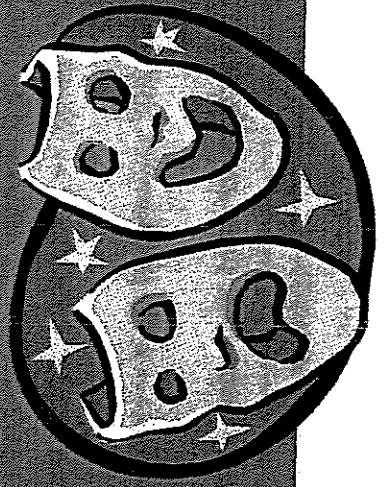
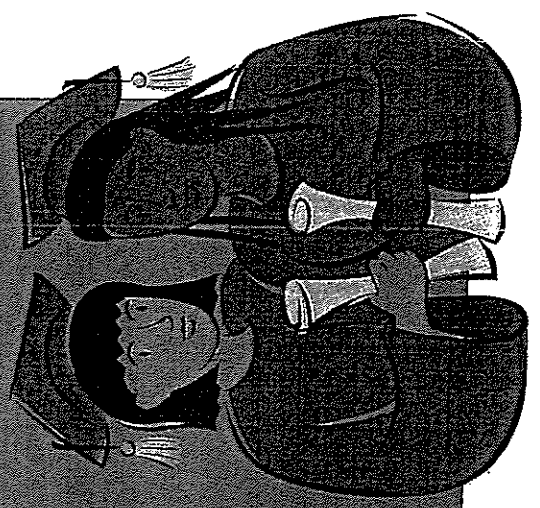
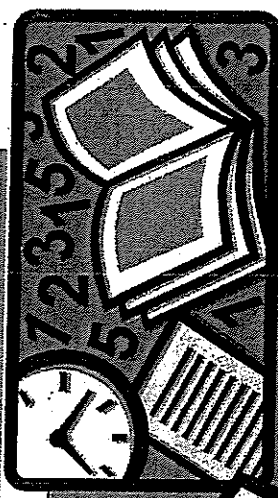
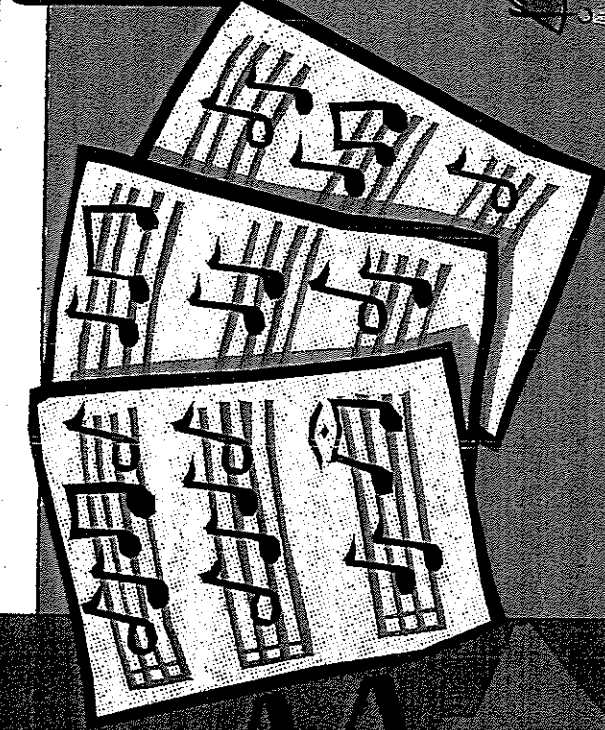
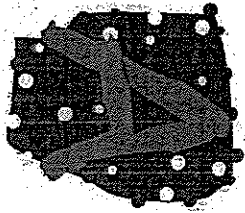
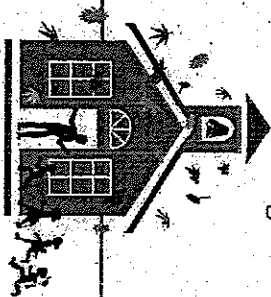


