with youth. However, Sycamores is the only program that allows youth to access their services after graduating from their program.

The mix of scattered site and master leases is an effective housing model for TAY. Scattered site models require organizations to build relationships with local landlords; in the best-case scenario, the THP/THPP program becomes the first point of contact when there is a vacancy in the building. Local landlords are appreciative of the guaranteed income source. The master lease model is also a great pathway to housing for TAY. It removes the barriers associated with scattered site models which include the standard requirements for applying for an apartment or awaiting the Housing Authority approval of a FYI voucher.

Risk Factors

A prominent risk factor in current THP/THPP programs is the timeline in which conversations about transitioning out of care are initiated. Most programs indicated they started the conversation about transitioning out of care 6 months before the young person exited the program. Participants of Just Advocate's focus group indicated this was not enough time to prepare for independent living. Children Now (2023) reports foster youth continue to face homelessness and deep poverty despite the implementation of AB 12. There are long transitional housing program waitlists, barriers to housing programs, and unaffordable housing issues that require much more intensive planning than a 6-month preparation can plan for (Children Now, 2023).

Another risk factor is the standardized pathway TAY are encouraged to pursue to achieve independent living. Ruth and Harrison (2020) report that TAY often feel as though they are on a conveyor belt being passed through a system. TAY express they do not have a voice in their outcomes. This lack of agency may result in a lack of engagement from young people. The lack of engagement and motivation then impacts the youth's ability to complete tasks such as preparing documents, attending showings, and advocating for FYI vouchers which are necessary to attain stable housing.

Finally, the scattered site model does possess some risks. Unity Care who contracted with more corporate landlords found it difficult to achieve priority for housing. As their clients waited for the Housing Authority to determine the safety of the unit, the complex would rent the unit to another renter. These risk factors will be addressed in the recommendations section.

Summary of Research

Literature Review

Houselessness and transitional-age youth is a well-researched topic. For this report, a literature review was performed to investigate current practices and innovations surrounding transitional housing interventions. According to the Kids Count Data Center, 31% of transitional-aged youth in California have experienced houselessness. In the Bay Area, 78% of youth experiencing homelessness were formerly involved with child welfare systems. The existing ways in which systems interact with foster youth must continue to evolve to effectively support transitional-aged youth.

Holtschnieder (2018) posits we must redefine how to categorize success for transitional housing programs for young people. She argues current systems fail to consider the external factors that adversely impact the young person after they exit care. It is critical to consider Bronfenbrenner's Ecological systems theory (1992) when developing interventions for transitional-aged youth. The young people who come into transitional housing programs exist in a sociocultural environment that influences their outcomes. Once they exit care, the hurdles they experience do not disappear, yet these young people lose access to the services that help them process and mitigate the adverse impacts of their lived experiences. Holtschnieder (2018) encouraged THPs to reevaluate the expectations of youth, redefining the successes and accessibility of their programs.

It may be beneficial to build off the work of Henwood et. al (2018) which employs qualitative methods to investigate the expressed needs of transitional-aged youth utilizing THP services. Henwood et. al (2018) facilitated focus groups to empower TAY to identify desired qualities of a THP. Three overarching themes arose from their research: (1) youth prefer living with other youth of a similar age and background to support one another, (2) youth require individualized support, and (3) youth need support in feeling deserving of the services they are receiving. The invaluable insight from Henwood et. al (2018) also indicates that TAY is invested in its outcomes. Ruff and Harrison (2020) utilized a community-based participatory research (CBPR) approach to examine TAY's perception of social services. A key theme found was that the young people often felt like they were moving through a factory and that their agency and autonomy were not honored by the services in place. THP programs would greatly benefit from employing community-based participatory research principles (CBPR) for program development and evaluation. The principles of CBPR emphasize (a) recognizing the community's lived experience as expertise and knowledge, (b) promoting co-learning among research partners, and (c) ensuring longevity through community skill-building (Minkler, 2005). CBPR approaches outline methodology to engage community

members as equal stakeholders to shift power back into the hands of the service recipients (Minkler, 2005). It can also be utilized to perform evaluations of a program.

