

Improving Outcomes for Youth in Transition: Evaluation of Supervisory Training

This report presents results of the evaluation of the curriculum of supervisor training conducted by the University of Iowa School of Social Work in collaboration with the Iowa Department of Human Services, as part of the Children's Bureau-funded project on improving outcomes for youth in transition. The training was conducted in four sessions, two held in July 2007, one held in August 2007 and one in September 2007. Trainings were conducted during two-day sessions held in Des Moines, Iowa.

Three instruments were developed and administered as part of the project evaluation:

- 1) **knowledge pre-training and post-training test, used to measure project performance in teaching specific knowledge**
- 2) **behavioral skills assessment, used to collect baseline data on the frequency of behaviors that supervisors were using prior to training, and which were administered as a follow-up to measure the extent to which additional skills taught in the training were being utilized in practice**
- 3) **training satisfaction survey, used to measure overall satisfaction with the content, delivery, and usefulness of the training**

Development and Administration of Evaluation Instruments

Training Satisfaction Survey

The training satisfaction survey was developed by the evaluators to measure participants' satisfaction with the content and delivery of the training program, as well as the usefulness of the training for their own work. The survey consisted of a series of Likert-type items and several open-ended questions. This survey was completed at the conclusion of the two days of training. Feedback from the survey was used to modify subsequent training sessions whenever possible.

Youth in Transition Knowledge Pre/Post Test:

The knowledge test was developed by the evaluators, with input from the curriculum development team. Curriculum learning objectives were developed into knowledge specific questions. Questions and foils were piloted during the first training session with modifications based on analysis of the pilot data prior to the second and third training sessions. The pre-test was administered at the beginning of each training session with an explanation that the test served the purpose of gathering performance measures for evaluating the curriculum and trainer efficacy. Participants were told that the test was designed to measure "How well we do in delivering the program," not the expertise of the participants.

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Pre-tests were administered by members of the evaluation team, and participants were given about 20 minutes to complete the instrument. This approach was developed to differentiate the training from the evaluation aspects of the project, and to encourage participants to focus, but not dwell on, the test instruments. Efforts were made throughout the training to directly and indirectly address the questions on the knowledge pre-post test.

The post-test was administered in a similar fashion with a training satisfaction survey at the close of the session. Participants were allowed as long they needed to complete the post-test. Many participants completed their post-tests within 15-20 minutes.

The knowledge test and the curriculum were revised and improved over the course of the four trainings.

Behavioral Skills Assessment Pretest and Posttests

This instrument was developed jointly by the curriculum development and evaluation teams. Youth in Transition competencies were first developed through analysis of focus group data, benchmarking supervisory competencies in other states, and a review of the literature. Indicators of behavioral skills and competencies were then identified for five functional areas of the child welfare supervision model: administration, education, consultation, counseling, and evaluation (Hamilton and Finnerty, 2005). Training participants completed the behavioral self-assessment pre-test at the same time as the knowledge pre-test.

Behavioral post-test self-assessment of *Improving Outcomes for Youth in Transition* skills was conducted approximately six months after the initial self-assessment and training. The instruments will be used to facilitate conversations regarding long-term retention of training program content, structural barriers that impede effective supervision and requests for additional resources.

Results

TRAINING SATISFACTION SURVEY

All participants were asked to complete a questionnaire evaluating the training overall. Participants were asked to rate their level of satisfaction with 8 items, ranging from 1 = Poor to 5 = Excellent. The areas evaluated include: presenters' knowledge of the subject, clarity in the presentation of the information, encouragement of participation and sharing, the usefulness of training materials, the usefulness of training activities, the relevance of training content to diversity and cultural issues, the physical environment of the training facility, and training session overall.

Additionally, participants were asked to rate their level of agreement, 1=Strongly Disagree to 5=Strongly Agree, to the following three statements:

- "The training content was relevant to public child welfare supervision"
- "I learned skills that will help me to be a more effective supervisor"
- "I intend to use what I learned in my supervisory job"

and to rate the quality of the five individual presentations on supervision of youth in transition issues using a scale ranging from 1 for "Poor" to 5 for "Excellent."

Table 1 below provides the means and standard deviations for each item per session. The *Total* column in the table represents the aggregate means and standard deviations for all sessions.

Table 1. Satisfaction Survey Mean Responses and Standard Deviations for Improving Outcomes for Youth in Transition Training Sessions

	Session 1 N=13		Session 2 N=24		Session 3 N=13		Session 4 N=24		Total/Overall N=74	
	<i>μ</i>	S. D.	<i>μ</i>	S. D.						
<i>Scale range 1=Poor to 5=Excellent</i> Presenters demonstrated working knowledge of the subject.	4.85	.376	4.33	.761	4.38	.506	4.71	.550	4.55	.622
Information was presented clearly and accessibly.	4.54	.660	4.25	.676	4.31	.480	4.54	.721	4.41	.660
Participation and sharing was encouraged.	4.92	.277	4.21	.721	4.46	.519	4.61	.499	4.51	.604
Training materials (e.g., hand-outs, graphics) assisted in my learning.	4.69	.480	4.29	.859	4.46	.776	4.67	.637	4.51	.726
Training activities assisted in my learning (e.g. exercises, case studies)	4.77	.439	3.92	1.02	4.31	.751	4.09	.900	4.19	.892
Presenters addressed relevant diversity and cultural issues.	4.62	.506	4.04	.999	4.33	.492	4.38	.711	4.30	.776
The physical environment was conducive to my learning.	4.69	.630	4.00	1.02	4.23	.725	3.88	.947	4.12	.921
Please rate the session overall.	4.69	.480	4.17	.834	4.60	.516	4.30	.865	4.38	.760
<i>Scale range 1 = Strongly Disagree to 5 = Strongly Agree</i>										
Training content was relevant to public child welfare supervision	4.77	.439	4.38	.711	4.54	.519	4.54	.658	4.53	.624
I learned skills that will help me to be a more effective supervisor.	4.83	.389	4.13	.694	4.23	.725	4.39	.722	4.35	.699
I intend to use what I learned in my supervisory job.	4.64	.505	4.43	.662	4.46	.519	4.52	.665	4.50	.608
<i>RATING OF THE QUALITY OF INDIVIDUAL PRESENTATIONS Scale range 1 = Poor to 5 = Excellent</i>										
Rating of presentation on Youth with Complex Needs	4.75 n=8	.463	3.33 n=12	1.30	2.40 n=5	.548	2.67 n=12	1.07	3.30 n=37	1.29
Rating of presentation on Ansell-Cascy Life Skills Assessment	4.50 n=4	.577	4.43 n=7	.787	4.33 n=3	1.16	4.60 n=10	.516	4.50 n=24	.659
Rating of the presentation Resources for Transitioning Youth	4.88 n=8	.354	4.87 n=15	.352	4.33 n=6	1.03	4.50 n=16	.894	4.67 n=45	.707
Rating of the Day 1 Workshop for Assessment Supervisors	4.50 n=2	.707	4.80 n=5	.447	4.25 n=4	.957	4.00 n=1		4.50 n=12	.674
Rating of presentation on Resources for Community Education	4.50 n=2	.707	3.67 n=9	.866	5.00 n=1		4.40 n=5	.548	4.06 n=17	.827

