

HELPING YOUTH TRANSITION FROM OUT-OF-HOME CARE TO ADULTHOOD

BEST PRACTICES GUIDE

Minnesota Department of Human Services
Child Safety and Permanency Division

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I. INTRODUCTION

Minnesota's county and tribal social workers have a responsibility to assist adolescents in out-of-home care with preparation for successful adulthood. This work is required by Minnesota Statutes, section 260C.212 subdivision.1(c)(11). It is also good social work practice and acknowledges a primary adolescent need to discover self and gain autonomy.

Minnesota statute requires that youth age 16 and older who are in out-of-home care because of a permanency disposition have an independent living plan. It is important to understand that an independent living plan does not conflict with, or replace the goal of achieving permanency for adolescents. In fact, youth who are state wards and youth whose permanency disposition is long-term foster care, should be the highest priority for county services that promotes preparation for independent living and permanency. These youth will leave child welfare system without the support of their birth families. It is the counties and tribes responsibility to assure that they leave out-of-home care with a high school diploma; employment and/or acceptable post-secondary education; health care coverage; a savings account; a safe and affordable place to live; a means of transportation; knowledge of community resources; and connections to positive adults and family members.

The purpose of this practice guide is to provide social workers with the information and resources to do this work effectively.

The content of this Best Practice Guide includes:

- Guidance on assessing youth's independent living skills using an on-line assessment tool
- Guidance on developing a complete and meaningful Independent Living Plan
- Resources for each section of the Independent Living Plan
- Information on teaching youth life skills and where to find curriculum
- An explanation of the Support for Emancipation and Living Functionally (SELF) program, which provides counties with funding to help prepare youth for adulthood
- Information on how caregivers and other significant adults can help prepare youth for adulthood.

Why is this work important?

Research¹ shows that youth transitioning from out-of-home placement:

- Are more likely to be involved in the criminal justice system
- Are at higher risk of teen pregnancy and parenting
- Have lower reading and math skills and high school graduation rates

¹ Courtney, M. E., & Dworsky, A. (2005). [Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 19](#). Chicago, IL: Chapin Hall Center for Children at the University of Chicago

- Have disproportionately high rates of physical, developmental, and mental health problems
- Are more likely to experience homelessness
- Have higher rates of alcohol and other drug abuse
- Have higher rates of unemployment and likelihood of dependence on public assistance
- Are likely to be living with parents or other relatives within one year of leaving placement.

Why does this picture look so bleak? It is partly because of the circumstances under which children enter placement – abuse and/or neglect, which affects their ability to learn and form healthy relationships. It is also because of what happens to them once they are in the child welfare system. Youth may experience disrupted placements and frequent moves. There are also societal barriers, such as poverty, racism, and substance abuse that negatively affect families and youth from achieving successful outcomes. Collectively, families, agencies and communities must improve the experience of out-of-home placement to mitigate the negative outcomes associated with placement. Although youth transitioning out-of-home placement clearly face many challenges, they have the ability to succeed in life with the support of caring adults and communities. It is the county agency’s job to help youth identify their strengths and acquire skills so that they can realize a future filled with promise.

II. ELEMENTS OF TRANSITION PLANNING

- Assessment of hard skills: Hard skills are tangible skills that can be taught according to a learning plan.
- Assessment of soft skills: Soft skills are developed through social experiences.
- Developing an Independent Living Plan with the youth’s participation.
- Gathering essential documents: Documents such as a certified copy of their Birth Certificate, a Social Security card, and a state identification card are required for basic adult living. Neither housing nor jobs can be obtained without these documents. Youth need a safe place to store their documents and also need to know the process for replacing them if they get lost.
- Teaching youth life skills.
- Developing permanent connections with caring adults.

Each of these elements is covered in the following pages.

III. LIFE SKILLS ASSESSMENT

A young person’s plan for independent living should be based on an assessment of their life skills. **DHS recommends the Ansell-Casey Life Skills Assessment (ACLSA) which is available at www.caseylifeskills.org.** The ACLSA is an assessment of youth independent living skills. It consists of statements about life skills that the youth *and* his/her caretakers complete. **The resulting ACLSA Score Report should be used as a starting point for discussion and development of an independent living plan by the social worker, the youth, the caretaker and other supportive adults in the youth’s life.**

The ACLSA is appropriate for all youth in placement.

Additional information on the ACLSA:

- The ACLSA and the scored report are free.
- No permission is needed to use the ACLSA or any of the tools at the Ansell-Casey Website.
- There are versions of the ACLSA for four age groups. The assessment for youth ages 16-18 has 118 questions.
- The ACLSA full-length assessment takes 15-30 minutes to finish. There is a short assessment, but it is not recommended.
- Supplements to the ACLSA are available that apply specifically to youth who are Native American, gay or lesbian, pregnant or parenting, and to assess youth's values or education.
- Youth can be assessed as often as appropriate for their situation.
- The ACLSA Score Report contains the assessment score, a brief description of how the scores are calculated and a summary of the responses. The assessment is scored electronically and will pop up on the computer screen within one minute of clicking the "I'm Finished" button at the end of the assessment.
- If the youth or caregiver does not have access to a computer, they can complete a paper version of the ACLSA. Their paper responses can then be entered into the ACLSA online and a Score Report will be sent via e-mail to the computer the data was entered into.
- A free Life Skills Guidebook is available on the Casey Website and can be used with the Score Report to create a customized life skills teaching plan. It includes activities and exercises that can be used for teaching youth.

In addition to the ACLSA, other assessments that youth have completed should be considered. These may include:

- Psychological test results
- Vocational interest and aptitude tests (available free at [Workforce Centers](#))
- Academic assessments.

IV. DEVELOPING AN INDEPENDENT LIVING PLAN

[Minnesota Statute Section 260C.212 subdivision 1\(c\)\(11\)](#) requires “an independent living plan for a child age 16 or older who is in placement as a result of a permanency disposition. The plan should include, but not be limited to, the following objectives:

- **Educational, vocational, or employment planning**
- **Health care planning and medical coverage**
- **Transportation, including, where appropriate, assisting the child in obtaining a driver's license**
- **Money management**
- **Planning for housing**
- **Social and recreational skills**
- **Establishing and maintaining connections**

The Independent Living Plan form that includes these objectives is in the Social Services Information System (SSIS) in the service plans folder. To create a new Independent Living Plan, choose “New Plan” from the action button and search for the Independent Living Plan in document templates. (*See Attachment A for the Independent Living Plan form.*)

The Independent Living Plan should not necessarily be limited to the objectives listed in this publication. The plan provides for additional objectives to be added. The Independent Living Plan should be developed from information gathered from the Ansell-Casey Life Skills Assessment, and any other psychological, educational, or vocational testing the youth has undergone.

Youth should steer the development of their Independent Living Plan. Schedule a meeting which includes the youth and their current caregiver, and have a conversation about the results of their completed Ansell Casey Assessments. The youth and his/her caretaker might assess the youth’s life skills differently, which can lead to a productive discussion. Ask the youth to list additional supportive people in their life who can help them carry out an independent living plan. This list might include friends, parents, extended family members, teachers, religious leaders, an employer, a neighbor, etc., and invite them to a meeting to participate in the planning.

Focus the initial meeting on the youth’s strengths and start with the skills area they are most interested in working on. The Independent Living Plan should be based on the youth’s goals over one, two, or five years, addressing steps needed to accomplish the goals and overcome barriers. Goals and objectives should be specific to the youth’s age, individual interests, culture, and the region in which they live. Include some long-term goals, as youth may not see, for example, why they should attend school regularly.

The plan should be reviewed and updated every six months. The youth may think of additional supportive people in his/her life that should be invited to meetings that update the plan. New information should be added to the plan, and goals and objectives should be written specific to the changes in assessment data, age, experiences, previously mastered goals, and maturity.

Everyone involved in the development of the Independent Living Plan, most notably the youth, should sign it. A signed copy should be kept in the case file.

Family Group Decision Making providers statewide are trained on how to use this process to create Transition Plans for youth. Contact a local provider for help with meeting arrangements and facilitation. Although statewide, availability of this option will vary by county.

The following pages offer information and list resources for each of the Independent Living Plan objectives required by Minnesota Statute, as well as samples of goals and objectives that might be included in the Independent Living Plan. Each outcome in the Independent Living Plan becomes a goal by including the date by which the youth will master the goal.

A. EDUCATIONAL, VOCATIONAL, AND EMPLOYMENT PLANNING

Practice Recommendations:

- Stay in communication with the youth's school.
- Stay focused on school stability and continuity – it is critical for educational success.
- Monitor the educational progress and planning of each youth – attend Individualized Education Program (IEP) or 504 accommodation plan meetings and provide informed input to assure integration with the child welfare driven Independent Living Plan.
- Identify one person in the school to take a special interest in the youth and to act as their advocate.
- Involve parents and caregivers – encourage them to develop relationships with school staff, know where to go when there are school problems, and provide homework support.
- Ensure the collection of all educational records for youth.
- Help youth attain aptitude and vocational interest assessments.
- Assure that youth benefit from career development, vocational and job training offered through their high school.
- Encourage extracurricular activities to help youth develop positive social skills and self-esteem.
- Encourage obtaining a high school diploma rather than a GED – youth with a GED tend to have lower post-secondary enrollment and earnings than those with a diploma.
- Arrange for post-secondary education planning and supports.
- Be aware that youth under state guardianship (i.e. state wards) are eligible for tuition waivers at Minnesota state colleges and universities
- Become familiar with Education and Training Vouchers that will help former youth in care pay for post-secondary education planning services – see page 20. Information is also available online at:
http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONTENT&RevisionSelectionMethod=LatestReleased&Redirected=true&dDocName=id_000553
- Familiarize yourself with the Free Application for Federal Student Aid (FAFSA) <http://www.fafsa.gov>
- Help youth identify natural skills and abilities
- Encourage career exploration
- Support development of job readiness skills and employment skills solutions
- Work with job placement agencies
- Develop employment-based collaborations between business, social services, education and employment agencies (i.e. internships, volunteerism and paid employment).
- Participate in work competency training and receive a certificate.

Sample goals and objectives for Independent Living Plan

By June 2016, youth will complete and education plan that will include:

Skills/Behaviors:

- Attend educational program regularly
- Follow academic and behavioral expectations at school
- Demonstrate acceptable attendance
- Master studies by maintaining a 2.0 grade point average each quarter
- Complete homework and class work on time
- Ask for help when needed
- Become involved in an extracurricular activity at school
- Identify GED testing site
- Successfully master the GED assessment
- Use the Minnesota Career Information System to explore careers and post-secondary education
- Participate in school conferences
- Take the ACT Test
- Identify and apply to three post-secondary institutions
- Complete financial aid paperwork
- Establish long and short term employment goals
- Attend a job or career fair
- Identify and use many resources to locate employment, including newspapers, local employment agencies, yellow pages, etc.
- Complete a resume and cover letter
- Complete and return two job applications
- Learn about potential job interview questions by participating in a mock job interview
- Go to a job interview with appropriate dress, grooming and materials
- Spend one or more days job shadowing a person who works in that area or interest
- Demonstrate good attendance at work
- Get to work on time for scheduled shifts
- Demonstrate self-control, leadership skills, group cooperation, anger management, and ethical behavior at work
- Demonstrate appropriate appearance at work by following dress code and maintaining clean and professional work clothing.

See Appendix B for Educational Information and Resources Online

See Appendix C for Employment Information and Resources Online

B. TRANSPORTATION

Practice Recommendations:

- Arrange opportunities for youth to learn to use public transportation
- Provide the youth with bus cards

- Plan with the foster parents the steps necessary to become a licensed driver
- Arrange for youth to take driver's education and get their driver's license
- Provide opportunities for youth to practice driving
- When the youth receives a driver's license develop a plan with the foster parents regarding driving privileges and financial responsibilities
- If foster parents plan to include the youth in their car insurance policy ensure that the youth is added as a "named insured" or "additional insured."
- Help youth learn how to purchase auto insurance and a reliable vehicle
- Help youth learn basic car maintenance
- Provide youth with a bicycle if they need it for transportation to work.

Sample Goal and Objectives for Independent Living Plan

By June 2016, youth will be able to meet his/her transportation needs.

