



Welcome

Independent Living 101 Training

Hosted by

Ohio Independent Living Association (OHILA)

Ohio Department of Job and Family Services (ODJFS)
Transition Age Youth Programs

Agenda

Agenda

- Welcome & Introductions
- Provisions of Independent Living (IL)
- PCSA Legal Involvement with Youth
- IL Assessments and IL Plan
- IL Funding
- IL Services and IL Skills Toolkit
- IL Classes
- Credit Reports
- NYTD
- Transition Planning
- Education Training Voucher (ETV)
- Young Adult Services
- Bridges
- Q & A



Presenters

OHILA

Stephanie Jackson – President

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Nasheka Lemon – Vice President

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ODJFS

Shelly Boyd – Policy Developer

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OHILA

Ohio Independent Living Association

Our Mission: The Ohio independent living association (OHILA) exists to provide leadership, advocacy, training and networking opportunities for independent living programs and youth throughout the state of Ohio. This professional support is committed in serving and preparing Ohio's youth for independent living and transitioning into adulthood.

How to be Involved: There are no membership fees or applications to participate in OHILA. Meetings are held quarterly in conjunction with the Ohio Youth Advisory Board (OYAB). Currently due to COVID-19 in person meetings are not possible, but we do meet virtually. Meetings are held at 11 am the 3rd Thursday of January, April, July and October. In person meetings end at 2 pm and are held at the Quest Center (8405 Pulsar Place) in Columbus.

What to Expect: Our meetings consist of a legislative update provided by a Transition Age Youth Programs representative, guest speakers, and roundtable discussions. Our hope is that everyone in the room shares their experiences, both positive and negative, to help support workers in other counties and private agencies to improve the outcomes for youth in care.

Transition Age Youth Programs

Program Oversight

- **Independent Living Services (IL)**
- **IL Funding (Chafee & TANF/IL)**
- **Credit Reports for Youth in Foster Care**
- **National Youth in Transition Database (NYTD)**
- **Transition Planning**
- **Educational Training Voucher Program**
- **Young Adult Services**

Provisions of IL

OAC Rule 5101:2-42-19

- IL Services are to provided to all youth who are in the custody of a PCSA or PCPA, once they have reached the age of 14.
- Youth age 14 and older in care are to receive a copy of the “Foster Youth Rights Handbook” Form #JFS01677.
- The PCSA or PCPA has **60 days** from the time the youth attains the age 14 to conduct a life skill assessment.





**PCSA Legal
Involvement
with Youth**

PCSA Legal Involvement with Youth

All youth in the custody of a child welfare agency age 14 and above must be provided independent living services.

This includes all custody types Voluntary Agreements for Care, Temporary Shelter Custody, Temporary Custody and Permanent Custody.

IL Assessments

Casey Life Skills Assessment

casey life skills | life skills assessment

Name _____ Date _____

casey life skills

Daily Living

| Are the following statements like me | No | Mostly No | Somewhat | Mostly Yes | Yes |
|---|----|-----------|----------|------------|-----|
| I know where to go to get on the Internet. | | | | | |
| I can find what I need on the Internet. | | | | | |
| I know how to use my email account. | | | | | |
| I can create, save, print and send computer documents. | | | | | |
| I know the risks of meeting someone in person that I met online. | | | | | |
| I would not post pictures or messages if I thought it would hurt someone's feelings. | | | | | |
| If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell. | | | | | |
| I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency. | | | | | |
| An adult I trust, other than my worker, checks in with me regularly. | | | | | |
| When I shop for food, I take a list and I compare prices. | | | | | |
| I can make meals with or without using a recipe. | | | | | |
| I think about what I eat and how it impacts my health. | | | | | |
| I understand how to read food product labels to see how much fat, sugar, salt, and calories the food has. | | | | | |
| I know how to do my own laundry. | | | | | |
| I keep my living space clean. | | | | | |
| I know the products to use when cleaning the bathroom and kitchen. | | | | | |
| I know how to use a fire extinguisher. | | | | | |

Daniel Memorial Life Skills Assessment

EXAMPLE OF OBJECTIVE ASSESSMENT

CATEGORY: MONEY MANAGEMENT

1. You have \$5.00 and want to buy something in a drug store for \$1.79. How much will you have left?

1. Three dollars, one dime, one nickel and four pennies
2. Two dollars, one quarter, one dime and four pennies
3. Three dollars, two dimes and one penny
4. Three dollars, one dime and one penny

2. Which is a necessity?

1. Makeup
2. Deodorant
3. Food
4. Television

3. Which sale price is the best savings, if the regular price is \$1.00?

1. \$.60
2. \$.75
3. \$.80
4. \$.45

4. You earn \$600.00 per month (\$150 per week) in income. Your monthly expenses are Rent = \$150.00, Utilities = \$35.00, Bus fare = \$20.00. Your weekly expenses are \$50.00 for food. Based on a four (4) week month, how much do you have left?

1. \$345.00
2. \$195.00
3. \$290.00
4. \$400.00

5. What is "take-home pay?"

1. The total amount of the payroll check before taxes
2. The total amount of the payroll check after taxes
3. Money in your bank account after the deposit
4. Your allowance for the week

6. What is a disadvantage of having automatic payment (electronic transfer) from your checking account to pay one of your monthly bills?

1. You don't need to write checks
2. You save money on postage
3. You will not get charged for potential late fees
4. You give up certain control of your checking account

7. Julio has budgeted \$100.00 a month for a car payment. He decided to visit Joe's Auto Sales and looks at 4 different cars. Which payment plan is within Julio's budget?

1. \$30.00 per week
2. \$120.00 per month
3. \$25.00 per week
4. \$40.00 per week

IL Services

Independent Living Services

1. Academic Support
2. Post Secondary Education and Supports
3. Career Preparation
4. Employment or Vocational Training
5. Budget & Financial Management
6. Housing, Education & Home Management Training
7. Health Education & Risk Prevention
8. Family Support & Healthy Marriage Education
9. Mentoring
10. Supervised Independent Living
11. Room, Board & Financial Assistance

