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ABSTRACT

Minnesota divides its Title IV-E-IL allocation among three components of a statewide program titled Support for Emancipation and Living Functionally (SELF). SELF is a state-supervised, county-implemented program based on the premise that youth in substitute (foster) care are at significant risk of not making a successful transition to independent living as young adults. SELF program activities address these youths' unique need to develop the practical and interpersonal skills required to attain critical educational and vocational goals. Direct services provided through SELF range from skill building sessions on budgeting to development of interpersonal competence through a variety of formal and informal learning environments and techniques designed to engage youth. Indirect services include training foster parents and group home workers, purchasing resource materials, and recruiting mentors. Significant 1999 program highlights include the following: addition of state-funded transitional housing services to five Title IV-E-IL-funded regional independent living skills programs; addition of a third day to the annual Youth in Transition Conference; work with three metropolitan counties to guide expansion or revision of their SELF programming; and longitudinal follow-up of 911 clients served by the program in 1991. (Thirty-five tables/figures are included. Appended are state data collection and evaluation forms and three SELF newsletters.) (MN)

TITLE IV-E-IL

Adolescent Living Skills Final Report: FFY 1999

FEDERAL GRANT #01-9801-MN1420

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**Minnesota Department of Human Services
Family and Children's Services Division**

December 31, 1999

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THE 1999 MINNESOTA TITLE IV-E-IL PROGRAM

This is a final report on the 1999 Minnesota Title IV-E Independent Living Program which covers program activities from October 1, 1998 through September 30, 1999.

Minnesota Title IV-E-IL funds are dispersed through the Support for Emancipation and Living Functionally (SELF) Program. For purposes of this report, SELF and Title IV-E-IL are synonymous.

TITLE IV-E-IL

**Adolescent Living Skills
Final Report: FFY 1999**

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1999 Minnesota Title IV-E-IL Program

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EXECUTIVE SUMMARY

The purpose of this report is to inform the Administration for Children and Families, and the Region V Administrator, of Minnesota's Title IV-E-IL program activities during FFY 1999. The report includes the following information: 1) a description of county, private agency, and state staff activities; 2) program expenditures; 3) a description of youth served, and how they were helped in the transition from foster care to independent living; and 4) recommendations for the coming year.

Minnesota divides its Title IV-E-IL allocation among three components of a statewide program entitled Support for Emancipation and Living Functionally (SELF). These components include disbursements to counties, grants to private agencies, and payment for state level activities.

SELF is a state-supervised, county-implemented program based on the premise that youth in substitute care are at significant risk of not making a successful transition to independent living as young adults. Program activities address the unique need of these youth to develop both the practical and interpersonal skills necessary to attain critical educational and vocational goals. The advice, guidance, assistance, and support families usually provide youth approaching adulthood are all appropriate SELF activities.

Direct services range from skill building sessions on budgeting to development of interpersonal competence through a variety of learning environments and techniques designed to engage youth. Some youth may learn cooperative work skills such as effective communication and decision-making while on a wilderness camping trip, others learn formal work skills through internships or job shadowing, and some are assisted with direct purchase of household goods.

Indirect services include training for foster parents and group home workers, purchasing resource materials, recruitment of mentors, and other supportive activities. In addition, the state staff provides support and technical assistance to counties and private agencies through an annual statewide conference, regional workshops, and on-site visits.

County social services staff and other youth workers in Minnesota strongly support the flexibility and creative nature of SELF programming. However, in some rural counties high staff turnover and increasing child protection complaints often impede continuity of services. Major obstacles cited by counties that do not participate in the SELF Program are lack of eligible youth and a shortage of staff time.

Significant FFY 1999 program highlights include: the addition of state funded transitional housing services to five IV-E-IL funded regional independent living skills programs, adding a third day to the annual Youth In Transition Conference (an "institute" on starting and running transitional housing programs), the strengthening of regional IV-E-IL programs with local funding, planning and implementation of Minnesota's fourth statewide youth leadership conference for "at risk youth", positive press attention at the youth leadership conference, and work with three metropolitan counties to guide either expansion or major changes in their SELF programming.

In 1999, the evaluation of Minnesota's Title IV-E-IL SELF Program included longitudinal follow-up (for public assistance status) of 911 clients served by the program in FFY 1991. Additionally, information was collected, analyzed, and reported on clients who have completed all SELF-funded services and were surveyed at completion of service, after 90 days, and after one year. Among the major findings of the evaluation are the following:

- One-year follow-up surveys of youth who completed SELF-funded service show a 32% increase in the proportion of youth living on their own, an increase from 12% to 25% in the proportion of youth in college or vocational-technical programs, and an increase from 10% to 24% in the proportion of youth with full-time jobs.
- Computer system follow-up of youth served with SELF funds during 1991 shows that five years after receiving service, 95% of those male youth, and 71% of the female youth were not receiving General Assistance, TANF (AFDC), or Food Stamp public assistance.
- The quality of SELF-funded service to youth was rated "excellent" by 50% of those served, "very good" by 35%, and "okay" by an additional 12%. Comments included: *"I can never tell you how much this program has meant to me";* and *"It helped me buy tools to become a mechanic. Without that money, I could never have been able to buy them for myself."* The very positive client ratings of the SELF Program continued and were evident on the 90-day and one-year follow-up surveys.

Based on the experience of county staff, information provided in year-end reports from counties and private agencies, and information received directly from youth, the following recommendations are made for change at: A) the federal level, and B) the state program level.

A. FEDERAL LEVEL RECOMMENDATIONS

1. Give Minnesota the option to expand Title IV-E-IL eligibility to serve any youth up to age 21 who is at risk of homelessness and welfare dependency.
2. Confine outcome reporting requirements to measures recorded and reported at time of client exit from service.
3. Ensure full participation of state independent living initiative research staff in development of nationally mandated outcome measures.

