

## **Foster Care Guide for Partnership Development (DRAFT)**

### **Introduction**

The ordinary challenges of every day life can be overwhelming for children and youth in the foster care system. National experts have expressed growing concern that these challenges may be even more pronounced for youth who are transitioning out of the foster care system and are faced with the additional challenges associated with acquiring additional education, finding a job, and living independently. Many of the youth in foster care have disabilities, a factor that can make this transition even more challenging. While 30 to 40 percent of the more than 500,000 children in foster care are enrolled in special education, there are many more foster care youth who have mental and emotional disabilities and are not enrolled in special education. Of all of the youth in the foster care system, between 18,000 and 20,000 are 16 years of age and older, and transition out of the foster care system each year.

The ***Foster Care Guide for Partnership Development*** identifies key federal legislation that is either targeted specifically for youth in foster care or for which youth in foster care would likely be eligible. The framework for examining the programs, services and supports authorized under these laws is developed around the *Guideposts for Success*. The *Guideposts* represent a conceptual framework developed by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) in conjunction with the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) that can be used to identify the content of what all youth need during the critical transition age years to enter adulthood. Based on an extensive literature review of relevant research, lessons learned from demonstration projects, and a review of effective practices covering a wide range of programs and services (including lessons from youth development, quality education, and workforce development programs), NCWD/Youth has identified core commonalities across disciplines, programs and institutional settings and used this information to identify five general categories of needs that, when met, can assist families, service providers, and youth themselves in effectively navigate the process of transitioning from secondary education to adult life. The five categories of general need identified in the *Guideposts* are: 1. school-based preparatory experiences; 2. career preparation and work-based learning experiences; 3. youth development and leadership activities; 4. connecting activities; and 5. family involvement and supports. The *Guideposts for Success*, which can be accessed by going to the NCWD-Youth web site ([www.ncwd-youth.info](http://www.ncwd-youth.info)), then spell out specific needs that fall under each of these areas of general need.

While the *Guideposts* identify a range of opportunities, supports, and services that all youth, including youth with disabilities, need in order to transition from adolescence to productive adulthood and citizenship, the ***Foster Care Guide for Partnership Development*** builds upon the *Guideposts* to address some of the unique needs of youth in foster care. Successful transition for foster care youth, ages 14 to 25 years, means that upon leaving the care of the public child

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welfare system, a young person is pre-disposed to a life of meaning and purpose. The transition should be characterized by:

- A connection to family, peers and caring adults;
- The completion of age appropriate educational levels;
- A safe and stable place to live;
- An opportunity for career exploration and employment;
- An understanding of how to manage financial assets; and
- Opportunities for social and civic engagement.

The ***Foster Care Guide for Partnership Development*** is part of a series of NCWD/Youth products built upon the *Guideposts for Success*.

### **How to Use This Guide**

While the primary functions of the public child welfare system are relate to the safety, permanency and well-being of the young people in the system, regardless of their ages, youth in foster care can benefit from a variety of program and services designed for all youth as well as those designed for youth with disabilities. However, the ***Foster Care Guide for Partnership Development*** focuses on a number of specialized programs and services available specifically to assist youth in foster care.

This ***Guide*** identifies the services and supports that are available under different foster care laws and related legislation and programs, and ties various provisions in authorizing legislation to specific activities within the enhanced *Guideposts* that will help to facilitate a successful transition for youth in foster care. The federal legislation addressed in this ***Guide*** include: The Foster Care Independence Act of 1999, the Chaffee Educational and Training Voucher Program; Children and Family Services Including Promoting Safe and Stable Families (Title IV, Part B); Foster Care Adoption Assistance (Title IV, Part E); Medicaid; Temporary Aid to Needy Families; and Healthy and Ready to Work.

There are two main parts to the ***Foster Care Guide for Partnership Development***. The first section provides an overview of seven potential funding sources that one might tap to provide services for youth in foster care that are

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applicable to each element of the enhanced *Guideposts*. The second section contains specific information on these seven funding sources, again tied to the various elements of the *Guideposts*. The first column of each chart in this section identifies the general and specific needs that fall under each guidepost. The second column provides descriptions of the legislative framework, context and priorities of each piece of legislation or federally-funded program. The third column of each chart focuses on specific allowable activities authorized under the legislation or program that are applicable to the specific need identified for transition age youth in foster care. In some cases, these needs have been expanded to include some of the specialized needs of youth with disabilities in foster care.

Thus, this **Guide** identifies potential sources of funding for the various activities that have been identified under each guidepost as key elements in ensuring a successful transition from the child welfare system to independence and all of the things associated with being an adult such as seeking additional education and training, engaging in employment, and living independently. As such, this **Guide** is intended to provide state and local policy makers, educators, social workers, mental health professionals, related service providers, lawyers, etc. with specific ideas about where to look for specific services and supports or for funding to secure needed services and supports. There are many factors that may come into play in a state or locality that will impact the availability of specific services, supports and funding. Consequently, while the **Foster Care Guide for Partnership Development** will give you ideas about where to seek services and funding, the situation within an individual state or locality will actually determine whether or not that service or funding is available for a particular youth in foster care. As you will see from the **Guide**, there are many opportunities for collaboration between systems, particularly with the flexibility built into some of these sources of assistance. However, while the information in this Guide will assist you in determining where to look for assistance, you will still have to do the actual research to determine what is actually available in your state or locality and whether or not that assistance is available to a particular foster care youth.

An increased understanding of the challenges facing this population of young people and information on where to access needed services and supports, will significantly increase the likelihood of personal and systemic success. However, even with an understanding of the challenges and information on services and supports, successfully addressing the needs of transition age youth in foster care requires a great deal of coordination and collaboration across systems and across agencies, as well as the promotion of an integrated services approach. Such coordination and collaboration is a necessary precursor for the leveraging (“blending” or “braiding”) of resources among partners and across programs. We hope this **Guide** will assist you in determining opportunities for collaboration and coordination and for leveraging resources.

## Foster Care Guide for Partnership Development Combined Chart

Foster Care Independence Act of 1999 (FCIA)

Chaffee Educational and Training Voucher Program (ETV)

Children and Family Services Including Promoting Safe and Stable Families (IV-B)

Foster Care Adoption Assistance (IV-E)

Medicaid (MED)

Temporary Aid to Needy Families (TANF)

Healthy and Ready to Work (HRTW)

General Need	Specific Need	Yes	No	Possibly
<b>1. School-Based Preparatory Experiences</b>	Because of the transient nature of the foster care system and the lack of traditional family supports, youth in foster care need stable educational environments and access to additional educational supports and services. More specifically, youth in foster care need:			
	To remain in one educational setting or single school system, to the greatest extent possible.	FCIA IV-B IV-E	TANF HRTW	ETV MED
	Access to diverse re-enrollment opportunities to complete high school studies.	FCIA	IV-B IV-E MED TANF HRTW	ETV
	Additional assistance to assure they master basic skills such as through tutoring, after school programs and other services.	FCIA ETV IV-B TANF	IV-E MED HRTW	
	Designated staff at the educational setting with primary responsibility for supporting and monitoring their progress toward educational outcomes.	FCIA ETV	IV-B IV-E MED TANF HRTW	

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	Access to foster care caseworkers trained to support the educational process.	FCIA ETV IV-E TANF	IV-B MED HRTW	
	Educational records stored in a central location and easily retrievable by those who need access to them.	IV-E	FCIA ETV IV-B MED TANF HRTW	
	<b>In addition, youth in foster care with disabilities need:</b>			
	To be engaged in creating, modifying and integrating their Individualized Education Program, Transition Plan and/or Independent Living Plan.	FCIA ETV IV-E HRTW	IV-B MED TANF	
	To be aware that they can bring a non-parental adult, friend, or guardian ad litem to their Individualized Education Program meetings.	FCIA ETV IV-B IV-E HRTW	MED TANF	

**Foster Care Guide for Partnership Development  
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General Need	Specific Need	Yes	No	Possibly
<b>2. Career Preparation and Work-Based Learning Experiences</b>	Because of a lack of family connections and the social and emotional consequences associated with abuse, neglect and abandonment, youth in and preparing to leave foster care need connections to a full range of youth employment programs and services. More specifically, youth in foster care need:			
	Ongoing career interest assessments such as through the Ansell-Casey Life Skills Assessment.	FCIA ETV IV-B IV-E MED TANF HRTW		
	Career exploration, skills building and work-based learning experiences, including entrepreneurship opportunities.	FCIA ETV IV-B TANF HRTW	IV-E MED	
	Permanent and meaningful connections to significant adults as mentors and role models in an employment and training context.	FCIA ETV IV-B TANF HRTW	IV-E MED	
	An understanding of how to normalize getting, keeping and transitioning from one job to another.	FCIA ETV IV-B IV-E TANF HRTW	MED	

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	Independent Living Plans that incorporate employment and training programs and services in a way that integrates federal Foster Care Independence Act funds (a.k.a. the Chafee program) to leverage other youth employment opportunities.	FCIA ETV HRTW	IV-B IV-E MED TANF	
	Employment-based programs that have comprehensive and customized services, including structured work-based learning experiences for transitioning youth, which in turn are likely to require a formal relationship with a private or public child welfare agency.	FCIA ETV TANF HRTW	IV-B IV-E MED	

**Foster Care Guide for Partnership Development  
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General Need	Specific Need	Yes	No	Possibly
<b>3. Youth Development and Leadership</b>	Because there is an expectation that they will live independently by the age of 18, youth in foster care need special attention to the development of social and emotional skills for dealing with the consequences of abuse, neglect and abandonment. More specifically, youth in foster care need:			
	Formal and informal connections to significant adult role models, peer mentors and older youth who have transitioned from foster care to independence.	FCIA ETV IV-B TANF HRTW	IV-E MED	
	Additional emphasis on training in self-advocacy, self-esteem, self-reliance, self-determination and self-sufficiency.	FCIA ETV IV-B TANF HRTW	IV-E MED	
	Ongoing assessments of personal development such as through the Ansell-Casey Life Skills Assessment.	FCIA ETV IV-B IV-E MED TANF HRTW		
	Programs with built-in activities such as “rites of passages” or special recognition of accomplishments.	FCIA ETV IV-B HRTW	IV-E MED TANF	
	Independent Living Plans that incorporate cross-organizational support systems which promote youth development and leadership.	FCIA ETV TANF	IV-B IV-E MED	

