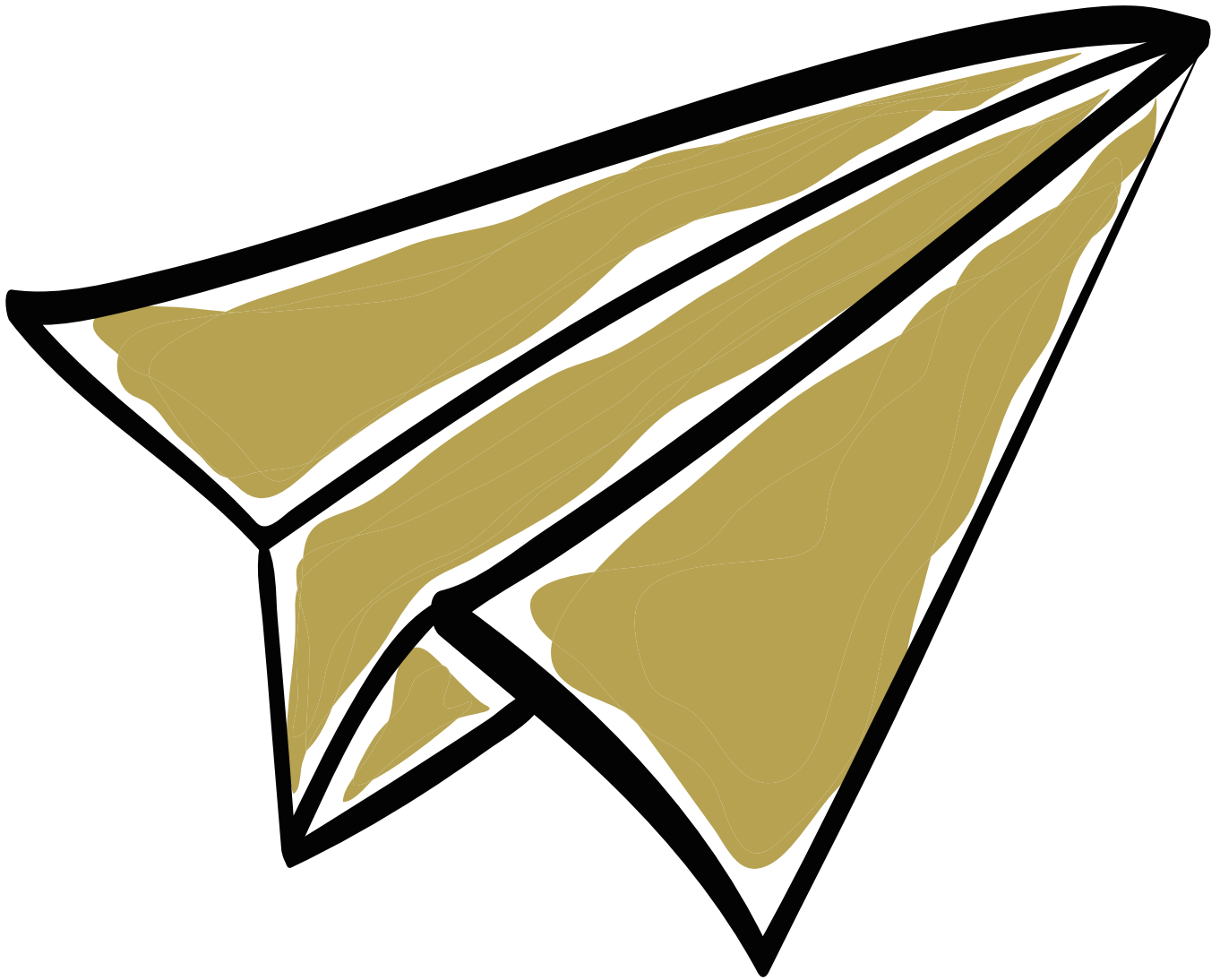


NEW JERSEY ANGELS



DARE TO DREAM

junior

MANUAL

EMPOWERING YOUTH IN FOSTER CARE TO SUCCEED

TABLE OF CONTENTS

- 1** Mentoring Youth In Foster Care
- 2** How to Become a Dare to Dream Junior Mentor
- 3** 10 Milestones
- 4** Milestone 1: Building Rapport
- 5** Milestone 2: Bucket List & Goals
- 6** Milestone 3: Healthy Relationships
- 7** Milestone 4: Healthy Habits
- 8** Milestone 5: Mindfulness/Self-Leadership
- 9** Milestone 6: Community Engagement
- 10** Milestone 7: Learning Safety
- 11** Milestone 8: Money Guidance
- 12** Milestone 9: Career/Academic Exploration
- 13** Milestone 10: Self-Esteem
- 14** Activity Ideas
- 15** Conversation Starters
- 16** Navigating Conversations
- 17** Working with Foster Families
- 18** New Jersey Angels' Recommended Book List
- 19** Additional Resources
- 20** References

MENTORING YOUTH IN FOSTER CARE

Recent data indicates that there are almost half a million youth in our nation's foster care system. Every year, over 20,000 youth in the foster care system age out, losing essential support services and entering adulthood, whether they have the skills to do so or not. While many youth in foster care are reunited with relatives after a short period of time, more than 28% of youth in foster care remain in the system **two years or longer**.

It is critical for these youth to have the stability of safe and loving relationships for the success of their emotional, intellectual, and social development. In addition to the trauma caused by the disruption to their family and home environment, youth in foster care often have a wide variety of other serious emotional and physical needs. Many are victims of abuse and neglect. They may have trouble forming healthy relationships with adults and peers. Many suffer from chronic health problems. Youth in foster care may exhibit substance abuse, juvenile delinquency, or involvement in risky behaviors. Academics and educational progress often suffer, which puts them behind their peers developmentally. However, trauma caused by relationship can only be healed in relationship. A consistent, trust-based mentor relationship is proven to help counteract these negative outcomes.

