

# Advancing Opportunities for Youth Aging out of Foster Care with Supervised Independent Living Programs (SILPs)

SEPTEMBER 2024  
Chapinhall.org

Policy Brief

Prisca Tuyishime | Brian Chor | Larry Small

## EXECUTIVE SUMMARY

### WHAT ARE SUPERVISED INDEPENDENT LIVING PROGRAMS (SILPS)?

Supervised Independent Living Programs (SILPs) are designed to support the successful transition of youth from foster care to independent adulthood. SILPs prioritize a client-centered approach, recognizing the unique needs and circumstances of each individual. These programs offer many essential services, including financial assistance, education support, career services, housing assistance, and health and psychosocial education. These programs adhere to federal eligibility criteria related to age, educational enrollment, and participation in vocational training/employment. State-specific requirements for SILPs provide coverage for diverse youth populations, including younger youth, pregnant/parenting youth, youth who identify as LGBTQIA+, and youth with physical or mental health needs.

SILP living arrangements vary, spanning individual apartments, shared housing, dormitories, host homes, and other supervised housing arrangements. Some states mandate evaluating youth's readiness for SILPs through standardized tools like the Adult Needs and Strengths Assessment - Transition to Adulthood (ANSA-T) or locally developed assessment processes conducted during administrative case reviews (California Department of Social Services, 2015).

This policy brief highlights the importance of Supervised Independent Living Programs (SILPs) to support young people transitioning out of the foster care system in the United States. SILPs provide a safe and supportive environment where these young people can learn the skills they need to live independently, such as cooking, hygiene, budgeting, time management, and other critical life skills. SILPs also provide case management, counseling, and support services to help young people become self-sufficient and succeed in their new living settings. Under the Family First Prevention Services Act (P.L. 115-123), SILPs are a valuable resource with federal Title IV-E funding support for young people aging out of foster care.

Additionally, this policy brief provides an overview of the challenges young people aging out of foster care face, including homelessness, poverty, and incarceration. It also describes existing policies and programs related to SILPs and emphasizes the need for policy enhancements to improve the outcomes of youth aging out. SILP policy recommendations include allocating funding and resources; promoting and fostering collaboration across stakeholders; developing and prioritizing individualized and comprehensive transition plans that address all aspects of independent living; and, finally, elevating the importance of establishing, implementing, and monitoring effective SILPs.



# YOUTH AGING OUT: TRANSITION INTO INDEPENDENT LIVING

Young adulthood signifies a phase of rapid transformation and self-discovery, characterized by a profound need for social interaction, support, and a sense of belonging (Benson et al., 2011). During this period, young adolescents strive to comprehend their identity and role in society (Morris & Steinberg, 2001). While establishing independence and autonomy are paramount, having meaningful relationships and social support are indispensable to overall well-being (Benson et al., 2011; Morris & Steinberg, 2001).

**Youth aging out of foster care face immense challenges, but with the right support and opportunities, they can transition successfully into independent and fulfilling lives**

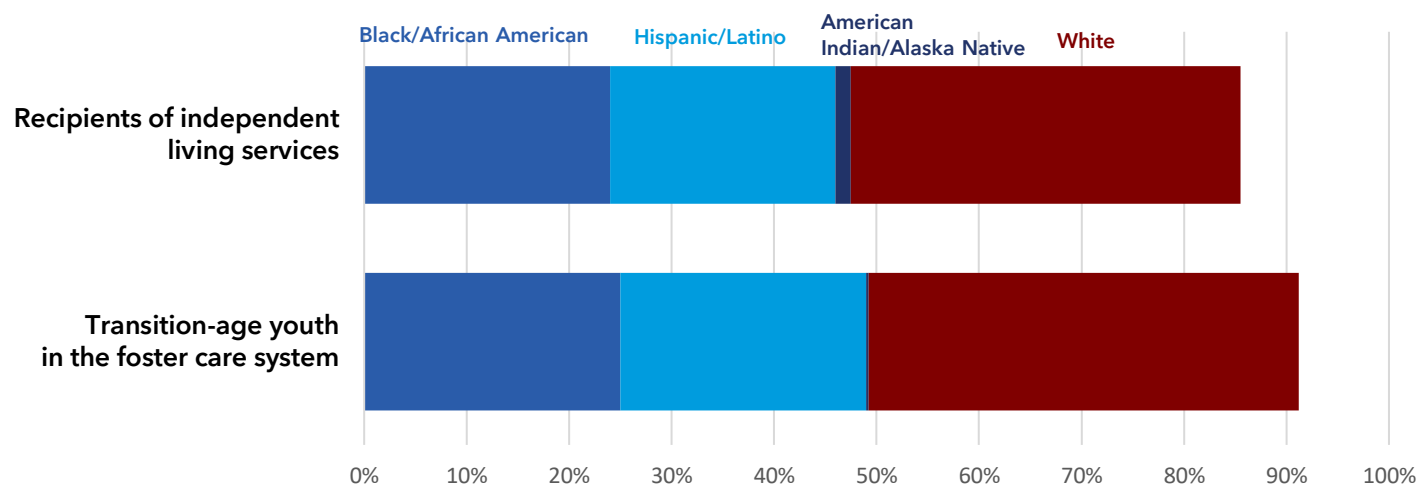
In the United States, youth transitioning out of the foster care system into adulthood and independent living face formidable challenges. Annually, approximately 20,000 youths navigate life beyond the foster care system (Annie E. Casey Foundation, 2023). Despite these hurdles, these youths demonstrate remarkable resilience. A sizable proportion of these youths encounter more challenges than their counterparts in the general population, including diminished educational achievement, housing instability, mental health concerns, and entanglement with the criminal justice system (Dworsky et al., 2013; Kochhar, 2020).

Youth aging out of foster care often lack the necessary skills, education, and resources to navigate the complexities of adulthood successfully. They may not have received adequate preparation for independent living, encompassing financial literacy, employable skills, and rudimentary household management. Without robust support systems, they find themselves ill-prepared to confront the demands of adulthood (Crea et al., 2018). Economic hardships, which often mean having limited access to financial resources, are pervasive among this demographic. These financial challenges can impede their ability to secure stable housing, pursue their education, and address their mental health needs (Dworsky, 2015). The financial challenges are compounded by emotional and behavioral challenges, such as substance misuse and mental health disorders (Cusick et al., 2012; Narendorf & McMillen, 2010). Furthermore, young adults exiting the foster care system may confront stigmatization and discrimination when seeking employment opportunities, contributing to their elevated rates of involvement with the criminal justice system (Unrau et al., 2008).

Moreover, one of the challenges older youths in foster care face—housing instability—can escalate into homelessness and reliance on public assistance (Curry & Abrams, 2015; Eastman et al., 2019). The frequent changes in foster care placements result in disruptions to their education. These school shifts and the resulting educational instability significantly impede youths' educational attainment. Furthermore, they may fail to access the necessary educational services to catch up or graduate without adequate support and advocacy.

