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ESSENTIAL SURVIVOR'S GUIDE FOR OLDER YOUTH OUTLINE

- I. Techniques to reach age 18 and beyond in "the system" -- Overview.
 - A. *"Good approaches make good landings."* (quote by John & Martha King, renowned flying instructors)
 - B. What is **Well Being for an Older Youth** In Foster Care?
 - 1) Intellectual Potential
 - 2). Social Development
 - 3) Mental Wellness
 - 4) Physical Health
 - 5) Safety and Permanency
 - 6) Economic Success

See the graphic on CLP Online (Vol 33, No. 3 pg 47), www.childlawpractice.org

Find a framework for thinking about older youth well-being from American Youth Policy Forum (webinar by Barbar Langford) www.aypf.org

- II.. We don't wait until age 18 (recalling Rule 51 in the Juvenile Procedure context).
 - A. The Best Surprise is NO Surprise: Has there been regular MDTs and Case Plans, with updates, along the way?
 - B. **Rule 54. Transitioning Adults: These rules of procedure pertaining to case reviews and pennanency hearings apply to any "transitioning adult" as defined by W.Va. Code § 49-2B-2Cx).**
 - 1) What traits does a young client expect in her lawyer.
 - 2) What duties are you expected to perform?
See Amendments to Abuse Neglect Rules on GAL Duties , Appendix Link # 1
 - 3) Preparing young adult for those last hearings - speaking their mind. Engage Kids in Court - see ABA - Youth Empowerment Project "All I ever wanted was to be heard and not just dismissed." (Foster Kid) See, **Appendix Link # 2.**

III. Tips on Turning 18 - advising clients of their basic rights at age 18.

- A. Marriage & Divorce, Military, Driving, Contracts, Landlord-Tenant, Criminal Law, Taxes, Voting, etc.
- B. Should I stay in Foster Care?
- C. "Coming of Age" pamphlets by the WV State Bar... in PDF - include it in your "exit" email. **See, Appendix Link #3.**
- D. Medical POA, Living Will and other stuff we'd rather not discuss. See, **Appendix Link #4** - Form MPOA and Living Will Combined
- E. The unintended consequence of assisting the older teen.

IV. Financial Challenges of the Foster Child turn Adult.

Identities are generally stolen in two ways: They can be stolen by organized crime for purposes of fraud or immigration, or it can happen at the hands of friends or family of the child, often to circumvent bad credit or as a result of poverty. Children in foster care have their social security numbers and personal information passed around on a regular basis without safeguards.

The Child and Family Services Improvement and Innovation Act was signed into law on September 30, 2011. The law requires that, for any youth in foster care at age 16 or older, the state must annually obtain the child's credit report, provide it to the youth at no cost, and provide the youth with an explanation of what is in the report and appropriate guidance.

- A. Foster Care Policy 5.19 - get that credit report
 - B. "My Mom did WHAT to my credit rating?" See, **Appendix Link #5.**
 - C. Help client understand credit and build a good history.
 - D. Do they really know those skills from Casey Inventory?
Can they open a checking and savings account,
 - E. Is your child getting SSI benefits? Screen for benefits? Payee Questions?
 - F. When your child exits care, are the SSI benefits in place?
 - G. Would they benefit from direct payment of foster care maintenance funds?
- V. "Baby You Can Drive My Car" . . . Car vs. Bus. Does your client have Drivers Ed by age 17? Learning to drive and having it in the Court order. (The Lessons from Big Oak Ranch)
- VI. The DISCHARGE PROCESS: a checklist now by virtue of the Youth Transition Guide: Educational, Health, Housing, Life Skills, etc. How to enforce that checklist for your client.
- A. WV Older Youth Transition Plan, 3/18/14 Letter from BFC compels immediate use for foster youth ages 14 and up. Again, the discharge planning starts early.

- B. Youth Transition Policy, Revised 2012 . See, **Appendix Link #6.**

- VII. Why to your clients **RUN**, not walk, **AWAY** from the extended care offered under an FC-18? What steps can you take NOW to change that.

- VIII. Fostering Connections Act - Meaningful relatives and adults in your client's life need to be there before age 18. How do you encourage those relationships? What are the hurdles? *Within 30 days after the child is removed from his or her parents' custody, Fostering Connections requires state agencies to exercise due diligence to identify and provide notice to all adult grandparents and other adult relatives of a child (including any other adult relatives suggested by the parents).*
 - A. Subsidized Guardianships
 - B. Scoping out all the relatives by Court Order.
 - C. Judicial Guide for Fostering Connections Act. See, **Appendix Link #7.**
 - D. How incorporating a "Fostering Connections" paragraph in your initial Orders can save a derailment later on.
 - E. FosteringConnections.org has a series of white papers on the Act, and particularly how it can be used to serve older youth.
See, **Appendix Link #8.**

- IX. Sex, Lies and Video Chat . . .
 - A. "Wow, this phone takes pictures. What's this summons for?"
 - B. Having "the talk" (I usually assign the chat to someone else in the case!).
 - C. Birth Control, HIV/AIDS and Promise Rings. Impregnated in foster care?
 - D. Sexual Identity, LGBT representation
 - E. When your client is in an abusive relationship (Dating or Familial).

- X Parting Shots:
 - A. Family Pictures
 - B. Technology in the life of your client.
 - C. LIFE BOOKS - how many times have you seen one??? really?
 - D. Insisting on Email Contact for the older youth.
 - E. Effective Orders that allow the GAL to get regular reports, participate in meetings, maintain contact with client when in facility, foster or group home.
 - F. Keeping your client out of the Juvenile Justice System (avoiding "Crossover.")

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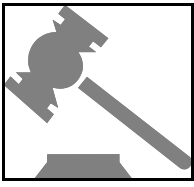
Call or Email Questions anytime. BN

BOB NOONE - APPENDIX LINKS

1. <http://www.courts.wv.gov/legal-community/court-rules/Orders/2014/4-24-2014AmendedRulesAN.pdf> (GAL Duties in WV)
2. http://www.americanbar.org/groups/child_law/what_we_do/projects/empowerment/involving_youth.html (Involving Youth in Court - Judicial Bench Card for Older Youth Attached.)
3. <http://wvde.state.wv.us/counselors/students/documents/COMINGOFAGE-updated2.pdf> ("Coming of Age" by the WV State Bar YLS.)
4. http://www.wvendoflife.org/MediaLibraries/WVCEOLC/Media/public/Combined-MPOA-LW-editable-PDF_1.pdf (Medical POA and Living Will Combined, WV End-of-Life Care Center form)
5. <http://apps.americanbar.org/litigation/committees/childrights/content/articles/112111-crisis-child-identity-theft.html> (ABA Section of Litigation - Child's Rights Litigation)
6. http://www.wvdhhr.org/bcf/children_adult/foster/documents/YTPCarla.pdf (Youth Transitioning Policy DHHR - Revised 2012)
7. http://www.nrcpfc.org/fostering_connections/download/Judicial_Guide_to_Fostering_Connections_2011.pdf (Judicial Guide to Fostering Connections Act of 2008)
8. <http://www.childrensdefense.org/child-research-data-publications/data/state-data-repository/perspectives-on-fostering.pdf> (White paper on Older Youth and the Fostering Connection Act by FosteringConnections.org , See pages 30 - 35 of PDF).

If you don't get *Child Law Practice* from the ABA, consider subscribing. One of the best investments for a juvenile counsel or a GAL. Currently, it is available only on-line.

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ESSENTIAL SURVIVOR'S GUIDE FOR OLDER YOUTH ADDITIONAL RESOURCES

1. *Selected Parts of New GAL Duties issued by WV Supreme Court of Appeals*
2. Judicial Bench Card for Involving Older Youth in COURT HEARINGS.
3. Sample of Bob's Handout to Alabama Older Youth in Foster Care.
4. Older Youth Transition Case Plan Form (for youth over 14)
5. Selected parts of white paper on Older Youth and Fostering Connections Act.
6. Sample ORDERS
Revised Orders to be Available for Presentation.
7. Sample Banking Application for Foster Teens to create checking Account.