B. STATE LEVEL RECOMMENDATIONS

1. Develop a comprehensive plan to address the needs of adolescents in out of home care in Minnesota, with particular emphasis on any existing gaps or needs, and with particular attention to wards of the State.
2. Begin preliminary work on legislative proposals which would address any needs identified in the comprehensive plan.
3. Plan and implement a statewide youth leadership conference for "high risk" youth, with increased involvement of youth as planners and workshop presenters.
4. Develop strategies to increase coordination between community-based agencies serving adolescents.
5. Provide an intensive workshop for youth workers on group work techniques, advanced training for experienced workers, and a statewide conference for all youth workers.
6. Develop strategies to combine Minnesota's IV-E training funds with IV-E-IL funds in order to train foster and adoptive parents of older adolescents.
7. Develop strategies to address the continually changing diversity among clients eligible and served.

New Initiatives and Program Highlights:

- Two regional independent living skills training programs obtained grants from their local family service and children's mental health collaboratives to serve youth who do not meet the IV-E-IL eligibility criteria. One grantee received a local foundation grant to serve younger at-risk youth, and two grantees received modest amounts of United Way funding enabling them to include non-SELF eligible youth in their life skills training programs.
- Five SELF funded private agency grantees were awarded *separate state* funding to continue or add a transitional housing component to their on-going intensive independent living skills training. The transitional housing component includes rent subsidies in addition to independent living skills training for at-risk youth.
- The annual statewide Youth In Transition Conference was expanded from two to three days in order to add a one day institute entitled "Developing and Operating a Successful Independent Living/Transitional Housing Program for Youth". Mark Kroner from Lighthouse Youth Services in Cincinnati, Ohio was the presenter.
- State SELF staff, in partnership with a group of counties, non-profit agencies and youth volunteers, planned and sponsored Minnesota's fourth youth leadership conference for "high risk" youth. "Tomorrow's Leaders Today" was held August 11-13, 1999, at a college campus in Duluth, Minn., and was attended by 137 youth and 73 adults. Local newspaper, radio, and television reporters' coverage of the conference was very positive. An excellent video of the conference was produced. It will be used to recruit youth, and to show adults a positive youth development approach to working with this at-risk population.
- Supplemental Allocations were awarded to counties to expand direct independent living skills services for IV-E-IL eligible youth. Requests from 39 counties were approved, totaling \$175,127.
- State SELF staff focused on integrating cultural diversity, and presentations by youth into all training sessions and SELF-funded services.
- Regular contact with the National Independent Living Association, the Child Welfare League, and meetings with the SELF Program Advisory Committee have begun to prepare Minnesota for changes which will result from the passage of The John H. Chaffee Independent Living Program, formerly entitled the Foster Care Independence Act of 1999.
- Meetings and consultation with three metro counties supported their expansion of service and/or experimentation with new models of service delivery to SELF eligible youth.

FOREWORD

Description of Minnesota Youth in Substitute Care

During 1998 (most recent data available), Minnesota had in substitute care 5,040 children age 16 and older who were not children with developmental disabilities.

Need for Life Skills Programs

The Minnesota Department of Human Services recognizes that older adolescents in substitute care require special assistance to make the successful transition to adulthood and independent living. Permanency planning is the focus for children in substitute care, both nationally and in Minnesota. Despite supportive legislation, policy direction, and philosophy, many adolescents continue to experience multiple placements or reside in long term substitute care. These youth often lack family assistance, including information and advice on education and job opportunities, housing, health and other consumer information, and monetary assistance for major purchases such as household furnishings. They require active, ongoing guidance and training from foster parents and social workers to become self-sufficient. In Minnesota, life skills training is viewed as a preventive effort that reduces the risk that adolescents who leave substitute care will become homeless or system-dependent adults.

Minnesota Approach

Since the first year of Title IV-E-IL funding to Minnesota, the commitment has been to make funds and services available to youth in every part of the state. Participation in the SELF Program is voluntary and all counties have the opportunity to receive funds. State SELF staff provide training and technical assistance statewide, and administers grants to various private agencies that accept referrals of youth in rural, suburban, and urban Minnesota, depending on their location and program design. Counties are encouraged to be flexible in the use of funds, in order to complement or close gaps in existing youth services. Reporting and data collection procedures are streamlined whenever possible, with priority given to county and community involvement in shaping the SELF program.

A key goal for the Minnesota SELF program is to ensure development of an independent living plan as a standard part of social service planning for every older adolescent in substitute care. To achieve this goal, the state SELF staff stress the importance of preparing for independence by using newsletters, a handbook, and training activities. Training activities are for county and private agency staff. They include sessions on developing assessment skills, motivating and enlisting youth, and cultural competency.

When teaching life skills for older adolescents, state SELF staff strongly encourage the integration of two approaches: 1) group work, and 2) experiential education. Group work has been effectively used since the 1987 pilot phase of Minnesota's Title IV-E-IL program, and a manual written as part of this project continues to provide a statewide model for program delivery. Interpersonal skills are learned by youth in a group even when the activity focuses on practical applications. The group is an excellent vehicle for the development of self-esteem and peer support, and an excellent milieu for experiential exercises. Experiential education, or learning by doing, greatly increases the impact of life skills training by more effectively engaging youth and increasing retention of information. Active learning eases discussion. Youth who have experienced school failure, or who do not respond well to passive teaching methods, readily accept active learning.

Title IV-E-IL Administrative Structure in Minnesota

Minnesota's Title IV-E-IL allocation funds three distinct components that comprise the SELF Program: 1) county social service activities; 2) private agency programs; and 3) state administrative activities.

SECTION I.

DESCRIPTION OF ACTIVITIES AND SERVICES

Section I. DESCRIPTION OF ACTIVITIES AND SERVICES

Minnesota's Support for Emancipation and Living Functionally (SELF) Program

SELF Program services are made available through two major sources: 1) activities funded by allocations to county social service agencies, and 2) specialized programs funded by grants to private agencies. Support and technical assistance for both components are provided by state administrative staff.