Significant racial disparities (Dworsky & Courtney, 2010; Kennedy et al., 2023; Rosenberg & Abbot, 2019) and disproportionalities (National Youth in Transition Database, 2022a; 2022b) impact the experiences and outcomes of Black, Hispanic, and Native American youth as compared to their White counterparts. The National Youth in Transition Database (2022a; 2022b) reports that racial or ethnic minority transition-age youth (aged 17 or 19) are underrepresented compared to their White peers:

**Figure 1. Racial Disparities in Transition-Age Youth and Independent Living Services**



Note :

- 25% Black/African American youth
- 23-24% Hispanic/Latino youth
- 0.2% American Indian/Alaska Native youth
- 39-42% White youth

Conversely, White youth make up the majority (38.4%) of recipients of independent living services; other groups include Black/African American (23.7%), Hispanic/Latino (22.1%), and American Indian/Alaska Native (1.5%; National Youth In Transition Database, 2022b).

In the context of these racial disparities, systemic issues such as poverty, systemic racism, and biases within the child welfare system are deeply rooted (Dworsky & Courtney, 2010). Research indicates that Black foster care youth have a 20% lower likelihood of securing employment or substantial financial earnings and are 18% less likely to address their mental health concerns when compared to their White counterparts (Kennedy et al., 2023). Black foster care youth between the ages of 19 and 21 also encounter more significant difficulties accessing educational support and enrolling in school (Rosenberg & Abbot, 2019). Similarly, Hispanic foster care youth face a 10% lower likelihood of achieving stable housing compared to non-Hispanic foster care youth (Kennedy et al., 2023). These disparities underscore the importance of targeted interventions and systemic reforms to address the unique challenges faced by Black/African American, American Indian/Alaska Native, and Hispanic/Latino youth as they transition into independent living and adulthood.

As of 2024, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA+) youth remain disproportionately represented among homeless populations in the United States, underscoring the urgent need for immediate action. Although they constitute only about 9.5% of the general youth population, LGBTQIA+ youth account for up to 40% of all homeless youth (National Network for Youth, 2024; The Trevor Project, 2024). This significant overrepresentation is primarily driven by family rejection related to sexual orientation or gender identity, aging out of the foster care system, and systemic discrimination (National Alliance to End Homelessness, 2012; National Coalition for the Homeless, 2017; National Network for Youth, 2024; The Trevor Project, 2024).



**LGBTQIA+ youth, making up just 9.5% of the general youth population, account for up to 40% of homeless youth in the U.S. This alarming overrepresentation calls for urgent action to address family rejection, systemic discrimination, and racial inequities.**

The likelihood of homelessness for LGBTQIA+ youth is alarmingly high, with these individuals being 120% more likely to experience homelessness compared to their non-LGBTQIA+ peers, with family conflict being the leading cause (Institute of Real Estate Management, 2022; National Network for Youth, 2024). Despite these daunting challenges, LGBTQIA+ youth aging out of foster care demonstrate remarkable resilience, navigating systemic obstacles and personal adversities with strength and determination that demands acknowledgment and support. Racial inequities and discrimination exacerbate this issue for LGBTQIA+ youth of color, increasing their risks of homelessness (National Network for Youth, 2024; Youth.gov, 2024).

Moreover, LGBTQIA+ youth encounter unique and profound challenges as they navigate homelessness. Their overrepresentation among homeless youth underscores the urgent need for increased awareness and targeted advocacy to address their specific needs effectively (National Coalition for the Homeless, 2017; National Alliance to End Homelessness, 2012). It is crucial to dismantle systemic barriers within the child welfare system to ensure equitable access for all youth to education, housing, employment opportunities, and mental health support.

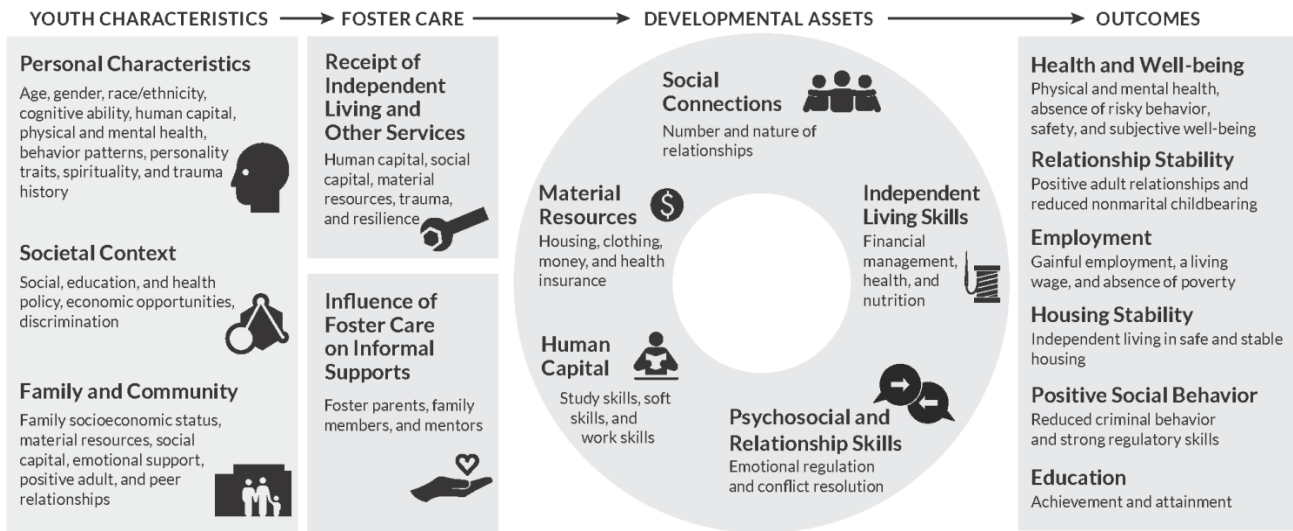
The vulnerabilities of these youth extend beyond homelessness alone. They are more susceptible to violence, mental health issues, and substance abuse, making them one of the most at-risk populations in the country (National Network for Youth, 2024; The Trevor Project, 2024). Addressing these issues requires inclusive housing policies, increased funding for youth services, and robust legislative measures to protect LGBTQIA+ youth from discrimination and violence (National Network for Youth, 2024; The Trevor Project, 2024).

By recognizing and addressing these intersecting challenges, we can work toward a more just and supportive environment for LGBTQIA+ youth, one that acknowledges their unique struggles and strives to provide them with the resources they need to thrive.

To effectively address the impact of services for aging out youth, the Conceptual Framework for the Transition to Adulthood for Youth in Foster Care responds to the pressing need for rigorous evaluation within the child welfare field, aiming to enhance services for youth aging out of the foster care system (Edelstein & Lowenstein, 2014a; Edelstein & Lowenstein, 2014b; McDaniel et al., 2014; Office of Planning, Research, and Evaluation, n.d.). This framework is centered on understanding and addressing the distinctive circumstances of these youth, providing a comprehensive guide on how to equip them with the requisite support, resources, and opportunities to attain self-sufficiency and lead fulfilling lives as independent adults (Courtney et al., 2017; McDaniel et al., 2014).

