

Bulletin

November 20, 2008

Minnesota Department of Human Services – P.O. Box 64941 – St. Paul, MN 55164-0941

OF INTEREST TO

- County Directors
- Social Services Supervisors and Staff
- Tribal Social Service Directors
- SELF Program Coordinators

ACTION/DUE DATE

1. Complete and submit proposal for services to youth by Dec.23, 2008.
2. Note information about eligibility and priorities for use of funds.
3. Note information about fiscal management.

EXPIRATION DATE

November 20, 2010

Proposals requested for adolescent independent living skills fund

TOPIC

Proposal instructions, funding priorities, use of and fiscal management of funds for the Support for Emancipation and Living Functionally (SELF) program.

PURPOSE

Provide counties and tribal social service agencies with information on program eligibility, funding priorities and proposal instructions.

CONTACT

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SIGNED

CHARLES E. JOHNSON
Assistant Commissioner
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BACKGROUND

The Support for Emancipation and Living Functionally (SELF) program funds have been allocated to counties and tribes since 1987 through Public Laws 99-272, 101-239, 103-66 and the federal Welfare Reform Bill of 1998. On Dec. 14, 1999, President Clinton signed the Chafee Foster Care Independence Act. It replaces section 477 of the Social Security Act which originally defined Minnesota's SELF program. Under provisions of the Chafee Act, the intent of the funding is prevention of homelessness and welfare dependency. The act increased Minnesota's funding and allowed expansion of eligibility criteria.

NEW DEVELOPMENTS

The federal Chafee allocation for Minnesota has been reduced 20 percent in recent years, decreasing county and tribal allocations for the majority of youth served. A new federal rule became effective Feb. 26, 2008, requiring states to collect additional data on 17-year-olds in out-of-home placement, and collect additional data on independent living services provided to youth ages 14 and older in out-of-home placement. The federal rule also requires the Department of Human Services (DHS) to track a sample of youth who have left care and survey them at ages 19 and 21. The Chafee budget must bear the costs and penalties associated with carrying out the rule's requirements.

Another significant change occurred during the 2008 Minnesota legislative session. The Juvenile Court Act, Minnesota Statutes, section 260C.212, subd. 7, was amended and became effective Aug. 1, 2008. It requires that when a youth is age 16 or older, in addition to any administrative review conducted by a county social service agency, the court will annually review the youth's independent living plan. The court will make findings regarding the progress toward, or accomplishment of, specific goals related to the independent living plan prior to a youth's discharge from out-of-home placement.

Due to additional expected declines in Chafee funds, and a legislative mandate which includes a clear set of desired outcomes for youth who will age out of care, proposals for calendar year 2009 Chafee/SELF funds may be requested only for specific purposes.

ELIGIBLE POPULATION

DHS narrowed eligibility for the Chafee/SELF program in 2007. In calendar year 2009, eligibility continues to be limited to:

- Youth ages 14 and older who are on a social services or corrections caseload, in a county/tribal approved out-of-home placement, and likely to remain in placement until age 18 or older
- Developmentally disabled youth who will be capable of living independently in the community after aging out of county/tribal approved out-of-home placement
- Youth who leave out-of-home placement after age 16 for adoption, kinship care, or legal guardianship are eligible for Chafee/SELF funded services up to age 21
- Youth ages 18-21 who have aged 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 ordered permanency disposition of long-term foster care
- A court order for extended juvenile jurisdiction
- Transfer of legal custody to relatives or kin
- Youth who are wards of the state
- Highly unlikely reunification for a youth in care based on a unique case history, presenting problems, and individual case goals in the professional opinion of the caseworker.

Youth, ages 16 and older, who are likely to remain in placement until age 18 (state wards and youth in long-term foster care) should be the highest priority for Chafee/SELF services.

DEFINITION OF OUT-OF-HOME PLACEMENT

Out-of-home placement is defined in Minnesota's Juvenile Court Act, Minnesota Statutes, section 260C.007, subdivision 18, and in bulletin 08-68-09. Youth who are adjudicated delinquent and court ordered to a *non-secure* correctional facility are considered to be in out-of-home placement.