Every six months counties submit a report to the Minnesota Department of Human Services containing client specific data on all youth placed in substitute care. The most recent data available are from 1998. From this data base, state staff extracted the number of youth ages 16 to 21. The demographics of this sample of IV-E-IL eligible youth are described in a later section of this report. SELF staff also used those figures to determine 1999 and 2000 county allocations.

The Minnesota SELF Program has experienced a steady increase in the number of participating counties, from 72 in FFY 1988 to 86 counties in FFY 1999.

Besides county allocations, seven specialized programs were funded. Programs include living skills training in groups, employment training, mentoring, foster parent training, and camping and retreat experiences. Minnesota's Title IV-E Independent Living (SELF) Program serves non-IV-E eligible youth and former foster care youth up to age 21.

Five of the specialized programs also receive local and state housing funds to expand their continuum of services to youth. They are now able to help youth transition into housing and avoid eviction and homelessness by offering damage deposits, utility hook-ups and rent subsidies. In addition, youth receive intensive case management. Four agencies have obtained foundation, United Way, or local Children's Mental Health funding in order to also serve non-SELF eligible youth. Many of these youth are teen parents.

Detailed information about county activities, specialized agency programs, state staff structure and activities is included in the following discussions:

A. COUNTY ACTIVITIES

1. Identification, Assessment and Planning

The SELF program provides county social service agencies with funds to help eligible clients prepare for independence. Counties must identify eligible SELF clients and conduct an individual needs assessment of each youth served. A life skills training plan based on the assessment is developed in cooperation with each youth. Counties must submit plans for direct or indirect use of SELF funds to state staff for approval to ensure appropriate use of funds.

FFY 1999 county SELF activities for youth included:

- Assistance with budgeting, locating and maintaining housing, and access to health care
- Job training and placement programs
- Career counseling, planning, and vocational training
- Preparation for the General Equivalency Diploma (GED) or other tests necessary for admission to institutions of higher education (i.e., ACT, SAT, or PSAT)
- Independent living skills training groups, including outdoor adventure activities
- Groups to improve social skills and increase self-esteem
- Training and experience in decision-making and goal setting
- Adult mentors
- Independent living skills training at youth retreats, workshops, and conferences

2. Use of Community Programs and Resources

County social workers identify and use many community resources to help youth develop independent living skills. Examples of resources include:

- Job opportunities through summer youth employment programs
- Drivers' education instruction through local schools
- Independent living skills training provided by Project Solo, an agency specializing in services to older adolescents in South Minneapolis
- Career assessment programs at local technical colleges
- Family planning services for individual SELF clients and group training events provided by Planned Parenthood of Minnesota
- Training videos and curricula available through the state SELF library
- Individual living skills training provided by county family service aides
- Wilderness camping scholarships through Voyageur Outward Bound, YMCA Camps Widjiwagan and Menogyn, and Camp Amnicon
- High ropes courses offered by YMCA Camp Iduhapi, Voyageur Outward Bound, State Universities, and other organizations
- Life skills courses offered through alternative schools
- Individual and group training provided by group home and private agency staff
- Group training events presented by community experts
- Tours and orientations for prospective students at post-secondary institutions
- Staffing assistance through college and university internship programs
- Meeting rooms space provided at no cost by churches, libraries, and senior centers
- Transportation for group training sessions and retreats provided by volunteer drivers
- Free haircuts and styling provided by local salons

3. Organization and Cooperation

Because counties vary greatly in the number of eligible youth, staff, and resources, a concerted effort was made to improve services through cooperation and coordination.

Social workers developed interagency information and referral networks to simplify program and resource sharing. Service plans were developed that allowed counties to contract and form cooperatives to provide joint training for youth, foster parents, and staff. Other counties used matching funds to cover the cost of including non-eligible adolescents in training programs.

County staff also made presentations to educate and enlist community support for youth preparing to live on their own. This sometimes led to jobs and mentors for adolescents. Staff recruited community resource people, including insurance agents, bankers, car dealers, Planned Parenthood staff, attorneys, county extension agents, foster parents, and former foster children, to teach life skills to individuals and groups.

4. Use of Part-time Staff to Implement the SELF Program

Part of the county SELF allocation was used to hire part-time coordinator/trainers in eleven counties. Coordinators included professional social workers, and individuals with youth work experience in group homes, crisis shelters, alternative schools and residential treatment facilities.

Student interns supported the work of SELF Coordinators in several counties. County SELF coordinators use group work as the preferred method of life skills training.

5. Using Group Work to Teach Independent Living Skills

Group work continues to be the most common method of providing living skills training to youth in Minnesota. Counties used SELF coordinators and social workers already on staff to conduct training groups or purchase group work services from private agencies.

Groups are a practical, efficient way to work with adolescents who need independent living skills and offer an excellent setting for experiential learning techniques. A skilled group facilitator can create a group where members learn to listen, respond to others, develop friendships, share feelings, cooperate, make decisions, resolve conflicts, increase self-awareness, and simply have fun.

During FFY 1999 twenty agencies (counties and grantee) used groups to provide independent living skills training for youth. Listed below are examples of successful approaches:

- a. Thirteen agencies built challenge, excitement and high impact into their living skills groups by participating in one or more of the following: group initiatives course; high ropes course; wall or rock climbing; sea kayaking on Lake Superior; martial arts instruction; sweat lodges; camping trips; and wilderness canoe trips.
- b. Three grantees took groups of youth to Camp Amnicon on Lake Superior. Amnicon staff accompanied the youth and workers, facilitating week long wilderness trips in a 34 foot long Voyageur Canoe. Groups paddled, portaged, cooked meals, and set up camp together, staying on a different island each night. The large canoe and other camping experiences provided lessons in teamwork, stamina, caring for nature, and building a connection and community with others. Many participating youthworkers are eager to go again next year with a new group of youth.
- c. One county conducted its living skills group at a local alternative school. An alternative school teacher and the school psychologist co-facilitated the summer group, which ended with a canoe trip to the Boundary Waters Canoe Area of northern Minnesota.
- d. Three regional grantee agencies continued to develop mentor programs, community service projects, and opportunities for youth leadership. In some cases young adults who graduated from the grantee programs in years past were recruited as presenters at training sessions for participating youth. Community service projects included a

Habitat for Humanity project, clean-up of parks, volunteer work at community events, sorting clothing donated to the Salvation Army, wrapping Christmas presents donated to needy families, serving on the planning committee for the Tomorrow's Leaders Today youth conference, organizing and running car washes, chili feeds, and dances in order to raise and donate funds to community causes.