Overall, on average, as a total group, the attendees rated all items on the satisfaction survey at "good" to "excellent." Five items were rated at 4.50 or above. They included:

- Presenters demonstrated working knowledge of the subject ($\mu=4.55$, $s.d.=.622$)
- Training content was relevant to public child welfare supervision ($\mu=4.53$, $s.d.=.624$)
- Participation and sharing was encouraged ($\mu=4.51$, $s.d.=.604$)
- Training materials assisted in my learning ($\mu=4.51$, $s.d.=.726$)

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When asked to rate the session overall, participants responded with an overall mean score of 4.38 and standard deviation of .760. Trainees in Sessions 1 with a mean score of 4.69 rated their session higher than those in Sessions 2 with a mean score of 4.17.

The physical environment received relatively lower ratings with a mean score across all sessions of 4.12 (s.d.=.921) although this is still in the range of “good.” Session 1 participants rated it highest with a mean response of 4.69 (s.d=.630) while Session 4 participants on average rated the physical environment lower at 3.88 (s.d=.947).

A review of differences in ratings between sessions shows that, on average for each of the items, participants in Sessions 1 reported more satisfaction than those in Sessions 2.

Trainees on average across all four sessions showed a strong level of agreement that: the training content was relevant to public child welfare supervision, they learned skills that will help them be a more effective supervisor, and they intended to use what they had in learned in their supervisory job. Overall mean score responses for these items ranged from 4.35 to 4.53.

On average overall, the presentations on the *Resources for Transitioning Youth*, *Ansell-Casey Life Skills Assessment*, and *Day 1 Workshop for Assessment Supervisors* received higher ratings (4.67, 4.50 and 4.50 respectively) than those on *Resources for Community Education* and *Youth with Complex Needs* (4.06 and 3.30 respectively). The ratings within individual sessions ranged from lows of 2.40 in Session 2 and 2.67 in Session 4 for the presentation on *Youth with Complex Needs* to highs of 4.88 in Session 1 and 4.87 in Session 2 for the presentation on *Resources for Transitioning Youth*.

The remainder of this section presents representative comments from each session on the four open-ended items on the satisfaction survey.

What did you find most useful about this program?

Session 1

- Good mix of theoretical orientations and practical application strategies.
- The tools to use to help workers identify possible support people. The ideas about what to do with complex kids. The resources available to this age group.
- Renewal awareness of addressing permanency needs of older youth-specific ideas to address these needs
- Workshops
- Broadened my view of permanency and transition planning. Provided concrete ideas to implement in practice
- Practical information to bring back. Personal stories and connections with youth- those in field
- Input from participants. Covered a great deal of information in good order
- The open discussion
- New resources. The handbook.

Session 2

- Positive Youth Development. Overview of resources available to youth aging out
- Hearing from panel members directly on their experiences, learning resources out there for youth in transition, hearing about transition committees/ collaborations.
- A reminder to pay more attention to these cases, the importance of connections for youth aging out.

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- Take home resources
- Just the basic information about the transition process for youth.
- Better understanding of the whole process- love the TIP manual
- I knew next to nothing before
- Afternoon discussions- culture and sexuality day 1
- Skilled presenters; well-developed, meaningful material presented at an intellectual level appropriate for the audience.

Session 3

- Lots of really good handouts
- Learning how workers/FP/youth can use assessment tool and report
- Resource info in the book
- The topic- I really need to look at this harder
- Excellent info to take back and discuss with my staff!
- Information and handouts
- The networking with peers
- Collaborating with others in other service areas to get ideas on practice
- Information on positive youth development. Info will be very helpful as workers assess family functioning.

Session 4

- All the tools/checklist
- Handouts. Talking with my co-workers about how they are doing transition in their area.
- That DHS actually addressed this component of the work Social work staff do for children on their caseloads at a supervisory level.
- Discussion of youth team meetings.
- All of the information was very relevant to planning for kids in our system- is very specialized however and should target TSP and APPLA workers.
- I think the discussion time was great. It caused some thought processes that went beyond the text.
- The resources that you provided in the book. Questions too stimulate guided discussion with staff.
- Cultural awareness and resource material
- Youth Center Team Meeting
- Discussion on transition practice & policies
- Lots of great information. I'm glad more attention is being placed on this population.
- Networking with others.

What recommendations do you have for making this training increasingly useful to public child welfare supervisors?

Session 1

- More basics
- More networking among ourselves about ideas on how to meet the needs of the tough kids.
- Do follow-up. Help implement
- More processing and brainstorming time
- More time to network

Session 2

- focus on how to assist supervisors in managing all of the demands, barriers, policies, procedures currently in place
- More time to focus on the cultural competency piece and the huge importance that plays in our work with our families.

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- Complex Needs- did not address questions/subjects participants wanted. Was basically resource information.
- More time on resources/ referral process/ procedures. Best practice info. helpful but need more on what there is and how we do it.
- The information was good -but most of it is too basic. Supervisors already know the basics- we need the down and dirty tools that will help our staff and our kids not the philosophy.
- More time on break out sessions.
- Keep the workshops
- Make it part of new SWII training
- Videos are effective and nice break from power point and verbal presentation.
- Cultural competency was excellent for CPW transgender understanding.