- a. A GAL determines that there is a conflict of interest in performing both roles as GAL and the child's attorney. In such instance, the lawyer should continue to represent the child as the child's attorney and withdraw as GAL. The lawyer should simultaneously ask the court to appoint a new GAL to represent the best interests of the child. A mere disagreement regarding the best interests of the child does not in itself constitute a basis for withdrawing as counsel.
- b. A conflict of interest arises when siblings represented by the same GAL have opposing interests. If the GAL discovers the conflict before commencing representation of the siblings, the GAL shall only accept appointment of one sibling or non-conflicting siblings. If the GAL discovers the conflict of interest after accepting appointment to represent the siblings, the GAL shall request that the court appoint a new GAL to represent the interests of the conflicting sibling or siblings.
- c. A conflict of interest arises when a GAL subsequently represents a child's parent, relative, caregiver, foster parent, or pre-adoptive parent in another matter. In such instance, a GAL should not engage in a subsequent representation that compromises the GAL's ability to independently consider the best interests of the child.

C. Duties of GAL as to Initial Stages of Representation

1. When appropriate, promptly notify the child and the child's caretaker of the GAL's appointment and the means by which counsel can be contacted.
2. When appropriate, initiate contact with the caseworker, review the caseworker's file and obtain copies of school, medical, social service, or other records necessary to thoroughly understand and investigate the case.
3. Schedule a face-to-face meeting with the child at a time and place that allows for observation and private consultation with the GAL unless the court specifically determines that such a meeting would be inappropriate given the age, medical and/or psychological condition of the child.
4. When appropriate, counsel the child regarding the subject matter of the proceedings, the specific reasons for the GAL's appointment and the expectations of the court.
5. When a Court Appointed Special Advocate (CASA) has been appointed to the case, work with the CASA volunteer to achieve the goal of representing the best interests of the child.
6. Conduct an independent investigation of the facts of the case.

- a. When appropriate, conduct in-home visits during which the GAL can observe the respective living environments of the child's parents or caretakers and their interaction with the child.
 - b. When appropriate, interview caregivers, caseworkers, therapists, school personnel, medical providers, relatives, siblings, and/or other individuals that have pertinent information regarding the child.
 - c. Ascertain the child's wishes when possible.
7. Maintain contact with the child throughout the case to monitor whether the child is receiving counseling, tutoring, or any other services needed to provide as much support as possible under the circumstances.
 8. When appropriate, keep the child apprised of any developments in the case and actions of the court or parties involved.

D. Duties of GAL as to Adjudicatory and Dispositional Stages of Representation

1. Actively participate in all aspects of litigation, including, but not limited to, discovery, motions practice, court appearances, and the presentation of evidence.
2. Maintain adequate records of documents filed in the case and of all conversations with the child and potential witnesses.
3. When appropriate, evaluate any available improvement periods and actively assist in the formulation of an improvement period and service plans. The GAL is to monitor the status of the child and progress of the parent(s) in satisfying the conditions of the improvement period by requiring updates or status reports from agencies involved with the family.
4. Assess whether it is appropriate for the child to participate in court hearings or multi-disciplinary team meetings. The GAL is to participate in any discussions regarding the proposed testimony of the child and, if it is determined that the child's testimony is necessary, strongly advocate for the testimony to be taken in an acceptable and emotionally neutral setting.
5. Assess whether it is appropriate for the child to undergo multiple physical or psychological examinations. Before multiple physical or psychological examinations are conducted, the requesting party must present to the judge evidence of a compelling need or reason considering: (1) the nature and intrusiveness of the examination requested; (2) the child's age; (3) the resulting physical and/or emotional effects of the examination on the child; (4) the probative value of the examination to the issues before the court; (5) whether the passage of time renders the examination unnecessary or irrelevant; and (6) the evidence already available for the respondent's use.

6. Review any pre-dispositional report prepared for the court prior to the dispositional hearing and submit a factually accurate report if necessary to correct deficiencies.
7. Complete the investigation of the case with sufficient time between the interviews and court appearances to thoroughly analyze the information gleaned to formulate meaningful arguments and written recommendations to the court.
8. Submit a written report to the court and provide a copy to all parties at least five (5) days prior to the disposition hearing that complies with the format and content requirements of the "Report of Guardian *Ad Litem*" set forth in Appendix B of the Rules of Procedure for Child Abuse and Neglect Proceedings. When necessary, petition the court to seal or redact information contained in the report as provided in Rule 18a of the Rules of Procedure for Child Abuse and Neglect Proceedings. Submit an updated report if necessary to notify the court of any changes in the child's circumstances. Such report is protected by the attorney-client privilege and the attorney work product privilege. GALs are precluded from testifying as to any aspect of the report.
9. When appropriate, explain to the child the decisions of the court.
10. Ensure that the child/family case plan and subsequent progress reports include appropriate treatment. The GAL is to advocate, when appropriate, for a gradual transition period and take into consideration the educational stability of the child. The GAL is to ensure that the transition plan is intended to foster the child's emotional adjustment.
11. Recommend to the court the appropriateness of establishing, continuing, or collecting a child support obligation from the parents involved in the case.
12. Ensure that the court considers whether continued association with siblings in other placements is in the child's best interests.
13. Ensure that the dispositional order contains provisions that direct the child protective agency to provide periodic reviews and reports to appropriate entities.

E. Duties of GAL as to Post-Dispositional Representation

1. When appropriate, explain to the child the decisions of the court.
2. When appropriate, inform the child of the right to appeal and what that right means. Exercise the appellate rights of the child if under the reasonable judgment of the GAL an appeal is necessary. If the GAL decides to file an appeal, the appeal must fully comply with the requirements set forth in Rule 11 of the Rules of Appellate Procedure.
3. Actively participate and timely file a response in any appeal, extraordinary writ, modification, or action ancillary to the abuse and neglect proceeding including

proceedings to address the disruption of a permanent placement which affect the recommendations of the GAL. If an appeal is filed by another party in an abuse and neglect case, the GAL is required to file a respondent's brief or summary response that adheres to the requisite provisions of Rule 11 of the Rules of Appellate Procedure.

4. During the period of representation, evaluate whether it is appropriate to file a motion for modification of the dispositional order if a change in circumstances occurs for the child which warrants a modification.
5. As provided in Rule 52(g) of the Rules of Procedure for Child Abuse and Neglect Proceedings, a GAL's representation of the child continues until such time as permanent placement of the child has been achieved, or as determined by the Court.

ENGAGING OLDER ADOLESCENTS (AGES 16+) IN THE COURTROOM

JUDICIAL BENCH CARD¹

Document court actions

Document in the court order:

- If the youth is present, have him identify himself on the record.
- OR if the youth is not present, address the reasons why the youth is not in attendance.
 - What efforts were made and the accommodations offered to encourage the youth's attendance.
 - Explore and encourage resolution of common reasons for nonattendance, including interference with the school schedule and transportation issues.
 - In the absence of exceptional circumstances, postpone the hearing until the youth can be present.
 - Request a current picture that will be introduced into the record.²

Communicate with the youth during the court hearing

- Use age-appropriate language.³
- Talk with the youth about his interests, likes, and dislikes.
- If helpful, offer to have a conversation in chambers, making sure it complies with all procedural rules.
- Provide an age-appropriate list of legal terms to the youth before court to which he may refer during the hearing.⁴
- Avoid legal jargon and acronyms.
- Ask directed questions.⁵
- Encourage the youth to ask questions, particularly if he doesn't understand a question or statement.
- Recognize cultural differences in language.
- Publicly praise the youth's accomplishments.

Observe the youth's behavior and appearance

- Observe the youth's interaction with caregivers, parents, and guardians.
 - Does the youth look to them for help, support, advice, etc.?
- Observe the youth's physical appearance and health.
 - Is the youth appropriately dressed?
 - Does the youth look well-nourished?
 - Does the youth have appropriate personal hygiene?

