California Social Work Education Center

C A L S W E C

EMANCIPATION PREPARATION IN CALIFORNIA COUNTIES

By:

Jeanne Giovannoni
Elizabeth Chaneske
Walter Furman

1996

TABLE OF CONTENTS

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

ACKNOWLEDGMENTS

We wish to thank the many individuals who were so helpful in advising us and facilitating our study. Thanks to Eloise Anderson, Director of the California Department of Social Services and the following members of her staff: Joyce Lewis, Cheryl Woolman, and Linda Barr. Thanks to the Directors of the Child Welfare Directors Association, Sandee Binyon of the Riverside County Department of Public Services; Chris Steele of the California Community Colleges Foundation; and Janet Knipe of California Youth Connections. Further acknowledgment is due the Research and Development Committee of the California Social Work Education Center (CalSWEC) chaired by Dr. Rino Patti and to the CalSWEC Board. Thanks to staff of the Los Angeles County Department of Children and Family services: Paul Friedland, Sandy De Vos, Russ Karr, and Steve Mickalean. Special thanks to Dr. Rosina Becerra, Director of the Center for Child and Family Policy Studies, for facilitating completion of the study.

We are very grateful to all of the individuals and agency personnel in Alameda, Contra Costa, Glenn, Kern, Riverside, Sacramento, San Diego, Shasta, Stanislaus, Tulare, and Ventura counties who gave their time and knowledge in Phase I and Phase II, and to those in the Los Angeles County Department of Children and Family Services who participated in Phase II.

The following individuals were very helpful to us in a number of ways in Phase II: Colleen Friend and Mary Kay Oliveri of UCLA, Title IV-E Program; Jorja Prover, Joseph Nunn, and Todd Franke of the UCLA Department of Social Welfare; Wanda Ballenger and Cheryl Gully of the UCLA Child Welfare Training Center; and

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

James Ferreira and Terese Kokal of the CSULB Child Welfare Training Centre. Thanks to Elvira Castillo, Christina Legaspi, and Rick Poston of the UCLA Child and Family Policy Research Center for administrative support.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

PHASE I

ORGANIZATION AND PROGRAM IMPLEMENTATION OF SERVICES TO EMANCIPATING YOUTH

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

PHASE I
INTRODUCTION

California counties have participated in the federal Independent Living Program for several years and provide a variety of emancipation preparation services to youth in placement. Yet, little systematic, descriptive information about the programs and how they operate has been available. The purpose of this study is to assess the range of approaches used by a sample of counties for preparing teenagers to live independently. Similarities and variations among 11 counties on the organizational components of their emancipation programs are described.

COUNTY SELECTION

An attempt was made to choose counties that represent the variability present among all counties in the state. The selection of counties included in this study was based on the five regions defined by the County Welfare Directors Association. Counties within each of these regions were chosen through discussions with the Chairpersons of the region, with the ILP Coordinator of the California Community Colleges Foundation, and with personnel from the California Department of Social Services. The counties chosen represent northern and southern regions of the state as well as urban and more rural areas. Eleven of the twelve counties we contacted (Alameda, Contra Costa, Glenn, Kern, Riverside, Sacramento, San Diego, Shasta, Stanislaus, Tulare, and Ventura) agreed to participate in the study.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

DATA COLLECTION

Information about each county was derived from interviews carried out with a number of informants between April and August 1995. These individuals represented participating agencies including: the county child welfare agency, the community college, contract agencies, and independent contractors.

The initial interview in each county was conducted by telephone with an administrator of the child welfare agency; most often this was the Supervisor of the ILP unit or the ILP Coordinator. This interview provided an overview of the programs and a listing of all of the individuals deemed important for the second, more in-depth program interview. The program interviews were conducted in-person with individuals or with small groups, or by telephone according to the needs of those involved. Forty-four participated in in-person interviews and 19 in telephone interviews. Anywhere from 2-10 persons were interviewed in each of the 11 studied counties. County child welfare placement workers were interviewed using a modified version of the interview that was used with ILP staff. Copies of the three interviews are included in Appendix D.

DESCRIPTION OF THE EMANCIPATION PROGRAMS

Chapters I-IV describe key aspects of the county programs. Chapter I reviews the organizational structure of each county's program including: the agencies providing ILP services, staffing of each agency, coordinating mechanisms, structure of foster care supervision, and community involvement.

Chapter II describes the program participants. It includes characteristics of the youth and the diversity among them, their readiness for the programs, and barriers to their participation. Foster care providers, issues related to their involvement, and foster

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

parent training are described. The relationship of birth parents to the county agency and to youth is reviewed.

Chapter III describes program processes including: identification of eligible youth, referral, outreach, assessment, out-of-county placement, monitoring, and follow-up.

Chapter IV gives an overview of program content and services including classes, activities, and individual services offered. Housing issues and aftercare support are described.

The organizational structures of the programs and services change in response to a variety of influences and needs. This report describes the programs as we saw them during the spring and summer of 1995.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CHAPTER I
STRUCTURE AND STAFFING

The organizational arrangements of the Independent Living Programs and services to emancipating youth vary across the counties with no two being identical. These are the key points of variation:

1. Use of contract services. All but one of the counties rely to some extent on outside contractors for the provision of programs and services. Contractors include community colleges, non-profit multi-service agencies, and independent contractors. The specific services contracted for vary as does the division of labor between the county ILP staff and the contract staff. This ranges from total reliance on the contract agency for all aspects of the program, to reliance for only a few program presentations.

2. Variation in the county ILP staff and the roles played by staff. One particularly notable aspect of this variation is the balance between program development, structured group activities, and individual case management services to youth. Staff varies in the degree of specialization among them, and staff size varies with both county size and contractual arrangements.

3. Supervision of youth placements. Ongoing supervision of foster and group home placements vary as to the degree of specialization for emancipating youth. Some counties have one or more child welfare workers specifically responsible for caseloads consisting solely or mostly of emancipating youth, others concentrate these youth in Permanency Plan caseloads, and another has no specialized caseload.

No two counties are exactly alike in the way these organizational variations are combined, as the following county-by-county descriptions make clear; however similarities can be seen. It's important to note that the organizational structures of these programs and services aren't set in stone and do change in response to different needs. In some of the participating counties specific staffing or contractual

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

arrangements were quite new, while those in other counties may have been in effect for several years.

SACRAMENTO COUNTY

In Sacramento County implementation of their full array of emancipation services is carried out through the combined efforts of the county ILP child welfare staff, the American River Community College, and Foster Youth Services of four school districts in the county. It is probably the most organizationally complex of the participating counties.

Foster Youth Services (FYS) had been in existence in four school districts in Sacramento County for many years when ILP funds became available to the county child welfare agency. In implementing its program the county sought to work together with FYS so that unduplicated services could be provided to youth. The county ILP now coordinates and monitors services provided by FYS (each district has a different contract) as well as by the American River Community College.

FYS serves all foster children in the four school districts with a primary goal of insuring their academic success. This includes expediting the school placement of new foster youth so they can quickly get on track and receive the academic services they need. There is also an emphasis on GED preparation and vocational skills for the older youth. Foster youth aged 16, 17, and 18 are contacted and invited to participate in the classes sponsored by FYS. They may also be offered tutoring or referred to JTPA. Sixteen-year-olds are also referred by FYS staff to the county ILP. Staffings are a part of the FYS program. Included in these meetings are: the youth, FYS staff, ILP

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

emancipation worker[1], the county child welfare worker or probation officer responsible for the youth, the foster parent or group home representative, and the school counselor. These people plan together how each teen will graduate from high school and the direction they will take after that. (We know of only 1 other of the 11 study counties that has a service like FYS, the Mount Diablo school district in Contra Costa; but we are not aware of any connection there with the ILP.)

The county ILP program invites referred youth to participate in the full complement of services they offer, including: assessment, development of a service plan, individual services, referral to training classes (many at the community college), and participation in a variety of group activities. Within the county child welfare services there is an ILP Coordinator, and two ILP emancipation workers who provide case management services for all program participants. There is also a position for a contract worker to provide outreach and advocacy services for youth and especially to connect them with college.

A fourth position is that of youth Advocate who organizes the referrals (including pursuing incomplete information), handles youths' applications to participate in ILP, does liaison work with referring child welfare workers and probation officers, and assigns cases to the ILP social workers. There is a part-time coordinator of volunteers and fundraiser. Finally, there is a part-time computer specialist who monitors a computer database on each youth's involvement in ILP, does assessments of each

[1] The terms *county child welfare worker*, *placement worker*, and *social worker* are use interchangeably. All refer to the county worker who supervises youth foster placements and writes their court report.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

youth's work and academic skills, and coordinates youth activities. In Sacramento County there are no specialized foster care caseloads for emancipating youth.

At the American River College there is a Coordinator for the college's ILP. This person is also an officer of the state Foster Parent Association. The college contracts with an instructor to do foster parent training. This instructor also facilitates the training for foster parents who are participating in the ILP Emancipation Homes Support Group. These are parents who have chosen to provide foster homes for youth of emancipation age only. The participants are required to attend a 24-hour certification class and a 3-hour monthly support/problem solving group meeting. A differential payment is given for this. (A more detailed description of this new program is included under the discussion of foster parents.)

Approximately 500 youth aged 16-18 have been referred and are active in receiving ILP services. Each of the two ILP emancipation workers carry about 170 youth on their caseloads. It is thus both a large and complex program. Coordination of the various components is challenging, particularly between the school districts and the county agency. Interagency coordinating mechanisms include: The referrals that FYS and ILP make to each others' programs and services, staffings, and FYS district staff going on-site at the county offices (on a rotating basis) to meet with social workers. Also, monthly collaborative meetings are held with county ILP staff, FYS staff, the Foster Parent Association, and the California Community College Foundation, to set goals and make program assignments.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

ALAMEDA COUNTY

In Alameda County the emancipation services are provided through an independent contractor, and county child welfare staff consisting of a coordinator and four workers. The community college provides foster parent training and a county worker serves as coordinator of this and other foster and adoptive parent training.

The central core of the ILP is the program organized through the independent contractor, a motivational specialist and former county probation employee. (He also participates in the community college foster parent training program but not as a part of this contract for the youth program.) There is a very close working relationship between the county ILP staff and the contractor and his staff. The program begins in August with an intensive orientation and consists of assessments, classes, and events. The contract staff includes an education specialist who does the CAT screen testing and four education specialists who do tutorials and small groups. In addition there are five classroom trainers and some attorneys who also do training, and two peer educators who are alumni of the program. Classes are organized by grade level, one set attending to the issues of high school seniors and one for juniors. The majority of participants return after their junior year, so it is in effect a 2-year program. Beyond this there is also tracking by goals: academic for the college bound, and vocational for the employment oriented. Youth may go back and forth between these two goals. Examples of these specialized routes include classes for SAT test skills and "World of Work" workshops on interviewing, resume preparation, job search, etc.

The ILP county staff consists of the supervisor, an educational specialist, a vocational specialist, a computer specialist (who also is the Adult Sponsor for the CYC

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

in the county and who organizes the Independent City and the graduation exercises), and a social worker who carries a specialized caseload of emancipating youth. There are weekly staffings involving all of these people as well as the independent contractor. These staffings focus on the progress of individual youth. Though the ILP classes are the core of the program, each of these individuals provides an integral array of services according to their specializations.

The educational specialist takes primary responsibility for educational issues, facilitating high school graduation by keeping youth in school as well as in the program, and for getting youth into college. He works with youth individually; all youth have his home telephone number. He has a database on over 100 youth who have left the program and gone on to college—either 2-year or 4-year. He has developed an extensive linkage with them, including giving incentives for them to see their college counselors. He has also developed linkages to several colleges' EOP counselors and financial aid officers. Youth advocacy at both the individual and the institutional level therefore is part of this work.

The vocational specialist parallels the approach of the educational specialist with the youth who are directed toward employment. Referrals for the workshops he coordinates emanate from the ILP classes and from flyers that are sent to all youth. He offers workshops on employment preparedness with the independent contractor, a one-day careerfest, and individual assessment and counseling with the youth. In the workshops and the career events he utilizes outside job developers. He coordinates job information with a variety of agencies like the Oakland Jobs Consortium, of which he is a member.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

The third individual is a consultant paid by the county. She performs a variety of services. She has a background in business and computers and manages the onsite computer lab that is at the county offices, and is available to both current and alumni youth. She manages the software and maintains some of the databases on the youth. A second major responsibility is for the county's CYC involvement. She recruits the youth for CYC and serves as the adult sponsor for it. She coordinates with the foster parents who are active with the CYC. A third area of involvement is that of special events—the graduation celebration and Independent City.

The final staff member attached to the program is the social worker who carries the foster care supervision of 60 emancipating youth, about a third of whom are active in the ILP. She participates in the weekly staffing. She is responsible for the case management of all of the youth in her caseload. County placement workers carry the cases of the other youth, usually in a permanency planning caseload. As noted, the county staff and the ILP contractor and his staff are well integrated. Coordination with other participants in the county, except for the placement social worker, is minimal.

The ILP staff sees themselves in a youth advocacy role, which dictates some separation from the others involved with the youth—the caseworkers and the foster parents or group home operators. As already noted, there is extensive coordination with educational and employment-related agencies as is relevant to the various staff positions.

TULARE COUNTY

In Tulare County the ILSP is carried out by two emancipation unit social workers in conjunction with an independent contractor who provides a series of classes.

The emancipation unit social workers perform three principal kinds of tasks: (a) assess, make case plans, and provide individual services for youth, manage their participation in the outside classes, and provide referrals; (b) organize and participate in monthly classes for youth who are not able to participate in the other series of classes due to enrollment limitations (about 30 youth attend these classes); (c) organize events, retreats, ROPES courses, conferences, and Independent City. Involvement with community organizations includes getting lecturers for classes and sponsorship for class snacks. ILSP has about 113 youth who are active in the program, with each of the two emancipation workers carrying 50-60 youth.

ILP classes are provided by an independent contractor, who, along with a co-trainer, provides three series of classes each year. Three hours of class are given for 8 weeks to two different age levels of youth: 16-17 year olds, and 17-18 year olds (those closer to emancipation). There are about 20 to 35 youth in each session. The contractors do a structured questionnaire assessment and an informal interview assessment with each youth. (They provide a similar program for two other nearby counties.) Incentives, transportation, and outreach is provide by the county emancipation social workers.

There are no specialized foster care caseloads in Tulare. Until recently caseloads were organized around Permanency Planning, Family Maintenance, and Family Reunification. In this way older teens ended up being concentrated together. Now cases are arranged so social workers carry a child's case all the way through their placement. Despite this lack of specialization, our respondents reported that due to the small size of the county department, and the close proximity of work space, there is

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

extensive communication and networking among all staff about the youth and their needs. As is often the case, the smaller size of the organization can limit the potential for specialization, but also reduce the need.

CONTRA COSTA COUNTY

Emancipation services in Contra Costa County are provided through classes at the Community Colleges and through services rendered by the ILSP unit in the county child welfare division. The county staff consists of the coordinator (on contract), a half-time assistant coordinator, a resource coordinator, a job developer, and one full-time and one half-time social worker.

There is a coordinator at the community college, who is also the *teacher of record* for the classes that are offered in the ILSP program. The program consists of two parts, each with five 3-hour evening classes and two Saturday sessions. The coordinator is responsible for scheduling all the instructors who are brought in to teach specific classes. Referral, outreach, and recruitment of youth for the program is done by the county staff. The coordinator sees this as an advantage because many youth and their foster parents are fearful of *the college*, many never having had any family member who attended college. Foster parent training is also done through the college. Although the county does not have mandatory training for foster parents, the coordinator has developed a luncheon program as an incentive to getting the foster parents involved.

The two ILSP social workers carry caseloads consisting entirely of youth aged 16 through 19. Like the specialized caseload in Alameda County, child welfare placement workers can refer age-eligible youth for transfer into these workers' caseloads.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Personnel in both of these counties noted the inclination to transfer the more troublesome youngsters. Youth in group homes continue to be supervised by the county placement workers. The full-time caseload is 60, half-time is 30. The ILSP social workers are responsible for supervision of the placement, including court reports. They try to engage the youth in the ILSP activities, and as graduation approaches, they assist with college applications, college tours, and check on school progress towards graduation. Youth who are not transferred to these caseloads may still participate in ILSP classes at the community college and receive other services being offered. However, their involvement in the program is often dependent on their placement worker informing them about services and activities—it was noted by staff that because of this youth missed out on many of the ILSP activities.

Oversight of the ILSP is done by the coordinator. In addition, a half-time assistant coordinator works with program logistics and data gathering. Two staff have been added in the past year through grant support: the resource or outreach specialist and the job developer. The outreach specialist is a relatively new position and is multifaceted and to some extent still being developed. This person is responsible for outreach to and recruitment of the youth in group homes, development of specialized activities that reinforce the ILSP classes (e.g., a shopping tour as part of a men's self-esteem workshop), teaching some classes in the community college program, and working individually with youth as well as monitoring their school progress.

The job developer, also a relatively new position and grant funded, is also multifaceted. This staff member presents employment workshops, works with youth individually in obtaining employment, and then monitors their progress for the first

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

month or two. In addition to developing opportunities for youth, she coordinates with various agencies in the county such as Neighborhood Youth Corps, Employment Development Department, etc., and does outreach to potential employers. A recently funded pilot program, "Jobs R Us" will present job development workshops in the group homes, and will utilize youth in the training programs offered.

KERN COUNTY

In Kern County emancipation services consist of classes provided by the community college, and extensive individual services and some workshops offered by the county agency ILSP staff. The overall program approach is oriented around achievement in four goal areas, with incentives related to each goal.

The staff at the community college is the ILSP Coordinator, who also does the foster parent training and is very involved in the state Foster Parent Association. The college offers two sessions of classes of 9 weeks each per year, serving about 25 youth per session. The college's Educational Talent Search program, which is staffed by a coordinator, is a resource that all ILP youth are referred to. All identified youth are referred to the community college program.

In the County agency there are two full-time staff assigned to the ILSP: a coordinator (who also carries a caseload of 85 youth) and an ILSP social worker (who carries a caseload of 79). The coordinator is responsible for identifying the pool of eligible youth, soliciting referrals from the placement workers, participating in training county social workers about the ILSP, and carrying a caseload. She and the ILSP social worker do telephone outreach to each youth referred and develop a case plan which is reassessed every 6 months. They meet with each youth bi-monthly to discuss their

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

progress in the four goal areas of: self-help skills, academics, employment, and miscellaneous (making appointments, looking for an apartment, attending ILP classes, etc). They provide transportation for youth to the community college sessions as well as to appointments for job interviews, family planning clinics, etc. They assist youth in the preparation of college applications and financial aid forms. Within the limits of their own time and access to the necessary funds they also develop workshops on specific topics such as money management.

As is clear from the above, these two individuals provide extensive individual services to the youth participating in the program. This does not leave much time for the coordinator to engage in community and program development.

The ILSP unit itself is placed within the Family Reunification Division of the child welfare agency. There are no specialized caseloads and county placement workers in either family reunification or permanency planning units carry the ongoing supervision of the foster care and group home placements of the youth.

STANISLAUS COUNTY

The emancipation services in Stanislaus County are carried out through the Community College, the ILSP unit in the county child welfare agency, and through an advisory council. The Modesto Community College Foster Parent and Independent Living Skills Advisory Council has developed the emancipation program in the county and continues to be active in its development including curriculum, services, community involvement, and coordination. The 30-member group meets monthly. Participants include a network of business and social service agency people as well as foster parents and foster youth. The ILSP Coordinator at the community college staffs this

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

committee. The committee is one mechanism that enhances very close working relationship between the community college ILSP and the coordinator at the county agency.

The community college staff consists of the full-time coordinator and a part-time administrative assistant. Over the year, 150 hours of classes and activities are offered to youth with different monthly focal topics that are selected jointly by the college and ILSP coordinators. Individual consultants and staff at subcontract agencies present the classes. Between 20-50 youth attend the classes—there is no limit on size and whoever comes is served. All outreach, advertising, and referral is carried out by the county ILSP coordinator. Sixty-six hours of foster parent training are offered under the auspices of the community college coordinator as well.

The ILSP coordinator is the only specific staff member in the county child welfare agency assigned to the ILSP. This staff, as noted, participates in the planning and implementation of the community college instruction and activities, and teaches in some of the classes. He is responsible for identification and referral solicitation. Five volunteer college students do outreach—meeting with youth at their homes and developing their transitional living plans. The coordinator is involved in extensive community organization especially with the business community in the development of resources for the youth and the program. He is also responsible for the screening and selection of the youth for the recently initiated transitional living program.

There is no specialized caseload for the ILSP participants; there are 7-10 child welfare placement workers in the Permanent Plan Unit who carry all of the emancipating youth and who are assigned to the youth all the way through their

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

placement career. These social workers provide support services to the program participants such as chaperoning the dances that are held. In addition they provide relevant services to these emancipating youth such as visits to colleges, completing college financial aid forms, etc.

GLENN COUNTY

Emancipation services in Glenn County are nominally shared between the county and the community colleges' programs in two neighboring counties. Because of the transportation problems involved, youth are able to participate in these classes only rarely. Virtually the entire program is thus carried by one half-time coordinator in the county child welfare agency. This is the smallest county in our sample with about 15 youth being served.

The core of the program centers on the individual achievement of goals and the provision of incentives for reaching those goals. Goals may include: youth completing workbooks that teach IL skills, opening a bank account, maintaining a particular Grade Point Average at school, taking specific classes at school, attendance at workshops, doing volunteer work, cooking at home, etc. Each of these tasks has a monetary incentive associated with it—thus some activities are rewarded per workbook chapter completed while others are per school semester or per meal cooked. Individualized goals can be developed based on the needs of each youth, and individualized incentives are determined for them. Other activities the ILP offers are: Job Shadow (where a youth follows a person who is engaged in an occupation of interest), and assistance in finding a job.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

The coordinator does outreach to all referred youth and gets them started with the IL workbooks (some of these are: Goals, Choices, and Challenges). She also works with foster parents and with group home staff to gain their support in helping youth complete the workbooks.

Ongoing case management of the youths' placement is maintained by the three regular child welfare workers, whose caseloads are nonspecialized. Communication between them and the coordinator is facilitated by the close proximity within which they work. The structure of the program around specific goal attainment facilitates the individualized service given by this one worker. It does not offer much opportunity for the youth themselves to get together.

SHASTA COUNTY

In Shasta County the emancipation services have been contracted to the Northern Valley Catholic Social Service. This includes individual case management services as well as management of the program at the community college. The California Community College Foundation grant for the ILP program at the college is administered by the agency for both the foster parent component and the youth program. The community college program consists of two series of classes. Each series is six sessions long and is given for 2 hours a week.

Direct participation by the county child welfare agency is limited to the oversight of the contract with the Northern Valley Catholic Social Service (NVCSS). In NVCSS there is one full-time social work position responsible for the program and a program manager who devotes about 15% of her time to it. There is a part-time secretary and

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

some transportation persons on contract. There is a 20-member advisory board that is staffed by the program manager and an administrator at the community college.

The coordinating social worker at NVCSS is responsible for receiving the list of eligible youth from the county, making an appointment with each youth and their foster parent to discuss the program, and developing a case plan and forwarding that plan to the county. For each youth, this social worker sees that necessary identification is in order, assesses school progress and the employment situation, completes a career inventory assessment, helps with financial issues, aids in completing college financial aid forms, aids in finding an apartment, and makes referrals for additional services. The agency conducts its Independent City program through a grant from the Bank of America Consumer Education Foundation. For those youth who are active in the program, housing assistance, including referral to the city's pilot Foster Youth Housing Program, is offered by the coordinating social worker.

VENTURA COUNTY

In Ventura County virtually all of the ILP services and programs are contracted out to a multi-service agency, Interface, and to the community college. The latter has full responsibility for training foster parents and group home staff, and in addition, presents two annual special trainings for youth, such as jobs and careers. At the college there is one part-time project director assisted part time by a student. Volunteers and individual contractors do most of the teaching and presentations. Within the county agency, the Program Assistant performs liaison functions for the foster parent training and participates in curriculum development.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Except for the special trainings by the college, the entire ILP rests with the non-profit multi-service agency, Interface, which has provided these services for several years. At Interface the program is staffed by a full-time coordinator/supervisor, two full-time case managers/teachers, and seven volunteer mentors—each responsible for one youth. A variety of outside speakers and presenters are engaged by the program.