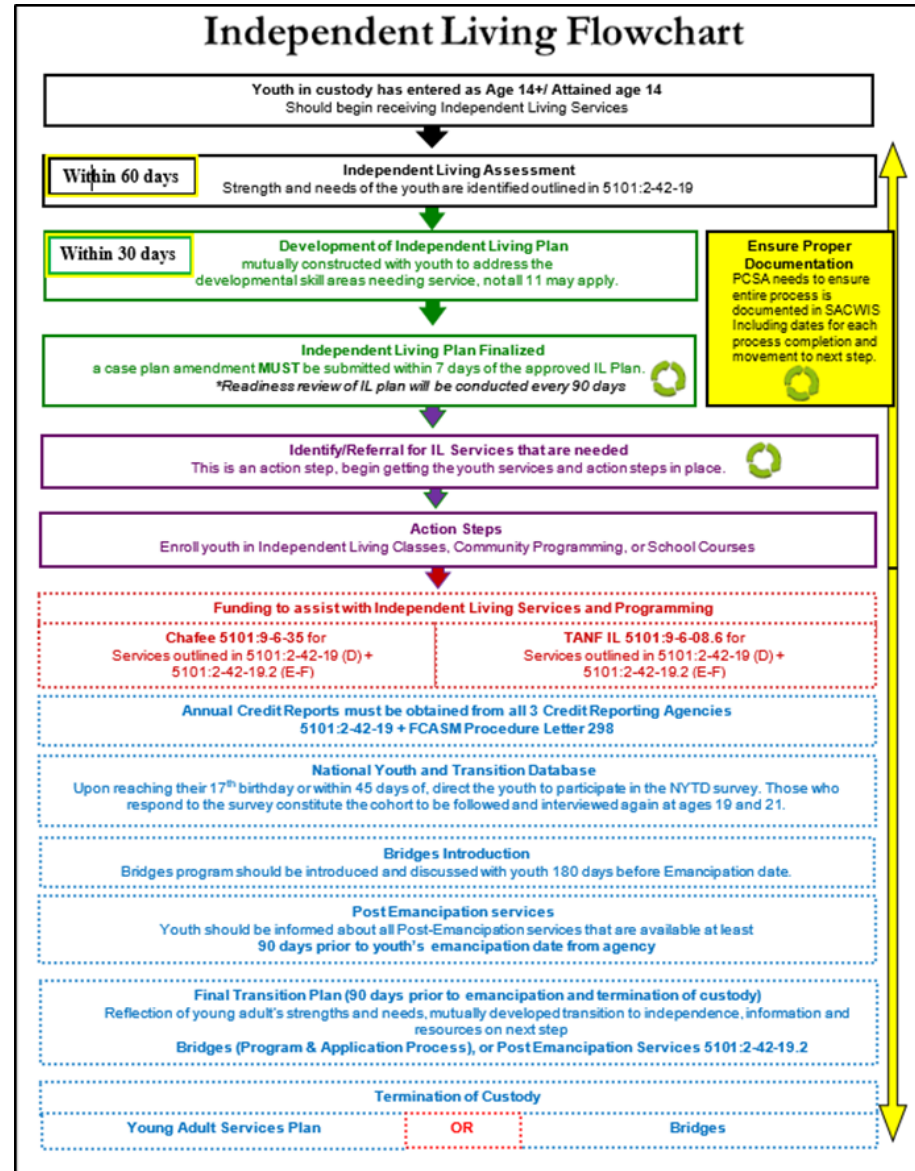
IL Plan

Independent Living Plan

- A written IL plan must be developed within **30 days** of Life Skills Assessment.
- Services are to be based on the developmental age of the youth.
- Input from the youth, the youth's case manager, caregiver and significant others in the youth's life is required.
- Document the youth's strengths, limitations, resources and services to be provided.
- The case plan amendments must be submitted within **7 days** of the approved IL plan.
- The plan needs to be reviewed at least every **90 days** until the agency terminates custody.
- The goal of the plan is to help youth achieve self-sufficiency.



IL Flow Chart



IL Funding

Independent Living Funds

\$ CHAFEE \$

- **5101:9-6-35 Chafee Allocation**
- Youth in agency custody who has attained the age of 14
- Adults 18-21 who emancipated from PCSA custody
- Purchase of a CAR not to exceed \$28,000 (*must support the youth self-sufficiency plan*)
- Can be used to support salary of Independent Living Staff
- Only 30% of the allocation can be used for Room and Board

\$ TANF IL \$

- **5101:9-6-08.6 TANF IL**
- Youth in agency custody who has attained the age of 14
- Adults 18-21 who emancipated from PCSA custody
- Purchase of a used car – youth should be employed
- Pay for car repairs (\$2000 max)
- Furniture (\$1000 max)
- Cannot be used for staff salaries



**IL
Funding**

Independent Living Funding Cycles

JUL – AUG - SEPT- OCT – NOV – DEC - JAN -FEB -MAR – APR - MAY - JUN – JUL- AUG - SEPT

TANF IL Funds are on the STATE FY that begins on July 1st and ends on June 30th

Chafee Funds are on the FEDERAL FY that begins on October 1st and ends of September 30th



**IL
Services**

Independent Living Services

Academic Support

Use of Chafee & TANF IL Funds



Purchasing materials for extracurricular activities for your youth sports, plays, mock trial etc.

Post-Secondary Educational Support

Use of Chafee & TANF IL Funds

Making college survival kits for your young adults, or even making sure more intense tutoring supports are available if needed.



Career Preparation



Use of Chafee & TANF IL Funds

This is a great opportunity to ensure your young adults have business casual and professional attire for interviews as well as success in their future careers.

“Dress for Success”



Employment Programs



Use of Chafee & TANF IL Funds

Supporting your young adults in programs like CCMEP purchasing their supplies that they may need to be Successful in the program.



Budget & Financial Management



Use of Chafee & TANF IL Funds

Help your youth start saving accounts, write checks, cash checks. Create incentive programs. Give them money to practice budgeting.

Housing

Use of Chafee & TANF IL Funds



*** after you reach your 30% Chafee mark for housing you may begin to use your TANF IL for housing*

Whether or not your young adult is considering Bridges you can help them locate housing and pay deposits, first month rent and any other start up fees.

Home Management



Use of Chafee & TANF IL Funds

Some examples could be purchasing dish sets, cookware sets and even vacuums



Meal Planning



Use of Chafee & TANF IL Funds

This has the potential to be more than groceries, enroll youth into cooking classes, and/or provide them with a nutritionist



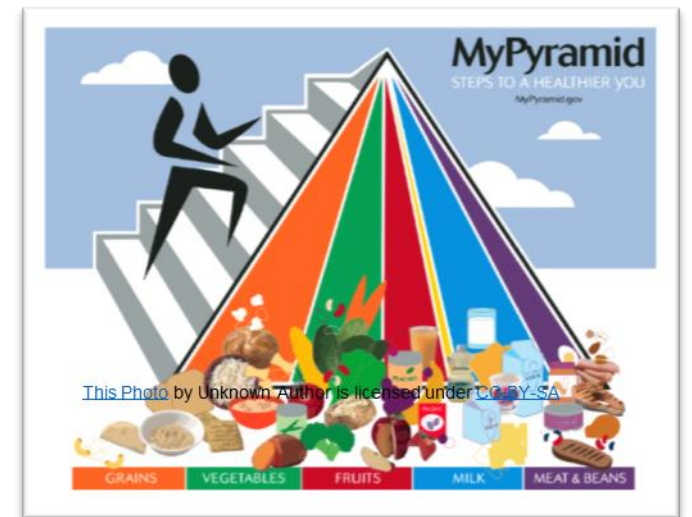
IL Services

Health Education/ Risk Prevention



Use of Chafee & TANF IL Funds

Providing your youth/ young adults with a Fitbit, and/or fitness coaches. Even enrolling your youth into classes at local recreation centers.



IL Services

Family Support & Healthy Marriage Education



Use of Chafee & TANF IL Funds

One example could be parenting classes for those in your custody who are expecting or parenting.

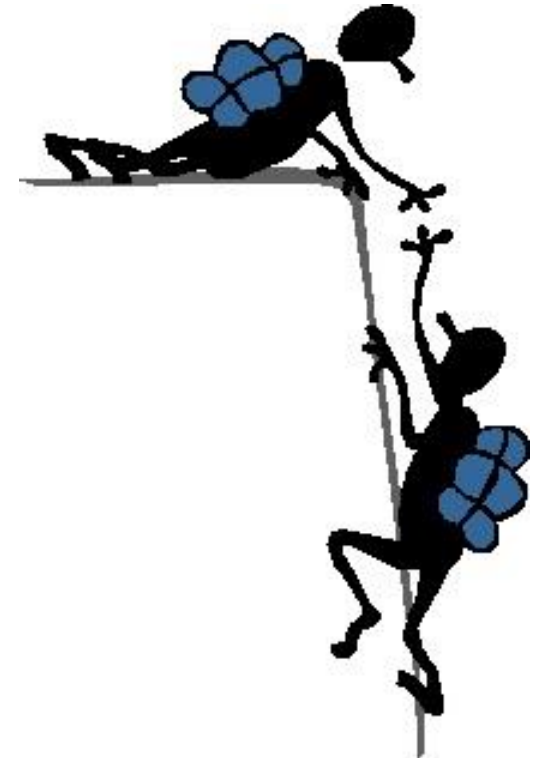
Mentoring



Use of Chafee & TANF IL Funds

Encourage your youth and young adults to seek out Mentoring programs and participate as mentor-ee or even an mentor.