Preparations for court attendance

- Ensure that your courtroom is teen friendly.⁶
- Ensure all children are accompanied by a support person at the hearing such as the foster parents, CASA, mentor, coach, or other adult role model.
- Have the agency invite the youth to submit report cards, letters, drawings, stories, poems, or other age-appropriate materials periodically. Refer to anything previously submitted.
- Read anything that the youth gives to the court while the youth is present.
- When appropriate, ask for the youth's input and opinions.
- Talk with the youth about permanency options.⁷
- Review the outcome of the hearing with the youth and answer any questions (or ensure that someone else will do so).
- Ensure the youth understands what was ordered and why.
- When appropriate, share court documents with the youth.⁸
- Ask the youth what he wants to accomplish before the next hearing.
- Consult with the youth and his caregiver when scheduling the next hearing so it does not interfere with the youth's normal daily routine, including school.
- Keep a school district calendar on the bench to ensure there are no conflicts with state standardized tests.

¹ This bench card was created to assist judges when a child is present in the courtroom. It does not include what information the judge should require from additional parties, such as a report from the child's therapist about the child's mental health status.

² The social worker or caregiver can provide the court with a picture.

³ Older adolescents can understand more complex concepts.

⁴ See Andrea Khoury, *With Me, Not Without Me: How to Involve Children in Court*, Child Law Practice, Vol. 26, No. 9 (November 2007).

⁵ Where do you want to live? What do you like about your home? Do you know why you live away from home? Do you see your mom and dad? What things do you like to do with them? Do you wish you could see them more?

⁶ It may be necessary to address issues related to the youth's safety at the courthouse and the appropriateness of courtroom waiting areas. Judges may find it beneficial to have age-appropriate games and books available.

⁷ Questions that address permanency may include: Who do you spend most of your time with? Over the holidays, who do you spend time with? Is there a relative that you are close to? Is there a close family friend that you like to spend time with? Do you know what adoption is? Do you want to be adopted?

⁸ Sharing court documents increases awareness and gives the youth a sense of control.

- Thank the youth for coming to court.
- Encourage the youth to attend the next hearing.
- Ask the youth whether he has any last questions, thoughts, or concerns.

Possible questions to ask the youth

- Who is your favorite teacher? Why?
- Do you participate in sports or other extracurricular activities?
- Is there anyone helping you with vocational or college applications?⁹
- When will you graduate?
- What are your post-graduation plans?
- Do you have an interest in the military?
- Do you have a mentor?
- Do you have someone you can call at anytime?
- Who do you rely on if you need help?
- Do you drive?
- What do you like to do on the weekends?
- Do you have a job?

⁹ For a more detailed list of questions to ask regarding school and related issues, see National Council of Juvenile and Family Court Judges, *Asking the Right Questions: A Judicial Checklist to Ensure That the Educational Needs of Children and Youth in Foster Care Are Being Addressed* (2005). Other resources to address education issues can be found at the Legal Center for Foster Care & Education website, www.abanet.org/child/education, and in the Legal Center's recent publication, *Blueprint for Change: Education Success for Children in Foster Care*, available at www.abanet.org/child/education/blueprint.

LEGAL RIGHTS AND RESPONSIBILITIES

SOME THOUGHTS ON BECOMING AN ADULT in ALABAMA

BOB NOONE, Esq. - Attorney at Law, Musician, Chef, and Janitor

When am I an Adult? Law on Juvenile Proceedings 12-15-102 (1) What age? 19.

LEGAL STUFF - CONTRACTS

What's a contract?

Can I sign a contract before I'm 19? What if I have a co-signer?

What are some likely contracts I may be asked to sign?

Employment - loan for school or car - insurance - medical care - insurance

Installment purchase - apartment rental

Do all contracts have to be in writing to be binding?

Advantages and disadvantages of written contract: poor memories - dishonesty

A written contract will control, even if you thought you had a different oral contract.

RULES for written contracts:

-Don't sign until you are sure you understand.

-Read entire contract . . . ask questions.

-If oral representation conflicts with written contract, the written contract controls.

-Cross out parts that don't agree with what you are told.

-Write in parts of the agreement that are not in your contract.

-Don't sign a contract with blank spaces - either fill them in or cross them out.

-Be concerned if someone asks you to sign without reading it first.

-Don't be intimidated by salespeople (or fooled by friendly ones)

-Don't assume a printed contract is OK.

-Be sure you get a complete, accurate signed copy of the contract.

What happens if I miss a payment?

CREDIT What does a credit rating measure?

-WHY HAVE GOOD CREDIT? Apartment rental; lower rates on loans and credit cards, employers look at credit ratings now. Getting a credit card to establish good credit?

- How to KEEP good credit? Maintain savings, buy low priced items on time, get a job and use any credit cards responsibly.

-What if I buy a TV on installments and the store refuses to fix, can I stop payments? It depends....

-What if my identity is stolen? (In 2008 there were 630,000 victims under age 19 - average loss was over \$12,700 in wrongly assigned debt. In California alone, 84,000 foster children had identity stolen.)

- Protecting yourself: Don't give out SSN; keep financial records safe; PINS and Passwords; pre-screened offers of credit - call 1-888-5-OPT-OUT; not sharing information

-Credit agencies typically don't create reports for minors.... people steal identity of minor, but use a different birthday so the credit application isn't rejected. If you suspect fraud, your legal guardian can request the report. Should be done before reaching adulthood as a precaution.

-Signs of fraud: calls from collection agency; pre-approved credit cards in your name; a family member has used SSN of other family members fraudulently; you get a notice of traffic violation or for taxes owed; you are denied a government loan because of income or existing benefits; you get notice from IRS that your SSN is listed on a tax return.

HOUSING: LANDLORD TENANT LAWS

What is a lease and what should be in it?

Security Deposit - do I get it back

COMPLETE a condition of premises form before you occupy the premises! ! !

Any damages not listed are your responsibility.

Do I have to give notice to the landlord if I leave before the end of the month... can I just turn it over to someone else to pay? Can I be sued if I get behind in rent. Can they attach my wages?

CRIMINAL LAW

Juvenile vs. Adult Court

Driving - Impaired Driving - Implied Consent - Distracted Driving

Alcohol and Other Drugs

Legal Age

Examples of violations by underage persons: -being in possession of alcoholic beverages; falsely representing age to obtain alcohol; making-altering false ID card; operating vehicle under influence; giving alcohol to person apparently under influence.

What drugs are illegal?

Drug Paraphernalia?

What if stopped by a police?

WHEN CAN I GET MY CAR?

Insurance requirements

Car loan and age for loan

EDUCATION:

Tuition Waivers

Chafee Funding

Scholarship Money ! ! !

FILING TAXES - the advantages

EMPLOYMENT ISSUES

Interviewing skills

Facebook? It will come back to haunt you!

Discrimination - Wage Issues

BEFORE LEAVING FOSTER CARE .. .

Your participation in planning essential.

Housing and placement to fit your individual needs

Education and Employment Planning (Colleges and universities with wraparound services for current or past foster youth).

Health and Mental Health Planning. You must have voice in treatment process.

Am I involved in all my Court hearings and ISPs.... Does my lawyer talk to me regularly.

Am I going home to my birth family? Are transition plans being made?

Who are the adults in my life I can count on as I transition to living on my own?

Emotionally capable to live on my own?

HOW TO GET MY IMPORTANT DOCUMENTS

SS Card
Birth Certificate
Drivers License

SHOULD I STAY IN FOSTER CARE: Those who remained in care past age 18 -

- fared better educationally
- more likely to receive needed medical and mental health services
- had less juvenile justice involvement
- were more connected -
- had more options and services - - less “homelessness”

REASONS TO LEAVE FOSTER CARE?

“No one told me I didn’t have to suffer.”