The coordinator identifies the youth to be served, supervises the case managers, and manages the programs and development of community supports. The formal program consists of 20 hours of basic skills content presented four times a year by the case managers. There is also an advanced seminar for high school seniors, and two retreats of 2 to 3 days are given annually, including Independent City.

The case managers provide individualized services to youth in addition to their programmatic duties. Each participating youth is given an assessment and plan, and upon request the case managers provide a range of services to them including: advocacy, instruction in specific skills, and help with housing. Each case manager serves approximately 30 youth in this way.

The county child welfare workers continue to carry the placement supervision of all youth. There are no specialized caseloads. Those with permanency placement caseloads and those with a concentration of group home placements do tend to have more emancipating teens among their charges. Linkage with Interface is done on a case-by-case basis, somewhat at the discretion of the individual caseworkers.

SAN DIEGO COUNTY

Emancipation services in San Diego County are structured around the ILP unit in the Children's Services Bureau (CSB) of the Department of Social Services, which

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

contracts with the YMCA for services. The YMCA developed an Independent Living Skills program. The County DSS ILP unit consists of one half-time supervisor, two social workers, a Probation Officer, (funded half by the DSS and half by the Probation Office), and a full-time clerk.

The DSS staff have both direct service duties and administrative and program development functions. Both of the social workers are responsible for the initial recruitment and assessment of all youth referred by the child welfare workers and the Probation Officer is responsible for the referrals of the Probation youth. After a referral is made an ILP staff member visits the home and completes a transition plan for the youth. The plan has been simplified since the inception of the current program and is structured to involve the teen directly in the planning. A copy of the Plan is sent to the YMCA for youth referred there. Additionally a copy is sent to the referring child welfare worker and a copy retained in the case record for audit purposes.

The activities of the ILP staff beyond those of recruitment and assessment are varied. One worker is responsible for program monitoring and several aspects of program development. She is in charge of much of the computerized data on out-of-county placements and billing, monthly and yearly statistics on the youth and their participation in the programs, and oversees the computer database on all the youth. This includes an expanding follow-up database.

This same staff member is the liaison person with the YMCA. All communications between the DSS and the YMCA concerning youth active with them and other contract issues are transmitted through her. She is responsible for the orientation to ILP of all new child welfare workers during their initial staff training. She has developed and

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

manages a volunteer mentor program for the college and vocational school bound youth. She identifies teens with college or vocational school potential, not active with the YMCA or in a FFA home, and who are in need of supports. Mentor recruitment is done from the large pool of volunteers the DSS has, and mentors are matched with specific youth by ZIP code. A software program is utilized which contains scholarship information; mentors and youth go through this together.

The second ILP social worker is the coordinator of the recently formed CYC chapter in San Diego and is the liaison with the Community College ILP services. She has developed a manual with comprehensive information about: housing, education, transportation, food, getting identification, employment/job training, medical cards, health care, mental health, drug/alcohol treatment, money, consumer rights, child care, and legal assistance that are available in the county for emancipating youth. She produces a monthly newsletter. This staff also does a Staff Update on all activities for all child welfare workers and probation officers. She is conducting focus groups with youth who have or have not elected to use the YMCA program. She has produced, in addition to the housing and services manual, a *package* based on exhaustive research, of all relevant Medi-Cal information for emancipating youth, including simplified forms.

The Probation Officer, in addition to her referral, recruitment, and assessment functions is concentrating efforts on the development of alternative programs for the teens who can't manage the mainstream programs, particularly the developmentally disabled.

The YMCA ILS program, under contract from the DSS, has a full-time Director and a full-time clerical aide. The staff are deployed in six functional units, each reflective

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

of their *wraparound* services. At the core is the case management component, which includes a case management team leader, two full-time case managers, and one half-time case manager (the other half of this position is devoted to the technology component). The case managers are responsible for additional assessments on the youth which focus on skills mastery, readiness, and employment assistance. The total package of *emancipation paperwork*, (e.g., social security card, birth certificate), is completed with the youth, and all relevant referrals, such as to Job Corp or transitional housing are arranged through the case managers. Case management is individualized and the level and intensity of relationships with youth is varied.

The ongoing educational program with skills classes is carried out in 16 high school or community sites. Staffing of the educational component includes an educational team leader, five part-time instructors and three part-time tutors. An outreach component is beginning which will involve foster parents and group home staff in reinforcing the skills being imparted to the youth (e.g., preparing a meal through grocery shopping, cooking etc.).

Closely linked to the educational component is the technology component. It is structured around computer technology with six laptop computers available for teens to practice on, and utilizes the interactive BARN computer software.

All YMCA staff participate in the special events that are held monthly. The events include Independent City, College Bound, Leadership Camp, field trips out in the community, and a job faire.

Job preparation and placement are under the direction of a full-time job development specialist. Teens have different needs at various points in the ILS

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

program. Some may initially need part-time work, and at emancipation look for full-time jobs. The job placement component is set up to accommodate a spectrum of needs, and has developed several strong community contacts.

Coordination between the YMCA and the DSS is facilitated in a number of ways. At the administrative level there are meetings between the supervising staff of each agency. Liaison around individual youth is assigned to one of the DSS ILP staff. There is computer linkage between the YMCA and DSS. Thus, database information can be updated with current information such as AWOLS and address changes, and are accessible to both parties. Also, there is a shared ILS record on each youth.

Within the Childrens Services Bureau of DSS, caseload organization varies, but there are no specialized caseloads of teens or emancipating youth. Family reunification and permanency planning caseloads, once separated, are no longer segregated. There are four units that are exclusively for residential and group home care.

Considerable effort has gone into stimulating the referrals from the social workers and the probation officer. The FCIS list is used to identify possible referrals but there is also an internal system for monitoring youth as they become 16 years old, within both CSB and the Probation Department. The full-time clerk has the responsibility of tracking down referrals from the social workers on age-eligible youth. Once the assessment ILS Transition Plan is completed by an ILS worker, a copy is returned to the ongoing worker along with an ILS tab for filing in the case record.

There is transitional housing available in San Diego County but none provided specifically for the emancipating foster youth nor under DSS aegis. There are no *special rate* foster homes for emancipating teens.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

RIVERSIDE COUNTY

Emancipation services in Riverside County, including foster parent training, are provided entirely by county staff. The staff is made up of three ILP coordinators, an ILP deputy probation officer, and a social worker assigned to foster parent training. There are two student interns and a program specialist who helps to write and interpret ILP regulations. The focal points of the Riverside County program are the weekend camps and some classes. Each of the coordinators has responsibility for organizing specified weekend camps. Also, they may run a class, do an aftercare group, and refer youth to pertinent services. There are at least 11 different presenters and their assistants at all of the different weekend workshops throughout the year.

The county is divided into three geographic areas, and each of the three ILP social worker coordinators are assigned to an area. There are approximately 200-300 youth in each area. The numbers of youth in each of the areas precludes universal assessment. Coordinators are to contact youth who aren't participating in camps and inform them about services that are available to them. Services are explained to youth and they are told to call the coordinator if they want to access these services. The county placement workers maintain responsibility for ongoing supervision of the youths' placements.

Organization of the weekend camps involves a great deal of work. Each coordinator arranges about 3 to 4 camps each year. These monthly (approximately) camps are arranged by topic area and are held in a variety of locations that have facilities that can accommodate anywhere from 85-128 youth. Coordinators arrange the transportation for participating youth from all over the county—with pickup and drop-off

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

from their residences using county vehicles. They also arrange for incentives for attending camp, for presenters, and for chaperones. Camps are broken down into workshop groups of 15-20 youth; social activities are a part of each camp.

Besides the camps there is an 8-week class that meets for 2½ hours per week (two sessions each year) teaching job preparation and social awareness. There is a 12-week class for youth 17 and older. Field trips are part of the program—to colleges, employment opportunities, etc. Coordinators may do presentations to community organizations for fundraising purposes and to recruit volunteers.

The Probation Officer does not present workshops or classes. This staff's role is more oriented toward the individual probationers, including finding and recruiting those eligible, informing them of the services they can get through ILP and the activities they can attend. This staff may do presentations about ILP to small groups of probation youth in a facility, encouraging them to contact her if they want to access specific services.

The foster parent trainer provides 12 hours of pre-placement training for foster parents with all ages of children. The issues that are for all age groups, such as discipline, include a focus on how to discipline teenagers. The trainer is the only staff assigned to this aspect of the program.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CHAPTER II
PARTICIPANTS

YOUTH

Youth Eligibility—Age and Status

The 11 counties we studied follow the DSS guidelines for determining eligibility for participation in IL programs. This includes adolescents 16 and older who are in foster care (including those for whom an AFDC-FC payment is made, those receiving Family Reunification or Permanent Placement Services, wards of guardians, and probation youth) through age 18 (or through 19 for those in school or training who are expected to complete the program before age 19). Counties have the option of providing IL services to youth up to age 21, though funding is not provided for this.

Contra Costa allows youth to apply for services 3 months prior to their 16th birthday. Several counties specifically noted that they could serve youth up to age 21, though most indicated that such services were a peripheral part of their program.

Dependent and probation youth (601s and 602s) who receive ILP services may live in foster homes, group homes, relative foster homes, guardianship homes, residential treatment centers, or any other out-of-home placement. However, several counties noted that probation youth in lockdown facilities (juvenile hall or detention) aren't served, and that Department of Mental Health youth are not eligible for services because they are not court ordered into placement. Ventura serves youth (through their SHOMAIR foster parent training program) who are dually placed with the Department of

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Mental Health and Department of Children's Services because they are dependents of the court.

Youth Served

None of the county personnel we interviewed could cite a specific number of youth in their county who met these eligibility requirements at any given time. Staff did make broad estimates of the numbers of eligible youth, however there didn't seem to be a reliable way they could quickly find out this number, which would be needed to calculate the percentage of eligible youth in each county that is actively being served.

Characteristics of Youth

A picture of the 16-, 17-, and 18-year-olds who were emancipating from foster care emerged during our discussions with staff.

The majority of youth had been in foster care a long time, some for most of their lives. Those who entered later were often sexually abused. Youth came from dysfunctional families and usually did not have a stable role model at home or as they moved through multiple foster home placements. There was a sense that children were much more damaged and more difficult than in the past. By the time they became teenagers they were not really connected to anyone. Few received therapy to help cope with what they had been through, and attachment disorders were experienced by many.

These young people had numerous problems and were often shifted through school with no one looking at their overall performance or abilities. Their academic skills were low, with many unable to read and write sufficiently to participate in the IL classes very well or to get a job. If they had ADD/ADHD or were abusing substances or were scared or emotionally distraught, it was difficult to get them to sit still and attend to

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

learning. When they were anxious and fidgety they became disciplinary problems in classes.

Most of the teens didn't really think about emancipation when they were 16 years old, the age they could have begun to take classes. The time seemed so far away until age 18 it wasn't a reality. When they reach 17½, the reality does hit them and many scramble to get services.

Some kids aren't ready to be on their own when they're 18. They don't want to be 18 yet. All the youth need emotional and financial backup when they leave the system—because it takes a long time to grow up; but some kids don't have anyone to name as a support system. Many still believe their mom or dad will be there when they emancipate, even though they haven't been available to them for years. Their plan is to move back home. This plan usually ends badly, when parents turn out to be the same dysfunctional people they were earlier. Some take the money youth have saved from jobs and incentive payments, leaving the teens in a worse situation than they were in before they arrived.

Girls who don't feel they have options may move in with boyfriends or have a baby, receiving AFDC, believing that this will offer them at least a place to live or some money to live on.

Probation youth enter the system due to committing crimes or being status offenders. They often share many of the characteristics just described concerning foster youth.

The two counties that had ILP PO Coordinators noted that probation youth are a group that is constantly changing. They are often quickly sent home or sent to different

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

placements. They may be placed in a foster home or residential facility, run away after a few weeks, be caught, and put in a county facility. Many of these youth will be sent home before they turn 18. All this movement makes it difficult for ILP staff to track these youth, to initiate a referral, to do outreach, and to actually provide any services. Many of these youth can't be located by ILP staff.

Staff in some counties noted that probation youth in ILP classes can't be distinguished from dependency youth in terms of their behavior or participation. Others indicated that most of their probation youth are placed in group homes, often had gang affiliation, that their behavior is more difficult to manage, and that it is generally more complex to deal with these youth. One staff person noted that probation youth are more often substance abusers than are the dependency youth. Often this is what has gotten them into the system. Because youth living in group homes together attend events together, they often don't intermingle with other youth. They may be left unsupervised by their own group home staff, potentially creating difficult situations for ILP staff to cope with as they put on their program.

The above description of the foster and probation youth provides a composite of the most frequently made comments about them. It is important to note that all respondents spoke of the diversity among the youth as well as these frequently cited commonalities. Diversity was noted in the levels of social, psychological, and intellectual functioning. One implication of this variation concerns the ability of the programs to reach youth at these different levels of functioning. Several staff mentioned the need to develop programs for less well functioning youth and for those

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

with more severe emotional and behavioral problems; a few mentioned a need for bilingual programs.

As already noted, another area in which youth differ is the degree to which they might be able to count on their foster parents for help, even transitory help, when they reach 18. Thus, in addition to their differing levels of personal assets, they also vary in the environmental supports available to them.

Several respondents noted that youth who do participate in the programs make gains in their overall functioning, not just in the acquisition of specific skills taught. Thus the issue of the *level* that programs and activities should be presented at is not a simple one. In response to our question concerning this, most staff said they presented for the *middle* level of youth, but even that middle might be a shifting one.

FOSTER CARE PROVIDERS

Four types of providers were represented across the counties: group homes, including some residential treatment centers; unrelated foster families under county supervision; those under private agency supervision, the FFAS; and related or kin foster families, both licensed and unlicensed. There was rather wide variation across the counties in estimates of the use of kinship care ranging from less than 10% of placements in Glenn and Sacramento to close to 50% in Alameda and parts of Contra Costa. The proportion of placements that were in group homes also varied somewhat related to the proportion of youth who were in probation. Only two counties reported having provision for a differential payment to the foster parents with emancipating youth, and only one, Sacramento, had such in operation; the other is yet to have foster

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

parents that met the requirements of training and participation in support groups and transporting youth.

Our inquiry centered on differences among the different types of providers and the level and kinds of participation in emancipation services that foster care providers are involved in. A related question concerned the capacity of the foster care providers to provide emancipation services themselves. The viewpoints expressed by the respondents were varied and did not fall into any particular pattern either by county or by the position of the respondents.

Differences between kinship parents and other foster families were noted by almost every respondent. On the positive side kin were said to provide more stability for the youth and were more likely to keep them after their 18th birthday. On the negative side, some thought kin were less likely to participate in activities and to encourage youth to do so, for several different reasons stemming from their blood relationship to the youth. The label *foster child* is seen as stigmatizing by both the youth and their kin and hence the reluctance to engage in programs so identified. Complacency about the youth's impending emancipation was more likely among them due to the greater likelihood that they might stay on in the home. Some were observed to be overwhelmed with their obligations and to have "too many kids to care for" besides the ones in the home under county supervision. Though not seen as unique to kin, a related reason for non-participation was the mixing of youth, in the classes, from probation or with other troubled backgrounds who might negatively influence their own foster children.

Some specific comments were made about differences between county-supervised and private agency homes. Private agency homes were seen as being less

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

under county control as far as getting referrals and encouraging youth to participate, but they also were seen as more likely to be active because of their greater resources like respite care.

Group homes were also viewed both positively and negatively. Some were said to use the ILP activities as a way of getting the youth out of the home and relieving staff, while others were said to be more cooperative than foster family homes because of the greater leverage the county had over their licensing.

Observations about what care providers did to help emancipating youth varied somewhat related to the type of foster care setting, however a common view was that there are both good and bad providers in all types of settings. Some foster parents are active in completing college applications with youth, helping them with checking accounts, teaching them how to shop, etc. Family homes can have an advantage over group homes in teaching homemaking skills like cooking, shopping, cleaning, etc. But, by no means were foster family providers uniformly engaging in these kinds of activities. There was a fairly general sentiment that the lessons and skills being taught through the classes and events were not strongly reinforced by the foster care providers.

Our questions concerning whether care providers could successfully provide emancipation services to their youth were generally responded to negatively. Only one respondent commented that they should be able to just as natural parents do. At best it was acknowledged that some providers could do so but only with extensive training. An exception being some of the larger group home providers who already are providing this type of training and experience. Negative opinions rested on several issues. A central one was the capacity of foster parents to switch from their roles as protective parents to

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

enablers of independence. Some were observed to deter independence because they didn't want to risk trouble (e.g., getting a driver's license). Some were said to want to care for teenagers because they saw them as needing less care than younger children and these parents would be very risk aversive. Some were seen as unsympathetic to the youth's transition as they themselves had "to do it on their own." Many foster parents were said to lack knowledge of community resources that ILP staff have as well as the contacts with a range of resources. The experiences of foster youth are seen as being different than those of other teens, so their needs, as well as the tasks they face, go well beyond those facing youth who are with their natural parents.

Several observations were made about the positive effects of the youth having contacts outside their placements with both the ILP staff and the other foster youth.

FOSTER PARENT TRAINING

All but two counties have foster parent training programs. Training is provided through the community colleges, except in Riverside where a county-employed social worker provides the training (consideration is being given to arranging training through Chaffey College, a community college in San Bernardino County). Foster parent training is mandatory in all of these except Contra Costa.

Training is available to foster parents caring for all ages of children. It's not specifically for teenagers or those with youth in the ILP unit. Training in dealing with adolescents and with emancipation issues is contained in modules in the regular foster parent training. Participation in the training programs are variable, but most respondents expressed concern about the level of participation. Kinship providers were generally conceded to be the least likely to participate.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

In-service training for group home staff is provided in several counties. Arrangements with the management of the homes to have the training provided during work hours enhance participation. This training also does not focus solely on emancipation issues.

Efforts to enhance the participation of foster parents in the training programs and in other foster parent activities (such as the foster parent association) include in one county a Saturday luncheon in a nice restaurant that has been successful in getting some providers out. In San Diego, a $50.00 payment for transportation expenses has been successful in getting foster parents out to workshops specific to ILP held four times a year for members of 30 foster parent support groups that have been established. Although not specific to training, Alameda County is moving toward a specialized case management unit for its kinship homes.

Sacramento was the only county at the time of our interviews that had fully implemented specialized emancipation foster homes. Foster parents who choose to provide homes for emancipating youth must attend a certification class, monthly support/problem-solving group meetings, and ascribe to the mission statement—to prepare youth for responsible productive lives and to advocate for their education, independent living skills, and work experience. The 24-hour certification class focuses on both practical issues and interpersonal skills for parenting an emancipating youth. The 3 hours of monthly support/problem-solving group meetings uses a very structured agenda devoted to problem solving for their specific youth and to more general issues. Participating parents must agree to follow the guidelines developed for emancipation homes including such things as: getting youth to jobs after dark, making trips to clinics,

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

obtaining social security cards, visiting colleges, apartment hunting, helping them register to vote, etc. A differential rate is paid to foster parents participating in this program. The support group started out with 10 participants and at the time of our interview (about 9 months later) 6 were in the group.

BIRTH PARENTS

Respondents were asked about the level of interaction they had with the youths' birth parents. With rare exceptions such contact was minimal. The exceptions concerned probation youth who might be returning to these parents before their 18th birthday and who were often in placement due to their own behavior (in contrast to the dependency youth). The parents of youth who are in permanent placement units are the least likely to have contact with any county personnel since their cases are reviewed only every 6 months and initiation of a youth's return home is incumbent on the parents, not the agency. Other than the workers who supervise the youths' placements, ILP staff have virtually no contact with the birth parents. Most respondents expressed negative views of the parents and of their actual and potential influence in the youths' lives. Still, as noted elsewhere, it was acknowledged that many youth would return to these same birth parents, and many more cherished the dream of such a return despite the repeated disappointments experienced with these parents. Placement workers who had youth who were thinking of returning to their parents left the initiative for contacting them up to the youth.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CHAPTER III
PROCESSES

RECRUITMENT

The process of recruitment of youth into each county's programs consists of: (a) the identification of eligible youth, (b) the referral of eligible youth to the programs, and (c) outreach efforts to elicit the youths' participation.

Identification

Youth who are eligible due to the nature of their placement must be identified for ILP when they turn or are about to turn 16. Age eligibility is thus the triggering point for this service. In 8 of the 11 counties, age eligible youth are identified through use of the FCIS and a system of cross-checking the information on that list. This initial review is done by the Coordinator or other ILP staff, except in Ventura and Shasta where the contracting agency coordinator reviews the list. In Glenn, Stanislaus, and Tulare the placement workers or probation officers are relied on to identify the youth. In the two counties that have an ILP Probation Officer detailed to them, identification of probation youth is done by this staff. Additionally, in some counties group home staff or foster parents may request services for a youth. Identification of a pool of eligible youth did not seem to present a significant problem in most counties. Those without computer capacity had an additional burden of culling names by hand. Several respondents noted the FCIS lists were not up-to-date, with 50-70% inaccuracies noted.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Referral

Following the identification process is the securing of a referral from each youth's placement worker or probation officer. In all counties there must be a written referral from the worker or officer supervising the placement. The methods by which referrals are obtained vary somewhat across the counties, especially in the ways being tried to stimulate the appropriate referrals. These include telephone calls to the placement workers, individually written letters, and inclusion of ILP information in the orientation and training of workers. Additionally, concurrent contact with the identified eligible youth through individual letters of invitation from the coordinator (Alameda), and the sending of welcome packets and an application to the youth (Sacramento), were said to have increased the referral rates. In Contra Costa County an ILP staff worker assigned as an outreach worker to the group homes identifies eligible youth and facilitates their referral. Some early outreach, prior to a referral being received, might take place through the mailing of flyers announcing the programs or upcoming events.

The referral forms themselves vary from several pages plus a court report to a simple half-sheet tear-off. Simplification of the referral paperwork has occurred in San Diego and in Sacramento. Obtaining referrals was said to be problematic in some way by respondents in all but three of the counties (Glenn, Tulare, and Stanislaus). The perceived problem was attributed to various factors, the commonest being the low priority given to emancipation issues relative to family preservation and/or the pressures of writing court reports. In a few counties, the failure of higher administration to demand that referrals be made was cited. In the two counties that have a specialized caseload for ILP youth the tendency of placement workers to refer problematic youth but not the

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

more promising youth was noted. One respondent noted the tendency of some probation officers to screen out from referral the youth they thought could not behave properly in the classes. In the two counties that have ILP Probation Officers these individuals make the referrals. In the other counties referrals from Probation Officers are lacking.

The seven county placement workers, those not attached to ILP units, that were interviewed in this project varied in their responses concerning why they did or did not refer youth. Some said that they did refer but that they could not make youth participate in the programs. For some the issue seemed to have little salience because they had few eligible youth, four or five, on their caseloads. Other answers indicated that referrals were made when prompted by the ILP unit. Whatever the reasons for not referring, the failure to obtain referrals of eligible youth is seen by various respondents in most of these counties as a problem, and one which precludes the participation of significant numbers of eligible youth.

Outreach

Once the youth have been successfully identified and referred, outreach efforts are made to insure their participation. Staff visits are made to youth in 8 of the 11 counties; visits may include a youth's foster parent or group home staff. The purposes are to inform the youth of the available services and programs, and to varying degrees to do an individualized assessment and formulate a transition plan. In Shasta and Ventura the contracting agency conducts these interviews, while in San Diego the county ILP staff do this prior to the initiation of services by the contracting YMCA. In the five other counties the ILP staff conducts the interviews and makes the plans. As noted,

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

in Contra Costa a specific outreach worker performs these services for the youth in group homes while the ILP placement worker does it for those on their caseload. In Riverside, there is some variation among the ILP workers as to how these functions are performed; some rely mostly on individualized visits while others rely on contacts with the youth during the program events themselves. In Stanislaus, a similar approach is taken, with some individual contacts and other contacts through the events. In Alameda County, outreach centers on the annual intensive orientation sessions held in August; these are attended by all relevant ILP staff. Besides personal contacts, the mailing of flyers which announce classes and events is an outreach method used in several counties.

These different outreach efforts and techniques result in varying degrees of success in engaging the active participation of youth in the programs and activities. All respondents were insistent that youth should engage in the programs voluntarily. Some were critical of some group home staff who send reluctant youth to the programs to get them out of the house or to use participation as a reward for achieving behavioral goals.

