

# Youth Transitioning Into Adulthood Programs

The CEBC defines Youth Transitioning Into Adulthood Programs as programs that increase the skills, knowledge, and supports of youth who age out of the child welfare system while in out-of-home care and, therefore, have to transition out of the foster care system and live on their own. Transition programs are aimed at increasing independent living and self-sufficiency skills and/or developing formal or informal social connections that can provide guidance and support to youth beyond their time in foster care or receiving services. Independent living and self-sufficiency skills could include employment (including readiness and retention), financial management, healthy meal planning and preparation, securing and maintaining stable housing, and/or other life skills.

Every year in California, more than 4,000 youth age out of foster care. The youth who age out of foster care are more likely to experience difficulty managing the transition from dependent adolescence to independent adulthood. Foster youth face unique challenges for making a successful transition into adulthood in employment, higher education, marriage, and parenthood. A large number of these youth have special needs including mental health issues and disabilities, both learning and physical. Former foster youth face the added burden of a disrupted childhood and possible lack of family support. The transition period from adolescence to adulthood is longer and more complex for today's young adults.

## Youth Transitioning into Adulthood Programs topic area criteria:

- **Target population:** Transition age youth who may age out of the foster care system, have already aged out of it, or have emancipated from it
- **Services/types that fit:** Services including assessment, case planning, case management, counseling or mentoring on issues related to emerging adulthood, development of social connections and support systems, education, financial support, and/or skill building
- **Delivered by:** Child welfare caseworkers, trained paraprofessionals, educators, and mental health professionals
- **In order to be included in this topic area on the CEBC:** Program must specifically target the needs of youth aging out of the foster care system or the needs of youth with similar characteristics (e.g., runaway and homeless youth, pregnant or parenting youth, youth with mental health needs or developmental disabilities, etc.) as they enter adulthood as a goal
- **In order to be rated in this topic area by the CEBC:** There must be research evidence (as specified by the CEBC [Scientific Rating Scale](#)) that examines outcomes for youth transitioning into adulthood such as independent living/self-sufficiency skills, family/social connections, employment, higher education, housing, and parenthood



The table below provides a summary of the rated programs currently listed in the [Youth Transitioning into Adulthood Programs](#) topic area. More detailed information can be found on the CEBC website.

Program	Overview	CEBC Scientific Rating	CEBC CWS Relevance Level
<a href="#"><u>Better Futures</u></a>	Support for youth and young adults in foster care ages 16–19 years old in exploring their postsecondary interests and opportunities and in preparing them to participate in postsecondary education, including college and vocational training programs	2	High
<a href="#"><u>LifeSet</u></a>	Intensive in-home support and guidance to young adults ages 17–22 years old leaving the foster care, juvenile justice, and/or mental health systems, as well as to others who find themselves at this stage in life without the necessary skills and supports to make a successful transition to adulthood	3	High
<a href="#"><u>My Life</u></a>	Support for young people ages 15–19 years old in learning how to direct their lives and achieve their educational and transition to adulthood goals	3	High
<a href="#"><u>Transition to Independence Process (TIP) Model</u></a>	Developed for working with youth and young adults ages 15–19 years old with emotional/behavioral difficulties to: a) engage them in their own futures planning process; b) provide them with accessible, developmentally appropriate, nonstigmatizing, culturally competent, trauma-informed, and appealing services and supports; and c) involve the young people, their families (of origin or foster), and other informal key players, in a process that prepares and facilitates their movement toward greater self-sufficiency and successful achievement of their goals.	3	Medium

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