While there is a plethora of literature surrounding the relationship between the houseless and TAY, there is a lack of research investigating the perceptions of TAY moving through these systems. With an eye toward the future, further research and co-creation are recommended to demystify the needs of transitional-aged youth.

Research on Current Housing Readiness Plans:

In addition to reviewing documents provided by the California community organizations serving transitional-aged foster youth, research was conducted on the housing readiness plans created by the California Department of Social Services for youth. These forms include the Transitional Independent Living Plan & Agreement (TILP) for youth 16 and up and the Supportive Transitional Emancipation Program Transitional Independent Living Plan (STEP TILP) for youth ages 18-21.

The standard TILP is a two-page document that is intended to be filled out by the youth with help from their caregiver and social worker or probation officer starting when a youth in care is 16 years old. A blank version of the form can be found in the appendix. The plans are reviewed every six months and youth are expected to keep copies of the document, as are the youth's caregiver and social worker or probation officer. Youth are tasked with listing out goals that cover topics such as graduating from high school, preparing for college, preparing for employment, developing long-term connections with supportive adults, and the activities they need to accomplish those goals. None of the example goals on the TILP document mention preparing for housing after exiting care. While youth are expected to maintain copies of the document and review them every six months, it is unclear how this works in practice.

The STEP TILP is a longer, 7-page document for youth in care between the ages of 18-21. The form must be updated and completed annually and is a requirement for receiving foster care services in a THPP or THP-Plus program after 18. The STEP TILP includes detailed goals and activities related to plans for education and employment, either of which youth need to be actively engaged in to receive funding. It also includes sections on planning for housing, health coverage, access to vital documents, support networks, and income and budgeting. The STEP TILP is far more expansive than earlier planning documents but remains available via paper copy only and it is unclear how often youth are consulting the plans. There is no information on enforcement regarding these plans being completed by a certain age.

Housing readiness plan documentation from three of the providers consulted, Sycamores, Bill Wilson Center, and Unity Care, followed similar formats in which youth are required to lay out plans in categories like educational attainment, career readiness, and independent living, on an annual or semi-annual basis. Ownership of the form is also similar, with youth and social workers both maintaining copies, but access to online or digital copies might be limited. Other documents

provided by community organizations included housing rules and agreements, notifications of rights, and explanations of what services youth are entitled to at the programs.

Key Themes and Recommendations

Key Themes:

Many overlapping themes arose from the transitional-aged youth focus group, calls with community providers, and research on the topic of housing readiness plans. The most prominent are the following:

1. **TAY Move at Their Own Pace:** Multiple providers expressed a pattern of youth moving at their own pace when transitioning to different stages of care. Most youth in TAY programming have experienced trauma, whether in the homes of their biological families before entering care, in the foster care system itself, or often in both. As a result of this trauma, providers mentioned that youth sometimes have difficulty planning for the future and instead take things one day at a time. This can lead to difficulty in housing readiness planning and can show up as disengagement from services right around the period of transition from one stage of care to the next. Consideration should be given to creating housing plans that acknowledge youth's difficulty in planning.
2. **Importance of Mental Health Services for TAY:** In response to the trauma mentioned in the theme above, providers stressed the importance of access to mental health services for TAY while they are in care. Some community organizations offer mental health services in-house, while others link youth to services in the community. Access to regular mental health treatment, that is not contingent on other compliance within the housing programs, is critical to youth's ability to fully engage and participate in the housing process.
3. **Standardized Recommendation of Next Housing Option:** Most of the providers spoken to during this reporting process emphasized moving youth from one level of THP care to the next, starting with THP-NMD and eventually graduating up to a THP-Plus program. While these programs have many benefits for the youth enrolled in them, they are not the only option for youth transitioning to the next stage of care. THP-Plus programs also have a limited number of beds available, which means that some youth who want to enroll might not be able to at the time they need to. Other youth express frustration at continuing in highly regulated, official foster care programs and desire a placement option that is more flexible and independent.
4. **Barriers Include Difficulty with AB 12 Compliance:** To continue receiving foster care services after the age of 21, youth must comply with guidelines set by AB 12, namely that they are either enrolled in school or are working a certain amount of hours per week. While providers might want to continue providing services to youth who are struggling with these guidelines, they are bound by the legal requirements of the program.

