

Improving Outcomes for Youth in Transition: Supervisor Training

University of Iowa School of Social Work
National Resource Center for Family Centered
Practice in partnership with the Iowa Department of
Human Services



Welcome and Introductions

- Welcome and thanks
- Logistics
- Introduction of Trainers, Guests and Participants

Overview of Schedule and Agenda

- Day One 8:30 – 4:30
 - Lunch Noon to 1 p.m.
 - Dinner on own (bring in receipts)
- Day Two 8:00 – 4:00
 - Lunch 11:45-12:45

Workshops – Sign up at registration table

- Supervising the Ansell-Casey Life Skills Assessment
- Resources for Transitioning Youth (both days)
- Supervising for Successful Transitions for Youth with Complex Needs (Day One only)
- Workshop for Assessment Supervisors staying only one day (Day One)
- Resources for Community Education (Day Two)

- The Message Wall

Pre-Tests

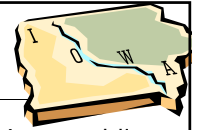
- Knowledge Pre-test
- Supervisor Behavioral Self-Assessment

Background

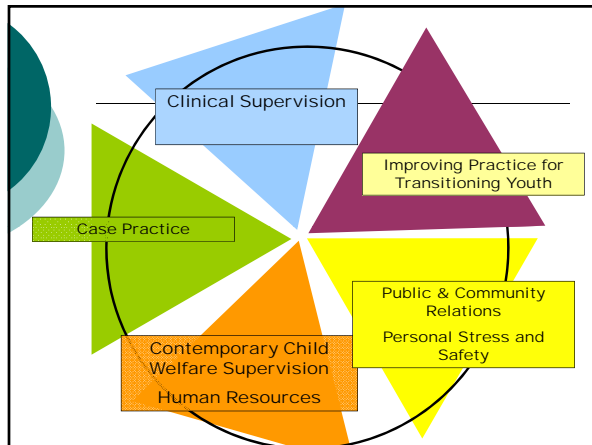
- Three-year grant funded by the Children's Bureau of ACF, DHHS.
- The project is a collaboration between the University of Iowa School of Social Work and the Iowa Department of Human Services
- This is one of 6 projects funded by the Children's Bureau to develop training for public child welfare supervisors to improve transition planning for older youth



Training components

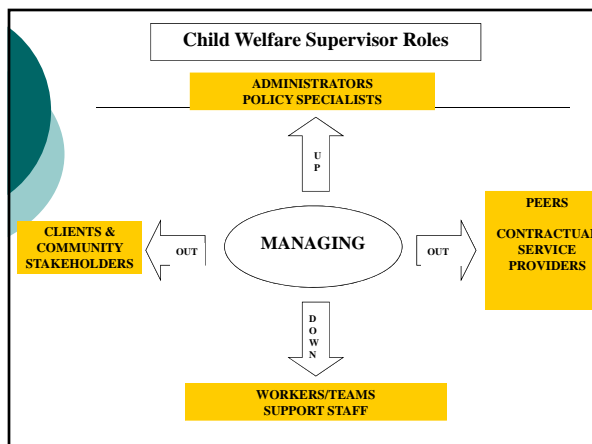


- Two-day training for all Iowa public child welfare supervisors (4)
- One-day service area based training with supervisors and workers (8)
- One-day service area training with community partners (8)
- Training involves youth who have experienced transition out of foster care



Transition Training Imbedded into a Model of Supervision

- contextual forces affect supervision
- "learning organization" model (Garvin, Senge)
- focus on process, relationship
- strength-based, reflective supervision
- "parallel practice" (Cohen, 2004)
- integration of cultural competence
- individualized supervision



Developmental Supervision Model

- Individualize supervision by:
 - Identifying worker skill levels
 - Identify worker preferred learning style
 - Matching supervisory intervention to worker skill level and learning preferences

Supervisory Role

- Administration
- With workers:
 - Education
 - Consultation
 - Counseling
 - Evaluation
- Directing case management – who needs to do what and how do we facilitate that?
- Community broker/collaborator

Practice Goal Planning

- Practice Goals
- What? Who? What would it take?
- What can you as a supervisor do to make it happen?

DHS Focus Groups: What We Heard

- Concern for the fate of transitioning youth
- Frustration at the lack of community collaboration, gaps in services for youth in need of adult services, and need for more caring adults
- The youth with the highest number of problems (15-25%) tend to soak up a lot of workers' time
- Among DHS workers, frustration that youth do not appear motivated to actively participate in their own transition planning, and often change their minds at the "last minute".

What We Heard from DHS

- Few supervisors or workers were able to articulate any particular difficulty that minority youths might face as they age out of foster care.
- Foster parents could be doing more to help youth, but not sure how to make that happen
- Some workers are good at working with youth, and others are not – how to help the latter?

Key Informants Told Us. .

- Minority youth have difficulties relating to system
- Gay, lesbian, bisexual, and transgender youth experience more rejection from foster families and a lack of safety in group care and schools, and are more likely to end up in shelter care and on the streets.

Data on Older Youth in Care

- Iowa – 53% between ages 13-21
- 319 youth "aged out" in 2004 (6%)
- 24,407 nationally (5%)

What's happening to these youth? Outcomes of concern

Over one-fifth will become homeless at some time.

58% earn high school degree by 18
(compared to 87% in comparison group – but note: 72% of Chapin Hall's Iowa sample graduated)

Less than 3% earn college degree by age 25 (compared to 28% general pop)

More outcomes

- Among those employed at age 19, 75% earned less than \$5000; 90% earned less than \$10,000
- One in four males will spend at least one night in jail within the first 2 years after leaving the system

Health/Pregnancy/Birth Rates

- Only 47% of 19 year olds had health insurance
- 1/3 of girls pregnant by age 17
- Nearly 1/2 pregnant by age 19
- Both girls and boys more than twice as likely to have a child

Themes for the Two Days

- START EARLY – at age 12-14, in some cases as early as 10
- Preparation for adulthood requires RELATIONSHIPS
- Four P's:
PARTNERSHIP, PARTICIPATION,
PLANNING and PRACTICE

THEMES

- Support of IDENTITY FORMATION
- NORMALIZATION
- YOUTH CENTERED TEAM approach to planning and decision-making
- Shift in thinking from independence to INTERDEPENDENCE

THEMES

- POSITIVE YOUTH DEVELOPMENT