Youth Transitional Planning Education Benchmarks

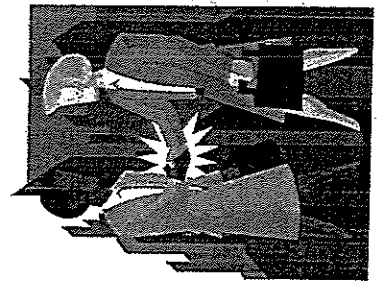
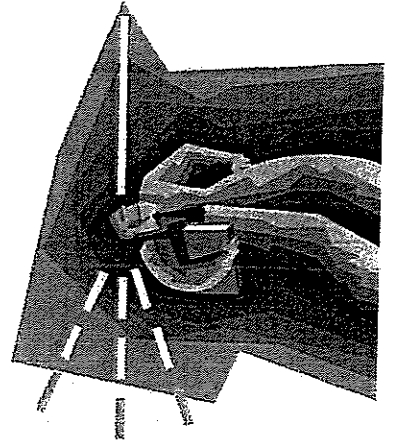
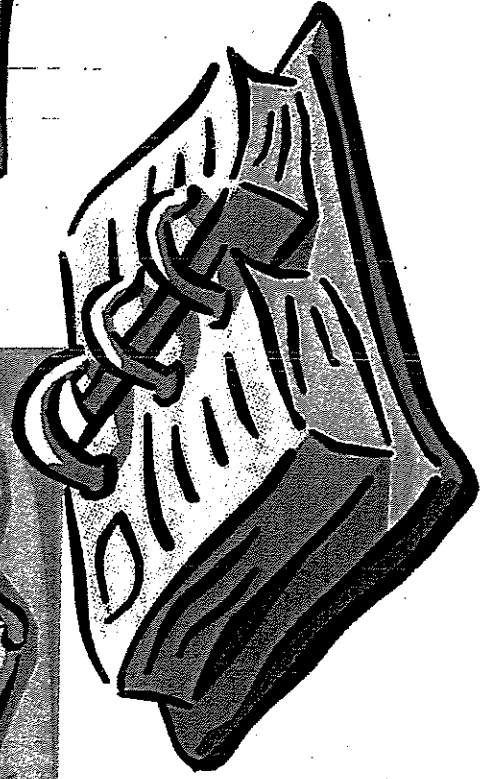
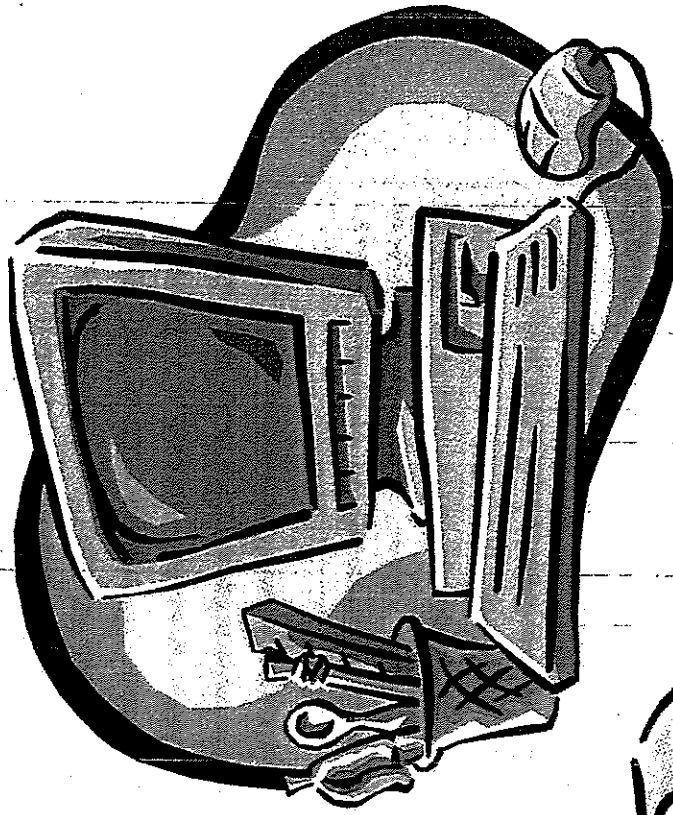


