



Arkansas

NYTD Review Final Report

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ADMINISTRATION FOR
CHILDREN & FAMILIES



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1. Introduction

1.1 Background

The John H. Chafee Foster Care Program for Successful Transitions to Adulthood (the Chafee Program) at section 477 of the Social Security Act provides states with flexible funding to carry out programs that assist youth in making the transition from foster care to self-sufficiency.¹ This law required the Administration for Children and Families (ACF) to develop a data collection system to track Independent Living (IL) services states provide to youth and develop outcome measures to assess states' performance in operating IL programs. The National Youth in Transition Database (NYTD) was implemented by [regulation](#) in 2008. Consistent with the regulation, states engage in two data collection activities for NYTD. First, states collect information on youth and the IL services they receive that are paid for or provided by the state agency that administers the Chafee Program. Second, states collect outcomes information on youth in foster care at age 17 whom the state will follow over time and collect additional outcome information at ages 19 and 21. The collected information will allow ACF to track which IL services states provide and assess the collective outcomes of youth. NYTD also provides a new source of data to assist in determining the effectiveness of IL programs nationwide. In addition, because a common identifier must be used for youth reported to both NYTD and the [Adoption and Foster Care Analysis and Reporting System \(AFCARS\)](#), ACF also will be able to analyze the information related to a youth's foster care experiences reported to AFCARS along with their service and/or outcomes information reported to NYTD.

1.2 Overview of the NYTD Review

To ensure that data are available to be used for the purposes outlined above, it is important to periodically assess the accuracy of the child welfare data submitted by states. The primary way the Children's Bureau monitors NYTD data quality is through our semiannual review of state NYTD data files. The NYTD regulation lists compliance standards to assess whether state data meets minimal standards for timeliness and quality (45 CFR 1356.85). For this reason, the Children's Bureau also specified in the regulation at 45 CFR 1356.85(d)(2) that the agency may use other monitoring tools or assessment procedures to determine whether a state is meeting all NYTD requirements.

The purpose of the NYTD Review is to evaluate comprehensively the Chafee agency's policies and practices related to collecting and reporting timely, reliable, and accurate data on youth in transition. To do so, the state's NYTD data collection processes are assessed against the NYTD requirements in the [federal regulation](#), policy issuances, and the [NYTD technical bulletins](#) by:

¹ Public Law 106–169 established the John H. Chafee Foster Care Independence Program (CFCIP). Public Law 115–123, enacted on February 9, 2018, renamed the program the John H. Chafee Foster Care Program for Successful Transition to Adulthood.

- Validating and verifying that the state’s child welfare information system can collect, manage and report required data on youth in transition, including confirming that states operating a Statewide Automated Child Welfare Information System (SACWIS) or Comprehensive Child Welfare Information System (CCWIS) that receive federal financial participation (FFP) are collecting and managing NYTD data consistent with federal requirements;
- Evaluating the state’s survey methodology, including validating the instruments used to collect outcomes data and reviewing the state’s approach to locating and engaging youth in the survey; and
- Assessing the timeliness, accuracy, reliability and completeness of data.

The NYTD Review has three distinct phases: pre-onsite, onsite, and post-onsite. In the **pre-onsite phase**, the state and federal team conducts a series of pre-onsite planning calls together while the state prepares and submits documentation describing how it has implemented NYTD requirements. The **onsite phase** includes demonstrations of key aspects of the states’ data collection system and a review of a sample of case records. We also conduct stakeholder interviews during the review with youth, caseworkers and service providers. Through this process, we learn more about the state’s capacity to collect accurate data consistent with the definitions of the data elements specified in the NYTD regulation and to document the state’s readiness to use NYTD data for program management and evaluation. Following the onsite review, we prepare a report to document our findings, list suggested resources and supports if technical assistance needs are identified, and explain the actions the state should take to improve the quality and accuracy of data collection for NYTD as part of the **post-onsite phase**.

Figure 1. Overview of the NYTD Review Phases

Pre-onsite phase	Onsite phase	Post-onsite phase
Planning conference calls System and survey documentation Test cases Case record review sample Requirements Workbook <i>Duration:</i> 16 weeks	Entrance and exit conference System demonstration Case record review Stakeholder interviews CQI discussion <i>Duration:</i> 4 days	Debrief conference call Final report Improvement plan <i>Duration:</i> 16 weeks, plus up to 3 years to complete improvement plan

1.3 Requirements Subject to Review and Rating Factors

There are two major areas assessed during the review: the 7 **general requirements** for NYTD data collection and reporting and the 58 NYTD **data elements**. The general requirements include the populations to be reported to NYTD, the technical requirements for constructing a data file and data quality.

Figure 2. General Requirements

1. The state reports information on all youth in the served population.
2. The state reports information on all youth in the baseline population.
3. The state reports information on all youth in the follow-up population.
4. The state implements an appropriate survey methodology to collect youth outcomes data.
5. The state follows ACF's sampling procedures (*applicable to states opting to sample only*).
6. The state reports NYTD data files following ACF's specifications.
7. The state conducts quality assurance to ensure NYTD information can be analyzed and used.

During a NYTD Review, each of the 7 general requirements and each of the 58 data elements are assessed against the requirements in the regulation and other policy and technical issuances. The state's NYTD data also are evaluated for quality. For the data to be considered quality data, it must be timely, accurate, complete and reliable. Findings and observations from each component of the review are analyzed to determine a rating factor for each general requirement and each data element (see Section 2.7 for more information).

The rating factors used to evaluate NYTD requirements and data elements are listed in Figure 3. A state must make improvements in each requirement/element identified in the final report with a rating factor of "3" or lower (i.e., the state does not fully meet the requirement). These improvements may involve making changes to the information system, extraction routine, and/or data entry to fully satisfy the requirement. In other cases, improved training or clarifying guidance or documentation may be recommended. A "4" rating factor (state fully meets the NYTD requirement) is not assigned until all system and data quality issues have been addressed in the improvement planning phase. While there is not an expectation that data are 100% accurate for every element, there is an expectation that the data be of a significant level of completeness and without inconsistency errors, and that this quality would also be maintained over a number of report periods.

Figure 3. NYTD Review Rating Factors

Rating Factor	General Requirement Definition	Data Element Definition
4	<p>The requirement has been met and the state has developed and implemented policies/practices that support the collection and reporting of high quality data to the NYTD system. For example:</p> <ul style="list-style-type: none"> • The state has collected accurate, timely and complete information on required reporting populations. • The state has implemented a survey methodology using a valid survey instrument and has achieved a high survey participation rate. • The state has followed all technical guidance in conducting sampling and reporting the NYTD file. <p>There are quality assurance processes in place to ensure all NYTD data are accurately entered into the system and to identify and resolve data quality issues.</p>	<p>The requirement has been met and the state has sustained a high level of quality data for the element. For example:</p> <ul style="list-style-type: none"> • The state's methodology for collecting, extracting and reporting information for an element is consistent with NYTD requirements. • The state has a process to keep data elements up-to-date, even for a youth exiting foster care. • The state has reported consistently high quality data for the element over time.
3	<p>There are practice or design issues affecting data quality. For example:</p> <ul style="list-style-type: none"> • There is inadequate training for workers to understand how to collect NYTD data. • The state has reported missing or logically inconsistent responses from youth on the NYTD survey. <p>There are inadequate supervisory controls for ensuring timely and accurate data entry.</p>	<p>There are data quality issues identified for a data element. For example:</p> <ul style="list-style-type: none"> • There are data errors or data quality advisories flagged for the element in NYTD reports. • Information for the element is not consistently entered by workers. <p>There are incorrect or ambiguous instructions, definitions, data entry screens or forms for the element.</p>

Rating Factor	General Requirement Definition	Data Element Definition
2	<p>There are technical problems prohibiting the system from meeting the requirement. For example:</p> <ul style="list-style-type: none"> • The system requires modification to collect accurate, timely and complete information on required reporting populations. • The state's survey instrument contains incorrect questions or response options or contains misleading information that hinders a youth's participation in the survey. 	<p>There are technical problems prohibiting the system from collecting information consistent with NYTD requirements. For example:</p> <ul style="list-style-type: none"> • The state's data collection method and/or information system has the capability to collect the data, but the program logic used to construct the NYTD file has errors. • The state uses default values for blank information for the element. • Information for the element is coming from the wrong module or field in the system. • The system needs modification to encompass all conditions or possible values to collect information on the element. <p>The extraction code for the NYTD report selects and reports incorrect information for the element.</p>
1	<p>The requirement has not been implemented. For example:</p> <ul style="list-style-type: none"> • The state is not collecting and reporting information on a required reporting population. <p>The state does not conduct quality assurance on NYTD data.</p>	<p>The data element is not collected or reported in the system. For example:</p> <ul style="list-style-type: none"> • The state's data collection method and/or information system does not have the capability to collect the correct information for the element (i.e., there is no data field on the screens or form). <p>There is no program logic to extract information on the element.</p>
0	<p>State operating a SACWIS or CCWIS for which it received federal financial participation (FFP) found not to be collecting or managing NYTD data in its system consistent with federal requirements.</p>	<p>State operating a SACWIS or CCWIS for which it received federal financial participation (FFP) found not to be collecting or managing NYTD data in its system consistent with federal requirements.</p>

2. Findings

2.1 Overview of the Onsite Phase in Arkansas

On April 24–27, 2018, the Children’s Bureau conducted the onsite NYTD Review visit in collaboration with Arkansas’ National Youth in Transition Database (NYTD) implementation team in the Division of Children and Family Services (DCFS). The federal team consisted of representatives from the Children’s Bureau Central Office and Region 6 Office, staff from the Children’s Bureau’s NYTD Help Desk, and young adult NYTD Reviewers, who are consultants from JBS International, Inc.

The onsite review began with a demonstration of the state’s child welfare information system, CHRIS (Children’s Reporting Information System). Next, the federal team completed the case record review using a 30-case sample of records reported in the 2016B file (April 1, 2016, to September 30, 2016, for follow-up) and the 2017B file (April 1, 2017, to September 30, 2017, for served and baseline youth). Finally, the federal team interviewed over 25 individuals including Family Services Workers (FSWs), Transitional Youth Specialist Coordinators (TYS Coordinators), judges and judicial partners, foster parents, and other key stakeholders. In addition, the federal team spoke to youth in foster care and youth formerly in foster care. The Children’s Bureau provided test case scenarios to Arizona on December 20, 2017. The state was able to enter, extract, and report these test data from CHRIS on April 3, 2018. Findings from the test cases were discussed during pre-onsite planning calls and during the system demonstration on April 24, 2018.

2.2 Overview of Findings

As part of the post-onsite phase, the state’s documents, data, case file review findings, and onsite notes were assessed to make the final determination of findings. This section contains a summary of the significant reporting and data quality issues we identified as part of this comprehensive assessment. Where applicable, the data element, test case number, or case review sample number applicable to each finding is in parentheses. The state should review carefully all the findings in this report as the Children’s Bureau has made changes to the findings and rating factors. For additional information on specific issues for the general requirements and the data elements, please see Appendix C.