USE OF FUNDS

The following federal parameters will guide use of funds:

- Funds must supplement, not replace, county efforts and funding sources.
- Funds used for room and board costs may only serve youth who have left out-of-home placement because they reached age 18. Room and board is defined as damage deposits, rent subsidies, utility and telephone hook-ups, and purchase of household goods. If an agency is providing help with room and board costs, it should approve a youth's residence as safe and appropriate. An agency providing assistance with room and board may require that youth participate in independent living skills training, case management, and/or home visits by the agency.
- Youth are allowed up to \$10,000 in assets and remain eligible for Title IV-E foster care and Chafee/SELF funded services.

COUNTY/TRIBAL USE OF 2009 CHAFEE/SELF FUNDS

In 2009, DHS will award \$899,000 to county and tribal social services agencies who have submitted a proposal for Chafee/SELF funds in response to this bulletin.

Use of Chafee/SELF funds in 2009 must be directly linked to carrying out the amended Minnesota Juvenile Court Act, Minnesota Statutes, section 260C.212, subd. 7, effective Aug. 1, 2008. DHS recognizes that tribes are not required to carry out the court reviews mandated by this amended statute; however, staff believe that the best use of Chafee/SELF funds by both counties and tribes is the purchase/provision of youth services to achieve goals 1 – 13 listed below. The amendment to Minnesota Statutes, section 260C.212, subd. 7 requires that when a child is age 16 or older, in addition to any administrative review conducted by a county social service agency, the court shall annually review a child's independent living plan. The court will make findings regarding the progress toward, or accomplishment of, the following goals prior to a child's discharge from out-of-home placement:

- 1) The county social service agency has provided written notification to a child, their parents or legal guardians, and the foster parents, of the availability of foster care benefits up to age 21, and how to file an appeal if a request for foster care benefits is denied by the county
- 2) A child has obtained a high school diploma or its equivalent
- 3) A child has completed a driver's education course or has demonstrated the ability to use public transportation in the community
- 4) A child is employed or enrolled in postsecondary education
- 5) A child has applied for and obtained postsecondary education financial aid for which they are eligible

- 6) A child has health care coverage and health care providers to meet their physical and mental health needs
- 7) A child has applied for and obtained disability income assistance for which they are eligible
- 8) A child has obtained affordable housing with necessary supports, which does not include a homeless shelter
- 9) A child has saved sufficient funds to pay for the first month's rent and a damage deposit
- 10) A child has an alternative housing plan, which does not include a homeless shelter, if the original housing plan is unworkable
- 11) A child, if male, has registered for Selective Service
- 12) A child has a permanent connection to a caring adult
- 13) The court shall ensure that the responsible agency, in conjunction with the placement provider, assists a child in obtaining the following documents prior to leaving foster care:
 - a. A Social Security card
 - b. The child's birth certificate
 - c. A state identification card or driver's license
 - d. Green card or school visa
 - e. The child's school, medical and dental records
 - f. A contact list of a child's medical, dental and mental health providers
 - g. Contact information for a child's siblings, if the siblings are in foster care.

Counties are obligated to respond to court reviews of youths' independent living plans. This obligation does not depend on whether or not a county receives or spends Chafee/SELF funds.

Counties and tribes may decide how many service options to provide to youth with these funds. It is not an expectation that counties and tribes seek funding for all service options. Foster parents, school counselors, teachers, Workforce Centers, social workers, and other agencies and individuals may help youth prepare for independent living without the use of Chafee/SELF funds.

If county and tribal proposals exceed the amount of Chafee/SELF funds available in 2009, priority for funding will be given to proposals that most clearly and concisely describe an effective, practical approach to helping youth achieve the outcomes listed above.

ANTICIPATED GRANTS TO NON-PROFIT AGENCIES IN 2009

DHS will publish a request for proposals (RFP) in February 2009. The RFP will invite nonprofit agencies statewide to submit grant proposals to provide the services listed in Attachment A to youth meeting the eligibility criteria described in this bulletin. Agencies whose proposals are funded will have contracts in place with DHS on July 1, 2009, and will begin accepting tribes' and counties' referrals of youth at that time.