AGES

EDUCATION BENCHMARKS

14	<ul style="list-style-type: none"> • Youth shall participate in life skills classes and begin to acquire skills that are appropriate to his/her functioning level. • Youth in every school system understand graduation requirements. • Youth shall have basic literacy and numeric skills (at least 5th grade proficient). • If applicable, youth shall have an appropriate identification of special education. • If applicable, an appropriate parent surrogate shall be identified for the youth. • Youth shall begin to obtain the needed student service learning hours towards graduation. 	
15 and 16	<ul style="list-style-type: none"> • Youth shall have a concrete plan detailing how he/she shall complete high school, earn a certificate of program completion, or obtain a GED, which includes specific steps to meet any gaps in required courses. Plans shall be signed by appropriate school personnel, parent, youth and maintained in school records. • Youth shall have an awareness of colleges, trade schools, or technical trainings and what is needed to reach goals. • Youth shall have an opportunity to participate in a driver's education program. • Youth shall be assisted in obtaining a driver's license or Maryland identification card. • Disconnected youth shall have an established reengagement plan. 	
17 and 18	<ul style="list-style-type: none"> • Youth shall obtain the necessary student service-learning hours to graduate. • Youth shall have a concrete plan for postsecondary education, employment and/or training. • All youth shall complete the Free Application for Federal Student Aid (FAFSA), unless otherwise noted. • Transition plans for youth shall include specific educational goals and financial assistance plans. • Youth shall understand how to utilize the Maryland Tuition Waiver and/or ETV. • Youth shall be enrolled in college, or if not interested in college, take advantage of vocational programs that allow certifications to be earned. • Graduating disabled youth shall understand their service needs and shall receive information on how to access Disability Support Services. • Youth shall register to vote and understand the voting process. 	
19-21	<ul style="list-style-type: none"> • Youth shall have access to postsecondary supportive services (e.g, financial aid, counseling, tutorial). • Youth with disabilities exiting school shall be aware and engage with community supports. 	

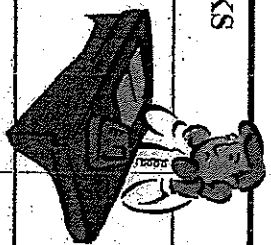
Youth Transitional Planning Employment Benchmarks



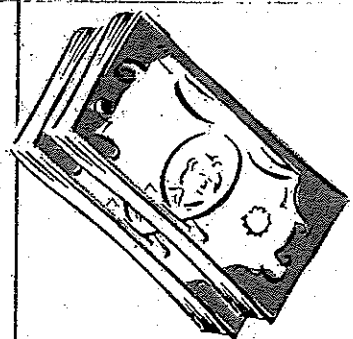
AGES

EMPLOYMENT BENCHMARKS

14	<ul style="list-style-type: none"> • Youth shall obtain a work permit from the school • Youth shall begin to explore career interest.
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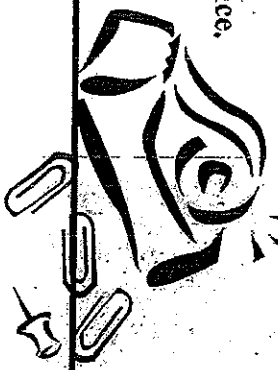