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		HRTW		
	Opportunities to participate in advocacy and civic engagements such as through volunteer and leadership roles with foster care boards and associations.	FCIA IV-E HRTW	ETV IV-B MED TANF	
	Connections to services through youth-driven independent living planning meetings which include family members and/or foster parents.	FCIA ETV IV-E TANF HRTW	IV-B MED	
	Connections to lifetime networks of support activities such as foster care alumni associations.	FCIA ETV IV-B HRTW	IV-E MED TANF	
	Exposure to cultural, ethnic, religious and gender-specific experiences as well as culturally competent mentors, peers and program staff.	FCIA ETV IV-B IV-E TANF HRTW	MED	

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General Need	Specific Need	Yes	No	Possibly
<b>4. Connecting Activities</b>	Because of a lack of family connections and the legal expectation that they are to be independent at age 18, youth in foster care need connections to a host of programs and services, particularly in the critical areas of physical and mental health, additional education, employment, housing and income support programs. In addition to these domains, youth in foster care need:			
	Opportunities to obtain and maintain a valid driver's license, library card, voter registration card, birth certificate, medical and other treatment records, green card, and other critical personal documents.	FCIA ETV IV-B IV-E TANF HRTW	MED	
	Both transitional and long-term housing.	FCIA ETV IV-E TANF	IV-B MED	HRTW
	Safety education which prepares them to maintain their safety in personal relationships and in independent living situations.	FCIA IV-B TANF HRTW	IV-E MED	ETV
	Parenting education and child care.	FCIA IV-B TANF HRTW	MED	ETV IV-E
	State and local foster care caseworkers and managers partnering with community providers and businesses to foster connections within these domains.	FCIA ETV	IV-B IV-E MED TANF HRTW	

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General Need	Specific Need	Yes	No	Possibly
<b>5. Family Involvement and Supports</b>	Family reunification is a difficult challenge that cannot be separated from the young person’s desires to go to work, pursue additional education and live independently. Because of the diversity of family experiences and living situations, youth in foster care need systems that recognize an expanded definition of “family” which includes non-relative, caring adults and takes into consideration unique cultural issues and practices.  These systems need to promote permanency, identify and help build a support network of family member(s), peers, mentors, and/or significant adults to be included in all aspects of life planning for the young person. Youth in foster care need birth parents and siblings, foster families, group homes, caseworkers, case managers and/or significant adults who:			
	Participate in “family” team planning that provides opportunities for collaborations among the services providers and the youth.	FCIA ETV IV-B IV-E HRTW	MED TANF	
	Can work with the court system (e.g. attorneys, court appointed special advocates and guardians ad litem) to be aware of, assess and support each young person’s needs, desires and planning process for education, employment and independent living options.	FCIA ETV IV-B IV-E	MED TANF HRTW	
	Have knowledge of their and the young person’s rights and responsibilities under child welfare, transition and youth-related legislation.	FCIA ETV IV-E HRTW	IV-B MED TANF	
	<b>Additionally, youth in foster care who have disabilities need birth parents and siblings, foster families, group homes,</b>			

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	<b>caseworkers, case managers, and/or significant adults who:</b>			
	Understand and are trained in recognizing, assisting and supporting youth in dealing with the social and emotional consequences of having been abused, neglected and/or abandoned as a direct result of their disability(ies).	FCIA ETV IV-B IV-E MED HRTW	TANF	
	Know how to access and make connections to and between the child welfare system and various disability programs and services.	FCIA ETV IV-B MED HRTW	IV-E TANF	

**Foster Care Guide for Partnership Development  
Chafee Foster Care Independence Act of 1999 (FCIP)**

The Foster Care Independence Act of 1999 (P.L. 106-169) amends Sections 471, 472, 474, 475 and 477 of Title IV-E of the Social Security Act and authorizes the Foster Care Independence Program (FCIP). The purposes of the FCIP are to:

- Help youth likely to remain in foster care to age 18 to achieve self-sufficiency by providing a range of educational, employment, life skill and health care services;
- Help these youth to receive the education, training and services necessary to obtain employment;
- Help these youth prepare for and enter postsecondary education;
- Provide youth aging out of foster care with personal and emotional support through mentors, and other interactions with adults; and
- Provide financial assistance, housing, counseling, employment, education and other supports specifically to former foster care recipients between the ages of 18 and 21 to assist them in achieving self-sufficiency.

<b>Specific Need</b>	<b>Legislative Framework</b>	<b>Allowable Activities</b>
<p><b>1. School-Based Preparatory Experiences</b></p> <p>Because of the transient nature of the foster care system and the lack of traditional family supports, youth in foster care need stable educational environments and access to additional educational supports and services. More specifically, youth in foster care need:</p>		
<p>To remain in one educational setting or single school system, to the greatest extent possible.</p>		<p>Yes. FCIP funds can help support an older youth with room and board in the community so that he or she can stay in the same educational setting and complete school upon turning 18.</p>
<p>Access to diverse re-enrollment opportunities to complete high school</p>		<p>Yes. FCIP funds may be used to support alternative educational</p>

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studies.		opportunities for foster care youth to complete high school studies.
Additional assistance to assure they master basic skills such as through tutoring, after school programs and other services.		Yes. FCIP funds may be used for education support services including tutoring, mentoring, internships and other supports that will assist in the acquisition and development of basic skills.
Designated staff at the educational setting with primary responsibility for supporting and monitoring their progress toward educational outcomes.		Yes. FCIP funds may be used for assessments, and other activities designed to support and monitor progress toward educational outcomes.
Access to foster care caseworkers trained to support the educational process.		Yes. FCIP funds may be used to enhance caseworkers' skills and competence for working with adolescents as they make the transition to adulthood.
Educational records stored in a central location and easily retrievable by those who need access to them.		No.
<b>In addition, youth in foster care with disabilities need:</b>		
To be engaged in creating, modifying and integrating their Individualized Education Program, Transition Plan and/or Independent Living Plan.		Yes. The FCIP <i>requires</i> that youth are actively engaged in creating, modifying and integrating their Individual Educational Plans, Transition Plans and Independent Living Plans. Support for this engagement, including training and supporting youth in developing self-

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		advocacy skills may be paid for with FCIP funds.
To be aware that they can bring a non-parental adult, friend, or guardian ad litem to their Individualized Education Program meetings.		Yes. Youth receiving FCIP services and funds may bring their Independent Living Program staff, caseworker, or adult or peer mentor to meetings in educational settings.
<p><b>2. Career Preparation and Work-Based Learning Experiences</b></p> <p>Because of a lack of family connections and the social and emotional consequences associated with abuse, neglect and abandonment, youth in and preparing to leave foster care need connections to a full range of youth employment programs and services. More specifically, youth in foster care need:</p>		
Ongoing career interest assessments such as through the Ansell-Casey Life Skills Assessment.		Yes. FCIP funds may be used to provide assessments including the Ansell-Casey Life Skills Assessment.
Career exploration, skills building and work-based learning experiences, including entrepreneurship opportunities.		Yes. FCIP funds may be used to provide opportunities for career exploration, skill-building and work-based learning experiences including transportation to and from such settings, internships, uniforms or other necessary supplies and school-based extra curricular activities.
Permanent and meaningful connections		Yes. FCIP funds may be used to

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<p>to significant adults as mentors and role models in an employment and training context.</p>		<p>support mentoring, internships and other programs which provide access to meaningful connections to adults in employment and training context.</p>
<p>An understanding of how to normalize getting, keeping and transitioning from one job to another.</p>		<p>Yes. FCIP funds may be used to provide life skills training including pre-vocational support, job placement and job retention training, support and services. Continued life skills training, career counseling and case management may also be provided for youth between the ages of 18-21.</p>
<p>Independent Living Plans that incorporate employment and training programs and services in a way that integrates federal Foster Care Independence Act funds (a.k.a. the Chafee program) to leverage other youth employment opportunities.</p>		<p>Yes. The FCIP <i>requires</i> a state plan which demonstrates coordination with other youth-serving service providers, including those offering youth employment opportunities.</p>
<p>Employment-based programs that have comprehensive and customized services, including structured work-based learning experiences for transitioning youth, which in turn are likely to require a formal relationship with a private or public child welfare agency.</p>		<p>Yes. The FCIP strongly encourages a comprehensive approach to work-based learning experiences and formal relationships between employment providers and child welfare agencies including Independent Living Programs.</p>
<p><b>3. Youth Development and Leadership</b></p> <p>Because there is an expectation that they will live independently by the age of 18, youth in foster care need special</p>		

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<p>attention to the development of social and emotional skills for dealing with the consequences of abuse, neglect and abandonment. More specifically, youth in foster care need:</p>		
<p>Formal and informal connections to significant adult role models, peer mentors and older youth who have transitioned from foster care to independence.</p>		<p>Yes. The FCIP makes it clear that Independent Living Programs may and should be provided concurrently with other permanency planning activities for youth. FCIP-funded independent living services can and should provide information about skill-building related to and opportunities to develop life-long relationships.</p>
<p>Additional emphasis on training in self-advocacy, self-esteem, self-reliance, self-determination and self-sufficiency.</p>		<p>Yes. FCIP funds may be used to provide self-advocacy skills training.</p>
<p>Ongoing assessments of personal development such as through the Ansell-Casey Life Skills Assessment.</p>		<p>Yes. FCIP funds may be used for ongoing assessments, including the Ansell Casey Assessment.</p>
<p>Programs with built-in activities such as “rites of passages” or special recognition of accomplishments.</p>		<p>Yes. FCIP funds may be used to support “rites of passage” activities, celebrations and extra curricular activities for youth.</p>
<p>Independent Living Plans that incorporate cross-organizational support systems which promote youth development and leadership.</p>		<p>Yes. States receiving FCIP funds are <i>required</i> to coordinate across systems and support opportunities for youth leadership development. FCIP funds may be used for the development of youth advisory boards and other systems which promote such</p>