You can Incentivize participation!



IL Skills Toolkit

Independent Living Skills Toolkit



- IL Skills Toolkit was designed to be a resource guide for Independent Living staff, caregivers and service providers to improve life long outcomes for transitioning foster youth.
- The toolkit structure mirrors OAC 5101:2:42-19 “Requirements for the Provision of Independent Living Services to Youth in Custody”, focusing on the 11 IL services.
- Each service is divided into 11 sections in the toolkit, detailing information, recommendations and resources for supporting normalcy and making sure the youth in your care have the knowledge and skills needed to be self- sufficient beyond the age of 18.

○

Independent Living Skills Toolkit

Post-Secondary Educational Support

Post-secondary education means any education beyond high school. That can include education at four-year colleges, community colleges, vocational schools or trade programs. Most sustainable career paths require some form of post-secondary education.

Entrance Exams



Most four-year colleges require applicants to submit scores from one of the following tests, and many award scholarships to students who score well. Both tests are typically taken by high school juniors and seniors. The last chance for seniors to take them is usually in September, prior to submitting college applications. Chafee and TANF independent living funds can be used to pay for study guides, test preparation courses and exam fees. See the Appendices for more information.

- **ACT** – The ACT contains multiple choice tests covering four areas: English, math, reading and science. The ACT's writing test is optional and does not affect the composite score. For more information, visit act.org.
- **SAT** – The main sections of the SAT are critical reading, writing and math. Most questions are multiple choice, except for some math problems. In addition, the writing section has an essay question. For more information, visit collegeboard.org.

The **Armed Services Vocational Aptitude Battery (ASVAB)** is a test used to determine qualification for the military and to assign test takers to military jobs. It often is offered to students when they are in the 10th, 11th and 12th grades, although anyone eligible for enlistment may take it. The entire test is three hours long. It typically is administered in a computerized format at Military Entrance Processing Stations or Military Entrance Test sites. In the computerized version, questions become harder or easier based on earlier answers. For more information and practice tests, visit official-asvab.com.

Test Preparation

OhioMeansJobs.com offers a variety of free college entrance and career preparation practice tests. If they haven't already, youth should visit OhioMeansJobs.com, click on the icon for K-12 students (the image of the cardinal in a graduation cap) and register a free account. Here are some other ways to help youth prepare for important tests:

-  Help them locate test preparation materials, study guides and/or test preparation services in their community.
-  Make sure they're aware of test application due dates, fees and fee waiver options they may be eligible for as a current or emancipated foster youth.



- The toolkit also contains dollar symbols through out the document outlining all the activities that may qualify for Chafee and TANF IL funding.
- The Appendices section of the toolkit provides more guidance regarding funding

IL Skills Toolkit

Incentive Examples

Fairfield County Job & Family Services provided these examples of incentives it offers to youth in foster care for completing various independent living activities.

Note: All incentives require verification by the Independent Living Worker before payment is made. Some incentives also require prior approval.

Academic Support

- Passing Grade Level..... \$50
- Receiving an award at school..... \$25
- Graduation \$500
- Significant grade or school behavior improvement..... \$25

Budget and Financial Management

- Opening a checking account \$25
- Completing the bill payment exercise \$10/mo
- Memorize Social Security Number \$15
- Complete your taxes (assisted by IL worker) \$25

Career Preparation

- Obtaining a job..... \$50
- Completing one-on-one job application training \$10
- Maintaining a job for 6 months... \$100
- Appropriate participation in a professional meeting (SAR, CR).... \$20
- Shadowing or interviewing in career field..... \$25
- Meeting with a recruiter \$25
- Summer Work Program \$50

Employment and Vocational Training

- Accepted into Vocational Program... \$25
- Completing a Vocational Program... \$25
- Meeting work hours for school employment program \$25

Family Support and Healthy Marriage

- Attend and Participate in a Permanency Roundtable \$25

Health Education and Risk Prevention

- Successfully completing PREP..... \$50
- Able to correctly write medications information \$25
- Attend Take Back the Night (Domestic Violence Awareness) ... \$25

Housing, Educational and Home Management Training

- Assisting with a home project (prior approval required) \$20
- Basic Household Needs Exercise... \$20

Mentoring

- Voluntary community service \$25 (2-hour minimum; not court-ordered or required for a class)

Post-Secondary Educational Support

- College visit \$25
- Complete the ACT..... \$25
- FAFSA \$25
- College Application..... \$25
- Attending other college-related conference \$30

Room and Board Financial Assistance

- Saving half of recommended startup funds by emancipation \$500 (Savings of \$1000)

Additional Items (multiple categories):

- Complete an Independent Living Class/ Group activity \$10-\$20
- Attend Fostering Pathways to Success Conference \$75
- Set and reach an individual goal of choice as approved..... \$25

IL
Classes

























Independent Living Classes

Life Skills Reimagined

- Online course work that can be completed at the youth's own pace.
- Worker can track their progress online.
- 5 Courses – Communication Skills, Getting & Keeping a Job, Personal Finance, Independent Living, and Resiliency

IL Classes

Life Skills Reimagined Courses

| | | | | | |
|---|---|--|--|--|--|
|  <p>00. Communication Skills Baseline Quiz ...</p> <p>0%</p> |  <p>01. Effective Communication (Comm100)</p> <p>0%</p> |  <p>02. Managing Negative Emotions (Comm200)</p> <p>0%</p> |  <p>04. Being a Great Employee (Emp0400)</p> <p>0%</p> |  <p>05. Career Planning - NEW! (EMPO500)</p> <p>0%</p> |  <p>06. Career Planning Workbook - NEW! (EM...</p> <p>0%</p> |
|  <p>03. Working Through Conflict (Comm300)</p> <p>0%</p> |  <p>04. Communication Challenge Game Sho...</p> <p>0% RESTRICTED</p> |  <p>05. Communication Skills Action Plans (Co...</p> <p>0% RESTRICTED</p> |  <p>07. Career Paths - NEW! (Emp0700)</p> <p>0%</p> |  <p>08. Juggling a Job Game Show (EMP0800)</p> <p>0% RESTRICTED</p> |  <p>09. Getting & Keeping a Job Action Plans (...)</p> <p>0% RESTRICTED</p> |
|  <p>06. Communication Skills Action Plan 1 S...</p> <p>0% RESTRICTED</p> |  <p>00. Getting & Keeping a Job Baseline Qui...</p> <p>0%</p> |  <p>01. Basic Work Rules (Emp0100)</p> <p>0%</p> |  <p>10. Getting & Keeping a Job Action Plan 1...</p> <p>0% RESTRICTED</p> |  <p>Sample Job Application (EmpR100)</p> <p>0%</p> |  <p>Sample Job Interview Tips & Questions (E...</p> <p>0%</p> |
|  <p>02. Looking Great at Work (Emp0200)</p> <p>0%</p> |  <p>03a. Which Style? Men's Wear (Emp0300a)</p> <p>0% RESTRICTED</p> |  <p>03b. Which Style? Women's Wear (Emp0300b)</p> <p>0% RESTRICTED</p> |  <p>I-9 Form 2020 (EmpR300)</p> <p>0%</p> |  <p>W-4 Form 2020 (EmpR400)</p> <p>0%</p> |  <p>01. Watch First - Getting Started Video (GS...</p> <p>COMPLETED</p> |

IL Classes

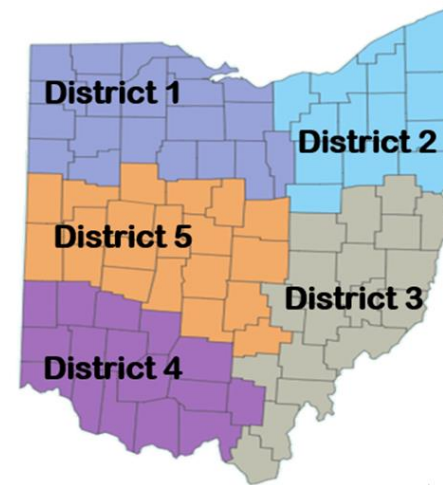
The Personal Responsibility Education Program (PREP)

PREP

- PREP is a statewide initiative aimed to reduce teen pregnancy, HIV and sexually transmitted infections in the state of Ohio for youth 14-21 years of age residing in foster care and the juvenile justice systems.