The respondents cited several reasons why youth might not engage in the programs after the referral and outreach efforts. Perhaps the commonest was the reluctance of the younger ones to fully realize the implications of their impending emancipation until it was virtually upon them at age 17½. In some counties emphasis is placed on older youth, particularly high school seniors. Some cited reluctance, particularly among youth living with relatives, to identify themselves at all as foster youth. Lack of encouragement and support for their participation by foster parents, again particularly by relative foster parents, was cited by several. Specific county

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

situations such as lack of public transportation were also mentioned as barriers to participation.

OUT-OF-COUNTY PLACEMENTS

Youth who are placed out of their own county into foster or group homes in other counties are eligible for emancipation services. The number of youth who receive such services and how efficiently they are included in the IL program was questioned by a number of staff.

One concern involves the referral of out-of-county youth. Many teens are in group homes and often have to wait for that staff to refer them to the county, who in turn has to request a referral from the home county. Referrals are not always sent back in a timely manner or fully completed by the home counties. Some IL staff felt frustrated that they didn't know where these youth were placed so they could locate them and initiate a referral themselves, and they also couldn't track them through their FCIS list.

A second concern involves the funding of IL services for out-of-county youth. A process for billing is used in some locations, either for the cost of provision of services or for the incentives given to youth. Some counties that receive large numbers of youth don't have the necessary funding allocated to them by the State to serve so many extras, and billing the home counties doesn't provide them the money needed at the time they need it—if they receive it at all.

Shasta has developed an Option system through which other counties can choose to have a specified level of service provided to the youth they place in Shasta. They are then billed for the agreed upon option (See Appendix A).

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

These two issues, referral and funding, regarding out-of-county youth were noted to be intertwined; some staff wonder why they should seek out more youth to serve when referrals aren't made and money isn't allocated to the receiving county for them. Despite this, there is concern that too many youth are falling between the cracks, that no one is really following up on this, and that regulations from the State are needed if out-of-county youth are to get the services they should.

MONITORING, EVALUATION, AND OUTCOME DATA

Keeping Track of Services Received

All county IL programs keep track of some aspects of the services youth receive; however, they differ in which services are tracked, as well as the degree to which the tracking is done through handwritten notes versus a computer database. Information required for the CDSS Annual Statistical Report was reported by 10 of the 11 counties for the 1994 fiscal year. Counties are required to track incentive payments to comply with federal ILP reporting.

Five counties rely primarily on handwritten narratives to track youth. Their notes may include: a short narrative statement about the status of the youth, services received, classes or workshops attended, referrals made, goals and dates these were achieved, financial incentives, or bus passes given. Other information in a youth's file could include their resume and job master application (Alameda).

Six counties use the computer to track information; though in almost all cases this is supplemented by some type of written narrative. The computer is used to track the services received by individuals and to compile these into totals of youth who, for example: attend classes, attend camps, receive incentives, receive clothes, or have

tattoos removed. Sacramento developed a detailed list of approximately 29 ILP activities that are entered into a computer database for each youth. These include the dates of such things as: staffings, birth certificate and Social Security cards given to youth, vocational testing, classes attended, participation in CYC, scholarship applications, etc. See Appendix B for their complete list.

In the three counties that contract out for ILP services the contractors keep records. In San Diego, the YMCA sends the county a quarterly written progress report on each youth who has attended classes. (In addition the county tracks information on the computer.) In Ventura, Interface case managers and volunteers fill out forms monthly on each youth, these are hand tallied on a monthly and quarterly basis for the County Child Welfare and the Probation Departments. Shasta County's Catholic Social Services does a written narrative on youth but tracks class attendance on the computer.

San Diego began tracking closing outcomes of youth in January 1995 using the indicators of: graduated high school/GED, employment situation, and living situation. This information is tracked first by total ILS youth, and then it is broken down into the subgroups of youth who attended or did not attend ILS classes.

None of the counties identified problems with the method they use to track youth.

Evaluation

Three counties indicate they have some formal way of evaluating the effect that involvement in IL has on youth. Kern has begun to administer a computerized multiple choice assessment of life skills to all active IL youth as a pretest and as a re-assessment 6 months later. Their purchased software program assesses 16 areas, including: money management, personal appearance, housekeeping, educational

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

planning, and legal issues. In San Diego, the YMCA has developed a pre-and posttest of skills for youth. They evaluate somewhere between 14 and 18 areas of IL (variation dependent on the length of the semester). Stanislaus County does an exit interview with youth.

Four other counties indicate informal means of evaluating the effect of IL on youth. These include staff observations of youths' behavior, youths' comments about classes, and observing their transitions out of foster care—do youth use the skills they were taught? One staff commented that completion of classes didn't tell how much a youth knew, just that he was motivated to attend classes.

Some counties have youth do an evaluation of the ILP classes they attend. While three spontaneously mentioned this, it's probable that others also do this.

Follow-Up Data

Four of 11 counties are collecting some follow-up information on youth after their termination from the system; however none has yet been able to get a good picture of a range of youth.

San Diego recently began checking which former foster youth receive Public Aid and which have had Law Enforcement involvement after their case closed. Similar information is being collected on a quarterly basis by the San Diego ILS PO for youth who were in the probation system.

Interface in Ventura is trying to gather data about youth who graduated the IL program. They attempt to contact youth 3, 6, and 12 months after their case is closed. Youth are surveyed regarding: their living situation, how they support themselves, their health, their transportation, etc. Appendix C shows a copy of the follow-up form that

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Interface developed. Data was to be collected on a group of 13 youth who graduated during the period from September 1994 through May 1995. The results are limited thus far, with 5 surveys completed (by telephone and mail) at the 3-month follow-up and 0 able to be completed at the 6-month follow-up. This illustrates the difficulty of attempting to do follow-up on youth.

Alameda attempts to have alumni of the IL program keep in touch with staff by including a change of address form in graduation packets. They have a database on approximately 100 youth with whom they've been able to maintain contact. Most of these youth are those who went on to college, and who kept in touch with one of Alameda's staff. This staff member has developed a personal relationship with youth so that he can provide help when needed, keep track of progress, and "hound them on" even more when necessary. Additionally, these students can earn financial incentives if they remain in contact with their EOP counselors at college, and this provides another route that Alameda staff can find out about youth's current situation.

Contra Costa is keeping track of the number of youth who attend college. They document increasing numbers attending each year.

Other counties report informal ways of knowing what happened to a few of their youth. Some youth contact ILP staff to report good things that are happening in their lives while others make contact because they are in trouble; a couple have been seen in welfare lines, at the town nutrition center, at the counseling center, or at local jobs (such as waitressing); some are known to have attended community college. Some ILP workers continue to have contact with foster parents of emancipated youth because other children are placed in that home. The sense many staff communicated was that

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

they might hear from "the best and the brightest" who want to let them know how well they are doing, but they have no real knowledge of what happened to youth after they left the child welfare and probation systems.

Staff in almost all of the counties express a desire to have more follow-up information on their youth. The interest is not only in what youth are doing currently in their lives, but also in how useful the IL program was to them and which parts were most meaningful.

Definitions of Success

The criteria for successful completion of the IL program is defined by the counties in two broad ways: either in youths' achievement of some specific behaviors or by viewing success as an individual matter that can't be globally defined.

Examples of the first definition include achievement of several of the following things: graduation from high school or receiving GED, having housing after emancipation, having employment or attending college or vocational school, and being able to feed oneself. The second view suggests that success can be very different for each youth according to their abilities and where they started from. "For some kids it's combing their hair, one boy can read better, one child is less violent, one child didn't get pregnant." "If youth are satisfied with where they're at and where they're going—one may be working at a fast food place, making just enough to support himself, but he's functioning and alive, another one may be going to community college." It was suggested that success can't just be viewed in the number of youth who go to college, but that the whole *bell curve* has to be looked at. What happens to the rest of the kids?

CHAPTER IV
PROGRAM

SERVICES

All counties provide both individualized and group services to youth, though variation is seen in the degree to which the staff focuses their time and energy in these two areas. Differences reflect several factors ranging from philosophy about the needs of youth and the number of youth being served, to the way caseloads are organized, the contracting out of services, and the involvement of specialized IL positions.

Following is an overview of the individualized and group services that may be provided by IL staff and/or others involved with the emancipating youth.

Individual Services

Assessment

Most ILP staff make a personal visit to the youth's home or school during which they: describe the program to the youth (and often to the foster parent or group home staff), assess the needs of the teen (this may include: physical and mental health; education; job, vocation, and career; housing; home skills; personal care; safety skills; money management; possession of documents; and interpersonal skills), determine goals highlighting the components of the program that could be particularly useful to a specific youth, describe the benefits and incentives, and invite youth to participate. A service plan is developed from the information discussed.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Documents

Staff help youth obtain necessary documents such as: certified birth certificates, Social Security cards, ID cards, medical records, and help them open savings accounts.

Educational Service

Staff plans with the youth how educational goals will be achieved, arranges for tutoring, helps youth with financial aid applications, retrieves school records, helps complete college applications, meets with school personnel, encourages youth to improve their reading skills, helps youth arrange to attend SAT preparation classes, takes youth to *college day visit.*

Employment and Vocational Service

Staff helps youth locate jobs, takes youth to find out about the job, helps get application and fill it out, does practice interview, arranges for job shadow or on-the-job training, identifies employment training and job opportunities, makes referrals to summer jobs program, offers use of computer program to help youth find out what their interests are.

Referrals

Staff makes referrals to community agencies such as: health clinics, regional center, social security office, vocational rehabilitation, teen pregnancy programs, also to group meetings such as: survivors groups, Alateen, and to the military service, Job Corp, and CCC.

Counseling

Staff may do brief counseling about personal issues or family planning, and give emotional and moral support (for example to recovering addicts).

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

IL Skills (Hard & Soft)

Staff provides IL skills workbooks to be completed by individual youth at home with supervision from IL staff and foster parents.

Transportation

Staff provides rides to classes or group activities and to personal appointments, gives out bus passes, arranges for classes teaching basic car maintenance.

Other

Staff may also: distribute printed information (about legal issues, community services, IL programs); encourage and reward youth for improving skills (e.g., meal preparation at home; give out incentives; work with mentor program; give out footlockers, duffle bags, or exit packages filled with household goods; give out file boxes to store important papers; arrange for/give out coupons for driver's training; give out payments (e.g., job clothing, equipment for jobs, union dues, uniforms, scholarships); inform about tattoo removal; write and distribute newsletters; teach youth to make phone calls, do paperwork, and prepare budgets; obtain bikes from the local police department, have them repaired and distribute to youth for transportation.

Group Services: Training

Classes

Classes may be offered that teach: life skills (includes such topics as: money management, housing, transportation, employment, career development, health, college and financial aid, sex education), self-esteem (decision making, goal setting), parenting, female issues, cooking, career, modeling, relationships, auto mechanics, interview skills, or social skills.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Classes may be offered through the community colleges, community agencies, contract persons, or adult school. Some counties provide weekly classes while others, often due to transportation difficulties/distances, offer one class per month for 4-6 hours. Classes are offered at the community colleges, at high schools, community agencies, and recreation centers.

Camps

Hard and soft IL skills are presented in a weekend format in camp/retreat locations.

Group Services: Activities

Some of the group activities that ILP and other staff, volunteers, and mentors have arranged or participated in include: an annual fashion show (Sacramento), Independent City/Town, awards picnic, speaker's bureau, job faire, careerfest (where youth meet employers), retreats (intensive IL skills, social activities), conferences, workshops (a variety of topics), job workshops (interviewing, readiness, resumé, job search strategies) college fair, ILSP Conference, college bound youth support group, job club (Contra Costa), ROPES course, futures night, field trips to college campuses, Trivia Pursuit (field trip to teach about using public transportation and finding way around the city; Sacramento), employment opportunities (Riverside), monthly dances (Stanislaus), mentor/mentee Thanksgiving dinner (Ventura) and picnic, graduation events, United Powers (Multicultural Youth Group), group support for teen parents (Alameda).

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Group Services: California Youth Connection

CYC is a support and advocacy group of 14-24-year-olds who work on behalf of youth who are or have been in the foster care system. Of the 11 counties we studied, 6 had CYC groups.

County Features

Staff in some counties described aspects of their programs that provide rather unique services to youth. These include:

- Alameda has specialized staff who offer particular services to youth. The educational specialist focuses on and advocates for youth who will attend college, keeping them in the IL program and in high school, working with financial aid and EOP counselors, and following up on youth who go to college. The vocational specialist offers job workshops, a career-fest, and works with individual youth to set goals. Alameda has a computer lab which is available to IL youth and those out of high school to use for resumé writing or other school- or work-related needs.

- Contra Costa's job developer provides specialized services to youth. She works with individuals on all aspects of getting a job, from calling for the interview through monitoring the new employment for 1-2 months. This staff also presents at job development workshops, does outreach to businesses, and runs a job club. There is a Jobs R Us advisory board.

- Glenn provides the majority of their services on an individual basis. Tasks ranging from completion of IL workbook chapters through cooking the family meal, maintaining a bank account or a GPA are rewarded with standardized financial incentives. Youth who identify other skills they want to learn or improve can also earn incentives for doing so, for example, poor readers can be rewarded for reading books.

- Kern is beginning to do a computerized multiple choice assessment of youth's IL skills. Pre- and post-IL involvement will be evaluated.

- The majority of Riverside's program is done in a weekend camp conference format involving about 85-100 youth. Each monthly camp addresses different topic areas through workshops involving 15-20 youth. Social activities are part of the program. Camps are arranged and carried out by ILP staff.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

- The Sacramento ILP unit coordinates with Foster Youth Services in four school districts to serve youth without duplicating services. Staffings provide a format to discuss the educational needs and future plans of a youth. Another place that communication between school districts' Foster Youth Services and county social workers takes place is in a central area at the county offices. On a monthly basis, FYS staff set up a table so that social workers who are passing through, or those who have scheduled a conference, can talk to FYS staff about a youth—find out about the paperwork that is necessary to enroll in school, where youth last attended school so records can be obtained, etc.

- San Diego provides instruction at 23 sites, primarily high schools, throughout the county. Groups of 7-15 youth attend classes after school. They are developing a resource manual of services available to youth in San Diego including employment resources and housing opportunities.

- Shasta holds a Social-Political-Financial Awareness workshop and an income tax class.

- In Stanislaus youth learn to use the computers that are in the ILP unit so they can type their resumés. All active youth are bought interview clothes in the spring as part of the employment services class. Monthly dances give youth a place to socialize and teach social skills.

- Tulare fixes up bikes given by the police department so that high school seniors have transportation.

- Ventura holds a mentor/mentee Thanksgiving dinner.

Incentives

Incentives to youth are a part of almost all programs, however the type of reward given, the criteria for receiving it, and the timing of the reward differs among counties. In several counties youth earn money for each class attended, sometimes with an additional bonus for perfect attendance, but payment is made at the conclusion of the class series to stimulate perseverance. In one other county practical items such as: a clock radio, bicycle, word speller, sleeping bag, or job interview clothes are given rather than money, out of concern that youth won't use cash wisely. At another site youth

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

receive points for class attendance, homework completion and participation, and at the last class total points are used to bid on household items.

Incentives are used to reward a variety of goals, not just class attendance. One county evaluates: behavior in the home, attendance and grades at school, and attendance at ILP classes in determining the amount of financial incentive a youth would receive. In this situation rewards are given at the end of the school year.

Other methods of rewarding youth include: holding raffles, giving leaving gifts and scholarships, and sending youth on retreats.

Difficulties in Providing Services

Several counties encountered similar problems during the course of service provision.

Transportation is identified as a difficulty in many areas. In rural locations there is extremely limited public transportation that often stops in the early evening. Because youth have to depend on parents to drive them to classes and because distances can be great, classes can't be arranged on a weekly basis. Some have monthly meetings or occasional retreats, or classes are not the central part of the IL program. In cities with large suburban areas the bus transportation, including waiting for and changing buses, can take 2-3 hours to go the same distance it would take 30 minutes to get to in a car. In some places IL workers transport youth in vans, coordinating the pick-ups and drop-offs all over the county. Only in Alameda was transportation not an issue, with youth readily picking up bus passes from IL staff to use on trains and buses.

Another problem many programs encounter involves their capacity to accommodate the wide range of abilities that youth present. Staff stated that many

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

youth were academically low functioning and had difficulty doing the ILP class activities. The level that classes should be presented at is not a simple issue.

A number of staff raised issues regarding the participation of group home youth in activities. Concerns include: sending inappropriate youth to an all day activity with no (or rare) group home staff supervision; sending all of the youth from one group home to an activity, essentially closing the home for a day, with no staff on duty to be called when problems arise. Additionally if all youth from one home are sent to an activity then some are probably there against their will and the attitude of these teens is often a disruption to the program. Group home youth are often under the auspices of the probation department and some are in gangs, which causes additional concern at less structured activities like picnics. In contrast, one staff noted that group home youth were at times held back from IL participation because they had not achieved a high enough level in their behavior modification system.

A final issue identified by a number of staff is a lack of support for IL activities by foster parents, social workers, and probation officers. Foster parents usually are not seen to encourage youth participation, to be willing to drive them to events, or to stay and participate in events. There is some sense that care providers feel ILP staff are checking up on them and that the program is an interference in their family. Social workers and group home staff are not perceived as supportive due to their lack of attendance at youth activities.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

LIVING ARRANGEMENTS

Planning for Post-Emancipation Living

No county has assigned specific staff to help youth plan their housing in the same way that job developer or probation officer have become specific positions in a couple of locations.

In all counties, youth are generally assumed to have learned about housing issues such as: finding housing, leases, and security deposits, from the classes or camps they attend, or the workbooks they complete. With this starting point, IL staff in most counties then talk with youth about what they, the youth, have planned for themselves. There is a sense that most youth have already decided where they are going to live by the time staff talks to them. If youth haven't already decided, then discussions with them include: the range of options, what is really available to this youth, costs, what his or her resources are, and referrals to programs that also give youth a place to live, such as Job Corp or the army. When a youth's plan is to go live with family members, staff usually does not get involved in talking with relatives about the reality of these plans. This is left to the youth. Several staff noted they tried to talk teens out of returning to family believing this plan was usually doomed to quick failure.

In Sacramento, discussion of a youth's housing plans may be included at a staffing at which ILP staff, FYS staff, the county social worker, and the youth review the overall status of the youth; however it is not the role of ILP staff in this county to develop or carry out housing plans. Ventura's contract agency, Interface, gives hands-on help to youth, including looking through the newspaper for apartments and then going out to look at places with them.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

More in-depth planning is taking place in a few counties through the transitional housing projects that have begun. These projects allow a few to move into their own apartments before they exit the foster care system so that they are able to assume, in a somewhat gradual way and with some assistance, the housing responsibilities of an emancipated adult.

Stanislaus is just beginning to place youth in its transitional housing. Youth who have one year left in dependency, who are interested and suitable for this program can be referred by their county social workers for an interview. The selected candidates go through an orientation to learn the rules of the housing. The program includes staff making unannounced visits five times per week during the period youth are settling in, later reduced to three visits, and after that youth are on their own. Financing is being planned so that youth can save enough money to transfer the deposit on the apartment from the county to their own name by the time they exit the system. Contra Costa will also begin a pilot housing program. Six youth who meet the required criteria will be placed in three apartments to be monitored by a contracted social worker and counselor. Other counties have submitted plans for transitional housing, including Riverside, Sacramento, and San Diego.

A pilot housing project, called the Foster Youth Housing Program, which offers 20 city-subsidized slots is operating in Shasta County. This housing is for youth who have turned 18 and exited the foster care system, who will stay in Shasta, and who have no other resources. Eligible youth, who must be in school or in a job, are referred to the city for screening for this scattered site housing. The city subsidizes the cost of the housing as well as works with local agencies to get the teens jobs.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Staff in all counties estimated that anywhere from 10-60% of their youth would be appropriate for and interested in transitional housing, depending of the type of housing available. Staff noted that an on-site manager, supervision, or a step program would be necessary to make this program feasible for many youth. Issues regarding funding of transitional housing were raised. One concern is the lack of information available from the DSS regarding funding levels for possible transitional housing projects. Another concern is that no payment rate has been set for pre-emancipation transitional housing, and counties have to use an aggregate level of funding; youth from group homes and FFAs, because of the higher monthly rate they receive (compared to foster home youth), might end up going into transitional housing. The problem is that less-appropriate-behaving youth are in group homes and they wouldn't be suitable for transitional housing, and youth in FFAs are in stable foster homes and probably shouldn't be moved from them. The youth who might best use transitional housing are those in foster homes; however, these youth are receiving the lower foster care rate, which may not be enough to pay for transitional housing.

Because only a limited number of placement workers were interviewed about youths' housing plans, our knowledge about the involvement of staff in these positions was limited. The overall sense conveyed was that social workers are not usually very involved in helping youth plan their post-emancipation housing, that they don't really have time for this, and that it isn't a priority in comparison to the other situations and cases they work on. One worker stated that, "they (the youth) usually work it out themselves....maybe ILP does this....I don't know.....the kids seem to think about it."

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Another person stated "it really didn't occur to me to talk to kids about where they were going....who knows where they go to live."

It's a problem if social workers don't know who should be helping youth and basically don't know what IL staff do with the emancipating youth. It can also be a difficulty if IL staff thinks that social workers are doing more than they actually are doing. The problem arises when no one is doing very much for certain youth because each believes the other will take care of it. While many IL programs do provide some training or written information for social workers about what their program can do for youth, the turnover in staff might make it difficult to keep everyone current about these roles.

Youth Housing

Three counties have information on where their youth went to live after they exited the system. San Diego's data is an example of what happened in one metropolitan area with 74 youth. They found that: 15% went to family, 15% to friends, 3% to apartments, 1% to college, 1% to homelessness, 4% to other places, 4% to foster families, 3% to military/Job Corp, and 54% were unknown. In Ventura, 25% went to family, 25% to friends, 30% to apartments/roommates, 10% to college, 5% homeless, 5% to other places, and 0% were unknown.

Glenn, smaller and rural, had nine youth emancipate from foster care in 1 year and the destinations of all were known. One male youth married one female foster youth and they got an apartment, one female got married and lived in an apartment, one female was married with a baby, one male was homeless, one female went to college, one female went to live with the father of her baby but soon became homeless, one went to subsidized housing, and one male went home.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

The number of females who are pregnant or parenting, and the specifics of their employment and housing plans was not asked in our interview. We did ask about programs for *special groups*. In Sacramento, where there are 36 teen mothers and 7 teen fathers, most of the females were expected to go on AFDC when they emancipated, and then to be helped by CAL LEARN and GAIN. In Kern, about 10% of the females on the IL caseload are pregnant or parenting; they are eligible for AFDC. Staff stated these girls usually went to live with family members or lived in their own apartments after emancipation. The financial assistance they receive seems to allow these girls to rent apartments on their own at a greater rate than other youth.

While staff in most counties attempted to make estimates about the types of housing that youth went to, almost everyone concluded that they really didn't know where youth went. Even staff within in the same counties made quite different estimates based on what had happened in their own caseload. The greatest knowledge seems to be about the number of youth who go to college; these youth make a definite plan for a definite location, and have often done a lot of work with IL staff to bring this plan to fruition.

For youth who plan to attend a four-year college, though a relatively small number, the summer before they begin to live in a dorm can be a problem as they have no *official* place to live. They've turned age 18, are not in high school, and are no longer part of the foster care system; where do they live for the 2-3 months before beginning college and during other vacations? Most IL staff stated that youth stay with their former foster parents, that this was not a problem, and that in some cases youth arrange to pay some rent. Other youth were thought to stay with family or friends. Two counties noted

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

that some girls end up pregnant and on AFDC—“yes, these are the college kids." Group home youth probably have greater difficulty than foster home youth. The sense amongst most IL staff, that it is not a problem for foster parents to *float* youth for a period of time, was not borne out by a foster parent representative who is aware of the situations and feelings of many foster parents. She stated that the reality is that most foster parents cannot afford to keep their teens living with them when they don't receive a payment, despite their wish for the youth to succeed. Youth who had lived in one foster home for a long time and had developed long-term relationships with foster parents might continue to get support despite the hardship on the parent. The youth who had moved through a number of different placements and ended up with no foster parent emotionally involved in his or her life would not have a fall back.