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		leadership opportunities.
Opportunities to participate in advocacy and civic engagements such as through volunteer and leadership roles with foster care boards and associations.		Yes. FCIP funds may be used to support youth engagement in youth advisory boards, foster care boards, foster parent associations, foster parent training, publication of materials such as newsletters, making presentations at conferences, etc.
Connections to services through youth-driven independent living planning meetings which include family members and/or foster parents.		Yes. FCIP funds may be used to support the inclusion of family members -- broadly defined and including foster families -- in youth-driven independent living planning meetings.
Connections to lifetime networks of support activities such as foster care alumni associations.		Yes. FCIP funds may be used to support the development and ongoing activities of foster care support groups and alumni network associations.
Exposure to cultural, ethnic, religious and gender-specific experiences as well as culturally competent mentors, peers and program staff.		Yes. FCIP funds may be used to support cultural, ethnic, religious and gender-specific experiences and FCIP funds may be used to support cultural competence training for mentors and staff.
<p><b>4. Connecting Activities</b></p> <p>Because of a lack of family connections and the legal expectation that they are to be independent at age 18, youth in foster care need connections to a host of programs and services, particularly in the</p>	States receiving FCIP funds may opt to provide Medicaid coverage for youth aging out of foster care. In addition, FCIP funds may be used to provide a range of services that support the physical and mental health of youth, including training,	

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critical areas of physical and mental health, additional education, employment, housing and income support programs. In addition to these domains, youth in foster care need:	information and education about health and mental health care, life skills development, transportation, and room and board. Up to 30% of FCIP funds may be used to provide room and board for youth over the age of 18 (up to age 21).	
Opportunities to obtain and maintain a valid driver's license, library card, voter registration card, birth certificate, medical and other treatment records, green card, and other critical personal documents.		Yes. FCIP funds may be used to assist youth in obtaining necessary personal documents.
Both transitional and long-term housing.		Yes. Up to 30% of FCIP funds may be used to support transitional housing needs, and/or transition into long term housing (such as payment of rental deposits) for youth exiting foster care.
Safety education which prepares them to maintain their safety in personal relationships and in independent living situations.		Yes. FCIP funds may be used to provide safety education.
Parenting education and child care.		Yes. FCIP funds may be used to provide parenting education and child care, and/or these funds may be used to assist youth in connecting with and accessing parenting and child care services available in the community. For example, FCIP funds could provide a case manager or mentor who helps a youth to apply for subsidized child care.

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<p>State and local foster care caseworkers and managers partnering with community providers and businesses to foster connections within these domains.</p>		<p>Yes. FCIP funds may be used to support caseworker activities related to developing and maintaining relationships with community providers and businesses.</p>
<p><b>5. Family Involvement and Supports</b></p> <p>Family reunification is a difficult challenge that cannot be separated from the young person’s desires to go to work, pursue additional education and live independently. Because of the diversity of family experiences and living situations, youth in foster care need systems that recognize an expanded definition of “family” which includes non-relative, caring adults and takes into consideration unique cultural issues and practices.</p> <p>These systems need to promote permanency, identify and help build a support network of family member(s), peers, mentors, and/or significant adults to be included in all aspects of life planning for the young person. Youth in foster care need birth parents and siblings, foster families, group homes, caseworkers, case managers and/or significant adults who:</p>	<p>The FCIP recognizes, supports and promotes continued focus on permanency planning for youth receiving independent living services and FCIP funds can be used to support activities designed to foster and promote permanence for youth.</p>	
<p>Participate in “family” team planning that</p>		<p>Yes. FCIP funds may be used to</p>

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provides opportunities for collaborations among the services providers and the youth.		include family engagement in family team meetings.
Can work with the court system (e.g. attorneys, court appointed special advocates and guardians ad litem) to be aware of, assess and support each young person’s needs, desires and planning process for education, employment and independent living options.		Yes. FCIP funds may be used to provide training or consultation to people within the court system to assist them in serving older youth.
Have knowledge of their and the young person’s rights and responsibilities under child welfare, transition and youth-related legislation.		Yes. States receiving FCIP funds <i>must</i> provide materials and information to youth about their rights and responsibilities.
<b>Additionally, youth in foster care who have disabilities need birth parents and siblings, foster families, group homes, caseworkers, case managers, and/or significant adults who:</b>		
Understand and are trained in recognizing, assisting and supporting youth in dealing with the social and emotional consequences of having been abused, neglected and/or abandoned as a direct result of their disability(ies).		Yes. States receiving FCIP funds <i>must</i> provide information about and linkages to organizations providing support for youth with disabilities.
Know how to access and make connections to and between the child welfare system and various disability programs and services.		Yes. States receiving FCIP funds <i>must</i> coordinate foster care independent living activities with vocational rehabilitation services, maternal and child health services,

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		and other systems and programs serving youth with disabilities.
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## Foster Care Guide for Partnership Development Chafee Educational and Training Voucher Program (ETV)

Title II, Section 201 of the Promoting Safe and Stable Families Amendments (PSSF Amendments) of 2001, entitled “The Education and Training Vouchers Program (ETV) for Youths Aging out of Foster Care,” amends section 477 of Title IV-E of the Social Security Act, adding a sixth purpose to the Chafee Foster Care Independence Program. The law authorizes funds for payments to states for postsecondary educational and training vouchers for youth likely to experience difficulty as they transition to adulthood after the age of 18, including:

- All youth eligible for services under the Foster Care Independence Program (FCIP), *as well as* youth adopted from foster care at or over the age of 16, are eligible for vouchers.
- Youth may remain eligible up to age 23, provided they were in a postsecondary education or training program at the age of 21 and continue to make good progress in the program.

This new program authority expands and supplements the assistance authorized in the 1999 Foster Care Independence Act under section 422(a)(3)... to help children who are likely to remain in foster care until 18 years of age prepare for and enter postsecondary training and education institutions. However, states may not use the ETV funds to supplant existing postsecondary educational support provided to foster care youth.

The ETV program makes available vouchers of up to \$5,000 per year per eligible youth which may be used to provide for the cost of attendance at an approved institution of higher education or an accredited vocational or technical training program. These vouchers may be used for a variety of services and supports designed to assist an individual in attending and satisfactorily completing postsecondary education or training. The services and supports may include, but are not limited to: tuition, fees, books, equipment (computer), supplies, uniforms, housing, internships and school-related travel.

According to the Children’s Bureau’s Program Instructions for this program, state applications for receipt of ETV funding must demonstrate that these funds will be used to help youth make the transition to self-sufficiency, and help youth receive the education, training and services necessary to obtain employment.

Specific Need	Legislative Framework	Allowable Activities
<p><b>1. School-Based Preparatory Experiences</b></p> <p>Because of the transient nature of the foster</p>		

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care system and the lack of traditional family supports, youth in foster care need stable educational environments and access to additional educational supports and services. More specifically, youth in foster care need:		
To remain in one educational setting or single school system, to the greatest extent possible.		Possibly.
Access to diverse re-enrollment opportunities to complete high school studies.		Possibly.
Additional assistance to assure they master basic skills such as through tutoring, after school programs and other services.		Yes. Services include any support that will enhance a youth's capacity to make a successful transition.
Designated staff at the educational setting with primary responsibility for supporting and monitoring their progress toward educational outcomes.		Yes. Staff in the educational setting can provide both outreach (informing students about the availability of ETV) and assessments, particularly those designed to identify youth at high-risk of dropping out, including parenting students, those with learning disabilities, first generation college students and those who are gay, lesbian, bisexual, transgender or questioning youth in order to support their access to ETV and success in post-secondary education.
Access to foster care caseworkers trained to support the educational process.		Yes. Foster care caseworkers are also allowed to provide outreach and assessment related to the ETV program for eligible youth.

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Educational records stored in a central location and easily retrievable by those who need access to them.		No.
<b>In addition, youth in foster care with disabilities need:</b>		
To be engaged in creating, modifying and integrating their Individualized Education Program, Transition Plan and/or Independent Living Plan.		Yes. Outreach efforts should target youth with disabilities in foster care to ensure that they are assessed for eligibility for the ETV program. Application to this program can be included in the youth's Individualized Education Plan.
To be aware that they can bring a non-parental adult, friend, or guardian ad litem to their Individualized Education Program meetings.		Yes. ETV funds may be used to provide information and materials regarding rights and options to youth.
<b>2. Career Preparation and Work-Based Learning Experiences</b>		
Because of a lack of family connections and the social and emotional consequences associated with abuse, neglect and abandonment, youth in and preparing to leave foster care need connections to a full range of youth employment programs and services. More specifically, youth in foster care need:		
Ongoing career interest assessments such as through the Ansell-Casey Life Skills Assessment.		Yes.
Career exploration, skills building and work-based learning experiences, including		Yes.