Trainers

- Reach out to your District representative



IL Classes

Ohio PREP District Contacts



Northwest District 1 - Williams, Fulton, Lucas, Defiance, Henry, Wood, Allen, Paulding, Putnam, Ottawa, Sandusky, Seneca, Erie Huron, Hancock, Richland, Ashland, Wyandot, Crawford, Van Wert **Coordinator: Dr Julie Chaya – Richland County Health Department (419)774-0098 | jchaya@richlandhealth.org**

Northeast District 2 - Trumbull, Portage, Mahoning, Stark, Wayne, Holmes; Lorain, Cuyahoga, Lake, Geauga, Ashtabula, Medina, Summit, Columbiana, **Coordinator: Erin Lark – Cuyahoga County Board of Health (216) 201-2001x1326 | elark@ccbh.net**

Southeast District 3 - Vinton, Athens Gallia, Meigs Lawrence, , Coshocton, Muskingum, Perry, Morgan, Washington, Noble, Monroe, Belmont, Guernsey, Harrison, Jefferson; Carroll, Tuscarawas **Coordinator: Tammy Derden- Nationwide Children’s Hospital (614)355-0658 | tammy.derden@nationwidechildrens.org**

Southwest District 4 - Butler, Hamilton, Warren, Clermont, Clinton, Brown; Montgomery, Greene, Preble, Ross, Adams, Scioto, Pike, Jackson, Highland, Fayette **Coordinator: Jodi Harding - Lighthouse Family Youth Center (513) 487-7107 | jharding@lys.org**

Central District 5 - Morrow, Knox, Union, Delaware, Franklin, Pickaway, Hocking, Madison, Licking, Fairfield; Auglaize, Shelby, Mercer, Miami, Champaign, Clark, Darke, Logan, Hardin, Marion. **Coordinator: Tammy Derden- Nationwide Children’s Hospital (614)355-0658 | tammy.derden@nationwidechildrens.org**



IL Classes

Create Your Own IL Classes

- Research the different domains and create your own PowerPoint
- Google key terms, for example: self-esteem for teens handouts, healthily relationship for teens, etc.

IL Classes

It's My Move - <http://itsmymove.org/>



The screenshot shows the top portion of the 'It's My Move' website. On the left is the logo, which consists of three stylized human figures in purple, green, and blue, each standing on a step that leads up to a house icon. Below the figures is the text 'IT'S MY MOVE'. To the right of the logo is a large blue banner with the text 'Transitioning to Independence' in white and 'Caring Adults' in purple. Below the banner is a navigation menu with the following items: 'It's My Move', 'Referrals', 'Choices', 'Expectations', 'Modify', 'Community', 'Training/Resources', 'Stepping Stones', and 'Contact Us'.

Transitioning from Foster Care

Research shows that young adults leaving the system are more likely to have health problems, have no health insurance, report being homeless at least once and have a history of unemployment and financial hardship. Many are alone for the first time after years of out of home care and are actually afraid to live alone.

Transitioning foster youth often do not have the advantages of a healthy, supportive family, yet they are expected to cope with adult situations when they are not fully prepared to do so. It's My Move is a new approach that is designed to honor the young adult's responsible choices and good decision making while gradually phasing them into independence. Supporting those decisions is critical to their future success and the future strength of our community. It's My Move gives them a safety net and a chance to turn things around if they stumble along the way.

Fifty Years of Discovering What Kids Need to Succeed Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities.

<http://search-institute.org/>



A horizontal row of eight square icons with rounded corners and a slight shadow. From left to right: a green briefcase, an orange graduation cap, a green tree, a blue house, a purple person running, a blue globe, a pink question mark, and a yellow baby.

IL Classes

Casey Life Skills

The screenshot shows a Microsoft Word document in Protected View. The title bar indicates the file is 'CLS_ResourceGuides_ResourcestoInspire - Protected View - Saved to this PC' and the user is 'Nasheka S Lemon'. The ribbon shows 'File', 'Home', 'Insert', 'Draw', 'Design', 'Layout', 'References', 'Mailings', 'Review', 'View', and 'Help'. A yellow warning bar at the top reads 'PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. Enable Editing'. The document content includes a breadcrumb 'casey life skills | resource guide', a title 'Resources to Inspire Guide | Casey Life Skills', and three paragraphs of text. The first paragraph describes the guide's purpose. The second paragraph, 'Note to Young People', provides advice on using the guide. The third paragraph, 'About the resources we suggest:', discusses the types of resources found online. The footer shows 'Page 1 of 59' and '16456 words'.

casey life skills | resource guide

Resources to Inspire Guide | Casey Life Skills

This guide provides the learner and life skill instructor (practitioner, parent or other caregiver) a place to start when creating a learning plan. It identifies the skill areas and corresponding goals and expectations to help young people and practitioners build effective plans. It lists suggestions for resources to help create activities and exercises that can be used to teach the learning goals in group, individual, or self-instruction formats.

Note to Young People: A lot of the resources listed here are for you and some are for professionals and parents. We encourage you to use the guide to find websites that teach life skills using fun games and activities, find current topics, fun facts and advice to help you learn life skills. If you open a website that looks confusing or difficult, talk to your case manager, parent or caregiver to get the information you need. There is also a page on this website just for you with links to some pretty cool websites.

About the resources we suggest:
Many resources in this guide are found on the Internet. They are good examples of what you can find by typing your topic—for example, transitional housing, leases—into a search engine such as www.google.com. We encourage you and the young people you work with to continue to search the Internet for other resources. And when you get to any Web site explore the site. Most offer a range of information and links to other Web sites.

Many, however, are commercial sites that, in addition to free information and tools, promote commercial services and products. Others, such as roommate matching services, may also request personal information or link young people to strangers. Please make sure that young people are Internet savvy before suggesting that they use such sites. They need to be aware that suggestions to visit sites for free information are not endorsements for products and services sold there. And, more importantly, they need to know how to use caution in divulging personal information and in using adequate safeguards when making personal contacts through the Internet.

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Credit Reporting Requirement

EQUIFAX CRA

EXPERIAN CRA

TransUnion CRA

OAC Rule 5101:2-42-19

FCASPL 330

- *Must be requested annually for each youth in custody age 14 and older*
- *At least one request needs to be submitted prior to the first SAR after the youth turns 14*
- *Any inaccuracies must be reported to the OAG*

**Updated Credit
Reporting
Agencies
Contact
Information**

EQUIFAX CRA

Equifax CRA provides access to credit report histories through the Equifax e-Port system. Each agency is required to have a password protected profile with a primary contact person to obtain youth credit reports through e-Port.

To establish a profile, the agency director must send the name and e-mail address for the primary contact person (i.e., staff person who will be requesting youth credit reports) to Laurie Valentine, Independent Living, Transition Age Youth Manager at Laurie.Valentine@jfs.ohio.gov

TransUnion CRA

Agencies are able to obtain credit report histories from TransUnion CRA through the TransUnion Direct database. The agency is responsible for executing a no-cost agreement with TransUnion for access to the system.

Requests may be completed electronically individually or by multiples (batch) of no more than 50. Contact the individual listed below for more information on executing an agreement with TransUnion CRA:

Megan Moyer at fostercare@transunion.com or (714) 680-7268

**Updated Credit
Reporting
Agencies
Contact
Information**

EXPERIAN CRA

We have now established a new electronic process with Experian CRA. You now have the option of sending the requests via mail or electronically, as described below.