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WV OLDER YOUTH TRANSITION PLAN

YOUTH & CAREGIVER INFORMATION

Youth Name: _____ D/O/B: _____ GENDER: Female Male
 Actively Involved Parent/Guardian/Caregiver Name: _____ Relationship: _____
 Contact Route: _____ Phone: _____ Email: _____
 Address: _____

CURRENT CUSTODY SOURCE INFORMATION Yes N/A

Worker: _____ County: _____
 Phone/Extension: _____ Worker email: _____
 Check Youth's Current Custody Status:
 DHHR Permanent Custody or DHHR Temporary Custody &: CPS or Youth Services
 DJS & History of DHHR custody or No history of DHHR custody FC-18

COURT INFORMATION

Judge: _____ County: _____ Adjudication Status: _____
 Guardian Ad Litem: _____ Phone: _____ Email: _____ Address: _____
 Attorney: _____ Phone: _____ Email: _____ Address: _____
 Probation Status: Active Monitoring History
 Probation Officer: _____ County: _____ Phone: _____ Email: _____

CURRENT OUT-OF-HOME CARE LIVING ENVIRONMENT Yes N/A

Family/Kinship: _____
 Address: _____
 Out-of-Home Care: Foster Care Residential Level I Shelter PRTF DJS
 Provider Agency: _____ Address: _____
 Primary Staff Name: _____ Position/Credentials: _____
 Phone: _____ Email: _____

MODIFY PARTICIPATION (youth ages 17+ pursuing post-secondary education)

Current Modify Status: Active Referred/Pending Applied & Denied Not addressed
 Modify Program Specialist Name: _____ Phone: _____ Email: _____

DHHR Specific Status Checks

Tribal Membership Eligible N/A Completed Referred/Pending
 NYTD Survey (at age 17 years) N/A Completed Referred/Pending
 Advanced Directives (17 yrs & 3 months) N/A Completed Referred/Pending
 Credit History Check (16 yrs & annual) N/A Completed/Date: Referred/Pending
 Negative Credit History Check Finding & Referred for further action

MISC.

SSI Eligibility: N/A Active Referred/Pending Not Addressed
 Title 19 Waiver Eligibility: N/A Active Referred/Pending Not Addressed
 Adult Protective Services: N/A Active Referred/Pending Not Addressed

******Please attach Youth's current Readily At Hand Checklist******

CURRENT ACADEMIC SETTING

Not attending/not pursuing Academic Plan

■ **PRE-GRADE 12 LEVEL** or NA Youth is in Middle School

Public High School Safe School Sentence Alternative Learning School

On-Grounds School On-Grounds Other:

Youth's Verified Grade Level:

Anticipated completion date (mth/yr):

■ **ADULT HIGH SCHOOL EQUIVALENCY SETTING** or NA

Anticipated completion date (month/year):

■ **POST-SECONDARY SETTING** or NA

University Community College Business College

Vocational Program Other Certification Program

Anticipated completion date (mth/yr):

■ **CURRENTLY ACCESSING:** or NA

FAFSA Yes No If No, Is application needed?

ETV Funds Yes No If No, Is application needed?

■ **ACADEMIC STRENGTHS**

▪ On Track to Earn: Diploma High School Equivalency Option Program High School Equivalency
 Modified Diploma Certification Degree Other:

▪ Describe: Youth understands the value of & is invested in completing his/her academic plan:

▪ Youth's ability to access needed academic support, self-advocacy, etc.:

▪ Academic Achievements to Date: describe diploma, certification, etc.:

■ **ACADEMIC NEEDS**

Credit Recovery Tutoring 504 Plan

IEP (Individual Education Plan) Referral Needed and/or Modification of Existing Plan

S.A.T (Student Assistance Team referral needed or active)

Other:

■ **TRANSITION NEEDS**

GOAL	STEPS/TIMELINE	RESPONSIBLE PERSON	STATUS/UPDATE

LIFE SKILLS ATTAINMENT

CASEY LIFE SKILLS (CLS) ASSESSMENT / CLS Report ***

- CLS Completed & Date of Last Assessment:
 CLS In Progress & Anticipated Date of completion:
 Needs CLS assessment

 CLS Learning Plan has been developed & is in process
 Needs CLS Learning Plan

DEMONSTRATED KNOWLEDGE IN CLSA

<i>Daily Living</i>	<input type="checkbox"/> Achieved	<input type="checkbox"/> Continue	<i>Work/Study Life</i>	<input type="checkbox"/> Achieved	<input type="checkbox"/> Continue
<i>Self Care</i>	<input type="checkbox"/> Achieved	<input type="checkbox"/> Continue	<i>Career/Education Planning</i>	<input type="checkbox"/> Achieved	<input type="checkbox"/> Continue
<i>Relationship/Communication</i>	<input type="checkbox"/> Achieved	<input type="checkbox"/> Continue	<i>Looking Forward</i>	<input type="checkbox"/> Achieved	<input type="checkbox"/> Continue
<i>Housing/Money Management</i>	<input type="checkbox"/> Achieved	<input type="checkbox"/> Continue			

EXPERIENTIAL OPPORTUNITIES

Youth has participated in Life Skills Opportunities/Workshops in the following:

Food Handler's Card: completed needs

HANDS-ON SKILLS:

Laundry	<input type="checkbox"/> skilled	<input type="checkbox"/> needs strengthening	<input type="checkbox"/> minimal
Meal Preparation	<input type="checkbox"/> skilled	<input type="checkbox"/> needs strengthening	<input type="checkbox"/> minimal
Grocery Shopping	<input type="checkbox"/> skilled	<input type="checkbox"/> needs strengthening	<input type="checkbox"/> minimal
Home Safety	<input type="checkbox"/> skilled	<input type="checkbox"/> needs strengthening	<input type="checkbox"/> minimal
Kitchen Safety	<input type="checkbox"/> skilled	<input type="checkbox"/> needs strengthening	<input type="checkbox"/> minimal
Other:	<input type="checkbox"/> skilled	<input type="checkbox"/> needs strengthening	<input type="checkbox"/> minimal

GOAL	STEPS/TIMELINE	RESPONSIBLE PERSON	STATUS/UPDATE

*****Attach: CLS & the CLS Learning Plan*****

CAREER/EMPLOYMENT

CURRENT EMPLOYMENT STATUS**** or NA

- Not employed Actively Job Searching Disabled/Unable to Work
 Full Time Part Time (hours per week:)

Start Date of current employment: Employment Site:

Position: Pay Rate:

EMPLOYMENT/EMPLOYMENT PREP NEEDS

- | | | | |
|-------------------------|------------------------------------|--------------------------------|------------------------------|
| Interest Inventory | <input type="checkbox"/> completed | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Resume* | <input type="checkbox"/> completed | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| References | <input type="checkbox"/> completed | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Job Shadowing | <input type="checkbox"/> completed | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Mock Interview | <input type="checkbox"/> completed | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Sample Job Applications | <input type="checkbox"/> completed | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Job/Career Fair | <input type="checkbox"/> completed | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Interviewing Outfit(s) | <input type="checkbox"/> has | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |

LINKAGES

- | | | | |
|---------------------|------------------------------------|---|------------------------------|
| HRDF | <input type="checkbox"/> connected | <input type="checkbox"/> needs connection | <input type="checkbox"/> N/A |
| DRS | <input type="checkbox"/> connected | <input type="checkbox"/> needs connection | <input type="checkbox"/> N/A |
| Employment Services | <input type="checkbox"/> connected | <input type="checkbox"/> needs connection | <input type="checkbox"/> N/A |
| Other: Disabled | <input type="checkbox"/> connected | <input type="checkbox"/> needs connection | <input type="checkbox"/> N/A |
| Other: | | | |

EMPLOYMENT SKILLS:

SPECIAL CERTIFICATIONS:

TRANSPORTATION NEEDS:

SHORT TERM EMPLOYMENT GOAL(S):

LONG TERM EMPLOYMENT GOAL(S):

GOAL	STEPS/TIMELINE	RESONSIBLE PERSON	STATUS/UPDATE

Attach current Resume & Detailed Past Work History List including reason for leaving