Session 3

- County specific and bring in community agencies- both from child welfare and from adult MH/MR/DD
- Would have liked time to touch base on all the large group information in packets

Session 4

- Better direction for kids with complex needs. Worker training ASAP.
- Make it a 1-day core course for new workers.
- More break out sessions less big group, less videos.
- This was quite useful as is, maybe later move to more advanced issues.
- It needs to be offered to line staff- it is a wonderful resource for supervisors.
- I would suggest that service areas are seated together to discuss changing practice as the training went on
- Better Complex Needs workshop
- Follow-ups

What additional content would you like to see included?

Session 1

- Expanded discussion on cultural/diversity. Need work to improve our practice and subsequent outcomes for minority youth.
- Additional time for workshop on youth with complex needs- need even more information
- Workshop on how to guide workers on arranging effective transition meeting
- More on adult world
- Maybe a workshop on helping foster parents to support youth
- What should the next steps be
- Maybe a bit more on adult services

Session 2

- AAPLA cases
- The people/contacts we need to give to our workers to successfully plan for their youth.
- When asked what next step is when working with staff on cultural competence someone ought to know what it is.
- Continue to encourage open/group discussion.

Session 3

- Liked the videos interspersed- would have appreciated more of that... makes the content more real, esp. when there is so much print material.

Session 4

- Introductions of the main speakers.
- Core course should be developed and offered 1-2x's per year.
- More time on children with complex needs with more detailed material would be best.

- Focus on very difficult to place teens.
- More Q&A time re: real life case examples.
- More on how to get all done that we have to do. I am overwhelmed

Additional Comments

Session 1

- I have seen 2 elevate presentations now- they awe and inspire me!
- Very good job. Good luck for future training.

Session 2

- I think that this was a very effective training- with good information to take back to workers
- Very helpful to discuss, timely, relevant based on recent changed to my supervisory responsibilities. Elevate presentation was outstanding!!
- Appreciated the opportunity to discuss in small groups, but often too close and too loud to hear those at own table.
- Appreciated flexibility in presenting material, having a variety of presenters was also nice
- Thought resources for community education should expand beyond schools and educators.
- Needs to get to field workers ASAP!!! Very needed!

Session 3

- Keep balanced in presenting info- one size does not fit all; focus on how to assess a situation so a family gets what they need and not a cookie cutter approach
- You are a WONDERFUL team - I wish I could take you back to our service area for good! You are smart and real and knowledgeable and likeable and astute to your audiences' dynamics and interests - Thank you!!

Session 4

- I am a new supervisor and all of the material covered was very helpful & I will use it in my daily practice
- Needs to be shared with all DHS staff
- Small group work
- Discussion topics made into workshops we could choose from
- NRC trainings are consistently top notch.

INITIAL ASSESSMENT OF BEHAVIORAL SKILLS

For the assessment of their own behavioral skills in improving outcomes for youth in transition, supervisors indicated how often they performed each task listed in the five function areas: administration, education, counseling, consultation, and evaluation. The response categories were: rarely (valued at 1), sometimes (valued at 2), often (valued at 3) and almost always (valued at 4). Values were totaled for each response to the tasks in each function, providing individual function scores. Tasks in the administration function pertained to how supervisors ensured an effective work environment that supported sound supervision of services for youth in transition. In the education function, supervisors assessed their skills in facilitating acquisition and application of professional knowledge, values and skills in areas of serving youth in transition. Counseling skills assessment included tasks that showed how supervisors identified and responded to the psychosocial needs of staff as they related to serving youth in transition. The list of consultation function tasks indicated how supervisors used professional knowledge to advise and guide services provided to youth in transition. Under the evaluation function, supervisors showed how they systematically assessed staff processes and products.

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The highest possible score for each function area were: administration, 68 for 17 skills; education, 48 for 12 skills; counseling 8 for two skills; consultation, 40 for 10 skills, and evaluation, 12 for three skills. In some cases, participants did not respond to all tasks in each function area; those scores were not included in this analysis.

Table 2 shows the behavioral skill functions, the highest possible score in each function, the average percent attainment of the highest possible function score, and the standard deviation for each average percent for all of those responding at pretest for Sessions 1, 2, 3 and 4 and overall.

Table 2. Self-Assessment of Behavioral Skills for Improving Outcomes for Youth in Transition: Average Percent Assessment of Level of Function As a portion of Highest Possible Function Scores by Session at Pretest

Behavioral Skill Functions	Highest possible function score	Average Percent Attainment of Highest Possible Function Score by Session at Pretest				
		Session 1 (n=9)	Session 2 (n=24)	Session 3 (n=19)	Session 4 (n=23)	ALL** (n=75)
Administration	68	66% (sd=.117)	67% (sd=.108)	56% (sd=.112)	63% (sd=.110)	63% (sd=.116)
Education	48	64% (sd=.119)	60% (sd=.102)	50% (sd=.124)	58% (sd=.163)	57% (sd=.137)
Counseling	8	74% (sd=.211)	68% (sd=.156)	64% (sd=.181)	65% (sd=.202)	67% (sd=.183)
Consultation	40	79% (sd=.137)	67% (sd=.118)	62% (sd=.158)	65% (sd=.113)	66% (sd=.138)
Evaluation	12	64% (sd=.221)	61% (sd=.273)	43% (sd=.151)	51% (sd=.195)	54% (sd=.226)

The results indicate that, on average, there is some variation in the assessment of utilization of behavioral skills across functions, as well as within and across sessions. The differences between high and low average percents among function areas within each session showed a range from a high of 20 percentage points difference in Session 3 to a low difference of eight percentage points in Session 2. Session 1 respondents showed a difference of 15 percentage points, and Session 4 respondents showed a 14 percentage-point difference. Overall for participants in all the sessions, the difference was 13 percentage points, ranging from 54% utilization in the evaluation function to 67% utilization in the counseling function.