Skills Behaviors:

- Demonstrate ability to read a map and follow directional signs
- Locate a destination by following both written and verbal directions
- Identifies and can use public transportation in his/her region of the state
- Demonstrates ability to read public transportation schedules and maps
- Knows the privilege and responsibility associated with having their driver's license
- Obtains and studies Minnesota's driver's manual
- Participates in classroom driver's education classes
- Obtains a learner's permit and practices driving the foster parents' car twice a week
- Participates in behind-the-wheel driver's training
- Tests for and obtains driver's license
- Visits an auto insurance agent to discuss coverage
- Visits a used car lot with foster parent(s) to learn wise consumer skills
- Can estimate the cost of owning and operating a car for a month/year
- Demonstrates knowledge of auto loans and car payments
- Understands safety guidelines for auto drivers and passengers.

See Appendix D for Transportation Information and Resources Online

C. HEALTH CARE – MEDICAL COVERAGE

Practice Recommendations:

- Arrange comprehensive physical, dental, vision, hearing, mental health and substance abuse screenings before youth leaves care. Integrate this information into the Independent Living Plan.
- Arrange home and relationship safety education for youth.
- Educate youth about their mental health issues, sexual decision-making, and constructive ways of dealing with stress.
- Help youth learn to understand how to apply for insurance, access health care, and keep appointments with health care providers.

- Identify individuals who can help youth maintain safety and wellness.
- Assist youth in consolidating and updating health records.

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will live a healthy lifestyle

Skills/Behaviors:

- Demonstrate knowledge of health care insurance coverage options
- Identify name, telephone number and address of dentist, medical doctor and therapist, and demonstrate how to make an appointment
- Complete applications for Medical Assistance or MinnesotaCare
- Demonstrate knowledge of mental/emotional health needs
- Identify reasons to seek therapy
- Participate in counseling with a therapist
- The youth will articulate their need for prescribed medication and knows the side effects and risks associated with them.
- Demonstrates knowledge of what to do if a mental health crisis occurs
- Recognizes and correctly use over the counter drugs for pain, fever, etc.
- Demonstrate use of oral thermometer and how to deal with a cold or the flu
- Identify food groups that promote a healthy, balanced diet
- Maintain appropriate weight
- Demonstrate regular medical and dental care
- Identify negative effects of cigarette, alcohol and drug use
- Make healthy choices about cigarette, alcohol and drug use
- Knows how to prevent pregnancy and the spread of sexually transmitted diseases

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will practice good emergency and safety skills

Skills/Behaviors:

- Demonstrate knowledge of smoke detectors and how to change the batteries
- Demonstrate ability to access emergency telephone numbers and complete first aid training
- Complete CPR training
- Identify common fire hazards
- Identify household hazards that may cause injury
- Can determine when to go to the emergency room rather than the family doctor or clinic
- Demonstrate an understanding of domestic violence and how to seek help.

See Appendix E for Health/Medical Insurance Information and Resources Online

D. PLANNING FOR HOUSING

Practice Recommendations:

- Provide life skills trainings that teach you how to live independently
- Provide opportunities for youth to practice living on their own – housekeeping, grocery shopping, cooking meals, working out disputes with roommates
- Develop knowledge of housing issues and housing resources for youth aging out of care
- Create alliances with local housing providers
- Ensure that youth have a safe, affordable place to live when they leave care – discharge to shelter care is not an acceptable plan
- Ensure that youth have received the Notice of Foster Care Benefits to Age 21, and if desires it and meets eligibility criteria, maintain the youth in care in an appropriate placement setting

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will locate and plan for appropriate housing

Skills/Behaviors:

- Is knowledgeable about their rights to remain in foster care up to age 21.
- Demonstrates knowledge of different types of housing available, and is able to calculate costs related to each option
- Identifies community resources that assist in locating housing
- Demonstrates knowledge of a lease’s vocabulary, rights, and responsibilities
- Demonstrates knowledge of tenant’s rights and responsibilities
- Identifies supplies and furnishings needed for housing
- Develops a housing plan that includes a budget, furnishings needed, community supports, transportation and employment
- Develops a safety plan in the event of fire or gas leak

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will demonstrate housekeeping skills

Skills/Behaviors:

- Demonstrates knowledge of cleaning products and their uses
- Demonstrates use of washing machine and dryer
- Can sew on buttons and make minor clothing repairs
- Maintains a clean living space
- Knows how to use a plunger and prevent sinks and toilets from clogging
- Knows how to dispose of garbage
- Can change a fuse or reset a circuit breaker
- Can do minor household repairs

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will demonstrate food management skills

Skills/Behaviors:

- Disposes of food that has passed the expiration date
- Stores food appropriately
- Demonstrates ability to follow recipes and cook meals for one

- Demonstrates ability to plan a menu for a week, develop a grocery list, and carry out the grocery shopping on a limited budget.

See Appendix F for Housing Information and Resources Online

E. MONEY MANAGEMENT

Practice Recommendations:

Survey of youth who have completed life skills training reveals that money management was the most helpful thing they learned.

- Federal law requires that each child age 16 and older in foster care receive a copy, without cost, of all consumer credit reports each year until discharged from foster care and that youth are assisted in interpreting the credit report and resolving any inaccuracies.
- Engage foster parents or other caretakers in teaching money management skills
- Help the youth create a monthly budget and open a savings account
- Involve youth in a life skills training group which includes money management in the curriculum
- Involve youth in learning money management skills on-line.

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will demonstrate money management skills

Skills/Behaviors:

- Has obtained a copy of all consumer credit reports and understands their contents
- Has resolved any inaccuracies or issues contained in credit reports
- Develops realistic short and long-term budgets
- Obtains information about opening a checking and savings account
- Demonstrates understanding of the procedures for writing and cashing checks
- Reconciles and balances a mock checking account with sample bank statement
- Maintains positive balance in a savings account
- Demonstrates understanding of debit cards and can record debit card transactions.
- Demonstrates an understanding of credit and loans, terms, interest and their advantages and disadvantages
- Demonstrates ability to make wise credit decisions and an understanding of the importance of a good credit record
- Demonstrates knowledge of identity theft
- Knows how to read a paycheck stub, e.g. gross and net pay, income taxes and other deductions
- Knows how to complete state and federal tax forms
- Understands and can calculate sales tax
- Has saved enough money for an apartment damage deposit and first and last months' rent
- Has a list, including costs, of what they will need, when they move out on their own.

See Appendix G for Money Management Information and Resources Online

F. SOCIAL AND RECREATIONAL SKILLS

Practice Recommendations:

- Train caregivers how to respond to “teachable moments” to assist youth in healthy identity formation.
- Provide activities that support youth in developing a positive sense of self
- Acknowledge and support youth who identify as gay, lesbian, bi-sexual or transgender and help them find information and resources
- Help youth develop racial and ethnic identity
- Either provide a life skills training group or refer youth to one and ensure that transportation is provided
- Connect the youth with a mentor.

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will demonstrate good personal appearance and hygiene.

Skills/Behaviors:

- Bathes regularly at appropriate intervals, including use of soap and shampoo
- Demonstrates proper care of skin, hair, nails and teeth
- Demonstrates regular use of deodorant and other appropriate toiletries
- Demonstrates compliance with school dress code
- Demonstrates compliance with work dress code
- Dresses in a culturally appropriate manner in free time.

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will demonstrate appropriate interpersonal skills

Skills/Behaviors:

- Identifies several characteristics of a positive relationship
- Appropriately meets and greets new people
- Compares and contrasts assertive and aggressive behavior
- Demonstrates assertiveness when solving real-life problems
- Identifies and demonstrates strategies to resolve conflicts
- Demonstrates respect for people of a different race, culture, religion, class, political party affiliation, diverse belief systems, or sexual preference
- Identifies effects of peer pressure and practices how to say “no”
- Can develop a realistic plan with appropriate steps identified to achieve a goal
- Can anticipate and describe the consequences associated with different choices
- Identifies healthy boundaries and how to avoid exploitation.

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will have successfully participated in three social/recreational activities.

Skills/Behaviors:

- Attend YMCA summer camp
- Attend a youth group retreat, including the group initiatives course
- Attend guitar lessons once per week.

See Appendix H for Social and Recreational Information and Resources Online
See Appendix I for the Forgotten Children's Fund

G. ESTABLISHING AND MAINTAINING CONNECTIONS

Practice Recommendations:

- Help youth develop lifelong connections to at least one caring adult, including discussing the opportunity of adoption
- Familiarize yourself with the Permanency Pact, Family Finding, Permanency Roundtables and other resources available regarding permanency for older youth
- Provide assessments, services, and activities that address cultural needs
- Connect youth with opportunities to select well-screened mentors who can act as role models and teach youth specific skills
- Make sure youth know why they are in placement
- Help youth get the information they need to create a Life Book
- Help youth identify and connect with birth family members with whom they can maintain a safe and appropriate relationship
- Make sure someone is teaching youth how to find the community resources they will need when they age out of care
- Be able to “unpack the no” for youth who do not want permanency
- Familiarize yourself with the YTC process and consider how FGDM can be used to establish permanent connections.

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will access community resources.

Skills/Behaviors:

- Identifies names, addresses and telephone numbers of community agencies such as health clinics, employment agencies, public assistance/housing agencies, motor vehicle division
- Knows who to contact if lost, frightened, depressed, anxious, sick, injured, out of food and money, utilities disconnected, or heat goes out
- Knows names, addresses and telephone numbers of supportive adults to contact after discharge from care
- Knows how to contact siblings and other birth relatives
- Demonstrates knowledge of community emergency medical response system
- Locates resources in the telephone book yellow pages, at the library and online
- Knows the location of the post office and how to use it
- Knows how to register for selective service
- Knows how to register to vote, how and where to go to vote
- Knows the location of the nearest parks, banks, and Laundromats
- Uses newspaper ads to locate employment, housing or services

- Identifies public transportation options
- Demonstrates knowledge of community legal services
- Knows how to contact a local church of their religious affiliation

See Appendix J for Establishing and Maintaining Connections Information and Resources

H. DISABILITY INCOME ASSISTANCE

Practice Recommendations:

- Prior to discharge, consult with Adult Services about whether youth will be eligible for any adult services upon leaving care including Group Residential Housing (GRH)
- Re-assess youth for disabilities, if necessary
- Assist youth with SSI applications prior to discharge from care
- Assist youth with accessing housing and other services available to disabled populations
- Help youth learn to understand how to apply for disability insurance, access mental health care, and keep appointments with health care providers.

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will obtain disability income and services he/she is eligible for.

Skills/Behaviors:

- Complete application for SSI
- Demonstrates knowledge of mental/emotional health needs
- Identify reasons to seek therapy
- Participate in counseling with a therapist
- Takes prescribed medication as directed by physician
- Demonstrates knowledge of what to do if a mental health crisis occurs
- Demonstrates knowledge of employment, housing and social services available to persons with disabilities.

I. GATHERING VITAL DOCUMENTS

Practice Recommendations:

- Prior to discharge provide youth with his/her Social Security card, birth certificate, state identification or driver's license, school, medical, dental records; sibling contact information if they are in foster care
- Engage foster parents or a youth service provider in the work of gathering vital documents.
- Familiarize yourself with the documents required of the 90 day plan including the health care directive.

Sample Goals and Objectives for Independent Living Plans

By June 2016, youth will possess all vital documents and have a secure place to keep them.

Skills/Behaviors:

- Obtain a Birth Certificate, picture I.D. and Social Security card
- Obtain sibling contact information
- Obtain a lock box, file folder, or other means of organizing and saving vital documents.

Some documents, such as immunization records or Birth Certificates can be difficult to obtain, so youth will often need help with writing to request documents or paying fees. Minnesota Statute, section 171.04, subdivisions 1, 2 and 3 give foster parents and directors of transitional housing programs the authority to approve (i.e. sign) driver's license applications for 16 and 17 year olds who reside in their homes or facilities.

V. TEACHING YOUTH INDEPENDENT LIVING SKILLS

A. GROUP WORK

Teaching life skills to groups of youth has been a very successful approach in Minnesota and is highly recommended.