MENTORING PROGRAMS HAVE BEEN SHOWN TO:

- Encourage overall academic performance
 - Increase college participation
 - Build self-worth
- Form trust-based relationships
- Positively impact mental health

ATTRIBUTES OF A GOOD MENTOR:

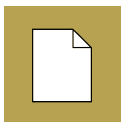
- Consistent
- A good listener
- Patient
- Caring
- A positive role model
- Focuses on strengths
- Non-judgmental
- Empathetic
- Understanding
- Present
- Has time to commit

HOW TO BECOME A DARE TO DREAM JR. MENTOR

The purpose of this manual is to help give mentors a tool to build relationships and teach life skills. Our hope is to create positive outcomes for youth in foster care. We know that one caring person (you) who keeps showing up will help these youth build trust and achieve positive outcomes.



Attend an informational meeting or schedule phone call with a Dare to Dream case manager.



Read the Dare to Dream Junior manual and pass an initial background check with New Jersey Angels.



Get matched with a youth in foster care.



Send your New Jersey Angels Dare to Dream case manager a copy of your drivers license and insurance.



Schedule and attend a Dare to Dream Junior training.



Attend an initial introduction between the case manager, youth, foster parent, and you.



Meet with the youth at least twice a month.



Fill out a tracking form by the 10th of every month.

10 MILESTONES

1. Building Rapport
2. Bucket List & Goals
3. Healthy Relationships
4. Healthy Habits
5. Mindfulness/Self-Leadership
6. Community Engagement
7. Learning Safety
8. Money Guidance
9. Career/Academic Exploration
10. Self Esteem

HOW YOU CAN MAKE A DIFFERENCE

The purpose of this manual is to equip you with a guide to help make a real impact with youth in foster care. You will need to be ready to listen and hear their stories, heartaches, and dreams. You will learn what it means to give feedback that provides encouragement and guidance. You need to be able to help them set goals so they can start building the foundation to be able to attain their dreams! You can help them feel safe, capable, and loved. You get the opportunity to help change and mold their self-perceptions and view of the world.