Send the required information manually by mail to:

Experian National Consumer Assistance Center
PO Box 9701
Allen, Texas 75013

Experian recommends using USPS Priority, UPS or FedEx for tracking. Sensitive information may be redacted from the court order as long as the identification of the minor remains intact. The CRA's response will be "No Record" or the credit report will be sent to the requestor (agency) through regular mail. For security purposes, the envelope will **not** indicate that it is from Experian. There is no charge for this process.

To sign up for Experian's electronic data base send your inquiry to publicsectorsupport@experian.com and include the following information: agency name, county, contact name, address (e-mail and regular mail), phone number, and state. Experian will have the agency complete a membership application and sign an "Agreement for Credit Reports for Foster Youth." Following the approval, Experian's Membership department will set up an online account and contact the county's designated contact for final installation and setup. There is no charge for this sign up or for this service.

OAG
ID Theft
Notification &
Affidavit
Minors



DAVE YOST
OHIO ATTORNEY GENERAL

Consumer Protection Section
Office 800-282-0515
Fax 866-364-2065

IDENTITY THEFT NOTIFICATION AND AFFIDAVIT (MINOR)

Please Note: Information you submit with your Notification and Affidavit is considered public information and may be released as part of a public records request. Efforts will be made to safeguard information you are providing as protected by law.

Case Worker's Information

NOTE: All correspondences will be directed to the case worker.

Full Name: _____ Agency: _____

E-mail Address: _____ Daytime Phone: () _____

Work Address: _____

City: _____ State: _____ Zip Code: _____

Minor's Information

Full Name: _____ Date of Birth: _____

Current Address: _____

City: _____ State: _____ Zip Code: _____

Check All That Apply

I did NOT authorize anyone to use my personal information to seek the money, credit, loans, goods, or services described on my credit report.

I did NOT receive any benefit, money, goods, or services as a result of the events described on my credit report.

The Ohio Attorney General's Office may to speak with the entities listed on my credit report and any credit reporting agency(ies) for the sole purpose of resolving any issues related use of my information.

The entities listed on my credit report and any credit reporting agency(ies) may speak with the Ohio Attorney General's Office for the sole purpose of resolving any issues related use of my information.



OAG
Consumer
Protection
Section

Ohio Attorney General David Yost
Consumer Protection Section
Office: 800-282-0515
Fax Affidavits: 866-364-2065

**Credit
Reporting
Contact**

Credit Reporting Questions and Contact

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NYTD

What is NYTD?

NYTD stands for the **National Youth in Transition Database**. NYTD is a database system that stores information from a series of surveys that are given to youth who have received Independent Living Services.

NYTD is authorized by the John H. Chafee Foster Care Independence Act P.L. 106-169 and is federal program administered in all 50 states.

The goal is to determine if independent living services are adequately preparing and supporting youth during the transition from foster care to independent adulthood.

The NYTD survey is given to foster youth at age 17. The same youth are asked to take the survey at age 19 then 21 to see what services they use or need, and how we can make the transition to independence easier.

NYTD

The NYTD survey matters because if your states do not comply, they will lose Chafee funds which pay for housing, education, and independent living programs.

What information is collected in NYTD?

States are required to collect data on youth and the services they receive. They are also required to survey youth preparing to exit foster care and youth who have left foster care.



Demographics

- Date of birth
- Sex
- Race and ethnicity
- Foster care status
- Tribal membership
- Delinquency
- Educational level



Services

- Academic supports
- Career preparation
- Budgeting
- Mentoring
- Health education
- Housing education
- Financial assistance



Outcomes

- Financial self-sufficiency
- Educational attainment
- Homelessness
- High-risk behaviors
- Connections with adults
- Access to health insurance

NYTD

NATIONAL YOUTH IN TRANSITION DATABASE FLOWCHART

| | Baseline | Follow-Up 1 | Follow-Up 2 | | |
|---|--|--|---|---------------------------|-----------|
| 1 | <p>COHORT 1 SURVEYS FFY 2011 October 1, 2010 – September 30, 2011</p> <p>Youth who turn 17 while in care are surveyed. Youth must be surveyed on his/her 17th birthday or within 45 days following his/her 17th birthday. If youth is surveyed before his/her 17th birthday, the survey is invalid and no longer in the Cohort.</p> | <p>COHORT 1 SURVEYS FFY 2013 October 1, 2012 – September 30, 2013</p> <p>A sample of the youth who were surveyed at 17 are surveyed at 19 years old.</p> | <p>COHORT 1 SURVEYS FFY 2015 October 1, 2014 – September 30, 2015</p> <p>A sample of the youth who were surveyed at 17 are now surveyed at 21 years old regardless of whether they were surveyed at 19.</p> | Cohort 1 Surveys Complete | Completed |
| 2 | <p>COHORT 2 SURVEYS FFY 2014 October 1, 2013 – September 30, 2014</p> <p>Youth who turn 17 while in care are surveyed. Youth must be surveyed on his/her 17th birthday or within 45 days following his/her 17th birthday. If youth is surveyed before his/her 17th birthday, the survey is invalid and no longer in the Cohort.</p> | <p>COHORT 2 SURVEYS FFY 2016 October 1, 2015 – September 30, 2016</p> <p>A sample of the youth who were surveyed at 17 are surveyed at 19 years old.</p> | <p>COHORT 2 SURVEYS FFY 2018 October 1, 2017 – September 30, 2018</p> <p>A sample of the youth who were surveyed at 17 are now surveyed at 21 years old regardless of whether they were surveyed at 19.</p> | Cohort 2 Surveys Complete | Completed |
| 3 | <p>COHORT 3 SURVEYS FFY 2017 October 1, 2016 – September 30, 2017</p> <p>Youth who turn 17 while in care are surveyed. Youth must be surveyed on his/her 17th birthday or within 45 days following his/her 17th birthday. If youth is surveyed before his/her 17th birthday, the survey is invalid and no longer in the Cohort.</p> | <p>COHORT 3 SURVEYS FFY 2019 October 1, 2018 – September 30, 2019</p> <p>A sample of the youth who were surveyed at 17 are surveyed at 19 years old.</p> | <p>COHORT 3 SURVEYS FFY 2021 October 1, 2020 – September 30, 2021</p> <p>A sample of the youth who were surveyed at 17 are now surveyed at 21 years old regardless of whether they were surveyed at 19.</p> | Cohort 3 Surveys Complete | |
| 4 | <p>COHORT 4 SURVEYS FFY 2020 October 1, 2019 – September 30, 2020</p> <p>Youth who turn 17 while in care are surveyed. Youth must be surveyed on his/her 17th birthday or within 45 days following his/her 17th birthday. If youth is surveyed before his/her 17th birthday, the survey is invalid and no longer in the Cohort.</p> | <p>COHORT 4 SURVEYS FFY 2022 October 1, 2021 – September 30, 2022</p> <p>A sample of the youth who were surveyed at 17 are surveyed at 19 years old.</p> | <p>COHORT 4 SURVEYS FFY 2024 October 1, 2023 – September 30, 2024</p> <p>A sample of the youth who were surveyed at 17 are now surveyed at 21 years old regardless of whether they were surveyed at 19.</p> | Cohort 4 Surveys Complete | |

*FFYA = October 1st – March 31st

*FFYB = April 1st – September 30th



NYTD

COHORT 4 SURVEYS

FFY 2020

October 1, 2019 – September 30, 2020

Youth who turn 17 while in care are surveyed. Youth must be surveyed on his/her 17th birthday or **within** 45 days after his/her 17th birthday. If youth are surveyed before his/her 17th birthday or more than 45 days following his/her 17th birthday, the survey is invalid and no longer in the Cohort.