FINANCE & MONEY MANAGEMENT

BANK ACCOUNT STATUS

- | | | | |
|-------------------------------|------------------------------|--------------------------------|------------------------------|
| Savings Account in own name* | <input type="checkbox"/> has | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Checking account in own name* | <input type="checkbox"/> has | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| CD/Money Market account* | <input type="checkbox"/> has | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| ATM/Debit Card | <input type="checkbox"/> has | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Direct Deposit | <input type="checkbox"/> has | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Online Banking | <input type="checkbox"/> has | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Other: IDA | <input type="checkbox"/> has | <input type="checkbox"/> needs | <input type="checkbox"/> N/A |
| Other: | | | |

*Name(s) of Financial Institution(s):

REGULAR SOURCE OF INCOME

- Survivors Benefits (Amount)
 Other (List, Describe & Amount)

FINANCIAL LITERACY Youth has demonstrated money management skills:

<i>Saving/Investing</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue	<i>Balancing/Reconciliation</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue
<i>Lending/Financing</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue	<i>Receives/Reviews Statements</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue
<i>Bill Paying</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue	<i>W-2</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue
<i>Budgeting</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue	<i>Paying/Filing Taxes</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue
<i>Understanding Leases</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue	<i>Finance Contract Terms</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue
<i>Accessing Personal Credit History Check/Reports</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue	<i>Understanding Insurance/Co-Pay</i>	<input type="checkbox"/> Achieved <input type="checkbox"/> Continue

RESOURCE LINKAGE (inform/educate as needed)

- SNAP TANF WIC H.U.D

GOAL	STEPS/TIMELINE	RESONSIBLE PERSON	STATUS/UPDATE

WELL BEING ISSUES

COVERAGE:

- Medical Card: Has Needs NA Extended Medical Card: Has Needs NA
 Private Insurance: Has Needs NA Student Health: Has Needs NA
 Dental Insurance: Has Needs NA Optical/Vision: Has Needs NA

ESTABLISHED PRIMARY HEALTH CARE PROFESSIONAL (name/location)

- Physician: Dentist: Other:

HEALTH: Condition(s) and/or Significant History

- Generally Healthy with no remarkable health impairments or history
 Health Condition that routinely impacts/impairs functioning
 Health Condition generally controlled with medical intervention:
 Significant Medical History – surgeries, etc. Allergies:
 Has Med Alert medallion Needs Med Alert medallion
 Knowledgeable about Sexual Health
 Living Will (DHHR)

MEDICATION COMPLIANCE

- Youth self-administers prescription medication responsibly
 Youth requires prompts/assistance with medication administration
 Youth has been educated on & can inform other regarding side effects of medication

MENTAL HEALTH

- Youth self regulates sufficiently & is not engaged in mental health interventions at this time
 Youth currently engaged in mental health intervention & Primary Focus Is:
 Youth declines recommended mental health intervention(s)
 Youth has history of PRTF, Acute or Sub-Acute In-Patient Hospitalization interventions that could impact future planning

PARENTING ISSUES: or NA

- Youth is currently pregnant Youth is custodial parenting (with child in residence)
 Youth is non-custodial parent With Approved Visitation Plan No Visitation

LINKAGES (Check all that are needed)

- Mental Health Counseling Medication Management AA/NA Medication titration*
 Medical Dental Vision Pregnancy Prevention
 Prevention STDs First Aide/CPR Extended Medical Card Immunization
 DHHR Advanced Directives Nutrition Pharmacy Cultural/Linguistic competence
 Other:

GOAL	STEPS/TIMELINE	RESPONSIBLE PERSON	STATUS/UPDATE

* Medication titration is the gradual increase or reduction in medication under the supervision of a doctor.

PERMANENCE/CONNECTIONS

SUPPORTIVE ADULTS

Name/Support Provided: Contact Route:
 Name/Support Provided: Contact Route:
 Name/Support Provided: Contact Route:

PERMANENCY PACT (attach)

Youth completed Permanency Pact on:

FAMILY RELATIONSHIP (Family as identified by youth) or NA

Name/Role: Active/Routine Infrequent
 Contact Route:
 Name/Role: Active/Routine Infrequent
 Contact Route:
 Name/Role: Active/Routine Infrequent
 Contact Route:

SIBLING RELATIONSHIP (approved without legal restriction) or NA

Name/Role: Active/Routine Infrequent
 Contact Route:
 Name/Role: Active/Routine Infrequent
 Contact Route:
 Name/Role: Active/Routine Infrequent
 Contact Route:

TRIBAL MEMBER or NA

Tribe:
 Location:
 Primary Tribal Member Contact (name/address/phone/email):

SUPPORT NEEDS

Type: Connection Plan:
 Type: Connection Plan:
 Type: Connection Plan:

GOAL	STEPS/TIMELINE	RESPONSIBLE PERSON	STATUS/UPDATE

COMMUNITY, CULTURE & SOCIAL LIFE

ACTIVE COMMUNITY CONNECTIONS (please choose & identify)

- Volunteerism:
- Spiritual Support:
- Activities:
- Social Groups:
- Extra-Curricular:
- Membership:

COMMUNITY OPPORTUNITIES

Youth has identified he/she wants to pursue:

- Volunteerism – identify:
- Spiritual Support – identify:
- Activities – identify:
- Social Groups – identify:
- Extra-Curricular – identify:
- Membership – identify:

CULTURAL CONNECTIONS

Youth has identified he/she wants to pursue:

- Ethnic Heritage

PEER CIRCLE

- Youth has established healthy friendships
- Youth has limited peer support

PEER CONTACT(S)

Name & Contact Route:

Name & Contact Route:

Name & Contact Route:

GOAL	STEPS/TIMELINE	RESPONSIBLE PERSON	STATUS/UPDATE

Casey Life Skills Learning Template

Your dreams can be a reality ...if you have a plan.

Getting Started: Create your plan!

You are the expert on which behaviors, knowledge or skills are important to you. You can choose the skill areas and learning goals you want to work on. Your caregivers can help you in the planning process, too. The adults who care about your success can provide “real life” learning experiences so you can learn how to do different things. Be sure to update your plan from time to time. It’s important to chart your progress and move on to new goals.

Your Name:

Begin Date:

Progress Check Date:

CLSA Primary Skills Areas (✓ the primary and secondary area(s) you will work on)

<input type="checkbox"/> Daily Living	<input type="checkbox"/> Self Care	<input type="checkbox"/> Relationships & Communications	<input type="checkbox"/> Housing & Money Management	<input type="checkbox"/> Work & Study Life	<input type="checkbox"/> Careers & Education	<input type="checkbox"/> Permanent Connections
Secondary Skills Areas						
<input type="checkbox"/> Food/Nutrition <input type="checkbox"/> Home Cleaning <input type="checkbox"/> Home Safety <input type="checkbox"/> Home Repairs <input type="checkbox"/> Computer Basics <input type="checkbox"/> Permanency	<input type="checkbox"/> Health <input type="checkbox"/> Personal Benefits <input type="checkbox"/> Personal Hygiene <input type="checkbox"/> Personal Safety <input type="checkbox"/> Sexuality	<input type="checkbox"/> Personal Development <input type="checkbox"/> Developing Relationships <input type="checkbox"/> Communication <input type="checkbox"/> Cultural Competency <input type="checkbox"/> Domestic Violence <input type="checkbox"/> Legal Permanency	<input type="checkbox"/> Budgeting/Spending <input type="checkbox"/> Banking/Credit <input type="checkbox"/> Housing <input type="checkbox"/> Transportation	<input type="checkbox"/> Personal Development <input type="checkbox"/> Study Skills <input type="checkbox"/> Time Mgmt <input type="checkbox"/> Employment <input type="checkbox"/> Legal <input type="checkbox"/> Income Tax	<input type="checkbox"/> Education Plan <input type="checkbox"/> Career Plan	

Learning Goal #1:

Expectations: At the end of the session or activity, you will be able to:

- 1.
- 2.
- 3.

Youth Action Plan = The actions you take to reach your goals should be clear so you know exactly what to do. Identify what will be done to reach your goals and who will do them: you, social worker, parent or other caregivers.

List the activities or services to be achieved (You can pick from the Resources to Inspire Guide or use others)	Who is responsible for achieving it?	When will it be accomplished?