END GOAL OF PROGRAM

Short-term goals: Each youth will have completed appropriate milestones, such as volunteering in their community, college visits, and checking activities off of their bucket list.

Long-term goals: Each youth will have a sense of normalcy, resilience, placement stability, educational progress, and relational permanency.

Normalcy-noun: Providing a child with typical childhood experiences helps promote positive mental health, emotional well-being, and identity formation. We train you to look for opportunities to help provide some of these typical experiences (i.e. sports, camps, extracurriculars, etc.).

Mentoring is all about being a consistent friend, positive role model, and advocate. It's knowing how to assess who you need to be in different situations.

MILESTONE 1



BUILDING RAPPORT

We know that meeting someone for the first time can feel intimidating or awkward. The youth probably feels the same way, so take a deep breath and relax. You'll both do great!

GOAL FOR YOUTH

Get to know each other, build trust, and dream together. This is a never-ending process during your time together. Remember it takes time to build trust.

QUESTIONS TO ASK

- What is an interesting fact about you?
- What are some of the things that bring you the most joy/make you happy?
- What is your favorite movie/show and why?
- Do you like animals? What kinds?
- Do you have a pet and what is your pet like?
- What is your favorite thing about school?
- If you had a whole day to do anything you wanted what would you do?

APPLICATION

- Bring a craft, game, or sports equipment to play together.
- Schedule time with the family to get to know your mentee.
- Discuss the mentee's interests, hopes, and expectations for your relationship and share your hopes and expectations as well.
- Discuss options and opportunities for learning.
- Determine meeting frequency, length, and location.
- Discuss accountability and commitment.
- Play a game of Jenga questions.

MILESTONE 2



BUCKET LIST & GOALS

Talk with the youth and help them to create a bucket list of things to do or things that they have always wanted to try. Tie goals into their fun bucket list items. Regularly check in on their goals to ensure they are being met, see if they need revision, or to create new ones!

GOAL FOR YOUTH

Identify and establish personal goals and bucket list type activities. Try to help the youth achieve several of their bucket list items and goals throughout the year.

QUESTIONS TO ASK

- Is there anywhere you have always wanted to go?
- What is a fear you want to conquer?
- What is one new thing you want to try?
- What rewards do you want to give yourself for meeting your goals?

APPLICATION

- Help youth identify specific and realistic goals. Goals that are tied to their bucket list items will help youth build their own self-motivation system.
- Outline three skills, activities, or goals the youth want to learn and accomplish.
- Help set up a plan for the youth to achieve in a realistic time frame.
 - In two months time, I'll have studied for and successfully passed this test.
 - Before the end of the school year, I will join the journalism club.
 - In three months' time, I will have trained for and successfully run my first 5k.
 - First on the bucket list is the zoo; we will go this month.
 - I've never been to Zilker, we will add that to the bucket list.
- Establish SMART goals. Ensure goals are Specific, Measurable, Attainable, Realistic, and can be met within an established Time (<https://www.mindtools.com/pages/article/smart-goals.htm>).

MILESTONE 3



HEALTHY RELATIONSHIPS

Many of our youth have experienced negative and harmful relationships. It's a mentor's role to help ensure that they know the signs of healthy and unhealthy relationships.

GOAL FOR YOUTH

Being able to identify a supportive person. Being able to know how to build a healthy relationship.

QUESTIONS TO ASK

- What makes a healthy and unhealthy relationship?
- What are healthy and positive characteristics?
- Who is your support system?
- Who can you identify as a healthy, supportive person in your life? Encourage youth to connect with them. (If youth mention their birth families, work with foster/adoptive parent to understand the boundaries that might be in place. Follow the lead of their care taker.)
- In what areas in your life, are there specific people you can rely on?