**Figure 1. Conceptual Framework for the Transition to Adulthood for Youth in Foster Care (McDaniel et al., 2014)**

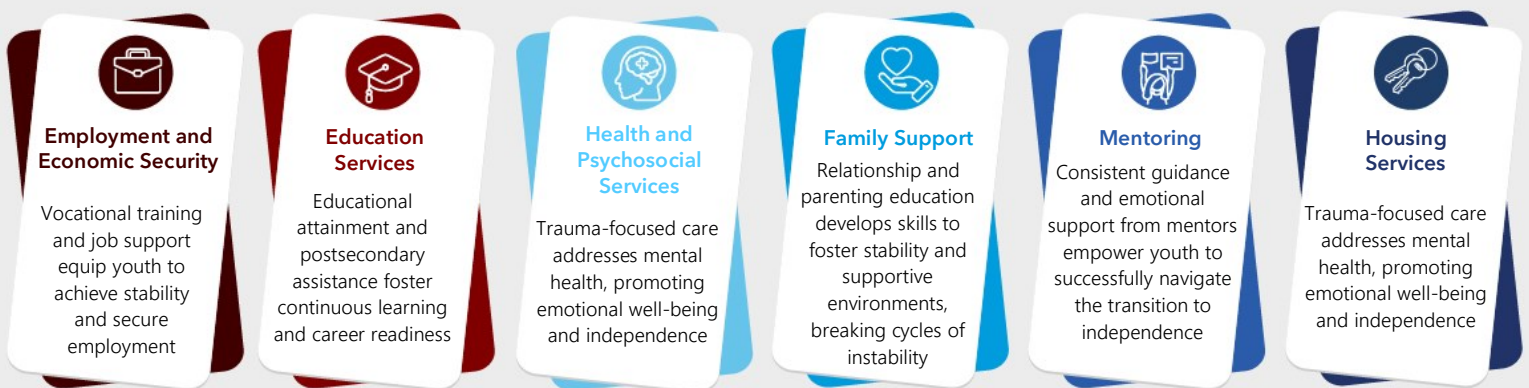
**Youth in Foster Care Transitioning into Adulthood**



**Relevant Federal Policies on Independent Living Options for Youth Aging out of Foster Care**

Comprehensive support systems and collaborative efforts involving policymakers, social services, and communities are not just essential but crucial to addressing the complex challenges of homelessness and racial disparities. These systems and efforts, when combined, significantly improve outcomes for youth transitioning out of foster care. Several federal policies have played a significant role in establishing and expanding SILPs. These include the John H. Chafee Foster Care Independence Act of 1999, the Fostering Connections to Success and Increasing Adoption Act of 2008, the Consolidated Omnibus Budget Reconciliation Independent Living Initiative of 1985 (P.L. 99-272), the Preventing Sex Trafficking and Strengthening Families Act of 2014 (P.L. 113-183), and the Family First Prevention Services Act. These policies are interconnected with SILPs, sharing a common objective of empowering and supporting youth as they transition out of foster care. Refer to Appendix B for a description of these policies.

**Figure 2. Key Components of Supporting Independent Living Programs (SILPs)**



# SILP CORE PRACTICES

Supporting Independent Living Programs (SILPs) are designed to support and prepare youth transitioning from the foster care system for independent living and adulthood. These programs impart essential life skills, education, employment readiness, and housing assistance, and encompass various core practices aimed at empowering and equipping young individuals to integrate successfully into society as self-sufficient and capable adults.

## **Employment and Economic Security**

Preparing youth for employment and economic security through vocational training not only equips them with the skills and knowledge required to obtain and keep jobs, but also provides a sense of security and stability. Financial support, including assistance with room and board and other essential expenses, alleviates financial burdens. Employment services enhance youth employment outcomes by connecting youth with job opportunities and establishing industry partnerships (Courtney et al., 2017).

## **Education Services**

Educational attainment directly influences economic stability and employment (Berger & Fisher, 2013; Welch et al., 2016). Young people in foster care aspire to get a quality education. Academic services, including postsecondary education assistance, promote continuous learning and skill development. Education services enhance literacy and connect youth with appropriate educational and vocational programs (Courtney et al., 2017).

## **Health and Psychosocial Services**

Youth aging out of foster care often face mental health challenges (Burns et al., 2004; Courtney et al., 2007; Courtney et al., 2011; McMillen et al., 2005; Pecora et al., 2019). Health and psychosocial services, with a trauma-focused approach, address specific traumatic experiences that may hinder youth from becoming self-sufficient and living independently (Wethington et al., 2008).

## **Family Support**

SILPs design healthy marriage education to create stable, supportive environments for youth and parenting youth transitioning out of foster care. This core practice focuses on equipping these young adults with the skills needed to build and maintain healthy relationships, which are crucial for their overall well-being and success. By fostering strong relationship skills, the program aims to break the cycle of generational involvement in the child welfare system and reduce challenging behaviors that often arise from instability and lack of support (Kaminski et al., 2008)

## **Mentoring**

Providing consistent guidance and emotional support within SILPs is crucial for helping youth develop the confidence and essential life skills needed for a successful transition to independence. Mentors play a vital role in this process by offering both social and emotional support, which helps youth navigate the challenges of aging out of the foster care system. These mentors build positive relationships that foster trust and play a significant role in reducing antisocial behavior and improving decision-making skills, thereby promoting healthier life choices (Courtney et al., 2017). This comprehensive support structure is integral to the core practices of SILPs, creating a sense of community and belonging that ensures youth are better prepared for independent living.

## **Housing Services**

Stable housing is a critical part of the foundation for the success and well-being of young adults, particularly those aging out of foster care (Wang et al., 2019). It plays a pivotal role in various aspects of life, including education, employment, mental and physical health, and social relationships (Dworsky et al., 2019; National Network for Youth, 2021; Wang et al., 2019). A stable living environment empowers young adults to achieve their full potential and positively contribute to their communities.

When assessing housing needs and providing support, living arrangements should be tailored to individual requirements. SILPs offer a range of housing models designed to foster stability and personal growth (United States Government Accountability Office, 2019). These models include:

<b>Traditional Living Programs (TLPs)</b>	TLPs provide supervised housing and life skills development. They offer education in budgeting, cooking, job hunting, and educational planning, along with counseling and mentorship.
<b>Shared housing models (SHMs)</b>	SHMs encourage peer collaboration and emotional development by placing youth in group homes or apartments while receiving guidance from qualified mentors.
<b>Supervised apartments (SA) or single unit housing (SUH)</b>	These housing options offer individualized support tailored to unique needs, allowing youth to live independently with continued supervision.
<b>Foster family-based settings</b>	These settings incorporate specially trained foster families that provide mentorship and support, creating a family-like environment for transitioning youth.
<b>Contracted residential services</b>	Delivered by private organizations, these programs offer tailored services, including life skills training and counseling, ensuring a seamless transition to independent living.

These SILP-tailored housing models empower young adults to reach their full potential and make meaningful contributions to their communities. For detailed examples of various SILP housing models, refer to Appendix A.