5. **Exclusion of Certain Youth from Accessing Continued Care Resources:** A troubling theme that arose between provider calls was the inability to provide certain youth with THPP and THP-Plus services due to their high needs, including youth with histories of commercial sexual exploitation, sexual abuse, and violence. Providers did not seem to know what services these youth could access instead if they were barred from participating in the THPP/THP-Plus pathway, so future consideration should be given to these high-needs youth on how they can still be served.

Recommendations:

As part of Fostering Promise's mission to ensure that every youth who ages out of foster care has a safe place to call home, it was suggested that a mobile app be created to host housing readiness plans and resources for youth who are preparing to transition up or out of official foster care. The following recommendations are suggested to be incorporated into the building and implementation of the app. These recommendations are a combination of ideas of the authors of this report, youth with lived experience who attended the focus group, and providers who are already working with these populations.

1. **A Head Start:** Just Advocates recommends initiating conversations with youth regarding their independent living goals as soon as they are enrolled in a THP program. This would include introducing the mobile application and providing a guide to filling out the state-provided TILP plan to promote their agency in the process. Just Advocates also recommends the widespread implementation of comprehensive housing guides with all potential options to build housing literacy.
 - a. While youth under a certain age are not required to start filling out the STEP TILP, best practices would be to start the STEP TILP form at a younger age than legally required because it includes more extensive planning categories, such as accessing housing and planning financially for the future.
2. **Individual Needs require Individualized Plans:** Transition-age youth have their own needs, desires, and goals. An additional recommendation would be to include a questionnaire or housing quiz to help young people identify suitable independent living options to assist in setting their goals. Their results should lead to a general guide to achieve their goals in the form of a checklist to make this process approachable and accessible for TAY.
 - a. This checklist would help address the theme of youth moving at their own pace. By having access to a checklist at the beginning of the housing process, they can see all of the requirements they will need to fulfill by the time they are ready to transition out. They would be able to move through the checklist at their own pace rather than the timeframe laid out by social workers during formal TILP preparation.
3. **Resource Mapping:** Leaving placement means that some youth lose access to the services they received while in care, like mental health treatment. The app should include a resource map comprising information about available mental health providers, housing

resources, and employment opportunities in their area to promote a continuum of care and uptake in service utilization.

- a. For youth who have left care, but are still eligible to receive services due to their age, there should be an additional section on how to re-access foster care programming, including a how-to guide to re-enroll in services and contact a social worker. Instructions on how to contact your attorney and/or probation officer should also be included.

4. **'Yelp' for Housing:** Youth requested a section of the app where TAY can provide honest feedback on their THPP or THP-Plus placement to support one another with transparency. Using this approach would allow youth to more accurately determine which program would best fit their individual needs.

Top Five Critical Components to Include in the App:

1. Education about the different housing options available to TAY

Young people are not consistently being offered other housing options for TAY such as the Supported Independent Living Program (SILP). As it stands, the majority of youth are funneled through a THP to THPP pipeline and are not educated on their other options. As this does not provide them with all the pieces of the puzzle, it decreases their level of agency in the housing readiness process. The mobile app is an accessible tool where young people can obtain information to develop their own conclusions about which housing pathway they would like to pursue. There should be a detailed description of each housing option available to TAY.

2. Peer Feedback on Housing Options

In addition to the description of all housing options available to TAY, the app should include testimonials from youth with lived experience who have lived in those options, including THPP and THP-Plus programs, SILP, and independent living (i.e. living with friends or family outside the parameters of system).

- i. In ideal circumstances, these reviews would be provided in both written and video testimonial form that youth can access whenever they choose. Additionally, providers could set up live support groups where youth, both with lived experience and those who are currently or about to enter THPP and THP-Plus programs can meet to discuss their experiences in the programs and offer advice on how to navigate the system.

3. Access to vital documents

Maintain an online repository for youth to keep copies of vital documents such as birth certificates, social security cards, IDs, etc. To address the issue of youth needing original hard copies of the documents, include instructions on how to obtain free or low-cost versions, where to go, and what you need to bring with you to get them.