Table 1. Summary Ratings for General Requirements and Data Elements

Rating	Number of 7 General Requirements With a Rating	Number of 58 Data Elements With a Rating
4	1	11
3	1	23
2	4	24
1	0	0
0	0	0

Rating	Number of 7 General Requirements With a Rating	Number of 58 Data Elements With a Rating
Not applicable	1	0

2.2.1 Data Collection on Youth Demographics (General Requirements 1, 2 and 4; Data Elements 4–19, 36)

NYTD collects information on youth demographics in NYTD data [elements 4–19](#) and [36](#). These data elements provide critical information on basic characteristics of youth reported to NYTD. Many of these elements already are required to be reported for other purposes, including reports to AFCARS. Having reliable and accurate data on the characteristics of youth is an important component in assessing the adequacy and quality of services provided to meet the unique needs of youth in transition. During the review, we identified the following issues:

- System logic that prevents data from being collected as required.** We learned that the data fields associated with [element 6](#) (Race: American Indian or Alaska Native) and [element 16](#) (federally recognized Tribe) are linked such that a value can be entered for [element 16](#) only if a youth is also reported to be American Indian or Alaska Native (“yes” for [element 6](#)). While not mutually exclusive, [elements 6 and 16](#) are different elements that must be captured separately.² We also learned that the data field associated with [element 11](#) (Race: Unknown) cannot be reported in combination with any of the other elements on the youths’ race ([elements 6-10](#)).
- Incorrect use of the definition of foster care.** For NYTD, the state is to report the foster care status of youth in [element 14](#) (for those receiving services) and [element 36](#) (for those who are in the survey population). For purposes of NYTD reporting, youth age 18 and older are considered to be in foster care only if they are receiving Title IV-E foster care maintenance payments. The state has an approved Title IV-E plan amendment to provide foster care to youth ages 18 and older; however, the state is not yet claiming Title IV-E reimbursement for these youth. Therefore, youth in extended foster care should not be reported as “in foster care” for the purposes of NYTD until the state implements its Title IV-E extended care plan option and begins to submit claims for eligible youth.
- Not collecting all allowable values.** We learned that youth placed in Arkansas from another state via the Interstate Compact on the Placement of Children (ICPC) are not reported with the sending state’s local agency code ([element 15](#)). CHRIS must be able to capture the “sending” state’s FIPS code for this element.

² Like all race information, element 6 is a *self-identified* description indicative of how a person views him- or herself and his or her affiliation with a Tribal community. Element 16, by contrast, focuses on either *enrollment in* or *eligibility for membership in* one of the federally recognized Tribes.

- **Incorrectly mapping values.** The state is correctly reporting the highest grade level completed for “education level” (**element 18**). However, the state is incorrectly reporting youth who attend GED classes or who receive a GED as having completed “Post-Secondary Education” in (**element 18**) instead of the highest grade level the youth completed before earning a GED. Finally, the state is incorrectly reporting all youth in college as in “college.” Only youth who have completed one semester of college should be reported.
- **Collecting and reporting data that does not reflect the correct time period defined in the element.** We learned that the state reports “yes” for **element 19** for any youth with the value “special education” ever selected from the “education tab.” However, **element 19** must reflect the youth’s special education status during the period in which she/he received services.

While the federal team identified the items above that will need to be corrected, we also note the following strengths:

- **Documentation in the case files.** During the case record review, we found an abundance of documents in the file. In 28 out of the 30 files, we found a copy of the birth certificate for the youth. We also found educational records for the youth. There were 4 cases where the youth was receiving an IL Needs Assessment during the reporting period and we found paper copies of the assessment in 3 of the files. For those data elements, reviewers were able to confirm the information captured in CHRIS and reported to NYTD.
- **Clean-up procedures.** The state has a procedure in place to determine how to complete data points when there is missing or blank data. While this may be a resource-intensive process, it leads to more accurate data.

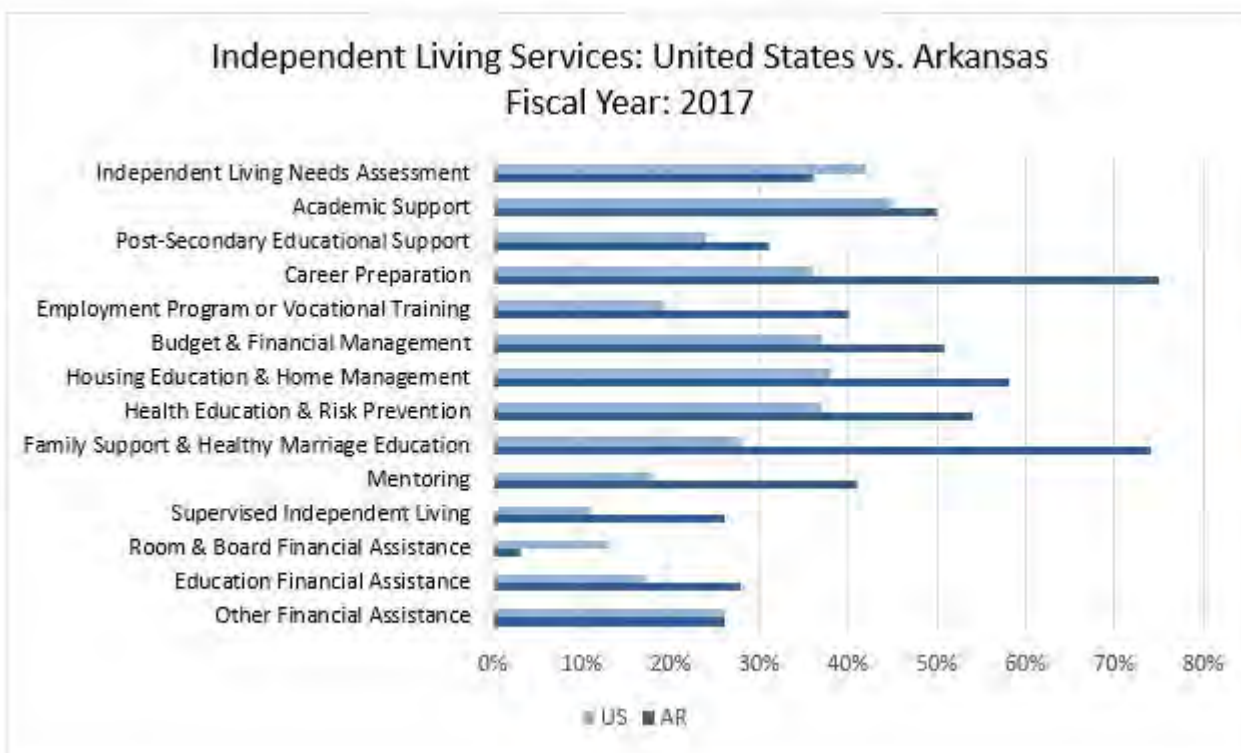
Finally, we would also like to note that the state created a pop-up screen for educational information when a placement change is made. This information helps track when a child must change schools, but also creates a logical method to update educational information. In the case record review, there were only two errors found for education level (**element 18**), and these children had been stable in their placements (and therefore an update to their educational information was not generated due to a placement change).

2.2.2 Data Collection on Independent Living Services (General Requirement 1; Elements 20–33)

NYTD collects information on IL services provided to youth in data **elements 20–33**. Given NYTD’s goal of providing data to help determine which services are related to positive outcomes for youth, complete and accurate services data are vital. In Arkansas, DCFS is the state agency that administers and supervises the Chafee Program, including the administration of the Education and Training Voucher (ETV) program. The eligible population for IL services is youth, ages 14–21, in foster care or formerly in foster care. The

state has opted to extend Title IV-E assistance to youth between ages 18 and 21 if youth are in school, working, or have a medical condition. Youth who leave care after age 18 may re-enter custody.

Figure 4. Comparison of Independent Living Services Provided in FY 2017, Arkansas and United States



The state provides IL services through three main categories of services:

- Transitional Services.** These are the services that are provided by foster parents, FSWs, and TYS Coordinators. Arkansas has 10 service areas and has 14–16 TYS Coordinators who work within those service areas to provide services to youth over the age of 14. Foster parents and FSWs also provide services to youth. Any IL services provided to youth by FSWs, TYS Coordinators, and foster parents should be reported under this category in CHRIS. TYS workers are also providers of services to eligible youth who have left foster care.
- Transitional Skill Classes.** Each of the TYS Coordinators conducts monthly Transitional Skill Classes. The state of Arkansas developed their own curriculum for the classes. TYS Coordinators often work with local community-based organizations and other local resource providers to speak with youth during the IL Transitional Skill Classes.
- Transitional Team Meetings.** The state of Arkansas requires Transitional Team Meetings at regular intervals for youth (every 6 months). When a service or skill is

provided during a Transitional Team Meeting, it is to be reported in CHRIS.

- **Contracted Service Providers.** The state also contracts with other agencies to provide services to youth. These services are generally financial services to youth and recorded in the payment section of the system.

During the system demonstration, we identified a number of data collection challenges that prevent the state from collecting accurate, reliable, and complete information on the services delivered to youth in Arkansas. In particular, we noted the following:

- **Services not provided during Transitional Team Meetings.** During Transitional Team Meetings, it was clear that FSWs and TYS Coordinators discussed the service needs of youth. Due to documenting these discussions with youth, they are inappropriately reported to NYTD as a service received.
- **Information on ETVs provided to youth.** The state indicated that case-level data on ETVs are not reported. As a result, the state does not report ETVs under element 32 as required. The state has created the screen in CHRIS but it has not been mapped to be reported to NYTD.
- **Youth must have a removal episode to be reported.** During the test case review and the system demonstration, we learned that there must be a removal episode in CHRIS to report services to NYTD. While most youth receiving IL services will likely have been removed and placed into foster care, the reporting of NYTD services should not be based on the system's determination of eligibility for Chafee services.
- **Element 23, "career preparation," mapped incorrectly.** The state has a method to report on information related to a law that was passed in Arkansas that requires information to be provided to youth. This information is tracked under the category of "Providing Info/Act 391" that is then reported to NYTD. While providing information on services to youth is important, it is not a reportable service to NYTD.
- **Inability to report participation in Transitional Skills classes by multiple youth.** Multiple youth may attend the same Transitional Skill Classes. In order for this information to be reported to NYTD, the TYS Coordinator must add a note separately to each case.

We also note that during the onsite review, we found the following strength in the reporting of NYTD:

- **One place for data entry.** When reporting a service provided to a youth, the FSW or TYS Coordinator enters all information on one screen to report the services to NYTD. With the exception of the IL Needs Assessment (**element 20**), which is captured on the IL Checklist Screen, a worker enters all the supporting information on the same screen.

In addition to the technical data collection challenges, during the case record review we observed a number of records (2, 4, 8, 10, 16, 18, 21, 24–27, 30) in which services were reported to NYTD but for which reviewers could not identify whether any activities or supports that matched the reported service category were provided to the youth. In two other cases (8, 20) we found evidence of services provided to youth in the case record that were not reported to NYTD.

For all these reasons, we cannot validate that the state's data collection practices are reliably providing accurate and complete information on the services provided to youth. As a result, General Requirement #1 is rated a "2." Similarly, the highest possible rating we can provide for the IL service data **elements 20–33** is also "2." The data collection challenges summarized above impede the state's ability to monitor the performance of the IL program to support transitions to adulthood for young people.

Feedback From Stakeholders Regarding the Independent Living Program

During the NYTD Review, the state of Arkansas coordinated over 25 interviews with stakeholders involved in the provision of IL services, including FSWs, TYS Coordinators, judicial partners, foster parents, and other key stakeholders. In addition, we spoke to youth in foster care and youth formerly in foster care.

Many of the stakeholders interviewed worked closely with youth. Some reported knowing about the services available to youth as they transition out of foster care, while others expressed concern about the lack of communication about the services available. It was noted that some stakeholders reported that some areas of the state are better at providing information and service availability than others. Stakeholders reported that some FSWs were very knowledgeable about the services and provided handouts, but other, newer workers were often less informed. A core feature of the IL Program was the need to collaborate with other organizations and service agencies to meet the needs of youth. Youth with special needs (including youth involved with juvenile justice and young mothers) were often highlighted as needing additional services that may not always have been provided. A lack of trauma-based services and mental health services designed to meet the needs of youth in foster care was also highlighted. Some services also have waiting lists that prevent the timely provision of services.

Many stakeholders mentioned that they thought the move toward more hands-on training (versus traditional classroom-based) for the IL Transitional Skill Classes was important. (Some recognized that the state had already made steps toward this goal and others requested more youth-driven activities.) Barriers to youth attending these classes identified by stakeholders included a lack of transportation and youth feeling like the classes were mandatory or not relevant.