- Group work is an efficient use of a youth worker's time, and provides an excellent way for youth to learn and practice social skills
- Youth enjoy being with their peers, particularly those who share the experience of out-of-home care
- A successful group provides a safe environment in which youth can share their feelings without fearing that they will be laughed at or ignored
- As trust is developed in a group, youth can try new things and perhaps not succeed, but know the group will be there for support
- A group allows youth to share where they can talk openly about their feelings
- Youth learn to work as part of a group, better appreciating what he/she can contribute
- A group can provide attainable challenges where all participants win, work together, share accomplishments, overcomes risks, and learn problem solving techniques
- Groups offer a fun way to learn independent living skills. When youth are having fun, they are involved, motivated, focused and more likely to remember what they learn.

DHS SELF staff periodically offer a two-day workshop on how to teach adolescents life skills in a group. Notices of the training are sent to all counties.

The following Websites offer independent living skills curriculum to use with youth in groups:

- Casey Life Skills: www.caseylifeskills.org
- The National Resource Center for Youth Services: www.nrcys.ou.edu

- Project Adventure: www.pa.org
- Social Learning: www.sociallearning.com
- Independent Living Resources, Inc.: www.independentlivingresources.com
- Northwest Media: www.northwestmedica.com

B. ONE-TO-ONE LIFE SKILLS TRAINING

Foster Parents and other caretakers of youth are the perfect one-to-one life skills instructors for youth because their home can be a learning laboratory to practice skills, and the community is a rich resource of field trips for learning.

Some counties use in-home family service aides or volunteer mentors to work with youth one-to-one.

The Websites listed below offer curricula that can be used with individuals. Youth can also learn life skills by exploring the online learning sites listed below.

National Youth Resource Center – www.nrcys.ou.edu/

- *I Can Do It! A Micropedia of Living on Your Own*, \$18.00
- *Operation Independence*, A collection of activities to become better thinkers and planners, \$25.00
- *The New Making It on Your Own*, Workbook, \$8.95
- *The Path Before Me – Questions to Guide American Indian Youth Toward Responsible Living*, \$6.00

Northwest Media – www.northwestmedia.com/ (Click on Life Skills for Teens)

- *A Young Person's Guide to Getting and Keeping a Good Job*, Instructor's Guide, \$19.95, Student Guide, \$9.95

Casey Life Skills – www.casey.org/

- *I'm Getting Ready – I Can Do It!*, Interactive workbook covering many life skills topics, Print from Website
- *Preparing Adolescents for Young Adulthood*, Workbook Series (five modules). Print from Web site. Can be used by youth alone or with an adult.
- *I Know Where I'm Going, But Will My Cash Keep Up*. Two-part workbook, one for youth, one for caregiver.

Click on Resources for Native American Supplement

- *Weaving Your Future with Money and Wisdom*

Daniel Memorial Institute – <http://www.danielkids.org>

- Values and Social Skills video. A diverse group, including youth of color, immigrant youth, and GLBTQ youth, discuss morality, etc. Includes a discussion guide. For both foster parents and youth, \$49.00.
- Personal Information Record Keeper, \$29.95.

- *Writing Checks Right - How to Handle a Checking Account*. Includes check book and check registers, instructor's guide, \$19.95, check package, \$19.95, youth workbook, \$5.95.

Social Learning – <http://www.sociallearning.com/catalog/items/L912.html>

- Teaching Basic Social Skills, teacher's guide, \$32.95, youth workbook, \$5.95.
- Unmasking Sexual Con Games: A Teen's Guide, \$6.95.

Independent Living Resources – <http://www.independentlivingresources.com>

- Forty-one Activities in Basic Money Management, \$21.50.
- Boundaries: A Guide for Teens, \$9.95.
- Career Exploration Inventory, \$36.95. Spanish version, \$37.95.
- Finding a Job is a Job, \$15.50.
- Following Directions, \$22.50.
- Handling Relationships, \$20.50.
- Job Smarts – Instructor's Manual, \$24.95, Student Workbook, \$10.95.
- Job Survival – How to Adjust and Keep Your Job. Instructor's manual \$19.95, Student's Workbook, \$10.95.
- Learning Basic Social Skills, \$22.50.
- Life Skills Literacy Series - Things to Know About Cars and Driving, \$20.50.
- Skills for Everyday Life. Teacher's manual, \$11.50, student workbook, \$18.50.

Interactive Web instruction:

- www.vstreet.com, \$24.00 per year. Requires a computer with internet. Try the free tutorial.
- www.OnYourWay.org is free and was critiqued at every stage of development by youth focus groups. Youth enter information about themselves on a secure site. Each section has interactive features. The site emphasizes employment, career exploration, planning for post-secondary education, housing and staying healthy.

Free online learning for youth

- Foster Club: <http://www.transition.fosterclub.com/> provides a national network, resources and encouragement for youth in foster care to be involved, informed and independent.
- On Your Way is a secure website for youth preparing for adulthood. It addresses careers, post-secondary education, housing, employment, and using community services and supports. It is very youth friendly <http://www.Onyourway.org>
- Youthhood.org: <http://www.youthhood.org> has information for youth regarding health, education, social situations and self-advocacy.
- Teen Voices: <http://www.teenvoices.com> is a Web site for teen and young adult women.

- Kids Health: <http://www.kidshealth.org/teen/> includes information on body, mind, sexual health, food, fitness, drugs, alcohol, diseases, infections, medical conditions, relationships, emotions and staying safe.
- 4Girls: <http://4girls.gov/> is for girls addressing body, nutrition, mind, relationships, drugs, alcohol, smoking, bullying, safety and their future.
- Driver's license: <http://www.dps.state.mn.us/dvs/index.html> has information on how to get a driver's license, costs, driver's manuals and more.
- Buying a car: <http://www.ag.state.mn.us/Brochures/pubCarHandbook.pdf>.
- Metro Transit: <http://www.metrotransit.org/> shows how to use the bus and rail systems in the metro area.
- Banking on our Future: <http://www.bankingonourfuture.org/> Click on Teen this is a computer game that teaches financial literacy. The middle school level curriculum is appropriate for high school youth as well.
- <http://www.MinnesotaHelp.info> From here you can go to Bridges to Benefits to see to do a quick screening to see which financial aid benefits you are eligible for. You can also go to Youth corner and for a searchable database of youth resources statewide by topic and zip code.
- National Youth Resource Center – <http://www.nrcys.ou.edu/>. Skill Strengthening the Adolescent - New Strategies and Perspectives on Teaching Pro-Social Skills, \$19.95.

VI. THE SELF PROGRAM – FEDERAL FUNDS TO SUPPORT INDEPENDENT LIVING PLANS

The Minnesota Department of Human Services administers the Support for Emancipation and Living Functionally (SELF) program. Federal funds for the program are available through the Chafee Foster Care Independence Act of 1999. SELF funds are made available to counties and tribes in an annual Bulletin, published on the DHS website.

A. Eligible Youth

Eligibility includes:

- Youth age 18 to 21 who have aged out of county/tribal out-of-home placement; and
- Youth age 14 and older who are in county/tribal approved out-of-home placement and are likely to remain in placement until age 18 or older.
- Youth who leave out-of-home placement after age 16 for adoption, kinship care, or legal guardianship, up to age 21.
- Developmentally disabled youth capable of living independently in the community after aging out of county/tribal approved out-of-home placement.

Indicators that an adolescent will remain in care until age 18 or older include:

- A court order permanency disposition of long-term foster care; or
- A court order for extended juvenile jurisdiction; or
- Transfer of legal custody to relatives or kin; or
- Youth is a ward of state; or

- Highly unlikely reunification in the professional opinion of the caseworker based on a unique case history, presenting problems, and individual case goals.

Out-of-home placement means 24-hour substitute care for youth places away from their parents or guardians for whom the local social service agency has supervision and care responsibility. The youth must be placed as a result of a court order or voluntary placement agreement. A youth who has run away from an out-of-home placement is considered to be in placement until the county social service agency no longer has legal responsibility for the youth.

Temporary locations providing services to youth that are not considered a placement include respite care, visitation, summer camp, secure detention facilities, secure correctional facilities, hospital medical care, hospital based chemical dependency treatment, hospital based psychiatric units, state regional treatment centers and Intermediate Care Facilities for developmentally delayed persons.

Youth placed by a county/tribal social service agency in chemical dependency treatment facilities that are not based in a hospital are considered to be in out-of-home placement.

Youth who are adjudicated delinquent and court ordered to a non-secure correctional facility are considered to be in out-of-home placement.

B. Use of Funds

Funds must supplement, not replace, county efforts and funding sources. Counties and tribes may request SELF funds only for the following purposes:

- Independent living skills group training
- One-to-one independent living skills training
- Transportation options for youth enabling them to access employment, education, life skills training, and services needed to actualize their independent living plan
- Education supports
- Employment supports
- Permanent Connections with caring adults
- Room and board assistance (see specifics below)

Funds may be used for room and board costs for *youth who are being discharged* from county placement at age 18 or older. In these situations, room and board is defined as damage deposits, utility hook-ups, purchase of household goods, and short-term rent subsidies.

Funds may be used to assist *youth who choose to remain in care past age 18* with room and board costs. In these situations, room and board is defined as damage deposits, utility hook-ups, and purchase of household goods. However, Chafee/SELF funds cannot be used as a substitute for foster care maintenance payments for youth in extended care between age 18 and 21. Placement options for youth in extended care past age 18 may include supervised independent living settings such as host homes, college dormitories, shared housing, semi-supervised/supervised

apartments, or other housing arrangements that meet an older youth's needs for supervision and support as he/she moves toward independence.

Youth are allowed up to \$10,000 in assets and remain eligible for Title IV-E foster care and Chafee/SELF funded services.

See Appendix K For a list of ways SELF funds and community resources have been used successfully by social services staff statewide.

C. Documentation Required in the Social Services Information System (SSIS)

1. The Independent Living Plan, which must be completed for every youth age 16 and older in placement as a result of a permanency disposition, can be found in SSIS in the service plan folder. To create a new independent living plan, choose “New Plan” from the action button and search for the independent living plan in documents templates.

2. The federal Chafee Act, which governs and funds Minnesota's SELF program, mandates reporting of certain client specific data in the SSIS system. This reporting system is called the National Youth in Transition Database (NYTD). If counties are not successful in meeting the reporting requirements, a fiscal penalty will be imposed on the annual Chafee/SELF funds, resulting in fewer SELF funds for county and tribal agencies. In an effort to customize federal NYTD regulations to Minnesota's efforts, the department has adopted the acronym MNYTD (Minnesota Youth in Transition Database). Agency staff should familiarize themselves with the SSIS MNYTD Services, Survey and Contact screens by going to the Person screen Action menu for a youth who is receiving adolescent services. Clicking on the New/Add Existing menu option will show the three new MNYTD options. For purposes of MNYTD, counties and tribes have data reporting responsibility for two overlapping populations of youth.
 - i. **Served Youth** encompass all youth receiving independent living services. This includes all independent living services and activities provided by counties and tribes whether they are paid for with SELF funding or not. These services, as well as services provided by foster parents and group home staff, need to be documented on an ongoing basis in the MNYTD Services screen. After selecting the Reporting period and Independent Living Services worker, check *all that apply* of the services that were provided during the reporting period. (Reporting periods are semesters of the federal fiscal year: October 1– March 31 and April 1 – September 30).

 - ii. **Baseline Youth** include all youth in placement on or within 45 days after their 17th birthday (but not before their 17th birthday) **regardless of whether the youth received any independent living service**. This includes youth who are in voluntary placements, corrections youth in foster care, and youth who have temporarily run from placement. Youth are in the baseline population if they are in the care of a public agency and that agency receives Title IV-E foster care maintenance payments.

Once every three years, counties and tribes must locate and make an appointment with these youth to complete the 22-item MNYTD survey and contact sheet. Agency staff should locate and familiarize themselves with the MNYTD Notice of Privacy Practices, MNYTD Survey and Contact Sheet. Because state regulations require that all youth in foster care receive at least one face-to-face contact each month, the department recommends that the MNYTD survey and contact form be completed with a youth at the monthly visit immediately following their 17th birthday. At the visit with a youth introduce the MNYTD “Notice of Privacy Practices,” explaining the MNYTD survey process and reasons for the MNYTD. Assure the youth that their personal information and identity will be protected in reporting to the federal government. Emphasize that a youth’s participation will help foster youth by giving the state information about the circumstances of young people as they grow older and/or leave foster care. Inform a youth that they may be selected to participate in the MNYTD surveys again at ages 19 and 21, and that there will be financial incentives for participation in future surveys. (Counties and tribes are not responsible for follow-up surveys at ages 19 and 21. These surveys will be done by a private research agency.)