4. Housing Quiz

As previously stated, young people are either shielded or overwhelmed by the housing options available to them. Just Advocates proposes an interactive quiz to

help young people identify the most suitable option for them based on their needs and preferences. The quiz could inquire about lifestyle habits, mental health needs, etc., and how they may be aligned with specific kinds of housing arrangements.

- i. Once a youth has completed the quiz, they would gain access to the housing checklist mentioned above that details all of the requirements necessary to enter any of the independent living options available to them.

5. “How to...”

While the app’s primary purpose is to assist youth with housing readiness, there are a few other categories that would be helpful for youth to have additional information about, including how to re-access care and get into contact with social services staff after exiting care.

- i. Re-enter care if you left (including criteria to enter THPP and THP-Plus programs and how to access FYI vouchers and the Chafee Educational and Training Vouchers Program (ETV).
- ii. Get in contact with your social worker, attorney, etc., if you have been out of care.

Conclusion

Transitional housing programs are critical resources bridging TAY to independent living. Through listening to the expressed needs of transitional-aged youth and housing providers, the gaps in knowledge and resources in the current systems were identified. Just Advocates recognizes the findings of this report are limited by the unrepresentative sample size. It is strongly recommended Fostering Promise and transitional housing programs build upon the report findings by hosting additional focus groups and interviewing a larger sample of providers throughout California. As Foster Promising ventures into uncharted territory by creating a mobile app as a housing intervention, they should continue to include youth voice in the mobile app design. Just Advocates proposes a two-pronged intervention as Fostering Promise moves forward in addressing the housing crisis impacting TAY. The Housing readiness plans utilized by THP and THPP programs should be revised to include more detailed goals to provide TAY with actionable goals. These plans should be accessible to the youth on their mobile devices through the app along with critical resource maps and comprehensive guides to demystify the overwhelming amount of resources available to TAY on the Hub.

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Appendix

1. Transitional Independent Living Plan & Agreement, California Department of Social Services
2. Supportive Transitional Emancipation Program Transitional Independent Living Plan, California Department of Social Services

Transitional Independent Living Plan & Agreement

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

Address: _____

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

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

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

Service goals and activities to be addressed in the plan:

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

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

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

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

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

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

Transitional Independent Living Plan & Agreement

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

Case Worker Name: _____ Case Worker phone: _____

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

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

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

This Agreement will be updated on: _____ Update # _____

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

Youth's signature

Date

Caregiver's signature

Date

Social Worker/Probation Officer signature

Date

SUPPORTIVE TRANSITIONAL EMANCIPATION PROGRAM TRANSITIONAL INDEPENDENT LIVING PLAN (STEP TILP) FOR 18 UP TO 21 YEARS OLD

PERSONAL DATA

START DATE OF PROGRAM:		COMPLETION DATE:			
NAME:		SSN:	DATE OF BIRTH:	AGE:	GENDER: M F
COUNTY OF THE LAST HELD DEPENDENCY/WARDSHIP:		NAME OF LAST SOCIAL WORKER:			
CURRENT ADDRESS:	CITY:	COUNTY:	STATE:	ZIP:	TELEPHONE:
MAILING ADDRESS IF DIFFERENT:	CITY:	COUNTY:	STATE:	ZIP:	OTHER TELEPHONE:
TRIBAL AFFILIATION: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, NAME OF TRIBE:		ETHNICITY:		LANGUAGE:
EMANCIPATED FROM: <input type="checkbox"/> FOSTER CARE <input type="checkbox"/> PROBATION <input type="checkbox"/> RELATIVE CARE					EMANCIPATION DATE:
THE COUNTY WILL CHECK IN WITH ME: <input type="checkbox"/> MONTHLY <input type="checkbox"/> QUARTERLY <input type="checkbox"/> EVERY 6 MONTHS <input type="checkbox"/> ANNUALLY <input type="checkbox"/> OTHER(SPECIFY): _____					
CURRENT IDENTIFICATION: <input type="checkbox"/> CA ID CARD <input type="checkbox"/> CA DRIVER'S LICENSE <input type="checkbox"/> PASSPORT <input type="checkbox"/> VISA			MY PRIMARY SERVICE PROVIDER IS:		