- e. Most agencies included field trips in their life skills training programs. Examples include: used car lots, vocational/technical college and university campuses, apartment complexes, grocery stores, city parks, YMCAs or health clubs, garage sales and second hand stores.

6. Individualized Services

Program staff individualized much of the work with Minnesota youth. They did this through working relationships with social workers, foster parents, mentors, group home staff, or county agency paraprofessionals. Many rural counties cannot use group work as a training method because they have few eligible youth. Rural counties often place teenagers outside their geographic service area when they do not have a group home facility or adequate numbers of foster homes. In these cases, individual plans are arranged with foster parents or group home staff. Finally, many youth have very specific unique needs, which are best met individually.

7. County Response to the SELF Program

Workers and directors in participating counties support the Minnesota SELF program. At the annual SELF conference, workers expressed approval of program administration and procedures, specifically citing flexibility, preventive nature of the program, availability of state staff, simple reporting procedures, and the quality of training events. Listed below are condensed statements based on annual county reports:

"Co-facilitating the independent living skills training gave me the opportunity to develop a relationship with the youth which made it easier to assist the youth when the group ended. One huge asset SELF provides is creativity in providing youth with services to meet their needs."

"It would be beneficial to lower the age limit. We don't place many older kids, but do place many youth ages 14 to 16."

"The SELF Program has been a very beneficial, supportive, and rewarding program for older adolescents. It is also a program that is easy for social workers to access, has minimal paperwork and maximum benefits."

"This county's recommendation is to include identified youth who are 'at risk' and receiving out-of-home prevention services. These are youth who are working with Children's Mental Health, truancy programs, and school social workers, and with their support are struggling, but able to remain at home. As they plan for leaving home, SELF funds could assist them."

"An unexpected benefit of the SELF Program is a better image of county social services. Youth and community members express disbelief that this is a county run program, and comment on how hassle free it is compared to other county programs."

"With the help of SELF funds for uniforms and job training assistance, many of our youth have gotten employment and continue to work. They have become much more independent, able to

purchase things they need, and start saving for future plans."

"I feel that the benefits we are providing these youth are wonderful. The knowledge they are receiving from the skills classes and the relationships they are developing with the other youth and myself are valuable. I think that our program is providing the youth with a positive foundation for the future."

"The flexibility of the program allows for creative, non-traditional solutions for youth. The youths' needs are as varied as the youth themselves. Some youth are self-starters and just need a little help such as paying for driver's training. Other youth are full of self-doubt and need a lot of support, such as our foster teen who had the opportunity to set up her household on the property of the foster parents (in a mobile home). She was able to gain self confidence, learn skills, and know that she will be able to take care of herself out in the real world."

"The program provides encouragement for youth to stay involved with us after age 18."

"Independence can be a very frightening reality, and by providing this program, youth can learn living skills prior to emancipation, hear the experience of others who are there, develop a support system, and know that they are not alone." (This county provides a group twice a month, all year round.)

"We were able to provide high quality training on adolescent issues to a large number of our staff, interns and foster parents. This will, in turn, help them guide the youth they work with through the many issues they face on the road to independence."

8. Difficulties Encountered at the County Level

Many of the difficulties listed in the annual county reports were specific to individual counties. The following difficulties were mentioned by several different counties:

- Shortage of staff time and lack of community resources.
- Counties are avoiding placement of youth age 16 and older, causing the SELF eligible pool of youth to shrink.
- Unmotivated, resistant youth, often with problems of increasing severity compared to past years.
- Increasing numbers of corrections youth are eligible and are being referred, making group work a bigger challenge.

More than half of the counties recommended that the eligibility criteria be broadened to include youth younger than age 16, and youth on their caseloads who have not been in out-of-home placement, but are nonetheless youth at high risk of homelessness and use of welfare.

B. PRIVATE AGENCY ACTIVITIES

The state administers grants to private, non-profit agencies to develop innovative programs accessible to county social service agencies. During FFY 1999, there were seven such organizations. They provided services tailored to the specific needs of SELF clients and county staff. They did this either by developing a new model or by modifying existing services. Grantees are varied intentionally in agency size, service specialty, geographic location, and type of program offered. County social services staff

refer clients to grantee programs, or clients may approach the programs directly.

State SELF staff set a high priority on promoting the development and implementation of specialized program activities to continue to address the diverse and changing needs of youth served. Programs evolving from the grant-making process are critical to meeting the goal of reaching all SELF-eligible youth.

PROGRAM GRANTS TO ENHANCE SERVICE DELIVERY

During FFY 1999, seven private non-profit agencies received funding from the state SELF Program to provide special service programs accessible to county social service agencies serving youth.

1. FREE AT LAST, Arrowhead Economic Opportunity Agency, Inc., Virginia, MN

Arrowhead Economic Opportunity Agency (AEOA) Free At Last Program is a regional independent living skills program for the Title IV-E-IL youth living in a four county area of northeastern Minnesota. The program enjoys strong support from the counties it serves.