Some stakeholders noted that youth in foster homes and group homes are still restricted in the activities in which they can participate, preventing them from developing appropriate skills, such as cooking, cleaning, setting up doctor's appointments, using the Internet, having a state ID (and therefore being able to get a job), and opportunities for social-normative interactions.

Participants also expressed concerns about youth who were placed in group homes or other congregate-care facilities. They felt these youth often had a harder time living back in a family-like setting and were less prepared for the transition to adulthood. Stakeholders noted that there is a lack of homes for teens in the state, although teens are an important group within the child welfare system.

Stakeholders applauded the state's efforts to extend foster care to age 21 and the work toward assisting youth in taking advantage of this opportunity. We heard from a few stakeholders that they understood the importance of supporting youth to remain in foster care and noted some troubling outcomes that may occur when youth do not participate in extended foster care.

Overall, stakeholders felt that TYS Coordinators were critical to helping youth transition from foster care. Often TYS Coordinators were more knowledgeable about the services and the unique needs of youth than their FSWs.

We also heard that staffings and other child welfare meetings were not always very youth-friendly or driven by the youth voice. Many stakeholders identified the Transitional Team Meetings as critically important in identifying the supports youth need and the individuals in the youth's life who can assist in the transition to adulthood.

A few stakeholders expressed worries about the youth with whom they work, wondering where they go for holidays, who they call when there is an emergency, and whether the youth is signed up for medical insurance. But, in contrast, a few stakeholders noted that youth were not "engaged" and expressed a lack of willingness of the youth to engage in services and in their foster care case. We urge the state to consider what training might be helpful to stakeholders who regularly engage with youth to understand the impact of trauma, brain development, and the foster care experience. We believe this enhanced support for adults involved with young people may provide opportunities to think creatively about how to involve youth in decision-making and to create a culture of positive youth development across the state.

As part of the stakeholder interviews, we also interviewed a group of engaged young people in, or formerly in, Arkansas's foster care system. The majority of youth reported a great relationship with their TYS Coordinators. Youth reported that TYS Coordinators listen to their concerns and felt that they really worked to assist them in achieving their goals. Many reported their TYS Coordinator as their "go to" person for any number of concerns or for help, and appreciated the continuity of the worker. Other youth reported that their FSW wasn't as engaged as needed. Most youth appreciated the services offered through the program, especially the financial assistance. Youth and young adults echoed other stakeholder feedback that the foster care system prevented them from participating in age-appropriate, normative activities. Youth were varied in their impressions of the IL Transitional Skill Classes: some thought they needed to be more hands-on; others thought they were hands-on enough; some thought they should be mandatory; some thought they should begin earlier. As in many youth focus groups, youth expressed frustration around transportation and getting their driver's license.

Finally, youth spoke of the importance of their placement setting to their life and their positive outcomes. Youth relayed concerns about congregate-care facilities and the lack of normal

interaction allowed due to this type of placement setting. Youth felt overall that having a mentor, whether a foster parent or other adult, was important. Finally, youth recognized foster parents who treated them like their own children, who took charge and acted like their parents, and who didn't seek permission to allow them to act as teens, as important heroes in the foster care system.

2.2.3 Data Collection on Youth Outcomes **(General Requirements 2–4; Elements 34, 35 and 37–58)**

States are required to collect outcomes information using the survey questions listed in Appendix B of the NYTD regulation on a *baseline population* of youth in foster care at age 17 and a *follow-up population* cohort of 19- and 21-year-old youth. While the NYTD survey questions are listed in the NYTD regulation, states are responsible for crafting a survey instrument and selecting a method for administering the survey. The NYTD Review documents and assesses the state's efforts to administer the NYTD survey appropriately, from invitation to survey completion, to ensure that outcomes data are collected accurately and that the state's outcomes data collection methods reflect best practices in survey administration and youth engagement. During the onsite review, we discussed Arkansas's process for administering the baseline and follow-up surveys, including the state's efforts to locate and engage youth in this outcomes data collection effort. Based on this review, we identified:

- **No Errors in Survey Questions and Responses.** No errors were found in the survey questions or the appropriate response options. The state understood and followed the federal instructions in the survey questions and allowable responses.

We also observed several challenges across the baseline and follow-up populations that are preventing the state from collecting accurate and complete outcomes data from survey participants, including:

- **Use of Email Address To Take the Survey.** A main component of the survey implementation efforts is to email a link to the survey to the youth directly. We reviewed 28 case records and found that only 9 of the records had the email address of the youth in the CHRIS system (and it is unknown if these emails are valid or active). The state has a process in place to authenticate the identity of the youth, but the state should review their process to determine if it is onerous to youth. The state is also encouraged to optimize the Web survey for use on a tablet or mobile device.
- **Allowing a Survey Date To Be Entered.** Currently, the CHRIS system automatically generates a date the survey was entered into the system. However, there may be circumstances where the survey was taken on a different date than when it was entered into the system. The state is to report the date the survey was taken by the youth ([element 35](#)).
- **Determining Foster Care Status.** As discussed in section 2.2.1 (Data Collection on Youth Demographics), the state is not reporting the foster care status of youth in foster

care over the age of 18 correctly (**element 36**). This affects the participation rate of the state.

- **Determining an Appropriate Reason for Participation.** For youth who are unable to be located or invited to participate in the survey, the state should report that as the reason the survey was not completed (**element 34**). We found examples where we could not determine that the youth had been located and asked to participate in the survey. Instead, the state reported “declined.”
- **Creating a High-Quality Paper Survey Instrument.** The state encourages all FSW and TYS Coordinators to use the survey within the CHRIS system (if the youth has not taken the survey via their link). However, because FSW and TYS Coordinators do not routinely have access to laptops, and the survey is not optimized for use on a mobile device, it is recommended that the state consider developing a high-quality paper survey instrument for workers to use. It is important that youth are asked the right questions so that the state does not “correct” or change the youth’s responses.

Data Collection on Youth Outcomes at Age 17

In Arkansas, every youth in the stake takes the NYTD survey at age 17. During a baseline year, the state runs a nightly “job” to determine who is eligible for the NYTD survey. The system then generates an automatic email (in both English and Spanish) to the youth to encourage them to take the NYTD survey (if there is an email address for the youth in CHRIS) every 5 days. The email contains a link to take the survey via a Web-based survey instrument. While the email is from the state of Arkansas, the request to take the NYTD survey is on behalf of the Youth Advisory Board. The email is also copied to the FSW assigned to the youth in the CHRIS system. However, the expectation is that the FSW or TYS worker should follow up to ensure the youth is offered the opportunity to participate in the NYTD survey at age 17. In fact, the Central Office works with the 10 Service Areas in Arkansas to conduct outreach to ensure FSW/TYS workers: (1) know that a youth is eligible for the NYTD survey and (2) assist the FSW/TYS in administering the survey. Youth are encouraged to take the survey via the email link as the preferred option, but FSW workers are also encouraged to use other methods to administer the survey, including assisting the youth to take the survey using the NYTD Survey Screen in the CHRIS system or to administer it to the youth over the phone. It is widely believed that most FSW/TYS workers administer the survey over the phone with the youth.

We note the following positive practices in the state:

- **Surveying All Youth at Age 17.** We applaud the efforts of the state to survey every youth who turns 17. There are several positive aspects of allowing every youth to participate. When all youth take the survey, the state has access to a larger data set to use to improve practice. Also, as a greater number of FSW will have to administer the survey, this allows training to be directly related to an activity the FSW will likely have to engage in. Lastly, this allows all youth at age 17 to have a voice in the NYTD survey efforts.

- **Accepting and Reporting Late Surveys.** Based on early consultations with the Children’s Bureau, the state accepts and reports late surveys. There are several data points in the process that can be used to improve the response rate of the state. First of all, if a survey is missed by the 45-day deadline, the FSW or TYS Coordinator still needs to complete it and the state can determine the time it took to complete the survey. Second, the state can use the data related to late surveys to target improvement efforts to complete them on time, such as individual FSWs, teams, or Regions that need additional assistance to complete surveys timely.

Table 2. Summary of Baseline Survey Effort To Date in Arkansas

Cohort 1 at Age 17	Cohort 2 at Age 17	Cohort 3 at Age 17
57% (150 out of 262 eligible youth)	67% (141 out of 210 eligible youth)	46% preliminary (97 out of 212 eligible youth)

Data Collection on Youth Outcomes at Ages 19 and 21

At ages 19 and 21, youth in the follow-up population start receiving an email every 14 days from the Youth Advisory Board (via the CHRIS system) to take the NYTD survey (if there is an email in the CHRIS system). The state also works to determine who may be able to contact the youth to encourage participation in the follow-up survey, including the FSW or TYS Coordinator. The state also reviews the information submitted by the youth in the “Contact” section of the previous surveys. The state has also recently implemented a “Checklist” for FSW to use to determine if all efforts to engage the youth have been exhausted before the end of the survey period.

We learned during the case record review that contact information is routinely collected as part of the discharge planning for the youth starting at age 16 and older in the section of the planning form called “Developing and Maintaining Life Long Relationships/Connections.” However, because that information may be collected on paper forms, it may not be systematically added into the CHRIS system. Unless a FSW or other professional has access to the paper file, they would not be able to use the information in efforts to locate and engage the youth.

Table 3. Summary of Follow-Up Survey Effort To Date in Arkansas

Reporting Period	Participation Rate for Youth in Care	Participation Rate for Youth Discharged From Care
Cohort 1 at Age 19 (FY 13)	100% (39 out of 39)	48% (53 out of 110)
Cohort 1 at Age 21 (FY 15)	100% (19 out of 19)	57% (73 out of 127)
Cohort 2 at Age 19 (FY 14)	97% (36 out of 37)	36% (35 out of 98)

Table 4. Comparison of Cohort 1 Youth Outcomes at Ages 17, 19, and 21 in Arkansas and United States

Outcomes (Cohort 1)	Age 17 Arkansas	Age 17 Nation	Age 19 Arkansas	Age 19 Nation	Age 21 Arkansas	Age 21 Nation
Employed full- or part-time	9%	13%	37%	34%	42%	50%
Receiving public assistance	N/A	N/A	12%	36%	30%	38%
Finished high school or GED	5%	8%	54%	54%	72%	65%
Attending school	87%	94%	48%	54%	20%	31%
Referred for substance abuse treatment	29% (lifetime)	27% (lifetime)	15% (past 2 years)	15% (past 2 years)	10% (past 2 years)	10% (past 2 years)
Incarcerated	41% (lifetime)	36% (lifetime)	24% (past 2 years)	22% (past 2 years)	27% (past 2 years)	22% (past 2 years)
Had children	10% (lifetime)	7% (lifetime)	12% (past 2 years)	12% (past 2 years)	24% (past 2 years)	27% (past 2 years)
Homeless	21% (lifetime)	16% (lifetime)	16% (past 2 years)	20% (past 2 years)	20% (past 2 years)	28% (past 2 years)
Connection to adult	92%	93%	95%	90%	88%	87%
Medicaid coverage	87%	83%	57%	72%	45%	66%

Table 5. Comparison of Cohort 2 Youth Outcomes at Ages 17 and 19 in Arkansas and United States

Outcomes (Cohort 2)	Age 17 Arkansas	Age 17 Nation	Age 19 Arkansas	Age 19 Nation
Employed full- or part-time	10%	14%	45%	40%
Receiving public assistance	N/A	N/A	17%	31%
Finished high school or GED	3%	5%	61%	58%
Attending school	89%	93%	45%	52%
Referred for substance abuse treatment	4% (lifetime)	5% (lifetime)	6% (past 2 years)	14% (past 2 years)

Outcomes (Cohort 2)	Age 17 Arkansas	Age 17 Nation	Age 19 Arkansas	Age 19 Nation
Incarcerated	34% (lifetime)	32% (lifetime)	6% (past 2 years)	10% (past 2 years)
Had children	4% (lifetime)	5% (lifetime)	6% (past 2 years)	10% (past 2 years)
Homeless	27% (lifetime)	17% (lifetime)	13% (past 2 years)	20% (past 2 years)
Connection to adult	90%	93%	94%	89%
Medicaid coverage	94%	85%	70%	77%

Feedback From Stakeholders Regarding the NYTD Survey

While a few stakeholders had heard of NYTD, most were uninformed of the state's efforts to implement, collect, and use NYTD data. Few FSWs and TYS Coordinators reported that they had received training on how to administer the survey or what the information would be used for. Some FSWs reported that getting the link to the survey in their email was the primary way they found out about NYTD. Most felt that youth simply did not want to take the survey and that more importance needed to be placed on the survey to garner a more robust participation rate. A few suggested it would be helpful to have materials or a script to help them describe the purpose or "results" of the survey to the youth. Many felt the data needed to be connected to outcomes and other changes to be meaningful. Some felt that the lack of explanation for the survey resulted in youth having no interest in taking it or taking it seriously. Many stakeholders expressed trying to talk to the youth to encourage them to take the survey, but understanding that some just wanted to "be done with the system." Some felt that NYTD was not marketed as a platform for youth to be heard and a method to hold the system accountable to the youth's well-being.