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entrepreneurship opportunities.		
Permanent and meaningful connections to significant adults as mentors and role models in an employment and training context.		Yes. ETV funds may be used to support mentors who work with youth in employment and training settings.
An understanding of how to normalize getting, keeping and transitioning from one job to another.		Yes.
Independent Living Plans that incorporate employment and training programs and services in a way that integrates federal Foster Care Independence Act funds (a.k.a. the Chafee program) to leverage other youth employment opportunities.		Yes. ETV programs should coordinate closely with state Independent Living Programs. State applications for ETV must demonstrate how the vouchers will be used to support youth obtaining the education and other services necessary to obtain employment.
Employment-based programs that have comprehensive and customized services, including structured work-based learning experiences for transitioning youth, which in turn are likely to require a formal relationship with a private or public child welfare agency.		Yes. ETV funds may be used to support a youth's participation in such a setting, however, may not be used to fund or create such a setting.
<p><b>3. Youth Development and Leadership</b></p> <p>Because there is an expectation that they will live independently by the age of 18, youth in foster care need special attention to the development of social and emotional skills for dealing with the consequences of abuse, neglect and abandonment. More specifically, youth in foster care need:</p>		

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Formal and informal connections to significant adult role models, peer mentors and older youth who have transitioned from foster care to independence.		Yes. ETV programs can provide ongoing support to youth in postsecondary educational settings, and such support may be provided through peer or adult mentors. In addition, ETV programs should connect youth to other supportive programs such as TRIO, and campus support groups, mental health services, tutors and career-support offices.
Additional emphasis on training in self-advocacy, self-esteem, self-reliance, self-determination and self-sufficiency.		Yes.
Ongoing assessments of personal development such as through the Ansell-Casey Life Skills Assessment.		Yes.
Programs with built-in activities such as “rites of passages” or special recognition of accomplishments.		Yes. Youth are encouraged and given incentives to complete high school or alternative school programs.
Independent Living Plans that incorporate cross-organizational support systems which promote youth development and leadership.		Yes.
Opportunities to participate in advocacy and civic engagements such as through volunteer and leadership roles with foster care boards and associations.		No.
Connections to services through youth-driven independent living planning meetings which include family members and/or foster parents.		Yes. ETV funds may be used to support effective and inclusive independent living planning meetings
Connections to lifetime networks of support		Yes. ETV funds may be used to provide

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<p>activities such as foster care alumni associations.</p>		<p>youth with information about organizations such as alumni associations.</p>
<p>Exposure to cultural, ethnic, religious and gender-specific experiences as well as culturally competent mentors, peers and program staff.</p>		<p>Yes. Planning for the use and implementation of ETV funds should include access to diverse experiences and culturally competent staff.</p>
<p><b>4. Connecting Activities</b></p> <p>Because of a lack of family connections and the legal expectation that they are to be independent at age 18, youth in foster care need connections to a host of programs and services, particularly in the critical areas of physical and mental health, additional education, employment, housing and income support programs. In addition to these domains, youth in foster care need:</p>	<p>ETV funds may be used to purchase health insurance for students receiving postsecondary education, and this insurance may cover both physical and mental health services.</p> <p>Students may also be provided with a living stipend as part of their ETV grant and part of this stipend may be used for doctor visit co-pays, prescriptions and other health or mental health services.</p> <p>ETV funds may not be used to directly pay for medical or mental health services.</p>	
<p>Opportunities to obtain and maintain a valid driver's license, library card, voter registration card, birth certificate, medical and other treatment records, green card, and other critical personal documents.</p>		<p>Yes. ETV funds may be used for such purposes to the extent that such documents relate to the young person's application for or acceptance to a post-secondary educational program.</p>

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Both transitional and long-term housing.		Yes. ETV funds may be used to provide support for housing (on or off campus) while a student is attending an institution of higher education or an accredited vocational or technical training program. In addition, the ETV program should incorporate comprehensive transition planning, including arrangements for housing during holidays, summers and school vacations.
Safety education which prepares them to maintain their safety in personal relationships and in independent living situations.		Possibly.
Parenting education and child care.		Possibly.
State and local foster care caseworkers and managers partnering with community providers and businesses to foster connections within these domains.		Yes.
<p><b>5. Family Involvement and Supports</b></p> <p>Family reunification is a difficult challenge that cannot be separated from the young person’s desires to go to work, pursue additional education and live independently. Because of the diversity of family experiences and living situations, youth in foster care need systems that recognize an expanded definition of “family” which includes non-relative, caring adults and takes into consideration unique cultural</p>		

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<p>issues and practices.</p> <p>These systems need to promote permanency, identify and help build a support network of family member(s), peers, mentors, and/or significant adults to be included in all aspects of life planning for the young person. Youth in foster care need birth parents and siblings, foster families, group homes, caseworkers, case managers and/or significant adults who:</p>		
<p>Participate in “family” team planning that provides opportunities for collaborations among the services providers and the youth.</p>		Yes.
<p>Can work with the court system (e.g. attorneys, court appointed special advocates and guardians ad litem) to be aware of, assess and support each young person’s needs, desires and planning process for education, employment and independent living options.</p>		Yes.
<p>Have knowledge of their and the young person’s rights and responsibilities under child welfare, transition and youth-related legislation.</p>		Yes.
<p><b>Additionally, youth in foster care who have disabilities need birth parents and siblings, foster families, group homes, caseworkers, case managers, and/or significant adults who:</b></p>		

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Understand and are trained in recognizing, assisting and supporting youth in dealing with the social and emotional consequences of having been abused, neglected and/or abandoned as a direct result of their disability(ies).		Yes.
Know how to access and make connections to and between the child welfare system and various disability programs and services.		Yes.

## **Foster Care Guide for Partnership Development Child and Family Services Including Promoting Safe and Stable Families (Title IV-B)**

Title IV, Part B of the Social Security Act (42 USC 670), Sections 420 -439, provides the legal framework for a variety of child welfare services.

Part B, Subpart I has the purpose of “enabling the United States, through the Secretary, to cooperate with state public welfare agencies in establishing, extending, and strengthening child welfare services.”

Subpart II has the purpose of enabling “states to develop and establish, or expand, and to operate coordinated programs of community-based family support services, family preservation services, time-limited family reunification services, and adoption promotion and support services.”

To receive funds under Title IV-B, both Subparts, a state must submit an approved State Plan to the federal government. The law lists specific requirements and elements that must be included in the State Plan for Child Welfare Services.

The term "child welfare services" means public social services which are directed toward the accomplishment of the following purposes:

- (A) Protecting and promoting the welfare of all children, including handicapped, homeless, dependent, or neglected children;
- (B) Preventing or remedying, or assisting in the solution of problems which may result in, the neglect, abuse, exploitation, or delinquency of children;
- (C) Preventing the unnecessary separation of children from their families by identifying family problems, assisting families in resolving their problems, and preventing breakup of the family where the prevention of child removal is desirable and possible;
- (D) Restoring to their families children who have been removed, by the provision of services to the children and the families;
- (E) Placing children in suitable adoptive homes, in cases where restoration to the biological family is not possible or appropriate; and
- (F) Assuring adequate care of children away from their homes, in cases where the child cannot be returned home or cannot be placed for adoption.

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Title IV-B funds support all of the above services, as well as research, training, demonstration projects, child welfare traineeships, the Court Improvement program (CIP) and mentoring children of prisoners. In addition, funds are specifically set aside for use by Indian Tribes for their child welfare programs.

<b>Specific Need</b>	<b>Legislative Framework</b>	<b>Allowable Activities</b>
<p><b>1. School-Based Preparatory Experiences</b></p> <p>Because of the transient nature of the foster care system and the lack of traditional family supports, youth in foster care need stable educational environments and access to additional educational supports and services. More specifically, youth in foster care need:</p>		
To remain in one educational setting or single school system, to the greatest extent possible.		Yes. Allowable child welfare activities under Title IV-B include the provision of wrap around or other services designed to help a child remain at home or within their school system.
Access to diverse re-enrollment opportunities to complete high school studies.		No.
Additional assistance to assure they master basic skills such as through tutoring, after school programs and other services.		Yes. After school programs, when used as family support services, may be funded under Title IV-B.
Designated staff at the educational setting with primary responsibility for supporting and monitoring their progress toward educational outcomes.		No.
Access to foster care caseworkers trained to support the educational process.		No.
Educational records stored in a central		No.

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location and easily retrievable by those who need access to them.		
<b>In addition, youth in foster care with disabilities need:</b>		
To be engaged in creating, modifying and integrating their Individualized Education Program, Transition Plan and/or Independent Living Plan.		No.
To be aware that they can bring a non-parental adult, friend, or guardian ad litem to their Individualized Education Program meetings.		Yes. Title IV-B funding may be used to provide information and materials designed to inform youth of their rights and options.
<b>2. Career Preparation and Work-Based Learning Experiences</b>  Because of a lack of family connections and the social and emotional consequences associated with abuse, neglect and abandonment, youth in and preparing to leave foster care need connections to a full range of youth employment programs and services. More specifically, youth in foster care need:		
Ongoing career interest assessments such as through the Ansell-Casey Life Skills Assessment.		Yes. Career assessments may be funded under Title IV-B.
Career exploration, skills building and work-based learning experiences, including entrepreneurship opportunities.		Yes. Career exploration and skill building, particularly as it relates to preventing or remedying abuse, neglect or delinquency of children, are child welfare services that may be funded under Title IV-B.

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Permanent and meaningful connections to significant adults as mentors and role models in an employment and training context.		Yes. Title IV-B funds are sufficiently flexible to allow states to provide a wide range of services to youth in foster care.
An understanding of how to normalize getting, keeping and transitioning from one job to another.		Yes.
Independent Living Plans that incorporate employment and training programs and services in a way that integrates federal Foster Care Independence Act funds (a.k.a. the Chafee program) to leverage other youth employment opportunities.		No. Title IV-B funds are not specifically intended for Independent Living Programs; however, Title IV-B programs may supplement or complement the services provided through the state's Foster Care Independent Living Program (FCIP).
Employment-based programs that have comprehensive and customized services, including structured work-based learning experiences for transitioning youth, which in turn are likely to require a formal relationship with a private or public child welfare agency.		No.
<b>3. Youth Development and Leadership</b>  Because there is an expectation that they will live independently by the age of 18, youth in foster care need special attention to the development of social and emotional skills for dealing with the consequences of abuse, neglect and abandonment. More specifically, youth in foster care need:		
Formal and information connections to significant adult role models, peer mentors		Yes. Mentoring programs, including mentoring the children of prisoners, are

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and older youth who have transitioned from foster care to independence.		allowable Title IV-B child welfare services.
Additional emphasis on training in self-advocacy, self-esteem, self-reliance, self-determination and self-sufficiency.		Yes.
Ongoing assessments of personal development such as through the Ansell-Casey Life Skills Assessment.		Yes. Ongoing assessments of personal development, particularly as it relates to preventing or remedying abuse, neglect or delinquency of children, constitute a child welfare service that may be funded under Title IV-B.
Programs with build-in activities such as “rites of passages” or special recognition of accomplishments.		Yes. Programs with rites of passage and/or recognition of accomplishments may be funded by Title IV-B.
Independent Living Plans that incorporate cross-organizational support systems which promote youth development and leadership.		No.
Opportunities to participate in advocacy and civic engagements such as through volunteer and leadership roles with foster care boards and associations.		No.
Connections to services through youth-driven independent living planning meetings which include family members and/or foster parents.		No.
Connections to lifetime networks of support activities such as foster care alumni associations.		Yes. Promotion of support groups for parents, foster parents, adoptive families and youth in foster care are allowable Title IV-B expenditures.
Exposure to cultural, ethnic, religious and		Yes.