DHS strongly encourages counties and tribes to begin collaborating and planning with local nonprofit agencies to determine the possibility of becoming service providers or partners in preparing youth for a successful transition to adulthood. Nonprofit agencies that respond to the RFP will be required to submit a letter of support from the counties and/or tribes they propose to serve.

BEST PRACTICE GUIDELINES

A guide for county social workers entitled *Helping Youth Transition from Out-of-Home Care to Adulthood – Best Practices Guide*, is available online at www.dhs.state.mn.us. Go to Children, Adolescent Services, Publications.

Minnesota Statutes, section 260C.212, subd. 1, requires counties to provide youth who are age 16 and older in out-of-home care as a result of a permanency disposition, with a written independent living plan that was developed with, and signed by, the youth and incorporated into the out-of-home placement plan.

Youth and foster parents/residential facility staff should be actively involved in the development of independent living plans. DHS strongly recommends the Ansell-Casey Life Skills Assessment tool which is available at <http://www.caseylifeskills.org> as a starting point for a discussion with youth, and development of independent living plans, with the participation of youth.

Independent living activities should not be seen as an alternative to permanency for youth. They are required to be provided concurrently with continued efforts to achieve other permanency options as appropriate.

TRAINING

The Chafee Act requires states to provide training to help adoptive and foster parents, workers in group homes, and case managers to understand and address the issues confronting adolescents preparing for independent living. The Minnesota Child Welfare Training System offers the following training to help youth transition from out-of-home care to adulthood:

- For foster parents and other caretakers, CSP9328A – Bridging the Past and the Present: Developmentally Relevant Approaches to Effective Preparation for Adult Living
- For foster parents, other caretakers and youth in care, CSP9328B – Planning for Adult Success: Skills and Resources for Teens and Foster Parents.

This training is available by request to the county's area training manager. For contact information, visit <http://www.dhs.state.mn.us>. Click on A-Z topics and go to Minnesota Child Welfare Training System.

DHS offers additional training on preparing youth in care for adulthood to county/tribal social workers and nonprofit agency staff. This training includes an annual two-day workshop on how to teach adolescents independent living skills in a group, a one-day workshop on how to teach youth independent living skills one-to-one, and other topics relevant to youth work.

PROPOSAL INSTRUCTIONS

Counties and tribes must submit Attachment A to receive CY2009 Chafee/SELF funds, and proposals for these funds are limited to the options listed in Attachment A. Funds may be requested for one, several, or all of the options. Specific information such as numbers of youth to be served must be provided for each option chosen.

Proposals may be submitted electronically, by mail or by fax. Include a contact name, phone number and e-mail address in the event there are questions regarding the proposal. Proposals must be received no later than 4:30 p.m. on Tuesday, Dec. 23, 2008. Counties/tribes will be notified in writing whether their proposal will be funded, and what the award amount will be.

All submissions, questions or concerns regarding this bulletin and the proposal process should be addressed to:

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DOCUMENTATION REQUIRED IN THE SOCIAL SERVICE INFORMATION SYSTEM (SSIS)

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 at the end of the Out-of-Home Placement Plan. An example of a completed plan can be found online at <http://www.dhs.state.mn.us>. Click on Children, Adolescent Services, Publications. Click on the publication entitled Helping Youth Transition from Out-of-Home Care to Adulthood, and go to page 25.

The Independent Living Plan is also located in the Chronology folder of any workgroup in SSIS. Workers may want to complete the plan in the Chronology folder with older youth who are not SELF eligible.

Each youth *served* with county Chafee/SELF funds must be documented in SSIS by going to the SELF node under the youth's participant node in the Adolescent Living Services (ALS) workgroup and completing the SELF Client Data Information screen. (A separate screen is required for each reporting year.) However, there will be several changes beginning with the release of SSIS Version 5.2:

- The list of services will be changed to comply with the new federal rule.
- The node will be labeled "Chafee/SELF" (instead of "SELF").
- The Chafee/SELF node will be available under the youth's participant node in all workgroups (not only ALS workgroups). If workers prefer, they can continue to enter data on youth served in the ALS workgroup in SSIS.