## POLICY RECOMMENDATIONS AND IMPLICATIONS

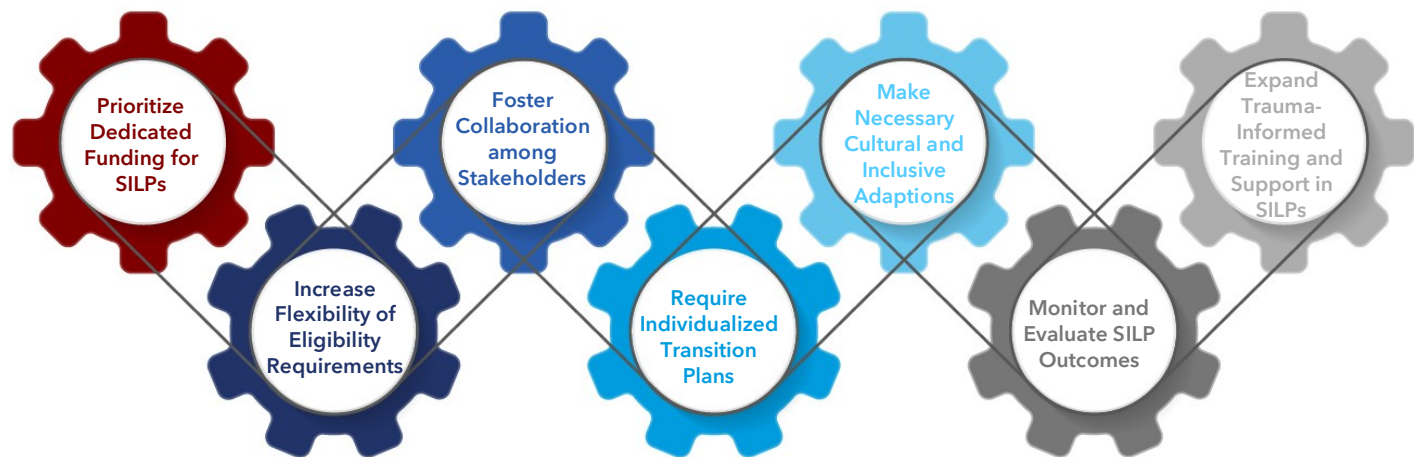
Given the importance of SILPs in supporting the successful transition of youth aging out of the foster care system into independent adulthood, it is important that policymakers in human services systems make evidence-informed policy recommendations to enhance the provision of SILP resources and services. In practice, clinicians, caseworkers, other youth-serving professionals, and service providers can work collaboratively to ensure that the implementation of SILPs is comprehensive, flexible, culturally sensitive, and well-monitored. These coordinated policy and practice efforts include the following:

### KEY BENEFITS OF INVESTING IN SILPS FOR AGING-OUT YOUTH

- Improved educational outcomes as youth receive support in pursuing their academic goals and aspirations
- Enhanced life skills development to empower youth with essential tools to successfully navigate the challenges of independent living.
- Increased employment opportunities by equipping youth with necessary skills that help them secure stable jobs and build fulfilling careers.
- Improved supportive social networks of aging-out youth to provide a sense of belonging and promote social/emotional well-being.
- Improved housing stability to reduce homelessness and involvement in criminal activities.

(National Network for Youth, 2021)

**Figure 4. Policy and Practice Recommendations to Enhance SILPs for Successful Youth Transitions**



### **Prioritize Dedicated Funding for SILPs**

Adequate funding makes it more likely that youth access necessary SILP resources and assistance, safe and stable housing, comprehensive services, and appropriate staff-to-youth ratios. More efficient and responsive allocation of SILP resources demonstrates a commitment to meeting the needs of youth aging out of foster care.

### **Increase Flexibility of Eligibility Requirements**

Allowing flexibility in eligibility requirements empowers states to create diverse SILPs tailored to individual needs. Eligibility can be adapted to suit the unique circumstances of each youth by considering factors such as age, education, employment, income, and readiness for independent living. Tailoring eligibility increases the likelihood of matching youth to appropriate SILPs and improving overall outcomes.

### **Foster Collaboration among Stakeholders**

Collaboration among child welfare agencies, educational institutions, community organizations, and employers enhances the availability and effectiveness of SILP resources and services and reduce bureaucratic redundancies when youth navigate the SILP system. Interagency partnerships ensure youth receive coordinated care, access comprehensive resources and opportunities, and fill service gaps.

### **Require Individualized Transition Plans**

Individualized transition plans consider each youth's unique strengths, aspirations, and challenges. Tailoring housing, education, employment, healthcare, and social support needs is critical for a successful transition. The personalized planning process promotes a person-centered approach, empowering youth to actively participate in decision-making and goal-setting for their future.

### **Make Necessary Cultural and Inclusive Adaptions**

Cultural adaptation of SILPs goes beyond language use and entails tailoring services to align with the diverse backgrounds and identities of youth, especially youth who identify as LGBTQIA+, racial, ethnic, gender, or sexual minorities. By embedding these cultural adaptations into SILP program structures and service delivery, youth will feel more supported, understood, and more likely to thrive.



## **Racial Diversity and LGBTQIA+ Inclusivity**

Diversity and inclusivity should be reflected in a well-trained SILP workforce that reflects the populations they serve to address the unique challenges faced by youth aging out of the foster care system, including those from marginalized racial and LGBTQIA+ backgrounds:

- **Inclusivity and representation:** Staff diversity is a catalyst for the success of SILPs. The mirroring of the racial, ethnic, and LGBTQIA+ identities of the youth in the SILP workforce enhances staff's responsiveness and sensitivity to each youth's unique needs and instills a sense of hope and optimism. This alignment fosters a sense of belonging and acceptance.

- **Incorporating the Conceptual Framework for the Transition to Adulthood for Youth in Foster Care:**

The conceptual framework (Courtney et al., 2007; McDaniel et al., 2014) includes strategies for identity affirmation and trauma-informed care to ensure that LGBTQIA+ youth aging out of foster care receive support that respects and affirms their sexual orientation and gender identity (Edelstein & Lowenstein, 2014b; McDaniel et al., 2014).

- **Cultural competence:** A racially diverse workforce significantly contributes to cultural competence in SILPs. SILP staff should have the knowledge and skills to effectively navigate the cultural nuances, traditions, and communication styles of the youth they serve. This emphasis on cultural competence ensures that youth feel confident and secure in the SILP support system.
- **Breaking down barriers:** Understandably, youth from marginalized backgrounds may have reservations about engaging with a system they perceive as biased, hostile, or unfair. In an environment where youth interact with staff members who share their sexual identity, racial, or ethnic background, they are more likely to build trust and rapport, engage in the program, seek help when needed, and feel a sense of belonging. The concept of intersectionality, that multiple dimensions of marginalized backgrounds compound the experiences of inequity and discrimination, should be integrated into SILPs to lift up youth from these negative experiences.

## **Monitor and Evaluate SILP Outcomes**

Continuous monitoring and evaluation of SILP outcomes should include a focus on the firsthand experiences and outcomes of SILP residents, ensuring that policy decisions are informed by comprehensive, disaggregated data. Evidence-based policies and programs can be refined through ongoing evaluation to create more effective and impactful support systems for transitioning youth.

## **Expand Trauma-Informed Training and Support in SILPs**

Given the significant trauma experienced by youth in foster care, especially those from LGBTQIA+ and racially and ethnically marginalized communities, it is equally vital to implement trauma-informed care practices within SILPs. These practices should encompass mental health support, peer mentoring, and access to trauma-informed counseling. Tailored mentorship programs can offer ongoing support, helping youth develop critical life skills and successfully navigate the complexities of independent living. By empowering youth to advocate for themselves and access essential resources, SILPs can foster environments that address the impact of trauma and promote healing and resilience.

**A diverse, inclusive SILP workforce is essential for building trust, enhancing cultural competence, and ensuring every youth feels seen, supported, and hopeful as they transition out of foster care.**

## CONCLUSION

SILPs play a crucial role in addressing the vulnerabilities faced by youth aging out of foster care, aligning with the broader societal responsibility to support their development and well-being. These programs are instrumental in fostering positive youth development, equipping young individuals with the transferable skills and competencies necessary to navigate the complex challenges encountered during adulthood. By promoting wholesome interactions with peers, adults, and their environments, SILPs contribute to the formation of resilient, capable individuals prepared to engage meaningfully within their communities (Rahardiani, 2019; UNICEF, n.d.; University of Washington, 2012). This emphasis on societal responsibility should invoke a sense of duty and commitment in the audience.