Services include assessment, living skills training groups, wilderness challenges, employment and educational resources, and mentoring. Living skills training groups meet weekly for 18 weeks in four different communities in the region. Group training is experiential in nature and includes a kick-off event, field trips, and practical hands-on living skills training. Each group has a volunteer community adult functioning as a co-facilitator. Many wilderness challenge activities are offered, including sea kayaking, whitewater rafting, skiing, hiking, water skiing, and rock climbing. Employment and educational opportunities are made available to youth through AEOA's Summer Youth Employment Program, Minnesota Youth Program, Vocational Evaluation, Adult Basic Education, and Job Start. Mentors meet with youth weekly for up to 20 weeks to provide support, role modeling, and tutoring as needed. Mentors also act as chaperones on field trips, retreats, and challenge activities. Two of the four counties served grant Free At Last participants high school credits.

Free At Last obtained a grant which ended in June 1999, enabling them to expand their program to also serve youth who are not IV-E-IL eligible. The demand for the Free At Last Program is so great that the grant more than doubled the number of youth served, and still youth are turned away due lack of funds and staff time. Free At Last staff report that their counties have hundreds of youth living on their own, living in cars, living in abandoned trailers, living on the streets, supporting themselves through crime and prostitution, but they are not IV-E-IL eligible.

In July of 1999, Free At Last received \$40,000 in state funding to add transitional housing to their youth services in Grand Rapids. A staff person was hired, and by the end of September, four homeless youth had been aided with finding housing and other basic needs, damage deposits and rent subsidy, job search, and became participants in the Grand Rapids Free At Last independent living skills group.

Staff from the Free At Last Program initiated the idea of a Minnesota Youth Leadership Conference for high risk youth, and puts a tremendous amount of time and energy into its planning and implementation each year.

Free At Last served 93 IV-E-IL eligible youth during this federal fiscal year.

2. LINK Program, Rochester Area Family YMCA/YWCA, Rochester, MN

LINK is a regional independent living skills program which serves Title IV-E-IL eligible youth in four counties of southeastern Minnesota. The LINK Program accepts referrals from other counties as space is available. Priority is given to youth no longer in substitute care who are homeless or living in conditions which put them at risk for homelessness, exploitation, and/or illegal activity.

Services include assessment, planning, active and experiential life skills training, and individualized living

skills training. Living skills training groups meet weekly for about six months. The program uses peer mentors/peer group facilitators to develop group leadership. LINK's Thursday evening group runs for 13 sessions with a consistent group of youth, culminating in a graduation ceremony. Wednesday evening groups are "open" with all youth welcome on a continuous basis. Its format is more like a support group, with issues brought up by the youth themselves. Each group goes on at least one weekend retreat during the six month period. Retreats are offered to youth to provide opportunities for building group cohesion, self confidence, and practical application of independent living skills. LINK uses college interns to bolster its staff to youth ratio.

Staff make one-to-one living skills training available to youth unable to participate in the groups. They spend a large amount of staff time helping youth move out on their own. LINK uses HUD funds and a \$60,000 State grant to help youth with damage deposits, utility hook-ups, and rent subsidies. The county social services department purchases LINK's services for non IV-E-IL eligible youth. Every participant in the LINK Program receives a free membership to the Rochester Area Family Y which allows them to use the recreational facilities.

The LINK program served 82 IV-E-IL eligible youth during this federal fiscal year.

3. **SAIL Program, Catholic Charities of the Diocese of St. Cloud, St. Cloud, MN**

Catholic Charities offers the Support and Advocacy for Independent Living (SAIL) Regional Living Skills Program which serves youth in a nine county area. During 1999 SAIL ran 5 groups per week, in four different communities.

The SAIL Program places a great deal of emphasis on active experiential training techniques, completion of high school education, and assistance with housing. Services include assessment, case planning, life skills group training, follow-up groups, and retreat activities. SAIL designs retreats to build group cohesion and reinforce independent living skills. Individual assistance is also available to youth. Life skills groups cover hands-on skills such as housing, employment, and budgeting. They also cover interpersonal skills such as assertiveness and problem solving. SAIL groups meet weekly for twelve weeks. Youth may choose to attend the group program component through more than one cycle. Additional youth may be served through the retreats, since group membership is not a requirement for attendance at retreats. Interns and volunteers from a state university help facilitate one county group, and a county social worker co-facilitates another.

The SAIL program has received \$10,000 in transitional housing funds from local Community Action Programs and \$40,000 in State funding to offer transitional housing for youth moving into independent living situations. Services include assistance with locating apartments, negotiating leases, damage deposits, utility hook-ups, and rent subsidies. Youth using the transitional housing services are required to participate in SAIL group living skills training, return to school, or find full-time employment.

The SAIL Program receives many requests to serve youth who are not IV-E-IL eligible. During 1999 SAIL received a \$20,000 grant from the Stearns County Family/Children's Mental Health Collaborative to serve these non-eligible youth.

The SAIL Program served 94 IV-E-IL eligible youth during the fiscal year.

4. SEARCH Program, Lutheran Social Services/Southwest, Willmar, MN

The SEARCH Program offers group living skills training to IV-E-IL eligible youth from eight south central counties. The area includes a large regional treatment facility, several group homes, and large, sparsely populated rural areas.

Services include assessment, planning, group and individual life skills training, career and employment exploration, retreats, and follow-up support. Life skills topics are based on client assessments and tailored to group needs. Topics include transportation, budgeting, goal setting, education and careers, employment, housing, communication, relationships, comparison shopping, and self esteem. Individual assistance includes vocational assessments, assistance with financial aid forms, money management, transportation, information and referral. Retreats focus on team building, relationships, and social skills. A follow-up group explores special interest issues identified by the participants. Youth may choose to attend a living skills training group through more than one cycle.

SEARCH runs four groups each week in at least two different counties. One group is specifically for teen parents. Since many of these youth do not meet the IV-E-IL eligibility criteria, Lutheran Social Services has worked very hard to obtain United Way and foundation funds to support the group. During this fiscal year they received a \$12,000 grant from the local Family/Children's Mental Health Collaborative to serve non-eligible youth. SEARCH also received a \$40,000 State grant to continue their program to include transitional housing. A half-time position focuses on helping youth find housing and employment, and offers a short term rent subsidy.