TYS Coordinators talked about their efforts to locate youth for the follow-up survey. TYS Coordinators talked about "being a detective" and using LexisNexis (computer-assisted legal research) and other methods such as contacting family members and former group homes to locate the youth.

Youth reported that they were unfamiliar with the state's NYTD efforts. Some youth did remember taking the survey, but often felt like it was "at the last minute" and with very little explanation. Youth reported that FSW and TYS Coordinators administered the survey at home, over the phone, and even in Life Skill classes. Youth reported that they wish they knew more about the purpose of the survey and how that information is used.

Primarily because of the low participation rate over the last three baseline cohorts, we rate this item a "2." We recommend the state consider adding processes to ensure the timely administration of the survey and to explore the role supportive adults or others can, and are willing to, play in administering the survey timely.

2.2.4 Sampling and File Reporting **(General Requirements 5 and 6)**

To date, the state has not opted to sample. As a result, General Requirement #5 is not applicable and will receive no rating. There are no significant items to note regarding the state's submission of the file (General Requirement #6).

2.2.5 Data Quality, Analysis and Use **(General Requirement 7)**

The state is using NYTD system tools such as NDRU and the NYTD Portal for CQI/QA purposes. The state has made some early efforts to use NYTD data as part of its CQI efforts. The state has a "NYTD" icon on the CHRIS home screen (a chess piece) that pulls NYTD information for a FSW/TYS Coordinator to review and use. CHRIS also has the functionality for FSW/TYS Coordinators to organize information regarding surveys and survey completion. It was unclear from interviews if FSW/TYS workers knew about and used these tools to help them administer the survey or whether workers found the tools helpful. Furthermore, in stakeholder interviews, we spoke with many supportive professionals who had not heard about the state's NYTD data collection efforts or reviewed the state's data.

Of note, the state is collecting baseline data from all youth who turn age 17 in foster care every year, regardless of whether it is a NYTD baseline data collection year. The state also continues to attempt to administer the survey after the 45 days for 17-year-olds. This additional data collection offers a robust opportunity to analyze outcome data for all youth in foster care.

The state contracts out the case record review system as part of its Quality Services Peer Reviews (QSPR). As in most states, the reviews are focused on children under the age of 18, and overall a small number of youth are pulled into the sample for review, but Arkansas notes that it is a proportional number of transition-aged youth in their sample. During the QSPR review, there is a focus on transition plans, IL Skill classes, and additional discussions with the FSW on efforts to achieve permanency for older youth. State staff also indicated that they are able to "spot" trends in terms of transitional planning and IL classes from their QSPR reviews.

Feedback From Stakeholders Regarding the Use of NYTD Data

Almost all of the stakeholders interviewed stated that they were very interested in learning more about what the NYTD data was saying and how it could be used. Several stakeholders identified the courts as particularly interested in the data. Some suggested that youth would also be interested, especially if it could be used to provide better services and supports and to help youth consider staying in foster care. Many felt the data needed to be connected to outcomes and other changes in the system to be meaningful, especially to youth. Stakeholders also felt it would be important for regional areas to be taken into consideration when using the NYTD data and that NYTD data could be helpful to ensure a set of uniform standards across the state. A few stakeholders noted how important the Youth Advisory Board was in their efforts to improve the system.

We strongly encourage the state to establish a feedback loop with young people, local

agencies, and other stakeholders so that they can learn how NYTD data can inform their understanding of the experiences of young people in Arkansas's foster care system. In order to further the state's efforts to analyze and use NYTD data as part of a CQI framework, we recommend the following strategies:

- Integrating NYTD data with other administrative data sets like AFCARS;
- Analyzing NYTD data in conjunction with what else is known about services provided to youth (e.g., services not paid for by Chafee, the difference in services from those paid for versus provided by local mentoring programs, workforce development programs) to determine which services (type/dosage) really lead to improved outcomes;
- Creating an evaluation plan using the additional data collected to conduct analyses to identify different youth response rates by demographic variables and by administration method (e.g., surveys conducted via the youth link, by phone, online);
- Conducting analysis of service data by locality to determine gaps in services or service needs;
- Disseminating NYTD data to state staff, youth, service providers, courts, foster parents, and other stakeholders;
- Continuing efforts to develop and use a youth-specific tool to conduct case reviews for youth over the age of 18, looking at services and outcomes; and
- Developing performance measures using NYTD data to raise the visibility of practice issues affecting transitioning youth.

We also strongly encourage the state to engage young people as stakeholders in these CQI efforts by consulting with its Youth Advisory Board (YAB).

As a final note, we would like to highlight the state's efforts in transparency in its efforts to implement NYTD since October 1, 2010. State staff have been in constant communication with the Children's Bureau asking for clarification and additional information as they implemented NYTD. This effort toward CQI to be in compliance with NYTD resulted in fewer technical findings at the time of the NYTD Review than might otherwise have been observed.

3. Conclusion and Next Steps

3.1 Conclusion

As noted in Section 1.2, the NYTD Review is a comprehensive evaluation of a state's methodology for collecting and reporting NYTD data. This report summarizes 2018 NYTD Review findings including the extent to which the state is meeting all of the NYTD requirements and is collecting and reporting high-quality data on the 58 NYTD data elements. Demonstrating its commitment to assisting states with accurate and timely NYTD data collection and reporting, the Children's Bureau will work with Arkansas to assess options for systemic and business process improvements during the NYTD Improvement Plan phase.

3.2 NYTD Improvement Plan

In support of continuous quality improvement, states must complete and monitor a NYTD Improvement Plan based on findings from the NYTD Review for any elements/general requirements that receive a rating factor of "3" or lower. The Children's Bureau will provide an Improvement Plan template for the state's use, but the state may opt to use its own format for this purpose provided that it conveys the information necessary to monitor the state's action planning and progress. After receipt of this Final Report, the state should evaluate each general requirement and data element identified as needing correction and determine the length of time it will take to complete the item. Within 30 days of receipt of the Final Report, the state must submit the initial Improvement Plan electronically to the Children's Bureau with estimated dates for completing each action item. The Children's Bureau Regional Office will work with the state to determine whether technical assistance is needed and available to implement the plan. All items in the Improvement Plan must have a rating of "4" before the plan is considered completed. Once the Improvement Plan is completed and approved, the Children's Bureau will send the state a letter acknowledging completion.

Upon receipt of the state's initial Improvement Plan, the Children's Bureau will review the due dates to ensure the plan will be implemented in a timely manner. The state and the Children's Bureau will use the electronic version of the Improvement Plan to track changes, progress notes, and the Children's Bureau's approval of completed action items. As changes are made to either the program code or screens, documentation noting the updates must be included with the electronic improvement plan. This may include revised program code or screen shots that reflect the changes made to the system.

The state must provide semiannual updates of its progress to the Children's Bureau. As updates are received and reviewed, the Children's Bureau will notify the agency of the next Improvement Plan due date. Please note that the state must summarize its progress in implementing the NYTD Improvement Plan in its Annual Progress and Services Report³ (APSR) and, if applicable, the state's Advance Planning Document (APD) Update⁴ if changes are being made to the SACWIS or CCWIS.

³ Instructions for completing the APSR are published in a program instruction (PI) each year. See <https://www.acf.hhs.gov/cb/laws-policies/policy-program-issuances> for more information or contact your Regional child welfare program specialist for more information.

⁴ Please contact your assigned Division of State Systems analyst for more information or visit <https://www.acf.hhs.gov/cb/research-data-technology/state-tribal-info-systems>.

Appendix A. Test Case Findings

As noted in Section 2.1, the Children's Bureau provided test case scenarios to the state on December 20, 2017. The state was able to enter, extract, and report these test data from CHRIS on April 3, 2018. Findings from the test cases were discussed during pre-on-site planning calls and during the system demonstration on April 24, 2018. The list below highlights discrepancies identified between the state's test case responses and the answer key.

Test Case 1 Findings:

- **Element 11 (Race: unknown).** The state incorrectly reported "no" for the element of "Race-unknown." The state was unable to report "race: unknown" in combination with another race.
- **Element 23 (Career preparation).** The state incorrectly reported "no" for the "Career preparation" element. The caseworker and foster parent worked together to help the youth find/attain a part-time job.
- **Element 35 (Date of outcome data collection).** The state made a simple error in reporting the date the survey was taken.

Test Case 2 Findings:

- **Element 14 (Foster care status services).** The state entered an open removal episode to submit the test case as part of the on-site review. The state acknowledged the case should have been reported as "no" for this element.
- **Element 19 (Special education).** The state reported "yes" for special education status but the services were received before the reporting period.
- **Element 30 (Supervised independent living).** The state did not report the youth's college dorm as a supervised independent living setting.
- **Element 32 (Education financial assistance).** The educational financial assistance described in the scenario was not reported.

Test Case 3 Findings:

- **Element 6 (Race: American Indian or Alaska Native).** There was an error for this element due to the relationship between elements 6 and 16.
- **Element 21 (Academic support).** The state reported the tutoring the youth received for math in element 32 (educational financial assistance), but it should be reported as academic support.
- **Element 25 (Budget and financial management).** The foster parent helped the youth set up a savings account in the prior period. They discussed the youth's needs briefly in the current period, but did not provide any services. The state reported "yes" for this element.
- **Element 32 (Education financial assistance).** The educational financial assistance described in the scenario was not reported.
- **Element 34 (Outcomes reporting status).** The states reported that the youth "declined" to participate in the survey, however in the scenario the caseworker did not engage the youth in taking the survey.

Test Case 4 Findings:

- **Element 6 (Race: American Indian or Alaska Native).** There was an error for this element due to the relationship between elements 6 and 16.
- **Element 16 (Federally recognized Tribe).** The youth's membership in the Tribe was pending and therefore should be reported as blank. The state reported "yes."
- **Element 23 (Career preparation).** The scenario described the youth receiving a voucher for business clothing, but no other services were provided; therefore, this should be reported in element 33.
- **Element 29 (Mentoring).** The state reported that the relationship described in the scenario was mentoring; however, there was no information to support that the relationship was paid for, provided by, or facilitated by the child welfare agency.
- **Elements 34–58.** The youth had a birthday within 45 days of the end of the 2017B period and was surveyed timely in the 2018A period. As a result, elements 34–58 should be blank and reported in the 2018A file.

Test Case 5 Findings:

- **Element 6 (Race: American Indian or Alaska Native).** There was an error for this element due to the relationship between elements 6 and 16.
- **Element 14 (Foster care status services).** The state entered an open removal episode to submit the test case as part of the on-site review. The state acknowledged the case should have been reported as "no" for this element.
- **Element 18 (Educational level).** The youth enrolled in college, but has not yet completed one semester. The youth earned his GED after finishing 11th grade. The state reported "Post-secondary" for this element.
- **Element 26 (Housing education and home management training).** The aftercare case manager helped the youth choose a dormitory but this is more appropriately reported in element 22 (post-secondary educational support). The state reported "yes" for this element.