Furthermore, the expansion and implementation of SILPs are crucial steps in creating supportive social networks that give youth a sense of belonging and connection, which are critical for their social and emotional well-being. These networks not only offer stability but also significantly reduce the risks of homelessness and involvement in criminal activities, providing reassurance and confidence to the audience. Expanding these programs and implementing recommended policy actions can ensure a comprehensive and effective support system that empowers youth aging out of foster care to thrive.

When embraced and promoted, SILPs' positive impact ensures that youth aging out of foster care receive the necessary support and opportunities to achieve stability and a brighter future during their transition to independence. These systematic efforts not only aim to fulfill the commitment to supporting vulnerable populations but also have the potential to reduce long-term societal costs associated with homelessness, unemployment, and criminal justice involvement, enabling these youth to lead fulfilling, independent lives (McDaniel et al., 2014; Courtney et al., 2017).

## CONTACT INFORMATION

[Chapin Hall](#) is an independent policy research center that provides public and private decision makers with rigorous research and achievable solutions to support them in improving the lives of children, families, and communities. For more information about Chapin Hall, visit [www.chapinhall.org](http://www.chapinhall.org) or @Chapin\_Hall. Chapin Hall experts are available to speak to and testify about this topic. They include:

**Prisca Tuyishime, M.S.W., S.S.L.**

Associate Policy Analyst

[ptuyishime@chapinhall.org](mailto:ptuyishime@chapinhall.org)

(630) 615-0567

**Brian Chor, Ph.D.**

Research Fellow

[bchor@chapinhall.org](mailto:bchor@chapinhall.org)

(773) 256-5211

**Larry Small, Psy.D.**

Policy Fellow

[lsmall@chapinhall.org](mailto:lsmall@chapinhall.org)

(773) 256-5214

## RECOMMENDED CITATION

Tuyishime, P., Chor, B., & Small, L. (2024). *Advancing opportunities for youth aging out of foster care with supervised independent living programs (SILPs)*. Chapin Hall.



## REFERENCES

- Annie E. Casey Foundation. (2023). Youth in transition (aging out). [https://www.aecf.org/topics/youth-in-transition?msclkid=04863c5641361d59b60958ddbe1c59ff&utm\\_source=bing&utm\\_medium=cpc&utm\\_campaign=Youth+in+Transition+-+Topics&utm\\_term=older+foster+kids&utm\\_content=Youth+in+Transition](https://www.aecf.org/topics/youth-in-transition?msclkid=04863c5641361d59b60958ddbe1c59ff&utm_source=bing&utm_medium=cpc&utm_campaign=Youth+in+Transition+-+Topics&utm_term=older+foster+kids&utm_content=Youth+in+Transition)
- Benson, J. E., Johnson, M. K., & Elder, G. H. (2011). The implications of adult identity for educational and work attainment in young adulthood. *Developmental Psychology*, 48(6), 1752–1758. <https://doi.org/10.1037/a0026364>
- Berger, N., & Fisher, P. (2013). A well-educated workforce is key to state prosperity. Economic Analysis and Research Network. <https://files.epi.org/2013/A%20well-educated%20workforce%20is%20key%20to%20state%20prosperity.pdf>
- Burns, B. J., Phillips, S. D., Wagner, H. R., Barth, R. P., Kolko, D. J., Campbell, Y., & Landsverk, J. (2004). Mental health need and access to mental health services by youths involved with child welfare: A national survey. *Journal of the American Academy of Child & Adolescent Psychiatry*, 43(8), 960–970. <https://doi.org/10.1097/01.chi.0000127590.95585.65>
- Chor, K. H. B., Petras, H., & Pérez, A. G. (2018). Youth subgroups who receive John F. Chafee Foster Care Independence Program services. *Journal of Child and Family Studies*, 27(5), 1402–1414. <https://doi.org/10.1007/s10826-017-1004-1>
- Courtney, M., Hook, J., Brown, A., Cary, C., Love, K., Vorhies, V., Lee, J., Raap, M., Cusick, G., Keller, T., Havlicek, J., Pérez, A., Terao, S., & Bost, N. (2011). *Midwest evaluation of the adult functioning of former foster youth: Outcomes at ages 23 and 26*. Chapin Hall at the University of Chicago. <https://www.chapinhall.org/research/midwest-evaluation-of-the-adult-functioning-of-former-foster-youth>
- Courtney, M. E., Dworsky, A., Cusick, G. R., Havlicek, J., Perez, A., & Keller, T. (2007). *Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 21*. Chapin Hall at the University of Chicago.
- Crea, T. M., Easton, S. D., Florio, J., & Barth, R. P. (2018). Externalizing behaviors among adopted children: A longitudinal comparison of pre-adaptive childhood sexual abuse and other forms of maltreatment. *Child Abuse & Neglect*, 82, 192–200. <https://doi.org/10.1016/j.chiabu.2018.06.008>
- Curry, S. R., & Abrams, L. S. (2015). Housing and social support for youth aging out of foster care: State of the research literature and directions for future inquiry. *Child and Adolescent Social Work Journal*, 32, 143–153. <https://doi.org/10.1007/s10560-014-0346-4>
- Cusick, G., Havlicek, J. R., & Courtney, M. E. (2012). Risk for arrest: The role of social bonds in protecting foster youth making the transition to adulthood. *American Journal of Orthopsychiatry*, 82(1), 19–31. <https://doi.org/10.1111/j.1939-0025.2011.01136.x>
- Dworsky, A. (2015). Child welfare services involvement among the children of young parents in foster care. *Child Abuse & Neglect*, 45, 68–79. <https://doi.org/10.1016/j.chiabu.2015.04.005>
- Dworsky, A., & Courtney, M. E. (2010). The risk of teenage pregnancy among transitioning foster youth: Implications for extending state care beyond age 18. *Children and Youth Services Review*, 32(10), 1351–1356. <https://doi.org/10.1016/j.childyouth.2010.06.002>
- Dworsky, A., Courtney, M., & Napolitano, L. (2013). Homelessness during the transition from foster care to adulthood. *American Journal of Public Health*, 103(S2), S318–S323. <https://doi.org/10.2105/AJPH.2013.301455>
- Dworsky, A., Gitlow, E., Horwitz, B., & Samuels, G. M. (2019). *Missed opportunities: Pathways from foster care to youth homelessness in America*. [https://www.chapinhall.org/wp-content/uploads/Chapin-Hall\\_VoYC\\_Child-Welfare-Brief\\_2019-FINAL.pdf](https://www.chapinhall.org/wp-content/uploads/Chapin-Hall_VoYC_Child-Welfare-Brief_2019-FINAL.pdf)
- Eastman, A. L., Palmer, L., & Ahn, E. (2019). Pregnant and parenting youth in care and their children: A literature review. *Child and Adolescent Social Work Journal*, 36, 571–581. <https://doi.org/10.1007/s10560-019-00598-8>