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gender-specific experiences as well as culturally competent mentors, peers and program staff.		
<b>4. Connecting Activities</b>		
Because of a lack of family connections and the legal expectation that they are to be independent at age 18, youth in foster care need connections to a host of programs and services, particularly in the critical areas of physical and mental health, additional education, employment, housing and income support programs. In addition to these domains, youth in foster care need:		
Opportunities to obtain and maintain a valid driver's license, library card, voter registration card, birth certificate, medical and other treatment records, green card, and other critical personal documents.		Yes.
Both transitional and long-term housing.		No.
Safety education which prepares them to maintain their safety in personal relationships and in independent living situations.		Yes. Title IV-B funds may be used to prevent or remedy situations that may result in the neglect, abuse, exploitation or delinquency of children.
Parenting education and child care.		Yes. Parenting education is a child welfare activity that may be paid for with Title IV-B funds.
State and local foster care caseworkers and managers partnering with community providers and businesses to foster connections within these domains.		No.

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<p><b>5. Family Involvement and Supports</b></p> <p>Family reunification is a difficult challenge that cannot be separated from the young person’s desires to go to work, pursue additional education and live independently. Because of the diversity of family experiences and living situations, youth in foster care need systems that recognize an expanded definition of “family” which includes non-relative, caring adults and takes into consideration unique cultural issues and practices.</p> <p>These systems need to promote permanency, identify and help build a support network of family member(s), peers, mentors, and/or significant adults to be included in all aspects of life planning for the young person. Youth in foster care need birth parents and siblings, foster families, group homes, caseworkers, case managers and/or significant adults who:</p>	<p>States may engage in a wide range of activities as part of “time-limited reunification” efforts under Title IV-B, including:</p> <ul style="list-style-type: none"> <li>• Individual, group, and family counseling.</li> <li>• Inpatient, residential, or outpatient substance abuse treatment services.</li> <li>• Mental health services.</li> <li>• Assistance to address domestic violence.</li> <li>• Services designed to provide temporary child care and therapeutic services for families, including crisis nurseries.</li> <li>• Transportation to or from any of the services and activities described in this subparagraph.</li> </ul>	
<p>Participate in “family” team planning that provides opportunities for collaborations among the services providers and the youth.</p>		<p>Yes.</p>
<p>Can work with the court system (e.g. attorneys, court appointed special advocates and guardians ad litem) to be aware of,</p>		<p>Yes. Particularly by engaging with the State Title IV-B funded Court Improvement program (CIP).</p>

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assess and support each young person's needs, desires and planning process for education, employment and independent living options.		
Have knowledge of their and the young person's rights and responsibilities under child welfare, transition and youth-related legislation.		No.
<b>Additionally, youth in foster care who have disabilities need birth parents and siblings, foster families, group homes, caseworkers, case managers, and/or significant adults who:</b>		
Understand and are trained in recognizing, assisting and supporting youth in dealing with the social and emotional consequences of having been abused, neglected and/or abandoned as a direct result of their disability(ies).		Yes. Title IV-B funds may be used to prevent or remedy situations that may result in the neglect, abuse, exploitation or delinquency of children.
Know how to access and make connections to and between the child welfare system and various disability programs and services.		Yes.

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Foster Care Adoption Assistance (Title IV, Part E)**

Title IV, Part E of the Social Security Act (42 USC 670), Sections 470-479, provides funds for a variety of services and supports that enable each state to provide and support, in appropriate cases, foster care and independent living services for eligible children. Funding is available for foster care maintenance payments, administration, training, and Independent living services. The Foster Care Independent Living Program (FCIP) is discussed separately. This matrix addresses the other elements of Title IV-E funding.

Section 475 (4) defines "foster care maintenance payments" as payments to cover the cost of (and the cost of providing) food, clothing, shelter, daily supervision, school supplies, and a child's personal travel to the child's home for visitation.

The administrative portion of Title IV-E covers payments for administrative functions including placement services, case management, eligibility determination, licensing, recruitment of foster parents, and general administrative activities.

The training portion of Title IV-E covers payments for training of agency staff and foster parents.

To receive funds under Title IV-E, states must submit a State Child Welfare plan which demonstrates how they will comply with all of the requirements of administering foster care, adoption, independent living and other child welfare services.

All federal funds allocated under Title IV-E have matching requirements for states. In most cases, the state match is based on the Federal Medical Assistance Program (FMAP) match, which is typically 50%. Some specific Title IV-E programs have a special, higher federal match.

<b>Specific Need</b>	<b>Legislative Framework</b>	<b>Allowable Activities</b>
<p><b>1. School-Based Preparatory Experiences</b></p> <p>Because of the transient nature of the foster care system and the lack of traditional family supports, youth in foster care need stable educational environments and access to additional educational supports and services. More</p>		

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specifically, youth in foster care need:		
To remain in one educational setting or single school system, to the greatest extent possible.		Yes. Title IV-E funds may be used for foster parent recruitment and placement activities related to seeking, training, licensing and placing children with foster families who live in their current school district.
Access to diverse re-enrollment opportunities to complete high school studies.		No.
Additional assistance to assure they master basic skills such as through tutoring, after school programs and other services.		No.
Designated staff at the educational setting with primary responsibility for supporting and monitoring their progress toward educational outcomes.		No.
Access to foster care caseworkers trained to support the educational process.		Yes. There are designated Title IV-E funds for caseworker training, the content is somewhat flexible and states may chose to provide training on issues related to supporting youth in foster care in the educational process.
Educational records stored in a central location and easily retrievable by those who need access to them.		Yes. States are required to demonstrate, in their state plan, how they plan for the maintenance of all relevant records and case files related to each child. A child's educational records should be included as part of

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		their case file.
<b>In addition, youth in foster care with disabilities need:</b>		
To be engaged in creating, modifying and integrating their Individualized Education Program, Transition Plan and/or Independent Living Plan.		Yes. Title IV-E supports youth participating in the creation of their case plans.
To be aware that they can bring a non-parental adult, friend, or guardian ad litem to their Individualized Education Program meetings.		Yes. Title IV-E supports providing youth with information about their rights and options.
<b>2. Career Preparation and Work-Based Learning Experiences</b>		
Because of a lack of family connections and the social and emotional consequences associated with abuse, neglect and abandonment, youth in and preparing to leave foster care need connections to a full range of youth employment programs and services. More specifically, youth in foster care need:		
Ongoing career interest assessments such as through the Ansell-Casey Life Skills Assessment.		Yes. Case assessments are allowable expenditures under Title IV-E. Specific medical or educational assessments are not. The time spent reviewing, analyzing and developing case plans as a result of such specialized assessments; however, are allowable Title IV-E expenditures.

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Career exploration, skills building and work-based learning experiences, including entrepreneurship opportunities.		No.
Permanent and meaningful connections to significant adults as mentors and role models in an employment and training context.		No.
An understanding of how to normalize getting, keeping and transitioning from one job to another.	This specific type of training is mentioned in the Chafee Foster Care Independence Act as an allowable Title IV-E training expense.	Yes. Title IV-E training dollars may be expended on providing training for caseworkers and for foster parents, including training that prepares them to help youth in the development of critical independent living and transition skills such as how to obtain and maintain employment.
Independent Living Plans that incorporate employment and training programs and services in a way that integrates federal Foster Care Independence Act funds (a.k.a. the Chafee program) to leverage other youth employment opportunities.		No.
Employment-based programs that have comprehensive and customized services, including structured work-based learning experiences for transitioning youth, which in turn are likely to require a formal relationship with a private or public child welfare agency.		No.
<b>3. Youth Development and Leadership</b>	A youth's need for services related to social and emotional development	

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<p>Because there is an expectation that they will live independently by the age of 18, youth in foster care need special attention to the development of social and emotional skills for dealing with the consequences of abuse, neglect and abandonment. More specifically, youth in foster care need:</p>	<p>should be detailed in the youth’s case plan, the development of which is a Title IV-E reimbursable expense.</p>	
<p>Formal and information connections to significant adult role models, peer mentors and older youth who have transitioned from foster care to independence.</p>		<p>No.</p>
<p>Additional emphasis on training in self-advocacy, self-esteem, self-reliance, self-determination and self-sufficiency.</p>		<p>No.</p>
<p>Ongoing assessments of personal development such as through the Ansell-Casey Life Skills Assessment.</p>		<p>Yes. Case assessments are allowable expenditures under Title IV-E. Specific medical or educational assessments are not. The time spent reviewing, analyzing and developing case plans as a result of such specialized assessments, however, are allowable Title IV-E expenditures.</p>
<p>Programs with build-in activities such as “rites of passages” or special recognition of accomplishments.</p>		<p>No.</p>
<p>Independent Living Plans that incorporate cross-organizational support systems which promote youth development and leadership.</p>		<p>No.</p>

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<p>Opportunities to participate in advocacy and civic engagements such as through volunteer and leadership roles with foster care boards and associations.</p>		<p>Yes. Participation in civic activities and transportation for such participation is a Title IV-E allowable expense.</p>
<p>Connections to services through youth-driven independent living planning meetings which include family members and/or foster parents.</p>		<p>Yes. Participation of family members and foster parents at case planning meetings is a Title IV-E reimbursable expense.</p>
<p>Connections to lifetime networks of support activities such as foster care alumni associations.</p>		<p>No.</p>
<p>Exposure to cultural, ethnic, religious and gender-specific experiences as well as culturally competent mentors, peers and program staff.</p>		<p>Yes. There are designated Title IV-E funds for caseworker training. The content is somewhat flexible and states may chose to provide training on issues related to cultural competence, as well as competence in serving specific youth populations such as gay, lesbian, bisexual, transgender and questioning youth.</p>
<p><b>4. Connecting Activities</b></p> <p>Because of a lack of family connections and the legal expectation that they are to be independent at age 18, youth in foster care need connections to a host of programs and services, particularly in the critical areas of physical and mental health, additional education, employment, housing and income support programs. In addition to these</p>	<p>Title IV-E funds may not be used to provide physical or mental health services, or education or employment services. However, Title IV-E funds may be used to provide transportation to and from some of these services, as well as caseworker and foster parent training related to these needs and services.</p>	