15 and 16	<ul style="list-style-type: none"> • Youth shall receive assistance in the exploration of employment and/or occupational interests and the skills and/or training required for possible fields of interest. • Youth shall understand what minimum wage means. • Youth shall develop a realistic concept of the type of jobs available to the youth. • Youth shall explore options for summer youth employment. • Youth shall engage in work experience, job shadowing and/or volunteer activities. • Youth shall be aware of appropriate attire for job interviews and work. • Youth shall understand how to access transportation to and from work.
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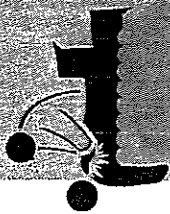


17 and 18	<ul style="list-style-type: none"> • Youth shall have an opportunity to participate in an internship, externship, or volunteer opportunity relevant to a career field of his/her choice. • Youth shall understand the opportunities that shall allow him/her to increase employment skills. • Youth shall be assisted in developing a resume. • Youth shall have had at least two summer jobs by age 18. • Youth shall be engaged in planning for employment that shall increase his/her earnings and marketable potential. • Youth with special needs shall be educated about the employment transition services and resources available. • Youth shall receive assistance in enrolling in any desired occupational skills training.
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19-21	<ul style="list-style-type: none"> • Youth shall continue to maintain progressive, responsible work experience opportunities within their chosen career path. • Youth shall understand unfair job practices and know how to seek guidance.
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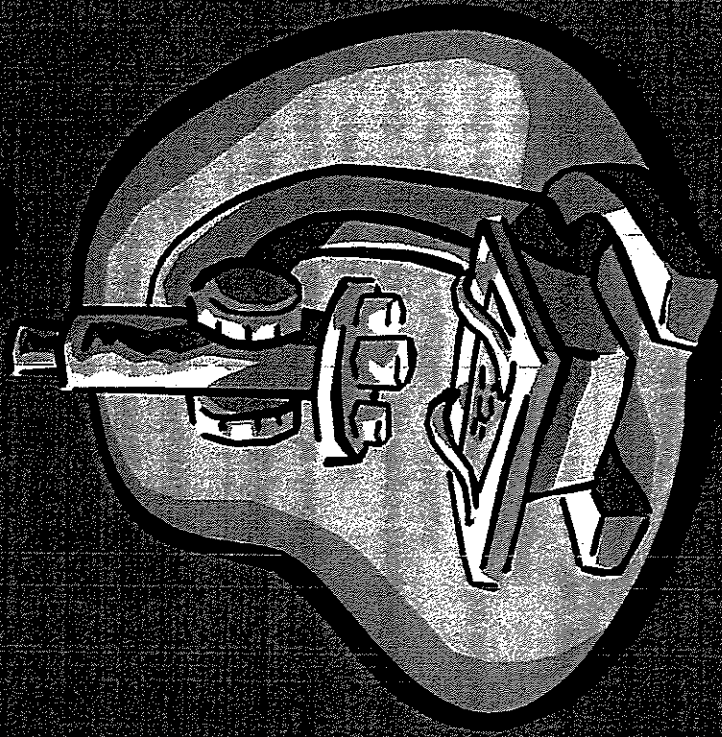
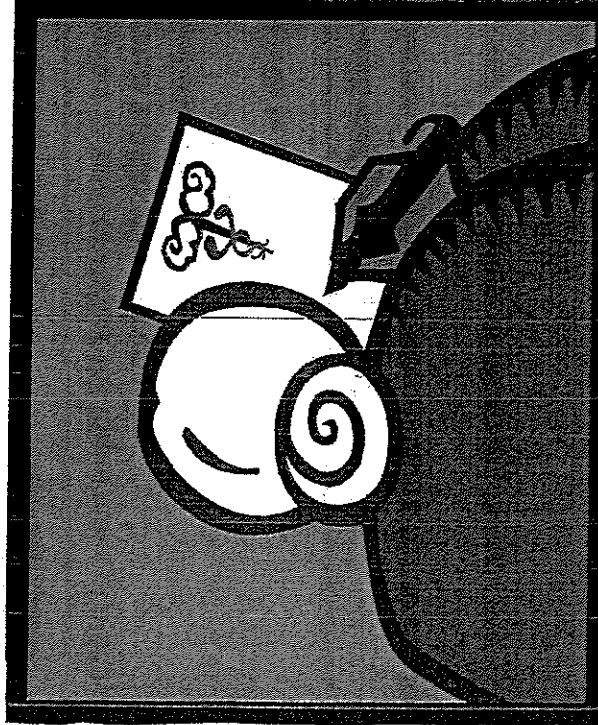