IF THEY SAY THEY HAVE NO SUPPORT, DISCUSS THE FOLLOWING:

- How do you identify and build healthy relationships? Three things to look for are:
 - Is the person safe?
 - Are they inspirational?
 - Are they supportive?
- Visit <http://www.loveisrespect.org/healthy-relationships/> for more information on healthy relationships.

APPLICATION

Talk about how to identify and connect with your ideal friend. What character qualities do they have? How do they show you love and support? Are you that friend to others?

MILESTONE 4



HEALTHY HABITS

Encourage the youth to develop healthy habits, such as doing activities outside and making positive meal choices. Being active together or preparing a meal together can strengthen the relationship between mentor and mentee.

GOAL FOR YOUTH

Identify ways to eat healthy and be active.

QUESTIONS TO ASK

- What is your favorite sport/activity and why?
- Do you have a favorite sports team you follow?
- Have you cooked before? Did you like it?
- What's your favorite meal/dessert to eat?
- What activities do you like to do indoors?

APPLICATION - ACTIVE TOGETHER

- Taking walks during your hang outs is a great way to spend time together.
- Determine the physical activities the youth is interested in (swimming, hiking, etc.).
- Talk to your Austin Angels case manager about donations or discounts for the YMCA, gyms, and sporting events such as the Round Rock Express or Texas Stars.
- Try to participate together in an activity of the youth's choice. Play basketball at the gym, go on a hike, go bowling, go to laser tag, attend a yoga class, bike in Zilker Park etc.
- Talk about the short and long term benefits of exercise and staying physically active.

APPLICATION - HEALTHY FOODS

- Bring over some cookbooks or online recipes for the mentee to choose a meal from and go shopping for ingredients. Cook and eat together.
- Go to a cooking class. Visit <http://kitchenunderground.com/> to find a class near you.
- Take them on a visit to a local farmer's market with a budget!

MILESTONE 5



MINDFULNESS/SELF-LEADERSHIP

Encourage the youth to develop healthy mindfulness practices. Help the youth identify what mindfulness practices they enjoy.

GOAL FOR YOUTH

- Identify techniques to practice mindfulness.
- Enhance existing resiliency.
- Recognize and build their strengths.

QUESTIONS TO ASK

- Have you ever used a journal?
- What helps you relax when you become stressed?
- What is your sleep routine like?
- When do you feel most anxious?

APPLICATION

- Try mindfulness practices like journaling, crafts, painting, meditation, and yoga.
- Try the 7-11 breathing regulation tool. Breathe in for a count of 7 and out for 11; repeat.
- If your youth expresses having a hard time focusing in school or test anxiety, try the re-focus technique. Focus on sounds far away than sounds that are closer.
- Try mindfulness health apps like Headspace or Calm for meditation, breathing, and sleep.
- Try paying attention to what keeps you in the present. Music, board games, coloring books, exercise, doing the dishes, etc.
- Make a coping skills box with ideas your youth comes up with to use when stressed.
- Have a journal you share with youth where they can write hard things they have trouble talking about and respond to them in the journal.

MILESTONE 6



COMMUNITY ENGAGEMENT

We want to cultivate a heart of giving back in our Dare to Dream youth. Engage youth in taking an interest in their community.

GOAL FOR YOUTH

Find ways for the youth to volunteer and serve in their own community.

QUESTIONS TO ASK

- Do they volunteer already?
- Ask your youth how they might want to give back to their community.
- What does it mean to them to help out others in need?
- Brainstorm a list of places where your youth might enjoy volunteering.

APPLICATION

- Try a whole day of random acts of kindness.
- Find a community tree planting group.
- Hand out meals to families in need (Meals On Wheels).
- Volunteer at an animal shelter.
- Pay it forward by purchasing a meal or someone's drink.
- Cook for their family together.
- Go to Zilker or another local park and pick up trash/recycle.
- Have them inquire about joining NHS or NJHS.

Disclaimer: Talk with the youth's caregiver first to make sure whichever activity is chosen will not be a trigger.