The SEARCH Program has highly qualified, dedicated and experienced staff, and makes good use of interns from state universities.

Youth in the SEARCH Program receive referrals to the Private Industry Council, Earn While Youth Learn Summer Youth Pretechnical Program, and local Youth Activity Funds, reflecting the program's emphasis on youth employment.

The SEARCH Program served 89 IV-E-IL eligible youth during the fiscal year.

5. Oh No! 18 Program - Bethany Crisis Shelter, Duluth, MN

Bethany Crisis Shelter has a long history of providing emergency shelter for St. Louis County adolescents experiencing crisis.

During the past ten years, Bethany has provided Oh No! 18 independent living skills training groups and retreats to St. Louis County youth, and youth referred from any other Minnesota counties. St. Louis County is Minnesota's largest county, therefore transportation is an on-going challenge for staff. The independent living skills groups promote self-esteem, develop life and social skills, provide community and peer support networks, and guide employment and educational choices.

Services include assessment, planning, basic and advanced life skills groups, and retreats. Basic life skills groups cover topics including employment, nutrition, communications, transportation, housing, relationships, cultural diversity, finances, and goal setting. Youth who complete a 15-week basic life skills group have the opportunity to continue meeting weekly in a 20-week follow-up group where issues identified by participants are explored in greater depth. In addition, the program offers weekend retreats and other group building activities, such as canoeing and wall climbing. The youth are also involved in community service and volunteer projects.

Oh No! 18 recruits, trains, and supervises peer mentors, who have completed both the 15 week group and the 20 week follow-up group. Currently two youth function as co-facilitators for groups and as peer mentors, working one to one with youth new to the program.

Oh No! 18 youth have been very active in leadership activities also, for example, speaking to county commissioners, social service staff and foster parents about improving services to adolescents, and acting as trainers for youth workers and foster parents.

Oh No! 18 staff are very active in planning and implementing Minnesota's summer youth leadership conference for high-risk youth -- "Tomorrow's Leaders Today". Many of their youth are active and positive participants.

During FFY 1999, the Oh No 18! Program served 72 IV-E-IL eligible youth through groups conducted in one urban and one rural location.

6. **On My Own, Lutheran Social Services, Mankato, MN**

The On My Own Program serves IV-E-IL eligible youth who reside in five south central counties. Services include assessment, life skills training groups, retreats and career development. Life skills training groups are offered in two separate 12 week sessions during the school year, and a 6 week summer group which meets for 5 hours once a week. Topics include housing, budgeting, job seeking, consumer skills, sexuality, parenting, post-secondary education options, alcohol/drugs, community resources, and recreation. Retreats provide time for group initiatives games, practicing independent living skills, and recreation. Youth tour apartment buildings, college and technical school campuses, and area businesses.

A local state university provides interns to help plan and facilitate groups, and volunteers to act as presenters at some meetings.

Area schools give participants high school credit for completion of the program. Staff report that increasing numbers of troubled youth who are not IV-E-IL eligible are referred by their families, schools, and other youth. Only a handful of these can be served with local United Way funds. Other local service organizations in the region are being approached in an attempt to fund programming for youth who have not been in out of home placement after age 16.

During the summer of 1999, On My Own staff took a group of youth to the Tomorrow's Leaders Today Conference in Duluth. Also, youth who had graduated from the On My Own Program in recent years were invited to participate in an adventure based five day retreat. Eleven youth and staff from On My Own traveled the Apostle Islands of Lake Superior in a 34 foot Voyageurs canoe. The group camped on five different Apostle Islands and cooked meals over an open fire, learning a lot about themselves along the way.

The On My Own Program served 36 IV-E-IL eligible youth this fiscal year.

7. **Rites of Passage, Human Services Associates, St. Paul, MN**

The Rites of Passage Program serves IV-E-IL eligible African American youth referred by Ramsey County, one of Minnesota's urban counties. It provides a culturally specific learning experience as the first step in building a youth's capacity to become a responsible and independent member of the community. All instructors and mentors for the Rites of Passage Program are African American adults.

Services include outreach and recruitment of youth, assessment and case planning, individual mentoring of youth and independent living skills training, including career exploration, employment and community service. The program incorporates Afro-centric themes and teaching methods. Youth receive skills training once a week including: 1) Values Clarification and Future Planning; 2) African Spirituality, and; 3) Marital Arts training. Other topics offered in skills training are determined by individual assessment and case plan. They include: 1) Sexuality and Relationships; 2) African Arts-Dancing, Drumming, Visual; 3) African History; 4) Household Management and Finances. Attendance at weekly classes has been low. Many of the youth are single parents who are both finishing school and working. Scheduling difficulties and transportation are problems. Youth are provided with bus cards and a case manager spends a great deal of time with youth individually regarding single parenting, employment, completion of school, and finding housing. Twenty youth were paired with mentors during 1999.

The Rites of Passage Program served 25 IV-E-IL eligible youth this fiscal year.

C. STATE ACTIVITIES

1. State Structure

Human services in Minnesota are state-supervised and county-administered. The Minnesota Title IV-E-IL program (SELF) is in the Department of Human Services, Family and Children's Services Division, Early Intervention and Services for Adolescents Unit. The Family and Children's Services Division Director reports to the Assistant Commissioner, Children's Initiative Administration, who reports to the Deputy Commissioner of Human Services.

The Early Intervention and Adolescent Services Supervisor, who reports to the Division Director, provides direction for the SELF Program staff through regular conferences and planning sessions with the SELF Program Advisor and the SELF Program Evaluation Coordinator.