Session 1 participants assessed themselves, on average, at differing levels across functions on their use of these behavioral skills for *Improving Outcomes for Youth in Transition*. Consultation skills were used most often at 79% of the highest function score while education and evaluation skills related to youth in transition were used less often in this group (64% of the highest function score). For those in the second session, average percent utilization of behavior skills were very similar across the five function areas, with a spread of just eight percentage points, ranging from 60% for education behavior skills to 68% for counseling skills related to youth in transition. Trainees in the third session assessed their use of counseling skills related to youth in transition at higher levels (at 64% of the highest score respectively) than the other

functions, with evaluation functions being assessed the lowest for this session at 43% of the highest score. Participants in Session 4 judged their use of consultation and counseling skills related to youth in transition on average at 65% of the highest possible function score but reported their use of evaluation skills at a lower level— 51% of the maximum function score.

DHS SERVICE AREA PARTICIPANTS

DHS Service areas within the state of Iowa and the number of service area participants for each training session are shown in Table 3 below.

Table 3. Service Areas and Number of Participants in the Improving Outcomes for Youth in Transition Trainings

DHS Service areas	Session 1	Session 2	Session 3	Session 4	Total
Ames	2	3	1	3	9
Cedar Rapids	3	4	7	6	20
Central Admin	2	1	1	1	2*
Council Bluffs	3	2	4	3	12
Davenport	0	4	3	4	11
Des Moines	4	8	7	3	22
Dubuque	1	3	3	3	10
Sioux City	2	3	4	5	14
Waterloo	1	5	3	5	14
TOTAL DHS	18	33	33	33	117
Other participants**	2	2	2	4	10
TOTAL ATTENDEES	20	35	35	37	127

*unduplicated count

**includes individuals not part of DHS

In all, 117 DHS supervisors, service area managers, quality assurance personnel, transition planning supervisors, and administrators from the eight DHS service areas and Central Administration participated in the trainings for Improving Outcomes for Youth in Transition held during the third quarter of 2007. The Des Moines service area had the most participants (22) closely followed by the Cedar Rapids service area with 20. The service area with the smallest number of participants was Ames, with nine. In addition to representatives of the eight service areas, two individuals from Central Administration attended the training. Session 4 hosted the largest group with 37 participants. It should be also noted that, for a variety of reasons, 21 individuals attended just one day of the two-day training session.

KNOWLEDGE PRETEST AND POSTTEST

The Knowledge Pretest and Posttest were administered to participants in the DHS Supervisory Trainings on *Improving Outcomes for Youth in Transition*. The table below shows the change demonstrated by 79 respondents who completed both a pretest and posttest.

Table 4. Improving Outcomes for Youth in Transition Training Knowledge Test. Change from Pretest to Posttest by Session

Type of change from pretest to posttest	Session 1		Session 2		Session 3		Session 4	
number*:	14		25		18		22	
	#	%	#	%	#	%	#	%
Improved +	13**	92.9%	24**	96.0%	17**	94.4%	22**	100%
No change ++	0	0.0%	1	4.0%	1	5.6%	0	0%
Decreased +++	1	7.1%	0	0.0%	0	0.0%	0	0%

* Number who completed both a pretest and posttest ** significant difference: $p < .01$
 + Improved: posttest percent correct was greater than the pretest percent correct
 ++ No change: pretest percent correct was the same as posttest percent correct
 +++ Decreased: posttest percent correct was less than the pretest percent correct

The results demonstrate that each of the four sessions had a statistically significant number of respondents - 93% or greater - who showed an increase in percent correct responses from pretest to posttest. When analyzed as a whole group (79 individuals who completed both a pretest and posttest), T-test results indicated a statistically significant increase from a mean percent correct at pretest of 42.5% to 63.8% at posttest.

COMPARISON OF BASELINE AND ONE FOLLOW-UP ASSESSMENT OF SUPERVISORY BEHAVIORAL FUNCTION SKILLS

The posttest assessment of *Improving Outcomes for Youth in Transition* supervisory behavior skills was conducted at training sessions held approximately six months following the initial behavioral self-assessment. Table 5 below shows the change over time in average percent of the highest possible function score within each function area attained by respondents who were matched on the behavioral pretest and posttest. The results show that respondents demonstrated a statistically significant increase from pretest to posttest in their self-assessment of utilization of behavioral skills in four of the supervisory function areas, namely administration, education, counseling, and evaluation.

Table 5. Baseline and Follow-up Comparison of Utilization of Supervisory Behavioral Skills for Improving Outcomes for Youth in Transition

Improving Outcomes for Youth in Transition behavioral skills function area	Highest possible function score	# of respondents matched on pre & post1	Pretest		Posttest	
			Mean	SD	Mean	SD
Administration	68	59	64.1%	0.111	70.9%*	0.106
Education	48	58	59.1%	0.138	69.0%*	0.130
Counseling	8	59	65.7%	0.182	73.5%*	0.178
Consultation	40	59	66.8%	0.239	68.6%	0.111
Evaluation	12	58	55.3%	0.111	64.4%*	0.151

* $p < .01$

APPENDICES

- A. Improving Outcomes for Youth in Transition Satisfaction Survey
(same form used for all sessions)**

- B. Improving Outcomes for Youth in Transition
Behavioral Skills Assessment Form (pretest)
(same form used for all sessions)**

- C. Improving Outcomes for Youth in Transition
Knowledge Pretest and Posttest, Session 1**

- D. Improving Outcomes for Youth in Transition
Knowledge Pretest and Posttest, Session 2**

- E. Improving Outcomes for Youth in Transition
Knowledge Pretest and Posttest, Sessions 3 and 4**

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APPENDIX A

“Improving Outcomes for Youth in Transition”

Supervisory Training

Presenters Day One & Two: Lisa D’Aunno, Sue Tew, Teresa Sea

Panelists and Guest Commentators:

SaBreena Boyd, Mary Ellison, Janet Lyons, Jan Pratt, Ruthann Jarrett

Workshop Presenters: Lisa D’Aunno, Teresa Sea, Patricia Gilbaugh

September 11-12, 2007

Please take a couple of minutes to fill out the evaluation of this pilot training session.

Your responses will be useful in revising the training.