DHS relies solely on this SSIS data to meet federal reporting requirements and to determine the number of youth served by counties.

FISCAL MANAGEMENT

In 2009, DHS will advance 25 percent of each county's awarded Chafee/SELF funds. Counties will receive the advance after approval of their proposal. The following three payments will be based on reimbursement determined by BRASS code expenditure data. Therefore, it is important that expenditures, purchased services, and staff time for independent living skills services be reported in BRASS code 146, Adolescent Life Skills Training. The total of all four quarterly checks will not exceed a county's total 2009 Chafee/SELF award, and counties must expend their award by the end of calendar year 2009.

Counties receiving funding must submit a Chafee/SELF program final report to DHS that summarizes expenditures and activities. The report must include only cash basis expenditures within the calendar year. This report is due Jan. 31, 2010.

DHS will negotiate contracts with each tribe awarded Chafee/SELF funds, and will advance 25 percent of each tribe's awarded funds. The following three payments will be based on reimbursement for expenses incurred serving eligible youth, not to exceed the tribe's total 2009 Chafee/SELF award. The contract will specify reporting requirements.

Special Needs

This information is available in other forms to people with disabilities by contacting us at (651) 431-4671. TDD users can call the Minnesota Relay at 711 or (800) 627-3529. For the Speech-to-Speech Relay, call (877) 627-3848.

2009 CHAFEE/SELF Funds Proposals

County/tribe _____

Contact name _____

Telephone _____

E-mail address _____

Check one or more of the service options the county agency plans to provide to Chafee/SELF eligible youth in calendar year 2009. Provide additional information requested under each option. Chafee/SELF funds may *not* be used for purposes other than the options listed.

Refer to Attachments B through D for a list of nonprofit agencies that serve youth, recommended assessment/training tools, internet links, and a guide for agency, youth, foster parent and parent roles in carrying out transition services.

Youth ages 16 and older who are state wards or in long-term foster care are the highest priority for Chafee/SELF funded services.

_____ **OPTION 1 -- INDEPENDENT LIVING SKILLS GROUP TRAINING**

Who will provide this service? _____ (See Attachment B)

Number of sessions per group	
Number of groups per year	
Number of youth to be served per year	
Cost, if purchased from a nonprofit agency	
Budget for group, if provided by county	
Group facilitator salary	
Transportation costs	
Retreat costs _____ (If this includes the Tomorrow's Leaders Today Conference the cost is \$175 per person plus round-trip mileage to Duluth)	
Food and supplies	
Curriculum/resource materials/presenter stipends	
Total cost	\$

_____ **OPTION 2 -- ONE-TO-ONE INDEPENDENT LIVING SKILLS TRAINING**

Who will provide this service? _____ (See Attachment B)

Number of youth to be served	
Cost per youth	
Total cost	\$

***** NOTE*****

Training topics and assistance included in options 1 and 2 should include academic support, career exploration and preparation, employment supports, budgeting and financial management, housing and home management, health and health insurance, risk prevention, relationships, communication and parenting skills, post-secondary education exploration, assistance with post-secondary and financial aid applications, and collection of vital documents listed on page 6 of this bulletin (See Attachment C).