Progress Check Date:

Learning Goal #2:

Expectations: At the end of the session or activity, you will be able to:

- 1.
- 2.
- 3.

List the activities or services to be achieved (You can pick from the Resources to Inspire Guide or use others)	Who is responsible for achieving it?	When will it be accomplished?

Progress Check Date:

Learning Goal #3:

Expectations: At the end of the session or activity, you will be able to:

- 1.
- 2.
- 3.

List the activities or services to be achieved (You can pick from the Resources to Inspire Guide or use others)	Who is responsible for achieving it?	When will it be accomplished?

(add additional goals and activities as needed)

Names and contact information of caring adults who would like to participate in your success: i.e., social worker, parent or guardian, teacher, uncle or aunt, grandparent, etc.

- 1.
- 2.
- 3.

Optional Signatures:

You _____ Life Skills Instructor _____ Caregiver _____

Completion Date: _____

GLOSSARY OF TERMS & Linkages

MODIFY = Formerly known as the WV Chafee Community Support Services

NYTD = National Youth Transitioning Data base Survey that is required to be administered by the WV DHHR BCF Staff person at designated intervals starting when the youth is 17+

Readily at Hand Checklist = A listing of critical documents for youth ages 16+. Access via: www.itsmymove.org

ETV = Educational Training Vouchers. In 2000, the West Virginia Legislature enacted a law called HB-4784. It allows eligible youth in foster care to receive free tuition if attending a West Virginia public college or university.

FAFSA = Free Application for Student Aide. Access via: www.fafsa.ed.gov/

504 Plan = The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. Access via: wvde.state.wv.us/

Casey Life Skills (CLS) = Free online life skills assessment. Access via: www.caseylifeskills.org

HRDF = Human Resource Development Foundation. HRDF offers innovative approaches to development in economic, education and social areas of service. Access via: <http://hrdfportal.org/web>

WV Division of Rehabilitation Services (DRS) = The West Virginia Division of Rehabilitation Services (DRS) helps people with disabilities establish and reach their vocational goals. Access via: www.wvdrs.org

PRTF = Psychiatric Residential Treatment Facility

Permanency PACT = For more information access via: www.fosterclub.org

OLDER YOUTH AND THE FOSTERING CONNECTIONS ACT

Considerations

Older youth and foster care

Almost 28,000 youth “aged out” of foster care in 2010 and more than 200,000 “aged out” over the past ten years, leaving the child welfare system without a permanent family connection.

Youth who “age out” of foster care are more likely to face poor outcomes than their peers. They are more likely to be homeless, unemployed, and incarcerated compared to the general population.

Remaining in foster care past age 18 has been shown to improve outcomes for youth.

Adolescent brain science shows that significant brain growth occurs during adolescence and emerging adulthood and the brain can be successfully “rewired” during these years. Young people in foster care have the potential to succeed in life, work and relationships when given the right supports, opportunities and challenges.

Since the Fostering Connections Act passed, **15 states and D.C. have opted to extend foster care past age 18 with federal support**, however, much work remains to address the unique needs of teens in foster care and prevent foster youth from exiting at 18 without the skills and relationships they need to succeed.

By Hope Cooper, True North Group, Elizabeth Jordan, Child Trends and Marci McCoy-Roth, True North Group

Overview

One of the great challenges of the child welfare system remains how to serve the unique needs of older youth in foster care. This includes supporting youth transitioning from foster care when they become ineligible for foster care services because of their age (typically around age 18). It also includes better preparing youth earlier in adolescence to ensure that they develop the skills and relationships they need by age 18 to ensure a successful transition to adulthood.

Studies show that when youth exit foster care at age 18, also known as “aging out”, they typically face a number of significant challenges that all young adults eventually face, from supporting themselves financially, to finding safe and stable housing, to acquiring health insurance, to pursuing work or higher education. Exacerbating these challenges, youth who “age out” of foster care typically face these challenges without the assistance, advice, and support of a permanent family. In addition, too often foster youth have not had the necessary supports and services prior to reaching age 18 to build a strong foundation for their transition to adulthood. For example, teens in foster care often live in group homes that restrict their access to healthy relationships and to the normative developmental opportunities provided by sports, part-time jobs, after-school programs and other similar activities.

Perhaps not surprisingly, youth who “age out” of foster care often have negative health, employment and education outcomes. They are less likely to be employed or to have health insurance (Roth, 2010). A national study found that only 54 percent of foster youth who had “aged out” of the system had graduated from high school two to four years after discharge (Courtney, 1998). Additional research has shown youth who “age out” are more likely to experience negative outcomes including poverty, homelessness, incarceration, and mental or physical illness; and to lack the life and educational skills necessary to live successful, independent lives” (Kushel, 2007). Although there has been a slight decrease in the numbers of youth who exited foster care by “aging out,” the proportion of children who age out is still rising: in 2001, 7.1 percent of foster care exits were due to “aging out,” in 2010 they were over 11 percent (Roth, et al., 2011).

The Fostering Connections to Success and Increasing Adoptions Act (The Act) made a number of changes to federal policy aimed at better supporting permanency outcomes for older youth as well as their overall health and

well-being. These changes encompass new supports and services to help youth navigate the difficult transition from foster care to independence, including the option for states to extend support for foster care to youth up to age 21 with matching federal resources and requiring youth complete a transition plan before “aging out” of foster care. This important legislation was inspired by the powerful advocacy of former foster youth who shared their first-hand knowledge of the difficulties and obstacles facing youth “aging out” of foster care. The personal stories of these young leaders were supported by major research studies documenting the wide array of negative outcomes experienced by former foster youth.

Fostering Connections provisions on extending foster care to older youth

The Fostering Connections Act includes requirements and options for state child welfare agencies in serving older youth:

Extension of federal assistance beyond age 18. The Act provides a state option to continue Title IV-E reimbursable foster care, adoption, or guardianship assistance payments to youth up to age 21 in accordance with specific criteria enumerated within the Act. This allows state child welfare agencies to receive federal financial support while offering the financial supports and protections to older youth.

Extension of services to older youth who achieve permanency. The Act extends eligibility for Chafee Foster Care Independent Living Program services to children who are adopted or enter into a guardianship at age 16 or older. Eligibility for education and training vouchers is also extended to youth who enter into a guardianship at age 16 or older, matching previous eligibility guidelines for youth who were adopted at age 16.

Transition plan requirement. The Act requires that all youth, with the assistance of their caseworker, develop a personalized transition plan during the 90 days prior to “aging out” of foster care at age 18 (or up to 21 as the state may elect). The transition plan should be **youth-led** and personalized to the special needs of each individual young person. The plan must address housing, health insurance, education, local opportunities for mentors and continuing support services, and workforce supports and employment services.

Additional benefits. In addition to the sections specifically tailored towards older youth, older youth in foster care benefit from other sections of the Act including kinship guardianship, adoption, sibling placements, educational stability, notification of relatives, and expanded training requirements. (Geen, 2009)

Background on implementation of older youth provisions under the Fostering Connections Act

Since 2009, at least seventeen states have enacted legislation aimed at implementing the older youth provisions. These include bills requiring the state agency to extend care beyond age 18 as well as bills codifying federal regulations, such as the transition planning requirements.

Thus far, fifteen states and the District of Columbia have received federal approval of Title IV-E state plan amendments extending fostering care beyond age eighteen. These include: Alabama, Arkansas, California, the District of Columbia, Illinois, Maine, Maryland, Michigan, Minnesota, Nebraska, New York, North Dakota, Oregon, Tennessee, Texas, and Washington. Four additional states have submitted plans which pending approval. A vast majority of the

plans extend care through age 21. Many of the state plans also embrace other optional provisions of the Act such as allowing options for supervised independent living arrangements; trial independence and re-entry; voluntary placement agreements, and providing direct foster care maintenance payments to young adults.