The estimates of youth who become homeless between 6 months and 1 year after emancipation were very low; clearly no one felt that youth left the system with no plan at all. However, it was pointed out that asking about the number of homeless was perhaps not the right question when talking about these youth, rather the number living in unstable situations is more important to know. "The kids who end up moving from friend to friend are homeless. They may go to shelters and then back to friends." "The kids who are really homeless we wouldn't even hear from." "It would be maybe 3-5 years before you would see kids on the street, they can mooch off people for quite a while before the friends get tired." "The population who would become homeless would be males who didn't finish high school; the females will get pregnant and go on welfare."

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Barriers to Stable Living

Youth can face a number of problems when they decide they want to live in an apartment on their own or with a roommate. Some of the problems concern finances: leaving the system without money saved for the first and last months' rent or utility deposit, not having credit or a bank account, shortages of affordable housing in safe areas, shortages of housing close to public transportation, minimum wage jobs not sufficient to cover living expenses, and in some areas there is high unemployment so that teens are competing for few jobs. Other problems youth have encountered include: not having the necessary identification to get utilities hooked up, not having a parent to sign to waive the deposit on utilities set up, and not having references to put on an application. A lack of availability of transitional housing and subsidized housing was common in most counties.

Study respondents are concerned that youth who return to family often return to the same dysfunctional systems they left years earlier. Several staff had heard of instances in which family members took the savings that youth arrived home with, leaving them in a worse situation than when they arrived. Youth who leave unstable living situations or have difficulty affording safe accommodations often end up with family at some time. "One girl had to drop out of community college and had three part-time jobs to survive, at one point she had to go and live with her drug-addicted mother, she wanted to be a nurse, but is now living with six other people."

> A boy didn't have a place to stay, he called and begged ILP staff to help him find somewhere to stay—there was only one shelter in town, it was open to everyone so rarely was a bed open and the boy was in competition with mothers with

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

children. They boy ended up staying with people who were involved in crime. This shows how the unstable living situations lead to drug addicts, exploitation, violence, and crime.

AFTERCARE

All counties offer services to youth for 6 months after they exit the system. The services available were generally reported to be the same as those offered prior to emancipation, though often in a *less intense* form. In some places youth can still choose to attend classes and receive incentives.

After 6 months, some counties continue to make services available to youth until age 21; it's the county's choice to provide services which are not funded by the state. The services are generally requested by very small numbers of youth and include: verbal/emotional support; information and referral; information regarding applying for state-funded financial assistance; giving out bus passes, money for uniforms, tools, or scholarships for a state school. Overall, aftercare for 18-21 year olds is a peripheral part of the ILP programs.

Efforts are beginning to be made to do more for these youth. Riverside has a support group in which 5 - 10 youth try to meet monthly for a meal and a group activity, such as bowling, a sports event, or a speaker. Recruitment is through a mailing sent to all youth ages 17½ - 21; their names have been entered into an Aftercare database. San Diego is trying to start a support group for emancipated youth. The three goals of the group will be: support, education, and an opportunity to give back to the program by talking to other teens and caregivers.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CHAPTER V:
PHASE I SUMMARY AND CONCLUSION

Sixty-three respondents in 11 counties participated in this survey of emancipation services for foster youth. The interviews focused on four areas: (a) organization structure and staffing, (b) program participants, (c) program implementation, and (d) programs. The following is a summary of the major findings in each of these areas.

ORGANIZATIONAL STRUCTURE AND STAFFING

No two counties are identical in their organizational structure or staffing pattern. The chief sources of variation are: (a) the type of contract agencies used, including multipurpose social services agencies, independent trainer contractors, community colleges, and Foster Youth Services; and (b) the balance among individually oriented services, group programs and activities, and program development, as well as the division of labor within county departments and contract agencies in the performance of these functions. Within the county agencies staff variation centers on: (a) the organization of ongoing placement supervision ranging from specialized emancipation caseloads, group home caseloads, and permanency placement concentrations to non-specialized generic caseloads; and (b) the provision of specialized staff, including employment specialists, computer lab specialists, community and program development staff, special education advisors and probation officers detailed to ILP staff.

PROGRAM PARTICIPANTS

Information was gathered about the youth, the foster care providers, and the birth parents. With respect to the *youth served,* counties varied (a) in the number of youth

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

served, largely as a function of the population size of the counties; and (b) in the ratio of probation to dependency youth served, ranging from over half probation to less than 15% of the number of youth eligible for services. The number of youth who were eligible to receive services at any given time was not available in any county—hence the proportion of eligible youth actually served could not be calculated. The inability to reach all eligible youth was seen as problematic in 8 of the 11 counties.

Regarding the youth, there was agreement they constituted a very diverse group in their psychological, behavioral, and academic functioning. Despite this diversity they all shared backgrounds and situations that are distinctly different from other teens facing transition to adulthood. The capacity of any single program or set of services to serve the range of needs among these youth was questioned and suggestions were made for specific programs to meet these diverse needs. An almost universal characteristic cited was the reluctance of the youth to face up to the reality of their impending emancipation until it was virtually upon them at age 17½.

Four subtypes of *foster care providers* were used in the counties: group 77 homes, unrelated county foster parents, Foster Family Agency foster parents, and kinship foster parents (both licensed and unlicensed). Respondents offered both positive and negative comments about each type of provider with reference to their level of participation and involvement in the emancipation preparation of the youth. The most commonly cited deficiency was the failure of foster care providers to actively support the youth's participation in the Independent Living Program activities, and to reinforce and complement the skills training. Foster parent training, including in-service training for group home staff was under the aegis of the Community Colleges in all but one county.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Most often training regarding teenagers and emancipation takes place though the modules of general foster parent training, rather than any separate program. Only one county had fully implemented a specialized, differential payment foster home program for emancipation youth, but several respondents were very much in support of the concept.

Inquiry about the *birth parents* elicited almost identical responses across the counties. Contact with them by Independent Living Program staff is virtually non-existent, and for those youth in permanency plan caseloads, there is very little contact by county staff unless initiated by the birth parents. Despite this lack of contact with the birth parents, the majority of the respondents were of the opinion that a large proportion of youth would return to their family upon termination from care. The youths' fantasies about rejoining even the most dysfunctional birth families was commonly observed.

PROGRAM IMPLEMENTATION, RECRUITMENT, MONITORING, AND EVALUATION

Recruitment

Recruitment is a three-step process of identification, referral, and outreach with the potential for the loss of eligible youth at each step. Sources of *identification* of eligible youth were similar across the counties but variation in computer capacity and hence the burden of identification varied. Only rarely did respondents cite identification of eligible youth as a barrier to full participation.

Referral

Referral to the programs by the placement workers and probation officers was cited as a major problem in 8 of the 11 counties and various schemes were being used to improve the receipt of these mandatory referrals. *Outreach* to referred youth is done

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

through personal visits to them by ILP staff in all but two counties. All stressed the importance of voluntariness of the youths' participation: Motivating youth to participate and especially overcome their denial of impending emancipation were cited as major issues in engaging them in the programs. These issues were cited as problematic by both the ILP staffs and by the county child welfare workers who supervised their placements. Youth in out-of-county placements were also cited as especially problematic to engage, due to lack of referrals and problems in the funding of services for them.

Monitoring

Monitoring of services provided was accomplished by all counties with varying levels of ease and sophistication depending on computer capacity. Some counties have formal *evaluations* of the immediate acquisition of knowledge and skills. Several are attempting to collect longer-range follow-up data on youth who have left; all respondents expressed a keen interest in having this kind of follow-up information but none have resolved the problem of locating youth after they leave the system.

Programs

All county programs involve some combination of group and individual services to participating youth. The emphasis of each type of service varies with differences in the size and specialization of staffs as well as differences in philosophy about the youths' needs. Still, a core of services seems to be fairly standard across the programs including: *individual services* like assessments, securing of documents, job search or college bound preparation, and referrals to a wide range of resources; *group services/classes* including a full repertoire of life skills preparation as well as some

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

specialized classes for particular groups such as teen parents; *group experiential activities* such as Independent City, fashion shows and shopping trips; and participation of most counties in the California Youth Connection.

Post-emancipation living arrangements and aftercare services are recognized needs in all counties but are embedded in many problematic issues. No county had assigned specific staff in ILP or elsewhere to help youth in implementing their post-emancipation housing plans. Transitional housing that is available prior to emancipation had been implemented in only one county; estimates of the proportion of youth who could use this ranged from 10 - 60%. As for the actual living situations of the youth who have emancipated, there is little systematic information, particularly about the majority who do not attend college. Estimates are that a majority return to their birth parents or other kin, often only to be again exploited or disappointed by them. Another typical pattern noted was a kind of homelessness—moving in and out of various unstable living arrangements even though not actually on the street.

Finally, *aftercare services* are offered by all counties for up to 6 months after existing the system. Except for some notable exceptions, particularly focused on college youth, aftercare services were not well developed. The need for such services was generally recognized and efforts to engage youth through establishing support groups were ongoing; the major stumbling block seemed to be the difficulty in finding and keeping in touch with the youth once they have left care.

CONCLUSION

The core focus of inquiry in this survey was on the counties' Independent Living Programs, but it also encompassed the broad range of issues in the total situation of

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

youth emancipating from foster care. Despite the various shortcomings noted in the implementation of the ILPs there was a general recognition that these programs are well received in all of the counties. Our own participation in graduation ceremonies in some of the counties left a strong impression of valuable engagement of the youth in the programs and with the staffs. The problematic issues observed by both the ILP staff and other county representatives centered more on the youth who are not being served than with those who do participate.

For the youth who participate in ILP, their whole situation must be given consideration. ILP is a part, perhaps even a major one, of their preparation for emancipation, but the ultimate success of their transition into adulthood will be affected by a wide range of influences in both their current and past situations. Of even greater concern are those youth who do not participate due to either their own limitations (cognitive, behavioral, or motivational) which preclude their involvement or because systemic factors allow them to fall through the cracks. Six issues emerge from this survey of 11 counties with implications for further research, policy consideration, and education and training.

(1) The diversity in organizational structure and staffing observed across the counties has important implications for future program evaluation and planning. From a research perspective, any effort to evaluate the effects, short- or long-term, of Independent Living Programs in these counties must take this variation into account. While program content was similar, the delivery of services varied particularly with the differing emphasis on individual or group activities. Multicounty evaluations must include stratification by the identified organizational variables.

(2) The youth in the various programs also are diverse, not just with respect to the varying proportions from probation and from dependency, but also in the characteristics of the participants. Eight of the 11 counties indicated that not all eligible youth are referred or participate; hence, any given participant group is a

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

selective one. Such selectivity is not random. More needs to be known about the differences between those who do participate and those who do not before any kind of valid comparison could be made between the effects of participation and non-participation. It cannot be assumed that the participants are uniformly the better functioning youth; for example, in some counties, group home youth were overrepresented because the group home staffs were more energetic in getting the youth to the programs.

(3) The diversity of the youth and the organizational variability must inform the establishment of any realistic criteria of "success" across programs or even within the same program given the wide range of capabilities represented among the youth (both those served and not served).

(4) All of the above variability must be kept in mind in the establishment of policies to guide the emancipation preparation of youth. Key to policy development is the importance attached to this specific client population and their needs and situation, relative to the other client populations and functions of the public child welfare agency. Not only are they a minority, but sustained attention to their changing situations and developmental needs runs counter to the crisis-oriented functions of these agencies—investigation and protective action. While ILP staff generally felt appreciated and supported by higher-level administration, they did not think that the programs or the youth were very high priorities to line child welfare staff.

(5) The role of the regular child welfare staff supervising the placement of these youth is crucial in at least three ways. Participation of the youth in the ILP is dependent on their making the referral, which in turn depends on their relationship to the youth. Equally important is the role to be played by these workers in preparing those youth, who for whatever reasons, do not participate in the ILP. For those youth who do participate in ILP, these workers still are entrusted with the agency's primary responsibility for the youth until they leave foster care.

(6) Because of the centrality of the child welfare worker's role with these youth, the implications of this study for their education and training in serving these youth, emerges as the priority in curriculum development and enhancement. For this reason the second phase of this project has addressed curriculum needs in preparing workers to fulfill their roles with emancipating youth.

PHASE II

CURRICULUM DEVELOPMENT FOR CHILD WELFARE WORKERS SERVING FOSTER YOUTH EMANCIPATING FROM FOSTER CARE

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

PHASE II
INTRODUCTION

In Phase I, a survey of emancipation services for foster youth was conducted in 11 counties. Through this survey we identified an issue most salient to the development of curriculum for child welfare workers (CWWs)—the identification of the educational and training needs of CWWs in serving adolescents who are in foster care and will be facing emancipation. In addition to what we learned in the survey, we consulted with several educators and agency personnel who validated our convictions about the importance of this Issue.

Our basic assumption was that curriculum development specific to these youth is necessary because they constitute a distinct population, one whose experiences and situations distinguish them from other adolescents and from other foster children. While they share many characteristics with *normal* adolescents and with other foster children, a generic curriculum approach will not adequately address their specific needs. We determined it was necessary to identify the specific areas and issues that should be included in a curriculum for CWWs addressing the needs of this group of teenagers.

METHOD

Initially we considered using a traditional survey research method involving a structured instrument to assess the knowledge CWWs had about adolescents, and then extracting from this, their gaps in knowledge. This approach, however, presupposed that we knew what the essential knowledge was that workers *should* know. This was not the case, as we already knew from the interviews we had conducted with CWWs in the

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

11 counties. We elected to use a multifaceted approach that focused on CWWs' specific role in serving these youth, as distinct from that of ILP staff, foster parents, and the youth themselves. The steps included were: (a) a review of literature addressing this issue; (b) a survey of *experts,* including ILP staff in the 11 counties, university educators, and youth services administrators; (c) a review of available training materials; (e) interviews with CWWs in the 11 counties and from the Los Angeles County Department of Child and Family Services, and (f) participant observation of two, day-long, advanced training sessions on emancipating youth conducted through the Inter-University Consortium for Los Angeles County CWWs. The interactive structure of those sessions provided material on the workers' experiences and their felt needs for knowledge in dealing with these youth, as well as on the specific application of aspects of human behavior theory and practice methods in meeting those needs.

All interviews and observations were open-ended but centered around the core question: What do child welfare workers need to know to serve emancipating youth? Content analysis was used to categorize and synthesize the open-ended data. The results are reported as follows: Chapter VI presents the review of available training materials and curricula. Chapter VII synthesizes the experts' opinions, including the material gleaned from the instructor's discussions in the training sessions observed. Chapter VIII presents the responses of the CWWs who were interviewed and those observed in the training sessions; these data are organized around their identification of youths' characteristics and case examples. The responses of the workers to their felt needs for training are presented in Chapter IX. The material gained from all sources is synthesized and presented in Chapter X which serves as the full statement of the

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

curriculum development elements identified in this project. A brief summary and conclusions are presented in Chapter XI.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CHAPTER VI
EXISTING TRAINING

The curricula and training available to child welfare workers in the areas of *adolescence* and *emancipation preparation of youth in foster care* was reviewed. The training that we reviewed that is carried out in the 11 California counties involved in Phase I of this study, as well that offered by universities, and regional and national training centers is described.

LITERATURE REVIEW

A literature search focused on current training programs or curricula for staff who work directly with emancipation-age foster youth. Various topics were searched including: foster youth/adolescent emancipation, social worker training, foster care adolescents, emancipation training, independent living programs, curriculum/ programming for social workers, foster homes emancipation, etc.

No information pertinent to our specific topic was found. Much of the literature available focuses on training for teenagers and describing the needs of these youth, rather than content or methods for training CWWs.

County ILP Unit Training for Social Workers

Seven of the 11 county child welfare departments had members of their ILP units participate in the training that all new social workers receive when they are hired. This participation was similar in all seven counties. Generally the ILP unit staff spend between 30-60 minutes describing their programs to the social workers, including: an explanation of the referral process, description of assessment and re-assessment

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

forms, description of the services provided to youth, and a review of the curriculum used in ILP classes. Several of the staff interviewed mentioned they emphasize to the social workers their desire to work together with them, the need for their referrals, and response to phone calls. ILP brochures or manuals were used to augment the presentations.

Other ways some of the ILP units communicate with social workers include: sending out memos regarding the things workers could or should do for youth; attending unit meetings to review what ILP does; working with individual social workers about specific youth; informal talks with individual social workers; and memos reminding workers to make referrals of youth.

Other County Training

Each of the 11 counties reviewed made provisions for the training of social workers on a variety of topics that pertain to working with a range of age groups. Training was offered through departments' training divisions, arranged through outside agencies such as university programs, or involved some combination of these two methods.

In-House Training

None of the 11 counties offered any classes specifically about emancipation preparation for teenagers. Staff in four counties stated that such classes could be offered if social workers expressed an interest in the topic, but that no requests had been made for this. Inservices on other teen issues relevant to emancipating teens were offered in-house in San Diego (e.g., gay and lesbian issues, interviewing adolescents, assessment techniques for working with difficult adolescents, meeting the needs of

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

adolescents prior to referral to residential services). Other counties offer training on topics applicable to all age clients, including adolescents (e.g., substance abuse, communicable diseases, interviewing, and anger abatement).

Out-of-House Training

University of California Davis Extension. Five of the 11 counties reviewed contracted with the University of California at Davis Extension program for classes related to foster youth emancipation. The University Extension at the University of California, Davis contracts with 54 of the 58 counties in California to provide training and development in a number of human service areas. Three types of independent living trainings are offered through the University Extension: workshops, the Training Academy, and the Independent Living Institute and are briefly described below.

- Workshops - The Child Welfare curriculum offers five workshops in Independent Living. These are: Building Self-Esteem in Youth; Preparing Teen Parents for Independent Living; Training Strategies for Developing Emancipation Skills; "Welcome to Independent City," and Helping Youths Stay Out of Gangs. (A more complete description of these classes can be found in Appendix E). University Extension develops a training plan with each county, develops the needed curriculum, and hires the trainers. Each county gets a schedule of classes, chooses the classes they want for their social workers, and submits their requests to the Extension Program. In northern California, 31 counties have developed a consortium in order to request and fill the classes in a cost-effective manner.

- The Training Academy offers intensive professional development to northern California county child welfare agencies. The Advanced Program will include emancipation training in it.

- The Independent Living Institute takes place for 4 days during August each year at UC Davis. Participants are staff of the Independent Living Units from throughout the state.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

California State University at Fresno Child Welfare Training Project. Five of the 11 counties reviewed participated in training provided by this project. The group is contracted by California Department of Social Services to provide training for all 58 counties, but none of its five curricula includes a focus on emancipation preparation.

The Regional Academies. Five Academies have been proposed for development in California to provide training for county child welfare workers. The Northern California Children and Family Services Training Academy has been established at the University of California at Davis. The academy supplements other child welfare training offered through the Extension Center at Davis by offering intensive professional development. It is expected that training concerning emancipation age foster youth will be included in the Advanced Program (rather than the Core Program). This Academy will serve 31 counties.

The four other Academies are in different stages of development. They will serve the Southern, Central, Bay Area, and Los Angeles County regions.

Child Welfare League of America's (CWLA) National Center for Excellence in Child Welfare. The League offers training and consulting services to member agencies, counties, and states. CWLA's National Advisory Committee on Independent Living has identified eight core elements of a positive youth development-focused program (e.g., embrace total youth involvement, realize that interdependence takes time, promote healthy relationships) and developed a training program based on this entitled *Positive Youth Development*. The 1-day overview program is designed for managers, supervisors, and agency decision makers; it examines the essential components of the positive youth development approach. The approach encourages

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

"youth-serving programs to build on the strength of youths, families, cultures, and communities." It's based on the idea that "the best way to help youths who are considered at risk is to provide them with the supports and services that all youths need, which will help them develop into caring, competent citizens." This 1-day training examines activities that support this approach within an organization and a community.

A 3-day skills training program for agency staff, foster parents, and youth is also offered on this topic. Participants learn the key elements of positive youth development through a series of experiential activities. Topics addressed include: Core Elements of the Positive Youth Development Approach, Creating Positive Learning Environments, Youth Outcomes, Adolescents in Context, and Opportunities and Supports for Youth Development.

Consultation is also available to help agencies assess their programs; plan for program, policy, and procedural change; and implement new program strategies.

National Resource Center for Youth Services. NRC at the University of Oklahoma College of Continuing Education offers a comprehensive program for professionals who serve youth. Their programs include: training; technical assistance on program and policy development issues related to at-risk youth; information and referral; conference planning; teen conferences; and publications.

Its training program includes Trainer Certification for staff in the discipline of *All Together Now: Running Independent Living Skills Groups.*

The NRC publication program includes curriculums available for purchase. Two of these curriculums focus on independent living training. The curriculum entitled *Learning Life Skills* is for "group leaders helping with the move toward interdependent

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

living." The topic areas covered by this curriculum are described in Appendix F. Another curriculum offered by NRC, *Pass It On*, is designed to "help staff learn how to better prepare young people for life on their own. " A Participant's Workbook provides activities and tools that staff can use day-to-day with youth. An overview of the *Pass it On* curriculum is in Appendix G.

Child Welfare Institute. A 24-hour training program distributed by the Child Welfare Institute in Atlanta, Georgia (developed by CWI and the University of Connecticut School of Social Work) entitled, *Preparing Youth for Interdependent Living,* focuses on child welfare and residential care professionals and foster parents. The general goal of the program is to improve the ability of these adults "to help near-emancipated youth in their care prepare for self-sufficient adulthood." Four of the eight topic areas included in the curriculum are: *Preparing Youth in Care for Interdependent Living: The Partnership Role of Foster Parents, Child Care Workers, Social Workers and the Community; Understanding the Special Developmental Needs of Youth in Care; Helping Youth in Care Understand Placement and Prepare for Interdependent Living;* and *Assessing Interdependent Living Strengths and Needs*. Materials available include at leader's guide, a trainee workbook, and a videotape/booklet kit. (See Appendix H for more information on this program.)

Other Training

One of the 11 counties in Phase I of this study, Alameda, indicated that CWWs may choose to take classes from a variety of outside sources (e.g., conferences, workshops, etc.) and will be reimbursed for the cost of the classes.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CalSWEC Competencies

The CalSWEC competencies describe the knowledge and skills that professional social workers need in order to work effectively with a broad range of clients. Almost all of the competencies described refer to working with *children.* The content of the competencies are applicable to teens, but there are few competencies that specifically focus on work with adolescents. The CalSWEC competencies that mention adolescents appear in the section on *Human Development and Behavior:*

4.7 Student is knowledgeable regarding normal adolescent development and behavior.

4.11 Student understands the dynamics of adolescent sexuality and teen pregnancy.

4.13 Student assists the teenage parent in understanding of his or her developmental needs and in assuming adult responsibilities.

The *Advanced Competencies for Child Welfare Practice* includes the following regarding adolescents:

- Worker is aware of the indicators and dynamics of adolescent depression, suicide, and other emotional disturbance, and is knowledgeable regarding appropriate intervention and referral procedures.
- Worker is able to use specialized interviewing and casework methods which are appropriate for adolescent clients.
- Worker is able to assess an adolescent's need for specialized residential placement, treatment, or other special programs and services; and knows how to locate and refer to these resources.
- Worker is able to provide emancipation services to adolescents to prepare them for independent living.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

SUMMARY

Overall, there is not a great deal of training available which focuses on educating CWWs about emancipation preparation or their roles and responsibilities to teenagers in their caseloads. The UC Davis Extension child welfare workshops have only recently been developed and have not yet been requested by counties for their staff. Regarding the three national groups described above that offer programs, curricula, and consultation—only one California county ILP was reported to have received consultation from the CWLA.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CHAPTER VII
EXPERTS' VIEWS

Three different groups of individuals were asked to describe the skills and knowledge they believed child welfare workers needed in order to work effectively with emancipating teenage foster youth. Included were:

- ILP staff in the 11 counties that participated in Phase I of this study (six ILP Coordinators, two ILP workers, and three case-carrying CWWs who were assigned to two of the ILP units).
- CWWs from nine of the counties in Phase I, and from Los Angeles County.
- Other *experts* who had experience working with teenagers (two university social welfare educators and an administrator of youth services at the Child Welfare League of America).

All of these individuals had considerable knowledge about adolescents and about what one needed to know to work with them, gleaned from the varying perspectives of educators and practitioner.

In addition to these interviews, valuable information about the knowledge and skills needed by CWWs was obtained through observation of day-long training sessions at California State University, Long Beach provided for advanced workers focused on emancipation. These sessions were conducted by Dr. Jorja Prover, through the auspices of the Inter-University Consortium. The interactive pedagogic technique employed elicited particular theoretical and practical knowledge in response to the trainees' own elaboration of their experiences.