Appendix B. Case Review Findings

As noted in Section 2, the CB drew a random sample of 30 youth records (10 records from each reporting population from the last data file containing information on that population) and provided encrypted youth identification numbers to the state so these records could be made available for review during the onsite review. Arkansas provided both the electronic records and paper records for these youth in support of the case review. The periods under review were the 2016B file (April 1, 2016 to September 30, 2016 for follow-up) and the 2017B file (April 1, 2017 to September 30, 2017 for served and baseline youth). Of the 30 records in the sample, all 30 cases were reviewed. The table below summarizes the findings from the case review.

Case Record 1 Findings:

- **Element 34 (Outcomes reporting status).** The state selected “declined” but there was no information in the file to indicate that contact was made with the youth. If the youth could not be located, the outcomes reporting status should be “unable to locate/invite.”

Case Record 2 Findings:

- **Element 18 (Educational level).** The record indicates the last grade completed was 9th grade and that the youth left school in the 10th grade. The state reported 10th grade.
- **Element 21 (Academic support).** The youth was on runaway status during the reporting period. Therefore services could not have been provided.
- **Element 28 (Family support and healthy marriage education).** The youth was on runaway status during the reporting period. Therefore services could not have been provided.
- **Element 29 (Mentoring).** The youth was on runaway status during the reporting period. Therefore services could not have been provided.
- **Element 32 (Education financial assistance).** The youth was on runaway status during the reporting period. Therefore services could not have been provided.

Case Record 3 Findings:

No errors identified.

Case Record 4 Findings:

- **Element 21 (Academic support).** This service was reported as part of service needs (discussed during a Transitional Team Meeting), but a service was not provided.
- **Element 22 (Post-secondary educational support).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.
- **Element 24 (Employment programs or vocational training).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.
- **Element 27 (Health education and risk prevention).** There was a discussion of the youth staying on their medication as part of the Transitional Team Meeting; however, no further information was found to document the provision of this service category.

- **Element 28 (Family support and healthy marriage education).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.
- **Element 30 (Supervised independent living).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.

Case Record 5 Findings:

No errors identified.

Case Record 6 Findings:

- **Element 23 (Career preparation).** “Providing Info/Act 391” was reported, but a service was not provided.

Case Record 7 Findings:

- **Element 34 (Outcomes reporting status).** There is no information indicating that contact was made with the youth to invite them to participate in the survey. Therefore, the state should select “unable to locate/invite” instead of “declined.”

Case Record 8 Findings:

- **Element 24 (Employment programs or vocational training).** Services under this category were provided to the youth but were not reported.
- **Element 29 (Mentoring).** There is no information indicating that there is a mentoring relationship in place that meets the NYTD definition.

Case Record 9 Findings:

No errors identified.

Case Record 10 Findings:

- **Element 21 (Academic support).** This service was reported as part of service needs (discussed during a Transitional Team Meeting), but a service was not provided.
- **Element 23 (Career preparation).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.
- **Element 24 (Employment programs or vocational training).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.
- **Element 26 (Housing education and home management training).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.
- **Element 27 (Health education and risk prevention).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.
- **Element 28 (Family support and healthy marriage).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.
- **Element 29 (Mentoring).** There is no information indicating that there is a mentoring relationship in place that meets the NYTD definition:

Case Record 11 Findings:

- **Element 36 (Foster care status – outcomes).** The outcome for “outcome reporting status” (element 34) is “incarcerated” but foster care status was reported as “yes.” An incarcerated youth is not in foster care.

Case Record 12 Findings:

- **Element 28 (Family support and healthy marriage education).** The service reported was provided by Medicaid and therefore should not be reported to NYTD.

Case Record 13 Findings:

No errors identified.

Case Record 14 Findings:

- **Element 28 (Family support and healthy marriage education).** This case has information on a transitional skills class reported where the youth attended a picnic. There is no further information to support the provision of this service.

Case Record 15 Findings:

No errors identified

Case Record 16 Findings:

- **Element 25 (Budget and financial management).** The youth went to an IL skills training class on June 15, 2018 and the focus of the class was on smoking. There is no other supporting information indicating that other services were provided as part of this class.
- **Element 26 (Housing education and home management training).** The youth went to an IL skills training class on June 15, 2018 and the focus of the class was on smoking. There is no other supporting information indicating that other services were provided as part of this class.
- **Element 28 (Family support and healthy marriage education).** The youth went to an IL skills training class on June 15, 2018 and the focus of the class was on smoking. There is no other supporting information indicating that other services were provided as part of this class.
- **Element 29 (Mentoring).** There is no information indicating that there is a mentoring relationship in place that meets the NYTD definition

Case Record 17 Findings:

No errors identified.

Case Record 18 Findings:

- **Element 8 (Race: Black or African American).** Adoption paperwork indicates the youth is bi-racial.
- **Element 19 (Special education).** The state reported historical information for an IEP.
- **Element 24 (Employment programs or vocational training).** There was information indicating that the youth was working but there was no supporting information indicating that a service was provided.

- **Element 26 (Housing education and home management training).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.
- **Element 27 (Health education and risk prevention).** This service was reported as part of many services discussed during a Transitional Team Meeting, but a service was not provided.

Case Record 19 Findings:

No errors identified.

Case Record 20 Findings:

- **Element 6 (Race: American Indian or Alaska Native).** There was Cherokee Nation paperwork in the file and an ICWA Case Plan in 2014. There is no information indicating that there were conversations with the youth about how they identify.
- **Element 16 (Federally recognized Tribe).** There is information indicating that the Cherokee Nation is listed as an “intervener” and other paperwork supports the youth as a member of a Cherokee Nation.
- **Element 22 (Post-secondary educational support).** The youth attended a class on taking the ACT test, but the service was not reported to NYTD.
- **Element 23 (Career preparation).** “Providing Info/Act 391” was reported, but a service was not provided.
- **Element 29 (Mentoring).** There is no information indicating that there is a mentoring relationship in place that meets the NYTD definition.

Case Record 21 Findings:

- **Element 24 (Employment programs or vocational training).** There is no supporting information on the service provided.
- **Element 26 (Housing education and home management training).** There is no supporting information on the service provided.
- **Element 27 (Health education and risk prevention).** There is no supporting information on the service provided.
- **Element 28 (Family support and healthy marriage education).** There is no supporting information on the service provided.
- **Element 29 (Mentoring).** There is no information indicating that there is a mentoring relationship in place that meets the NYTD definition.
- **Element 32 (Education financial assistance).** There is no information to support a payment made for education or training.

Case Record 22 Findings:

No errors identified

Case Record 23 Findings:

No errors identified

Case Record 24 Findings:

- **Element 18 (Educational level).** The state reported the youth as having completed the 7th grade but the record indicates the youth was in the 10th grade. We note that both records had not been updated in a significant period of time.
- **Element 19 (Special education).** The state reported historical information for an IEP.
- **Element 33 (Other financial assistance).** The youth received information on transportation during IL skills training; however, there is no information indicating that a payment was made.

Case Record 25 Findings:

- **Element 21 (Academic support).** This service was reported as part of many services indicated on the same day, but a service was not provided.
- **Element 22 (Post-secondary education support).** This service was reported as part of many services indicated on the same day, but a service was not provided.
- **Element 23 (Career preparation).** This service was reported as part of many services indicated on the same day, but a service was not provided.
- **Element 28 (Family support and healthy marriage education).** It was reported that interpersonal social skills training was received on September 28, 2017; however, this might not meet the definition of this category.
- **Element 32 (Education financial assistance).** There is no information to support a payment made for education or training.

Case Record 26 Findings:

- **Element 21 (Academic support).** There is information in the file indicating that a letter was sent to the youth about transitional living classes. However, this is not considered a service provided.
- **Element 23 (Career preparation).** There is information in the file that a letter was sent to the youth about transitional living classes. However, this is not considered a service provided.
- **Element 27 (Health education and risk prevention).** There is information in the file that a letter was sent to the youth about transitional living classes. However, this is not considered a service provided.
- **Element 32 (Education financial assistance).** There is no information to support a payment made for education or training.

Case Record 27 Findings:

- **Element 21 (Academic support).** This service was reported as part of many services indicated on the same day, but a service was not provided.
- **Element 26 (Housing education and home management training).** There is no supporting information on the service provided.
- **Element 28 (Family support and healthy marriage education).** There is no supporting information on the service provided.
- **Element 29 (Mentoring).** The monthly face-to-face with the youth was coded as mentoring.
- **Element 33 (Other financial assistance).** There is no supporting information on this payment.

Case Record 28 Findings:

- **Element 34 (Outcomes reporting status).** There is no information indicating that contact was made with the youth to invite them to participate in the survey. Therefore, the state should select “unable to locate/invite” instead of “declined.”

Case Record 29 Findings:

- **Element 27 (Health education and risk prevention).** The description in the contact screen does not appear to meet the definition of the service. The state reported “yes” for this element.
- **Element 28 (Family support and healthy marriage education).** The youth was reported as receiving services on May 2, 2017, for transitional services, but there is no supporting information on this service.
- **Element 33 (Other financial assistance).** The state may have reported “other financial assistance” from the disbursement of trust fund money.

Case Record 30 Findings:

- **Element 30 (Supervised independent living).** The youth was living in a group home.
- **Element 32 (Education financial assistance).** There is no information to support a payment made for education or training.
- **Element 33 (Other financial assistance).** There is no supporting information on this payment.

Appendix C. NYTD General Requirements and Elements – Final Ratings and Findings

GENERAL REQUIREMENTS

1: The state reports information on all youth in the served population findings:

Rating: 2

Independent living services are coordinated and provided by the Division of Children and Family Services (DCFS) and entered into the state's SACWIS system, CHRIS (Children's Reporting Information System). Service information for NYTD is entered by the Family Services Workers (FSWs also known as "caseworkers") and/or Transitional Youth Service Coordinators. (TYS Coordinators are assigned as "secondary workers" in CHRIS and can enter in services information.) There are three categories of services that FSWs and TYS Coordinators report:

- Transitional Service (to report services that are delivered by foster parents, FSWs, and TYS Coordinators on an individual basis).
- Transitional Skills Class (to report when a youth attends a Transitional Skills Class offered by the agency or other approved provider).
- Transitional Team Meeting (to report services and skills explored during the team meetings).

The worker selects one of these categories and then reports the type of service (elements 20 to 33) provided in the category. Each service is mapped and reported to NYTD. With the exception of Independent Living Needs Assessment (element 20) all services are mapped from these transitional services categories (element 20 is mapped from the "Independent Living Checklist" screen).

During the system demonstration and the case record review, we learned the following:

- There must be a removal in the CHRIS system for a NYTD service to be reported. NYTD services should be reported to us regardless of foster care history or status (See NYTD Q&A #1.7 & 1.18).
- Workers are indicating that a service was provided to the youth when it was simply discussed during a Transitional Team Meeting. It was common for multiple "services" to be provided on the same day.
- Some services reported to NYTD are being incorrectly mapped. For example, "Providing Information/Act 391" maps to career preparation (element 23), and "special stipends or incentives" maps to educational financial assistance (element 32).
- Some elements may be better generated by mapping from other locations (supervised independent living and the financial elements 30–33).

- Minor revisions will need to be made to “education level” (element 18) and a major revision to report “special education” (element 19) services during the reporting period.

We also learned that there are other groups of youth who are not currently being reported to NYTD:

- Youth who are receiving Education and Training Vouchers (ETVs). The state has developed the CHRIS Screen and reporting procedures and will be building the logic behind the screen.
- Youth who have never had a removal episode or closed foster care placement (see test case #5).