How would you rate this session in the following areas? (Please circle one number for each item)

	Excellent (5)	Good (4)	Satisfactory (3)	Fair (2)	Poor (1)
1. Presenters demonstrated working knowledge of the subject.	5	4	3	2	1
2. Information was presented clearly and accessibly.	5	4	3	2	1
3. Participation and sharing was encouraged.	5	4	3	2	1
4. Training materials (e.g., hand-outs, graphics) assisted in my learning.	5	4	3	2	1
5. Training activities assisted in my learning (e.g., exercises, case studies).	5	4	3	2	1
6. Presenters addressed relevant diversity and cultural issues.	5	4	3	2	1
7. The physical environment was conducive to my learning.	5	4	3	2	1
Please rate the session overall.	5	4	3	2	1
	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)
8. The training content was relevant to public child welfare supervision.	5	4	3	2	1
9. I learned skills that will help me to be a more effective supervisor.	5	4	3	2	1
10. I intend to use what I learned in my supervisory job.	5	4	3	2	1

Which workshops did you attend? Please “x” those you attend and rate the overall quality.

	Attended	Excellent (5)	Good (4)	Satisfactory (3)	Fair (2)	Poor (1)
Supervising for Successful Transitions for Youth with Complex Needs (Patricia Gilbaugh)		5	4	3	2	1
Supervising the Ansell-Casey Life Skills Assessment (Teresa Sea)		5	4	3	2	1
Resources for Transitioning Youth (Teresa Sea)		5	4	3	2	1
Day One Workshop for Assessment Supervisors (Lisa D’Aunno)		5	4	3	2	1
Resources for Community Education (Lisa D’Aunno)		5	4	3	2	1

Please continue on the other side!

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What did you find most useful about this program?

What recommendations do you have for making this training increasingly useful to public child welfare supervisors?

What additional content would you like to see included?

Additional comments:

THANK YOU!

NAME: _____ Date: ___/___/2007

APPENDIX B

Supervisor Behavioral Competencies for Improving Outcomes for Youth in Transition

About how often do you do each of the tasks below? Please put an “x” in the appropriate unshaded box for each item.

TASK	Rarely (1)	Sometimes (2)	Often (3)	Almost always (4)
ADMINISTRATION: Ensuring an effective work environment that supports effective services and transition planning for youth in foster care				
When assigning cases of older youth, I take into account the worker’s interest and skill level in working with older youth				
When assigning cases of older youth, I try to reduce the youth’s experience of worker turnover				
Assure that older youths always have at least one relationship with a professional or foster parent				
Make expectations clear to workers for a high level of youth involvement in case planning				
Make expectations clear to workers for my prompt return of youths’ phone calls				
Make expectations clear to workers for a high level of youth attendance at court hearings				
Make expectations clear for high worker responsiveness to requests from the transition committee				
When working with other agencies and groups, I attend to the process and dynamics of collaboration				
I regularly seek feedback from community partners about how the Department is perceived as a collaboration partner.				
Review each supervisee’s transition plans to ensure thoroughness and compliance with policies and laws				
Conduct frequent reviews (every three months) of transition plans in the last eighteen months before planned discharge from foster care				
Monitor case plans and progress to assure that youth remain eligible for post-discharge service and supports				
Require that an ongoing record of all positive adult relationships youth have had during their stay(s) in foster care be made and kept in a discrete place in the case record				
Provide a clear vision for the team that every child age 10 and over who enters foster care is preparing for adulthood, and it is the agency’s responsibility to assure appropriate opportunities and supports for them.				
Develop a team approach to youth cases based on workers’ strengths and interests.				

TASK	Rarely (1)	Sometimes (2)	Often (3)	Almost always (4)
Establish and maintain relationships with referral networks to enhance services and supports for older youth				
Request/monitor indicators for positive youth development when referring to/reviewing reports from contracted service providers.				
EDUCATION: Facilitating the acquisition and application of organizational and professional knowledge, values, and skills to improve outcomes for older youth in care				
Coach workers in incorporating Ansell-Casey assessment data into the case plan.				
Coach workers in skills for engaging youth in case planning				
Coach workers in convening a youth-centered team meeting				
Coach workers about helping youth establish permanent connections				
As appropriate, model talking with youth or arrange for observation of skilled peers				
Assess individual staff and work unit developmental needs for working with older youth				
Implement a staff development plan for my work unit around serving older youth				
Provide in-service programs for my staff on working with older youth in foster care				
Develop team environment that encourages peer consultation and coaching on cases involving older youth				
Coach staff in developing good transition plans				
Model cultural competence in consultation on cases involving older youth				
Know how to access and help workers access resources for youth's special needs				
COUNSELING: Identifying and responding to staff attitudes and behaviors which might promote or inhibit good case practice with older youth				
Explore worker's beliefs and assumptions about permanency for older youth				
Identify workers' biases or need for cultural sensitivity in working with older youth and intervene appropriately				

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TASK	Rarely (1)	Sometimes (2)	Often (3)	Almost always (4)
CONSULTATION: Using professional knowledge to advise and guide practice with older youth in foster care.				
Reflectively explore supervisees' casework decisions, strategies, and plans with older youth				
Reflectively explore alternative hypotheses problematic youth behavior, including feelings of loss of control (disempowerment), loss of relationships and community connections, and mental health needs				
In supervision, inquire about the youth's perspective.				
When appropriate, normalize youth behavior as developmentally appropriate				
Affirm supervisees' professional competencies in work with older youth				
Pose questions relevant to cultural and power dynamics in cases				
Infuse youth development principles into group supervision and staff meetings				
Discuss cultural and power issues with supervisees in planning and decision-making regarding older youth in care				
Instill visions of hope for older youth who are struggling or seem likely to "age out"				
Help workers identify concerns about youths' special needs or for the need for an evaluation of special needs				
EVALUATION: Systematically assessing staff processes and products.				
Periodically review each worker's progress in achieving mutually agreed upon goals for improving practice with older youth in care				
Periodically observe staff with youth and in youth-centered team meetings to evaluate performance				
Identify strengths of the team in working with older youth in care				

Test Your Knowledge
IMPROVING OUTCOMES FOR YOUTH IN TRANSITION – SESSION 1

Your name: _____

Service Area: _____

Position (circle): SWS SAM SWA IM
FOSU EO Other _____

Years as a supervisor: _____
Years in DHS: _____

Please circle "T" for True or "F" for False:

1. T F Relational permanence emphasizes the importance of a child achieving a legal permanency goal.
2. T F High expectations, standards and boundaries, and adult prescribed planning are all positive supports for youth development.
3. T F Families often become less rejecting and more accepting within about 2 years of learning about their child's LBGT identity.
4. T F A goal for child welfare practitioners is to be "colorblind" in their work with older youth.