2. Administration, Support and Technical Assistance

It is the responsibility of the SELF Program Advisor to continue to support program development and to administer the Minnesota Title IV-E-IL program. Federal grant money is allocated to counties through the Department of Human Services. County allocations are computed by a formula based on a sample of eligible youth and the number of youth served in each county. Consultation is provided to county and private agency staff through state and regional training events, specialized workshops, site visits, and frequent phone contacts. The SELF Program Advisor prepares a bi-monthly newsletter and provides support to a network of state, county, and private agencies working with adolescents.

State staff issue an annual instructional bulletin to counties which outlines the criteria and procedures to request funds and receive approval to expend allocations. State staff also conduct county surveys to obtain demographic information on eligible youth and youth served, to plan training activities and provide technical assistance.

3. The SELF Program Advisory Committee

The SELF Advisory Committee includes 10 members from county social services and private agencies, and state SELF staff. The committee met three times during FFY 1999 to provide ideas, reactions, and advice to the state staff on January 14, April 15, and July 15, 1999.

Program development is based on information gathered from contact with private social service agencies and the SELF Program Advisory Committee.

Although the Advisory Committee does not have governance authority, state SELF staff review recommendations made by the committee when program plans and decisions are made. Advisory Committee opinions were solicited to initiate new grantee programs, and their advice was sought on ideas to change the allocation formula used to distribute SELF funds to counties. The committee structure allows for group discussion of program procedures, policies, and practices. This process is useful to state staff and offers committee members a greater sense of ownership in the SELF program.

FFY 1999 agenda items included:

- Information on the new Governor's budget
- SELF budget for 1999
- Training ideas and plans for social workers and youth workers
- Supplemental allocations for counties
- Availability of State grants for minor parent services and for transitional housing
- Development of a legislative initiative for adolescent services funding
- Possibility of increased federal funding for SELF - input on best use of these funds

State staff have planned three Advisory Committee meetings for FFY2000.

4. SELF Staff Work Plan:

1) FALL QUARTER	2) WINTER QUARTER
<p>Provide technical assistance to counties and grantees</p> <p>Prepare Final Report</p> <p>Develop annual training plan</p> <p>Prepare and announce county allocations</p> <p>Receive and review county requests for allocations</p> <p>Complete preparations and conduct statewide Annual SELF Conference</p> <p>Process year-end reports from grantees</p> <p>Plan budget</p> <p>Re-negotiate and process contracts with private agencies</p>	<p>Provide technical assistance to counties and grantees</p> <p>Process year-end reports from counties</p> <p>Assess county technical assistance needs</p> <p>Prepare and conduct training for County and grantee SELF Coordinators</p> <p>Convene SELF Program Advisory Committee</p> <p>Disburse IV-E-IL funds to county social service agencies</p> <p>Begin planning for annual statewide youth leadership conference</p>
3) SPRING QUARTER	4) SUMMER QUARTER
<p>Provide technical assistance to counties and grantees</p> <p>Review and process requests for Supplemental Allocations</p> <p>Conduct on-site program visits for consultation and evaluation</p> <p>Prepare and conduct training for county and grantee SELF Coordinators</p> <p>Collect demographic data on eligible youth</p> <p>Convene SELF Program Advisory Committee</p> <p>Continue planning and implementation of statewide youth leadership conference</p>	<p>Provide technical assistance to counties and grantees</p> <p>Prepare annual application for IV-E-IL funds</p> <p>Develop legislative proposals to address unmet adolescent program needs</p> <p>Conduct on-site program visits for consultation and evaluation</p> <p>Renegotiate and process contracts with private agencies</p> <p>Begin planning for the Annual SELF Conference</p> <p>Collect and process client data forms</p> <p>Plan and offer training on topics of interest to county social workers and private agency youth workers.</p> <p>Convene SELF Program Advisory Committee</p> <p>Staff statewide youth leadership conference</p>

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5. Training Activities

The SELF Program Advisor assessed the training needs of county and private agency staff and conducted training and development activities in response to those needs, including:

- On-site visits with county and private agency staff to help with program development
- A 3-day workshop for coordinators of independent living skills training groups to provide training on effective client recruitment and use of group work for youth
- A 2-day workshop providing advanced topics to experienced youth workers
- A 3-day statewide conference for 100 county and private agency SELF staff to provide a broad range of training sessions for helping youth in transition
- SELF staff provided training at a national conference sponsored by the University of Oklahoma National Resource Center for Youth Services.

6. Additional Support Activities

Besides the training and development activities listed above, SELF staff provide many services and activities in support of the program, including:

- A newsletter for counties, private agencies, and other interested community groups (see Appendix B)
- A resource library, which includes videotapes, curricula, and other materials for use by counties and private agencies
- A promotional brochure describing the SELF program for use by counties and grantees
- Participation on state committees and conferences for youth and youth workers
- Distribution of information regarding similar state programs and activities
- Consultation via telephone conferences or individual meetings
- Development of a legislative initiative seeking funds to expand the SELF Program and broaden eligibility criteria

SELF staff also have helped with program development in other states through consultation with Title IV-E-IL coordinators.

SECTION II.

**INCORPORATING THE TITLE IV-E-IL PROGRAM INTO
MINNESOTA TRANSITIONAL SERVICES**

Section II. INCORPORATING THE TITLE IV-E-IL PROGRAM INTO MINNESOTA TRANSITIONAL SERVICES

A. PUBLIC AGENCY AFFILIATIONS

Youth services are a priority in the Minnesota service delivery system. The Department of Human Services (DHS) Children's Initiative Strategic Plan identified adolescent services as a high priority.

Over the past eleven years, state programs increasingly have incorporated the SELF Program in other programs for children, youth, and families. Still, the SELF Program retains its unique focus. During FFY 1999 program integration occurred at three levels: 1) within DHS; 2) within other state agencies; and 3) throughout the state.