- Edelstein, S., & Lowenstein, C. (2014a). *Supporting youth transitioning out of foster care. Issue brief 2: Financial literacy and asset building programs*. OPRE Report #2014-69. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <http://files.eric.ed.gov/fulltext/ED559339.pdf>
- Edelstein, S., & Lowenstein, C. (2014b). *Supporting youth transitioning out of foster care. Issue brief 3: Employment programs*. OPRE Report #2014-70. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://files.eric.ed.gov/fulltext/ED559329.pdf>
- Institute of Real Estate Management. (2022). IREM celebrates Pride. *Journal of Property Management*, 87(3), 16-17.
- Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology*, 36(4), 567–589. <https://doi.org/10.1007/s10802-007-9201-9>
- Kennedy, R. S., Potter, M. H., & Font, S. A. (2023). A meta-regression of racial disparities in wellbeing outcomes during and after foster care. *Trauma, Violence & Abuse*, 24(4), 2711–2725. <https://doi.org/10.1177/15248380221111481>
- Kochhar, R. (2020). Unemployment rose higher in three months of COVID-19 than it did in the two years of the Great Recession. Pew Research Center. <https://www.pewresearch.org/fact-tank/2020/06/11/unemployment-rose-higher-in-three-months-of-covid-19-than-it-did-in-two-years-of-the-great-recession>
- Kupisk, D. (2017). Supporting speaking up: Helping your teen self-advocate. *Parentetical*. University of Wisconsin-Madison. <https://parentetical.wisc.edu/2017/06/19/supporting-speaking-up-helping-your-teen-self-advocate>
- McDaniel, M., Courtney, M. E., Pergamit, R. M., & Lowenstein, C. (2014). *Preparing for a 'next generation' evaluation of independent living programs for youth in foster care: Project overview*. OPRE Report #2014-71. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. [https://www.acf.hhs.gov/sites/default/files/documents/opre/chafee\\_overview\\_brief\\_final\\_to\\_opre\\_012015.pdf](https://www.acf.hhs.gov/sites/default/files/documents/opre/chafee_overview_brief_final_to_opre_012015.pdf)
- McMillen, J. C., Zima, B. T., Scott, L. D., Auslander, W. F., Munson, M. R., Ollie, E. L., & Spitznagel, E. (2005). Prevalence of psychiatric disorders among older youths in the foster care system. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44(1), 88–95. <https://doi.org/10.1097/01.chi.0000145806.24274.d2>
- Morris, A. S., & Steinberg, L. (2001). Adolescent development. *Annual Review of Psychology*, 52(1), 83–110. <https://doi.org/10.1146/annurev.psych.52.1.83>
- Narendorf, S. C., & McMillen, J. C. (2010). Substance use and substance use disorders as foster youth transition to adulthood. *Children and Youth Services Review*, 32(1), 113–119. <https://doi.org/10.1016/j.childyouth.2009.07.021>
- National Alliance to End Homelessness. (2012). LGBTQ Youth National Policy Statement. <https://endhomelessness.org/resource/lgbtq-youth-national-policy-statement>
- National Coalition for Homeless. (2023). Homelessness Among the LGBTQ Community. <https://nationalhomeless.org/lgbtq-homelessness/#:~:text=Up%20to%2040%25%20of%20homeless,sexual%20orientation%20or%20gender%20identity.>
- National Network for Youth. (2021). Proposed system to end youth and young adult homelessness. National Network for Youth. [https://nn4youth.org/wp-content/uploads/NN4Y\\_Proposed-System-Updated-01-06-21.pdf](https://nn4youth.org/wp-content/uploads/NN4Y_Proposed-System-Updated-01-06-21.pdf)
- National Network for Youth. (2024). Policy brief: LGBTQ+ youth homelessness. <https://nn4youth.org/resource-center/policy-brief-lgbtq-youth-homelessness/>
- National Youth in Transition Database. (2022a). Outcomes data snapshot: National FY 2018 to 2022. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. <https://www.acf.hhs.gov/sites/default/files/documents/cb/nytd-outcomes-national-2022.pdf>

- National Youth in Transition Database. (2022b). Services data snapshot: National FY 2018 to 2022. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. <https://www.acf.hhs.gov/sites/default/files/documents/cb/nytd-services-national-2022.pdf>
- Office of Planning, Research, and Evaluation. (n.d.) Multi-site evaluation of foster youth programs (Chafee independent living evaluation project). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/project/multi-site-evaluation-foster-youth-programs-chafee-independent-living-evaluation>
- Pecora, P. J., Kessler, R. C., O'Brien, K., White, C. R., Williams, J., Hiripi, E., English, D., White, J., & Herrick, M. A. (2006). Educational and employment outcomes of adults formerly placed in foster care: Results from the Northwest foster care alumni study. *Children and Youth Services Review*, 28(12), 1459–1481. <https://doi.org/10.1016/j.chilyouth.2006.04.003>
- Pecora, P. J., Whittaker, J. K., Barth, R. P., Borja, S., & Vesneski, W. (2019). *The child welfare challenge: Policy, practice, and research*. Routledge.
- Rahardiani, D. (2019). How to Improve adolescents' skills for the future. Oxford Policy Management. <https://www.opml.co.uk/blog/how-to-improve-adolescents-skills-for-the-future>
- Rosenberg, R., & Abbot, S. (2019). Supporting older youth beyond age 18: Examining data and trends in extended foster care. *Child Trends*. <https://www.childtrends.org/publications/supporting-older-youth-beyond-age-18-examining-data-and-trends-in-extended-foster-care>
- The Trevor Project. (2024). LGBTQ+ youth homelessness & housing instability statistics. <https://www.thetrevorproject.org>
- UNICEF. (n.d.). Adolescent education and skills: Adolescents need lifelong learning to build better futures for themselves, their families, and their communities. UNICEF. <https://www.unicef.org/education/skills-development>
- United States Government Accountability Office. (2019). Foster Care: States with approval to extend care provide independent living options for youth up to age 21. United States Government Accountability Office. <https://www.gao.gov/assets/gao-19-411.pdf>
- University of Washington. (2012). Learn and earn: Supporting teens. Disabilities, Opportunities, Internetworking, and Technology (DO-IT). <https://www.washington.edu/doit/sites/default/files/atoms/files/Learn-Earn-Supporting-Teens.pdf>
- Unrau, Y. A., Seita, J. R., & Putney, K. S. (2008). Former foster youth remember multiple placement moves: A journey of loss and hope. *Children and Youth Services Review*, 30(11), 1256–1266. <https://doi.org/10.1016/j.chilyouth.2008.03.010>
- Wang, J. Z., Mott, S., & Magwood, O., Matthew, C., Mclellan, A., Kpade, V., ... & Andermann, A. (2019). The impact of interventions for youth experiencing homelessness on housing, mental health, substance use, and family cohesion: A systematic review. *BMC Public Health*, 19(1), 1528. <https://doi.org/10.1186/s12889-019-7856-0>
- Welch, M., Ruck, K., & Menara, B. (2016). Employee voice: An antecedent to organizational engagement? *Public Relations Review*, 43(5), 904–914. <https://doi.org/10.1016/j.pubrev.2017.04.008>
- Wethington, H. R., Hahn, R. A., Fuqua-Whitley, D. S., Sipe, T. A., Crosby, A. E., Johnson, R. L., Liberman, A. M., Moscicki, E., Pierce, L. N., Tuma, F. K., Kalra, G., Chattopadhyay, S. K., & Task Force on Community Preventive Services. (2008). The effectiveness of interventions to reduce psychological harm from traumatic events among children and adolescents: A systematic review. *American Journal of Preventive Medicine*, 35(3), 287–313. <https://doi.org/10.1016/j.amepre.2008.06.024>
- Youth.gov. (n.d.) Young adults formerly in foster care: Challenges and solutions. [https://youth.gov/youth-briefs/foster-care-youth-brief/solutions#\\_ftn](https://youth.gov/youth-briefs/foster-care-youth-brief/solutions#_ftn)
- Youth.gov. (2024). LGBTQI+ youth homelessness. <https://youth.gov>