California's Assembly Bill (AB) 12 is an example of a state's comprehensive approach to enacting the older youth provisions of the Fostering Connections Act. AB 12 resulted from a collaborative effort to improve outcomes for thousands of youth in California's foster care systems. Legislators, agency officials, private foundations, service providers, youth leaders and many others worked together in developing the legislation and continue to collaborate on implementation efforts. Implementation of AB 12 is being supported by a robust information campaign, the After 18 campaign. It is an engaging and broad campaign designed to reach older youth in foster care. After 18 provides a series of videos, conversation guides, and social networking messages geared towards disseminating information about California's new services for older youth.

At this point, we do not know the full impact that the Fostering Connections Act has had on states' policies to extend independent living services, educational and training vouchers or youth-led transition planning. Based on available information, it appears that these requirements are being implemented in an uneven way across the country. Further research is needed to evaluate how the Fostering Connections Act has impacted the outcomes of youth "aging out" of foster care.

With regard to transition planning, a helpful resource for states was produced by the *National Child Welfare Resource Center for Youth Development (NRCYD)*, "Transition Planning with Adolescents: A Review of Principles and Practices Across Systems," available at <http://www.jimcaseyyouth.org/transition-planning-adolescents-review-principles-and-practices-across-systems>. This resource provides a rich overview of transition planning across various public service sectors and highlights promising practices of transition planning for older foster youth, including examples from Hawaii, Iowa, Oregon, Louisiana, Minnesota and New Mexico.

Policy considerations: what's next for older youth in foster care?

The Fostering Connections Act set forth significant new policy and practice goals to assist foster youth during their time in foster care as well as their outcomes upon leaving foster care. The Federal legislation signaled to state child welfare agencies a priority around multiple areas of well-being among youth: education, health, permanent family relationships and transition to adulthood. The Fostering Connections Act has brought national attention to the important needs of older youth in foster care and has prompted thoughtful action among many state policy and programmatic leaders. However, more needs to be done. There are several big challenges that merit attention of federal policy makers:

Extending care beyond 18. Even with the federal funding option, less than half of all states have extended care beyond age 18.

- All states would benefit from more information about the importance of extending care. Research about the adolescent brain and positive youth development coupled with the fiscal impact of protecting this population from poor outcomes can help

states understand the various ways in which young people benefit from supports and services beyond age 18. Fiscal analysis can also highlight the important savings to states in designing age-appropriate services and supports to foster youth past age 18.

- The National Resource Center for Youth Development held a meeting in September 2012 for those state agencies that have received federal approval (or are awaiting approval) to extend foster care beyond age 18. Federal-state leadership efforts that facilitate the exchange of information and innovative ideas are valuable and should continue. States would especially benefit from learning how to better design extended care to meet the unique developmental needs of young adults, attract foster youth to the program, and facilitate enrollment in available services and supports. In addition, state child welfare agencies would benefit from opportunities to learn how to coordinate across public agencies including those that provide services to adults, such as housing and workforce development.
- Congress can also play a role by holding hearings to highlight state approaches or by urging the Administration for Children and Families to take additional leadership in supporting states.

Permanency and well-being. State child welfare agencies need specific guidance for engaging older youth and potential permanent caregivers so that older youth can achieve permanency other than “aging out”. The state option to extend care provided by the Fostering Connections Act gives agencies an additional three years to help youth create or develop a permanent family connection. The needs and concerns of caretakers of older youth and youth themselves are unique. Chronic illness, psychotropic use, high school dropout rates, and teen pregnancy are disproportionately high among the foster youth populations. There is much need for more professional training and resource development in this area. Permanency materials and conversation guides for prospective caregivers should be tailored to address the needs and concerns of this population. Evidence from studies such as the Wendy’s Wonderful Kids program evaluation shows that permanency through adoption is achievable for older youth with special needs. As referenced in the health and education sections of this paper, more work remains to be done to ensure that foster youth have the educational stability and access to health care services that are critical to their overall well-being.

Oversight. States that have extended care beyond age 18 are addressing oversight issues in different ways. Quality oversight for youth in extended care presents certain challenges and opportunities. Oversight of foster care beyond age 18 must recognize that these young people are legal adults. Oversight must ensure a proper balance in holding both the young person and the child welfare agency accountable for providing age-appropriate services and support. Congress can hold hearings, ask for briefings from ACF, and request government studies to better understand the way states are approaching oversight in extended care plans.

High-quality oversight will allow states to answer questions such as: What is the training of court professionals? What are policies and practices regarding the use of sanctions and expulsions from foster care? What type of case planning is being done for young adults? Are young adults supported in achieving their goals for permanency, education, health, work?

Youth engagement. The Fostering Connections Act was clear in its charge to state child welfare agencies to engage youth in a meaningful way in their transition planning. The

transition planning process as required by the Act provides youth with the opportunity to discuss essential components to healthy adulthood with their caseworkers and other trusted adults before leaving care. To ensure the intended goal and maximum benefit of the Act is being achieved, Congress could require a study, such as by the Government Accountability Office, to examine how states are implementing this provision and to assess what, if any, further federal action might be needed to achieve high-quality, youth-led transition planning. For example, is 90 days ample time for the transition planning? Is the young person prepared to be leading his or her transition planning? If not, what can be done to ensure the young person has the skills and tools to adequately lead this process? Are the appropriate professionals and trusted adults involved in the transition planning process?

Conclusion

The Fostering Connections Act offers tremendous support for older youth as they transition from foster care to healthy, productive and independent adults. Through offering states the option of extending foster care, adoption, and guardianship assistance to age 21 and allowing transition services to youth, the Act makes strides to improve outcomes for this at-risk population. However, more states need to opt to extend assistance past age 18 to truly reap the benefits.

About the authors

Hope Cooper is Founding Partner of True North Group, a consulting agency dedicated to providing top-notch, strategic advice to non-profit and government organizations serving vulnerable groups. She brings twenty years of public policy experience focused on improving outcomes and opportunities for vulnerable populations. Most recently, Ms. Cooper served as Vice President for Public Policy at Child Trends, a child development research center in Washington, D.C. Prior to that, she was a senior program officer at The Pew Charitable Trusts where she designed and directed public policy initiatives, including Pew's foster care reform initiative. Ms. Cooper spent ten years on Capitol Hill and held senior policy positions, including on the Senate Finance Committee and Senate Special Committee on Aging where she steered multiple pieces of legislation through the policy process. She has also worked in a senior government relations position at the national headquarters of the American Red Cross.

Elizabeth Jordan is a Senior Policy Analyst the Public Policy & Communications area of Child Trends. She is currently involved in projects related to early childhood education, child welfare, and adolescent health. Ms. Jordan previously worked at the American Bar Association Center on Children and the Law where she conducted an in-depth, 50-state review of laws and policies impacting kinship caregivers. She also served a two-year term as a judicial law clerk for child welfare judges at the D.C. Superior Court. Ms. Jordan holds a J.D. from The American University, Washington College of Law and B.A. from Seattle Pacific University.

Marci Roth joined True North Group (www.truenorthgroup.com) as a partner in February 2013. Most recently, Marci was the Senior Director of Policy and Communications at Child Trends where she directed communications, research and policy projects on issues ranging from early childhood to adolescent health. Prior to that she served as a program officer at The Pew Charitable Trusts where she directed the communication and research activities for a major federal initiative to reform foster care. Marci also worked in state government in Wisconsin, first for the Legislative Audit Bureau as a program evaluator, and then for the Department of Health and Family Services as a research analyst working on vulnerable

populations issues. Marci received a Masters of Communication from the Annenberg School for Communication, at the University of Pennsylvania. She also has a Masters of Public Affairs and Policy Analysis from the La Follette School of Public Affairs at the University of Wisconsin-Madison. She received a Bachelors of Arts in Economics from Yale University.

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“The typical American child living in out-of-home care
has 100 to 300 living relatives.”

Campbell, Kevin, et al. “Lighting the Fire of Urgency: Families Lost and found in America’s Child Welfare System.: Permanency Planning Today. - - - Recent research that relative foster care provides more stable placements than unrelated foster care. Siblings are less likely to be separated when in relative care and children in relative care tend to maintain community connections with schools and church or origin. Relatives tend to continue a supportive role as the children age out. Therefore, finding family connections early in your case will aid the older youth over the long run.