Please circle the letter that corresponds to the best answer to each question below.

5. One component of youth outcomes is "aspects of identity" that young people need to develop to be successful in adulthood. Which of the following correctly lists these aspects of identity?
 - a) Physical and mental health, intellectual ability, responsibility/autonomy, self-awareness.
 - b) Physical and mental health, intellectual ability, employability, cultural ability, and civic and social ability.
 - c) Self-worth, belonging, mastery, responsibility, safety, and self-awareness/spirituality.
 - d) Self-worth, belonging, responsibility, intellectual ability, cultural ability, and mental health.
6. Which of the following is true about placement stability?
 - a) Most children in foster care experience multiple placements.
 - b) Adolescents tend to be more stable in placements than younger children.
 - c) Most movement occurs in the first six months of a placement.
 - d) Group care placements are more stable than relative placements.
7. Among the suggested levels of participation in decision-making (none, limited, moderate, extensive, and self-managing), youth who are involved at the EXTENSIVE level in decision-making are best described by which of the following:
 - a) being present, being prepared, working with adults to problem solve, reviewing options.
 - b) having personal responsibility and are accountable for themselves while being interdependent with others for personal success.
 - c) consulted but their views are not included, and limited options/choices are controlled by the adult.
 - d) setting agenda, deciding on issues, having joint accountability with adult(s).

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8. Research on lesbian/gay/bisexual/transgender/questioning foster youth has shown all but which of the following:
- The protective factor of school in helping to prevent health risks and promoting health development does assist LGBT youth, and often teachers intervene to help.
 - In the New York City child welfare system, 56% of lesbian and gay youth interviewed said they stayed on the streets at times because they felt safer there than in group or foster homes.
 - The more open youth are about sexual orientation, the more likely they are to be victimized.
 - In one study, 42% of LGBT youth in out of home settings who participated in a study of family acceptance and rejection, were either removed or ejected from their homes because of conflict related to LGBT identity.
9. Which of the following most correctly lists the Seven Keys to Successful Collaboration?
- Shared vision, shared youth-centered values, strength-based, maximized youth's choices, maximized youth's ability for informed decision-making, involvement of youth's circle of support, culturally sensitive, accountable to community.
 - Shared problem, shared values, skilled leader, leader driven, attention to procedure, diverse perspectives, responsive to community.
 - Shared vision, membership driven, skilled leadership, attention to process, cultural diversity, accountability, inclusiveness.
 - Good communication, members respected in the community, includes all points of view, knowledgeable of community issues, members able to put in time, fosters a positive climate, informs community on plans and activities.
10. Three types of "people support" that are essential for promoting positive youth development are
- nurturing relationships, mentors, high expectations.
 - strategic, emotional, and motivational.
 - help to set goals, help to discover action strategies, help to develop positive concept of future self.
 - safety, permanency, well-being.
11. Typical barriers that foster children with complex needs face include all but which of the following:
- Lack of communication among members of the system, & complicated/time-consuming paper work.
 - Low reimbursement rates for health care services, and lack of or incomplete medical records.
 - Comprehensive assessments and monitoring of all domains of well-being.
 - Complex health plans and numerous gate-keepers.
12. Opportunities for Youth Development include chances for youth to interact with the world in different ways and to take on different roles. Which of the following best explains opportunities for "contribution and service."
- The chance to express oneself through different mediums & settings and engage in learning & play.
 - The chance to have positive influence on others through participation in formal and informal community- and family-based activities.
 - The chance to earn income and be part of the workforce within a safe and comfortable setting.
 - The chance to actively learn and build skills and critically test and discuss ideas and choices.

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13. Which of the following set of comments best reflect the RECIPIENT approach to youth?
- a) "It would be good for you to attend." "That was a good lesson for you to learn." "The court order says you need counseling before making a home visit."
 - b) "What is your opinion on the situation?" "I would like for you to talk with your roommate about decorating your room." "Please share your ideas on how we can better meet your needs."
 - c) "Let's schedule you for life skills class." The case plan says this is what we are going to do next." "All foster youth must attend house meetings."
 - d) "How do you plan to get your chores done while holding down a full-time job?" "Would you be willing to facilitate our next house meeting?" "Our daily house schedule will help you learn responsibility and cooperation."
14. An accurate description of the Ansell-Casey Life Skills Assessment (ACLSA) would include all but which of the following?
- a) The ACLSA provides an indication of skill level and readiness for living on one's own.
 - b) Using this tool will enable the involved social worker to assist the youth in gaining knowledge to improve themselves following their exit of foster care.
 - c) The ACLSA helps determine a youth's strengths and challenges.
 - d) The ACLSA is most useful when both a caregiver and youth complete it.
15. When sharing results of the Ansell-Casey Life Skills Assessment (ACLSA) with youth, social workers should avoid which of the following?
- a) Asking them what they think and listening to their answers; asking follow-up questions to understand what they think they are doing well and what they need help with.
 - b) Asking questions starting with "what" and "how" and keeping the conversation present- and future-oriented.
 - c) Telling the youth what to do; asking questions starting with "why;" keeping the conversation focused on their past experiences.
 - d) Asking the caregiver what opportunities they can provide to help the youth demonstrate their skills.
16. Special considerations in supervision of case planning for youth who are differently abled or have other types of special needs include all but which of the following?
- a) Workers and supervisors need to develop an understanding of the laws that were designed to protect people with disabilities
 - b) Caregivers, caseworkers and supervisors and partnering providers have a responsibility to make sure inclusion is occurring.
 - c) Using the disability or special need as a label that prefaces the person.
 - d) Awareness of the unique health care situations including growth, nutrition, infectious diseases, dental care, immunizations, discipline, and sleep patterns.
17. With increased abstract reasoning ability in adolescence, youth begin to establish a sense of the selves they can become, their *possible selves*. These possible selves can include *negative selves* or selves they are afraid they may become. A correct attribute of these *negative selves* would include which of the following?