# LITERATURE SCAN REFERENCES

- A.D.A.M. Medical Encyclopedia. (2023). *Adolescent development*. <https://medlineplus.gov/ency/article/002003.htm>
- American Psychological Association. (2002). *Developing adolescents: A reference for professionals*.
- Courtney, M. E., (2009). The difficult transition to adulthood for foster youth in the US: Implications for the state as corporate parent. *Social Policy Report*, 23(1), 3–18. <https://doi.org/10.1002/j.2379-3988.2009.tb00058>
- Crea, T. M., Easton, S. D., Florio, J., & Barth, R. P. (2018). Externalizing behaviors among adopted children: A longitudinal comparison of pre-adaptive childhood sexual abuse and other forms of maltreatment. *Child Abuse & Neglect*, 82, 192–200. <https://doi.org/10.1016/j.chiabu.2018.06.008>
- Berger, S. K. (2014). *The developing person through the lifespan*. Worth Publishers.
- Burns, B. J., Phillips, S. D., Wagner, H. R., Barth, R. P., Kolko, D. J., Campbell, Y., & Landsverk, J. (2004). Mental health need and access to mental health services by youths involved with child welfare: A national survey. *Journal of the American Academy of Child & Adolescent Psychiatry*, 43(8), 960–970. <https://doi.org/10.1097/01.chi.0000127590.95585.65>
- California Department of Social Services. (2015). State of California - Health and Human Services Agency: Standardized SILP Readiness Assessment Tool. <https://casala.org/wp-content/uploads/2015/01/SOC-157C-SILP-Readiness-Assessment-Tool.pdf>
- Capacity Building Center for States. (2018). *Embracing a youth welfare system: A guide to capacity building*. Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.
- Castro, F. G., Barrera, M., & Martinez, C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. *Prevention Science*, 5(1), 41–45. <https://doi.org/10.1023/B:PREV.0000013980.12412.cd>
- Center for Law and Social Policy. (2008). *Fostering Connections to Success and Increasing Adoptions Act (H.R. 6893) summary*. Children's Defense Fund. [https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/FINAL\\_FCSIAA\\_LongSummary.pdf](https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/FINAL_FCSIAA_LongSummary.pdf)
- Child Welfare Information Gateway. (n.d.) *Providing support services for youth in transition*. Child Welfare Information Gateway. <https://www.childwelfare.gov/topics/outofhome/independent/support>
- Collins, M. E. (2001). Transition to adulthood for vulnerable youths: A review of research and implications for policy. *Social Service Review*, 75(2), 271–291. <https://doi.org/10.1086/322209>
- Courtney, M. E., Piliavin I., Grogan-Kaylor, A., & Nesmith, A. (2001). Foster youth transitions to adulthood: A longitudinal view of youth leaving care. *Child Welfare*, 80(6), 685–717. <http://www.jstor.org/stable/45400302>
- Courtney, M. E., Dworsky, A., Cusick, G. R., Havlicek, J., Perez, A., & Keller, T. (2007). *Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 21*. Chapin Hall at the University of Chicago.
- Courtney, M. E., Okpych, N. J., Park, K., Harty, J., Feng, H., Torres-García, A., & Sayed, S. (2018). *Findings from the California Youth Transitions to Adulthood Study (CalYOUTH): Conditions of youth at age 21*. Chapin Hall at the University of Chicago.
- Dworsky, A., & Courtney, M. E. (2009). Homelessness and the transition from foster care to adulthood. *Child Welfare*, 88(4), 23–56. <http://www.jstor.org/stable/45400428>
- Dworsky, A., & Havlicek, J. (2010). *Employment needs of foster youth in Illinois: Findings from the Midwest study*. Chapin Hall at the University of Chicago.
- Dworsky, A., Samuels, G., & Morton, M. (2017). *Missed opportunities: Youth homelessness in America. National estimates*. Chapin Hall at the University of Chicago. <https://www.chapinhall.org/research/one-in-10-young-adults-experience-homelessness-during-one-year>

- Dworsky, A., & Dasgupta, D. (2018). *Housing for young adults in extended federally funded foster care: Best practices for states*. OPRE Report #2018-24. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. [https://www.urban.org/sites/default/files/publication/98874/housing\\_young\\_adults\\_in\\_effc\\_0.pdf](https://www.urban.org/sites/default/files/publication/98874/housing_young_adults_in_effc_0.pdf)
- Eisenberg, N., Carlo, G., Murphy, B., & van Court, P. (1995). Prosocial behavior in late adolescence: A longitudinal study. *Child Development*, 66(4), 1179–1197. <https://doi.org/10.1111/j.1467-8624.1995.tb00930.x>
- Erikson, E. H. (1968). *Identity: Youth and crisis*. WW Norton & Company.
- Finally Family Homes. (2022). *Aging out of foster care statistics*. Finally Family Homes. <https://finallyfamilyhomes.org/the-problem>
- Kelly, J. A., & Hansen, D. J. (1987). Social interactions and adjustment. In V. B. Van Hasselt & M. Hersen (Eds.), *Handbook of Adolescent Psychology* (pp. 131–146). Pergamon.
- McLoyd, V. C., Jayaratne, T. E., Ceballo, R., & Borquez, J. (1994). Unemployment and work interruption among African American single mothers: Effects on parenting and adolescent socioemotional functioning. *Child Development*, 65(2), 562–598. <https://doi.org/10.1111/j.1467-8624.1994.tb00769.x>
- National Network for Youth. (2021). Proposed system to end youth and young adult homelessness. [https://nn4youth.org/wp-content/uploads/NN4Y\\_Proposed-System-Updated-01-06-21.pdf](https://nn4youth.org/wp-content/uploads/NN4Y_Proposed-System-Updated-01-06-21.pdf)
- National Foster Youth Institute. (2022). *Homelessness & foster youth*. National Foster Youth Institute. <https://nfyi.org/issues/homelessness>
- Sabella, K., Davis, M., & Munson, M. R. (2020). The transition to adulthood: A critical developmental period within a changing social-contextual landscape. In T. W. Farmer, M. A. Conroy, E. M. Z. Farmer, & K. S. Sutherland (Eds.), *Handbook of research on emotional and behavioral disorders: Interdisciplinary developmental perspectives on children and youth* (pp. 65–80). Routledge/Taylor & Francis Group.
- Santilli, N. R., & Hudson, L. M. (1992). Enhancing moral growth: Is communication the key? *Adolescence*, 27(105), 145–160.
- Santrock, J. W. (2001). *Adolescence* (8th ed.). McGraw-Hill.
- Schneider, M. F., & Stone, M. (1998). Process and techniques of journal writing in Adlerian therapy. *Journal of Individual Psychology*, 54(4), 511–536.
- Shanahan, M. J., Porfeli, E. J., Mortimer, J. T., & Erickson, L. D. (2005). Subjective age identity, and the transition to adulthood: When do adolescents become adults? In R. A. Settersten, Jr., F. F. Furstenberg Jr., & R. G. Rumbaut (Eds.), *On the frontier of adulthood: Theory, research, and public policy* (pp. 225–255). The University of Chicago Press. <https://psycnet.apa.org/doi/10.7208/chicago/9780226748924.003.0007>
- Sokol, J. T. (2009). Identity development throughout the lifetime: An examination of Eriksonian theory. *Graduate Journal of Counseling Psychology*, 1(2), 14.
- U.S. Department of Health and Human Services. (2021). *The AFCARS report: Preliminary FY 2020 estimates as of October 04, 2021 - no. 28*. Administration for Children and Families, Children's Bureau. <https://www.acf.hhs.gov/sites/default/files/documents/cb/afcarsreport28.pdf>
- Vantol, V. (2019). *Pipeline to homelessness: Aging out of foster care system*. Invisible People. <https://invisiblepeople.tv/pipeline-to-homelessness-aging-out-of-the-foster-care-system>