_____ **OPTION 3 -- TRANSPORTATION**

Check all that apply:

- ☐ Mileage reimbursement for volunteers, foster parents, life skills instructors, etc. to transport youth as they work on completion of their independent living plan
- ☐ Bicycles, gas cards, bus cards, car insurance or car repairs, if a youth drives a car to get to a job, GED classes, life skills training, or destinations related to completion of their independent living plan
- ☐ Driver's education and permit/license fees
- ☐ Teaching use of public transportation in the community
- ☐ Other (specify):

Number of youth to be served	
Total cost	\$

_____ **OPTION 4 – EDUCATION SUPPORTS**

Who will provide this service? _____ (See Attachment B)

Check all that apply:

- ☐ Tutors
- ☐ GED fees
- ☐ ACT, SAT, or other test fees
- ☐ Explore post-secondary education and financial aid options
- ☐ Assist with completion of post- secondary school applications and payment of those fees
- ☐ Assist with completion of post-secondary school financial aid applications
- ☐ Assist with obtaining school records, medical records, income tax forms, health insurance, a Social Security card, and other vital documents necessary to apply for post-secondary school and the financial aid they are eligible for.
- ☐ Other (specify):

Number of youth to be served	
Total cost	\$

_____ **OPTION 5 – EMPLOYMENT SUPPORTS**

Who will provide this service? _____ (See Attachment B)

Check all that apply:

- ☐ Assist with job shadowing or an internship
- ☐ Assist with career exploration, resume development, job seeking skills, mock job interviews, finding and keeping a part-time job
- ☐ Fees to obtain a state issued identification card, Social Security card, etc.
- ☐ Cost of work uniforms, or attire for a job interview
- ☐ Wage or subsidized wage for an internship experience
- ☐ Cost of employment training programs
- ☐ Other (specify):

Number of youth to be served	
Total cost	\$

_____ **OPTION 6 – PERMANENT CONNECTIONS**

Who will provide this service? _____

Check all that apply:

- ☐ Create Life Books with youth
- ☐ Create Youth Transition Plans with youth using the Family Group Decision Making model
- ☐ Connect youth with long-term mentors
- ☐ Use Family Finder Technology and other means to connect youth with significant persons in their past – practice guide is at http://www.emq.org/press/docs/FSE_guide.pdf
- ☐ Review relative searches and contact relatives or previous foster parents
- ☐ Create genograms or connectedness diagrams
- ☐ Other (specify):

Number of youth to be served	
Total cost	\$

_____ **OPTION7 – ROOM AND BOARD ASSISTANCE**

Damage deposits, short term rent subsidies and assistance with utilities	
Household goods and/or furnishings	
Number of youth to be served	
Total cost	\$

Total unduplicated number of youth to be served: _____

Total amount of 2009 CHAFEE/SELF funds requested: \$ _____

RETURN COMPLETED PROPOSAL TO:

**Claire Hill, SELF program consultant
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E-mail: claire.d.hill@state.mn.us**

Non-profit agencies funded by DHS to serve youth ages 16-18

In the metro area:

- Genesis II for Families, St. Paul. Contact Jane Bates, (612) 617-0191
- Hearthstone of Minnesota (serves youth placed in their homes). Contact Jan Gibson Talbot, (651) 457-2629
- Human Services, Inc., Washington County. Contact Lisa Warner, (651) 351-3122
- PATH (serves youth placed in their homes). Contact Gretchen Welch, (320) 529-0862
- Summit Academy OIC, Minneapolis. Contact Leroy West, (612) 377- 0150

In greater Minnesota:

- Arrowhead Economic Opportunity Agency (AEOA), serves Grand Rapids and the Iron Range. Contact DeAnna Winge, (218) 327-0283
- Catholic Charities SAIL Program, St. Cloud, serves multiple counties. Contact Stacy Pederson, (320) 240-8204
- Complementary Support Services, serves Chisago County. Contact Shelley Atwood, (612) 961-1434
- The Evergreen House, Bemidji. Contact Rebecca Schueller, (218) 751-8223, ext. 120
- Lutheran Social Service, Duluth, has multiple service sites. Contact Angie Skogstad, (218) 727-8350
- Lutheran Social Service, Willmar, has multiple service sites. Contact Angie Mateski, (320) 231-7075
- Red Wing Youth Outreach. Contact Jinny Rietmann, (651) 385-6372
- Southwest MN Private Industry Council, Marshall. Contact Juanita Lauritsen, (507) 537-6987
- Rochester Area Y. Contact Teresa Byland, (507) 287-2260, ext. 327

Recommended tools for teaching life skills in a group

Minnesota Department of Human Services staff offer an annual two-day workshop on how to teach adolescents life skills in a group. Notice of the training is sent to all counties and tribes.