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- a) May enhance motivation to make more attempts to attain the *positive expected self*.
 - b) Are not part of having a balanced *possible self*.
 - c) Do not contribute to a youth's well-being and self-regulation.
 - d) b and c
18. Which of the following most correctly lists the 5 stages of Social Group Identity Development as applied to racial and ethnic identity?
- a) Racial and ethnic pride, multicultural competence, preparation for racism and discrimination, preserving one's sense of personal continuity, establishing a sense of sameness of oneself.
 - b) Experiencing negative messages, trying on new roles, influence of adults, interaction with institutions and media, creating an identity that is independent of an oppressive system.
 - c) Naive, acceptance, resistance, redefinition, and internalization.
 - d) Self-esteem, self-concept, coping, sustenance to prevail, unity.
19. In providing workers with resources for assisting youth transitioning from foster care to adulthood, supervisors should strive to do all but which of the following
- a) Advocate for and allocate resources which respect the diverse needs of youth.
 - b) Provide workers with requirement for independent research of these resources.
 - c) Ensure that DHS is an effective partner on the Transition Committee.
 - d) Develop and sustain collaborative community partnerships that support youth in transition.
20. Which of the following is a false statement related to transition planning?
- a) Youth in foster care learn life skills at similar rates.
 - b) Transition planning is a process not a one-time event.
 - c) Many transitioning youth have had their development and learning life skills interrupted by moves and changes in their lives.
 - d) Transitioning youth need to have the skills, information and assistance to access essential legal documents.

Test Your Knowledge - PRETEST
IMPROVING OUTCOMES FOR YOUTH IN TRANSITION – SESSION 2

Your name: _____

Service Area: _____

Position (circle): SWS SAM SWA

Years as a supervisor: _____

Other _____

Years in DHS: _____

Please circle "T" for True or "F" for False:

2. T F Relational permanence emphasizes the importance of a child achieving a legal permanency goal.
2. T F An indicator of positive youth development in the "responsibility and autonomy" domain is that the youth participates in school or community groups.
3. T F Families often become less rejecting and more accepting within about 2 years of learning about their child's LBGT identity.
4. T F A goal for child welfare practitioners is to be "colorblind" in their work with older youth.
5. T F The majority of youth in foster care have a diagnosed mental health problem.

Please circle the letter that corresponds to the best answer to each question below.

6. Choose the phrase that best completes this sentence:
In the "moderate" level of youth participation in decision-making, the youth
 - a) Has joint accountability with adult(s).
 - b) Are present where and when decisions are made.
 - c) Work with adults to solve problems.
 - d) Is accountable for self while interdependent with others for personal success.
7. Which of the following is TRUE about placement stability?
 - a) Most children in foster care experience multiple placements.
 - b) Adolescents tend to be more stable in placements than younger children.
 - c) Most movement occurs in the first six months of a placement.
 - d) Group care placements are more stable than relative placements.
8. Which of the following is an accurate statistic about Iowa youth in foster care?
 - a) About 100 Iowa youth age out of foster care each year.
 - b) More than 50% of Iowa youth in foster care are over age 13.
 - c) Iowa maintains data on health care usage by pregnant and parenting teens.
 - d) More than one-third of Iowa youth in foster care are under the age of 5.

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9. Research on lesbian/gay/bisexual/transgender/questioning foster youth has shown all but which of the following:
- The protective factor of school in helping to prevent health risks and promoting health development does assist LGBT youth, and often teachers intervene to help.
 - In the New York City child welfare system, 56% of lesbian and gay youth interviewed said they stayed on the streets at times because they felt safer there than in group or foster homes.
 - The more open youth are about sexual orientation, the more likely they are to be victimized.
 - In one study, 42% of LGBT youth in out of home settings who participated in a study of family acceptance and rejection, were either removed or ejected from their homes because of conflict related to LGBT identity.
10. Which of the following most correctly lists the Seven Keys to Successful Collaboration?
- Shared vision, shared youth-centered values, strength-based, maximized youth's choices, maximized youth's ability for informed decision-making, involvement of youth's circle of support, culturally sensitive, accountable to community.
 - Shared problem, shared values, skilled leader, leader driven, attention to procedure, diverse perspectives, responsive to community.
 - Shared vision, membership driven, skilled leadership, attention to process, cultural diversity, accountability, inclusiveness.
 - Good communication, members respected in the community, includes all points of view, knowledgeable of community issues, members able to put in time, fosters a positive climate, informs community on plans and activities.
11. Three types of "people support" that are essential for promoting positive youth development are
- nurturing relationships, mentors, high expectations.
 - strategic, emotional, and motivational.
 - help to set goals, help to discover action strategies, help to develop positive concept of future self.
 - safety, permanency, well-being.
12. Which of the following is true about Waiver programs?
- A youth can only receive assistance from one waiver at a time.
 - If a child ages out of foster care, he/she will no longer remain on the Waiver program.
 - Waiver coverage is less comprehensive than most private health insurance.
 - None of the above are true.
13. Opportunities for Youth Development include chances for youth to interact with the world in different ways and to take on different roles. Which of the following is an accurate statement related to these kinds of activities?
- Services are done with the young person.
 - Opportunities are done by the young person.
 - Supports are done for the young person.
 - Opportunities and supports are done to the young person.
14. Which of the following statements exemplifies approaching youth as a "recipient?"
- "Let's schedule you for life skills class"
 - "Counseling will help you see that you can not live with your mother"
 - "What do you need to have a successful home visit?"
 - "How do you plan to get your chores done while holding down a full-time job?"