EDUCATION

Completed schooling

Type of education I have completed:

Up through 9th Grade Up through 10th Grade Up through 11th Grade Up through 12th Grade

High School Diploma GED Vocational Education Community College

4 year College/University Other (specify): _____

School Attended: _____

Course of Study: _____ Date Completed: _____

Current schooling

Type of education I am currently enrolled in:

High School GED Courses Vocational Education Community College

4 year College/University Other (specify): _____

School Attended: _____

Course of Study: _____ Projected Completion Date: _____

Proof of Enrollment (attach): Report Card School Transcripts Proof of Registration

Other (specify): _____

Educational Goals

Grade Point Average: _____

During my time in STEP, my educational goals are:

1. _____
2. _____
3. _____

My plan to achieve these goals are:

1. _____
2. _____
3. _____

My educational Service Provider is: _____

They will help me achieve these goals by:

1. _____
2. _____
3. _____

Date projected to complete my educational goals: _____ Proof that I am achieving my education goals (*attach*):

I have attached the following documents to verify the progress I've made toward my educational goals: _____

Financial Aid/Scholarship Information

I currently receive (*please mark all that apply*):

- Financial Aid Scholarship Grant Other: _____

Please specify what is received:

1. _____
2. _____
3. _____

If I do not currently have Financial Aid/scholarship information and would like to obtain information about available options my Service Provider will help me achieve this by:

1. _____
2. _____
3. _____

Summer Plans

During the summer break, my plans are:

1. _____
2. _____
3. _____

Additional Information

Other information/interests that help me to achieve my educational goals (*ie. volunteer work, sport teams, etc.*):

1. _____
2. _____
3. _____

EMPLOYMENT (Current Employment)

START DATE:	PLACE OF EMPLOYMENT:
-------------	----------------------

JOB TITLE:	JOB RESPONSIBILITIES:
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CURRENT WORK SCHEDULE:	HOURS I WORK PER WEEK:	RATE OF PAY:
	<input type="checkbox"/> 1-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> 31-40	\$ _____ per hour

SHIFT I WORK:

Day Swing Evening Grave Other (*specify*): _____

SUPERVISOR/CONTACT PERSON:	TELEPHONE:
----------------------------	------------

PROOF OF EMPLOYMENT (*ATTACH*): _____

Employment History

START DATE:	END DATE:	PLACE OF EMPLOYMENT:
-------------	-----------	----------------------

JOB RESPONSIBILITIES:

START DATE:	END DATE:	PLACE OF EMPLOYMENT:
-------------	-----------	----------------------

JOB RESPONSIBILITIES:

START DATE:	END DATE:	PLACE OF EMPLOYMENT:
-------------	-----------	----------------------

JOB RESPONSIBILITIES:

Unpaid Work Experience (Volunteer Work)

START DATE:	END DATE:	PLACE OF EMPLOYMENT:
-------------	-----------	----------------------

JOB RESPONSIBILITIES:

START DATE:	END DATE:	PLACE OF EMPLOYMENT:
-------------	-----------	----------------------

JOB RESPONSIBILITIES:

START DATE:	END DATE:	PLACE OF EMPLOYMENT:
-------------	-----------	----------------------

JOB RESPONSIBILITIES:

Employment Needs

To achieve my employment goals, I need assistance in the following areas:

1. _____
2. _____
3. _____

My employment Service Provider is: _____

My Service Provider will help me with these needs by: _____

1. _____
2. _____
3. _____

CAREER

Career Goal

My Career goals are:

1. _____
2. _____
3. _____

My plans to achieve these goals are:

1. _____
2. _____
3. _____

CAREER

Career Goal (Continued)

My career Service Provider is: _____

My Service Provider will help me achieve my career goals by:

1. _____
2. _____
3. _____

I am achieving my career goals: YES NOSupporting documentation: _____

HEALTH COVERAGE

I AM CURRENTLY ON MEDI-CAL: <input type="checkbox"/> YES <input type="checkbox"/> NO	I CURRENTLY HAVE HEALTH COVERAGE: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, MY SOURCE OF COVERAGE: _____
I CURRENTLY HAVE DENTAL COVERAGE: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, MY SOURCE OF COVERAGE: _____	
I CURRENTLY HAVE VISION COVERAGE: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, MY SOURCE OF COVERAGE: _____	