Social workers may want to have a youth come to their office to collaborate on the survey while the social worker is in SSIS. Staff with laptops and remote SSIS access will be able to record the information directly into SSIS from the field. Staff without these capabilities may need to print the forms from SSIS or e-Docs.

When workers engage a youth in completion of the 22-item survey, it is important that the responses recorded are solely a youth’s own thoughts. Workers may clarify questions but should not coach a youth on answers even if the worker knows that the information a youth is providing is not accurate. “Decline” and “don’t know” are valid responses, so avoid the temptation to coach the youth on questions if they indicate one of these responses.

The information collected about a youth’s contacts will be invaluable for re-locating youth at ages 19 and 21 for the follow-up outcome surveys. Enter as many contacts in SSIS as a youth notes, including one for themselves. Encourage youth to provide as many contacts as possible, and as much information about each as possible.

Once a youth completes the survey, staff should also complete the Survey Status box in SSIS. All NYTD data entered in SSIS will be uploaded to DHS data repository monthly. DHS is responsible for assembling the statewide report and transmitting it to the federal level.

VII. EDUCATION AND TRAINING VOUCHERS (ETV'S) FOR POST-SECONDARY EDUCATION

Federally funded through the Chafee Foster Care Independence Act, ETVs are available to provide funds for post-secondary education for current and former foster care youth. Each year the Department of Human Services will issue Education and Training Vouchers (ETVs) to as many as 200 youth.

A. Eligible Youth

Youth are eligible to apply for an ETV if they are under 21 at the time of the application deadline and accepted into an accredited post-secondary or training program, and one of the following:

- In foster care on or after 16th birthday, and continue to be in foster care up to or beyond 18th birthday
- Adopted from foster care after 16th birthday
- In foster care on or after 16th birthday when a relative/kin accepted a transfer of permanent legal and physical custody through a juvenile court order
- Are or were under state guardianship (also known as “state wards”)

Youth must apply each year for ETV funds. Youth can apply for ETV funds up to their 23rd birthday.

B. Deadline

ETV applications are due once per year, on July 1st.

C. Use of ETV Funds

Youth receiving an ETV award can receive up to \$5,000 per school year to pay for tuition, fees, books, housing, transportation and other school-related costs.

For more information on the program and to get an application, go to the ETV Website at www.dhs.state.mn.us, click on Children, Adolescent Services, Education/Training Vouchers.

VIII. HOW CAREGIVERS CAN HELP YOUTH PREPARE FOR INDEPENDENT LIVING

Caregivers should be involved in four critical areas as youth transition to adulthood:

- Complete the caretaker section of the Ansell-Casey Life Skills Assessment
- Participate in the development and updating of the youth's Independent Living Plan
- Transport youth to independent living skills groups
- Help youth learn the skills they need to complete their Independent Living Plan by teaching them in the home and community.
- Coach youth as they practice driving skills.

Caregivers are uniquely situated to teach youth skills in the home on a daily basis. Examples include:

- Meal planning, grocery shopping, dining etiquette
- Cleaning, laundry, home safety

- Housing expenses and planning for a move
- Using public transportation or driving a vehicle
- What's involved in getting a driver's license, car and insurance
- Car repairs
- Keeping track of important documents
- Creating a community resource directory
- Banking, credit cards and loans, saving money – planning for large purchases
- Budgeting, spending, comparison shopping
- Personal hygiene
- Relationships and sexuality
- Decision making, setting short and long term goals
- Communication skills
- Finding, getting and keeping a job
- Study skills.

Training for Foster Parents

- Northwest Media – <http://www.northwestmedia.com/foster/fbil.html>. Teaching Moments. How Foster Parents Can Teach Independent Living Skills to Youth, two videos, \$99.95.
- Casey Life Skills – <http://www.caseylifeskills.org>. Ready, Set, Fly – A Parent's Guide to Teaching Life Skills. Printed from the Website, free.
- Social Learning – <http://www.sociallearning.com/>. Foster Parent College. Online interactive courses that an agency can pay for, \$8.00 per course.

The DHS Child Welfare Training System offers two curriculums for caregivers. They are entitled:

- Bridging the Past and the Present: Developmentally Relevant Approaches to Effective Preparation for Adult Living
- Preparing Adolescents for Adulthood: Partnering for Success. "Leaving Home Again: A Foster Parent Guide to Helping Youth in Care Transition to a Healthy Adulthood."

Child Welfare Training System course requests can be submitted through the DHS Systems Information Resource (SIR) site by the designated county and tribal contacts. Check the SIR course page for a course request.

IX. FOSTER CARE BENEFITS UP TO AGE 21

The Fostering Connections to Success and Increasing Adoptions Act of 2008 [Public Law 110-351] is a federal child welfare law designed to improve both permanency and the well-being of children and youth served by the public child welfare system. A key provision of the Act provides the option of extending support for youth remaining in foster care beyond age 18 by offering continued Title IV-E claiming on behalf of eligible children. The Act also permits Title IV-E claiming for youth ages 18 and

older who are living independently in a supervised setting. Amendments to state law passed during the 2010 legislative session ensure that extended foster care statutes conform to new federal requirements for Title IV-E claiming for this population. Changes were effective August 1, 2010.

Within six months prior to the 18th birthday of a youth in out-of-home placement under the authority of Chapter 260C (CHIPS petition) or 260D (voluntary placement agreement), counties are required to advise youth, their parent or legal guardian, and foster parents of the availability of continued foster care benefits up to age 21. *See Appendix L for Notice of Foster Care Benefits Up to Age 21.* The Notice is available in SSIS. The Notice of Foster Care Benefits Up to Age 21 must also be provided to any youth in foster care immediately prior to age 18, under the responsibility of any Minnesota tribe with a Title IV-E agreement with the Minnesota Department of Human Services. To ensure that youth have sufficient time to decide if they wish to remain in foster care beyond age 18, notification of the availability of continued foster care benefits should occur at least 90 days prior to their 18th birthday. This requirement is located in Minnesota Statutes, section 260C.451, subdivision 1.

Youth who are not able to return home or otherwise achieve permanency prior to age 18, and youth who are in care immediately before age 18, and desire to remain in extended foster care, **must** meet at least one of the following conditions on an ongoing basis. A youth must be:

1. Completing secondary education or a program leading to an equivalent credential
2. Enrolled in an institution that provides postsecondary or vocational education
3. Participating in a program or activity designed to promote or remove barriers to employment
4. Employed for at least 80 hours per month, or
5. Incapable of doing any of the activities described above due to a medical condition.

A. Case Planning, Reasonable Efforts, and Verification for Youth in Care Up to Age 21

Social workers have responsibility to collaborate with youth to create a case plan for extended care. A case plan includes the out-of-home placement plan and an independent living plan. The case plan should reflect the agency's ongoing duty to make reasonable efforts to implement the independent living plan, and to finalize the agreed upon permanency plan with the youth. Reasonable efforts to finalize an agreed upon permanency plan include working with a youth to ensure that foster care is the best legal arrangement for them, and assisting them in building lifelong relationships with family, siblings, and other caring, safe and supportive individuals.

Social workers have responsibility to document that a youth remains eligible for extended foster care. The eligibility condition(s) for each youth must be included in the case plan and documented in SSIS. Verification of each eligibility condition as outlined in Attachment A must be maintained in a youth's case file. Maintenance of verifications is of particular importance for Title IV-E eligible youth.

If a youth's continuation in extended foster care is due to incapacity to participate in school, employment, or vocational training due to a medical condition, the social worker must regularly update

the case plan to include written information that addresses the medical condition(s) and the youth's incapacity.

B. Legal Responsibility for Continued Placement Up to Age 21

Youth in extended foster care are adults for all purposes except the continued provision of foster care. The agency must have legal responsibility to place or maintain anyone over age 18 in foster care. For youth under court jurisdiction prior to age 18, that responsibility may be obtained through:

- A court order that terminates legal custody or guardianship, but maintains court jurisdiction and indicates a youth continues in placement under legal responsibility of the county or tribal agency, or
- The youth's signature, obtained prior to the order terminating custody or guardianship, on the out-of-home placement plan or independent living skills plan. (The plan must include a statement indicating the youth continues in placement under legal responsibility of the county or tribal agency.)
 - Legal responsibility for youth who re-enter foster care after attaining age 18 should be obtained by the youth entering into a voluntary placement agreement with the agency responsible for the placement. A unique voluntary placement agreement has been developed for this purpose (*see Appendix M*). The voluntary placement agreement is available in SSIS and on eDocs.

C. Required Judicial Reviews and Determinations

When a youth is in extended foster care, there is a need for court reviews and judicial determinations.

Youth Continuously in Foster Care

When a youth is in continuous foster care, the court must conduct court reviews of reasonable efforts to finalize the permanency plan for a youth at least every 12 months. The agency must ask the court to review and make findings on the agency's reasonable efforts to:

- Ensure that foster care is the best legal arrangement for a youth, or whether there is another legal option that would better meet the needs of a youth for a life-long family
- Assist a youth in building life-long relationships with family, siblings, and other caring, safe and supportive individuals
- Plan with a youth to utilize supports and services that develop an appropriate set of skills necessary for successful independence after foster care.

Youth Re-entering Foster Care

As noted above, a voluntary placement agreement should be executed with youth re-entering foster care after age 18. Within 180 days of a youth's placement by voluntary placement agreement, the court must make a judicial determination that placement is in a youth's best interest. The finding may be based on a youth's request for extended foster care benefits. When a youth re-enters foster care after age 18, court reviews of reasonable efforts to finalize the permanency plan must be held at least every 12 months, beginning from the date the youth reenters foster care. The agency must ask the court to review and make findings on the agency's

reasonable efforts as noted above.

Asking the Court to Make Required Determinations

The county agency may ask the court to re-open the juvenile protection file on a youth in order to request the court to make a required best interest determination. The county attorney's office should discuss with the local court what procedural requirements are necessary to re-open court jurisdiction and the file. The county's Children's Justice Initiative Team is an ideal place to have this discussion. Procedural requirements might include filing a motion for the court to re-assume jurisdiction under Minnesota Statutes, section 260C.193, subdivision 6, as amended in Minnesota Session Laws 2010, Chapter 301, Article 3, section 6; and filing with the court a request for a review hearing under Minnesota Statutes, section 260C.212, subdivision 7, for determination that placement is in a youth's best interest. The agency should file the out-of-home placement plan and a report containing sufficient information for the court to conduct a review and make a determination. The best interest judicial determination is required within 180 days of a youth's re-entry into foster care, which closely coincides with the required timing of administrative or court reviews required under Section 475(5)(B) of the Social Security Act and Minnesota Statutes, section 260C.212, subdivision 7.

D. Youth Under Tribal Jurisdiction

When a tribe has a Title IV-E agreement with the state or with a local social service agency, the tribe is responsible for meeting requirements of Title IV-E which, in Minnesota, includes providing the opportunity for youth to remain in foster care past age 18, effective October 1, 2010. [Sections 472(a)(2)(B) and 475(8) of the Social Security Act] This requirement does not apply to tribes that do not have a Title IV-E agreement with the state or with a local social service agency. For tribes with a Title IV-E agreement, implementing the requirements of Title IV-E consistent with the way Minnesota is opting into Fostering Connections includes:

- Using the same definition of "child" that Minnesota adopted, found at Minnesota Session Laws 2010, Chapter 301, Article 3, section 5, and which includes youth who continue in foster care
- Offering the opportunity for youth to remain in foster care past age 18 when they are willing to meet the same eligibility criteria established at Minnesota Session Laws 2010, Chapter 301, Article 3, section 9
- Utilizing foster care benefits to pay for supervised independent living settings as described in this bulletin and found at Minnesota Session Laws 2010, Chapter 301, Article 3, section 9
- Developing a plan for services and supports that encourages continued development of independent living skills, and life-long connections for a youth with family, community, and their tribe, according to requirements of Minnesota Session Laws 2010, Chapter 301, Article 3, section 9.