Knowledge in several areas is needed by workers who carry emancipating youth on their caseloads. Such knowledge includes both human behavior theory and practical

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

information. Both kinds of knowledge include that which is relevant to teens in general and that which is specific to foster teens:

- Normal adolescent development - including knowledge of physical, cognitive, and psychological development.

- Adolescent issues - knowledge about issues of concern to teenagers that are not issues faced by younger children such as: sexuality, abortion, safe sex, how to talk about adoption to a teen parent considering this option, HIV/AIDS information, friends and peer group pressures, high school graduation requirements, job directions, housing needs, etc.

- Specific developmental issues faced by foster adolescents - In addition to the trauma often present in their family backgrounds youth might exhibit behaviors related to their foster care status. Understanding underlying dynamics such as: why youth may run away when faced with emancipation (regression), why they might demonstrate behaviors usually seen in those of a younger age (delayed emotional growth), why they may deny that they are going to emancipate, or issues related to youth having moved through multiple foster homes.

  The emancipation situation imposed on foster teens at age 18 or even 19 is very different from the average individual in the United States for whom the *normal* age of achieving full independence is 28. For many foster youth the transition to adult independence presents a kind of cultural discontinuity within the child welfare system; everything is planned for the youth, then suddenly everything—all planning, decision making, and carrying out—is put onto them alone.

- Issues of attachment, separation, and loss - youth who have moved through a number of different foster homes often don't have the chance to work through the termination of relationships with people involved in their lives (foster parents, social workers, etc.). These separations can be difficult because they bring up past separations the teen has been through, as well as feelings of loss of control and fears about the unknown future. Social workers need knowledge about how issues of attachment, separation, and loss affect the lives of foster youth, their ability to develop relationships, and their ability to terminate from foster care.

  These teens will often exhibit ambivalent attachments to the worker, foster parent, even the agency, exhibiting behavior that says both "take care of me" and "screw you." The need for attachment may result in teens' pursuit of destructive or unrewarding relationships; some may attach not to individuals but to institutions such as schools. Workers need to understand the manifestations of the attachment struggles.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Emancipation and obtaining documents - knowledge of what is included in the *hard skills* that youth who will be leaving the foster care system must learn, for example: how to find an apartment, opening a bank account, filling out applications, and interviewing for jobs. Knowledge of the documents youth should have before emancipation and acquiring them, for example: original Social Security card, certified copy of birth certificate, medical records, information about medication, etc.

- Career and educational options - knowledge about the job and career training that is available to youth and requirements to participate in various programs, which includes: vocational training, Job Corp, Regional Occupation Programs (ROP), the military, college qualifications, and SSI qualifications.

  Recognition that foster youth must begin thinking about their future by age 14-15, helping them realize the future comes fast, making choices about the direction they will take (college, vocation), and deciding on the skills to be learned. Some interviewees stated youth should be assessed at age 15 for their educational needs, career goals, or SSI needs.

- Community resources - knowing the resources that are available to youth, how to make referrals, and any necessary requirements for participation in specific programs, for example: housing programs, medical, tutoring, etc. How to work with diminishing resources.

- Independent Living Program - knowledge of what the ILP offers, the types of activities youth can participate in, how and when to refer, what ILP does not do that social workers should do themselves, the role of the foster parent in ILP, and how to support youth to get involved in ILP. Also, any other relevant classes that are available in the county, and whether residential facilities are providing ILP.

  Skills needed by social workers working with adolescents were also described by the interviewees:

- Developing relationships with adolescents - can obviously involve a number of behaviors and skills. Some CWWs enjoy working with teenagers while others don't feel comfortable at all with this age group. The ability to relate to teenagers can be developed as more knowledge about adolescence and the issues facing foster teenagers is learned—then the behaviors that some social workers have difficulty coping with can at least be better understood and dealt with.

  Understanding the importance of attachment to these youngsters can help workers in structuring their own relationships with them. They can and should facilitate youths' attachment to positive figures, though they themselves should not be that key individual.

Teenagers are often seen as demanding, egocentric, manipulative, and rebellious. Many either run away or demand to be changed from their placements frequently. Knowing that adolescents are now active decision makers who have to be negotiated with is something that social workers for younger children may not be aware of. The social workers have been used to making all necessary decisions, but their role changes with teenagers: They now have to help teach the teens to make their own decisions. This may mean changes for some workers; giving up some control to youth even when they don't agree with the decision, or not simply taking the foster parents side and viewing the youth as being bad because they won't follow the rules, when maybe the rules need to be changed.

Including the teen in planning and decision making can reduce their resistance. Negotiation, within realistic limits, is one technique to be used. Engaging in the planning with the teen in achievement of a goal the worker may be opposed to may seem paradoxical but can be effective. Going through the realistic, concrete steps of putting a plan into action can engage youth cognitively at first, but then result in emotional acceptance of the undesirability of the plan (e.g., if there is a plan to be a prostitute, then plan how to avoid arrest, how to acquire a room, avoid physical harm, etc.).

Learning to relate to teenagers might also include:

- Learning communication skills - talking to youth in an adult manner while still understanding who the particular teenager is (some teens are practical and can hear what an adult says to them about planning for their future, while others have their head in the clouds and need to be pushed), listening to them (understanding the adolescent level), learning where individual teens may feel more comfortable having discussions (often during a walk or at a restaurant, not in an office);

- Recognizing the role the adult needs to take in relation to the teenager—not always acting as the parent/authority figure, but recognizing teens are in charge of their own lives and that they can be persuaded but not controlled;

- Developing an attitude toward teenagers that will be helpful as they approach emancipation. An unhelpful attitude was described as: "I did it on my own, so the kids can do it on their own too." It was felt that social workers have to be aware that teenagers don't really realize that emancipation is coming, of how afraid many teenagers are to emancipate, and how much help they need to get things organized to do this.

- Establishing trust with teenagers can be difficult when the behaviors they show are anger or "I don't care," but working with these behaviors can be a way trust is established. What does *trust* mean in the child welfare system? Many times it's

letting the youth know, and reiterating it, what the social worker can do and will do for the teen.

- Hearing what the adolescent is saying - for example, listening to the anxiety or fear behind the words that are being said or the feigned independence often displayed by those most needing attachment.

- Being creative in how information is brought to teenagers - the goal is to connect youth with the information they need in a way they'll accept it. This might include adapting: where meetings take place (the office vs. the basketball court) and the methods used to get information across (didactic classes vs. interactive types of activities such as role playing, modeling behavior). Different kids have different ways of learning, and the adult has to constantly revise this according to how information seems to be going over.

- Teaching and modeling behavior - including such things as: how to interact with people, or how to dress for and act in a job interview. Finding positive role models for teens can be a very effective way of facilitating behavior. Community resources including churches, lodges, or informal connections can be a source of such individuals.

- Helping to motivate - being able to motivate adolescents to do things that will be helpful to them in a future that comes quickly, such as: getting them to participate in ILP (helping them understand what it can do for them), starting them thinking about their future, doing well at school, getting them to participate in activities offered by other groups that will help them prepare for college or job training, etc. Resources available to foster youth including those accruing to ILP can be utilized in motivating youth to work toward a goal.

- Advocating with the school system - social workers have to work together with the high school to make sure the teenager is on track for graduation. Grades have to be monitored, counselors talked to, and graduation requirements reviewed.

- Assessment - of youths' needs and functioning. Some of the areas CWWs should be able to assess include:

    - Academic and Educational Abilities
    - Life Skills
    - Survival Skills - safe sex, drugs, alcohol, prostitution, psychosocial supports
    - Developmental Issues - physical, health, sexual orientation, gender identity
    - Attachment - ability to form attachment, motivation, ability to make commitments

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

- Strengths
- Disabilities - developmental, mental health, need for testing or medication, suicidality, self-mutilating behavior, SED

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CHAPTER VIII
YOUTH CHARACTERISTICS AND CASE EXAMPLES

Child welfare staff who had worked with teenagers in foster care described characteristics and behaviors of these youth that they often found were difficult to deal with and gave us case examples common in their practice. Some of their comments point to behaviors, feelings, and issues that any teenager might experience. However, many of the comments point out the experiences and emotions that are much more unique to teenagers who are part of the child welfare system. These characteristics help to give us some understanding of who these youth are and how their issues and needs are different from children who have grown up in their own more stable homes. Their uniqueness must be recognized in order to work with them effectively.

The youth characteristics have been grouped into four categories: background factors, current situation, behavior, and emotions. The case examples have been grouped according to the dominant themes among them into 11 categories. The youth characteristics are verbatim. The case examples are summarized.

YOUTH CHARACTERISTICS

Background Factors

- Youth who have been in the foster care system for years come to resent being in placement. They are disillusioned with their parents. They decide they want to be on their own, so they AWOL.
- Resistance to CSW's value system (middle-class). For example, many teens don't see that education matters for their future, they don't see how education will serve them, they don't see their future. This is an attitude that has developed throughout their childhoods.
- An *attitude problem* develops because parents haven't dealt with children at an early age. Teens don't have respect for themselves or others. They don't have

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

responsibility. Many teens were born to teenage mothers who did not/could not teach their children how to behave, how to respect themselves, how to handle responsibility.

- The family dynamics of these youth include real issues of parental rejection. The worst thing you can do to a child is reject them by not visiting them. They can't see that you care for them; you get all the "you don't really care about me" attitude.

- A lot of kids have been making their own decisions, taking care of younger siblings, have had no nurturance and no limitations. It's very hard for them to adjust in a structured, rule-oriented setting. It's hard to adjust a 16-year-old who has already been acting like a 20-year-old.

- A lot are suffering from post-traumatic stress disorder because of the abuse that they suffered.

- Many of the kids are very disturbed and have lots of problems. Some even came into care as *abandoned* because their parents refused to come and get them from mental hospitals.

Current Situation

- Teens are more difficult to deal with than younger children. When they come into the foster care system as teenagers they feel the system is a prison. They are told "you can't," "you must." How does a CWW deal with teenagers who haven't grown up in the system. They are concerned and frustrated about their futures.

- Issues that teens must deal with—violence, gangs, sexuality, guns, drugs. Their world view is *dark* and they don't see any future. CWWs generally don't really know what the life of a teenager in some neighborhoods is like or how to help teens deal with this type of life. It's different than when the CWW was a teenager. Now the streets aren't safe at all. Gang issues are difficult to deal with. It takes a certain personality and training to deal with this.

- It's harder for the teens when they go to court because their opinions are overlooked, but they are supposed to matter.

- Teens are the most difficult to get resources for—hard to get placements, hard to get appropriate donations.

- Teenagers are frustrated about being in the system. They resent it. The system isn't geared to help teens. Getting them into programs is difficult. One reason for this is the hierarchy of bureaucracy for referral to county programs.

- Teenagers don't want to be made to feel different from other kids. For example,

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

foster parents don't have to give an allowance to a teen for the high school prom—it's not in the contract, but youth should not have to beg for the money. There is money available from the county but it must be applied for in time.

- Hardest to deal with is the lack of self-esteem.

- Don't want to be in school. Most are attending continuation school. Most won't be graduating.

- Some kids are illiterate; some have mental and emotional problems; and some who are high school graduates can't read, write, spell, or make change.

- Some youth aren't ready to be on their own. They don't want to be 18 yet.

- A child with many emotional problems and in hospital-type situations—what is he or she going to do when he or she leaves foster care. For example, kids in *high level* group homes. This population is not being addressed enough (not just in emancipation, but in what happens to them later).

- Many kids don't have any vocational training so they can't get a job.

- Kids don't understand early enough that emancipation is coming.

Behavior

- Social skills are not developed in many foster teens. They don't know how to speak up, ask for what they need help with, or hold a conversation. They seem disconnected to the social skills of the outside world. Difficult to imagine hiring them for a job, they often don't exhibit the social skills needed in the workplace.

- Some teens purposely exhibit behaviors to get put out of a placement. It's a lot of work to keep finding placements for them.

- Runaways may call and ask their CWW to find them a placement. When one is found, they don't turn up to go to the foster home. A lot of CWW time was spent for nothing. Runaways take all the CWW's time—it's very time consuming to find new placements. Chronic runaways need a locked facility.

- Runaways need to be stabilized. When teens are older they want to do their own thing—stay with different friends (not safe places), get into trouble like car accidents, STDs, pregnancy. AWOL teens will call and ask the CWW for advice, but won't tell where they are.

- Teenagers often have a *bad attitude.* If they feel they don't have control of a situation they get angry, frustrated, and feel stuck. They have to feel they can express their opinions. The difficult teens are those who have no control. They've

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

burned all their bridges for making choices and now have to be told what to do and what will happen to them. The result of this is AWOL or being moved to different foster homes.

- Defiant teenagers are those who are verbally and physically abusive. Some teens have no one with any control over them.

- Rebellious behavior/attitude. Must earn their respect, process decisions with them, be patient, be involved in their life decisions.

- Teenagers' motivation is a problem—you can lead them to water but you can't make them drink.

- All teenagers exhibit teen behaviors to different degrees.

- Their seeming unreachability, disdain, lack of fear about what society can do to them. They're *untouchable* and unconcerned (especially if there's a weak parental unit). In the foster care system they are angry when others put limits on them when their own parents didn't do this.

- Teens can be cruel, abusive, transfer their anger onto the CWW. Must be aware of this and not take it personally.

- Hard to deal with those who think they don't need any help.

- Their need to make their peers believe they are somebody; always wanting to appease or please their peers. Have to understand the teen culture; peer acceptance is so important.

- Sense of not having a place where they belong. They seek unconditional love. Sometimes the girls have a baby thinking they will give the baby the unconditional love that they could not have.

- When the teens get to be 14 years old you begin to see problems; problems that in past times didn't begin until 16 years old. They show defiant behavior at school and at home. They start ditching school or not coming home from school. These are the first signs of losing control over them.

- They need structure—too many of the caretakers are overloaded to assure this. The kids have too much free time.

- Teens placed at the county emergency shelter call in bomb threats to the shelter and threaten staff that a friend will come and shoot them.

- Many minors get pregnant and go to family or relatives.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Emotions

- It's difficult to be a teenager. They're dealing with a lot of issues and are angry and depressed. Have to realize this is part of the developmental stage.

- It's a very scary time for kids when they are going to leave the system. This has to be recognized. The future often seems bleak. Fear and insecurity set in and then panic sets in when youth realize they will be leaving the system. When they have no relationships with anyone, they start to run away. "I might as well get out of here." Need to be sensitive to this behavior.

- Feeling of desperation; a lot need counseling to get over this.

- Anger—youth need help in working through the anger. Have to sit down and talk over what is making them angry; let them know it's OK to be angry but we have to direct it at something, have to do something positive with the anger and with yourself. Teens don't trust. It's difficult to get close to them. (Constant transferring of cases through different CSWs causes a problem and contributes to the lack of trust.)

- Teens feel nobody cares about them. But they constantly do things that don't show respect for other people.

- Teenagers in the foster care system miss their parents. They want to take their anger out on someone. One way to do this is to run away.

- Many teenagers exhibit rage. They use drugs or alcohol and sexually act out.

CASE EXAMPLES

All of the CWWs gave case us case examples. These are summarized here and the full set of case vignettes they gave are presented in Appendix J. These vignettes serve as illustrations of the full range of cases with which these workers must deal, with an emphasis on those that present particular difficulty in making and implementing emancipation plans and in facilitating youths' participation in Independent Living Programs. It is not suggested that these cases are typical but they do constitute a group that may take up an inordinate amount of time and resources and are of great concern to the workers. This summary and the full set of case examples are intended to serve

both as indicators of training foci and as potential teaching material. In this summary we have grouped the cases according to major themes that each illustrates. These are not necessarily mutually exclusive, (e.g., the case of a runaway might involve a teen parent). Many characteristics of the teens that were described by the workers (previous section), are illustrated in any given case or type of case. We identified 11 case types and these are summarized below.

The first two types of cases refer to the backgrounds of youth prior to foster placement, particularly those who enter when older, whose experiences may bode ill for their adaptation to placement.

(1) The Parentified Child. While younger children may have had the experience of acting as caretaker to their parents, especially drug- or alcohol-addicted or mentally ill parents, older youth entering care are even more likely to have had this role forced on them. The undue burdens placed on them and the fact that they find themselves *in the system* through no fault of their own can make these youth very angry and resentful. Additionally, they often must deal not only with the separation from the parents but also the guilt at having abandoned them. Their role as mainstay of their households can make placement difficult for them, for while they have assumed adult responsibilities they often have not learned to live under adult supervision. As one worker put it, "they have been making the decisions, not always good ones, but they have been making them."

The youth in several of the case examples given actually have precipitated their own placement, either by reporting themselves or by requesting placement in the case of failed reunifications. A salient point in these cases is the importance of the worker and/or other available adult who can identify with and support these youth in their efforts to extricate themselves from these destructive environments despite the emotional entanglements that they present.

(2) Out-of-Control Child. Many teens are reported to child welfare agencies because their parents cannot control them. Some reports are due to things like abusive retaliation by the parent. Many of these teens do not end up being removed from the home, but those who are, are most difficult to stabilize in any kind of placement and have a high potential for running away. They often are on the borderline of jurisdiction between dependency and juvenile justice,

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

suspected of drug dealing, possible prostitution, and physical abuse of parents. The cases are included as illustrations of the types of youth the dependency system is faced with accommodating.

The next three types of cases have an underlying commonality of placement instability, but each with a different manifestation. Two involve running away (AWOLs), and a third illustrates what one worker identified as a kind of running away—the youth behaviors that result in the repeated need for replacement. A majority of workers cited the need to *stabilize* youth before they could engage them in any kind of emancipation preparation, and the inability to do so as the greatest barrier to proceeding.

(3) Run and Call. Youth exemplified in these cases are ones who run away, often repeatedly, but still stay in touch with their CWW, mostly through telephone calls. The phone calls may involve attempts to negotiate a more favorable placement, discussions about relationships that the youth has formed while AWOL, or demands for some wanted object. Regardless of the content of the calls, it is obvious that, in spite of the running, the teens still maintain a relationship with the worker, one that had already been established. This in turn is reflective of the youths' capacity to form attachments, however ambivalent, as well as the worker's capacity to maintain the trust and build the relationship in the first place. Some youth may initiate destructive relationships while AWOL, but not all AWOL behavior is negative, as exemplified by a girl who maintained honor roll status at school during several AWOLS. These cases illustrate the diversity of meanings that running away might have, and even the potential for the experience, if shared with the CWW, to serve as a means of growth toward stabilization and emancipation, as seen in the favorable outcomes in some of these cases. Still these are very delicately balanced relations with volatile teens and ones that workers must be prepared to handle constructively.

(4) Destructive Running. Not all cases of runaways have the benign outcomes that might accrue to those above. Particular concerns are those that engage in serious delinquent behavior and cross over into the juvenile justice system. Many workers cited cases such as these, and viewed them as the result of both the family backgrounds of the youth as well as their negative placement experiences, particularly those with multiple placements. In some of these instances, despite the incarceration of the youth in detention facilities, workers have maintained contact with them. For example, one case involved a boy, placed on probation, who on having fathered a child now seems to want to "grow up and take responsibility." Some youth are *successful* in their running

and just seem to have disappeared. It is clear that at least some workers invest a great deal in some of these youth and perhaps one of the most sensitive training areas that these cases evoke is helping them to *give up* on some clients. But which ones?

(5) Multiple Placements. These situations are not entirely different in the impact that they have on the workers from the runaways; in fact, some of the youths' multiple replacements were precipitated by their AWOLs. More often they result from behavior that gets them removed. The numbers of placements some have had in very short periods of time are extraordinary (e.g., 8 - 10 in less than 1 year). These youth come to be known in the agencies, and workers come to dread having them on their caseloads because the constant need for new placements is so time consuming. Still, among these cases are some successes, which seem attributable to several factors, but most crucially finding just the right, but unfortunately very rare, placement for an individual youth.

(6) Mentally III and Developmentally Disabled Youth. In several cases workers told us of their extreme concern over the future of youth they had in placement who will be reaching age 18 and who are mentally ill, on psychotropic medication, severely emotionally disturbed (including suicidal), or who have a recent history of such disturbance. In one county we were told of youth who came under dependency supervision because they were *abandoned*, but the *abandonment* actually was a refusal on the part of their parents to take them home from a mental hospital. Emancipation for these teens may well mean graduation into the *systems* used by adult chronically mentally ill persons. Knowledge about these mental health conditions is necessary in order to be able to develop realistic plans for them. Knowledge of resources that might accommodate the needs of these youth, and access to these resources, is very crucial among CWWs.

A similar situation holds with borderline developmentally disabled youth and those who are severely educationally handicapped. Again, knowledge of resources is crucial to any successful emancipation of these youth. With respect to both groups of disabilities, these youth are among those that staff in all counties noted were unlikely to participate effectively in the mainstream ILP and for whom they thought additional programs were needed. For such youth, early and accurate assessment, particularly of cognitive and educational barriers to full development, is crucial to the attainment of optimal development and adult adjustment.

(7) Adoptions. Although emancipation is usually thought of only in terms of the youth in foster care, cases of youth in adoption units were presented. The youth still under child welfare supervision are of three types: (a) youth not currently in an adoptive placement usually due to a disrupted placement, (b) youth who never had their adoption finalized, even though they were freed from their biological parents and may have been so for many years (some who have come out of a disrupted adoptive placement are very likely to be severely emotionally disturbed [often one reason for the disruption], and these very unfortunate youth share all of the problems of those disabled youth described above, and (c) a very positive type are the youth who by virtue of their adoptive status, are eligible for additional benefits, particularly educational ones, that can enhance their transition into independent adult living even though they still have adoptive parents. Two such cases are included, both *success* stories, wherein the worker facilitated higher education opportunities for youth with such benefits coming to them. These additional benefits were potent motivators for them to pursue their goals.

(8) Pregnant Teens/Teen Parents. Young women in foster care are viewed by many CWWs as particularly vulnerable to teen pregnancy. Some see this related to their backgrounds, for example, they seek the "unconditional love that they never had" and to the bleak futures that they face. Whatever the precipitants, the presence of pregnant teens and their babies is a reality that most workers face in their caseloads. In many of the cases that were related to us, parenthood itself was seen to have *turned around* previously difficult teens, including some cases of young fathers. Sometimes fear of losing custody of the child can motivate them to pursue their previously neglected educational goals. Promotion of realistic planning for themselves and for the babies is a very crucial part of the worker's role in dealing with these young women, who apart from their parenthood are a diverse group in terms of maturity and readiness for independent living.

(8) Adolescent Sexuality. Like teen pregnancy and parenthood, adolescent sexuality is not a neglected part of Independent Living Programs and emancipation preparation. Particular cases presented to us however did highlight some issues that are less well articulated in current programs and training. There is an unevenness in the treatment of gay and lesbian youth, as well as in resources for them; this is an area that is in need of expansion, particularly with reference to the specific situations of gay and lesbian youth who are in placement.

An issue described by several male workers as well as some female workers concerned the discussion of sexuality between same sex and different sex CWWs and clients. On one hand, some male workers were concerned that explicit sexual discussions with a young female might be seen as seductive, some even expressed concerns about being alone in a car or in other

situations with some young females. One female worker reported on a young man who "hit on her;" another stated she didn't feel comfortable having any kind of sex education talks with a 17-year-old male—even if this seemed to be needed. On the other hand, some male workers gave illustrations of how their gender was a benefit in working with some young women, particularly those who saw themselves only in terms of their sexuality; the male worker might be the only man in a young girl's life who is interested in her for herself and not as a sex object. These situations indicate that if it is the workers' responsibility to see that the youth under their supervision are receiving adequate and individualized sex education then this is an appropriate skill training focus.

(9) Older Male/Younger Female. Several workers related their concerns about young women, as young as 12 years old, who formed liaisons with men in their late 20s. Understandably, these relationships are seen by the girls as providing security and constancy for them in the future, which is seldom the reality. A complicating factor in dealing with these relationships is the consonance of this kind of relationship among some cultures, where they are not only acceptable but desirable. An older man is seen to be more established and a better provider and protector. Such relationships can be the precipitant of emancipation for these young women, whom the men may leave afterwards.

(10) Emancipation and the Courts. Education of CWWs about their relationship to the courts in emancipation issues receives very little attention in comparison to that concerning custody and removal of younger children. Several workers presented situations that illustrated the need for training specific to the emancipation situation. Disagreement with court decisions about emancipation plans for some youth was not uncommon.