If I do not have health, dental or vision coverage my Service Provider plans to help me obtain coverage by: _____
_____I would like information on the following: Drug Rehabilitation Alcohol Rehabilitation Tobacco Cessatio
 None Other (specify): _____

My health Service Provider is: _____

My Service Provider will assist me by: _____

Additional health needs:

1. _____
2. _____
3. _____

My Service Provider will assist me by: _____

HOUSING

My current living situation is (check all that apply): With spouse With minor children
 Alone renting an apartment or house Transitional Housing Host Family With parent
 With roommate renting an apartment or house With relatives College Dorm Homeless
 Shelter Section 8 Vouchers Unsafe Temporary With friends
 Other (specify): _____

My current living situation is safe: YES NOIf NO, my Service Provider will help me gain a safe living environment by: _____

I have changed residences during the previous 12 months because: _____

I am currently on the transitional housing waiting list: YES NOI am currently on the Section 8 voucher waiting list: YES NOMy housing needs are: _____

My housing Service Provider is: _____

My Service Provider will assist me by: _____

DRIVERS LICENSE

I hold a valid California Driver License: YES NO

If NO, please explain: _____

My plans to obtain one are: _____

My Service Provider will assist me by: _____

My Service Provider helping me obtain my driver's license is: _____

I currently have car insurance: YES NO

If NO, please explain: _____

My plans to obtain insurance are: _____

My Service Provider will assist me by: _____

SUPPORT NETWORK

I have a network of supportive adults to whom I can turn to in times of needs. They include:

Relationship	Name of Supportive Adult	Contact #
Mentor	NAME:	
Relative	NAME:	
STEP Provider	NAME:	
Social Worker	NAME:	
Friend	NAME:	
THP + Provider	NAME:	
ILP Staff	NAME:	
Former Foster Parent	NAME:	
Therapist	NAME:	
Other	RELATIONSHIP:	
Other	NAME: RELATIONSHIP:	
Other	NAME: RELATIONSHIP:	
Other	NAME: RELATIONSHIP:	
Other	NAME: RELATIONSHIP:	
Other	NAME: RELATIONSHIP:	
Other	NAME: RELATIONSHIP:	
Other	NAME: RELATIONSHIP:	

FINANCIAL

My sources of income include: Work STEP Payment SSI Trust Account CalWORKs
 Other (specify): _____

I currently have a: Checking Account Savings Account Neither

My plans to pay bills and manage money are: Open a Checking Account Open a Savings Account
 Money Order's Cashier's Checks Other (specify): _____

Signing this contract means that we will all work to complete the steps necessary to help the participant meet his/her goals. The form shall be updated at least annually. The participant is responsible for informing the county whenever changes occur that affect payment of aid, including changes in address, living circumstances, educational/career/training programs. The participant understands that failure to follow the plan outlined herein may result in forfeiture of the STEP payments.

STEP PARTICIPANT	DATE
SERVICE PROVIDER	DATE
COUNTY REPRESENTATIVE	DATE

PERSONAL DATA FORM

These questions are for data collection purposes only.

Your answers do not affect your eligibility for STEP and you are not required to answer the questions in order to receive STEP.

1. Current Marital Status: Never Married Married Widowed Divorced Legally Separated
2. Number of children: 0 1 2 3 4 5
3. Since I turned 18 years old I was incarcerated: YES NO

PERSONAL INFORMATION NOTICE

Pursuant to the Federal Privacy Act (P.L. 93-679) and the information Practices Act of 1977 (Civil Code Sections 1798, et. seq.), notice is hereby given for the request of personal information by this form. The requested personal information is voluntary. The principal purpose of the voluntary information is to facilitate the processing of this form. The failure to provide all or any part of the requested information may delay processing of this form. No disclosure of personal information will be made unless permissible under Article 6, Section 1798.17 of the IPA of 1977. Each individual has the right upon request and proper identification, to inspect all personal information in any record maintained on the individual by an identifying particular. Direct any inquiries on information maintenance to your IPA Forms Officer.