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domains, youth in foster care need:		
Opportunities to obtain and maintain a valid driver's license, library card, voter registration card, birth certificate, medical and other treatment records, green card, and other critical personal documents.		Yes. State child welfare plans must demonstrate how the state child welfare agency will obtain and manage all of the critical personal documents and records related to a child in foster care.
Both transitional and long-term housing.		Yes. Foster care maintenance payments may be used to provide for the costs of room and board for youth in foster care up to age 18 even if the youth is living independently.
Safety education which prepares them to maintain their safety in personal relationships and in independent living situations.		No.
Parenting education and child care.		Possibly. The use of Title IV-E funds for the payment of child care services is complex. There are instances in which it is allowable and instances in which it is not allowable. Consultation with a state Title IV-E program administrator prior to developing a child care plan is advised.
State and local foster care caseworkers and managers partnering with community providers and businesses to foster connections within these domains.		No.
<b>5. Family Involvement and Supports</b> Family reunification is a difficult challenge	Title IV-E funds support the involvement of birth parents, siblings and foster families in activities	

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<p>that cannot be separated from the young person’s desires to go to work, pursue additional education and live independently. Because of the diversity of family experiences and living situations, youth in foster care need systems that recognize an expanded definition of “family” which includes non-relative, caring adults and takes into consideration unique cultural issues and practices.</p> <p>These systems need to promote permanency, identify and help build a support network of family member(s), peers, mentors, and/or significant adults to be included in all aspects of life planning for the young person. Youth in foster care need birth parents and siblings, foster families, group homes, caseworkers, case managers and/or significant adults who:</p>	<p>including case planning related to a youth in foster care.</p>	
<p>Participate in “family” team planning that provides opportunities for collaborations among the services providers and the youth.</p>		<p>Yes. Use of a family team meeting model of service is a Title IV-E reimbursable expense.</p>
<p>Can work with the court system (e.g. attorneys, court appointed special advocates and guardians ad litem) to be aware of, assess and support each young person’s needs, desires and</p>		<p>Yes. Title IV-E funds may not be used to pay court system personnel, but may be used to support the young person and his or her caseworker in working with the court system.</p>

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planning process for education, employment and independent living options.		
Have knowledge of their and the young person's rights and responsibilities under child welfare, transition and youth-related legislation.		Yes. Providing information to youth and their families about their rights and responsibilities is a Title IV-E responsibility and reimbursable expense.
<b>Additionally, youth in foster care who have disabilities need birth parents and siblings, foster families, group homes, caseworkers, case managers, and/or significant adults who:</b>		
Understand and are trained in recognizing, assisting and supporting youth in dealing with the social and emotional consequences of having been abused, neglected and/or abandoned as a direct result of their disability(ies).		Yes. There are designated Title IV-E funds for caseworker training. The content is somewhat flexible and states may chose to provide training on issues related to the impact of abuse and neglect on youth with disabilities.
Know how to access and make connections to and between the child welfare system and various disability programs and services.		No.

## Foster Care Guide for Partnership Development Medicaid (MED)

Under Title XIX of the Social Security Act (42 USC 670), as amended, all children who are eligible for Title IV-E program, “Educational and Training Vouchers for Youths Aging out of Foster Care, are categorically eligible for Medicaid. In addition, children adopted from foster care and receiving an adoption subsidy are also categorically eligible for Medicaid. States have the option to extend Medicaid to cover non Title IV-E foster children and, all but one state, have activated this option. Finally, states, under the Chafee Foster Care Independence Program (FCIP) have the option of extending categorical eligibility for Medicaid to youth aging out of foster care between the ages of 18 and 21, although only a few states (11) have chosen to utilize this option.

Even without the FCIP option, there are ways that transitioning youth may be eligible for continuing Medicaid coverage. Medicaid coverage may be extended for:

- Pregnant or parenting youth who meet Medicaid income requirements.
- Youth with disabilities who receive SSI.
- Youth up to age 21 who would have qualified under welfare rules for Aid to Families with Dependent Children (AFDC) prior to TANF – this group is referred to as the “Ribicoff option.”
- Youth up to age 19 who meet the eligibility for the State Children’s Health Insurance Program (SCHIP) in states where the SCHIP program is operated as a Medicaid expansion program.

In addition to direct health care and mental health care services, including the full range of EPSDT (Early, Periodic Screening, Diagnosis and Treatment) services provided to Medicaid recipients, youth in foster care often receive services under the Targeted Case Management provision (TCM). Medicaid’s authorizing legislation defines TCM as services that help an individual eligible for Medicaid under the state plan to gain access to needed medical, social and educational services but not the direct delivery of the underlying services. Although these services are not specifically defined, they are widely understood to include such things as:

- Assessments of service needs.
- Development of service plans.
- Referrals.
- Monitoring and follow up of services.

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Specific Need	Legislative Framework	Allowable Activities
<p><b>1. School-Based Preparatory Experiences</b></p> <p>Because of the transient nature of the foster care system and the lack of traditional family supports, youth in foster care need stable educational environments and access to additional educational supports and services. More specifically, youth in foster care need:</p>		
<p>To remain in one educational setting or single school system, to the greatest extent possible.</p>		<p>Possibly. Medicaid Targeted Case Management dollars (TCM) may be used to help a student remain in their local school system rather than requiring placement in an institutional setting for their health care needs.</p>
<p>Access to diverse re-enrollment opportunities to complete high school studies.</p>		<p>No.</p>
<p>Additional assistance to assure they master basic skills such as through tutoring, after school programs and other services.</p>		<p>No.</p>
<p>Designated staff at the educational setting with primary responsibility for supporting and monitoring their progress toward educational outcomes.</p>		<p>No.</p>
<p>Access to foster care caseworkers trained to support the educational process.</p>		<p>No.</p>

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Educational records stored in a central location and easily retrievable by those who need access to them.		No.
<b>In addition, youth in foster care with disabilities need:</b>		
To be engaged in creating, modifying and integrating their Individualized Education Program, Transition Plan and/or Independent Living Plan.		No.
To be aware that they can bring a non-parental adult, friend, or guardian ad litem to their Individualized Education Program meetings.-		No.
<b>2. Career Preparation and Work-Based Learning Experiences</b>  Because of a lack of family connections and the social and emotional consequences associated with abuse, neglect and abandonment, youth in and preparing to leave foster care need connections to a full range of youth employment programs and services. More specifically, youth in foster care need:		
Ongoing career interest assessments such as through the Ansell-Casey Life Skills Assessment.		Yes. Medicaid TCM funds may be used to provide ongoing assessments as they relate to service needs.
Career exploration, skills building and work-based learning experiences,		No.

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including entrepreneurship opportunities.		
Permanent and meaningful connections to significant adults as mentors and role models in an employment and training context.		No.
An understanding of how to normalize getting, keeping and transitioning from one job to another.		No.
Independent Living Plans that incorporate employment and training programs and services in a way that integrates federal Foster Care Independence Act funds (a.k.a. the Chafee program) to leverage other youth employment opportunities.		No.
Employment-based programs that have comprehensive and customized services, including structured work-based learning experiences for transitioning youth, which in turn are likely to require a formal relationship with a private or public child welfare agency.		No.
<p><b>3. Youth Development and Leadership</b></p> <p>Because there is an expectation that they will live independently by the age of 18, youth in foster care need special attention to the development of social and emotional skills for dealing with the consequences of abuse, neglect and abandonment. More specifically, youth in foster care need:</p>		

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Formal and informal connections to significant adult role models, peer mentors and older youth who have transitioned from foster care to independence.		No.
Additional emphasis on training in self-advocacy, self-esteem, self-reliance, self-determination and self-sufficiency.		No.
Ongoing assessments of personal development such as through the Ansell-Casey Life Skills Assessment.		Yes. Medicaid TCM funds can be used to provide assessments of personal development as it relates to service needs.
Programs with build-in activities such as “rites of passages” or special recognition of accomplishments.		No.
Independent Living Plans that incorporate cross-organizational support systems which promote youth development and leadership.		No.
Opportunities to participate in advocacy and civic engagements such as through volunteer and leadership roles with foster care boards and associations.		No.
Connections to services through youth-driven independent living planning meetings which include family members and/or foster parents.		No.
Connections to lifetime networks of support activities such as foster care alumni associations.		No.

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Exposure to cultural, ethnic, religious and gender-specific experiences as well as culturally competent mentors, peers and program staff.		No.
<p><b>4. Connecting Activities</b></p> <p>Because of a lack of family connections and the legal expectation that they are to be independent at age 18, youth in foster care need connections to a host of programs and services, particularly in the critical areas of physical and mental health, additional education, employment, housing and income support programs. In addition to these domains, youth in foster care need:</p>	<p>All youth in foster care should be receiving Medicaid coverage for health and mental health services. As youth approach transition to adulthood, or exit from foster care for any reason, options that allow for continuation of Medicaid coverage such as the Chafee Foster Care Independence Act, Ribicoff option, State Children’s Health Insurance Plan or SSI eligibility should be explored as a mechanism to continue funding health and mental health services.</p>	
Opportunities to obtain and maintain a valid driver’s license, library card, voter registration card, birth certificate, medical and other treatment records, green card, and other critical personal documents.		No.
Both transitional and long term housing.		No.
Safety education which prepares them to maintain their safety in personal relationships and in independent living situations.		No.
Parenting education and child care.		No.
State and local foster care caseworkers and managers partnering with community		No.