(11) Cultural Competence. The development of culturally competent practice is no less important for workers dealing with emancipating youth than in any other aspect of child welfare practice. Some issues specific to emancipation were raised by the CWWs we interviewed. Among these was the varying meaning that emancipation might have in different cultures. In some, for an adult child to want to leave the parents can be seen as a sign of parental failure. Dealing with discriminatory treatment by the larger society can be a crucial life skill for emancipating racial minority youth. The increased vulnerability of minority males particularly to involvement with the criminal justice system was cited.

Although perhaps tangential to the major issues in the development of cultural competence, several workers took note of the very dangerous and life-threatening environments in which some teens must live. Some CWWs who said they themselves had grown up in the same neighborhoods they now worked in, stated they no longer recognized those neighborhoods and expressed a need to better understand and help the youth to cope with these environments.

CHAPTER IX
TRAINING AREAS, TEACHING METHODS, AND TECHNIQUES SUGGESTED BY CHILD WELFARE WORKERS

Child welfare workers responded to questions about what they thought was needed in training and education for CWWs serving teenagers. Their suggestions included:

TRAINING AREAS

1. Issues Faced by Adolescents

    - How to help teenagers deal with lives that involve violence, gangs, sexuality, guns, and drugs.

2. Emancipation Issues

    - Need to learn what the life skills are that teenagers should know. Include what the worker really must do in terms of emancipation. Learn techniques for working with the youth—how to teach them while empowering them (e.g., teach teens to go through the steps of getting a Social Security card).

    - How to help youth set goals for the next 5 years—how to break down the steps, and how to make them concrete.

    - Training on emancipation issues.

    - A lot of boys want to go into military service. Information about this should be part of the program.

    - Training on how to help teens plan for their future and what their options are for when they leave foster care.

    - Need information reviewing all the things that youth will need to know in order to get into college (e.g., the different types of colleges there are, what classes should be taken in high school in order to go to college, financial aid, where to get applications, what loans are available, etc.). Everything involved in going to college should be written down.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

- Teaching them to find opportunities for themselves, to explore alternatives.

3. The Independent Living Program

- Training on what ILP does for youth, what is available to teens through ILP, what resources and funds are available for CWWs to use for emancipating teens. Currently, just have to ask around for information. Paperwork may be sent out, but it's hard to find time to read it all.

4. Resources and Referrals

- Need to know what resources are available and how to find out about different resources. Emancipation types of resources aren't dealt with in the county resource directory.

- Need resources for teen mothers.

5. Skills for Working with Adolescents

- How to communicate with and counsel teenagers.

- Learn how to deal effectively with male and female teens—they have to be worked with differently—and for some it's harder to get through to one or the other gender.

- How to approach youth to get them to trust the CWW. Trust factor—all they tell CWW is confidential, let child know you are there to help them, be dependable (that's what you are asking of them).

- Training to make kids face reality.

- How to work with teens to communicate and motivate about school.

6. Assessment

- Learn how to do a complete assessment of a child by age 14 - 15 so the plans are being worked on at ages 16 - 18. How to set up goals and plans.

- Learn to assess where youth are academically, talk to the teachers and counselors to find out what they have to do to catch up in school.

7. Issues Related to Being a Teenager in Foster Care

- Have to help teens learn about their own self worth. They already feel

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

thrown away, and being in foster care they can't get the kinds of material things that many other kids get. These things, like stylish clothes, help them feel a part of their peer group. Being a part of the peer group is important because it's a stepping stone to autonomy. The system can't come through for them materially, so the youth need to be taught about their own worth and the things that really matter.

- Learn about teen disorders and Post-Traumatic Stress Disorder resulting from child abuse.

- How to prepare youth for separation, loss, and attachment.

8. Cultural Issues

    - Sensitivity to different ethnic groups. Can't bring one's own personal values to the family you're working with. For example, an overcrowded home—there's nothing DCFS can do about this and can't tell people not to live this way. For example, medical neglect—if people don't have Medi-Cal and don't have money then they're not going to get care.

    - Have to understand cultural differences. Must understand that not all Hispanics are of the same culture or even have the same language. Have to ask to understand what it is like in their culture.

9. Sexuality and Family Life Education

    - Training about teen pregnancy—what should the CWW be saying to teens, what about abortion, what resources are available? Example of a situation that has arisen: a 13-year-old teenager has told only the CWW that she is 4 months pregnant and wants an abortion. The CWW and five supervisors were not clear on how this should be handled.

    - What role to play in encouraging teens to use birth control—particularly when the foster parent has different opinions.

10. Social Skills

    - Learn how to prepare kids to present themselves: in job or college interview. Youth don't know the social skills needed to interview.

    - How to prepare youth to move to or participate in new programs.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

TRAINING METHODS

Skills Areas

- Learn how to listen to teens, talk their way of talking, structure them, find out what the individual is interested in and then take an active interest in that, follow through with what you say; understand where the youth are in their lives, behavior, attitudes.

- Must give youth some sense of participation in decision making (e.g., CWW replaced a teen and said "give it a month," the youth replied "no, 2 weeks." They compromised on 3 weeks and the teens said, "I can do that."). Show that you do listen to them. Allow kids to have some power, some *say so* in the decisions being made about them, try to give them options, get in a negotiating mode.

- Listen and do a lot of reflecting—"that must be really frustrating" lets the kids open up. To a teen in Juvenile Hall for theft, "I am disappointed FOR you but not disappointed IN you, you were in a situation you needed to get out of."

- How to motivate: talk about their dreams, goals, the feasibility of their plans.

- Let them know they can get a lot of help from DCFS financially. It's something that many parents can't afford. This may not be the right way to do things, but when someone is a senior in high school, it can be a motivator.

- Helping youth with attitudes about being in foster care: "Yes, you are in care but there are things you can do about it."

- Role playing with teens to learn to resist being judgmental.

- Have to teach them what the expectations are and what the consequences of their actions are. If the expectations are there they will rise to the occasion. But give rewards when they do.

- If a kid is AWOL sometimes it's better not to know exactly where they are.

- Meet them in some public place. If you have to keep their trust in order to sustain the relationship.

- Be honest with them. Tell them why they are in the system. Tell them what their parents did to them—"Your mom used drugs." Many have no idea why they are in the system or what the parent has to do to get them back.

- Tell youth they can still make it regardless of their parents' failure—"Your mom's life does not have to be your life."

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CWW Characteristics/Experience

- Need a sense of humor. Can't let personal feelings get involved. Must understand that the CWW can't make up for years of missed parenting and can't take the kids to their own home.

- Draw on own experience as a parent. How would I feel if this were my own child in this situation? Kids have not had a consistent parent figure. They need a parent figure not a social worker.

- I had to go with my maternal instincts as a mother; had I not had children of my own I would have been in trouble—teens are still children, they need strokes and hugs just like little kids.

- They are going to do things their way. You need to tell them what it was like for you when you were a teen if they ask you (self-disclosure).

- CWWs should go out and work in group homes and see what it's like to work with teens daily. Need hands-on experience of working with teens and knowledge of what their lives are like, what their concerns are, etc.

- Design a mock training around an emancipating teen.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CHAPTER X
ELEMENTS OF A CURRICULUM FOR CHILD WELFARE WORKERS SERVING EMANCIPATING FOSTER YOUTH

Based on the answers of CWWs, ILP staff, and other experts who have worked with teenagers in child welfare, the following training elements were developed. They are organized into 14 categories that were suggested by answers to the following questions: "If you were going to design some training for CWWs that focused on working with teens who will be going from foster care to living independently, what are the three most important areas you would include" or "what are some of the areas it would be useful for CWWs to know about as they work with emancipating teenagers".

The knowledge and skills described in each of the categories by no means represents everything that needs to be taught in that area, but rather the issues that interviewees described as being important. Each of the areas can and should be filled in more extensively according to the needs, focus, and timeframes of training.

1. ISSUES FACED BY ADOLESCENTS

Understanding the issues and obstacles that teens face in order to better help them deal with their own lives, problems and emotions. Knowledge about issues of concern to teenagers that were not issues faced by younger children.

A. Facts about: violence, gangs, sexuality, abortion, safe sex, HIV/AIDS, guns, and drugs in order to help teenagers deal with lives that involve these things. Information to work with adolescents of the ‘90s.

B. Understanding the teenage subculture. The importance of the peer group, what it means to fit in and to not fit in, peer group pressure, what teens do to gain acceptance, the importance of styles (clothes, hair), why teenagers act the way they do.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

2. NORMAL ADOLESCENT DEVELOPMENT

Knowledge is needed about:

A. Physical development.

B. Cognitive development.

C. Psychological and emotional development—attachment, separation, grief and loss, and identity issues as they relate to foster adolescents; how these issues affect teens' abilities to develop relationships and to terminate from foster care (e.g., pursuit of destructive relationships, ambivalent attachments, feelings of loss of control); post-traumatic stress disorder and its relationship to child abuse; psychological disorders seen in teenagers.

3. EMANCIPATION ISSUES

Knowledge is needed in several areas in order to help teenagers leave foster care to safe and productive living situations.

A. The roles and responsibilities of the individuals involved in the youth's life (CWW, ILP Coordinator, foster parent, school, and youth), and how these individuals can work as a team. Working with foster parents to help them prepare youth for emancipation and understand their responsibilities to their foster youth.

B. Knowledge of what is included in the *hard skills* that youth who will be leaving foster care should learn. This includes such areas as: finding an apartment, opening a bank account, filling out applications, obtaining documents (original Social Security card, certified copy of birth certificate, medical records).

C. Knowledge of what is included in the *soft skills* that youth should learn. This includes: self-esteem, developing relationships, how to pick a roommate, etc.

D. How to help teens plan for their futures—methods of planning, when to plan, making choices about directions to be taken, prerequisite skills to be learned.

E. Information about specific areas to be planned for:

- Housing options—where to live (apartment [alone or with a roommate], dorm, boarding house, return to parent or extended family, transitional housing, etc.), how to find suitable housing, budgeting for housing (first and last month’s rent, security deposit, utility turn on fees [who will sign for this if a teen has no credit rating], other factors [safe locations, transportation lines]).

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

- Education options—information on the types of educational programs available: 2-year colleges, 4-year colleges, and other educational programs. Review of and written information on the things youth need to get into college (e.g., monitoring grades, what classes should be taken in high school in order to go to college, graduation requirements, tests that must be taken [SAT]), how to apply to colleges, financial aid information, where to get applications, where to get help completing the applications, etc.

- Vocational and Career Training options—qualifications, requirements, benefits, and options within programs such as: Job Corp, Regional Occupation Program, and other vocational programs.

- Armed Service options—information on what is needed to enter the Army, Navy, and Marine Corp.

F. SSI qualifications—information on who is eligible to receive SSI, how this is applied for, when this is applied for.

G. Emotional components—developing a helpful attitude toward emancipation (an unhelpful attitude sounds like, "I did it on my own and these kids can too."), recognizing youth's fears about leaving, that many youth don't really realize emancipation will happen, recognizing how much help teens need to get things organized to emancipate. (*Normal* age of achieving full independence in the United States is at age 28.)

4. THE INDEPENDENT LIVING PROGRAM

Knowledge is needed about the county ILP.

A. The services the ILP Coordinator or ILP Unit offers the CWW. The resources and funds available for CWWs to use for emancipating teens. How the ILP staff and contract agency staff should be utilized. How and when to refer youth. Services that ILP doesn't perform that CWWs are responsible for.

B. The services the ILP or contract agencies offer youth through ILP. The classes and activities teens can participate in, the incentives offered, scholarships available and how to apply.

C. How to motivate and support youth to get involved in ILP.

D. The role of foster parents in ILP.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

5. RESOURCES AND REFERRALS FOR ADOLESCENTS

Knowledge is needed about available resources—how to access them, and their requirements for participation. How to work with diminishing resources.

A. Community resources and services (medical, housing, mental health).

B. Specialized foster placements.

C. Mentors, tutoring, educational resources.

D. Specific resources for youth who are leaving foster care.

E. Listing of resources to use when making court recommendations.

F. Resources for special groups of teens: mothers, fathers, developmentally delayed, academically delayed.

6. SKILLS FOR WORKING WITH ADOLESCENTS

While some CWWs enjoy working with this age group, others don't feel so comfortable. The ability to relate to teens can be developed as more knowledge about adolescence and the issues facing foster teens is learned - then the behaviors that are difficult to cope with can be better understood and dealt with.

Need to develop an understanding of the ways in which teenagers should be worked with differently than younger children; effective methods for interacting with this age group. Some areas to include:

A. Understanding behaviors and attitudes (demanding, egocentric, manipulative, and rebellious), understanding where individual youth are at in their lives, helping them face their reality, taking an active interest in the teen's life and activities, helping teens to find opportunities and explore alternatives.

B. Communication skills—how to listen to teens (listening and doing a lot of reflecting lets teens open up, hearing the anxiety or fear behind the words), talking to teenagers in a way they can hear (knowing who and when to *push* to make plans happen), talking in an adult manner, recognizing individual teenagers don't all feel comfortable sitting down and talking in an office.

C. Interviewing and counseling—transference and countertransference issues (understanding the influence of one's own adolescent experiences; using one's own experiences as a parent constructively).

D. Working effectively with male teenagers and female teenagers; their issues and needs may be different.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

E. Developing trust (confidentially, dependability, commitment), what trust means in the child welfare system.

F. Recognizing teens as active decision makers. How to negotiate with, empower, teach decision making; how youth can participate in decision making, giving options, using persuasion not control ("Give your new placement a month." "No, 2 weeks." "How about trying 3 weeks?" "I can do that.").

G. Motivating youth—to participate in activities (ILP, college or job prep programs) and to do well in programs (school), talking about the future (dreams, goals, the feasibility of plans, using the concrete resources offered by the county Department).

H. Presenting information in creative ways—recognizing that different people have different ways of learning and connecting youth with information they need in a way they'll accept (didactic classes, interactive activities, role playing, modeling behavior).

I. Role of the CWW—differences in the role of being a CWW to teenagers versus CWW to younger children (giving up some control even when one disagrees, not always siding with the foster parent, maybe the rules need to be changed/negotiated!), not letting personal feelings get involved, understanding the CSW can't make up for years of missed parenting and can't take youth home.

7. ASSESSMENT

Assessing youth in early, middle, and late adolescence is necessary if goals and plans are to be developed that will be worked on at ages 16 - 18. Some areas for assessment include:

A. Daily living skills: money management, housekeeping, hygiene.

B. Academics: school history, readiness for graduation and requirements for graduation, learning disabilities and special educational needs, how to identify teenagers with special problems (how to deal with these problems, what kinds of special programs are available) who to talk with at the high school, what a teen has to do to catch up in school.

C. Career and vocational skills: interests, abilities, where youth can get evaluated and counseled (e.g., community colleges).

D. Social skills: communication, self-esteem, goal attainment.

E. Documentation: determining whether youth has necessary documents (Social Security card, birth certificate, medical records, etc.).

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

F. Survival skills: use of drugs, alcohol, safe sex, prostitution.

G. Support system: the network of people that youth turns to for psychosocial support.

H. Mental health: history of mental illness, suicidality, symptoms of various mental health problems.

I. Behavior problems/potential involvement in criminal activity.

8. ISSUES RELATED TO BEING A TEENAGER IN FOSTER CARE

In addition to the trauma often present in their family backgrounds, youth might exhibit certain behaviors related to their foster care status. CWWs need knowledge about their feelings, attitudes, and behaviors. Examples of issues that might be addressed include:

A. Helping youth with attitudes about being in foster care ("Yes, you are in care but there are things you can do about it." "It's not your fault you are in the system, but now you must take responsibility and get over your feelings of being a victim."), and also issues related to having moved through multiple foster placements.

B. Understanding why teenagers may run away when they are faced with emancipation (regression) or deny they are going to emancipate.

C. Understanding why teens might demonstrate behaviors usually seen in those of a younger age (delayed emotional growth).

D. Issues related to emotional development, such as self worth. Foster youth may already feel thrown away, in addition to this, in foster care they can't get the kinds of material things that many other kids get that make them feel a part of their peer group (a stepping stone to autonomy). The system can't come through for them materially, so the adults need to be able to teach youth about their own worth and the things that really matter.

E. Contact with the birth family—when, who (teenager or CWW), making plans if the youth wants to return to family upon emancipation.

F. Understanding and working with youth who have not had a consistent parent figure in their lives, how to set up a support system for teens, and how to help youth to learn to advocate for themselves.

G. Terminating from multiple foster homes and from CWWs—feelings of loss of control and fears of the unknown future.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

9. CULTURAL ISSUES

Knowledge about and sensitivity to the cultural and ethnic differences of teenagers and their families. Recognition that not all who seemingly speak the same language (e.g., Spanish) are of the same culture or have exactly the same language. Recognition of differences in values.

A. Knowledge about cultural norms, behaviors, and values of various ethnic groups.

B. Recognition of one's own personal values versus those of the client families (overcrowded home, medical neglect due to lack of money, older men/younger women relationships).

C. Understanding and working with individuals whose values differ from one's own (e.g., religion, sexuality, morals).

10. SEXUALITY AND FAMILY LIFE EDUCATION

Knowledge of factual information and understanding of value-laden issues.

A. Factual information: contraception, STDs, teen pregnancy, the CWW's role in sex education, Department policies on abortion and other value-laden issues.

B. Working with gay and lesbian clients.

C. Values issues: what the CWW should be saying about abortion, about the use of contraception—particularly when the foster parent has different opinions.

D. Resources for family planning and pregnant and parenting teens.

11. SOCIAL SKILLS

Recognition that some teens still need to learn the social skills that will help them be most successful in school, jobs, and everyday interactions. Finding positive role models for teens can facilitate behavior.

A. Teaching and modeling behavior, how to interact with people and carry on a conversation.

B. How to prepare youth to move to new placements or to participate in new programs.

C. How to prepare youth to present themselves in job or college interviews; how to dress and how to act.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

12. WORKING WITH RUNAWAYS

Understanding why youth may chronically run away. Skills for working with runaways.

A. Underlying psychological reasons that cause some teens to keep running away—attachment issues, control issues.

B. Ways to work with teens when they do turn up—meeting in public places, negotiating to find suitable placements and to stay in placement.

13. SPECIAL NEEDS YOUTH

Knowledge about mental health problems, medical placements, and special school placements. Recognition that many of the youth aren't *healthy* or are delayed in different ways—histories of violence, poverty, insecurity, and multiple placements may have affected development in a number of areas.

A. Knowledge of mental health problems, knowing how to find out about referrals and resources for youth with needs in this area.

B. Knowledge of special medical needs and resources for teenagers.

C. Knowledge of the educational categories and programs that serve youth experiencing academic or emotional delays, how to make referrals (or help foster parents refer) for testing, who to contact at the school, what an IEP is.

14. PREGNANT AND PARENTING TEENAGERS

Knowledge, skills, and resources for working with pregnant and parenting teenagers—female and male.

A. How to work with a teenage mother—placements, responsibility of the CWW for the baby, dealing with the teen’s own problems versus emphasizing parenting skills.

B. When to file on a foster teen's baby.

C. What are the needs, roles, and responsibilities of the teenage father?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CHAPTER XI
PHASE II SUMMARY AND CONCLUSIONS

Based on the findings of the first phase of this project, an examination of emancipation services for foster youth in 11 California counties, the second phase focused on the identification of curriculum and training needs of child welfare workers who serve these youth in their ongoing caseloads. The underlying assumption was that these youth constituted a special population, different from both other adolescents and younger foster children. Consequently, education that would allow effective child welfare services to be provided to them merited specific attention.

A multifaceted research approach was used which included: (a) a review of the literature; (b) a review of available training programs and materials; (c) a survey of experts, both university and practice based; (d) interviews with child welfare workers in the 11 counties and in the Los Angles County Department of Children and Family Services; and (e) participant observation of advanced training sessions on emancipation issues for child welfare staff. Data from these components are presented in Chapters VI to X.

The results validate our initial assumption that child welfare workers serving foster teenagers are in need of specific instruction beyond that which can be offered through a generic approach. In Chapter X a complete statement of 14 identified curriculum elements is presented. These are (a) environmental issues faced by adolescents in foster care; (b) normal adolescent development; (c) emancipation issues; (d) Independent Living Programs; (e) resources and referrals for

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

adolescents; (f) skills specific to working with adolescents; (g) assessment in early, middle, and late adolescence; (h) issues related to being a teen in foster care; (i) cultural issues; (j) sexuality and family life education; (k) building teen's social skills; (l) working with runaways; (m) special needs youth; and (n) pregnant and parenting teenagers.

Some of these areas, or detailed portions of them, are already covered in some curricula and training programs. Our intent in presenting the entirety of topics is to emphasize the importance of each. Similarly, some of these areas may be addressed only in specialized or advanced curricula, while others are integrated into basic generic education. For example, the CalSWEC competencies specific to this population are reserved for the *advanced* category (e.g. "Worker is able to provide emancipation services to adolescents to prepare them for independent living"). We believe that many could well be incorporated into more generic and basic curricula, aimed at developing basic competencies. For example, one of the CalSWEC competencies to be developed through the Human Development and the Social Environment sequence is: "Student understands the significance of attachment, separation and loss issues across the life span." Certainly the situations and experiences of these adolescents serve as very excellent and pertinent vehicles to examine these various issues at a very crucial lifespan stage.

We attach particular significance to incorporating adolescent issues into more generic curricula and training for the very reason that these youth are something of a minority within child welfare systems. Given the enormity of the demands made on child welfare systems at the *front end*—identification and investigation, and even later with

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

reunification and permanency planning—the specific situations of these youth are very likely to be overlooked. In one sense, the planning that should take place for them, to leave the system and to make adult life plans independent of both the system and their families, runs counter to every other agency process. As the teenagers' needs may be eclipsed so also are the needs of those working with them. It is not an exaggeration to state that they are low priority, and however understandable this might be, unless address of their needs is deliberately incorporated into curricula and training, the preparation of workers to serve them will also be low priority.

We must note that education and training of the workers alone cannot fully address the situations of these youth and of those who work with them. In our interviews with child welfare workers, in all of the counties, there were often references made to systemic changes which they thought essential to optimal service of these youngsters. Three particular issues stand out.

One issue is caseload size and structure. Caseload size must be such that time is available to build and nurture relationships with these youth. At the same time, caseload structure has an influence on the availability of time; not all cases demand the same degree of involvement. The time and effort that many of these youth demand should be considered in establishing both caseload size and composition.

The second issue concerns the expansion of the repertoire of placements that are available to serve these youth. Many workers spoke of a need for smaller, supervised group living arrangements which could obviate the need for regimentation that large-scale group living (like that in most group homes) necessitates.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

The third observation, made repeatedly, is less tangible than casework size and composition, but may be the most important of all. A recognizable higher priority needs to be placed on these youth and their needs, such that work with them is valued equally with the interests of the other children and families served by the child welfare system.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

APPENDIXES

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Date: _____

Attn: _____
_____ County
Social Service Agency

Dear: _____:

Pursuant to your request for possible Independent Living Skills services for _____ _____ in Shasta County the following "Fee For Independent Living Skills Services" pertains to your request.

Option I (Full Services)

A full service component is one that consists of an initial educational and vocational assessment; continuous case management services; vocational/educational counseling; job referrals; continuous vocational/educational workshops; a retreat; a resource directory; life box (for personal papers); participation in the California Youth Connection; and transitional planning. The cost is a monthly fee of **$145 per month.**

Option II (Initial Assessment and College Workshops)

Option II is a very limited service, however it is time intensive in that it consists of a thorough assessment; individualized case plan; and referral schedule developed by a social worker. Therefore, this service would cost **$375 per youth.**

Option III (Exchange of Services)

Option III will consist of a written agreement between Shasta County and another placing county for an exchange of Services. Northern Valley Catholic Social Service will serve an out of county youth at an Option I or Option II level of services on the condition that the other county will agree to serve Shasta County's youth on the same level. There would be no additional costs for this service.

Billing

All counties receiving services under Option I or II shall be billed monthly and Northern Valley Catholic Social Service expects payment within 15 working days. Late charges, interest and attorney fees shall be added on overdue bills as appropriate.

I look forward to working together to mutually benefit our youth.