MILESTONE 7



LEARNING SAFETY

GOAL FOR YOUTH

To have a basic understanding of safety on the internet and sex education.

QUESTIONS TO ASK - INTERNET SAFETY

Disclaimer: only ask these questions if the youth has a social media presence already. Make sure you have written permission from the youth's caregivers (text/email) to be "friends" on social media. Always let the youth initiate social media connection and if you choose to accept make sure that your profile is a reflection of you as a role model.

- Describe the purpose of popular social networking platforms (e.g. Instagram, Facebook, Twitter).
- Explain the function of a personal profile.
- Help to make their personal profile safer. Set profiles to private.
- Explain three potential consequences of posting inappropriate photos and language on their profile (i.e. personal, professional, physical safety etc.).
- Talk about bullying (cyber bullying and in-person bullying).
- Talk about friending people they know and unfriending people they do not.

APPLICATION - SEX EDUCATION

We know this topic can be uncomfortable or put you, as the mentor, in a place of discomfort. This should only be discussed with youth ages 13+ with the caregivers' **expressed permission**. After signing a hot topic agreement with the foster parents, if you feel like you can tackle this topic, move forward. At a minimum, the mentor needs to ask the mentee if someone has talked with them about safe sex education.

- What do you know about sex?
- What does safe sex mean to you? Talk about condoms and birth control.
- When do you think is the appropriate age to have sex?
- What do you value in a partner?
- When is the best time to have a child?

We have a pamphlet from UT Child and Family Research Institute called "Brave Conversations: Utilizing Trauma-Informed Approaches to Talk to Youth About Sexual Health" that provides additional resources. An Austin Angels case manager can provide this for you. This is a resource you can share with the youth's caregiver.

MILESTONE 8



MONEY GUIDANCE

Learning how to manage money will help the youth in their financial success long term.

GOAL FOR YOUTH

Learn about money, savings, and why they're important.

QUESTIONS TO ASK

- Talk about money. What does it mean to them? Do they like money? Is it important to them?
- Talk to them about what money means to you.
- Are they saving any money? Do they have allowance? (Talk to the caregivers first to find out if they have access to personal money or an allowance).
- Talk about savings. How much should they save? Where are they saving it?
- Talk about the benefits of a saving account.

APPLICATION

- Research their dream job's salary (for example, a teacher makes \$42,000/year).
- Do they want a job when they are old enough to get a job?
- Play a game with money concepts (Monopoly, Life, Payday).
- Try Foundations of Personal Finance: Middle School Edition.
- Find books to go through together that discuss money saving tips and practices (<http://moneystuff.info/kids/>).
- Purchase <https://bizkids.teachable.com/p/how-to-turn-100-into-1-million> course for \$29 if an additional resource is needed on this topic.

MILESTONE 9



CAREER/ACADEMIC EXPLORATION

It is never too early to talk about post high school graduation options. Knowing their options can help provide stability and direction.

GOAL FOR YOUTH

Discuss colleges, entrepreneurship, trade schools, and careers they are interested in and/or meet with a ROTC school representative.

ACADEMICS/TRADE SCHOOLS

- See if their school has any programs that can build on their writing and math skills (tutoring groups, clubs).
- If there are any subjects the student excels in help them to build on that subject. For example, gifted and talented groups, speech club, theater club, ready writing, pre-AP courses, etc.
- See if the school requires the SAT or ACT; help the student sign up for the pre SAT/ACT.
- Go on a tour of a college campus.
- Discuss the youth's options for further academia. For example, research tuition waiver for state universities (2 yr/4 yr), trade schools, community colleges, certification classes, etc.

MILITARY INTEREST

If the youth expresses interest in military, talk about JROTC programs in their school.