Counties financially responsible for the cost of foster care for Indian children under tribal jurisdiction pursuant to Minnesota Statutes, section 260.771, subdivision 4, remain responsible for the cost of foster care placement for tribal youth who stay in foster care past age 18, under the definition of child, amended pursuant to Minnesota Session Laws 2010, Chapter 301, Article 3,

section 5. When a tribe has a Title IV-E agreement with either the state or a county, the tribe and the county with financial responsibility should continue to work together to ensure necessary Title IV-E requirements are met and documented so the county can continue to claim Title IV-E reimbursement for eligible youth.

When Minnesota Statutes, section 260.771, subdivision 4, does not apply because of tribal participation in the American Indian Child Welfare Initiative, tribes are responsible for the cost of foster care for youth who continue in or re-enter foster care after age 18. When Minnesota Statutes, section 260.771, subdivision 4 does not require the county to pay for a tribally-ordered placement of a youth re-entering foster care after age 18 because the youth would not be eligible for placement by the county under Minnesota Statutes, section 260C.456, as amended in Minnesota Session Laws 2010, Chapter 269, Article 2, section 3, tribes will have financial responsibility for the cost of foster care.

Tribes having no Title IV-E agreement with the state or local county make their own determinations about continuing tribal jurisdiction and providing tribal children with the opportunity to remain in foster care after age 18. They are not bound by the state's exercise of the option to provide services to youth over age 18 and claim federal reimbursement under Title IV-E.

E. Foster Care Settings for Youth Up to Age 21

Youth ages 18-21 may continue in a traditional foster care setting or in a supervised setting where they are living independently. Child foster care license holders caring for persons over age 18 but under age 21 may do so without a variance. The particular foster care setting, including supervised independent living settings, shall be selected for youth based on their best interest, and an individual determination of their needs. [Minnesota Statutes, section 260C.212, subdivision 2] A significant part of selecting the placement setting is the assessment of a youth's needs, goals, and their personal preference. Supervised independent living settings may range from apartments, dorms, host homes, or other innovative ideas that meet a youth's need for supervision and support as they move toward independence. Supervised independent living settings are not required to be licensed, but ensuring appropriate supervision, minimally one face-to-face visit each month, is required for youth living in these settings.

F. Foster Care Maintenance Payment Requirement for All Youth in Care Up to Age 21

All youth in extended foster care remain eligible for foster care maintenance payments. The process and items covered in the foster care maintenance payment remains the same as a foster child of any age, consistent with Minnesota Rules, parts 9560.0650 to 9560.0670. The foster care maintenance payment includes the basic foster care maintenance and the assessed difficulty of care rate. Difficulty of care is a supplement in addition to the basic maintenance payment for children with special needs due to existing mental, physical or emotional disabilities who require additional supervision or assistance in behavior management, activities of daily living, management of medical needs or interactions with their birth family and community. All youth, including those in supervised independent living settings, must be assessed for difficulty of care payments. [Minnesota Rules, part 9560.0653] In cases where a foster youth is a parent placed with their child in the same foster home, facility or supervised living setting, the foster care

maintenance payment must be assessed to cover the cost of the youth's child. Payments must be paid through a foster parent, child placement agency, or a child care institution. For youth age 18 or older living independently in a supervised setting, there may be no direct caregiver providing food, clothing, shelter, daily supervision, school supplies, personal incidentals or reasonable travel for home visits or school stability. In those situations, the agency may pay all or part of the foster care maintenance payment directly to the youth. This flexibility to pay all or part of the maintenance payment allows the agency to help individual youth adjust to independent living and learn to budget and pay bills.

G. Eligibility for Health Care Up to Age 21

Title IV-E eligible youth in foster care up to age 21 are automatically eligible for Medical Assistance (MA). Workers should follow current MA policy for children receiving Title IV-E foster care benefits. (See [Health Care Programs Manual 03.25.20 – Medical Assistance \(MA\) for Children in Foster Care](#).)

Youth in foster care up to age 21 who do not qualify for Title IV-E are not automatically eligible for MA. Youth must meet an MA basis of eligibility (child under 21, pregnant woman, or disabled) and all MA eligibility requirements associated with that basis if they are not Title IV-E eligible.

Due to state legislation in 2009, and MinnesotaCare waiver from the federal Medicaid agency, Youth who leave foster care (and juvenile residential corrections facilities) at age 18 or older are automatically eligible for MinnesotaCare upon their release from care. Under the law, youth will qualify for MinnesotaCare without monthly premiums or annual renewal requirements.

H. Exit and Re-entry to Care After Age 18

Youth who cease to meet one of the eligibility conditions after attaining age 18 may be discharged from foster care. Social workers should make efforts to engage youth in a planned discharge from foster care. Notice of termination of benefits and of the youth's rights to appeal under Minnesota Statutes, section 256.045, must be given to a youth upon discharge.

Under certain conditions, youth over age 18 may request return to care after they have been discharged from placement. The request to return to care should be made to the county or tribal social service agency that was responsible for a youth's placement and care immediately prior to their discharge.

- Youth who left foster care while under state guardianship (i.e. as state wards) must be allowed to return to care, if they commit to meet one of the required conditions.
- Other youth previously in placement under Chapter 260C or 260D of Minnesota Statutes in the six consecutive months prior to their 18th birthday, or who were discharged while on runaway status after age 15, may return to care between the ages of 18 and 21, to the extent funds are available.
- The ability of youth who were under tribal care and responsibility at discharge to return to extended care is dependent on a tribe's code and practice.

Youth approved to return to care should sign a voluntary placement agreement with the responsible agency, authorizing the placement. Notice of denial of benefits and a youth's right to appeal under Minnesota Statutes, section 256.045 must be given to a youth requesting and denied return to care under this section.

I. 90 Day Transition Plan Requirement

If a youth does not wish to remain in extended foster care, the Fostering Connections to Success and Increasing Adoptions Act of 2008 requires that, for youth who will be discharged from foster care at age 18 or older, the caseworker develop a personalized transition plan, as directed by the youth. The transition plan must be developed and executed during the 90-day period immediately prior to the date a youth will be discharged. The transition plan must be as detailed as the youth may elect, and include specific options on housing, health insurance, education, local opportunities for mentors and continuing support services, work force supports and employment services. The agency must also provide the youth with appropriate contact information if they need more information or need help with a crisis situation through age 21. (*See Appendix N for 90 Day Transition Plan*)

The Patient Protection and Affordable Care Act [P.L. 111-148] further amends 90 Day Transition Plan requirements to include the importance of designating someone to make health care treatment decisions on behalf of a youth if the youth is unable to do so and does not have or want a relative who would otherwise be designated under state law to make such decisions. Youth also must be given information about how to execute a health care power of attorney, health care proxy, or other similar documents recognized under state law. In Minnesota, the procedure for designation of health care treatment decisions is called a health care directive, governed by Minnesota Statutes, Chapter 145C. If a youth wants to pursue a health care directive, a suggested form is available in Minnesota Statutes, section 145C.16.

SELF SUFFICIENCY PREPARATION CHECK LIST

If you are working with a youth who is 16 years old or older, this check list can be a good place to start in helping them become more self-sufficient.

Whether the youth is returning home, entering an independent living program, or choosing another option, preparing for self-sufficiency will increase his or her chances of success.

Answer each statement with a “Y” for yes and an “N” for no if the task has been done or not. If you are unsure of an answer, consider it a no. The no answers will give you a list of specific tasks or areas of training that need to be addressed if the youth is to function independently.

Youth’s Name _____ Date _____

50 Things You Can Do To Help Someone Get Ready For Independent Living!!

(Adapted from New Life Youth Services, Cincinnati, Ohio)

1. _____ Help the youth get a certified copy of their birth certificate.
2. _____ Help the youth get a Social Security Card and a wallet to carry it in.
3. _____ Enroll the youth in a school program in which they can succeed.
4. _____ Find out if the youth is eligible for Medical Assistance.
5. _____ Help get the youth a picture identification card.
6. _____ Help the youth get copies of medical records.
7. _____ Start a “Records Book” that will contain the youth’s important papers.
8. _____ Help the youth put together a family “scrapbook” or “life book.”
9. _____ Help the youth open a bank account.
10. _____ Teach the youth how to write and cash a check.
11. _____ Take the youth for a dental check-up. Develop a relationship with a dentist who would be willing to see him/her when the youth is on their own.
12. _____ Take the youth for a physical. Develop a relationship with doctor who would be willing to see him/her when the youth is on their own.
13. _____ Help the youth renew contact with family members.
14. _____ Help the youth develop at least one friendship.
15. _____ Line the youth up with a good counselor.
16. _____ Take the youth to join a local recreation center.
17. _____ Teach the youth some “new” ways to have fun.
18. _____ Connect the youth with a church group.
19. _____ Help the youth find a job, or a better paying job.
20. _____ Make sure the youth really understands birth control.
21. _____ Show the youth the best place to shop for food, clothing, furniture, etc.
22. _____ Help the youth learn how to look up possible resources in the phone book, newspaper, online, etc.
23. _____ Help the youth learn skills through an independent living skills workbook.

24. _____ Teach the youth how to read a map. Give the youth a map of the city they live in.
25. _____ Take the youth on a tour of the city.
26. _____ Teach the youth how to use the bus system and read the bus schedules.
27. _____ Buy the youth an alarm clock and teach them how to use it.
28. _____ Help the youth get a library card and show them how to use it.
29. _____ Help the youth get a driver's license and price insurance.
30. _____ Role play contact with police, bank tellers, doctors, landlords, etc.
31. _____ Role play several different styles of job interviews.
32. _____ Help the youth put together a resume and a fact sheet with information needed for filling out applications.
33. _____ Make a list of important telephone numbers.
34. _____ Teach the youth how to cook five good meals.
35. _____ Teach the youth how to store food.
36. _____ Teach the youth how to use coupons and comparison shop.
37. _____ Teach the youth to read a paycheck stub.
38. _____ Teach the youth to thoroughly clean a kitchen and bathroom.
39. _____ Teach the youth how to use an oven and microwave.
40. _____ Take the youth to a session of adult court: e.g. traffic, criminal, etc.
41. _____ Teach the youth how to find and retain a lawyer, and when to get one.
42. _____ Help the youth understand a rental or lease agreement.
43. _____ Teach the youth how to do, or at least get help, for yearly tax returns.
44. _____ Teach the youth how to write a letter and use the Post Office.
45. _____ Help the youth develop telephone communication skills.
46. _____ Explain to the youth tenant and landlord rights.
47. _____ Teach the youth how to find a safe, inexpensive place to live.
48. _____ Work with the youth on how to budget their money.
49. _____ Work with the youth on how to find and get along with a roommate.
50. _____ Talk to the youth often about his/her feelings about what it might be like to be on his/her own.

HOW CAREGIVERS CAN HELP ADOLESCENTS MEET THEIR NEEDS

Youth need to feel a sense of safety and structure – How caregivers can help:

- Be emotionally, physically and sexually safe for the youth in your home.
- Compliance with rules and structure is important, but is not the *purpose* of placement.
- Tell youth directly that they are safe – that adults do not engage in sexual behavior with youth in their home. Literally, have the conversation.
- Be honest with youth regarding decisions being made about them.
- Include them in decisions.
- Help youth talk about how they perceive the system and adults' ability to keep them safe.
- Help youth learn how to advocate for themselves.
- Remember that consistent and rigid are not the same thing.

Youth need to experience active participation, group membership and belonging – How caregivers can help:

- Help youth to articulate the types of relationships they want with various significant people in their lives (family of origin, foster family or extended family/friends).
- Encourage youth to get involved in cultural events in the community.
- Offer to help youth create a Life Book if they don't have one.
- Support participation in clubs/organizations/teams – even if there are concerns about the youth's behavior. Find ways to make it possible to participate.

Youth need to develop self-worth through meaningful contributions – How caregivers can help:

- Find opportunities for youth to give back in ways that are of interest to them.
- Look for opportunities for youth to participate in community action/organizing around issues of interest to youth.
- Discuss the purpose of giving back – help youth connect it to feeling of value to others
- Explicitly verbalize times they make a contribution.
- Non-stop, over-the-top enthusiasm about youths' capacity to contribute in meaningful ways.

