

## 2016 DCF Program Report Card: Community Based Life Skills (CBLS) (DCF)

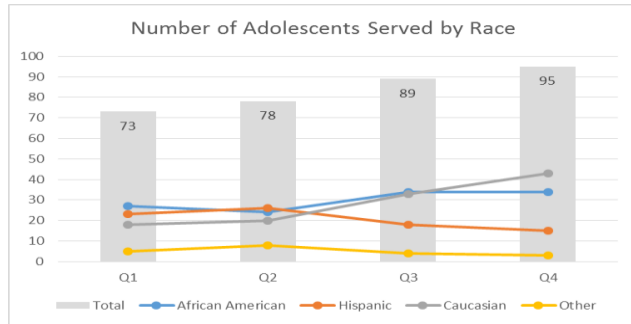
*Quality of Life Result:* All Connecticut's Children will grow up in stable environments, safe, healthy and ready to lead successful lives.

*Contribution to the Result:* Community Based Life Skills (CBLS) program is designed to prepare adolescents to be ready for adulthood when they leave the department's care and custody. This is achieved by administering the L.I.S.T. assessment, designing an individual life skill learning curriculum which includes both peer group activities and specialized personal activities that are reinforced in the home setting in which they live.

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual SFY 16	\$582,438	\$398,430	\$57,080	\$1,037,950
Estimated SFY 17	\$582,438	\$398,430	0	\$980,868
Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding

*Partners:* Community providers, DCF, young people using the service and their families/caretakers.

### How Much Did We Do?



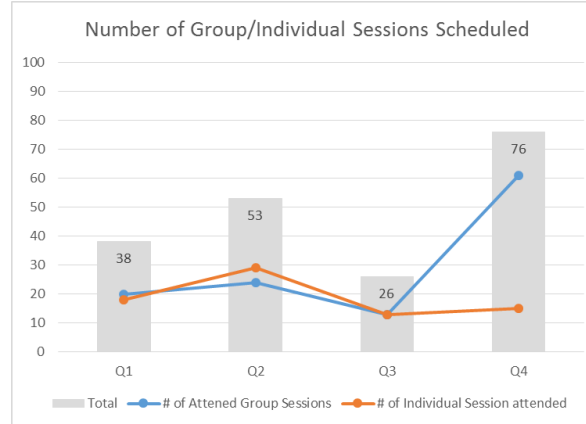
Quarter	Q1	Q2	Q3	Q4
<b>Carryover</b>	<b>18</b>	<b>35</b>	<b>44</b>	<b>78</b>
<b>admitted</b>	<b>44</b>	<b>65</b>	<b>56</b>	<b>66</b>
<b>discharged</b>				<b>11</b>
<b>remaining</b>	<b>66</b>	<b>100</b>	<b>105</b>	<b>133</b>

#### Story behind the baseline:

There are 10 provider agencies contracted to implement Community Based Life Skills (CBLS) statewide. Providers conduct individual life skills assessments using the LIST, run educational experiential group sessions and provide individual instruction. The program can accommodate 196 adolescents over the course of a state fiscal year and has served 157 SFY 16. Eligible adolescents are referred to the program by the area offices. Data indicates a steady increase of referrals which has resulted in an increase of utilization from 34% in Qtr. 1 to 81% in Qtr. 4.

**Trend:** ▲

### How Much Did We Do?

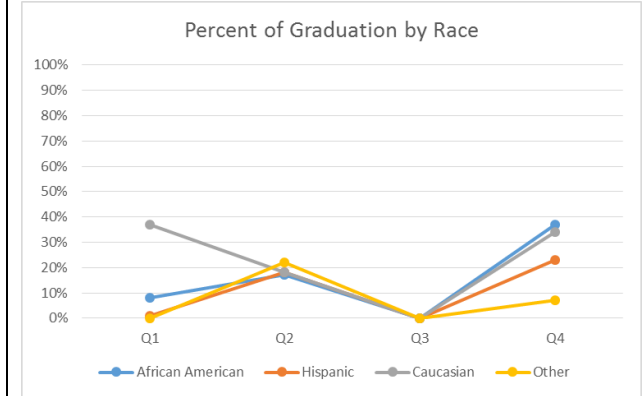


#### Story behind the baseline:

Community Based Life skills contracts operate on the SFY. Each provider has the ability to design their program to meet the needs of the community they serve. Provider deliver 100% of services broken into 80% classroom instruction and 20% individual session work; some programs provide individual sessions earlier in the program year. Ninety percent of providers delivered services as required by contract. Providers indicate increase in referrals after DCF Staff had LIST training.