Youth Transitional Planning



Health/Mental Health

Benchmarks



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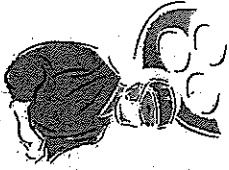
HEALTH/MENTAL HEALTH BENCHMARKS

14	<ul style="list-style-type: none"> • Youth shall participate in sessions on sexual relationships-sexual education that includes forms of birth control, how to practice safe sex, practices to avoid sexually transmitted diseases, and the HIV virus. • Youth shall understand the risks associated with drug and alcohol use. • Youth shall understand the importance of preventative and routine health care. • Youth shall understand the importance of medications and how to use medicine properly. • Youth shall identify the providers he/she use. • Youth shall understand his/her diagnosis. • Youth shall be able to communicate his/her needs to the psychiatrist/therapist.
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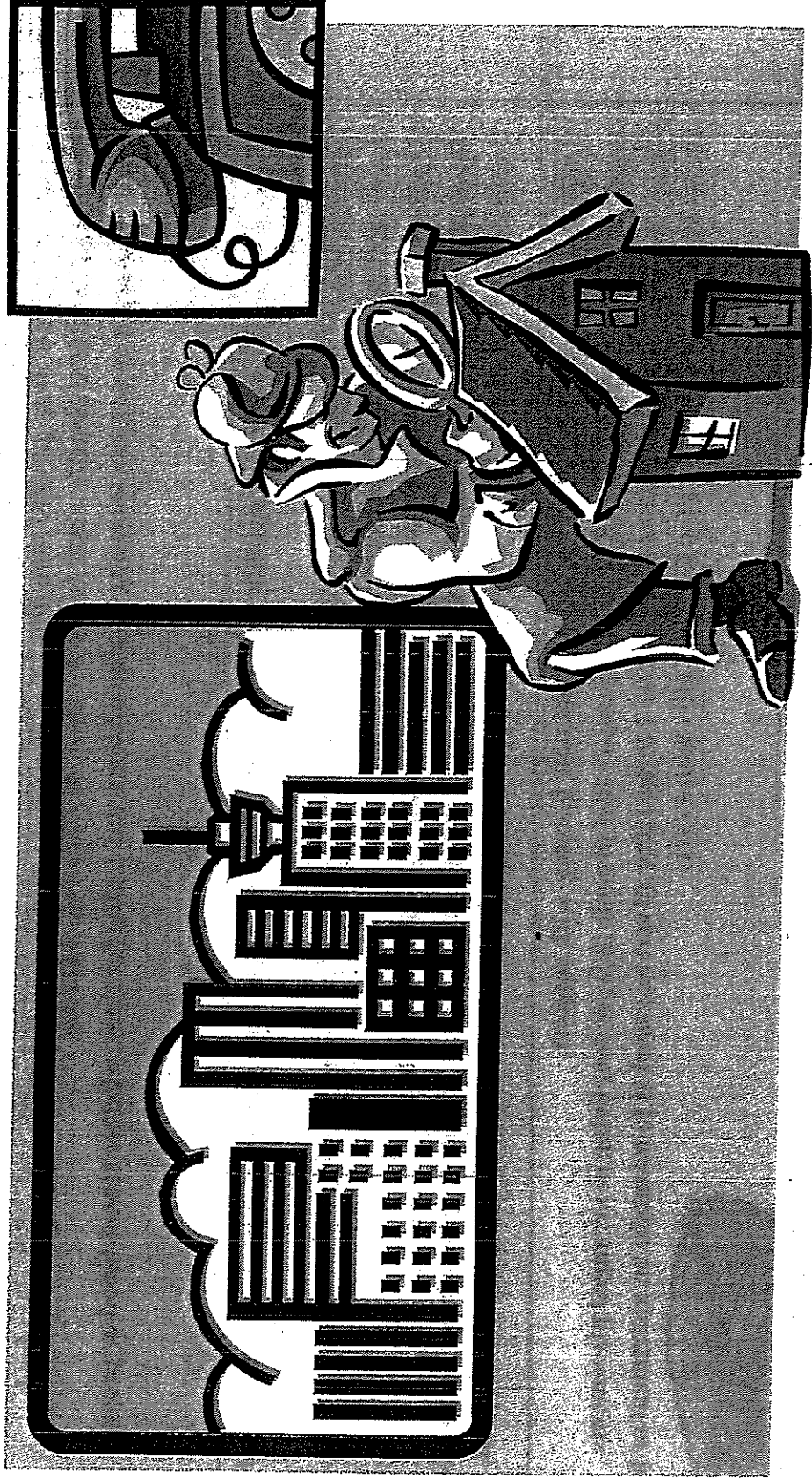
15 and 16	<ul style="list-style-type: none"> • Youth shall be provided with information that shall assist him/her in understanding the importance of medical conditions, family medical history, and how to be responsible with healthy diet and exercise. • Youth shall understand the importance of maintaining medical documents. • Youth shall be able to identify supports. • Youth shall understand safe and healthy relationships (in regards to dating).
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17 and 18	<ul style="list-style-type: none"> • Youth shall understand the importance of following through with medical care and appointments. • Youth shall be able to ask the doctor questions and obtain information needed to understand his/her health and any existing medical conditions. • Youth shall understand the importance of medical insurance and take advantage of obtaining the services needed with their medical insurance. • Youth shall be able to identify and utilize community resources. • Youth shall understand his/her rights. • Disabled youth shall be referred to other programs/services for additional assistance prior to existing care.
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19-21	<ul style="list-style-type: none"> • Youth shall understand how to obtain medical services after he/she leaves care. • Youth shall be aware of health care coverage options if he/she is not insured by their employer. • Youth shall understand how to manage any medical condition he/she has. • Youth shall be able to identify the providers he/she shall use for health, dental and mental health care. • Youth shall have his/her updated medical records and psychological/psychiatric evaluation upon exiting care. • Youth shall be assisted in applying for medical assistance, if needed.
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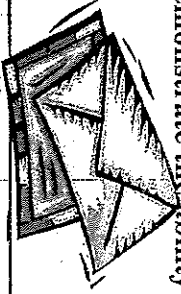
Youth Transitional Planning Housing Benchmarks