Youth need to discover self, gain independence, and gain control over their life – How caregivers can help:

- Do not use the threat of kicking a youth out of the home as a means of enforcing compliance
- Share power
- Talk with youth, not about them or at them
- Don't over-react to experimentation
- Remember that weird hair or funky clothes are not a reflection on the caregiver or the quality of parenting
- Talk with youth about what control over one's life looks like in the adult world.

Youth need to develop significant, quality relationships with peers and at least one adult – How caregivers can help:

- Let youth see a variety of people.
- Talk honestly with youth about the pros and cons of their various friends.
- Encourage involvement of other adults besides yourself in the lives of youth.
- Talk with youth about what real friendships look like.
- Seek creative ways to let youth be in contact with kids who are viewed as a bad influence.
Chances are that those youth are also looking for some structure and an interested, available adult.
- Connect youth with a mentor.

Youth need to discuss conflicting values and form their own – How caregivers can help:

- Talk openly with youth, especially in cross-cultural placements, about different world views.
- Make a point to ask youth how they feel about areas where values seem to be different – encourage them to explain how they arrived at their thinking and share personal values or beliefs with them.
- Help youth to learn how to think critically about issues outside themselves.
- Help them to see that there are many ways to walk through the world, and that their world view is shaped by their own, unique experiences.
- Become educated about sexuality and gender so that information can be conveyed to youth.

Youth need to feel pride of competence and mastery – How caregivers can help:

- Encourage, encourage, encourage
- Provide rides
- Teach basic life skills in the home
- Expose youth to music and the arts.

Youth need to expand their capacity to enjoy life and know that success is possible – How caregivers can help:

- Role model how to have fun
- Engage in a variety of activities
- Discuss the idea of positive views of the future
- Help them tell their stories from a point of view of resiliency
- Help them understand the idea of HOPE.

What strengths and abilities does the youth have to make progress toward or accomplish these goals?

What specific steps need to be taken by the youth, social worker and foster parent/caregiver for the youth to make progress toward these goals?	Provider: For each step, who will assist the youth	Time frame	Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2). Making progress, continuing, (3). Revised, (4). Refuses to work towards goal

Youth's comments/feedback:

2. Transportation:

- Enrolled in or completed a driver's education course and/or received a driver's license, or has demonstrated the ability to use public transportation in their community.

What strengths and abilities does the youth have to make progress toward or accomplish these goals?

What specific steps need to be taken by the youth, social worker and foster parent/caregiver for the youth to make progress toward these goals?	Provider: For each step, who will assist the youth	Time frame	Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2). Making progress, continuing, (3). Revised, (4). Refuses to work towards goal

Youth comments/feedback:

3. Health care planning and medical coverage

- The youth has health care coverage and providers to meet physical, dental and mental health needs, and has an understanding of physical, dental and mental health needs and services.

What strengths and abilities does the youth have to make progress toward or accomplish these goals?

What specific steps need to be taken by the youth, social worker and foster parent/caregiver for the youth to make progress toward these goals?	Provider: For each step, who will assist the youth	Time frame	Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2). Making progress, continuing, (3). Revised, (4). Refuses to work towards goal

Youth comments/feedback:

4. Planning for Housing:

- Exploring safe, stable and affordable housing with necessary supports, which does not include a homeless shelter
- Identifying an alternative affordable housing plan, which does not include a homeless shelter, if the original housing plan is unworkable
- Saving sufficient funds to pay for first month's rent and a damage deposit

Where would the youth like to live upon discharge from foster care?

What strengths and abilities does the youth have to make progress toward or accomplish these goals?

What specific steps need to be taken by the youth, social worker and foster parent/caregiver for the youth to make	Provider: For each	Time frame	Progress: At plan reviews, identify the
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progress toward these goals?	step, who will assist the youth		progress of each step: (1). Accomplished, (2). Making progress, continuing, (3). Revised, (4). Refuses to work towards goal

Youth comments/feedback:

5. Money management

- Working part-time or interested in seeking part-time employment
- Learning to manage and budget income by opening and maintaining checking/savings accounts.
- Becoming knowledgeable about credit and bank cards, developing good credit history, etc.

What strengths and abilities does the youth have to make progress toward or accomplish these goals?

What specific steps need to be taken by the youth, social worker and foster parent/caregiver for the youth to make progress toward these goals?	Provider: For each step, identify who will assist the youth	Time frame	Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2). Making progress, continuing, (3). Revised, (4). Refuses to work towards goal

Youth comments/feedback:

6. Social and recreational skills

- Involved in school, extracurricular, cultural and/or religious activities.
- Developing or pursuing interests or hobbies at home and in the community.

What strengths and abilities does the youth have to make progress toward or accomplish these goals?

What specific steps need to be taken by the youth, social worker and foster parent/caregiver for the youth to make progress toward these goals?

Provider:
For each step, identify who will assist the youth

Time frame

Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2). Making progress, continuing, (3). Revised, (4). Refuses to work towards goal

Youth comments/feedback:

7. Establishing and maintaining connections:

- The youth has a lifelong connect to at least one caring adult, including discussing the opportunity for adoption.
- The youth has established connections with their family and community.

What strengths and abilities does the youth have to make progress toward or accomplish these goals?

What specific steps need to be taken by the youth, social worker and foster parent/caregiver for the youth to make progress toward these goals?

Provider:
For each step, who will assist the youth

Time frame

Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2). Making progress, continuing, (3). Revised, (4). Refuses to work towards goal

Youth comments/feedback:

8. Disability Income Assistance

- Applying for or obtained disability income assistance for which the youth is eligible.

What strengths and abilities does the youth have to make progress toward or accomplish this goal?

What specific steps need to be taken by the youth, social worker and foster parent/caregiver for the youth to make progress toward this goal?

Provider:
For each step, who will assist the youth

Time frame

Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2) Making progress, continuing, (3). Revised, (4). Refuses to work towards goal

Youth comments/feedback:

9. Vital Documents that must be obtained prior to discharge according to [Minnesota Statutes, section 260C.212, subdivisions 7 \(d\) \(3\) and 4 \(e\)](#)

Social security card

Medical records

Birth certificate

Dental records

State identification card or driver's license

Green card or school visa

Contact information for the youth's siblings, if they are in

School records

foster care			
<input type="checkbox"/> Contact list of the youth's medical, dental and mental health providers	<input type="checkbox"/> If male, has registered for the Selective Service		
<input type="checkbox"/> Youth's social and medical history			
What strengths and abilities does the youth have to make progress toward or accomplish this goal?			
What steps need to be taken to obtain and store the documents?	Provider: For each step, who will assist the youth	Time frame	Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2) Making progress, continuing, (3). Revised, (4). Refuses to work towards goal
Youth comments/feedback:			

10. Additional goal:

What strengths and abilities does the youth have to make progress toward or accomplish this goal?			
What specific steps need to be taken by the youth, social worker and foster parent for the youth to make progress toward this goal?	Provider: For each step, who will assist the youth	Time frame	Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2). Making progress, continuing, (3). Revised, (4). Refuses to work towards goal

Youth comments/feedback:			
11. Additional goal:			
What strengths and abilities does the youth have to make progress toward or accomplish this goal?			
What specific steps need to be taken by the youth, social worker and foster parent for the youth to make progress toward this goal?	Provider: For each step, who will assist the youth	Time frame	Progress: At plan reviews, identify the progress of each step: (1). Accomplished, (2). Making progress, continuing, (3). Revised, (4). Refuses to work towards goal
1.			
2.			
3.			
Youth comments/feedback:			
The plan should be signed by the youth and social worker. The youth and foster parent or care giver should be given a copy of the plan.			
Youth:			Date:
Social Worker:			Date:

APPENDIX B

Online Education Information

The DHS Adolescent Services website includes information for foster care youth on how to plan and pay for post-secondary education:

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_000553#P26_4055

Casey Family Programs: provides eight recommendations and numerous strategies for helping young people begin and succeed in postsecondary programs:

http://www.casey.org/Resources/Publications/pdf/ItsMyLife_PostsecondaryEducation.pdf

The Minnesota Department of Education: Career exploration and post-secondary school information is available at <http://education.state.mn.us> Click on Learning Support, then Adult and Career Education and Service Learning.

Transition Services for High School Students: <http://education.state.mn.us> Click on Learning Support, then Special Education, then Secondary Transition.

PACER (Parent Advocacy Coalition for Educational Rights): <http://www.pacer.org> offers training, advocates and resources for transitioning youth with disabilities.

GED Sites and Testing: <http://education.state.mn.us> Click on Learning Support, then Adult and Career Education and Service Learning.

Team Child – Advocacy for Youth: <http://www.teamchild.org> has information about how to advocate for the education and transition needs of youth in out-of-home care, especially using IEPs and 504 plans.

Youthhood.org: <http://www.youthhood.org/youthhood/index.asp> has information for teachers and students.

Mapping Your Future: <http://mapping-your-future.org/planning/> has information on planning a career, selecting and paying for a school.

Minnesota State Colleges (Vo-techs) and Universities: <http://www.mnscu.edu/> has links to all the state colleges.

Minnesota Private Colleges: www.mnprivatecolleges.com

The Minnesota Higher Education Services Office: www.mheso.state.mn.us has everything one needs to know about financing for a post-secondary school.

Orphan Foundation Scholarships: <http://www.orphan.org> has scholarships for up to \$10,000 for post-secondary education for youth not adopted under age 25 who have spent at least 12 months in foster care.

APPENDIX C

Online Employment Information

Casey Family Programs - *It's My Life: Employment Guide*

http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf

For ideas about planning a career, visit:

- Career Voyages: <http://www.careervoyages.gov/> – includes online videos on careers.
- Next Steps: <http://www.nextsteps.org/>

Department of Employment and Economic Development: <http://www.deed.state.mn.us/youth> has information for youth, child labor laws, Youthbuild, Minnesota Youth Program, Workforce Investment Act Youth Program.

DEED Rehabilitation Services: <http://www.deed.state.mn.us/rehab/index.htm> helps those with disabilities.

Employment Action Center: <http://www.eac-mn.org/> a division of Resources, Inc. has help for job seekers.

Work Force Centers: <http://www.mnworkforcecenter.org/> provides employment services for youth and how to find a local community Workforce Center.

US Department of Labor: includes *Apprenticeship programs*

<http://www.doleta.gov/jobseekers/apprent.cfm>, which offer on-the-job training and classroom instruction in more than 200 skilled trades.

Project C3: <http://www.c3mn.org/> is a searchable database containing resources for youth in central Minnesota and the metro area. Click on Employment.

Youthbuild: <http://www.youthbuild.org> is a program for unemployed out-of-school youth, age 16-24. Training on how to build and rehabilitate affordable housing in their communities, while offering job training, secondary education, counseling, and leadership development opportunities. To find information about local Youthbuild programs go to <http://www.youthbuild.org/localprogram.html>.

AmeriCorps: <http://www.americorps.org/> is a network of national programs that employ youth age 17 or older, offering a modest wage, sometimes housing, and higher education funds when the 10-12 month period of service is complete. Youth work for nonprofit and faith-based organizations and public agencies.

City Year: <http://www.cityyear.org> is a program of AmeriCorps which unites young people of all backgrounds, ages 17-24, for a demanding year of community service and leadership development in 16 U.S. communities and Johannesburg, South Africa.

Job Corps: <http://jobcorps.doleta.gov/centers/mn.cfm> is a job training and residential education program for “at risk” youth between the ages of 16-24. Youth can be a U.S. citizen, U.S. National, resident alien, refugee, asylee or parolee. Minors must have signed parent or guardian consent. The Job Corp is located on Snelling Avenue in St. Paul, MN.

Military Enlistment: <http://www.todaysmilitary.com> – Information on all branches and programs of the military, including ROTC.

Your Ticket to Work: <http://www.ssa.gov/work/Ticket/ticket.html> is a self-sufficiency and employment program for people with disabilities who are interested in going to work.

APPENDIX D

Online Transportation Information

Minnesota Department of Public Safety: <http://www.dps.state.mn.us/dvs/> has information regarding driver's manuals, how to get a driver's license, costs and much more.

Office of the Attorney General, Car Handbook: <http://www.ag.state.mn.us/consumer/cars/CarHandbook/Default.htm> has information about buying a car.

Metro Transit: <http://www.metrotransit.org/> how to use bus and rail systems in the twin cities metro area.

MinnesotaHelp. Info: <http://www.minnesotahelp.info> has information about transportation options as well as other statewide services, based on zip code. Click on Youth Corner, then Transportation.