Lastly, we heard of situations where youth are mandated or required to attend Transitional Living services. Both the state and federal programs are for the provision of voluntary services and are designed to complement the youth’s own efforts towards a successful transition to adulthood. We recommend the state work with the courts and other individuals to prevent the “ordering” of youth to attend transitional services and instead work to offering services that have intrinsic value to youth.

Because there is little documentation that supports the services provided to youth, and inconsistencies in the application of service categories, General Requirement #1 is rated a “2.”

2: The state reports information on all youth in the baseline population findings:

Rating: 2

During a baseline year, the state runs a nightly “job” to determine who is eligible for the NYTD survey. The system then generates an automatic email (in both English and Spanish) to the youth to encourage them to take the NYTD survey (if there is an email address for the youth in CHRIS) every 5 days. The email contains a link to take the survey via a web-based survey instrument. While the email is from the state of Arkansas, the request to take the NYTD survey is on behalf of the Youth Advisory Board. The email is also copied to the FSW assigned to the youth in the CHRIS system. However, the expectation is that the FSW or TYS worker should follow up to ensure the youth is offered the opportunity to participate in the NYTD survey at age 17. In fact, the Central Office works with the 10 Service Areas in Arkansas to conduct outreach to: (1) ensure that FSW/TYS workers know that a youth is eligible for the NYTD survey, and (2) assist the FSW/TYS in administering the survey. Youth are encouraged to take the survey via the email link as the preferred option, but FSW workers are also encouraged to use other options to administer the survey if necessary, including assisting the youth to take the survey using the NYTD Survey Screen in the CHRIS system or to administer it to the youth over the phone. It is widely believed that FSW/TYS workers administer the survey over the phone with the youth.

When comparing youth reported at age 17 in AFCARS and NYTD baseline youth, there has been some fluctuation in the number of youth reported between the two reporting periods. During the onsite review, the Children’s Bureau provided a copy of a comparison between the state’s recent AFCARS file and NYTD 2017A file with placement frequency information to determine if there were specific placements that would may make a youth eligible/ineligible to take the NYTD survey based on the federal definition of foster

care at 45 CFR 1355.20. While no specific concerns exist at this time, it is recommended that the state continue to monitor the fluctuations between the AFCARS and NYTD reporting systems.

States are also advised to report the survey data within the reporting period in which the youth takes the survey. Therefore, those youth with birthdays later in the reporting period should be reported in the next file. The state of Arkansas came into compliance with this reporting requirement a few years ago and is following the appropriate reporting procedures.

The state was advised a few years ago to report to NYTD the “late” surveys (a “late” survey is one where the youth participated in the survey but the state failed to meet the 45-day timeframe following the 17th birthday). Over the last three baseline cohorts the state has struggled to secure an adequate participation rate. For the FY 2011 cohort (Cohort 1), only 150 out of 262 eligible youth took the survey timely (57%). In Cohort 2, only 141 youth out of 210 who were eligible took the survey (67%). Preliminary data for the Cohort 3 baseline youth (FY 2017) indicates that there is an even lower participation rate and that at least 61 surveys were with youth who did not participate timely. The inability to administer the survey within the 45-day timeframe hampers the ability of the state to report a robust baseline participation rate.

Primarily because of the low participation rate over the last three baseline cohorts, we rate this item a “2.”

We recommend the state consider:

- Additional processes to ensure timely administration of the survey.
- The role supportive adults or others can, and are willing to, play in administering the survey timely.

3: The state reports information on all youth in the follow-up population findings:

Rating: 2

At ages 19 and 21, youth in the follow-up population start receiving an email every 14 days from the YAB (via the CHRIS system) inviting them to take the NYTD survey (if the youth has an email address in the CHRIS system). The state also works to determine persons who (including the FSW or TYS Coordinator) may be able to contact the youth to garner participation in the follow-up survey. The state also reviews the information submitted by the youth in the “Contact” section of the previous surveys. The state has also recently implemented a “Checklist” for FSW to use to determine if all efforts to engage the youth have been exhausted.

We learned during the case record review that contact information is routinely collected as part of discharge planning for youth age 16 and older in the section called “Developing and Maintaining Life Long Relationships/Connections.” However, because that information may be collected on paper forms it may not be systematically added into the CHRIS system. In that case, unless a FSW or other professional has access to the paper file, they cannot access this contact information in efforts to locate and engage the youth.

Because the state has struggled to survey youth timely at age 17, the number of youth who are eligible to participate in the survey at follow-up remains relatively small. Because of the challenges to locate and engage youth in the follow-up survey, this item is rated a “2.”

4: The state implements an appropriate survey methodology to collect youth outcome data findings: Rating: 3

In Arkansas, there are three ways to take the NYTD survey:

- 1) by using the link in the email generated directly to the young person,
- 2) within the CHRIS system (the youth completes using the screen or the worker administers the survey in person or by phone), or
- 3) using the “handout templates” of the NYTD baseline and follow-up survey (these are then entered into CHRIS).

Once the survey is completed, a “thank you” message is sent via CHRIS on behalf of the YAB. Young adults at ages 19 or 21 can contact the statewide Transitional Living Manager to receive a \$25 gift card (incentive). We note that in 28 out of 30 records reviewed for this information, only 9 CHRIS records had any email address for the youth, and the validity of the address is unknown.

The state is using the federally regulated survey questions and options. In addition, the state added a “?” button that provides Arkansas-specific responses based on the federal prompts. All surveys ask the youth to provide contact information for an adult (name, address, and phone number) but we note that youth are not asked to provide their own contact information as part of the survey.

We encourage the state to build on their survey methodology:

- Determine the roles and responsibilities of the workforce in administering and assisting youth in taking the survey.
- Work with youth in the state to develop a paper survey for youth to take with skip patterns, an intentional survey layout, and additional information to help youth take the survey with accuracy.
- Optimize the CHRIS survey for the use on a mobile platform.
- Create a youth-friendly prompt that explains the purpose of the survey and how the information will be used.
- Track additional information on how the survey is completed if the youth link is not used to complete it (i.e. who assisted the youth in completing the survey, how it was administered, and other information on attempts to contact and engage the youth).
- Determine if the current layout of the survey is youth-friendly and conducive to youth completing all questions across the screens (we note the survey currently uses a status bar to track completion).

- Determine to what extent confidentiality can be applied to the survey information and whether such confidentiality is critical for some youth to complete the survey.
- Determine the best way to ensure youth receive their \$25 gift card.
- Link the contact information provided in discharge planning into the CHRIS system to what is reported by the youth in the NYTD survey.

5: The state follows ACF's sampling procedures (*applicable to states opting to sample only*) findings:

Rating: N/A

This general requirement does not apply as the state has not opted to conduct sampling.

6: The state reports NYTD data files following ACF's specifications findings:

Rating: 4

Over the years, Arkansas has experienced a few technical challenges and the state has been transparent in asking for technical assistance from the Children's Bureau. Many of the common findings indicated in NYTD Review Final Reports were resolved prior to the NYTD Review due to this communication with the Children's Bureau. The state employs appropriate procedures to review files prior to submission to resolve any technical issues.

7: The state conducts quality assurance to ensure NYTD information can be analyzed and used findings:

Rating: 2

The state is using NYTD system tools such as NDRU and the NYTD Portal for QA purposes. The state has some early efforts to use NYTD data as part of their CQI efforts. They state has a "NYTD" icon on the CHRIS home screen (a Chess piece) that pulls NYTD information for a FSW/TYS Coordinator to review and use. CHRIS also has the functionality for FSW/TYS Coordinators to organize information regarding surveys and survey completion. It was unclear if FSW/TYS workers used these tools to help them administer the survey. Furthermore, in stakeholder interviews, we spoke with many supportive professionals who had not heard about the state's NYTD data collection efforts or reviewed the state's data.

Of note, the state is collecting baseline data from all youth who turn age 17 in foster care, every year, regardless of whether it is a NYTD baseline data collection year. The state also continues to attempt to administer the survey after the 45 days as required for 17 year olds. This additional data collection offers a robust opportunity to analyze outcome data for all youth in foster care.

The state contracts out the case record review system as part of their Quality Services Peer Reviews (QSPR). As in most states, the reviews are focused on children under the age of 18, and overall a small number of youth are pulled into the sample for review, but Arkansas notes that it is still a "decent" number of transition-aged youth in the sample. During the QSPR review, there is a focus on transition plans, IL classes, and additional discussions with the FSW on achieving permanency for older youth. The state also indicated that they are able to "spot" trends in terms of transitional planning and IL classes from the QSPR reviews.

We strongly encourage the state to establish a feedback loop with young people, local agencies, and other stakeholders so that they can learn how NYTD data can inform their understanding of the experiences of young people in Arkansas' foster care system. In order to further the state's efforts to analyze and use NYTD data as part of a CQI framework, we recommend the following strategies:

- Integrating NYTD data with other administrative data sets like AFCARS.
- Analyzing NYTD data in conjunction with what else is known about services provided to youth (e.g., services not paid for by Chafee; the difference in services from those paid for versus provided by local mentoring programs; workforce development programs, etc.) to determine which services (type/dosage) really lead to improved outcomes.
- Create an evaluation plan, using the additional data collected, to conduct analyses to identify different youth response rates by demographic variables and by administration method (e.g., surveys conducted by phone versus surveys completed online).
- Conduct analyses of service data by locality to determine gaps in services and service needs.
- Disseminating NYTD data to state staff, youth, service providers, courts, foster parents and other stakeholders.
- Continuing efforts to develop and use a youth-specific tool to conduct case reviews for youth over the age of 18; and
- Developing performance measures using NYTD data to raise visibility of practice issues affecting transitioning youth.

We also strongly encourage the state to engage young people as stakeholders in these CQI efforts by consulting with its Youth Advisory Board (YAB).

DATA ELEMENTS

1. State findings:

Rating: 4

Data collection, mapping, reporting and data quality for this element is sufficient.

2. Report Date findings:

Rating: 4

Data collection, mapping, reporting and data quality for this element is sufficient.

3. Record Number findings:

Rating: 4

Data collection, mapping, reporting and data quality for this element is sufficient.

4. Date of birth findings:

Rating: 4

Data collection, mapping, reporting and data quality for this element is sufficient.

We note that 28 out of 30 case records contained a copy of the birth certificate.

5. Sex findings:

Rating: 4

Data collection, mapping, reporting and data quality for this element is sufficient.

6. Race: American Indian or Alaska Native findings:

Rating: 2

During the pre-on-site phase and the on-site system demonstration, we learned that the data fields associated with element 6 and element 16 (federally-recognized Tribe) are linked such that a value can only be entered for element 16 if a youth is also reported to be American Indian or Alaska Native (“yes” for element 6). While not mutually exclusive, elements 6 and 16 are different elements that must be captured separately. Like all race information, element 6 is a *self-identified* description indicative of how a person views him or herself and his affiliation with a Tribal community. Element 16, by contrast, focuses on either *enrollment in or eligibility for membership in* one of the over 560 federally recognized Tribes only.

Test Cases: We note that there were errors in test cases #3–5 for this element due to the relationship between elements 6 and 16.

Case Record Review: In case record #20, we note there was Cherokee Nation paperwork in the file and an ICWA Case Plan in 2014. There is no information indicating that there were conversations with the youth about how they identify.

7. Race: Asian findings:

Rating: 4

Data collection, mapping, reporting and data quality for this element is sufficient.

8. Race: Black or African American findings:

Rating: 4

Data collection, mapping, reporting and data quality for this element is sufficient.

Case Record Review: In case record #18, adoption paperwork indicates the youth is bi-racial.

9. Race: Native Hawaiian or Other Pacific Islander findings:

Rating: 4

Data collection, mapping, reporting and data quality for this element is sufficient.

10. Race: White findings:**Rating: 4**

Data collection, mapping, reporting and data quality for this element is sufficient.

