Classroom Supplement for Youth with Foster Care Histories: Emancipation and Well-Being

Discussion Topics and Questions

Persistent, supportive social relationships (i.e., with kin and mentors) are important for emerging adults before, during, and after transitioning out of foster care. In the absence of typical family support networks for foster youth, how can child welfare systems help create and sustain positive and robust networks of support for (and with) youth with foster care backgrounds?

Does your state offer extended services for youth exiting foster care? If so, what are the affordances and limitations of those services? If not, what services are available to help former foster youth transition to independent living? Review the Child Welfare Information Gateway to check for state-by-state status of extended services: https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/extensionfc/

Young adults with foster care histories who desire education beyond high school (or a GED)—this includes post-secondary education at a community college, technical or trade school, or university—often face barriers within the school system itself. What can school systems do to better identify (and meet) the needs of youth with foster care backgrounds?

IRP Resources


Other Resources