Project C3: <http://www.c3mn.org/> is a searchable database containing resources for youth in central Minnesota and the twin cities metro area. Click on Transportation.

APPENDIX E

Online Health Information

Kids Health: <http://kidshealth.org/teen/> includes information for teens on body, mind, sexual health, food, fitness, drugs, alcohol, diseases, infections, medical conditions, relationships, emotions and staying safe.

4 Girls: <http://4girls.gov/> is a girls' health site that addresses body, nutrition, mind, relationships, drugs, alcohol, smoking, bullying, safety and their future. Resources for educators are included.

Planned Parenthood: <http://www.plannedparenthood.com> offers affordable birth control, gynecological care, pregnancy testing, counseling, STD and HIV testing, listings of local sites and how to schedule an appointment.

Child and Teen Checkups Program:

http://www.dhs.state.mn.us/main/groups/healthcare/documents/pub/DHS_id_006270.hcsp is a comprehensive child health program provided to children and teens from newborn through the age of 20 who are enrolled in Medical Assistance or MinnesotaCare. Visit the above website and click on Child and Teen Check-ups (C&TC) Coordinator's List to find out where to arrange for the service in a community.

It is essential that youth have health care coverage when they exit placement.

Public Assistance Programs: information is available at the Minnesota Department of Human Services, Healthcare, Child and Teen Check-ups

http://www.dhs.state.mn.us/main/groups/healthcare/documents/pub/DHS_id_006247.hcsp

For information on **low cost clinics** for poor, uninsured or underinsured Minnesotans (normally charge a sliding fee) go to Other Health Care Resources

http://www.dhs.state.mn.us/main/groups/healthcare/documents/pub/DHS_id_006861.hcsp

Cobra: <http://www.cms.hhs.gov> is health insurance that can be purchased when employment ends.

Private Insurance – Blue Cross and Blue Shield of Minnesota: <http://www.bluecrossmn.com> offers a couple of plans that might appeal to young adults:

- For recent post-secondary school graduates: temporary plans that last 30, 60 or 90 days – long enough for a graduate to find a job with permanent health insurance.
- For working adults – Options Blue consists of a health savings account, which allows individuals to deposit between \$1,000 and \$5,100 in a tax-free savings account that can roll over into the next year. The accounts are paired with high-deductible health plans with lower monthly premiums.

Minnesota Comprehensive Health Association (MCHA): <http://www.mchamn.com/> is individual health insurance for Minnesota residents who have a pre-existing health condition. MCHA sells insurance to people:

- Who have been denied private health insurance
- Who have been denied coverage for certain medical conditions
- Who had coverage end through no fault of their own.

Child and Adolescents Bipolar Foundation: <http://www.bpkids.org/index.html> is a parent-led, not-for-profit, Web-based membership organization of families raising children diagnosed with, or at risk for, early-onset bipolar disorder.

Pacer: <http://www.pacer.org> is an organization to help children and youth with disabilities and has several publications available.

The Minnesota Department of Human Services: <http://www.dhs.state.mn.us> has information on Economic Supports including child care, food support, Minnesota Family Investment Program (MFIP), housing and additional adult supports which youth may be eligible for when they age out of care.

Social Security: <http://www.socialsecurity.gov> has a screening tool under Disability and SSI, to determine eligibility for programs and benefits.

SAMSHA: <http://ncadi.samhsa.gov/features/youth/> The Substance Abuse and Mental Health Services Administration has information about prevention and treatment issues for youth.

APPENDIX F

Online Housing Information

Housing resources by county/city/zip code: <http://www.minnesotahelp.info> Click on Youth Corner, then Housing

Casey Family Programs provides recommendations and strategies to help young people get and keep safe, affordable housing:

http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Housing.pdf

Office of Minnesota Attorney General: <http://www.ag.state.mn.us> has information on housing and the Landlords and Tenants Rights and Responsibilities Book.

<http://www.ag.state.mn.us/consumer/housing/lt/default.htm>

Minnesota Department of Human Services, Housing Resource Toolbox:

http://www.dhs.state.mn.us/main/groups/economic_support/documents/pub/dhs_id_005667.hcsp

provides information about housing options in Minnesota.

Rent Wise: <http://www.extension.umn.edu/offices/> is a curriculum offered through Extension Offices on finding, paying for and keeping housing.

Minnesotahelp.Info: <http://www.minnesotahelp.info> has housing options statewide, based on zip code.

Minnesota Coalition for the Homeless: <http://www.mnhomelesscoalition.org/> has a crisis assistance directory with information regarding shelters and transitional living programs

National Resource Center for Youth Services: <http://www.nrcys.ou.edu/resources.htm> has several resources regarding housing.

Easy Recipes for Teens: <http://kidshealth.org/teen/recipes/>

APPENDIX G

Online Money Management Information

Annual Credit Report: [http: www.annualcreditreport.com/cra/requestformfinal.pdf](http://www.annualcreditreport.com/cra/requestformfinal.pdf) provides a request form for free annual credit report from the three nationwide consumer credit reporting companies (Equifax, Experian and TransUnion).

Federal Trade Commission for the Consumer: <http://www.ftc.gov/bcp/edu/pubs/consumer/credit/cre21.pdf> provides instructions on disputing inaccurate data on a credit report, and a sample dispute letter form.

Lutheran Social Services: <http://www.lss.org/debt> provides information on Lutheran Social Services credit counseling services in eight Minnesota communities, as a resource for aiding youth with serious credit issues.

Independent Means: <http://www.independentmeans.com> has a free publication entitled “Raising Financially Fit Kids”.

Understanding Taxes: <http://www.irs.gov/app/understandingtaxes/index.jsp> includes a site for youth to explore, and a site for educators on how to teach youth about taxes.

Casey Life Skills: <http://www.caseylifeskills.org> a resource with curriculum options related to financial management. http://www.caseylifeskills.org/pages/res/res_index.htm.

National Resource Center for Youth Services: <http://www.nrcys.ou.edu> has several downloadable resources about money management skills.

APPENDIX H

Online Social and Recreational Information

4-H Clubs: <http://www.4-H.org>

America's Promise: <http://www.americaspromise.org>

Canadian Youth in Care: <http://www.youthincare.ca>

Casey Life Skills: <http://www.caseylifeskills.org> has curriculum resources that caretakers can use to teach youth relationship, communication and social skills.

Casey Family Program: <http://www.casey.org/Resources/> Click on Knowing Who You Are for tools to help youth in care develop their racial and ethnic identity.

Fosterclub.com: <http://www.fosterclub.com/index.cfm> has information by and for foster kids.

Parents, Friends and Family of Lesbians and Gays: <http://pflag.org/>

Minnesotahelp.info: <http://minnesotahelp.info> can be searched for local Web sites for scouting, 4-H, boys and girls clubs, YMCA camps, parks and recreation, and community education by zip code or city.

Kids Health: <http://kidshealth.org> includes information for teens on relationships and emotions.
4Girls: <http://4girls.gov/> is a girls' health Web site that includes information on relationships.

Relationship skills for Teens: <http://www.dibblefund.org/> has Love U 2 curriculum used by alternative schools and MN SELF staff for teaching relationship skills.

Project C3: <http://www.c3mn.org/> is a searchable database containing resources for youth in central Minnesota and the twin cities metro area. Click on Things To Do.

Minnesotahelp.info: <http://www.minnesotahelp.info> a wealth of community resources and information can be found for any part of the state by entering a zip code. **Community education programs, libraries** and resources regarding **culturally competent services** are a few of the many resources available on this Web site.

How to Register to Vote: <https://ssl.capwiz.com/congressorg/e4/nvra/> allows youth to register to vote online.

Project C3: <http://www.c3mn.org/> is a searchable database containing resources for youth in central Minnesota and the twin cities metro area. Click on Community Living.

APPENDIX I

The Forgotten Children's Fund

Since 1941, the Forgotten Children's Fund has provided children in foster care homes and treatment centers with gifts, special items and services that they may not receive otherwise. First established by the American Legion Auxiliary, the fund has helped pay for bikes, art supplies, sports equipment, driver's education classes, summer camps and music lessons. While foster care payments cover children's basic needs for food, clothing, shelter and some incidentals, this fund goes beyond that to fulfill children's special interests.

The Minnesota Department of Human Services now manages the fund, which is supported entirely through donations and bequests. No tax dollars are used to reimburse from the Forgotten Children's Fund.

To be eligible for a one-time reimbursement from the Forgotten Children's Fund a child needs to be in an out-of-home placement either placed by the county, juvenile court or a voluntary placement for treatment.

To apply for these funds, foster parents and providers must send a written request with the names and birth dates of foster children, amount requested (up to a one time maximum reimbursement of \$300 per child), and a detailed explanation of the purchase to the child's county or tribal social worker(s) who will request reimbursement from the Forgotten Children's Fund. The only eligibility criterion is that children are in the state's out-of-home placement system, usually foster care.

Once the Minnesota Department of Human Services approves a request, county or tribal staff will receive an authorization and instructions for claiming reimbursement. The department will then send the funds directly to the county making the request.

The Forgotten Children's Fund does not reimburse for necessities that foster care payments cover, but rather for expenses that give foster parents and other providers' greater flexibility to provide for other material goods and activities for foster children. Often foster families and providers pay for part of the expenses and the fund helps pay for the rest. **A child in out-of-home placement is only eligible for this funding one time.**

Since the Forgotten Children's Fund is completely supported by donations voluntary contributions to the fund are always welcome. To contribute, send a check and dated letter, specifying the amount of the contribution designated for the Forgotten Children's Fund, to the Forgotten Children's Fund, Minnesota Department of Human Services, P.O. Box 0934, St. Paul, MN 55164-0934.

October 2010

APPENDIX J

Online information on Establishing and Maintaining Connections

University of Minnesota, “Expanding the Circle”: <http://ici1.umn.edu/etc/default/html> offers a curriculum intended for Native American youth. It can be used in a group or one-to-one. The Web site includes many other resources.

Project Butterfly: <http://www.projectbutterfly.com/curriculum.php> offers a workbook and other resources for girls and young women of African descent.

National Resource Center for Youth Services: <http://www.nrcys.ou.edu> See their catalog for *Passages: A Journal for Growing Home* and *Finding Our Place: the Inside Story on Foster Care – a Guide by and for Young People in Care*.

Adoption Shop: <http://adoptionshop.com/> has life books including one for teens called *For When I am Famous*.

Mentors: <http://www.mentoring.org> works with a network of state and local mentoring partnerships to leverage resources and provide the support and tools that mentoring organizations

Foster Club: <http://www.fosterclub.com> Find Transition Toolkit – there is a section on permanency.

Permanency Pact: A free tool to support permanency for youth in foster care - life-long, kin-like connections between a youth and a supportive adult.
http://www.fosterclub.com/files/PermPact_0.pdf

Relative Search: <http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4558A-ENG>

Permanency for youth – Resources:

http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/youth-permanency.html

http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/youth-permanency.html#preparing

DHS Practice Guide for Using Long-Term Care Foster Care:

<http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4862-ENG>

Paths to Permanency:

<http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4907-ENG>

APPENDIX K

Ideas for Use of SELF Funds

Create Life Skills Trainers

- Train foster parents or group home staff to teach life skills in their homes
- Hire a coordinator to develop Independent Living Plans or conduct life skills training groups
- Contact neighboring counties to pool funds to hire a coordinator
- Pair an adolescent with a trained mentor who will teach life skills and act as a support person
- Recruit volunteers and community resource providers to present topics within their specialty to groups of youth.

Purchase Life Skills Training

- Purchase life skills training from an area non-profit or private agency
- Use out-of-county services, such as those funded with SELF grants, to serve youth placed outside the county
- Use county family service aides to teach life skills, such as money management
- Network with county providers of self-sufficiency programs for adults or special needs clients, who may be able to expand or modify their service to fit the needs of older adolescents
- Cover the cost of attending a summer camp that incorporates living skills into its activities.