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15. Which of the following is true of the Ansell-Casey Life Skills Assessment (ACLSA)?
- Completion of the ACLSA is now mandated by Iowa law
 - The ACLSA has a specific place in the DHS Family Case Plan.
 - The ACLSA is meant to be completed *either* by a youth *or* a caregiver
 - The ACLSA is intended to be completed no earlier than age 16.
16. The Ansell-Casey Life Skills Assessment (ACLSA) produces the following scores EXCEPT:
- percentage of performance items answered correctly by the youth.
 - percentage of questions answered "very much like the youth" by the caregiver.
 - percentage of questions answered "very much like me" by the youth.
 - percentage of performance items answered incorrectly by the youth.
17. With increased abstract reasoning ability in adolescence, youth begin to establish a sense of the selves they can become, their *possible selves*. These possible selves can include *negative selves* or selves they are afraid they may become. A correct attribute of these *negative selves* would include which of the following?
- May enhance motivation to make more attempts to attain the *positive expected self*.
 - Are not part of having a balanced *possible self*.
 - Do not contribute to a youth's well-being and self-regulation.
 - b and c
18. Which of the following is NOT TRUE concerning the development of racial and ethnic identity of youth in care?
- An indication that the youth has a healthy developing sense of racial and ethnic identity is that the youth chooses to socialize with an integrated, rather than a segregated, peer group.
 - A goal of the social worker is to see that youth of color are prepared for racism and discrimination.
 - An important part of identity development is preserving a sense of personal continuity despite many changes that one undergoes in terms of defining the self.
 - None of the above – all three of these statements are true.
19. Which of the following is NOT TRUE of the ETV – Education and Training Voucher?
- The youth must have a high school diploma or GED in order to be eligible.
 - The youth must be under age 21 the first time they apply for ETV.
 - Youth who graduate from the State Training School and Iowa Juvenile Home are eligible for ETV funds.
 - Youth with subsidized guardianships are eligible for the ETV.
20. Which of the following is NOT true about Medicaid coverage for youth aging out of foster care?
- Most youth aging out of foster care will remain eligible for Medicaid coverage.
 - When closing the case in FACS, nothing further needs to be done to extend Medicaid for eligible youth.
 - Youth aging out of foster care can receive Medicaid if they are not participating in Aftercare/PAL.
 - Countable income is under 200% federal poverty level.

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Test Your Knowledge IMPROVING OUTCOMES FOR YOUTH IN TRANSITION

Your name: _____

Service Area: _____

Position (circle): SWS SAM SWA

Years as a supervisor: _____

Other _____

Years in DHS: _____

Please circle "T" for True or "F" for False:

3. T F Relational permanence emphasizes the importance of a child achieving a legal permanency goal.
2. T F An indicator of positive youth development in the "responsibility and autonomy" domain is that the youth participates in school or community groups.
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Please circle the letter that corresponds to the best answer to each question below.

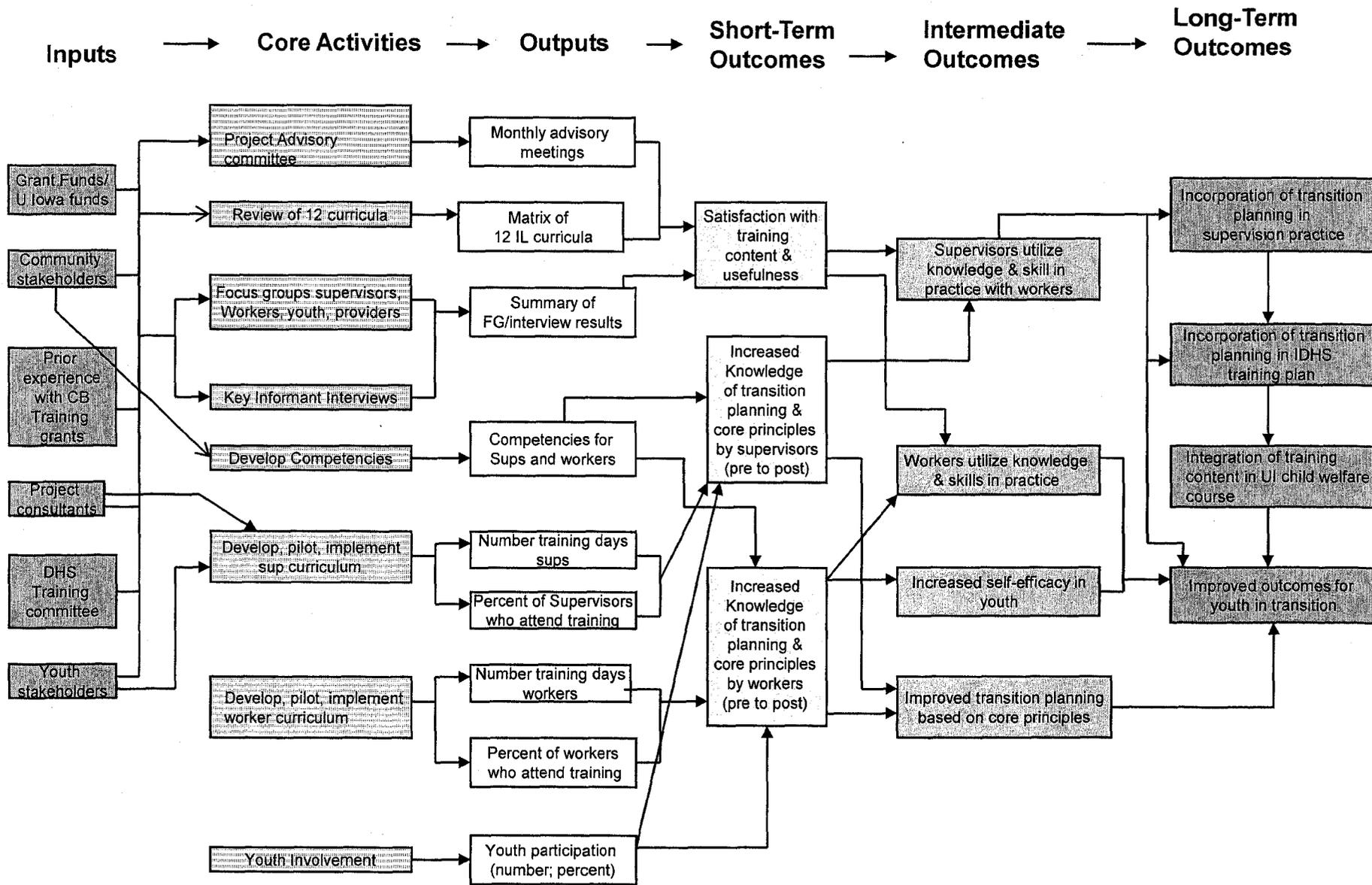
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 - There is no effect of LGBTQ identity on youth's foster care experience .
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Logic Model for Improving Outcomes for Youth in Transition-University of Iowa/Iowa DHS



Note: Additional Core Activities: Process & Outcome Evaluation, resulting in evaluation plan and evaluation reports;

Dissemination activities, resulting in community training event; written & electronic curricula; research publications; and conference presentations