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

- Casey Life Skills: <http://www.caseylifeskills.org>
- The National Resource Center for Youth Services: <http://www.nrcys.ou.edu>
- Project Adventure: <http://www.pa.org>
- Social Learning: <http://www.sociallearning.com>
- Independent Living Resources, Inc.: <http://www.independentlivingresources.com>
- Relationship Skills for Teens: http://www.buildmgrelationships.org/love_u2.htm
- Northwest Media: <http://www.northwestmedia.com>.

Recommended Tools for teaching life skills on a one-to-one basis

National Youth Resource Center – <http://www.nyrc.ou.edu>

- *Your Promising Future — Career Development Tools for Young Adults*, instructor guide, \$24.95, student workbook, \$12.95.
- *I Can Do It! A Micropedia of Living on your Own*, \$18.00.
- *Making Choices — Life Skills for Adolescents*. Instructor manual, \$89.95, student workbook, \$8.95.
- *Operation Independence*. A collection of activities to become better thinkers and planners, \$25.00.
- *Passages -- A Journal for Growing Home*, A tool to use with self selected "Passages Partner," \$15.00.
- *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 – <http://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 – <http://www.caseylifeskills.org>

- *I'm Getting Ready - I Can Do It!* Interactive workbook covering many life skills topics, \$18.00.
- *Preparing Adolescents for Young Adulthood*, Workbook Series (five modules). Print from Web site. Can be used by youth alone or with an adult.
- *The Teen Age Human Body: Operator's Manual*. Eleven parts, for youth working alone or with an adult, \$11.95 plus shipping.
- *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 discussion guide. For both foster parents and youth, \$49.00.
- Personal Information Record Keeper, \$29.95.
- *I Can Manage Life*. Ninety activities on how to make major life choices. Instructor guide, \$12.95, youth workbook, \$7.95.
- *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.
- Tough Decisions, \$22.50.
- Unmasking Sexual Con Games: A Teen's Guide, \$6.95.
- Using the Newspaper to Teach Basic Learning Skills, \$26.50.
- What Do You Really Want? How to Set Goals and Go For It, \$12.95.
- Your Checking Account, teacher's guide, \$14.50, student book, \$16.50.

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:

- <http://www.vstreet.com>, \$24.00 per year. Requires a computer with internet. Try the free tutorial.
- <http://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.fyi3.com> provides a national network, resources and encouragement for youth in foster care to be involved, informed and independent.
- 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.

- Out Proud: <http://www.outproud.org> offers information and resources for gay, lesbian, bisexual, transgender and questioning youth.
- Mapping Your Future: <http://www.mapping-your-future.org/planning/> has information on planning a career, selecting and paying for school.
- Career Voyages: <http://www.careervoyages.gov/> online videos for various careers.
- Next Steps: <http://www.nextsteps.org/career/index/html>.
- 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/consumer/cars.CarHandbook/default.htm>.
- 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/master/cfm/main/home> is a computer game that teaches financial literacy. The middle school level curriculum is appropriate for high school youth as well.
- Register to vote online: <https://ssl.capwiz.com/congressorg/e4/nvra>.
- Project C3: <http://www.c3mn.org/> a searchable database containing resources for youth in central Minnesota and the metro area.
- <http://www.MinnesotaHelp.info> a searchable database of resources statewide by zip code.

Recommended tools for getting foster parents involved

- 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 Web site, free.
- National Youth Resource Center – <http://www.nrcvs.ou.edu>. Skill Strengthening the Adolescent - New Strategies and Perspectives on Teaching Pro-Social Skills, \$19.95.
- Social Learning – <http://www.sociallearning.com/catalog/item/L912.html>. Foster Parent College. Online interactive courses that an agency can pay for, \$8.00 per course.