**Trend:** ▲

### How Well did We Do It?



#### Story behind the baseline:

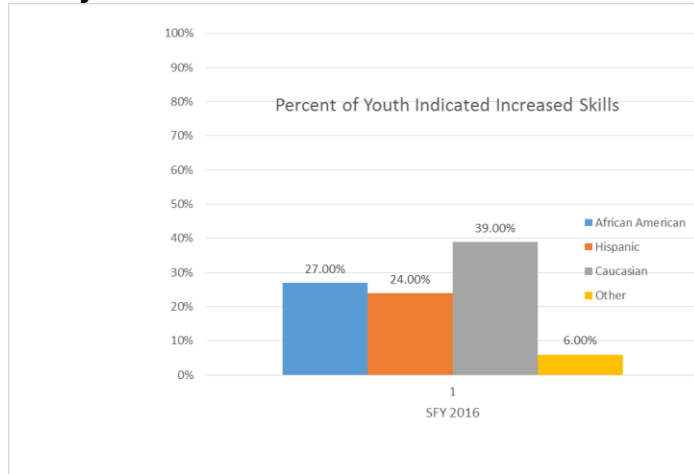
CBLS providers have the ability to craft the learning around the population that they serve. The program is designed to build the learning around the group of adolescent who are served at the time. Each program has the ability to schedule experiential learning hence no 2 programs are the same. Most programs graduate participants during the 2<sup>nd</sup> and 4<sup>th</sup> quarter. The data is broken down by race/ethnicity and show slightly that African American youth seem to graduate from the CBLS at a higher rate than other racial/ethnic groups.

**Trend:** ▲

## 2016 DCF Program Report Card: Community Based Life Skills (CBLS) (DCF)

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### Is Anyone Better off?

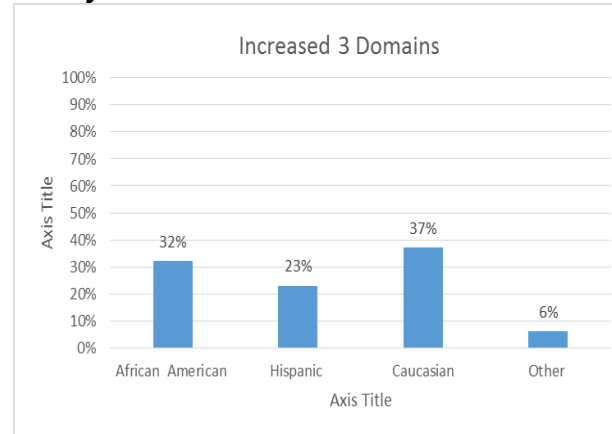


#### Story behind the baseline:

At the conclusion of the CBLS sessions participants graduate. Graduation requires that participant complete a combination of classroom and individual sessions. Participants are allowed to have a number of excused absence but those that fall under 50% unexcused absences are reviewed and may not be allowed to graduate with their group. Providers are required to get feedback from participants and referral source regarding program impact. The data is consistent with the outcomes which indicate that those who successfully complete the CBLS program believe that they are leaving better able to apply life skills than when they started the program. This information is gathered through satisfaction survey and participant testimonial. Of the 103 participants who show an increase in at least 3 domains, 102 indicated that they believed that they had learn life skills and had greater knowledge than when they came.

Trend: ▲

### Is Anyone Better Off?



#### Story behind the baseline:

The Community Based Life Skills provide LIST assessments and pre and post tests to measure progress in learning. Adolescents that participate in the life skill class demonstrate growth at the conclusion of 100 hours of instructions. This information is gathered from the LIST assessment at the beginning and conclusion of the session or every 6 months whichever comes first.

Trend: ▲

### Proposed Actions to Turn the Curve:

- Providers will continue to work with Regional office liaisons to increase referrals.
- Hold quarterly meetings.
- Transition this service from contract to fee for service which will increase access and availability of service. This will also address lifelong learning model of life skills teaching.
- Monitor data collection tool in collaboration with CBLS providers to line up with updated Scopes of Service, RBA report cards and L.I.S.T. requirements.
- Monitor provider contracts for compliance.

#### Data Development Agenda:

- Data development plan includes further implementing efficient data collection processes and tools to analyze trends related to racial disparities, domain advancements and youth readiness for adulthood. Working with IS to fine tune data collection tool with L.I.S.T. collaborating with the relevant providers.