

## Youth Transitions “Best Practice” Considerations

**If not before, from age 16 years – emancipation, need to discuss with youth:**

- Emphasize and assist with school continuity and completion (Stress attaining a high school diploma over GED, help youth continue to attend original school, advocate for appropriate IEP/504 plan). Advise about Diploma options
- Ensure diploma type, meets post-secondary goals
- Identify and start preparing teen for college requisite tests (PSAT, SAT, ACT)
- Assist youth with financial aid (ETV, FAFSA, Tuition and Fee Waiver), scholarships, and post-secondary applications
- If teen not on college track, have them talk with school guidance counselor regarding technical and job focused courses and/or certification programs
- Develop education and training skills necessary to achieve employment goals (HS/GED, Job Corps, college, apprenticeship, job shadows, internships, etc.)
- Develop job search skills. (Consider referral to your local Employment Department, Workforce Innovations and Opportunities Act Agency or Vocational Rehabilitation Office for youth with significant impediments to employment. Discuss where to look for employment, skills needed, etc)
- Assist youth to create a resume, application completion skills. Conduct practice interviews
- Develop skills for maintaining and advancing in job (Employer/employee relationships, continued education, assertiveness training, etc.)
- Identify basic life skills the youth is interested in learning (cooking, money management, nutrition, etc.) and determine who can assist the youth in gaining these skills (foster parent, school, relative, mentor)
- Begin discussions regarding general health, healthy relationships and healthy sexual development. Some helpful links include: Take Charge of Your Health: A Guide for Teens <https://www.niddk.nih.gov/health-information/health-topics/weight-control/take-charge-your-health/Pages/take-charge-your-health.aspx>; Got Transition-resource for transitioning from pediatric to adult healthcare <http://www.gottransition.org/>; <http://sexetc.org/> and <https://www.plannedparenthood.org/>
- Provide information on domestic violence <http://www.loveisrespect.org/>
- Assist youth to gain interpersonal/social skills and determine how the youth will gain skills in these areas (school sports/events, church activities, youth leadership group/clubs)
- Driver’s license – discuss the considerations and responsibilities that go along with having a driver’s license. Refer to Chapter 4, section 33 in the PM [http://www.dhs.state.or.us/caf/safety\\_model/procedure\\_manual/ch04/ch4-section33.pdf](http://www.dhs.state.or.us/caf/safety_model/procedure_manual/ch04/ch4-section33.pdf)
- Driver’s Education Courses- funding available through ILP-DHS Central Office

- ❑ Insurance options – ensure youth understands the purpose, option and cost of auto insurance
- ❑ Costs of maintenance – ensure youth knows about costs incurred and how to provide minor maintenance to bicycle or vehicle
- ❑ Facilitate knowledge of and access to community resources including transportation options. (Provide contacts to and information about resources in area where youth plans to live)
- ❑ Prepare youth for re-engaging with biological family
- ❑ Help teen identify people who can help support them after they transition out of care. The Permanency Pact can be a resource to assist  
[https://www.fosterclub.com/\\_transition/article/permanency-pact](https://www.fosterclub.com/_transition/article/permanency-pact)
- ❑ Ensure youth is aware of the 211 information app and resource  
Website: [211info.org/](http://211info.org/) Phone: **DIAL** 211 toll free | **TEXT** your zip code to 898211 | **EMAIL** [help@211info.org](mailto:help@211info.org)

**Please see the ILP website and the Procedure Manual Ch. 4, Sections 29, 33, & 34 for more information:**

[http://www.oregon.gov/dhs/children/fostercare/pages/ind\\_living/ilp.aspx](http://www.oregon.gov/dhs/children/fostercare/pages/ind_living/ilp.aspx)

[http://www.dhs.state.or.us/caf/safety\\_model/procedure\\_manual/ch04/ch4-section29.pdf](http://www.dhs.state.or.us/caf/safety_model/procedure_manual/ch04/ch4-section29.pdf)

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