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<p>providers and businesses to foster connections within these domains.</p>		
<p><b>5. Family Involvement and Supports</b></p> <p>Family reunification is a difficult challenge that cannot be separated from the young person’s desires to go to work, pursue additional education and live independently, Because of the diversity of family experiences and living situations, youth in foster care need systems that recognize an expanded definition of “family” which includes non-relative, caring adults and takes into consideration unique cultural issues and practices.</p> <p>These systems need to promote permanency, identify and help build a support network of family member(s), peers, mentors, and/or significant adults to be included in all aspects of life planning for the young person. Youth in foster care need birth parents and siblings, foster families, group homes, caseworkers, case managers and/or significant adults who:</p>		
<p>Participate in “family” team planning that provides opportunities for collaborations among the services providers and the youth.</p>		<p>No.</p>

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<p>Can work with the court system (e.g. attorneys, court appointed special advocates and guardians ad litem) to be aware of, assess and support each young person’s needs, desires and planning process for education, employment and independent living options.</p>		<p>No.</p>
<p>Have knowledge of their and the young person’s rights and responsibilities under child welfare, transition and youth-related legislation.</p>		<p>No.</p>
<p><b>Additionally, youth in foster care who have disabilities need birth parents and siblings, foster families, group homes, caseworkers, case managers, and/or significant adults who:</b></p>		
<p>Understand and are trained in recognizing, assisting and supporting youth in dealing with the social and emotional consequences of having been abused, neglected and/or abandoned as a direct result of their disability(ies).</p>		<p>Yes. Medicaid funded services include EPSDT, mental health counseling and therapy. In addition, Targeted Case Management (TCM) is a possible funding resource for training and supporting youth in understanding the consequences of having been abused as a result of a disability.</p>
<p>Know how to access and make connections to and between the child welfare system and various disability programs and services.</p>		<p>Yes. Medicaid TCM can be utilized to assist youth in accessing and making connections to and between the child welfare system and various disability programs and services.</p>

## Foster Care Guide for Partnership Development Temporary Aid to Needy Families (TANF)

The Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996 (P.L. 104-193) transforms large parts of the Nation’s welfare system. For example, the entitlement to cash welfare under title IV-A of the Social Security Act was ended. In place of the entitlement concept, PRWORA created two block grants that provide states with the funds necessary to help families escape welfare. In particular, states were given a block grant to provide cash and other benefits to help needy families support their children while simultaneously requiring families to make verifiable efforts to leave welfare for work and to avoid births outside marriage. Funds from the block grant can also be used by state to encourage the formation and maintenance of two-parent families.

The second block grant provides funds to states to help them subsidize child care for families on welfare, families leaving welfare, and low-income families whose financial status may eventually result in future reliance on welfare benefits. PRWORA also limits the provision of welfare benefits to several categories of recipients for whom the continued provision of permanent entitlement benefits was viewed as inappropriate. One of these groups is children who are judged to be disabled solely because of age-inappropriate behavior.

States are allowed to use TANF dollars for child welfare services that meet one of the four purposes of the PRWORA Act. The four purposes of this Act are:

- 1) To provide assistance to needy families so that children can be cared for in their own homes or the homes of relatives;
- 2) To end dependence of needy parents on government benefits by promoting job preparation, work and marriage;
- 3) To prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies; and
- 4) To encourage the formation and maintenance of two parent families.

TANF-funded child welfare services in recent years have included family preservation, family reunification, foster care, subsidized guardianship, adoption, family support, kinship care support, crisis residential centers, protective and remedial day care, **youth services**, home-based therapy, and **job programs for foster youths**.

Specific Need	Legislative Framework	Allowable Activities
<p><b>1. School-Based Preparatory Experiences</b></p> <p>Because of the transient nature of the foster</p>		

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care system and the lack of traditional family supports, youth in foster care need stable educational environments and access to additional educational supports and services. More specifically, youth in foster care need:		
To remain in one educational setting or single school system, to the greatest extent possible.		No.
Access to diverse re-enrollment opportunities to complete high school studies.		No.
Additional assistance to assure they master basic skills such as through tutoring, after school programs and other services.		Yes. After school and related programs that would serve to support helping children (including older youth) remain in their own homes or in the homes of relatives would be allowable TANF expenses.
Designated staff at the educational setting with primary responsibility for supporting and monitoring their progress toward educational outcomes.		No.
Access to foster care caseworkers trained to support the educational process.		Yes. TANF funds can be used to train foster care caseworkers.
Educational records stored in a central location and easily retrievable by those who need access to them.		No.
<b>In addition, youth in foster care with disabilities need:</b>		
To be engaged in creating, modifying and integrating their Individualized Education Program, Transition Plan and/or Independent		No.

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Living Plan.		
To be aware that they can bring a non-parental adult, friend, or guardian ad litem to their Individualized Education Program meetings.		No.
<p><b>2. Career Preparation and Work-Based Learning Experiences</b></p> <p>Because of a lack of family connections and the social and emotional consequences associated with abuse, neglect and abandonment, youth in and preparing to leave foster care need connections to a full range of youth employment programs and services. More specifically, youth in foster care need:</p>	TANF funds can and have been used to provide youth employment programs and services.	
Ongoing career interest assessments such as through the Ansell-Casey Life Skills Assessment.		Yes. TANF funds can be used to provide ongoing career interest assessments.
Career exploration, skills building and work-based learning experiences, including entrepreneurship opportunities.		Yes. TANF funds can be used to provide career exploration, skill building and work-based learning experiences for youth.
Permanent and meaningful connections to significant adults as mentors and role models in an employment and training context.		Yes. TANF funds can be used to provide mentoring and related programs in employment and training settings.
An understanding of how to normalize getting, keeping and transitioning from one job to another.		Yes. TANF funds can be used to provide youth employment services including how to obtain and maintain employment.
Independent Living Plans that incorporate		No.

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employment and training programs and services in a way that integrates federal Foster Care Independence Act funds (a.k.a. the Chafee program) to leverage other youth employment opportunities.		
Employment-based programs that have comprehensive and customized services, including structured work-based learning experiences for transitioning youth, which in turn are likely to require a formal relationship with a private or public child welfare agency.		Yes. TANF funds can be used for comprehensive and customized work-based learning experiences for transitioning youth.
<b>3. Youth Development and Leadership</b>  Because there is an expectation that they will live independently by the age of 18, youth in foster care need special attention to the development of social and emotional skills for dealing with the consequences of abuse, neglect and abandonment. More specifically, youth in foster care need:		
Formal and informal connections to significant adult role models, peer mentors and older youth who have transitioned from foster care to independence.		Yes. In the category of family support services, TANF funds can be used to support mentoring programs.
Additional emphasis on training in self-advocacy, self-esteem, self-reliance, self-determination and self-sufficiency.		Yes. TANF funds can be used for programs which provide training in self-advocacy and related skills.
Ongoing assessments of personal development such as through the Ansell-Casey Life Skills Assessment.		Yes. TANF funds can be used for ongoing assessments of personal development.
Programs with build-in activities such as “rites of		No.

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passages” or special recognition of accomplishments.		
Independent Living Plans that incorporate cross-organizational support systems which promote youth development and leadership.		Yes. TANF funds can be used for activities that promote and incorporate cross organizational support systems.
Opportunities to participate in advocacy and civic engagements such as through volunteer and leadership roles with foster care boards and associations.		No.
Connections to services through youth-driven independent living planning meetings which include family members and/or foster parents.		Yes. TANF funds can be used for case management and family support services including activities related to involving family members in planning meetings.
Connections to lifetime networks of support activities such as foster care alumni associations.		No.
Exposure to cultural, ethnic, religious and gender-specific experiences as well as culturally competent mentors, peers and program staff.		Yes. TANF funds can be used for staff training, including cultural competence training.
<p><b>4. Connecting Activities</b></p> <p>Because of a lack of family connections and the legal expectation that they are to be independent at age 18, youth in foster care need connections to a host of programs and services, particularly in the critical areas of physical and mental health, additional education, employment, housing and income support programs. In addition to these domains,</p>	TANF funds can be used for kinship care programs, family support programs and youth employment programs.	

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youth in foster care need:		
Opportunities to obtain and maintain a valid driver’s license, library card, voter registration card, birth certificate, medical and other treatment records, green card, and other critical personal documents.		Yes. TANF funds can be used to support assistance in obtaining critical personal documents.
Both transitional and long-term housing.		Yes. TANF funds can be used to pay for room and board.
Safety education which prepares them to maintain their safety in personal relationships and in independent living situations.		Yes. TANF funds can be used for safety education.
Parenting education and child care.		Yes. TANF funds can be used for parenting education and child care.
State and local foster care caseworkers and managers partnering with community providers and businesses to foster connections within these domains.		No.
<p><b>5. Family Involvement and Supports</b></p> <p>Family reunification is a difficult challenge that cannot be separated from the young person’s desires to go to work, pursue additional education and live independently. Because of the diversity of family experiences and living situations, youth in foster care need systems that recognize an expanded definition of “family” which includes non-relative, caring adults and takes into consideration unique cultural issues and practices.</p> <p>These systems need to promote permanency,</p>	TANF funds can be used to support a youth’s network of family connections and in particular, TANF funds have been used to support kinship care arrangements and post adoption support services.	

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identify and help build a support network of family member(s), peers, mentors, and/or significant adults to be included in all aspects of life planning for the young person. Youth in foster care need birth parents and siblings, foster families, group homes, caseworkers, case managers and/or significant adults who:		
Participate in “family” team planning that provides opportunities for collaborations among the services providers and the youth.		No.
Can work with the court system (e.g. attorneys, court appointed special advocates and guardians ad litem) to be aware of, assess and support each young person’s needs, desires and planning process for education, employment and independent living options.		No.
Have knowledge of their and the young person’s rights and responsibilities under child welfare, transition and youth-related legislation.		No.
<b>Additionally, youth in foster care who have disabilities need birth parents and siblings, foster families, group homes, caseworkers, case managers, and/or significant adults who:</b>		
Understand and are trained in recognizing, assisting and supporting youth in dealing with the social and emotional consequences of having been abused, neglected and/or abandoned as a direct result of their disability(ies).		No.
Know how to access and make connections to		No.