Sincerely,

Laura Lee Carter, BSW
ILS Case Manager

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

ILP Service Activity

_____
(Participant's Name)

Activity	Date	.	
Welcome Packet sent		Classes	Location / Semester
Second letter sent		Self-esteem class	
ILP application received		Skills class	
Initial assessment		Parenting class	
Service Plan signed		Workshops	Date/Transportation (T)
First staffing held		1.	
Second staffing held		2.	
L.E.P. meeting		3.	
Birth certificate sent for		4.	
Birth certificate given to youth		5.	
S.S. card application		6.	
S.S. card given to youth		J.T.P.A.	
DMV ID card applied for and obtained		R.O.P. training (Program)	
Vocational testing		C. Y. C. Offices held	
Results given to youth		Graduation/Awards Picnic	
Mentor assigned		*Fashion Show*	
Name: Phone #:		Speakers' Bureau Event	
Graduated / GED: yes / no		Other Services Provided	
Financial aid application Awarded: yes / no		General Assistance application Awarded: yes / no Date:	
College application Name of school:		AFDC application Awarded: yes / no Date:	
Scholarship Application (Type)		S. S. I. application Awarded: yes / no Date:	
Awarded: $		*Job Corp* application Accepted: yes / no	
Incentive: $		Training program application (Type)	
Emancipated:		Apartment hunting	
Case closed:		Furniture donated	

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

INTERFACE: CHILDREN, FAMILY SERVICES

INDEPENDENT LIVING SKILLS PROGRAM

FOLLOW-UP SURVEY

Name: _____

Address: _____ City: _____

Phone #: (___)_____ State, Zip Code: _____

Method of Contact: ☐ Phone ☐ Mail-In ☐ 3 Month ☐ 6 Month ☐ 12 Month

Where Are You Living?

- ☐ With a Relative -- Who?
- ☐ With Foster Parents/Legal Guardian
- ☐ Rent Room in House
- ☐ Rent Apartment
- ☐ Share an Apartment -- With Whom?_____
- ☐ College Housing
- ☐ In a Friend's Home
- ☐ Other -- Explain _____

How Much Rent Do You Pay? _____

How Are You Financially Supported?

- ☐ Work Full Time -- Where? _____ Job Title: _____
- ☐ Work Part Time -- Where? _____ Job Title: _____
- ☐ Financial Aid/Scholarships
- ☐ Welfare
- ☐ Supported By Someone Else:
  - ◯ Friend ◯ Relative ◯ Spouse ◯ Foster Family ◯ Other

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Are You Enrolled In Any College Or Vocational Training?

- ☐ College
- ☐ Four-Year University
- ☐ Job Corps
- ☐ California Conservation Corps
- ☐ Military – Branch: _____
- ☐ Other – List:_____

What Do You Do For Transportation?

☐ Own Car ☐ Bicycle ☐ Walk ☐ Bus ☐ Rely On Others

If You Would Like Information And Referrals In The Following Areas, Please Check The Appropriate Boxes:

☐ Transportation

☐ Education
- ○ Career Guidance
- ○ Tutoring

☐ Housing

☐ Mental Health
- ○ Depression
- ○ Stress Management
- ○ Interpersonal Relationships

☐ Medical Health
- ○ Birth Control--Sexuality
- ○ General Health
- ○ Substance Use (drugs, alcohol, tobacco)
- ○ Other: _____

☐ Money Management
- ○ Banking
- ○ Budgeting
- ○ Financial Aid

Did you participate in the Independent Living Skills Program? ☐ Yes ☐ No

If Yes, Which Part(s)?

- ☐ Training Classes
- ☐ Received Newsletter
- ☐ One to One with Case Manager
- ☐ Mentor Program
- ☐ Retreat

In what ways did the Independent Living Skills Program help you?

_____
_____
_____

Is there anything you know now about living on your own that you did not know while living in foster care? Explain:

_____
_____
_____

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Would You Be Interested In Any Of The Following?

- ☐ Receiving Independent Living Skills Program Newsletter
- ☐ Being Guest Speaker at Interface's ILSP Classes
- ☐ Information on California Foster Youth Connections
- ☐ Other – Explain: _____

10/91 b:\ilspsurv.pm3

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Overview of _____ County's Emancipation Services
County Administrator Interview

Dept: DSS DCFS MH DoP

1. Can you give me an overview of the emancipation program? – The big picture of how it's organized, and what the service components are. Include all services that help teenagers emancipate—even those subcontracted to other agencies, and include foster parent training if it has any emancipation components.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

2. List: each of the program components/services, the position of the person who is responsible for this service, the name of the person in this position, and the contact info for each.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

3. What are the eligibility criteria for participation in emancipation services? Include age.

4. How do you identify eligible youth? (Who does it, what are the steps involved?)

5. Do probation department youth receive emancipation services from _____? How are probation personnel involved? Describe the referral and recruitment process.

6. Do foster parents receive a differential payment for caring for emancipating youth? What do they have to do to receive this?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

7. Does California Youth Connection (CYC) have a branch in this county? Describe. (If not, do you want one?)

8. What follow-up services or aftercare does the county provide to youth (what, who, how long?)?

9. How important do you think IL services are in comparison to other child welfare services (e.g., is it low, medium, or high priority): is this the same as in the past?

10. How do you think the administration would prioritize it?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Emancipation Services/Programs Interview

Name of Service:

In-house or subcontracted

Can you tell me how _____ is organized: (recipients, description of service, staffing, recruitment/outreach, coordination with other services, other, funding, monitoring/outcome, demographics).

1. **Recipients/Who is served:**
   A. General description of youth:

   B. How are youth who are eligible for _____ referred to you? How does the referral process happen (are all referrals accepted/must all be accepted?).

   C. Is the referral process the same for all youth, or does it differ according to the county department that has jurisdiction of a youth (i.e. dependency, probation, or mental health)? Describe any differences in the referral process.

   D. Are there any problems with the referral process?

   E. Is there a case plan for youth in their file; how often is it updated?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

2. <u>Description of Service</u>:

A. What is the purpose of the _____you provide/what do you hope youth achieve by participating in it?

B. Can you describe _____? what, how

---
mtgs per week

#hrs per session
---
length of session
---
group/ind/both/other

C. What kinds of problems have you encountered in providing _____?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

3. Staffing

A. List each staff position (full or part-time), describe each job position, who they're employed by, their training TOTAL number of STAFF:

B. List any other staff not employed by _____ (e.g., trainers, guest speakers. subcontract agency staff) who participate in providing services to youth.

C. Do you see any staffing problems with _____?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

4. Recruitment/Outreach:

A. Can you tell me how youth are recruited to _____? (Any different for probation youth?)

B. Are financial incentives used to recruit? How much?

C. Are other incentives used?

D. Do you offer any services to facilitate youth participation in the programs being offered—(e.g., transportation, transportation allowance, adult accompaniment, etc.)?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

E. Are there any problems with the way the recruitment or outreach process works?

F. How could things be improved?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Coordination/Integration:

A. (Re: individual youth) Do you ever communicate about a particular youth with people in other agencies who are also serving that same youth? Who do you talk with, about what, how does info get exchanged?

B. (Re: agency administration/program managers) Does the management of this program meet with managers of other agencies who serve these youth? Which other agencies, what is the purpose of meeting, any collaborative projects?

C. How well does this work?

D. How do you think things could be improved?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

6. <u>Foster Parent/Family Involvement and Community Involvement</u>:

A. What is the extent of your/staff contact with the birth or extended family of youth who aren't in relative foster care?

B. Is there any difference in service plans or contact with the birth family for youth who are in relative care?

C. For youth who will go to live with family/extended family after leaving foster care, what planning happens for this?

D. Are foster parents involved in the emancipation program? How, when?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

E. Is there any difference in the involvement of relative foster parents compared to non-relative foster parents?

F. Is there a foster parent association; is it active?

G. Are there any networking groups just for foster parents of emancipating youth?

H. What do you think foster parents are doing on their own to help youth with emancipation? Could they be doing more?

I. Do you think foster parents could be providing emancipation preparation on their own without the involvement of _____ and other services that are available?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

J. Do you develop peer group supports for youth? (Have CYC meetings? Do youth go to workshops?) Problems, improvements:

K. Do you have mentors or volunteer adults that you link youth up with, who take a long-term interest in them? Problems, improvements:

L. Does _____have any relationships with the community (individuals or businesses) that help the youth you serve·? Problems, improvements:

M. Are there any other parts of your program that you haven't told me about?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

7. Housing

A. Who helps youth plan their post-emancipation housing and how is this done?

B. What % of 17- to 18-year-olds who are still in foster care: would use transitional housing and are appropriate for placement in it - if it was available?

C. Some youth will finish high school and emancipate in June, and then have plans to go to college in the fall: about how many will do this?

Where will these youth live from June - August?

D. Where do emancipated youth live when they leave foster care?

Type Housing	1994 #	%	Estimated %
Family/Extended family			
Friends			
Apartment/Roommates			
College			
Continue in transitional housing			
Transitional housing - eman youth only			
Homeless			
Other			
Don't know			

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

E. timated c...

E. Do you think emancipated youth (ages 18>) would use transitional housing if it was available? (What is the need?) What type?

F. What % of emancipating youth in _____ County do you think will be homeless 6 - 12 months after they leave foster care (e.g., they have a housing plan upon discharge, but it's probably not realistic)?

G. What problems or issues do you deal with re: housing in _____ County?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

8. Funding

A. Funding and costs of _____ in 1994:

	$	%
Total cost		
Title IV-E IL		
Title IV-E Other		
Other Fed Funds		
State Funds		
County Funds		
Other		

B. Have you had any problems related to funding?

C. Have you entered into an agreement with your county to be able to collect any of the match allocated to it by the state? How much?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

D. How did you get the match money? In kind?

E. Have you encountered any problems regarding the match money/in kind?

F. What difference will it make to your program when you don't have to match funds? (10/95)

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

G. What is the cost per youth for _____?

H. Do you calculate the cost per unit of service? (e.g., by the hour, by the assessment). What are they?

I. Do you have any suggestions for improvements?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

9. Monitoring and Outcome Data

A. How do you keep track of what services are being received by each youth and how often they're received? (file folder, tracking form, progress report).Can I get a copy of the tracking forms?

B. What problems have you encountered with tracking youth this way?

C. Do you see any way this could be improved?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

D. Do you have any way of evaluating the effect of _____ on youth?

E. What are the criteria for determining successful completion of _____ _____ ?

F. What follow-up data do you gather about youth after their termination from _____?

G. Has any of this data been compiled to show what has happened to groups of youth after they've left?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

10. Youth demographics in 1994:

A. What is the age range of youth in _____?

B. # by Gender:

	Age 16	17	18	Over	**Total**
Male					
Female					
Total	_____	_____	_____	_____	_____

C. # by Ethnicity:

	Age 16	17	18	Over	**Total**
White					
Black					
Amer Ind					
Asian/Pac Isl					
Hispanic Origin					
Other					
Total	_____	_____	_____	_____	_____

D. # by Enrollment:

	Age 16	17	18	Over	**Total**
# Referred					
# Enrolled					
# Completed					
Total	_____	_____	_____	_____	_____

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

E. Of the youth _____ serves, what percentage are:

   Dependency cases _____

   Probation cases _____

   Mental Health cases _____

F. Do you know how many youth were eligible for referral by the county to _____?

G. How many referred youth were not served by _____? Why?

H. Are any subgroups of youth identified for different types of service (e.g., mothers, fathers, special needs)? Describe subgroups, how many are served, and services.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Strengths/Problems

A. What are the strengths of _____?

B. Are there any other problem areas that you haven't mentioned yet or any other things that could be improved?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Emancipation Services Interview - County Caseworker

I want to find out about the services you provide to the emancipating youth on your caseload.

1. Recipient:

A. How are the youth who should receive emancipation services identified in your caseload?

B. Can you describe the youth on your caseload?

C. How many: 16-18 year olds ___

How many: 0-15 year olds ___

How many over 18 _____

Total on caseload _____

D. Do you file the court reports for all these youth? If not, who does?

E. Is there a case plan for youth in their file? How often is it updated?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

2. Description:

A. Do you provide any services to assist youth who are emancipating? What, how, how often?

B. What kinds of problems have you encountered in providing emancipation services?

C. What other services can youth get (that aren't provided by you)?

Service	Description	Provider (name of agency)

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

D. How do you get youth to use the other services that you might refer them to?

E. Are financial incentives used? How much?

F. Are other incentives used?

G. Do you offer any services to facilitate youth participation in the programs being offered (e.g., transportation, transportation allowance, adult accompaniment, etc.)?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

H. Are there any problems with the way these outreach and referral processes work?

I. How could things be improved?

J. Are any subgroups of youth identified for different types of service (e.g., mothers, fathers, special needs)? Describe subgroups, how many are served, and services offered.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

3. <u>Coordination/Integration</u>:

A. Do you ever coordinate with other social workers in this department to serve emancipating youth? What do you do? How does the coordination happen? How often?

B. Do you ever communicate about a youth with people in other agencies who are also serving that same youth? Who do you talk with? About what? How does info get exchanged?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

C. Does the management of this program meet with managers of other agencies who serve these youth? Which other agencies? What is the purpose of meeting? Any collaborative projects? Are you or your supervisor ever included?

D. How well does this collaboration work?

E. How do you think things could be improved?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

4. <u>Foster Parent/Family Involvement</u>:

A. What is the extent of your contact with the birth or extended family of youth who aren't in relative foster care?

B. Is there any difference in service plans or contact with the birth family for youth who are in relative care?

C. For youth who will go to live with family or extended family after leaving foster care, what planning happens for this?

D. Are foster parents involved in the emancipation program? How? When?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

E. Is there any difference in the involvement of relative foster parents in emancipation preparation compared to non-relative foster parents?

F. Is there a foster parent association: is it active?

G. Are there any networking groups just for foster parents of emancipating youth?

H. What do you think foster parents are doing on their own to help youth with emancipation? Could they be doing more?

I. Do you think foster parents could be providing emancipation preparation on their own without the involvement of you and the other services that are available?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

5. Housing

A. Who helps youth plan their post-emancipation housing and how is this done?

B. What % of 17-18-year-olds who are still in foster care: would use transitional housing and are appropriate for placement in it—if it was available?

C. Some youth will finish high school and emancipate in June, and then have plans to go to college in the fall: about how many will do this?

Where will these youth live from June-August?

D. Where do emancipated youth live when they leave foster care?

Type Housing	1994 #	%	Estimated %
Family/Extended family			
Friends			
Apartment/Roommates			
College			
Continue in transitional housing			
Transitional housing for eman youth only			
Homeless			
Other			
Don't know			

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

E. Do you think emancipated youth (ages 18+) would use transitional housing if it was available? (What is the need?) What type?

F. What % of emancipating youth in _____ County do you think will be homeless 6-12 months after they leave foster care (e.g., they have a housing plan upon discharge, but it's probably not realistic)?

G. What problems or issues do you deal with regarding housing in _____ County?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

6. Monitoring and Outcome Data

A. How do you keep track of what services are being received by each youth and how often they're received? (file folder, tracking form, progress report) Can I get a copy of the tracking forms?

B. How well does this work? Do you see any way this could be improved?

C. Do you have any way of evaluating the effect of emancipation preparation on a youth?

D. Do you gather any follow-up data about youth after they leave foster care?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

7. Other

A. Are there any other problem areas that you haven't mentioned yet or any other things that could be improved?

B. How important do you think IL services are in comparison to other child welfare services (e.g., is it low, medium, or high priority)? Is this the same as in the past?

C. How do you think the administration would prioritize it?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

INDEPENDENT LIVING

Building Self-Esteem in Youth

Full day

The focus of this workshop is understanding what self-esteem is, how it is developed and fostered, and why it is an essential component of positive growth and development.

Topics include:

- foundations of self-esteem development
- the correlation between low self-esteem and destructive behaviors
- strategies for fostering self-esteem in youth
- collaboration with community resources
- published resources for ongoing self-esteem development

Participants learn that positive self-esteem is essential for the development of healthy and productive youths—and that much of it is teachable.

Preparing Teen Parents for Independent Living

Half day

This workshop helps foster parents and agency staff develop successful transition plans for parenting youth in foster care.

Topics include:

- adolescent development issues: realistic expectations
- dealing with sexually active teens
- teens as parents
- child care issues
- modeling parenting skills
- assessing community resources
- essential life skills

Participants develop strategies to encourage and prepare teen parents for successful emancipation.

Training Strategies for Developing Emancipation Skills

Full day

In this participatory workshop, agency staff, trainers, and care providers learn specific strategies for training teenagers to take personal responsibility for their behaviors and for their lives.

Topics include:

- tapping motivation and developmental influences
- developing prosocial skills
- understanding and utilizing peer group dynamics
- practicing work maturity skills
- learning household management and survival skills
- collaborating with community resources and existing agency programs

Participants gain a set of strategies for actively involving youth in the process of preparing for emancipation.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

"Welcome to Independent City"

Full day

This experiential workshop gives teenagers, care providers and agency staff a wake-up call to prepare for emancipation. Foster youth, teen parents, youths in the juvenile justice system, foster parents, case managers, counselors, probation officers and members of the community can come together to simulate the steps everyone must take to move out on their own. Youths team up with "roommates" and visit "Independent City" stations staffed by adults.

Topics include:

- knowledge and skills needed to make the transition
- fears, concerns and attitudes of youths toward emancipation
- actual costs involved in getting an apartment
- the relationship between employment and establishing a new residence
- problem solving during roommate conflicts

Participants develop awareness and specific skills during this collaborative simulation. Youths take home a packet of follow-up projects for continuing to prepare for emancipation.

Helping Youths Stay Out of Gangs

Full day

In this workshop, agency staff and care providers focus on a growing threat to the safety of youth and communities: gang participation. Workshop participants explore factors that make the difference between youths joining gangs or refraining from gang behavior.

Topics include:

- the attraction of gangs and benefits of gang involvement
- what research shows about who joins gangs
- signs and signals of pre-gang involvement
- the relationship between gangs and organized crime
- positive alternatives to joining a destructive gang
- what it takes to "jump" out of a gang
- community resources for prevention and intervention

Participants learn techniques for working with youths at risk of being drawn into a gang or already participating in gang behaviors.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Center long involved with independent living coordinators

Although independent living workshops appear as a separate section for the first time in this edition of the catalog, The Center has been involved with this aspect of services for a number of years.

Center staff have coordinated annual institutes for independent living coordinators since 1990. These five-day programs, held on the UC Davis campus, are sponsored by the California Department of Social Services. Institute agenda topics and speakers are selected in collaboration with county representatives.

Over the years Center staff have become increasingly involved with the Northern California ILSP Coordinators' Council. The Center now hosts the bimonthly meetings of the group on the UC Davis campus.

Additional Training for Child Welfare Staff

Other training useful for child welfare workers can be found in the sections on special topics, workplace skills, civil rights and diversity, alcohol and drug issues and interventions, mental health, and automation.

Additional training for child welfare supervisors and program managers can be found in the leadership, management and supervision sections.

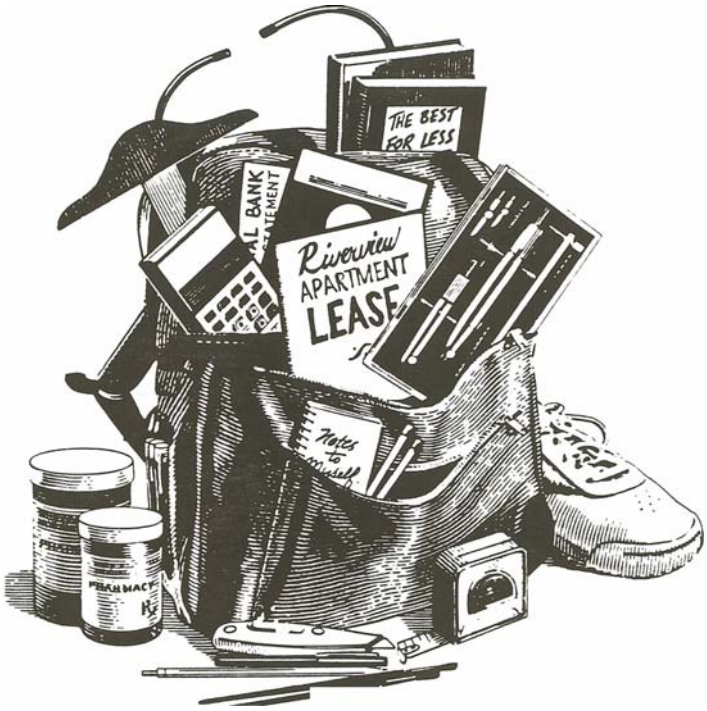
Workshops about locating noncustodial parents in the child support enforcement section can be adapted to the needs of child welfare staff.

The Certificate Program in Child Welfare can be offered as a series of courses for academic credit or as individual noncredit courses.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

LEARNING LIFE SKILLS

A CURRICULUM FOR GROUP LEADERS HELPING WITH THE MOVE TOWARD INTERDEPENDENT LIVING



BY
MARTHA J. HOLDEN
JACK C. HOLDEN

PUBLISHED BY

NRC
Youth
Services

National Resource Center for Youth Services
A PROGRAM OF CONTINUING EDUCATION AND PUBLIC SERVICE
The University of Oklahoma

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

LEARNING LIFE SKILLS
A *Curriculum for Group Leaders Helping With the Move Toward Interdependent Living*

Developed, written and originally published by
Martha J. Holden and Jack C. Holden, Mueller Holden & Associates

Re-designed, published and distributed by
National Resource Center for Youth Services,
a program of Continuing Education and Public Service
The University of Oklahoma
202 West Eighth Street
Tulsa, OK 74119-1419
Phone 918/585-2986

ISBN 1-878848-02-X

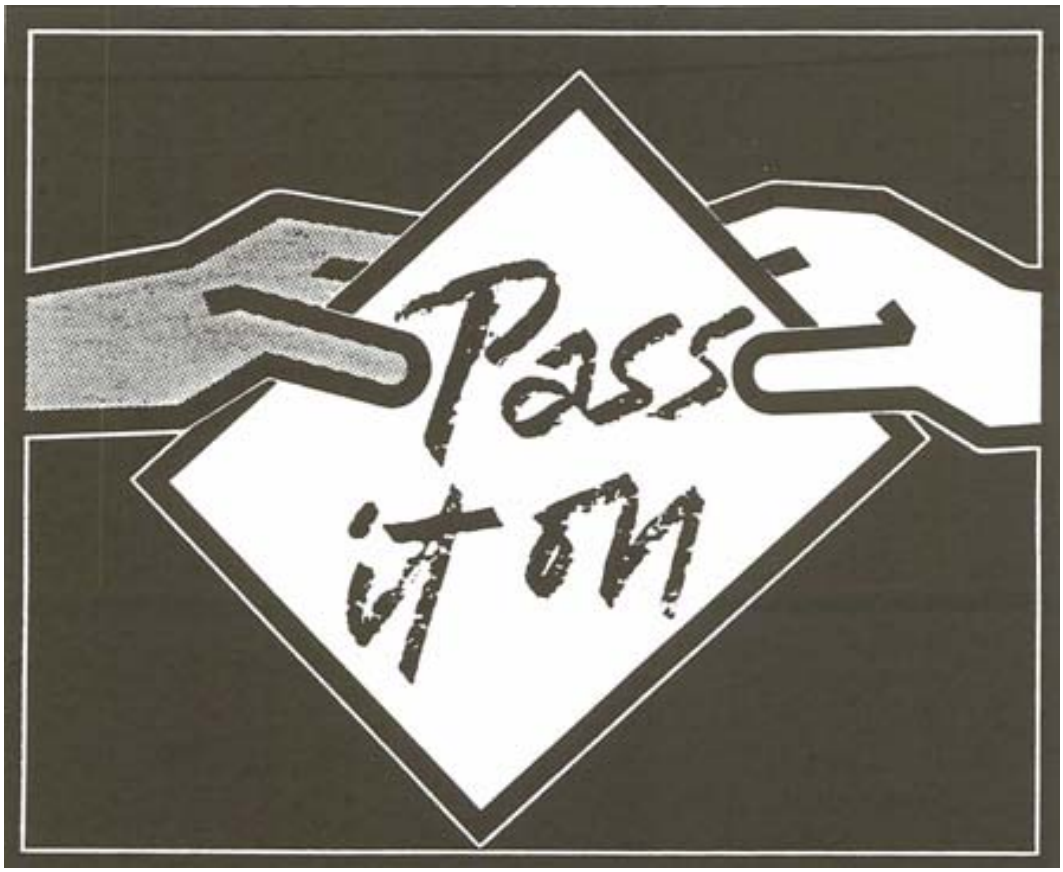
Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Table of Contents

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

TRAINER'S MANUAL



Helping Staff
To Share
Knowledge and Skills
With Youth

INDEPENDENT LIVING PROGRAM STRATEGIES

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Pass It On: Helping Staff to Share Knowledge and Skills with Youth

Developed by

William V. Griffin, M.S.W., M.P.A.
Dorothy I. Ansell, M.S.W.
Independent Living Resources, Inc.
P.O. Box 1013
Edenton, North Carolina 27932
919/482-2937

Published by

The University of Oklahoma
National Resource Center for Youth Services
125 North Greenwood Avenue
Tulsa, Oklahoma 74120
918/585-2986

NRC/YOUTH is a program of Continuing Education and Public Service, University of Oklahoma.