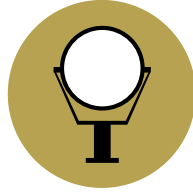
- Army ROTC: http://www.usarmyjrotc.com/general/program_overview.php
- AirForce ROTC: <https://www.airuniversity.af.edu/Holm-Center/AFJROTC/>
- Navy ROTC: <https://www.njrotc.navy.mil/>

CAREER INTEREST

Ask youth what their dream job is. Help them in their dream by finding courses to connect them to that job.

- If the youth wants to be a vet, find a local vet or vet assistant that may take the time to visit with the youth. If the youth wants to be a chef, take the youth to visit a culinary institute or have him shadow a chef.

MILESTONE 10



SELF-ESTEEM

GOAL FOR YOUTH

To build self-esteem and positive self regard.

APPLICATION

- Talk about the youth's strengths and what they see in themselves. Take the Clifton Youth StrengthExplorers assessment (<https://www.gallupstrengthscenter.com/home/en-us/strengthsexplorer>).
- Explain how self-esteem is related to self-awareness and self-image.
- Describe how self-esteem is affected by the willingness to try new things.

QUESTIONS TO ASK

- Who am I?
- What is likable and lovable about me?
- What am I capable of?
- How can I make sense out of what's happened to me?
- Who will I be in the future?

Empowering youth to answer/think about these questions can help a youth develop a positive self regard and healthy worldview.

APPLICATION

1) What are you made for?

- Draw three circles.
 - First circle: write what you are passionate about.
 - Second circle: write about natural talents/gifts.
 - Third circle: write dreams, goals and positive qualities people see in you. Where do they intersect? What jobs, hobbies, activities do you want to accomplish?

2) Dream Board

- Bring magazines — lots of them! Also bring scissors, markers, tape, or push pins.
- Buy or make a cork board with a frame.
- Identify and write personal, professional, academic, health, spiritual, family, financial, activity, hobby, and social dreams/goals.
- Find and cut out pictures together that remind youth of their dreams/goals.

ACTIVITY IDEAS



- Train for and attend a 5K together.
- Go to the movies/movies in the park during the summer.
 - Go to the park and have a picnic.
 - Go to an arcade.
 - Go bowling.
 - Go mini-golfing.
 - Volunteer together at an animal shelter or food bank.
 - Tutor the youth or help with homework.
- Learn to do something creative, such as knitting, quilting, making pottery, taking photographs, or painting.
 - Do a puzzle together.
- Take a trip to the library (make it extra fun by picking out a book for each other and discussing them at your next meet up).
 - Go hiking.
 - Rent kayaks/paddle boards.
 - Go to a play or museum.
 - Go to a sporting event.
 - Play a board game together.
- Go to their school and have lunch with the youth (you need to get approval from parents, the school and the youth in advance).
 - Take the youth on a tour of your workplace.
 - Take a yoga class.
 - Go shopping for back to school supplies or a first day outfit.
 - Go to Top Golf.
 - Take them on a college tour.
 - Go go-karting.
- Create a vision board together to help the youth visualize their goals.

CONVERSATION STARTERS



We want you as a mentor to build a foundation with the youth. These are some ideas that can foster communication between the both of you. Think of these as tips for success.

GOOD ADVICE THAT YOU CAN GIVE TO YOUR MENTEE THAT THEY MAY NEVER HAVE HEARD BEFORE:

- **Do the best you can.** No one can judge your best but you.
- **Do more than you're asked.** When someone asks you to perform a task, always deliver more than is expected of you.
- **Take pleasure in your work.** There are few things in life quite as satisfying as doing a task very well.
 - **Be on time.** Make it a practice to always be on time for your commitments.
 - **Ask for what you want.** There is no harm in asking and there is no harm in receiving.
- **Be honest.** By being honest, you will generate trust, and trust will generate opportunity and respect.
- **Stand up for what is right.** Even if others disagree, don't compromise your core values or your integrity.
- **There will be consequences.** Doing the right thing is usually no more difficult or time-consuming than doing the wrong thing.
- **Don't put things off.** One of the keys to success in school and work is to do what needs to be done right away.