Preparing Youth for Adulthood			
This is not an exhaustive list. It is suggested that the youth's team use it as a guide, and add, change or delete tasks as needed.			
Independent Living Skills Assessment			
Social Worker/Agency	Youth	Foster Parents	Youth's Family
<ul style="list-style-type: none"> • Provide overall case management. • Coordinate ongoing assessments with youth and his/her team. • Assist youth in completing the Ansell-Casey Assessment. • Ensure foster parents are equal team members, seek their advice, and take their recommendations seriously. • Engage youth, family, foster parents, and other team members in all phases of the ILS process, assessments, and planning to support youth's successful transition to adulthood. • Share information, expertise, and insights about youth's strengths and needs with his/her team. • Explain to youth, family, and foster parents the reasons for assessments, the process and possible outcomes. • Refer for assessments, coordinate, and participate as requested and needed. • Share assessment results with the team. • Be familiar with resources and services and how to access them. • Encourage and support youth. • Provide training information to the foster parents. 	<ul style="list-style-type: none"> • Discuss assessment options with the social worker and other team members to decide which would be most helpful. • Complete the Ansell-Casey Assessment. • Share information, expertise and insights about strengths and needs with the social worker, foster parents and other team members. • Participate in assessments to identify strengths and needs of each domain. • Share hopes and dreams for future with the rest of the team. 	<ul style="list-style-type: none"> • Share information, expertise and insights about youth's capabilities, strengths, and needs with youth and social worker. • Participate in assessments as needed and requested. • Be familiar with resources and services available for youth in transition, and know how to access them. • Encourage and support youth. • Consider completing the Ansell-Casey Foster Family Assessment. • Assist youth in identifying hopes and dreams for the future, and sharing them with his/her team. • Attend training on working with adolescents. 	<ul style="list-style-type: none"> • Share information, expertise, and insights about youth's strengths and needs with youth and social worker. • Participate in assessments as needed or requested. • Maintain a visitation schedule. • Encourage and support youth.

Independent Living Skills (ILS) Plan			
Social Worker/Agency	Youth	Foster Parents	Youth's Family
<ul style="list-style-type: none"> • Create a standardized checklist to document the progress and the areas that need to be addressed in the ILS plans and Individualized Education Plans (IEP.) • Use assessment results to develop goals and tasks in plans. • Include youth and his/her team (family, foster parents, teachers, etc.) in developing and reviewing plans. • Along with the plan, consider reviewing the tasks outlined on the Permanency Pact and ask team members to provide support and offer assistance in specific areas. • Develop and implement ILS classes and information that are appropriate for youth with special needs (mental health challenges, learning disabilities, emotionally disturbed.) • Work with the schools to include life-skill areas in the curricula and IEP. Add information in ILS plans. • Engage youth in identifying individuals and supports they want or need to prepare for transitioning to adulthood. • Arrange for and facilitate meetings among ILS service providers to identify gaps in services and to fill those gaps. • Promote good communication and cooperation among youth, workers, foster parents, teachers and therapists involved. • Identify short term and long term goals and include them on the ILS Plan. • Provide foster parents with a copy of the ILS plan, goals, services, components and class schedules. Clarify their roles/expectations. • Encourage continuing ILS training for foster parents. • Monitor, and formally update the ILS Plan to ensure it is meeting the needs of the youth, every six months or as needed. 	<ul style="list-style-type: none"> • Actively involved in developing, updating, and reviewing ILS plans. • Identify team member to participate in developing and reviewing ILS plans. • Identify services and supports needed to achieve ILS plan tasks. 	<ul style="list-style-type: none"> • Use assessment results to develop the ILS Plan. • Participate in developing and reviewing ILS plans. • Ensure that plans meet youth's short-term and long-terms needs. • Obtain copies of ILS plans. • Understand and implement responsibilities outlined in the plans. • Assist youth in achieving tasks and goal of the plans. • Promote communication and cooperation among youth, workers, teachers and therapists involved. • Advocate for services. • Attend training to build skills to work with youth transition to adulthood. 	<ul style="list-style-type: none"> • Participate in developing and reviewing ILS plans. • Understand and implement responsibilities outlined in plans. • Advocate for services. • Maintain contact with youth.