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HOUSING BENCHMARKS

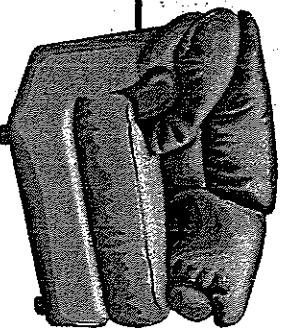
- Youth shall live in an approved safe placement with a caring, competent adult.
- Youth shall demonstrate the ability to purchase items and understand the purchase process-including costs, sales, tax and tips.



- Youth shall be able to go grocery shopping for food, prepare simple food and meals and safely store food.
- Youth shall be able to identify a safe haven for short stay housing, if needed.
- Youth shall begin to acquire necessary household items and caring for them, whether school-based or prepaid.

- Youth shall be able to identify possible housing options, if needed, including prospective roommates, subsidized housing, etc.
- Youth shall have a "safety plan" if current housing fails and assistance with re-engaging with family.
- Youth shall understand housing history.
- Youth shall be able to understand tenant rights and tenant-landlord relationships.
- Youth shall understand the importance of safety and being selective in who is allowed to enter his/her personal space.
- Youth shall possess the life skills needed to maintain an apartment and make some independent decisions.

- Youth shall possess the life skills required to maintain housing, with support.
- Youth shall be prepared for SILA or private vendors that provide independent living in arranged placements.
- Youth shall have a plan developed that includes a budget and all services needed to maintain an apartment or home.
- Youth shall have a developed plan for living after foster care.



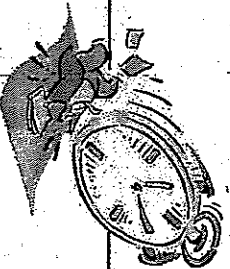
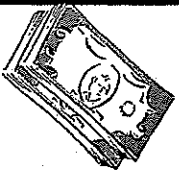
Youth Transitional Planning Financial Literacy/Resources Benchmarks



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FINANCIAL LITERACY/RESOURCES BENCHMARKS

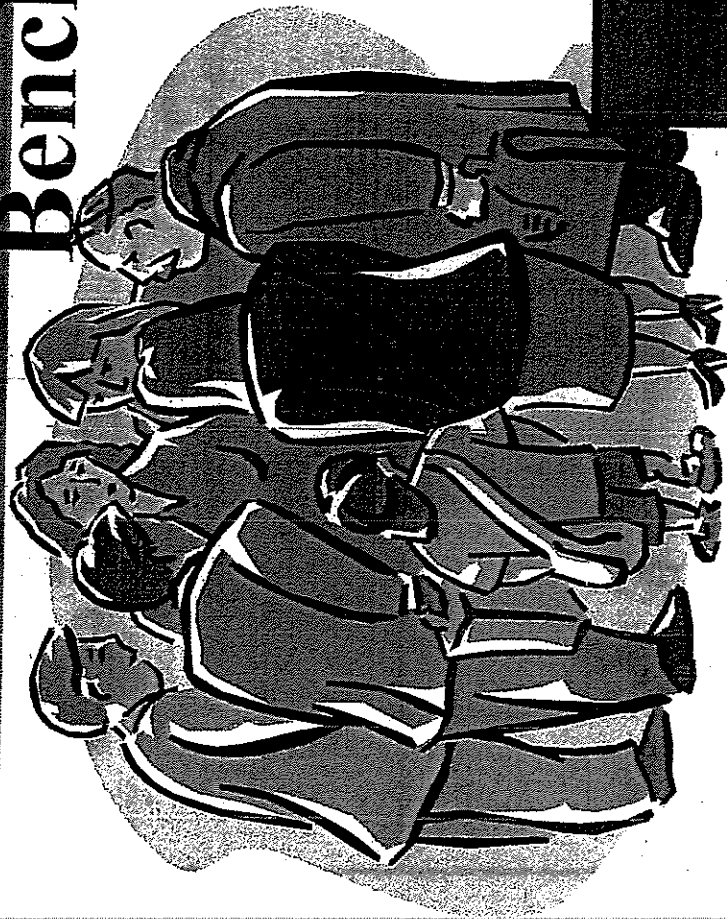
<p>14</p>	<ul style="list-style-type: none"> • Youth shall have a bank account (saving and/or checking) and understand how to utilize services from the bank. • Youth shall demonstrate the ability to purchase items and understand the purchase process-including cost, sales, tax and tips.
<p>15 and 16</p>	<ul style="list-style-type: none"> • Youth shall be able to safely and effectively manage their money; establish alternatives to using check cashing services, payday lending etc. • Youth shall understand basic financial skills-checking/savings, loans, contracts, budgets, and credit cards use. • Youth shall establish a savings goals. • Youth shall have a budgeted clothing allowance.
<p>17 and 18</p>	<ul style="list-style-type: none"> • Youth shall have basic knowledge of entitlement programs, qualifications and how to apply/receive medical assistance with application for SSI (Social Security Income), MA (Medical Assistance), TANF (Temporary Assistance for Needy Families), TCA (Temporary Cash Assistance), WIC (Women, Infants and Children), etc. • Youth shall obtain a free credit report. • Youth shall understand how to avoid identify theft or correct it. • Youth shall understand the benefits of remaining in care until age 21. He/she shall understand the policy, eligibility requirements, and supportive services of After Care Services that he/she can receive if leaving care prior to 21. • Youth shall obtain his/her original birth certificate and social security card.
<p>19-21</p>	<ul style="list-style-type: none"> • Youth shall understand the importance of financial investments. • Youth shall maintain a financial cushion. • Youth shall understand the need for budgeting funds and shall demonstrate the ability to manage money and obtain necessary resources. • Youth shall understand budget management, priority spending and the income sources shall be used to supplement his/her expenses. • Youth shall be able to maintain a savings account.