IDENTIFYING CONNECTIONS FOR YOUTH

PARENTAGE	NAME	LOCATED	CONTACTED	INTERVIEW	PLACEMENT	IF NO, WHY ?	DOES CHILD WANT CONTACT?
Mother Presumed Father Alleged Father Stepparent Guardian Other							
MATERNAL RELATIVES							
Grandmother Grandfather Aunts Uncles Siblings Extended Family							
PATERNAL RELATIVES							
Grandmother Grandfather Aunts Uncles Siblings Extended Family							
RELATIONSHIPS							
Neighbor Godparent Prior Foster Parent Coach Teacher Friend’s Parents Other							

For more information on “Finding Family Connections for Foster Youth,” see excellent article by Kelly Lynn Beck and Judge Leonard Edwards in the October 2008 Child Law Practice, published by ABA.

ADMINISTRATIVE ORDER

REGARDING ABSENT/UNKNOWN PARENTS AND RELATIVES

The parties in the above styled abuse & neglect matter shall observe the following:

1. Pursuant to Rule 51 of the WV Rules of Procedure for Child Abuse and Neglect, a multi-disciplinary treatment team shall be convened within 30 days after the civil protection petition is filed.
2. Pursuant to Rule 51(c) the WV Rules of Procedure for Child Abuse and Neglect, the MDT shall submit a written report to the court. Among the items to be reported by the MDT shall be that of (1) Absent or Unknown Parents and (2) Absent or Unknown Relatives.
3. Within the first thirty (30) days of the child entering placement, the WV DHHR shall institute appropriate steps, to locate absent or unknown parents and relatives, consistent with WV DHHR Policy.

4. The respondent parties shall identify in writing to the WV DHHR any appropriate relatives who might have an interest in caring for the child within the first 30 days of the child(ren) entering placement and/or custody. The WV DHHR shall conduct a timely home study or safety check, if appropriate, on those relatives expressing an interest in becoming a placement resource for the child. If visitation would assist in maintaining a connection for the child, then visitation is to be established immediately.
5. Absent or unknown parents, once contacted, must be made a party to the proceeding within ten (10) days after said contact, if said parent was not previously named in the initial filing of the petition. If there is any reason to question the parent/child relationship, the social worker should forthwith request that a paternity or maternity test be completed on the child and parent.
6. Any objections to this order shall be filed in writing within 10 days.
7. The clerk of this Court shall forward a copy to all counsel of record.

ENTERED THIS THE 1st DAY OF April, 2014



 CIRCUIT JUDGE

YVONNE KOLOTA
 CIRCUIT CLERK
 LEGAN COUNTY

RECEIVED & FILED
 APR - 1 P 2 13

Robert T. Noone

Note: This pleading is entered at the beginning of the case, filed with the first notice of hearing/Prelim. Counsel on notice to ask clients of other relatives NOW, not after they fail the I.P.



Example of Free Checking for Teens to age 24.
Need Government issued Pic ID.

At A Glance

STUDENT BANKING

Student Banking is a package of attractive features and convenient account access for clients up to age 24.

[This document is to help you understand some of the features of this account. The information is supplemental to the other documents and disclosures that you have received, or will receive at account opening. Please refer to our Personal Services Pricing Guide, Bank Services Agreement, and Overdraft Decision Notice for full details.]

Account Opening and Usage	Minimum deposit to open account:	\$0
	Monthly maintenance fee:	\$0
	Statement Options:	<ul style="list-style-type: none"> • No charge for online-only statements • \$3 per statement cycle for paper statements (see Pricing Guide for details)
	Pays Interest:	No
	Use of BB&T ATMs:	No fee
	Use of another bank's ATMs:	\$2.50 plus fees charged by ATM owner (Student Banking clients receive four no-fee non-BB&T ATM transactions per statement cycle)
	Account closing fee:	\$25 if account closed within 90 days of opening

Overdraft Fees and Options	Overdraft fee:	\$36 for each item we pay
	Returned Item fee:	\$36 for each item we do not pay
	Maximum number of Overdraft & Returned Item fees per day:	6
	Negative Account Balance fee:	\$36 if account remains overdrawn for 7 days
	Overdraft Protection transfer fee:	\$12.50 per transfer (limit of one fee per linked account per day) With Overdraft Protection, funds are transferred automatically from your linked savings, credit card, or line of credit account when you have insufficient funds in your checking account to cover an item. For transfer amounts under \$5, no transfer fee will be charged.
	Overdraft fee threshold:	\$5 If your account is overdrawn by less than \$5 at the end of the processing day, we will waive your overdraft fees.

BB&T Overdraft Review

We utilize a process called Overdraft Review to determine whether your transactions may be paid or rejected when you have insufficient funds in your account. Participation in Overdraft Review is up to you.

Overdraft Review options:

ATM and One-Time Debit Card Transactions:

Option A: Opt-out (default) – This means your account is automatically set up to decline either of these transactions that may overdraw your account when you do not have enough money available. You will not be charged a fee if we decline these transactions.

Option B: Opt-In – This means your account is set up to allow BB&T to consider paying either of these transactions when you do not have enough money available in your account. You will be charged a fee for these transactions. Whether an overdraft will be paid is at our discretion, and we reserve the right not to pay.

Check, ACH and Other Debit Transactions:

Option A: Opt-In (default) – This means your account is automatically set up to allow BB&T to consider paying these transactions when you do not have enough money available in your account. You will be charged a fee for these transactions. Whether an overdraft will be paid is at our discretion and we reserve the right not to pay.

Option B: Opt-Out. This means your account is set up to decline any of these transactions that may overdraw your account when you do not have enough money available. You will be charged a fee for each returned item.

Processing Policies

Funds Availability (When your deposits will be made available.)

Our general policy is to make funds from BB&T check deposits available on the same business day that we receive the deposit, and to make funds from non-BB&T check deposits available on the first business day after the day we receive the deposit. Funds from an over-the-counter cash deposit will be available immediately. Funds from an electronic direct deposit will be available on the day we receive settlement for the deposit.

If we place a 2 day hold on a check deposit, the first \$200 will be available during nightly processing on the business day of your deposit and you will be notified of the delay. **Longer delays may apply. Please see the Bank Services Agreement for more information.**

Posting (How we process your deposits and withdrawals.)

In general, BB&T will post most debit transactions to your account in chronological order. Chronological posting is utilized when the bank can identify both date and time information for the transaction. For each processing day, we post transactions in the following order:

- All credits (deposits)
- Debits with date and time information in chronological order.
- Debits without date and time information in low to high dollar amount
- Checks in sequential order

When date and time information is available, prior day debits and fees will post before current day debits and fees. Items sent by merchants for authorization prior to being submitted for final payment will post according to the date and time of the authorization request.

Other Service Fees	Online Bill Pay:	No fee
	Check Images:	Not available with Student Banking
	Statement Copy:	\$7 (Research fees may apply.)
	Stop Payment *	\$34
	Money Order *	\$5
	Official Check *	\$10
	* Student Banking clients are eligible for a one-time refund of any one of the above fees during the lifetime of the account.	
	Returned Deposited/Cashed Item:	\$12
Wire Transfers:	Domestic incoming:	\$15
	Domestic outgoing:	\$24
	Online check copies:	No fee

Dispute Resolution

If you have questions regarding your account, please visit any BB&T branch or call us at 1-800-BankBBT (1-800-226-5228). Certain disputes may be resolved by arbitration. Complete details may be found in the Bank Services Agreement you were provided, or will be provided, at account opening.

Account Terms & Conditions, Rules and Other Information can be found on our website at

<http://www.BBT.com>

Advocacy & Information

Do you need assistance with your finances?

Are you spending all of your income from every paycheck? Are you worried about your mounting debt? Do you find it next to impossible to save for retirement? A qualified credit counselor can help.

The NFCC (National Foundation for Credit Counseling) is the nation's largest financial counseling organization. The NFCC Member Agency Network includes over 800 community-based offices located in all 50 states and Puerto Rico. **To locate an NFCC Member Agency in your area call 800-388-2227.**