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and between the child welfare system and various disability programs and services.		
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## Foster Care Guide for Partnership Development Healthy and Ready to Work (HRTW)

The Healthy and Ready to Work (HRTW) initiative is funded as part of the Social Security Act, Title V Maternal and Child Health Block grant to states, under the Division of Services to Children with Special Health Care Needs. To help states develop effective mechanisms to achieve a system of care for children and youth with special health needs and their families by 2010, six national performance measures (NPM) serve as a guide to states in meeting this goal. The six national performance measures include:

- Early and Continuous Screening
- Families and Youth Are Partners in Decision Making
- Medical Home
- Health Insurance
- Organization of Services
- Transition to Adulthood

The needs of transitioning youth are infused throughout all six performance measures, with a particular emphasis on measure 6, “Transition to Adulthood,” which has a number of sub-measures, including:

- Youth Advisory Committees
- Youth develop skills and become spokespeople
- Staff members talk directly to youth
- Youth involved in independence building and work experiences
- Person-centered planning and mentoring programs
- Work opportunities
- Independent living training, transportation and technology
- Connect youth to other youth and adult mentors.

Additional information can be found at: BLOCK GRANT GUIDANCE 2003 - New Performance Measures (p.43) <ftp://ftp.hrsa.gov/mchb/blockgrant/bgguideforms.pdf> and <http://www.hrtw.org>.

HRTW promotes a comprehensive system of family-centered, culturally competent, community-based care for children and youth with special health care needs. As these youth are approaching adulthood it is anticipated that they will need support and assistance in making the transition from pediatric to adult health care and to postsecondary education and/or employment.

## Foster Care Guide for Partnership Development Healthy and Ready to Work (HRTW)

The mission of HRTW is to promote changes in policy, programs and practices to enable them to support youth with special health care needs as they transition to adult health care, and to provide youth with funding, work, and independence through the transition period.

Specific Need	Legislative Framework	Allowable Activities
<p><b>1. School-Based Preparatory Experiences</b></p> <p>Because of the transient nature of the foster care system and the lack of traditional family supports, youth in foster care need stable educational environments and access to additional educational supports and services. More specifically, youth in foster care need:</p>		
<p>To remain in one educational setting or single school system, to the greatest extent possible.</p>		No.
<p>Access to diverse re-enrollment opportunities to complete high school studies.</p>		No.
<p>Additional assistance to assure they master basic skills such as through tutoring, after school programs and other services.</p>		No.
<p>Designated staff at the educational setting with primary responsibility for supporting and monitoring their progress toward educational outcomes.</p>		No.
<p>Access to foster care caseworkers trained to support the educational process.</p>		No.
<p>Educational records stored in a central location and easily retrievable by those who</p>		No.

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need access to them.		
<b>In addition, youth in foster care with disabilities need:</b>		
To be engaged in creating, modifying and integrating their Individualized Education Program, Transition Plan and/or Independent Living Plan.		Yes. Title V HRTW funds may and often are used to support youth engagement in their own IEP and transition plans.
To be aware that they can bring a non-parental adult, friend, or guardian ad litem to their Individualized Education Program meetings.		Yes. Title V HRTW funds may be and often are used to support mentors or other supportive adults participating in IEP meetings with youth.
<b>2. Career Preparation and Work-Based Learning Experiences</b>  Because of a lack of family connections and the social and emotional consequences associated with abuse, neglect and abandonment, youth in and preparing to leave foster care need connections to a full range of youth employment programs and services. More specifically, youth in foster care need:		
Ongoing career interest assessments such as through the Ansell-Casey Life Skills Assessment.		Yes. Title V HRTW funds may be and often are used to conduct career assessments.
Career exploration, skills building and work-based learning experiences, including entrepreneurship opportunities.		Yes. Title V HRTW funds may be and often are used to support career exploration, skill building and work-based learning experiences for youth with disabilities transitioning into adulthood.

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<p>Permanent and meaningful connections to significant adults as mentors and role models in an employment and training context.</p>		<p>Yes. Title V HRTW funds may be and often are used to support adult mentors and role models in employment and training context for youth with disabilities transitioning into adulthood.</p>
<p>An understanding of how to normalize getting, keeping and transitioning from one job to another.</p>		<p>Yes. Title V HRTW funds may be and often are used to provide pre-employment education and support to assist youth with disabilities as they learn how to get, keep and transition from one job to another.</p>
<p>Independent Living Plans that incorporate employment and training programs and services in a way that integrates federal Foster Care Independence Act funds (a.k.a. the Chafee program) to leverage other youth employment opportunities.</p>		<p>Yes. Title V HRTW grantees are encouraged to coordinate and collaborate with other service providers and should work cooperatively with Chafee program providers.</p>
<p>Employment-based programs that have comprehensive and customized services, including structured work-based learning experiences for transitioning youth, which in turn are likely to require a formal relationship with a private or public child welfare agency.</p>		<p>Yes. Title V HRTW grantees are able to develop formal relationships with employers in order to develop specialized and customized work-based learning experiences for transitioning youth with disabilities.</p>
<p><b>3. Youth Development and Leadership</b></p> <p>Because there is an expectation that they will live independently by the age of 18, youth in foster care need special attention to the development of social and emotional skills for dealing with the consequences of abuse,</p>		

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neglect and abandonment. More specifically, youth in foster care need:		
Formal and informal connections to significant adult role models, peer mentors and older youth who have transitioned from foster care to independence.		Yes. Title V HRTW funds may be and often are used for adult and peer mentor programs.
Additional emphasis on training in self-advocacy, self-esteem, self-reliance, self-determination and self-sufficiency.		Yes. A significant portion of Title V HRTW funds are expended on services designed to assist youth in the development of leadership and self advocacy skills.
Ongoing assessments of personal development such as through the Ansell-Casey Life Skills Assessment.		Yes. Title V HRTW funds may be and often are used for ongoing assessments of personal development, and have been used to create specialized assessment tools for youth with disabilities who are transitioning to adulthood.
Programs with build-in activities such as “rites of passages” or special recognition of accomplishments.		Yes. Title V HRTW funds may be used to develop programs with “rites of passage” or other celebrations of accomplishments.
Independent Living Plans that incorporate cross-organizational support systems which promote youth development and leadership.		Yes. Title V HRTW funds are encouraged to be expended on cross-organizational support systems which promote youth development and leadership.
Opportunities to participate in advocacy and civic engagements such as through volunteer and leadership roles with foster care boards and associations.		Yes. Title V HRTW grantees typically promote the active engagement of youth in volunteer and leadership roles.

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Connections to services through youth-driven independent living planning meetings which include family members and/or foster parents.		Yes. Title V HRTW grantees encourage youth-driven independent living planning meetings which include family members.
Connections to lifetime networks of support activities such as foster care alumni associations.		Yes. HRTW funds may be used to support alumni networks and similar associations.
Exposure to cultural, ethnic, religious and gender-specific experiences as well as culturally competent mentors, peers and program staff.		Yes. Title V HRTW grantees provide exposure to cultural, ethnic, religious, gender <i>and disability specific</i> experiences through competent mentors and staff.
<p><b>4. Connecting Activities</b></p> <p>Because of a lack of family connections and the legal expectation that they are to be independent at age 18, youth in foster care need connections to a host of programs and services, particularly in the critical areas of physical and mental health, additional education, employment, housing and income support programs. In addition to these domains, youth in foster care need:</p>	Title V HRTW funds are particularly targeted toward providing connections to physical and mental health services, education, employment, housing and other supports to youth with disabilities transitioning to adulthood.	
Opportunities to obtain and maintain a valid driver's license, library card, voter registration card, birth certificate, medical and other treatment records, green card, and other critical personal documents.		Yes. There are examples of HRTW grantees using these funds to assist transitioning youth in obtaining driver's license, medical records and other critical documents.
Both transitional and long-term housing.		Possibly. Although Title V HRTW funds may not be used to directly provide housing, they may be used to

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		help youth learn about, apply for and access housing.
Safety education which prepares them to maintain their safety in personal relationships and in independent living situations.		Yes. Title V HRTW funds may be and often are used, to provide safety education for transitioning youth.
Parenting education and child care.		Yes. Title V HRTW funds may be used for parenting education.
State and local foster care caseworkers and managers partnering with community providers and businesses to foster connections within these domains.		No.
<p><b>5. Family Involvement and Supports</b></p> <p>Family reunification is a difficult challenge that cannot be separated from the young person’s desires to go to work, pursue additional education and live independently. Because of the diversity of family experiences and living situations, youth in foster care need systems that recognize an expanded definition of “family” which includes non-relative, caring adults and takes into consideration unique cultural issues and practices.</p> <p>These systems need to promote permanency, identify and help build a support network of family member(s), peers, mentors, and/or significant adults to be included in all aspects of life planning for the young person. Youth in foster care need birth parents and</p>		

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siblings, foster families, group homes, caseworkers, case managers and/or significant adults who:		
Participate in “family” team planning that provides opportunities for collaborations among the services providers and the youth.		Yes. Title V HRTW grantees promote and support the involvement and inclusion of a broad range of supporting adults and family members in transition planning with and for you.
Can work with the court system (e.g. attorneys, court appointed special advocates and guardians ad litem) to be aware of, assess and support each young person’s needs, desires and planning process for education, employment and independent living options.		No.
Have knowledge of their and the young person’s rights and responsibilities under child welfare, transition and youth-related legislation.		Yes. Title V HRTW funds may be and often are used to provide transitioning youth with information about their rights and responsibilities.
<b>Additionally, youth in foster care who have disabilities need birth parents and siblings, foster families, group homes, caseworkers, case managers, and/or significant adults who:</b>		
Understand and are trained in recognizing, assisting and supporting youth in dealing with the social and emotional consequences of having been abused, neglected and/or abandoned as a direct result of their disability(ies).		Yes. Title V HRTW funds may be used to provide training and support to youth and their family members and relevant case managers and other staff in all disability related issues.
Know how to access and make connections		Yes. Title V HRTW funds can be used

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to and between the child welfare system and various disability programs and services.		to help young people understand how to make connections between the child welfare system and disability programs and services.
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