Practical Strategies for Tracking & Locating Youth

- **Tracking Young Adults**

Send letters

Phone call

Text

E-mail

Face-to-Face visit

Family Members

Friends

Mentors

Jail/Prison

Social Media

Google/Bing

- **Incentives**

County PCSAs can use their Chafee or TANF IL funds to give young adults cash incentives to take the NTYD survey.



NYTD

NYTD CONTACT

- Policy Related
Transitional-Youth-Programs@jfs.ohio.gov
- SACWIS Related
Chris Beach
Christopher.Beach@jfs.ohio.gov

Final Transition Planning

OAC Rule 5101:2-42-19

- At least 180 days (6 months) prior to youth's emancipation, youth are provided information on post emancipation services and eligibility criteria to enroll in the Bridges Program. 5101:2-42-19.2
- It is mandated that 90 days prior to a youth's emancipation (*Best Practice is at least 180 days prior to emancipation*) The PCSA or PCPA works with the youth to develop a final transition plan. The plan is to be youth driven and as detailed as the youth chooses.

Final Transition Planning

The plan includes information such as:

- Option to receive post emancipation services
- Health Care
- Employment Services
- Secondary and Post secondary education & training
- **Obtaining and paying for housing**
- Budgeting for necessary living expenses
- Obtaining a credit report
- Registering for selective services
- Information on obtaining a drivers licenses

Young Adult Services

OAC Rule 5101:2-42-19.2

- Requirements to receive YAS services
- Types of Services available
- Financial & Educational Assistance



ETV

Education Training Voucher

Education Training Voucher (ETV) is program that provides up to \$5,000 per year for academic and career training.

Eligibility Requirements:

- Youth must either be in foster care on or after their 18th birthday
- Youth was adopted from foster care and the adoption finalized on or after the 16th birthday.
- Young adults age 18 to 25 who emancipated from care.
- Youth's custody is transferred to relative on or after the youth's 16th birthday
- Youth is a U.S. citizen or a qualified non-citizen
- Youth has personal assets worth \$10,000 or less.
- Youth must have graduated from high school and must be accepted into/enrolled at a college, university, technical or vocational school. To remain eligible for ETV funding, youth must show progress toward a degree or certificate.



ETV

Education Training Voucher

- Tuition & Fees
- Books
- Computers
- School Supplies
- Housing
- Meal Plans
- Transportation
- Child care



ETV

Education Training Voucher

For more information or to apply for an education and training voucher go to:

<https://www.fc2sprogramms.org>



**Department of
Job and Family Services**

Mike DeWine, Governor
Kimberly Hall, Director

Office of Families
and Children



BRIDGES

Building Brighter
Futures

Bridges: What is it?

- Bridges is a voluntary program designed to provide housing and case management supports to emancipated young adults.
- Bridges can assist with stable housing and offer support in working towards educational, employment and other personal independence goals.

Bridges: Housing Options

- Host Homes
 - In-Home
 - Supportive In-Home
- Community Housing
- Supportive Community Housing
- Leased Housing
- College Room & Board
- Emergency Housing
- Non-Paid

Bridges: Who's eligible?

- Left the custody of an Ohio PCSA at the age of 18, 19, or 20 years old.
- Young adults who turn 18 when in the care & placement responsibility of an Ohio Title IV-E Juvenile Court
- Young adults who turn 18 when in the care & placement responsibility of DYS and are in a IV-E reimbursable placement setting.
- Must meet at least one of the following eligibility criteria:



Bridges: Eligibility Criteria

- Completing secondary education or a program leading to an equivalent credential;
 - Enrollment in school to receive high school diploma
 - Enrollment in GED program
- Enrolled in an institution that provides post- secondary or vocational education;
 - Public or Private 4 year college or university
 - Community College
 - Vocational Programs
 - Technical Schools



Bridges: Eligibility Criteria

- Participating in a program or activity designed to promote, or remove barriers to, employment;
 - CCMEP
 - Job Corps
 - Job skills training
- Employed for at least eighty hours per month
 - Regular Employment
 - AmeriCorps
 - Internship/Externship
- Incapable of doing any of the above activities due to a medical condition, which incapacity is supported by regularly updated information from a qualified practitioner.





About

Get Started

Bridges Team

Other Resources

Contact Us

Eligibility

Participant Responsibilities

How can I apply?

Frequently Asked Questions

Get Started

Eligibility

You may be eligible for Bridges if you are not yet 21 and if you left the Ohio foster care system at age 18, 19 or 20. In addition, you must meet at least one of the following criteria:

- Completing secondary education or a program leading to an equivalent credential
- Enrolled in college or other post-secondary school
- Participating in a program or activity designed to promote, or remove barriers to, employment
- Employed at least 80 hours a month
- Incapable of doing any of the above activities due to a physical or mental health condition

Be prepared to provide documentation – such as a class schedule, a paystub or letter of participation from an employment program – showing that you meet at least one of the eligibility criteria mentioned above. Please refer to this [documentation chart](#) for more information.



Participant Responsibilities ▶





BRIDGES ELIGIBILITY REFERENCE CHART (B.E.R.C.)

| | Eligibility Criteria | Examples of Qualifying Activities | Current Documentation Below are examples, other documentation may be considered on a case by case basis. Multiple documents may be requested to show eligibility. |
|---|--|---|--|
| | Completing a secondary education (High School) or a program leading to equivalent credential | <ul style="list-style-type: none"> • Enrollment in school to receive high school diploma (i.e. traditional, non-traditional, alternative – must be accredited) • Participating in a GED program • Other institution/program by the Department of Education | <ul style="list-style-type: none"> • Enrollment letter • Class Schedule • Attendance Report • Grade Report |
| <ul style="list-style-type: none"> • There is an expectation that young adults will attend school at least 70% of possible attendance monthly. If combining with another criterion, total hours attended and/or worked must equal 80 hours per month. Online schools without required amount of hours guideline will be required to produce at least 80 hours of activity per month. • Eligibility continues during scheduled summer break if participant remains enrolled in an educational institution. • Schools must be recognized by the State Board of Education. | | | |
| | Enrolled in an institution that provides post- secondary (College) or vocation education for 7 or more credit hours | <ul style="list-style-type: none"> • Public or Private college or universities (in-state or out-of-state) • Community College (in-state or out-of-state) • On-line studies offered through a licensed institution • Vocational Program • Technical Schools • Graduate School | <ul style="list-style-type: none"> • Enrollment letter • Class Schedule • Grade Report • Statement of Account displaying Housing Deposit, Enrollment Fee, or other costs paid for current or upcoming semester) • Attendance/Participation Report |
| <ul style="list-style-type: none"> • There is an expectation that young adults will attend school or engage in related activities totaling at least 20 hours a week. There is a conversion ratio of 1:3 (For every hour spent in class, an additional 2 hours is added to account for out of class work and projects.) For a noncredit course of study such as certification programs 20 hours a week will be the expectation. • Eligibility continues during scheduled summer break if participant remains enrolled in an educational institution. • Schools must be accredited. | | | |
| | Employed for at least 80 hours per month. | <ul style="list-style-type: none"> • Full/ Part time Employment • AmeriCorps • Military Reserve/National Guard • Internship/Externship (Paid/ Unpaid) | <ul style="list-style-type: none"> • Paystubs current within 30 days • AT ENROLLMENT ONLY: Written verification, on employer letterhead, that includes a point of contact for the employer, number of hours the participant is scheduled weekly/monthly, and their start date. |
| <ul style="list-style-type: none"> • Suggested average of 20 hours per week, but hours may fluctuate. | | | |
| | Participating in a program or activity designed to promote, or remove barriers to, employment for at least 80 hours per month. | <ul style="list-style-type: none"> • Work force preparation classes (CCMEP) • Job Corps • Job Shadowing / Skills Training classes • Apprenticeship / Mentoring • Volunteering • Resume/Interview skills classes/training • Substance abuse / Mental health treatment • Domestic violence/date violence program • Parenting classes | <ul style="list-style-type: none"> • Attendance current within 30 days • AT ENROLLMENT ONLY: Written verification letter, on program's letterhead, that includes description of program and/or activity, duration (e.g. six-week program) including start dates and number of hours per month, and a point of contact. Each activity must be fully explained. |



BRIDGES ELIGIBILITY REFERENCE CHART (B.E.R.C.)