11. Race: Unknown findings:**Rating: 2**

During the pre-onsite phase and the on-site system demonstration, we learned that CHRIS does not permit the selection of both a specified race and an unknown race. The system must permit the selection of multiple races, including allowing “race: unknown” (“yes” for element 11) to be selected in combination with another race category when at least one race of a multiracial youth is unknown.

Test Cases: In test case #1, the state was unable to report “race: unknown” in combination with another race.

12. Race: Declined findings:**Rating: 4**

Data collection, mapping, reporting and data quality for this element is sufficient.

13. Hispanic or Latino ethnicity findings:**Rating: 4**

Data collection, mapping, reporting and data quality for this element is sufficient.

14. Foster care status services findings:**Rating: 2**

For purposes of NYTD reporting, youth age 18 and older are considered to be in foster care only if they are receiving Title IV-E foster care maintenance payments. The state has an approved Title IV-E plan amendment to provide foster care to youth ages 18 and older; however, the state is not yet claiming Title IV-E reimbursement for these youth. Therefore, youth in extended foster care should not be reported as “in foster care” for the purposes of NYTD until the state implements its Title IV-E extended care plan option and begins to submit claims for eligible youth.

Test Cases: In test cases #2 and #5, the state entered an open removal episode to submit the test cases as part of the on-site review. The state acknowledged these two test cases should have been reported as “no” for this element.

15. Local agency findings:**Rating: 2**

During the pre-onsite phase, we learned that youth placed in Arkansas from another state via the Interstate Compact for the Placement of Children (ICPC) are not reported with the sending state’s local agency code. The state must capture and report the “sending” state’s FIPS code for this element.

16. Federally recognized Tribe findings:**Rating: 2**

During the pre-on-site phase and the on-site system demonstration, we learned that the state only collects information on a youth's eligibility/membership in a federally recognized Tribe if at least one of the youth's races is "American Indian/Alaska Native." The state must collect information on a youth's membership/eligibility for membership in a Tribe separately from the youth's race. The state also lacks a method to report "blank" when membership in a federally recognized Tribe is still pending verification (73 FR 10346).

Test Cases: We note in test case number #4, the youth's membership in the Tribe was pending and therefore should be reported as blank. The state reported "yes."

Case Record Review: In case record #20, there is information indicating that the Cherokee Nation is listed as an "intervener" and other paperwork supports the youth as a member of the Cherokee Nation.

17. Adjudicated delinquent findings:**Rating: 3**

While no errors were found in the Case Record Review and the element is mapped and reported correctly (ever adjudicated delinquent), we remain concerned the number reported to NYTD is not accurate. We urge the state to determine what methods are available to determine the accurate number of youth who receive a NYTD service and have a history of delinquency adjudication.

18. Educational level findings:**Rating: 2**

There are two technical issues that were identified during the pre-on-site and the on-site review. The state is incorrectly mapping the completion of a GED and college. GED is currently being mapped to post secondary education or training but instead should map to the last grade completed by the youth (for example if a youth completed the 9th grade and then completed the GED, it should be reported to NYTD as 9th grade). College should only be reported if the youth has completed at least one semester of college.

Test Cases: In the scenario in test case #5, the youth enrolled in college, but has not yet completed one semester. The youth earned his GED after finishing 11th grade. The state reported "Post-secondary" for this element instead of 11th grade.

Case Record Review: In case record #2, the record indicates the last grade completed was 9th grade and that the youth left school in the 10th grade. The state reported 10th grade. Case record #24 reported the youth as having completed the 7th grade but the record indicates the youth was in the 10th grade. We note that both records had not been updated in a significant period of time.

19. Special education findings:**Rating: 2**

The state is currently reporting historical information about special education instead of whether the youth received special education services during the reporting period.

Test Case: In test case #2, the state reported “yes” for special education status but the services were received before the reporting period.

Case Record Review: In case records #18 and #24, the state reported historical information for an IEP.

20. Independent living needs assessment findings:

Rating: 2

This data element is intended to capture information on assessments that systematically identify a youth’s independent living skills, strengths and needs. This information is captured when the information is entered into the “IL Checklist” screen.

There were 4 case records that reported an IL Needs Assessment during the reporting period. We found a paper copy in 3 out of the 4 records.

21. Academic support findings:

Rating: 2

This data element is intended to capture services designed to help a youth *complete high school or obtain a GED*.

Test Case: In test case #3, the state reported the tutoring the youth received for math in element 32 (educational financial assistance) but it should be reported as academic support (element 21).

Case Record Review: In case record #2, the youth was on runaway status during the reporting period. In case records #4 and #10, this service was reported as part of service needs (discussed during a Transitional Team Meeting). Similarly, in case records #25 and #27, this service was reported as part of many services indicated on the same day. In case #26, there is information in the file that a letter was sent to the youth about transitional living classes. However, this is not considered a service provided.

22. Post-secondary educational support findings:

Rating: 2

This data element is intended to capture services designed to help a youth *enter or complete college or other post-secondary education*.

Case Record Review: In case record #4, this service was reported as part of many services discussed during a Transitional Team Meeting. Similarly, in case record #25, this service was reported as part of many services indicated on the same day. The youth in case #20 attended a class on taking the ACT test, but the service was not reported to NYTD.

23. Career preparation findings:

Rating: 2

This data element is intended to capture services designed to help a youth *find, apply for, and retain appropriate*

employment. During the system demonstration, we learned that “Providing Info/Act 391” maps to this element. While providing information to youth is important, it is not a reportable service to NYTD.

Test Cases: In test case #1, the state incorrectly reported “no” for this element. However, the caseworker and foster parent worked together to help the youth find/attain a part-time job. For test case #4, the scenario describes the youth receiving a voucher for business clothing but no other services were provide; therefore this should be reported in element 33.

Case Record Review: In case #6, only “Providing Info/Act 391” was reported. In case records #4 and #10, this service was reported as part of many services discussed during a Transitional Team Meeting. In case record #25, this service was reported as part of many services indicated on the same day with no supporting information. In case #26, there is information in the file that a letter was sent to the youth about transitional living classes. However, this is not considered a service provided.

24. Employment programs or vocational training findings:

Rating: 2

This data element is intended to capture information on training designed to build a youth’s skills for a specific trade/vocation or participation in an apprenticeship, internship, or summer employment.

Case Record Review: In case records #4 and #10, this service was reported as part of many services discussed during a Transitional Team Meeting. In case records #18, there was information indicating that the youth was working but there was no supporting information indicating that a service was provided. For case record #21, there is no supporting information on the service provided.

In case record #8, services under this category were provided to the youth but were not reported.

25. Budget and financial management findings:

Rating: 2

This data element is intended to capture services designed to help a youth access training or practice living within a budget.

Test Cases: In test case #3, the foster parent helped the youth set up a savings account in the prior reporting period. They discussed the youth’s needs briefly in the current period, bud did not provide any services. The state reported “yes” for this element.

Case Record Review: In case record #16, the youth went to an IL Skills Training class on June 15, 2018 and the focus of the class was on smoking. There is no other supporting information indicating that other services were provided as part of this class.

26. Housing education and home management training findings:

Rating: 2

This data element is intended to capture information on assistance or training in locating and maintaining housing, or instruction in activities of basic living such as food preparation, laundry, and housekeeping.

Test Cases: In test case #5, the aftercare case manager helped the youth choose a dorm but this is more appropriately reported in element 22 (post-secondary educational support). The state reported “yes” for this element.

Case Record Review: In case records #10 and #18, this service was reported as part of many services discussed during a Transitional Team Meeting. In case record #16, the youth went to an IL Skills Training class on June 15, 2018 and the focus of the class was on smoking. There is no other supporting information indicating that other services were provided as part of this class. For case records #21 and #27, there is no supporting information on the service provided.

27. Health education and risk prevention findings:

Rating: 2

This data element is intended to capture information on services designed provide information about hygiene, nutrition, fitness and exercise or the avoidance of health risks.

Case Record Review: In case record #4, there was a discussion of the youth staying on their medication as part of the Transitional Team Meeting; however, no further information was found to document the provision of this service category. In case record #10 and #18, this service was reported as part of many services discussed during a Transitional Team Meeting. For case record #21, there is no supporting information on the service provided. In case #26, there is information in the file that a letter was sent to the youth about transitional living classes. However, this is not considered a service provided. Case record #27 has information indicating that the youth received a transitional service on May 2, 2017, but the information in the contact screen does not fit the criteria of this category. In case record #29, the description in the contact screen does not appear to meet the definition of this category.

28. Family support and healthy marriage education findings:

Rating: 2

This data element is intended to capture information on education about safe and stable families, healthy marriage and relationships. We note that the service category of “interpersonal/social skills” should be reviewed to determine if it meets the definition of this category.

Case Record Review: In case record #2, the youth was on runaway status during the reporting period. In case records #4 and #10, this service was reported as part of many services discussed during a Transitional Team Meeting. In case record #12, the service reported was provided by Medicaid and therefore should not be reported to NYTD. Case #14 has information on a transitional skills class reported where the youth attended a picnic. There is no further information to support the provision of this service. In case record #16, the youth went to an IL Skills Training class on June 15, 2018, and the focus of the class was on smoking. There is no other supporting information indicating that other services were provided as part of this class. For case records #21 and #27, there is no supporting information on the service provided. Case #25 reported interpersonal social skills training was received on September

28, 2017; however, this might not meet the definition of this category. The youth in case record #29 was reported as receiving transitional services on May 2, 2017, but there is no supporting information.

29. Mentoring findings:

Rating: 2

This data element is intended to capture information on whether a youth has been matched with a screened and trained adult for a one-on-one mentoring relationship.

Test Cases: In test cases #4, the state reported that the relationship described in the scenario was mentoring; however, there is no information to support that the relationship was paid for, provided by, or facilitated by the child welfare agency.

Case Record Review: In case record #2, the youth was on runaway status during the reporting period. In the following cases there is no information indicating that there is a mentoring relationship in place that meets the NYTD definition: #8, #10, #16, #20, and #21. In case record #27, the monthly face-to-face with the youth was coded as mentoring.

30. Supervised independent living findings:

Rating: 2

This data element is intended to capture information on whether a youth is living independently under a supervised arrangement that is paid for or provided by the state agency.

Test Cases: In test case #2, the state did not report the youth's college dorm as a supervised independent living setting.

Case Record Review: In case record #4, this service was reported as part of many services discussed during a Transitional Team Meeting. In case #30, the youth was living in a group home.

31. Room and board financial assistance findings:

Rating: 2

This data element is intended to capture information on payments for room and board, including rent deposits, utilities, and other household start-up expenses.

No further information noted from test cases or case record review.

32. Education financial assistance findings:

Rating: 2

This data element is intended to capture information on payments for education or training. In addition to other items, the state maps "special stipends or incentives" to this category. We recommend the state review whether this is the appropriate category for reporting these types of services to NYTD.

The state indicated that case-level data on Education and Training Vouchers (ETV) is entered into CHRIS by the Central Office but it is not currently mapped to be reported to NYTD. As a result, the state does not report ETVs under element 32 as required.

Test Cases: In test cases #2 and #3, the educational financial assistance described in the scenario was not reported.

Case Record Review: In case record #2, the youth was on runaway status during the reporting period. In case records #21, #25, #26, and #30, there is no information to support a payment made for education or training.

33. Other financial assistance findings:

Rating: 2

This data element is intended to capture information on any other payments to help youth live independently.

Case Record Review: In case #24, a youth received information on transportation during IL Skills Training; however, there is no information indicating that a payment was made. In cases #27 and #30, there is no supporting information on this payment. Case #29 may have reported “other financial assistance” from the disbursement of trust fund money.