Support Education/Employment

- Facilitate high school completion by providing tutors for youth who need help.
- Use the Minnesota Career Information System available at Workforce Centers, many high schools and area technical colleges.
- Connect youth with Workforce Centers for career assessment and counseling.
- Cover post-secondary entrance exams and application fees.
- Pay travel and child care costs for foster parents who accompany youth on post-secondary school tours.
- Arrange employment opportunities through city, county or state employment offices. Pay for necessary work uniforms and other employment supports.
- Find professionals in the community who are willing to let a youth shadow them on the job.
- Arrange innovative job opportunities, where youth can learn employment skills and explore career opportunities. Use SELF funds to cover or subsidize wages.
- Pay U.S. citizenship application fees.
- Assist youth to complete a resume.

Assist with Money Management

- Purchase credit counseling services for youth whose credit reports reveal serious issues and/or identity theft.

Help with Transportation

- Purchase a bicycle to reduce the need for a vehicle
- Purchase bus cards

- Arrange driver's training (discuss car insurance and issues of liability with parent(s) and foster parents)
- Pay for driver's license fees
- Help youth pay for car insurance or car repairs if they need a car to get to a job or school (SELF funds may NOT be used toward purchase of a car)
- Pay volunteers, coordinators, or foster parents to transport adolescents as they work on completion of their Independent Living Plan.

Additional Free or Low Cost Ideas

- Consider combining SELF with children's mental health funds, special education funds, etc. to offer a life skills training program.
- Consider combining funding and staff time with juvenile court services to offer a life skills training program.
- High schools and alternative schools may give youth high school credit for attending a life skills training group. Ask to use classroom space, the gym or pool.
- Public health nurses may provide health screening, information, referral, training and counseling on a wide variety of health issues.
- Sexual assault services and battered women's shelters may provide information and training.
- Law enforcement departments may talk to youth about topics such as drugs, self-defense, risks of gang involvement, or working in the law enforcement field.
- Lawyers or judges may talk with youth about legal rights, including what to do if arrested.
- Tenant unions or property owners may volunteer to train youth about tenant rights and responsibilities, leases, what to look for in a place to live. This may include a tour of an apartment building.
- Area universities and technical colleges have campus tours which explore dormitory living, financial aid and special services available.
- Youth who have aged out of placement may volunteer to co-facilitate a life skills group, or talk to youth about what they need to know before they leave care.
- County extension services are connected to the University of Minnesota and 4-H youth development. They have a collection of training materials. County extension staff can teach money management and many other home management skills. Some county extension offices hire staff whose area of expertise is youth.
- Churches are good places to hold life skills training sessions with youth groups. They have kitchen facilities so the youth can prepare meals. Some churches have small emergency funds. Congregations may be willing to donate something a youth or youth group needs.
- Early Childhood Family Education (ECFE – a part of community education) is a good resource for minor parents. It is a positive, fun, supportive way to learn about the development of babies and preschoolers.
- Area employers may talk with youth about the qualities employers look for when they hire; give a tour of their business; conduct mock job interviews; allow an interested youth to job shadow an employee.

- A car salesman may take youth on the lot after hours to look at cars and learn how to buy a car wisely.
- An insurance agent may speak with youth about the need for medical, auto, and renter's insurance, and what it costs.
- Local service clubs (such as the Jaycees or Lions Club) may make a donation to a life skills training program, give a scholarship to a youth, act as mentors to youth, involve youth in one of their fundraisers and share some of the proceeds.
- Local restaurants may provide gift certificates, free or reduced meals for youth meetings.
- Public libraries have computers youth can use. A librarian will speak with youth about how to use the library as a research tool. Get the youth library cards.
- Thrift stores and garage sales are good field trips for teaching youth how to live on a tight budget.
- City, county and state parks are inexpensive places for many activities with youth including picnics, camping, swimming, hiking, campfires, softball and cross country skiing.
- YMCA and YWCA may give free passes so youth can use the gym and pool. They may donate free memberships. The Ys have summer residential camps statewide for teens and offer scholarships for low income, at-risk youth.
- Youth might join senior citizen groups in some of their activities or volunteer to help them with projects. Seniors may mentor, tutor or teach youth life skills, tell stories about their struggles in life, or offer youth jobs such as lawn mowing or household chores.
- Ask friends to teach youth skills such as cooking, basic care maintenance, home repairs, fishing, photography, parallel parking. Ask for help in teaching youth how to balance a checkbook, file a tax return, administer first aid, apply for college, financial aid or a scholarship, appreciate other cultures or how to paint a room.

APPENDIX L

NOTICE OF FOSTER CARE BENEFITS TO AGE 21

Agency: _____ Youth: _____

Parent/legal guardian: _____ Foster parents/caregiver: _____

This notice is to inform you that foster care benefits are available up to age 21. Agency staff is responsible to provide you, your parents or legal guardians, and your foster parents this notice within six months of your 18th birthday.

Remaining in foster care

You have a right to remain in foster care:

- If you have been living in foster care (including a group home or residential care) immediately before your 18th birthday. You have the right to remain in foster care up to your 21st birthday.
- If you want to stay in foster care past your 18th birthday, you must tell your social worker before turning age 18.

Eligibility to remain in foster care

If you choose to remain in foster care you must meet one or more of the following conditions. You must provide your social worker with documentation that you are doing at least one of the following:

- Completing high school or a program leading to a GED
- Enrolled in post high school education
- Participating in a program or activity that will help you find employment
- Working one or more jobs for at least 80 hours per month
- Unable to do any of the above due to a documented medical condition.

Foster care placement past age 18

A foster care placement past age 18 may include:

- Staying in your current foster care placement.
- Moving to a relative's home.
- Living on your own with supervision, such as a college dorm or your own apartment. If attending college, you can return to a foster care placement for holidays and school breaks.

Tell the social worker, your guardian ad litem, and/or the court that this is what you want to do. A good time to tell the court is at your annual hearing before age 18.

Independent Living Plans

If you remain in foster care, your social worker will meet with you to update or create an independent living plan that will address needs related to housing, education, employment, health care and medical insurance, money management, transportation, social skills and recreation, and anything else to help you to live on your own when you leave foster care by age 21.

Deciding to leave foster care

If you decide to leave foster care, your social worker will meet with you 90 days before you leave foster care to develop a Transition Plan that provides information on housing, health insurance, education, mentors and support services, work force supports, help finding employment and resources to call in a crisis. The plan will include information about a health care directive. A health care directive is a document you sign that names someone else to make decisions about medical care for you. This is done in case there is a situation where you cannot make your own decisions or because you do not have, or want, a relative who would otherwise be authorized make health care treatment decisions for you.

Vital documents

Before leaving foster care your social worker and foster parents/caregivers are responsible to assist you in getting the following documents before you leave foster care:

- Social Security card
- Driver's license or state identification card
- Birth certificate
- Green card or school visa, if needed
- School records and an education report
- Copy of your social and medical history
- Medical and dental records
- A list of your medical, dental and mental health providers
- Contact information for your siblings, if in foster care.

State wards' right to return to foster care

As a state ward:

- You have the right to return to foster care any time between the ages of 18 and 21 if you were under state guardianship within six months of your 18th birthday.
- If you want to return to foster care, contact the social service agency you worked with while in foster care and request to return to care. Agency staff will ask you to sign an agreement saying that this is what you want, and you must meet at least one of the eligibility conditions. You and your social worker will develop a specific Independent Living Plan to meet your needs. The agency must give you room and board, and counseling as needed.

Non state wards' right to return to foster care

For youth who were in foster care and want to return:

- You must have been in placement six months before your 18th birthday, or were discharged on runaway status after your 15th birthday. You should contact the social service agency you worked with while in foster care and request to return to care.
- The agency will provide you with services, but does not have to provide foster care placement if they do not have available funds. If the agency denies your request to return to care, you have a right to appeal their decision.
- If the agency does have funds available, you must sign an agreement that you want to be returned to foster care and meet at least one of the eligibility conditions. Your responsibility is to work with your social worker to develop a plan and actively work on that plan.

Right to appeal

You have the right to appeal:

- If the social service agency denies your request to return to foster care. If you have questions about filing an appeal, call (651) 431-3600 or (800) 657-3510.
- You have 30 days to file an appeal. In some situations, you can have 90 days. Write a letter that states you want to appeal the social service agency's decision. Make sure you include your full name, address and phone number so the Appeals Office can contact you. Mail your letter to: Appeals Office
PO Box 64941
St. Paul, MN 55164-0941
or fax to: Appeals Office, (651) 431-7523.

Signatures:

Youth: _____ Date: _____

Social worker: _____ Date: _____

This information is available in alternative formats to individuals with disabilities by calling your county worker. TTY users can call through Minnesota Relay at (800) 627-3529. For Speech-to-Speech, call (877) 627-3848. For additional assistance with legal rights and protections for equal access to human services benefits, contact your agency's ADA coordinator.

APPENDIX M

Voluntary Foster Care for Youth Ages 18-21

<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6248-ENG>

Minnesota Department of **Human Services***Child Safety and Permanency Division***90 Day Transition Plan**

Purpose: [Minnesota Statutes, section 260C.212](#), subdivision 7 (e) requires that for foster youth who will be discharged from foster care at age 18 or older, the responsible social service agency must develop a personalized transition plan as directed by the youth. The transition plan must be developed and executed during the 90 day period immediately prior to the expected date of discharge from foster care. The transition plan must be as detailed as the child elects and include specific options on housing, health insurance, education, local opportunities for mentors and continuing support services, work force supports and employment services.

Federal law¹ also requires that information provided to the child should include the child's option to designate another individual to make health care treatment decisions on behalf of the child if the child becomes unable to make these decisions and the child does not have, or does not want, a relative who would otherwise be authorized to make such decisions on the child's behalf. In Minnesota this process is known as a Health Care Directive and is governed by Minnesota Statutes, Section 145C. If youth want to pursue a Health Care Directive a suggested form is available in [Minnesota Statutes, Section 145C.16](#).

The agency shall also provide the youth with appropriate contact information if the youth needs more information or needs help dealing with a crisis situation through age 21.

¹Public Law 111-148, the Patient Protection and Affordable Care Act, subpart 1 of the Social Security Act; Title IV-E of the Social Security Act.

Plan development information:

YOUTH'S NAME	SOCIAL WORKER'S NAME	DATE

Youth's strengths:

Describe how the youth was involved in developing the plan:

Identify other individuals involved in developing the plan:

Transition plan: The transition plan must be youth driven and include the following items:

1. Housing:

Where will the youth live upon discharge?

2. Health insurance:

List the youth's health insurance providers:

List the health care providers accepting the youth's health care coverage:

List medical, dental, eye exam and mental health appointments scheduled after discharge:

3. Education:

Identify the youth's plans for education upon discharge:
(provide [Education and Training Voucher \(ETV\) Program](#) information to eligible youth)

4. Local opportunities for mentors and continuing support services:

Specify services for the youth including relationships with supportive adults upon discharge:

What relationship and support can the youth expect from their foster parents/caregivers upon discharge?

Person identified as the youth's supportive adult who will always be able to get in touch with youth

NAME		RELATIONSHIP
HOME TELEPHONE NUMBER	CELL PHONE NUMBER	EMAIL ADDRESS

5. Work force supports and employment services:

Identify the youth's plan for employment and supports upon discharge

Resources and contact information: Provide the youth with the identified resources/contacts if they need more information or help dealing with a crisis situation through age 21.

I Medical/physical health:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Eye care:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Substance abuse:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Food shelf:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Workforce center:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Employment:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Dental care:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Mental health:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Adult services:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Child care:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Vocational rehabilitation:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

I Education:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

Housing/housing authority:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	
Transportation:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	
Public health:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	
Other:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

Financial:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	
Parenting resources:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	
Other:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	
Other:	
NAME	PHONE NUMBER
ADDRESS	
CITY/STATE/ZIP CODE	

Vital documents: The responsible social services agency must provide the following vital documents to the youth at no charge prior to discharge.

- | | |
|--|---|
| <ul style="list-style-type: none"> Social security card Birth certificate State identification card or driver's license Contact information for the youth's siblings, if they are in foster care Contact list of the youth's medical, dental and mental health providers Youth's social and medical history as defined in Minnesota Statutes, section 259.43 | <ul style="list-style-type: none"> Medical records Dental records Green card or school visa School records and education report If male, has registered for selective services |
|--|---|

The youth and the social worker should sign the plan.

Provide a copy to the youth and his/her foster parent or caregiver.

YOUTH SIGNATURE	DATE
SOCIAL WORKER SIGNATURE	DATE