- Suggested average of 20 hours per week, but hours may fluctuate.

Unable to participate in the activities detailed above due to a mental or physical health condition documented by a qualified practitioner. ¹

- Young Adult's condition may be short or long term.

- The Bridges Disability Verification form must be completed by a qualified practitioner.¹ This form can be obtained from your Bridges Liaison. This form must be completed within 90 days of Bridges Application submission to be sufficient proof of eligibility.
- **AT ENROLLMENT ONLY:** A copy of the applicant's Social Security award letter and supportive documentation. The award letter must have been effective within the past 180 days.

¹ *An assigned Bridges Liaison or Bridges Supervisor does not meet criteria as qualified practitioner.*

¹ If a young adult qualifies for the program because they have a disabling mental or physical condition documented by a qualified practitioner, this eligibility criterion cannot be combined.

Warm Handoff & 5101:2-42-19

- At least 180 days (6 months) **before the young adult's 18th birthday**:
 - PCSA worker educates the young adult on Bridges and the program's eligibility criteria.
- Assess young adult's individual needs, including if linkage to other support systems need to be made (e.g. Developmental Disabilities)
- Is the young adult still in high school and will graduate by their 18th birthday?

Warm Handoff & 5101:2-42-19

- At least 90 days before termination of PCSA Custody or emancipation of a young adult:
 - PCSA worker will refer young adult (if interested) to Bridges
 - PCSA worker will assign the Bridges Representative(s) to the case in SACWIS;
 - Bridges Representative will share information about the program and what documentation is needed to apply.
 - PCSA worker will discuss the final transition plan with Bridges Representative;
 - Bridges is not the young adult's final transition plan
 - What is the young adult's plan for housing upon emancipation? Leverage county resources to ensure housing during the Bridges enrollment process.
 - Bridges cannot provide funds to young adult until application is approved.
 - PCSA worker & Bridges Representative will continue to meet and collaborate until the young adult emancipates and the PCSA's custody is terminated.

Eligibility

Participant Responsibilities

How can I apply?

Frequently Asked Questions

Get Started

How can I apply?

If you're transitioning from foster care

Talk with your children services caseworker about your interest in Bridges. He/She will contact a Bridges representative three months before you leave foster care to coordinate services. The Bridges representative can help you complete the application and gather any documents you'll need.

If you aged out of foster care

If you aged out of foster care and are under 21 or know someone who is, please contact a Bridges representative using the appropriate form below. If you are over 21 and need supports, please visit [Other Resources](#).

Paths to Apply:

- **Young Adult:** Submit your information using this [interest form](#).
- **PCSA Caseworker or Adult Supporter:** Submit a referral using this [referral form](#).
- A Bridges representative will contact you within 2 business days.
- For more information or questions, contact your local [Bridges Offices](#).



Warm Handoff & 5101:2-42-19

- 30 days prior to young adult's emancipation:
 - Bridges provider agency is assigned and the Bridges Supervisor or Liaison will reach out to connect with PCSA and referred young adult
 - Determine if one of the eligibility criteria can be met for the young adult to be enrolled in the bridges program upon the young adult emancipating from care.
 - Continue to include the Bridges Regional Coordinator, Bridges Supervisor and/or Bridges Liaison in transition planning for young adult

Warm Handoff & 5101:2-42-19

- 14 days prior to young adult's emancipation:
 - PCSA worker is to ensure the young adult has all documents required to enroll in the Bridges program – please consult with Bridges Supervisor and Liaison to review if documentation is appropriate
- Ensure that the young adult's person profile in SACWIS is completely up to date (i.e. address, contact info, medical providers, diagnosis, medication, education, income – SSI, Soc Sec)

Remember...

- Until the young adult emancipates, the PCSA remains responsible for:
 - Case Management
 - Visitation requirements
 - Final transition plan
- A young adult is not enrolled in Bridges until the application is approved
 - Once PCSA enters custody term date in SACWIS, Bridges Application can be processed to ODJFS for approval.
 - Remember, **Bridges cannot provide funds to young adult until application is approved.**
 - PCSA should plan ahead to provide resources to the young adult should there be a delay in Bridges enrollment.

Remember... (5101:2-42-19)

- Also, prior to emancipation the PCSA is to:
 - Coordinate & obtain necessary documents from:
 - **Health Department (birth certificate)**
 - **Social Security Administration (original social security card)**
 - **Bureau of Motor Vehicles (state ID)**
 - Provide the youth with copies of:
 - **Copy of the Final Transition Plan**
 - **Health records & education records**
 - **Letter verifying youth emancipated from foster care (SACWIS generated)**
 - Document in SACWIS the date that this information was provided to young adult

Custodial Agency Best Practice

A Bridges referral does not alleviate the custodial agency's transitional planning requirements as outlined in OAC 5101:2-42-19.

6 Months Prior to Emancipation

- Provide information to the youth about Bridges which is a **voluntary program** available to young adults who left foster care in Ohio at ages 18, 19 or 20.
- Provide information on the eligibility criteria for Bridges. Program is for young adults who are either in school, working, participating in an employment program, or have a medical condition that prevents them from going to school or working.
- Provide information that Bridges provides guidance and support as the young adult transitions to adulthood after emancipation from foster care.
- Assess the fit of Bridges with the young adult's individual needs, including if a linkage with another

90 Days Prior to Emancipation

- If your agency's youth is interested in Bridges, the referral link can be accessed as early as 90 days prior to emancipation at <http://bridgestosuccess.jfs.ohio.gov/index.stm>.
- The custodial agency is not required to refer every emancipating youth to Bridges.
- Custodial agency to complete the final transition plan, including a housing plan for the youth upon emancipation. Leveraging agency resources to ensure housing during the Bridges enrollment process.
- **A Bridges referral should not be considered the final transition plan.** Bridges cannot provide funds to the young adult until their application is approved. This process could take up to a month or longer if acceptable documentation is not provided.
- Assign the Bridges Regional Coordinator to the on-going case (see attached). Communicate the scheduled emancipation

30 Days Prior to Emancipation

- Communicate with the assigned Bridges provider the information about the youth and their final transition plan. The Bridges provider is assigned 30 days before emancipation.
- Continue to include the Bridges representative in transition planning.
- Determine if one of the eligibility criteria can be met for the youth to be enrolled in the bridges program upon the youth emancipating from care.
- Assist youth in collecting the required documentation (30 days of paystubs, school enrollment letter etc.) See the Bridges Eligibility Reference Chart (BERC) for eligibility criteria and acceptable documentation.
- Ensure the youth's person profile in SACWIS is completely up to date; i.e. address, contact information, medical

Emancipation

- Communicate any changes to the Bridges provider. Enter the custody termination date into SACWIS; this enables the Bridges application to be submitted by the Bridges provider. Any post emancipation services provided by the custodial agency during the application and approval process should be documented in the Bridges case.
- The referring custodial agency will be notified when the application has been final approved, if an application has been denied, or the young adult voluntarily decides to not participate in Bridges.
- The young adult may still receive Young Adult Services (YAS) from their county PCSA if

Best Practices for a Successful Warm Handoff into Bridges

The intended goal of the warm hand off process is to create a transparent shift, when custody terminates, from custodial agency (PCSA, Title IV-E court, DYS) to Bridges.