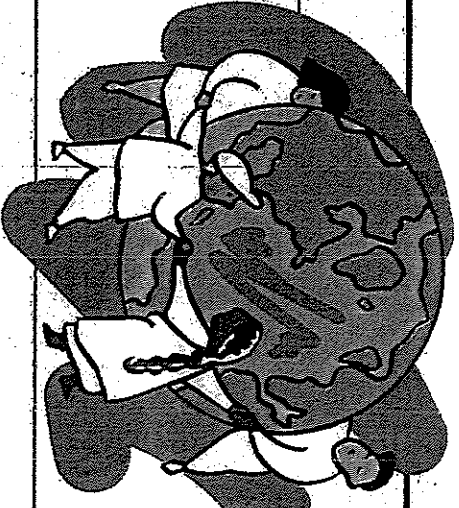
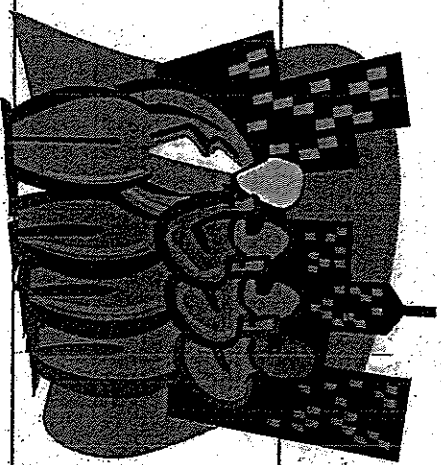
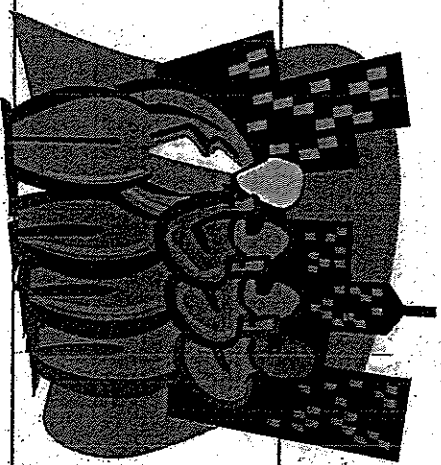


Youth Transitional Planning Family and Friends Support



Benchmarks



AGES	FAMILY & FRIENDS SUPPORT BENCHMARKS
14	<ul style="list-style-type: none"> • Youth shall develop an understanding of positive, safe relationships. • Youth shall develop a photo history. • Youth shall be assisted in developing a genogram. 
15 and 16	<ul style="list-style-type: none"> • Youth shall identify appropriate, committed adult supports. • Youth shall understand the importance of developing life long relationships with caring adults. 
17 and 18	<ul style="list-style-type: none"> • Youth shall develop a community resources guide. 
19-21	<ul style="list-style-type: none"> • Youth shall obtain adequate child-care services, if applicable. • If desired, youth shall learn how to positively develop relationships with his/her family of origin. 