TIPS WHEN ASKING YOUTH QUESTIONS:

- Know the difference between an open-ended and close-ended question. An open-ended question requires an answer greater than a single word or two. A closed-ended question can be answered with a simple "Yes," "No," or other very simple answer.
- After you've asked your open-ended question(s) and have not gotten the response you were looking for, it is then effective and acceptable to ask more specific questions like "What happened?"
- Another technique that can help you get specific information and a lengthier answer is to ask a closed-ended question followed up with "Why?" or "How?"
 - Sometimes, it might also help to sit in silence and wait for the youth to add more to their answers.

NAVIGATING CONVERSATIONS



When navigating conversations with the youth it is important to listen first, be open minded, and be non-reactive. Listen to the message being spoken and interpret the meaning then provide feedback and paraphrase what your mentee needs. This takes time as you are working to build trust, but can help in establishing healthy and honest communication.

EXAMPLE OPEN ENDED QUESTIONS:

- What does that mean to you?
- What do you think will happen next?
- How did you go about solving that problem?
- What would you do differently next time?
 - How did you make that choice?
- What information do you have about that?
 - Why do you feel that way?
- What have you considered as areas of growth for the year?
 - What do you feel contributed to your success today?
- Imagine it is the end of the school year. What would you want to say about the year?
 - How exactly did the fight between the two of you start?
 - How did you and your best friend meet?
 - Why do you seem upset today?
- What interests do you and your siblings share, and which interests do you not share?
 - Do you have a pet and what is your pet like?
 - Do you like animals and why?
 - When is your birthday and how do you like to celebrate?
- Do you like rain and what do you usually do during rain storms?
 - What is your favorite flavor of ice cream and why?
 - What is your favorite movie and why?

WORKING WITH FOSTER FAMILIES

New Jersey Angels is committed to working collaboratively with supportive and caring adults who are part of a youth's network. This can include but is not limited to a foster parent, kinship parent, adoptive parent, guardian, biological parent, teacher, coach, CASA, PAL worker, RTC or group home staff, case worker, etc. This page outlines how mentors can interact with these persons in the best interest of support for youth in care. Youth who are 18 and older and have aged out of care will have more natural networks and most likely be independent of authority.

Involving the caretaker in the mentor relationship is one of the best things a mentor can do to ensure the success of the program for the youth. Programs whose parents, guardians, and other caregivers work in partnership with mentors are more likely to see positive changes in youth and improved program outcomes. There are some aspects of involving caregivers that can be challenging from respecting differing viewpoints to navigating schedules and personalities.

Our caretakers and youth are busy and our programs compete for their time with school, family, and community obligations. Some caretakers have conflicting feelings about the role of the mentor, concerns about safety, and specific values or beliefs that can make their, and their child's, participation in a mentoring program difficult.

The goal is to build a cohesive connection with caretakers and together work toward the same goals for the youth which research shows improves youth participation. We have a few simple strategies to help navigate relationships with our caretakers:

We will make sure to communicate with caretakers why our Dare to Dream program exists and what it hopes to achieve for youth in care.

During initial meet ups (for youth in foster or kinship homes ages 11-17) your New Jersey Angels case manager will go over a hot topic agreement with the mentee and guardian to ensure that the mentor knows which subjects of discussion the guardian is comfortable with them discussing. This helps foster trust and respect. Topics include: politics and current events, health and puberty, sex education and birth control, sexual orientation and gender identity, religion and spirituality.

As a mentor, it is important to keep the caretaker in the loop with your plans, communicating clearly where you will be with the mentee and about drop off and pick up.

Mentors can help reinforce the goals, values, and decisions of caretakers by supplementing with further wisdom and guidance. Open communication with the caretaker about things that they are working on with the youth can help keep everyone on the same page. For example, if the youth is having trouble getting up and getting to school on time you can work out a reward if the caretaker helps them log 2 weeks of good school mornings! Keep in mind however, that participation in the program should not be used as a reward or punishment. Caretakers shouldn't keep the youth from seeing the mentor as a punishment or help modify behavior.