34. Outcome reporting status findings:

Rating: 2

The state does not allow a caseworker to select “unable to locate/invite” for youth in the baseline. While we agree that because the youth is in foster care, the state should be able to locate and invite them to participate in the survey while in foster care within the 45 days after their 17th birthday, caseworkers should be able to choose this option instead of “declined” as the outcome reporting status when there have been no attempts made to invite the youth to participate in the survey. We recommend the state modify their procedures to allow caseworkers under limited circumstances and with supporting documentation to select this option. Because it is difficult to select “unable to locate/invite” FSW select “declined” instead when the youth was potentially never invited to take the survey. “Declined” should only be selected if the youth actively declines to participate in the survey or does not select one valid response to the survey. The state should also develop a procedure for the reporting of the various outcome reporting statuses and under what conditions.

Test Cases: In test case #3, the state reported that the youth “declined” to participate in the survey, however in the scenario the caseworker did not engage the youth in taking the survey.

Case Record Review: In case records #1, #7, and #28, there is no information indicating that contact was made with the youth to participate in the survey. Therefore, the state should select “unable to locate/invite” instead of “declined.”

35. Date of outcome data collection findings:

Rating: 2

The state will need to make an update to the system to allow the date the survey was taken to be entered for paper surveys.

Test Cases: The state made a simple error in reporting the date the survey was taken in test case #1.

36. Foster care status—outcomes findings:

Rating: 2

The state is to use the federal definition of foster care (45 CFR 1355.20) to report foster care status. During the on-site review, we learned that although the state has opted into the extended federal foster care program, the state does not claim IV-E on youth over the age of 18. Youth should only be reported as in foster care after the age of 18 if the state has exercised the option to extend foster care and is receiving a Title IV-E maintenance payment. This element should be reported as either “yes” or “no” on the date the survey was taken (element 35).

Case Record Review: In case record #11, the outcome for “outcome reporting status” (element 34) is “incarcerated” but foster care status was reported as “yes.” An incarcerated youth is not in foster care.

37. Current full-time employment findings:

Rating: 3

The survey question is missing the “-” in “full time” on the CHRIS screen.

38. Current part-time employment findings:

Rating: 3

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

39. Employment-related skills findings:

Rating: 3

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

40. Social Security findings:

Rating: 3

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

41. Educational aid findings:

Rating: 3

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

42. Public financial assistance findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

43. Public food assistance findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

44. Public housing assistance findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

45. Other financial support findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

46. Highest educational certification received findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

47. Current enrollment and attendance findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

48. Connection to adult findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

49. Homelessness findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

50. Substance abuse referral findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

51. Incarceration findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

52. Children findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

53. Marriage at child's birth findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

54. Medicaid findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person. In addition, we recommend the state add the name of the Medicaid program to the question as a prompt.

55. Other health insurance coverage findings:**Rating: 3**

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

56. Health insurance type: Medical findings:

Rating: 3

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

57. Health insurance type: Mental health findings:

Rating: 3

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

58. Health insurance type: Prescription drugs findings:

Rating: 3

Data collection, mapping, reporting and data quality for this element is sufficient. We recommend the state develop a high-quality paper survey to administer the survey in-person.

Appendix D. NYTD Improvement Plan General Requirements and Data Elements Final Ratings and Findings to Address

GENERAL REQUIREMENTS

1: The state reports information on all youth in the served population.

Rating: 2

Findings to address:

1.1 The state must establish a business practice to consistently and accurately capture information on all independent living services paid for or provided by the state.

2: The state reports information on all youth in the baseline population.

Rating: 2

Findings to address:

2.1 The state must determine the appropriate process to engage staff to administer, or assist the youth in taking, the baseline survey for a robust participation rate.

3: The state reports information on all youth in the follow-up population.

Rating: 2

Findings to address:

3.1 The state must determine the appropriate process to engage young adults to participate in taking the follow-up survey for a robust participation rate.

3.2 The state is to modify its logic for **element 36** (foster care status) to allow this information to be reported as indicated by the federal definition of foster care.

3.3 The state should develop a business process to systematically collect location information to contact youth for the follow-up population.

4: The state implements an appropriate survey methodology to collect youth outcome data.

Rating: 3

Findings to address:

4.1 The state should determine whether the survey instrument on the web, as designed, is youth-friendly and conducive to youth completing the survey questions, including the authentication process for accessing the survey.

4.2 The state should revise the paper instrument to support the collection of survey responses, including:

- Develop a youth-friendly instrument with prompts and skip logic to support youth answering only the question(s) applicable to them;
- Ensure youth are informed that questions that are left blank will be reported as “declined”; and
- Revise training to support professionals assisting in administering the paper survey.

4.3 To be consistent, the state should develop a policy to determine when the outcome reporting statuses are used.

4.4 The state should re-evaluate their use of confidentiality for the survey and how it is applied to determine if it is critical to whether or not a youth completes the survey.

7: The state conducts quality assurance to ensure NYTD information can be analyzed and used.

Rating: 2

Findings to address:

7.1 The state must develop a quality assurance process to ensure that NYTD data are accurate, complete, timely, and consistent in definition and usage across the agency. Specially, the state is to:

- Develop a process to periodically examine the accuracy or completeness of data on youth served by the independent living program.

7.2 The state is strongly encouraged to develop a plan to integrate NYTD data into the state’s QSPR/CQI work. To do so, the state should review the recommendation made in General Requirement #7 findings. It will be critical to involve youth and other stakeholders in developing and implementing the plans.

DATA ELEMENTS

6. Race: American Indian or Alaska Native findings to address:

Rating: 2

6.1 The state must modify its system to collect information on youths' race and Tribal membership information separately (i.e., remove the logic that enables information for Tribal membership (element 16) to be entered only if a youth is reported to be American Indian or Alaska Native ("yes" for element 6)).

11. Race: Unknown findings to address:

Rating: 2

11.1 The state's program code must be updated to enable the state to report more than one race for a youth, including allowing "race: unknown" ("yes" for element 11) to be selected in combination with another race category when at least one race of a multiracial youth is unknown.

14. Foster care status services findings to address:

Rating: 2

14.1 The state's program code must be updated to report the federal definition of foster care (45 CFR 1355.20) for young adults over the age of 18.

15. Local agency findings to address:

Rating: 2

15.1 The state must report the "sending" state's local agency code for youth placed and served in Arkansas from another state via the Interstate Compact for the Placement of Children (ICPC).

16. Federally recognized Tribe findings to address:

Rating: 2

16.1 The state must modify its system to collect information on youths' race and Tribal membership information separately (i.e., remove the logic that enables information for Tribal membership (element 16) to be entered only if a youth is reported to be American Indian or Alaska Native ("yes" for element 6)).

16.2 The state is to report "blank" for this element when the federally recognized Tribal membership or eligibility for membership is not known or is pending verification.

17. Adjudicated delinquent findings to address:**Rating: 3**

17.1 The state is to review its data collection process to ensure accurate reporting of whether or not a youth in the served population was ever adjudicated delinquent.

18. Educational level findings to address:**Rating: 2**

18.1 For youth who complete a GED or are attending GED classes, the state must modify its data mapping to report the last grade level completed by the youth prior to earning a GED or beginning GED classes.

18.2 The state must modify its data mapping to ensure that youth who complete *at least one semester of study at a college or university* are reported with an education level of “college.”

19. Special education findings to address:**Rating: 2**

19.1 The state system must be modified to track whether the youth was receiving special education during the report period in which the youth received services.

20. Independent living needs assessment findings to address:**Rating: 2**

20.1 The state must revise its business process for collecting information on “independent living needs assessments” to ensure that service information is consistently captured regarding activities and support paid for or provided by the state (see General Requirement #1).

21. Academic support findings to address:**Rating: 2**

21.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

21.2 The state must revise its data mapping to ensure the activities reported as “academic support” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(21).

22. Post-secondary educational support findings to address:**Rating: 2**

22.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

22.2 The state must revise its data mapping to ensure the activities reported as “post-secondary educational support” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(2X).

23. Career preparation findings to address:

Rating: 2

23.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

23.2 The state must revise its data mapping to ensure the activities reported as “career preparation” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(23).

24. Employment programs or vocational training findings to address:

Rating: 2

24.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

24.2 The state must revise its data mapping to ensure the activities reported as “employment programs or vocational training” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(24).

25. Budget and financial management findings to address:

Rating: 2

25.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

25.2 The state must revise its data mapping to ensure the activities reported as “budget and financial management” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(25).

26. Housing education and home management training findings to address:

Rating: 2

26.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

26.2 The state must revise its data mapping to ensure the activities reported as “housing education and home management training” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(26).

27. Health education and risk prevention findings to address:

Rating: 2

27.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

27.2 The state must revise its data mapping to ensure the activities reported as “health education and risk prevention” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(27).

28. Family support and healthy marriage education findings to address:

Rating: 2

28.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

28.2 The state must revise its data mapping to ensure the activities reported as “family support and healthy marriage education” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(28).

29. Mentoring findings to address:

Rating: 2

29.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

29.2 The state must revise its data mapping to ensure the activities reported as “mentoring” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(29).

30. Supervised independent living findings to address:

Rating: 2

30.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

30.2 The state must revise its data mapping to ensure the activities reported as “supervised independent living” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(30).

31. Room and board financial assistance findings to address:

Rating: 2

31.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

31.2 The state must revise its data mapping to ensure the activities reported as “room and board financial assistance” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(31).

32. Education financial assistance findings to address:

Rating: 2

32.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

32.2 The state must revise its data mapping to ensure the activities reported as “educational financial assistance” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(32).

33. Other financial assistance findings to address:

Rating: 2

33.1 The state must revise its business process for collecting information on IL services to ensure that service information is consistently captured regarding activities and supports paid for or provided by the state (see General Requirement #1).

33.2 The state must revise its data mapping to ensure the activities reported as “other financial assistance” are clearly defined and meet the definition of the element found at 45 CFR 1356.83(g)(33).

34. Outcome reporting status findings to address:

Rating: 2

34.1 The state should develop a quality assurance process to ensure that the correct outcomes reporting status (i.e., “declined”) is reported consistently for youth who do not participate in the NYTD Survey.

35. Date of outcome data collection findings to address:

Rating: 2

35.1 The state must revise its system to allow for reporting of the day the survey was completed by the youth.

36. Foster care status—outcomes findings to address:

Rating: 2

36.1 The state’s program code must be updated to report the federal definition of foster care (45 CFR 1355.20) for young adults over the age of 18.

37. Current full-time employment findings to address:

Rating: 3

37.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

38. Current part-time employment findings to address:

Rating: 3

38.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

39. Employment-related skills findings to address:**Rating: 3**

39.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

40. Social Security findings to address:**Rating: 3**

40.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

41. Educational aid findings to address:**Rating: 3**

41.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

42. Public financial assistance findings to address:**Rating: 3**

42.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

43. Public food assistance findings to address:**Rating: 3**

43.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

44. Public housing assistance findings to address:**Rating: 3**

44.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

45. Other financial support findings to address:**Rating: 3**

45.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

46. Highest educational certification received findings to address:**Rating: 3**

46.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

47. Current enrollment and attendance findings to address:**Rating: 3**

47.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

48. Connection to adult findings to address:**Rating: 3**

48.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

49. Homelessness findings to address:**Rating: 3**

49.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

50. Substance abuse referral findings to address:**Rating: 3**

50.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

51. Incarceration findings to address:**Rating: 3**

51.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

52. Children findings to address:**Rating: 3**

52.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

53. Marriage at child's birth findings to address:**Rating: 3**

53.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

54. Medicaid findings to address:**Rating: 3**

54.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

55. Other health insurance coverage findings to address:**Rating: 3**

55.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

56. Health insurance type: Medical findings to address:**Rating: 3**

56.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

57. Health insurance type: Mental health findings to address:

Rating: 3

57.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).

58. Health insurance type: Prescription drugs findings to address:

Rating: 3

58.1 We recommend the state develop a high-quality paper survey that can be used to administer the survey in-person with skip logic to help youth answer only those questions appropriate to their reporting conditions (baseline and foster care status on the date of the survey).