Bridges Provider Best Practice

90 Days Prior to Emancipation

- Ninety (90) days prior to emancipation the Regional Coordinator will be assigned to the open SACWIS case.
- The role of the Regional Coordinator during this time is to share information about Bridges and how Bridges aligns with the transition plan that has been created by the custodial agency and the potential applicant. The Regional Coordinator is available to participate (in person or via phone) in transition planning meetings.
- Communicate with youth and Caseworker regarding Bridges eligibility criteria and required documentation for enrollment.

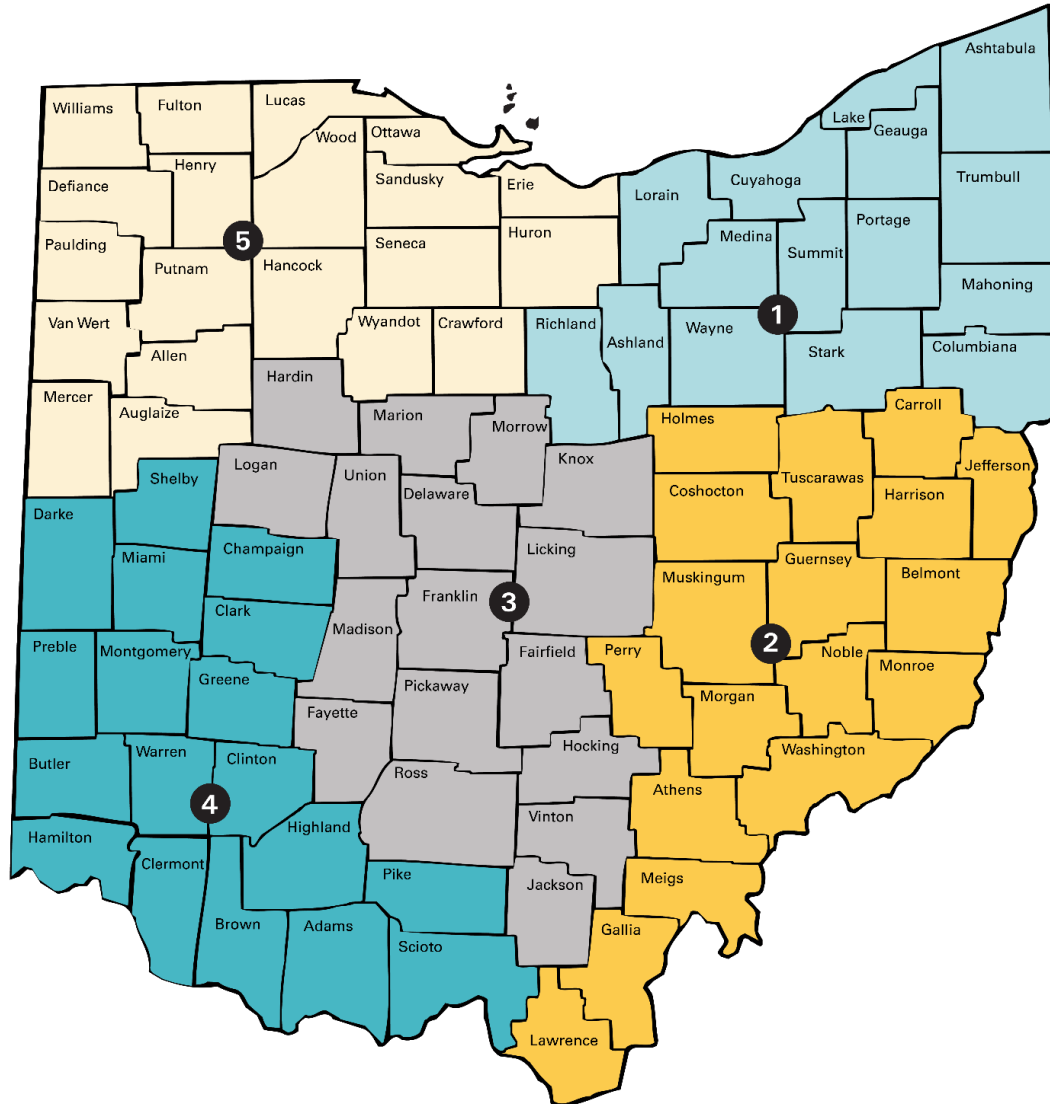
30 Days Prior to Emancipation

- Thirty (30) days prior to emancipation the Regional Coordinator will open a Bridges case in SACWIS and assign the Bridges Supervisor & Liaison. This will allow for continuation of planning with the youth and the custodial agency.
- The final transition plan may include a potential monthly budget, which will inform the housing plan, ensuring sustainability for the youth. It also allows the liaison to begin the application in SACWIS before emancipation to ensure timely submission upon termination from the agency's custody.
- ODJFS will attempt to process complete applications within 2 – 3 business days. This time frame is not guaranteed.
- Once the young adult's application has been fully approved or denied, the Bridges provider will communicate this to the custodial agency.

For more information about Bridges, visit: bridgestosuccess.ifs.ohio.gov/index.stm



Bridges: 5 Regions & Grantees



Region 1: Northeast Region

ne.region@cfhcoho.org/(614)656-6328

Region 2: Southeast Region

se.region@cfhcoho.org/(614)869-3889

Region 3: Central Region

c.region@cfhcoho.org/(614)655-8259

Region 4: Southwest Region

sw.region@cfhcoho.org/(614)568-6596

Region 5: Northwest Region

nw.region@cfhcoho.org/(614)568-9428

Bridges: Personnel & Contacts

Website: bridgestosuccess.jfs.ohio.gov/index.stm

Email: Bridges@jfs.ohio.gov

| Collaborative | | |
|----------------------------|--|----------------------------------|
| Geoffrey Hollenbach | Bridges Program Administrator | Geoff.Hollenbach@cfhcoho.org |
| Don Kuchey | Bridges Regional Coordinator, SW Region | Don.Kuchey@cfhcoho.org |
| Latasha Colbert | Bridges Regional Coordinator, NE Region | Latasha.Colbert@cfhcoho.org |
| Heidi Reddy | Bridges Regional Coordinator, Central Region | Heidi.Reddy@cfhcoho.org |
| Sarah Shooter | Bridges Regional Coordinator, SE Region | Sarah.Shooter@cfhcoho.org |
| Jason Harland | Bridges Regional Coordinator, NW Region | Jason.Harland@cfhcoho.org |
| ODJFS | | |
| Jana Pearce | Bridges Section Chief | Jana.Pearce@jfs.ohio.gov |
| Domonique Chapman | Bridges Policy Developer, Central Region | Domonique.Chapman@jfs.ohio.gov |
| Sarah Levels | Bridges Policy Developer, NE Region | Sarah.Levels@jfs.ohio.gov |
| Jen Lowell | Bridges Policy Developer, SW Region | Jennifer.Lowell2@jfs.ohio.gov |
| Jennifer Shoemaker | Bridges Policy Developer NW & SE Region | Jennifer.Shoemaker2@jfs.ohio.gov |
| Carrie Block | Adoption Assistance Connections & Bridges Policy Developer | Carrie.Block@jfs.ohio.gov |

Q & A



Questions ?



IL CONTACTS

IL Contact Information

Independent Living/ Transition Age Youth Mail Box (Program Questions)
Transitional-Youth-Programs@jfs.ohio.gov

Laurie Valentine, Program Manager – Laurie.Valentine@jfs.ohio.gov

Shelly Boyd, Policy Developer – Shelly.Boyd@jfs.ohio.gov

Nashawn Lariviere, Foster Youth Advocate – Nashawn.Lariviere@jfs.ohio.gov

Talia Holmes, Foster Youth Advocate – Talia.Holmes@jfs.ohio.gov