Independent Living Skills Plan Implementation			
Social Worker/Agency	Youth	Foster Parents	Youth's Family
<ul style="list-style-type: none"> • Provide intense case management services to youth ages 18-21 for successful transition from foster care to the community. • Market the ILS sessions directly to youth and foster parents. • Offer after-school and summer programs for youth. • Coordinate the location and times of the ILS classes with other activities for all members of the foster family. • Explain the court process to youth, family, foster parents, and team members as it pertains to the discharge hearing and the youth's rights and responsibilities. • Assist youth with SSI and Medical Assistance (MA) benefits before they leave foster care. • Provide youth access to dental care and uninterrupted MA benefits after youth reaches age 18. • Continue to involve the youth's family in all aspects of case planning. 	<ul style="list-style-type: none"> • Participate in ILS classes. • Complete tasks to successfully transition from foster care. • Communicate successes, challenges, hopes and fears with the team helping the transition. • Ask for assistance. • Share information with social worker, family, foster parents, and other team members regarding the discharge hearing and desired outcomes. 	<ul style="list-style-type: none"> • Incorporate ILS instruction into everyday situations • Support youth's ILS plan and success. • Assist youth with challenges in completing plan tasks and goals. • Help coordinate times and locations of ILS classes. • Provide transportation to ILS classes when possible and needed. • Attend court hearings with youth. Advise the court of youth's strengths and needs regarding discharge planning. • Formally and informally keep track of progress made in all areas of plans. 	<ul style="list-style-type: none"> • If appropriate, attend court hearings with youth. • Participate in ILS plan activities as assigned. • Maintain contact with youth.

Transition Planning			
Social Worker/Agency	Youth	Foster Parents	Youth's Family
<ul style="list-style-type: none"> • Assist youth in identifying adults who could provide support after his/her discharge from foster care. • Ensure a successful transition by confirming that there is a plan during placement and after discharge for all areas listed on the ILS plan (employment/career, transportation/driver's license, money management, housing, health care/medical coverage, educational/vocational, establishing/maintaining connections with family and community). • Become familiar with the resources/services available and provide information to youth (i.e. ETV program/SELF*). • Notify youth not under state guardianship, per Minn Rule 9560.0660, of the availability of benefits up to age 21. • Notify youth under state guardianship, per Minn. Rule 9560.0470, in writing of their rights to request the continuation of social services and access to financial assistance beyond age 18. • Continue to include youth's team in all aspects of case planning, and in transition planning. Consider Transition Conferencing or Permanency Pact. • Assist youth interested in attending post-secondary programs with identifying tasks and goals, and team members to support youth in accomplishing them. • Prior to discharge, provide youth with his/her Social Security card, birth certificate, state identification or drivers license; school, medical, dental records; sibling contact information if they are in foster care. • For youth age 16 and older, the court shall hold an annual hearing to review the youth's independent living plan, and make findings on the progress of preparing youth for independent living. 	<ul style="list-style-type: none"> • Identify adults who could provide support after discharge from the foster home. • Be involved in ILS and transition planning. • If requesting to remain in foster care beyond age 18, submit a request for continuing in foster care per Minn. Rule 9560.0660. 	<ul style="list-style-type: none"> • Promote visitation with youth and his/her family. • Discuss with youth what his/her plans are after discharge, including housing, education, employment, financial, support, etc. • Complete, with youth, a life book to give them at discharge. • Define clearly what the relationship, if any, will be with youth after their discharge. • Prior to discharge, assist the social worker in obtaining the following items for youth: Social Security card; school, medical, dental records; birth certificate; state identification or driver's license; sibling contact information if they are in foster care. 	<ul style="list-style-type: none"> • Maintain contact with youth, especially if they are returning to live with parents. • Be involved in transition planning.

For more information on the Education and Training Voucher (ETV) program and the SELF program go to the Minnesota Department of Human Service Adolescent Services Web site: <http://www.dhs.state.mn.us>, click Children and Adolescent Services.