A NATIONAL RESOURCE CENTER FOR YOUTH SERVICES PUBLICATION

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Table of Contents

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

PREPARING YOUTH FOR INTERDEPENDENT LIVING

A Training Program for Foster Parents,
Child Care Workers and Social Workers

Principal Developer: Eileen Mayers Pasztor

Contributing Developers: Michael E. Polowy
Daniel L. Wasson
Mary Wolf

Contributing Editors: Robin Krieger
Marc Jacobs
Ronald K. Green

Developed Jointly
by the

Center for Foster and Residential Care
Child Welfare Institute
Atlanta, Georgia

and the

Center for the Study of Child Welfare
School of Social Work
The University of Connecticut
West Hartford, Connecticut

Child Welfare Institute
2 Midtown Plaza
1349 W. Peachtree St. N.E., Ste. 900
Atlanta, GA 30309-2956
Phone: 404-876-1934

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

TOPIC 1: PREPARING YOUTH IN CARE FOR INTERDEPENDENT LIVING: THE PARTNERSHIP ROLE OF FOSTER PARENTS, CHILD CARE WORKERS, SOCIAL WORKERS AND THE COMMUNITY

Agenda

Time	Topic
(30 minutes)	WELCOME AND GET ACQUAINTED
	● Who are the group leaders and participants? ● Why do youth need preparation for "interdependent" instead of "independent" living? ● What is the agenda? ● What are the "ground rules?"
(45 minutes)	RATIONALE FOR THE TRAINING
	● What resources are available for most young people in preparation for interdependent living? ● What resources may not be available to youth in care in preparation for interdependent living? ● Why is this training offered to foster parents, child care workers and social workers? ● How can this training help foster parents, child care workers and others collaborate to more effectively prepare youth for interdependent living?
(15 minutes)	BREAK

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Time	Topic
(75 minutes)	THE PARTNERSHIP ROLE OF FOSTER PARENTS, CHILD CARE WORKERS AND THE COMMUNITY • Why is partnership important? • What are the complementary roles of foster parents and child care workers in preparing youth for interdependent living? • What is the critical role of the community in helping foster parents and child care workers more effectively prepare youth for interdependent living?
(15 minutes)	SUMMARY OF TOPIC 1 AND PREVIEW OF NEXT TOPIC • Summary of Topic 1 • Preview of Next Topic • An Interdependent Living Experience • Adjourn meeting

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

TOPIC 2: UNDERSTANDING THE SPECIAL DEVELOPMENTAL NEEDS OF YOUTH IN CARE

Agenda

Time	Topic
(15 minutes)	WELCOME AND INTRODUCTION TO TOPIC 2 ● What is the purpose and rationale for this topic? ● What is the agenda? ● How does this topic build on Topic 1?
(75 minutes)	THE DEVELOPMENTAL NEEDS AND TASKS OF ADOLESCENCE ● What are the developmental needs and tasks of adolescence? ● How does placement affect the ability of youth to manage the tasks of adolescence? ● How is the ability of youth to manage the tasks of adolescence related to preparation for interdependent living?
(15 minutes)	BREAK
(60 minutes)	PARTNERSHIP ROLES IN HELPING YOUTH IN CARE MANAGE DEVELOPMENTAL TASKS ● What is the typical impact of adolescent developmental tasks on foster parents, child care workers and social workers? ● What is the partnership role of foster parents, child care workers and social workers in helping youth manage developmental tasks in preparation for interdependent living?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Time	Topic
(15 minutes)	SUMMARY OF TOPIC 2 AND PREVIEW OF NEXT TOPIC

- What are the key teaching/learning points for Topic 2?
- What are the key features for the next topic?
- What is "An Interdependent Living Experience" for Topic 2?

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

UCLA CALSWEC Project Interview

Thank you for taking the time to talk to me, I know how busy you are. Let me explain what our project is about. CalSWEC, a project involving all 10 of the social work programs in the state, including ours at UCLA, is developing and improving curricula and training for social workers in child welfare. At UCLA we have focused on training needs in working with teens who will be leaving foster care when they are 18. We have studied independent living programs in 11 counties. Now we are interested in hearing from workers themselves about their experiences and ideas about the best ways to serve these youth.

First of all let me ask you about your current caseload. Are you assigned to:

_____ER _____FM&R _____PP _____Other _____.

About how many teens, do you have in your caseload? (Or) About how many of your cases in the past few months have involved teens? _____

Would you please tell me about a case or a situation involving a teen that you are dealing with or recently dealt? I would be interested in hearing about anything you found or are finding particularly difficult or rewarding about this case compared with others you are dealing with.

Are there any particular characteristics of teens that you find more difficult to handle? I'd be especially interested in hearing about things that you think some training might help you to deal with better than you feel you can now.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

If you were going to design some training for CSWs that focused on working with teens who will be going from foster care to living independently, what are the three most important areas you would include?

How long have you worked at the DCFS? __1 - 6 months __7 - 12 months
__> 1 year how many years? ___

What is your educational background? __BA/BS __MSW __MFCC

Other _____.

Have you attended any training specific to work with adolescents? __Yes __No
If Yes, did it include material on emancipating teens, teens leaving foster care at age 18? ___Yes ___No ___Don't recall

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

CASE EXAMPLES

During the training sessions observed and in individual interviews, child welfare workers (CWWs) were asked to describe a case or situation involving a teenager that was particularly difficult or particularly rewarding to handle. The CWWs carried various types of caseloads (Permanency Planning, Family Maintenance and Reunification, Emergency Response, Adoptions, Family Preservation, Generic (combination permanency planning and family maintenance), or Dependency Court and had differing numbers of teenagers on their caseloads.

The cases or situations they described have been grouped into 11 categories in order to give some sense of the types of issues that CWWs handle with teenagers. The categories are: Multiple Placements, Runaway/Run and Call, Mental Health/ Development/Learning Problems, Pregnant/Parenting Teens, Parentified Child, Cross Cultural, Older Male-Younger Female, No Limits/Out-of-Control, Adoptions, Sexuality, and Emancipation Issues and the Court.

MULTIPLE PLACEMENTS

- 17-year-old male; CWW has carried his case since he was 14. He was constantly a runaway and/or getting kicked out of group homes. The CWW couldn't keep him in a placement and he took up a lot of time; but when worker dealt with him "one on one" got to like him. Initially CWW thought teen was schizophrenic, she was taken in by the "off the wall" things he would say, thought that he was going to be put on medication, but she was able to cut though this and he stopped. While at MacLaren Hall a good home found him (though a specialized program that recruited) and he turned around. He will be 18 in June and will graduate: he did a bank internship program and computer class and now he wants to work in a bank.

- A 16-year-old female has been in care for about 4 years. She has been in 8 placements—with relatives, foster homes, and group homes. She has trouble

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

listening to adults, thinks she is an adult already, and is constantly in arguments with her foster mother. Now she must be re-placed in 7 days. She will have to go to a group home—though she usually AWOLs from them. When she emancipates she will probably go back to her mother; her mother wouldn't let her stay out on the street but does not consider the home a good place for her daughter.

- A big difficulty is keeping teenagers in placement—when they don't do well in any placement that's made. They move from foster home to foster home to group home, and it becomes a revolving door.

- A 14-year-old who has been in placement for 3 years. His mother died 5 years ago—he and five siblings were placed with the grandmother. His father was in and out of the picture. He and his brother were too hard for his grandmother to handle and there were allegations of physical abuse. He has always been very angry and uncooperative. He is in a gang. He runs away continually, refuses to stay in placement; had been in one foster home and five group homes. He won't stay in school. He stole, broke into a school, committed armed robbery, and has a gun. The court ordered him to participate in counseling and grief therapy. Most recently he was sent to Juvenile Hall.

- A low-functioning teenager has had 10 placements. Her current placement with an older sister is beginning to fall apart as the sister is losing control of the teen.

- A 5-year-old female girl was kidnapped by her father; at age 11 she apparently held a gun while her father kidnapped his girlfriend. The father was incarcerated and the girl was sent to the Department of Probation because her mother didn't want her. At age 14 she was transferred to the Child Welfare Department. This teen was very verbal, oppositional, angry, and hard to find a placement for. In the course of 10 months she was placed in 9 foster homes—she continually ran away, and finding homes to place her in became more difficult. Now pregnant, she was placed in a group home, but didn't want to follow the rules there. The baby was born after the teen AWOLed from the group home. The baby is being supported by its father. The teen's whereabouts are unknown.

RUNAWAY/RUN AND CALL

- Male CWW carried case of girl for 5 years. "She just had a negative attitude. Had several replacements, but she couldn't get along with peers or staff, she didn't want to follow rules. Had trouble even keeping a friend. She always had to have the last word; constantly mouthing off." CWW legally emancipated her at age 18. She is getting along now. "Has a roommate just like herself!" Once when she was AWOL she called; he told her when she was ready he would be willing to help

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

her. She stayed gone for 4 months but called during this time. Wanted to do her own thing but would call and get advice. He helped her to understand that her "friends" were not really friends.

- Some kids run to get away from bad situations. Had a girl who would run and then call and say "Come get me." She stole $10,000 from foster mother; then turned herself in. (Foster mother reportedly was setting gangs on her.) She's now in Juvenile Hall.

- A 14-year-old female has had a cycle of running away over the last 2½ years. She'll be away for 8 months then turn herself in for a couple of weeks. She will give conditions that she says must be met for her to stay in placement—if not she'll run away. A girl was constantly running away, especially when placed in large group homes. She'd had a foster mother who had really listened to her problems. So she wanted to be with that foster mother or in a small group home. The former wasn't possible because of licensing problems. The CWW realized "everybody was turning their backs on her; I was all she had. I wasn't meeting her half way." Got her into a small group home which worker saw as second best to staying with the foster mother, a way of "meeting her half way." After this the girl really began to succeed. She graduated from high school with honors, and went to college. She had a baby and is putting all of her energy into being a good mother right now. She's still in touch with the CWW. School apparently was this girl's success. The CWW had assumed that she wasn't getting good grades because of all of the running away, but she went to the school and found out that she was on the honor role; she had attended school while she was running. Worker became determined to see her succeed, "No way I was going to let her go down with the system."

- Habitual 17-year-old runaway. Hard to start him on emancipation preparation because of the running. Truant, no direction, gang affiliated. Had 15 placements in 4 years. Now on probation. Is in 11th grade and has lots of problems in school, he's in a special school because he's very low functioning educationally. "A product of multiple placements." Currently says he may want to be a truck driver. He just fathered a child. Seems to want to do something and grow up and take responsibility for his actions. Was with a relative but they wanted him out. Smokes weed. CWW's comment: "A little change keeps me hopeful, it's microscopic but it's a start."

- A 16-year-old female; runaway and twice pregnant—arranged for own abortion. She has an abusive boyfriend. Sees no future for herself. In her mind her greatest contribution to society is her sexuality. She stays in contact with the CWW during her AWOLs. She is now working on getting a GED. CWW tries to reward her; takes her to lunch if she calls. Has been on her own, making

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

decisions since she was 12—not good decisions but on her own in that regard. It's hard to impose limits on her given her background.

MENTAL HEALTH PROBLEMS/DEVELOPMENT OR LEARNING DELAYS

- A 17-year-old developmentally delayed girl is behind in school about 4 years; not sure if she can graduate. CWW had case for about 4 years. The teen was totally withdrawn and shy until recently. She was severely traumatized by the death of her guardian. After about 2 months she began to open up and can now admit to some grief about the loss of her guardian. She is now beginning to talk about what she might want to do; perhaps to work in a childcare center. Worker is meeting with the school for an exit IEP.

- A teenager with emotional problems was in a psychiatric hospital; she was discharged. She is now suicidal. She wants to be placed in an unapproved foster home.

- A 17¾-year-old girl with emotional problems, sexually acting out, a candidate for a psychiatric hospital. Plans must be made for emancipation at age 18.

- Some youth will not leave the foster care system at age 18 due to situations which make it difficult to close their cases, for example, psychiatric problems or developmental delays. County money (General Relief) is used to support these youth while plans are made for them. How to help this group—resources for them, is a big problem.

- A 17½-year-old male who has been in placement since age 14, had four placements and is now in a group home. He has no family members to depend on and his siblings are in foster care. This teenager wants to go to college; however he is in special education. The CWW is trying to get him into community college and into transitional housing. He is now a father. He can't find a job—though his CWW has set him up with interviews (he has done summer work programs). Currently he wants to go to his high school prom.

- An 18-year-old male wants to graduate from high school but he won't be able to do it on time; he went to a continuation school. He is going to adult school at night to make up the credits he is missing. He wants to go to college. The CWW has sent him referrals to go to financial aid workshops so he can pay for college. The teen sent out financial aid information to several schools, but didn't know that he also had to apply to the schools—he didn't understand the application process. When he did send in the necessary application he then didn't include his school transcripts, required fees or required essay.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

PREGNANT AND PARENTING TEENS

- A 12-year-old female came into the foster care system because her mother had a mental health problem. The teenager was angry and resistant. She was initially placed with her grandmother, then went to two different foster homes—both of which she ran away from. At age 14 she became pregnant and was placed in a group home. At age 16, with her baby removed from her, this teen finally began to work with her CWW—it was a long haul to get her to this point. The group home is now working on an emancipation plan for the teen—with her baby.

- A 19-year-old has three children. She bounced around for 4 years until there was a threat of her children being removed. Now her Aunt is helping her with the children so she can go back to school. She is getting good grades in school and people at the school are listening to her—this is a positive and nurturing experience that seems to be helping her to be a calmer mother. She's showing more interest in her children doing well at school.

- A 17-year-old female who has been in the system for 3 years due to sexual abuse, has a 6-month-old baby. She has a "strong attitude problem"—if things don't go her way she curses at the adults, becomes aggressive, and throws things. She's very determined to get what she wants and walks over anyone to get it. She AWOLs every weekend to her boyfriend. With her baby she's very loving, very bonded, and totally different than just described. She wants to get her GED, but probably won't achieve this because the court will emancipate her from care while she's still 17 because she has stated she wants to go live with her boyfriend. CWW has discussed the realities of her leaving the group home—food is cooked, child care is free while she attends school—and how it will be when she goes to live with her boyfriend.

PARENTIFIED CHILD

- Teenagers face a great number of stresses and they are not prepared to deal with them. They are forced into situations they are not ready for. Youth are called upon to be adults too soon. In some cases they take on parental roles with their own parents.

- Kids are getting themselves into the system; they call the hotline themselves. They want to get away from the fighting and dangerous situations that normal kids don't want either. They have chosen their own "permanency plan." But they have to be in the system for a year before the reunification efforts can stop. A lot of the problems are alcohol—can do drug testing of the parents but there's no testing for alcohol. A lot of the kids are trying to get away from this.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

- A 17-year-old male teenager went into placement after his mother tested positive for drugs at the birth of her last child. The teen was placed with his grandmother and then moved to his aunt's home. The CWW and aunt spent much time and effort getting this youth into counseling, tutoring, and AA. During this whole period of time the teen was very resistant to the involvement of the CWW. He was angry that he had been removed from his home in the first place. The court returned the teen to his mother and he resumed his role as caretaker to her. The CWW remained in contact with him, and he eventually told the CWW that he wanted to be removed from the home. He couldn't take it with his mother anymore. He will remain in high school an extra year—he is academically at about a 4th grade level. He will be referred to the ILP—but his CWW expects it will take a year for him to get into classes due to the program being full.

- A 17¾-year-old female has been out of the home for 3 years due to mother's abuse of drugs. The teen doesn't want to return home after emancipation, she wants to go to college, she is a motivated girl. Her CWW is looking into transitional housing, and has talked to her about college financial aid applications, work study, and convinced her to apply to an out-of-state college. High school counselors give students the basic information about college, but don't always have the time to go through the paperwork with them. In this case the relative foster parent is an educated Aunt who is very involved in getting this teen into college.

CROSS CULTURAL

- A 16-year-old Asian teenager says her parents are too strict. Her parents take her everywhere—they won't let her go to a school dance.

- 15-year-old girl and her 17-year-old brother are both high school students. They are very defiant to parents; want to go out on weekends; their school is two blocks away and yet it takes them 1½ hours to get home; they refuse to do basic housekeeping; boy complains parents won't let him dress the way he wants. Minors are bilingual. Report came in from the school as physical abuse because the boy had a scratch on his head.

- Emancipation can have different meanings in different cultures. In some cultures a child, even an adult child wanting independence from parents can be seen as a failure by the parents—“why do you want to get away from me?" We need to avoid the parents having the perception that the system is anti-parent.

- Race has a lot to do with the vulnerability of getting caught up in the criminal justice system. A young man doing really well, about to enter college; accused by a former foster home of molesting a child. He is now awaiting trial and may wind up in state prison.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

OLDER MALE/YOUNGER FEMALE

- A 12-year-old-girl was pregnant; the boyfriend was 21 years old. The parents of the girl gave their approval to the situation by saying “in our country this is OK.” The CWW questions how to get the girl to know this in not acceptable in the United States.

- A teenaged girl intends to run away with her boyfriend, who is over 21 years old. The worker notes that the age of consensual sex is 14, and that cultural sanctions may condone this relationship.

- A 15-year-old female is with a 30-year-old male. The CWW referred this to the sheriff for investigation. The sheriff determined that the man intended to stay with the girl and nothing was done. The CWW is concerned that the man has no intention of staying with her.

NO LIMITS/OUT OF CONTROL

- A 14-year-old teenage girl is not attending school. It has been reported that she is prostituting and the CWW noted her attempting to solicit outside her apartment building when he arrived to interview her; her mother reportedly sells drugs. The teen denied drug use and prostitution. The mother can't be reached or found at work—she is "slippery." When the CWW contacted the school the teen said she attended he found she wasn't enrolled there.

- At age 14, a girl associated with a gang. At 16, the teen's mother took her to court to get help in controlling her; the teen spent every weekend at the projects with the gang, refusing to obey parents and come home on the weekends. The Probation Department stated they didn't have jurisdiction because they found slap marks on her legs. Teen's father did hit her in an attempt to discipline her.

- Teenager is out of control and terrorizing the parent. The mother finally threatened the teen with a knife. Parent was desperate for resources to help her gain control of her son, whose attitude was "who are you going to call to stop me now?" No community resources were readily available.

ADOPTIONS

- The youth who have remained in the adoption unit until emancipation age present difficulties. The unit is not as prepared to deal with youth who reach age 17 and will need emancipation services. These teenagers either haven't been adopted, the adoption hasn't been finalized, or an adoption placement has been disrupted.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

- A teenage girl has been removed from two adoptive homes. She will not be able to get a GED and cannot hold a job. She probably has a personality disorder. She seems to sabotage the good things that come along.

- Having resources can really motivate kids. Found two unusual scholarships to be used for two teens in different adoptive placements. One, a young man now attending a law enforcement academy out of state. The other, a young woman now on scholarship at one of the most prestigious of the historically Black colleges. They might not have followed through without these boosters.

SEXUALITY

- A bisexual youth tried to sodomize another boy in the group home; goes back to his mother and then runs. She denies his problems. He is provocative. For example, he lit up a joint in the County office. He runs when he gets close in relationship with a counselor and when he is getting close to what is going on in his life.

- Kids of both genders need information and counseling, but a male worker may have a real problem bringing up the topic of sex with a young woman. Sometimes I'm afraid of riding in a car alone with a girl for fear of accusations of seduction. A female worker had a big teenage boy "hit" on her.

- During the 5 years a worker had a case he saw the girl one or two times a month but she could always call him. Once she said to him, "don't you have any other kids?" He would tell her the truth—that no one was really going to feel sorry for her when she gets out; have to have a skill to make it. A focus on her sexual seductiveness and self-image. He told her if a man really likes you it will be for yourself; after some negative experiences she began to see he was right. He pointed to himself as "the only man who doesn't want anything from you except your own good."

EMANCIPATION ISSUES AND THE COURTS

- A teenage girl convinces the Court that she has a plan for emancipation prior to age 18, but she has had little real preparation to be on her own. Foster parents are not preparing the youth.

- An 18-year-old female lives with her aunt and has graduated from high school. The CSW wants to terminate this teen from foster care, but the court has ordered her to help the teen get into college. She has agreed to attend community college. Under the Youakim Act the foster parent can continue to receive payments until her niece turns age 21.

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

- A kid 16½ tells the judge she doesn't want to go home; if she's getting along well he emancipates her.

- A 16-year-old girl has a 2-year-old child. She is graduating at age 16 and wants to stay in the system until September so she can find a place to live; she wants to go to college. She read the social workers' manual to see what's available to her. She came into the system by herself at about age 14 because of her child. She is doing what she wants to do; she will emancipate. "The Judge is so happy."

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

LIST OF RESPONDENTS BY COUNTY

Alameda

Ken Shaw, ILS Supervisor
Bob Jemerson, ILSP Trainer
Leonard Moncure, Educational Specialist
Warren Turner, Vocational Specialist
Wanda Hundley, Computer Specialist
Barbara Bradshaw, ILSP County Social Worker
Varghese Vengapally, Foster Parent Trainer
Carol Collins, Program Manager for Long-Term Care

Contra Costa

Sharon Bacon, Division Manager
Greg Evans, ILSP Coordinator
Beverly Williams, Assistant ILSP Coordinator
Barbara Johnson, Job Developer
Tim Hamp, Resource Coordinator
Harriet Dodd, ILSP County Social Worker
Marcy Leboeuf, ILSP County Social Worker
Patsy Sherman, Foster Parent Trainer

Glenn

Connie Funk, ILP Social Worker
Jim Rogers, County Social Worker

Kern

Patty McCallister, ILS Coordinator and Social Worker
Carolyn Pomerance, ILS Social Worker
Gilbert Garcia, County Social Worker

Riverside

Sandee Binyon, Supervising Program Specialist
Craig Johnson, Social Work ILS Coordinator
Dawn Jones, Social Work ILS Coordinator
Fern Laprairie, Social Work ILS Coordinator
Karen Bergkvist, Deputy Probation Officer ILS Coordinator
Joann Lamb, Foster Parent Trainer

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

San Diego

Gloria Robertson, ILS Supervisor
Amy D' Andrade, ILS Social Worker
Nina Morgan, ILS Social Worker
Kim Ranson, ILS Social Worker
Yvette Klepin, ILS Probation Officer
Robert McMonigle, County Social Worker
Michael Tortosa, County Social Worker
Nory Behana, Coordinator for Foster Parent Training
Stephanie Skov, YMCA Program Coordinator

Sacramento

Terry Licon, ILP Coordinator
Ann Hjulmand, ILP Social Worker
Pat Riley, ILP Social Worker
Pat Lehman, Computer Specialist
Leila Stone, Volunteer & Fund Raiser Coordinator
Ruth Rogers, Support Staff
Neil Norman, San Juan School District Foster Youth Services
Wayne Minton, Sacramento City School District Foster Youth Services
Carolyn Fletcher, ILP Facilitator

Shasta

Bob Hemboldt, Staff Service Analyst
Laura Lee Carter, Northern Valley Catholic Social Services ILP Coordinator

Stanislaus

Nenita Dean, Social Work Supervisor
Tom Causey, ILP Coordinator
Patty O'Reilly, County Social Worker
Marylou Hacker, Coordinator for ILP & Foster Parent Training

Tulare

Susan Alberstein, Social Service Supervisor
Dave Richards, ILP Social Worker
Peggy Ruud, ILP Trainer
Maryanne Jordan, County Social Worker

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.

Ventura

Richard Shaw, Administrative Support Coordinator
Rhonda Neumann, Interface Program Coordinator
Diane Ludwig, County Social Worker
Dan Melott, County Social Worker
Diane Caskey, Program Assistant
Bea Sandy, Foster Parent Trainer

Giovannoni, J., Chaneske, E., & Furman, W. (1996). *Emancipation preparation in California counties.* Berkeley: University of California at Berkeley, California Social Work Education Center.