# APPENDIX A

## SELECT EVIDENCE-BASED/INFORMED SILP MODELS

Key Components of Evidence-Based and Evidence-Informed SILP Models Across Different States:

HOUSING MODEL	EVIDENCE-BASED SILP MODEL	PROGRAM DESCRIPTION
Traditional Living Programs	<a href="#">Adolescent Housing Hub in New Jersey</a>	New Jersey's Adolescent Housing Hub, operated by PerformCare, provides three levels of independent living options: supervised traditional living, transitional living, and permanent supportive living programs. Youths are placed based on their unique needs to ensure they receive the appropriate level of support.
Shared Housing Models (SHMs)	<a href="#">Youth Village LifeSet Model</a>	The Youth Village LifeSet is operational in 18 states. Each LifeSet team manages a group of specialists who actively support six to eight LifeSet youth per specialist. A notable feature is the "tiered-intentional system," which customizes specialist–youth interactions based on individual needs. Youth in LifeSet programs have more flexibility in their living arrangements, often opting for shared housing while receiving support from their specialists, known as "community placements." This model employs intensive case management, care coordination, and personalized assessments to empower youth in achieving self-defined self-sufficiency goals, aligning with SILP objectives. Rigorous evaluations in New Jersey, Tennessee, and Illinois underscore the intentional nature of services provided through the LifeSet model, emphasizing its effectiveness.
	<a href="#">Los Angeles County's Supervised Independent Living Placement (SILP)</a>	L.A. County's SILP provides a flexible and least-restrictive placement setting, including apartments and shared living arrangements. The county encourages placements with relatives, including tribally approved homes, and prioritizes familial and community connections for transitioning youth.
Supervised Apartments (SA) or Single-Unit Housing (SUH)	<a href="#">Transitional Age Youth (TAY) Program in Connecticut</a>	Connecticut's TAY program primarily serves young individuals aged 16 to 23 and includes Transitional Support Specialists (TSS) and social workers responsible for supporting youth in this age range. The TAY program focuses on equipping youth with essential life skills for a successful transition to independent living.
	<a href="#">Arkansas's Two-Level SILP Approach</a>	Arkansas' Department of Human Services (DHS) offers two levels of SILPs to cater to varying youth needs. Level I provides housing with mild wraparound support, suitable for youth capable of living independently with some additional assistance. Level II offers housing and intensive onsite wraparound support for those who need to be ready for independent living. This two-level approach recognizes the diversity of youth needs and tailors support accordingly.
Contracted Residential Services	<a href="#">Santa Clara County's Independent Living Programs</a>	In collaboration with the Bill Wilson Center, Santa Clara County offers case management services through the Independent Living Program (ILP). Services are collocated at <a href="#">The Hub</a> , enhancing accessibility for youth. The county offers various transitional housing programs, including single site, scattered site, and a Host Family Model. The Transitional Housing Placement Program Plus-Aftercare program extends support to emancipated youth, offering housing and services until the youth's 24th birthday, with an additional year for those enrolled in postsecondary education.
Foster Family-Based Settings	<a href="#">Permanency Innovations Initiative (PII)</a>	Through the PII, <a href="#">the Children's Bureau</a> invested over \$100 million on individual projects, technical assistance, and site-specific and cross-site evaluations that tested and developed <a href="#">innovative approaches and resources</a> . <a href="#">These investments aim</a> to improve permanent housing outcomes for subgroups of children and youth at high risk.  The PII emphasized intensive family finding and engagement strategies. These strategies aimed to connect youth with supportive relationships, nurturing a sense of permanency and stability. PII aimed to equip foster youth with the necessary skills and support for a successful transition to independent living while cultivating a sense of belonging and long-term stability.  <i>Arizona Grantee: <a href="#">Fostering Readiness and Permanency (FRP) Project</a></i>



## APPENDIX B

# SUPERVISED INDEPENDENT LIVING PROGRAMS POLICY LANDSCAPE

### [The Consolidated Omnibus Budget Reconciliation Independent Living Initiative of 1985 \(P.L. 99-272\)](#)

As an addition to Title IV-E of the Social Security Act (SSA), the Consolidated Omnibus Budget Reconciliation Independent Living Initiative of 1985 allocated funds to states for service programs and activities. These activities assisted eligible children, ages 16 and older, in Title IV-E foster care, in their transition from foster care to independent living for fiscal years 1987 and 1988. The Technical and Miscellaneous Revenue Act of 1988 (P.L. 100-647) further expanded these services, allowing states to extend independent living support to non-Title IV-E eligible youth in foster care aged 16 and older.

### [The John H. Chafee Foster Care Independence Act of 1999 \(Chafee; P.L. 106-169\)](#)

The John H. Chafee Foster Care Independence Act of 1999 (Chafee) provided critical support for youth transitioning out of foster care, establishing eligibility guidelines for independent living services. Chafee also created the National Youth in Transition Database (NYTD), which collects state administrative data on service use and gathers outcome data from youth aging out of foster care.

Supervised Independent Living Programs (SILPs), introduced under Chafee (Courtney et al., 2011), offer a comprehensive range of support, including financial assistance, educational opportunities, career services, and housing stability). Chor et al. (2018) report that SILPs reduce the risk of homelessness and promote mental and physical well-being, although organizations underutilize them.

### [The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(Fostering Connections Act; P.L.110-351\)](#)

The Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act) extended the age limit for foster care under Title IV-E SSA to 21, granting youth more time to prepare for independent adulthood. This extension provides critical support for older youth transitioning out of the foster care system.

### [The Preventing Sex Trafficking and Strengthening Families Act of 2014 \(P.L. 113-183\)](#)

The Preventing Sex Trafficking and Strengthening Families Act of 2014 amended the Title IV-E foster care program to prevent sex trafficking among children in foster care, including those transitioning out or who have run away. The law mandates the identification, reporting, and provision of services for children and youth who are victims of or at risk of sex trafficking.

### [Family First Prevention Services Act \(FFPSA; P.L. 115-123\)](#)

Enacted in 2018, the Family First Prevention Services Act (FFPSA) further amended the Chafee Act, extending services to youth aged 14 through 23, both in care and those aged out. FFPSA encourages states to make SILPs available to all eligible youth and young adults, regardless of their involvement in extended foster care, ensuring broader access to these critical services.