Lastly, mentors can get together with the foster or kinship family, sharing meals, community events, picnics or group trips to museums or sporting events can be a nice way of cultivating the mentor-parent relationship.

NEW JERSEY ANGELS RECOMMENDED BOOK LIST



TRAUMA-INFORMED BOOKS

- The Connected Child by Dr. Karyn Purvis
- The Whole-Brain Child by Daniel J. Siegel
- The Body Keeps the Score by Bessel van der Kolk, MD
 - The Deepest Well by Nadine Burke Harris, MD
- Childhood Disrupted by Donna Jackson Nakazawa

TEEN PROFESSIONAL DEVELOPMENT BOOKS

- StrengthsFinder 2.0 by Tom Rath
- 7 Habits of Highly Effective Teens by Sean Covey

MENTOR AND LEADERSHIP BOOKS

- Grit by Angela Duckworth
- Start with Why by Simon Sinek
- Dare to Lead by Brené Brown
- How to Talk So Teens Will Listen & Listen So Teens Will Talk by Adele Faber and Elaine Mazlish

MINDFULNESS BOOKS

- A Still Quiet Place for Teens by Amy Saltzman
- Brainstorm: The Power and Purpose of the Teenage Brain by Daniel J. Siegel
- Stuff That Sucks: A Teen's Guide to Accepting What You Can't Change and Committing to What You Can by Ben Sedley

REFERENCES



American Academy of Pediatrics. (2012). Health care of youth aging out of foster care. *Pediatrics*, 130(6), 1170-1173. doi: 10.1542/peds.2012-2603

Berzin, S. C., Singer, E., & Hokanson, K. (2014). Emerging Versus Emancipating: The Transition to Adulthood for Youth in Foster Care. *Journal Of Adolescent Research*, 29(5), 616-638.

Bilaver, L., & Courtney, M. (2006). Science says: Foster care youth. Washington, DC: The National Campaign to Prevent Teen Pregnancy. Retrieved from http://www.thenationalcampaign.org/resources/pdf/SS/SS27_FosterCare.pdf

Casey, Jim. Youth Opportunities Initiative. (2012). Promoting development of resilience among young people in foster care. Issue brief. St. Louis, MO: Author. Retrieved from <http://www.jimcaseyyouth.org/issue-brief%E2%80%94promoting-development-resilience-among-young-people-foster-care>

Child Welfare Information Gateway. (2013). Helping youth transition to adulthood: Guidance for foster parents. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

Freundlich, M. (2011). The adolescent brain: New research and its implications for young people transitioning from foster care. St. Louis, MO: Jim Casey Youth Opportunities Initiative. Retrieved from <http://jimcaseyyouth.org/adolescent-brain%E2%80%94new-research-and-its-implications-young-people-transitioning-foster-care>

Greeson, J. K. P., Thompson A.E., Evans-Chase, M., Ali, S. (2015). Child Welfare Professionals' Attitudes and Beliefs About Child-Welfare Based-Natural Mentoring for Older Foster Youth in Foster Care. *Journal of Social Service Research*. 41(1). 93-112.

Kaplan, S. J., Skolnik, L., & Turnbull, A. (2009). Enhancing The Empowerment of Youth in Foster Care: Supportive Services. *Child Welfare*. 88(1). 133-158.

Mackie, T., Hyde, J., Palinkas, L., Niemi, E., & Leslie, L. (2016). Fostering Psychotropic Medication Oversight for Children in Foster Care: A National Examination of States' Monitoring Mechanisms. *Administration And Policy In Mental Health And Mental Health Services Research*, 1-15. doi:10.1007/s10488-016-0721-x

Spencer, R.C., Ward, R., Collins M. E., Smashnaya, S. (2010). Mentoring for Young People Leaving Foster Care: Promise and Potential Pitfalls. *Social Work*. 55(3). 225-234.