Within the Family and Children's Services Division, state SELF staff met regularly with staff from Family Based Services, Indian Child Welfare, Foster Care, Adoption Services, and Minor Parent services. Planning within the Family and Children's Services Division includes cooperative efforts in policy development, shared training events, and coordination of services. Examples include:

- The Annual SELF Conference was planned by the state staff and expanded to include more content on the needs of adolescent parents, homeless/ runaway youth, youth of color, and youth with Corrections involvement.
- State SELF staff developed proposals for the Minnesota Legislature to expand Title IV-E-IL services and eligibility, and to expand transitional housing services.
- State SELF staff are exploring combining a training event with the Children's Mental Health Division in FFY 2000.

Communication is also maintained with other divisions in the Department of Human Services, including Mental Health, Assistance Payments, Chemical Dependency, Developmental Disabilities, and Children's Health programs. SELF staff actively seek opportunities to present program information to professionals outside the department who work with older youth.

B. PRIVATE AGENCY AFFILIATIONS

SELF grants to private non-profit agencies have enhanced relationships with youth service agencies. In addition, many organizations have shown interest in the program by tailoring services to meet the needs of older adolescents in substitute care. During FFY 1999, these organizations provided wilderness camping trips, living skills training, medical and mental health services, employment opportunities, and vocational counseling.

State SELF staff also pursued opportunities to create and maintain relationships with private agencies through participation in the following programs and conferences on issues faced by older youth (sponsor follows in parentheses):

- Minnesota "Tomorrow's Leaders Today" Youth Leadership Conference (DHS, Lutheran Social Services, Catholic Charities, Arrowhead Economic Opportunity Agency, Ben Stowe Foundation, youth volunteers)
- The Minnesota Organization on Adolescent Pregnancy, Prevention and Parenting Conference
- University of Minnesota Konopka Institute for Best Practices in Adolescent Health, Adolescent Forums and Lectures
- Minnesotans for Improved Juvenile Justice Conference
- Children's Mental Health Division, Conference on the Mental Health Needs of Youth in the Juvenile Justice System

SECTION III.

PROJECT BUDGET AND EXPENDITURES

Section III. PROJECT BUDGET AND EXPENDITURES

Outlined below is a summary of project budget and expenditures from October 1, 1998 to September 30, 1999.

	[BUDGET]	EXPENDITURES
A. State Administrative Costs		
1. Staff (including indirect costs) 1.5 professional	[\$ 97,500]	\$ 90,706
2. Support/Training/Travel*	[\$20,000]	\$27,442*
Subtotal: State Administrative Costs -----	[\$117,500]	\$118,148
B. County Allocations and Program Grants		
1. County Allocations	[\$620,000]	\$637,637
2. Program Grants	[\$412,337]	\$373,479
3. In-kind contributions**	[407,881]	\$629,260
Subtotal: County Allocations and Grants -----	[\$1,440,218]	\$1,640,376
TOTAL -----	[\$1,557,718]	\$1,758,524

* The Support/Training/Travel subcategory includes training, technical assistance, supplies, office expenses, and travel (in-state and out-of-state).

** In-kind contributions from participating counties and grantees includes contributed services, contributed funds, and expenditures from non-federal sources used for the independent living program.

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SECTION IV.

**HOW FUNDS HELPED YOUTH
TRANSITION TO INDEPENDENT LIVING**

Section IV. HOW FUNDS HELPED YOUTH TRANSITION TO INDEPENDENT LIVING

The extent to which funds help youth make the transition from foster care to independent living has been assessed annually, in part, by summarizing the services provided.

The following information summarizes the services provided during the FFY 1999 SELF program year, which ended September 30, 1999. Starting in 1994, the information has been collected directly on scannable client demographic forms.

A. DIRECT EDUCATIONAL SERVICES

- 1,464 youth were served by the counties and private agencies with SELF funds
- 594 youth received independent living skills group training
- 428 youth received individual independent living skills training
- 318 youth attended driver education training
- 229 youth received educational referrals and/or expenses for colleges, vocational-technical schools, and GED programs
- 205 youth had a camp/adventure challenge experience. Examples include: YMCA Camps Widjiwagan or Menogyn; 10 to 20 day Boundary Waters experiences; and other types of summer camp
- 191 youth attended retreats, conferences, or workshops, including kick off or closing events and Leadership Conferences.
- 83 youth obtained job experience through SELF programming

B. DIRECT FINANCIAL SERVICES

Direct financial services includes payments for home furnishings, tuition, and medical services:

- 337 youth received incentive payments, including stipends for participation or matched savings.
- 168 youth received other services or goods purchased with SELF funds, not for school. (Examples of services and goods purchased, not for school, include: YMCA memberships; music lessons; household goods; transportation costs; and driver permit/license fees.)

C. INDIRECT SERVICES

A variety of indirect services supplement the direct services provided to SELF clients including staff and foster parent training, program coordinator salaries, and fees for group presentations.

SECTION V.

DEMOGRAPHIC AND ADDITIONAL INFORMATION

DESCRIPTION OF YOUTH SERVED

Each year demographic data are collected systematically by county agencies on youth in substitute care. These data then are submitted to the Minnesota Department of Human Services.

Table 1 NUMBER OF YOUTH SERVED

<u>Participating Counties</u>	<u>Eligible Pool</u>	<u>Youth Served (%)</u>
FFY 1993	85 4,542	1,732 (38%)
FFY 1994	85 4,819	1,600 (33%)
FFY 1995	86 4,346	1,560 (36%)
FFY 1996	87 4,459	1,423 (32%)
FFY 1997	87 4,999	1,676 (34%)
FFY 1998	87 5,040	1,464 (29%)

A. GENDER/RACE/ETHNICITY

1. Statewide Data

Information on gender was available on all 5,040 youth in the count of those eligible. Of that number 38% (1,908) were female, 62% (3,132) were male. Information on primary race/ethnicity was reported for all Title-IV-E-IL eligible youth. Table 2 contains a comparison of the broad racial/ethnic breakdown for alternate years FFY 1993 through FFY 1999.

Table 2 RACE OF YOUTH BY PROGRAM YEAR

	<u>White</u>	<u>Children of Color</u>
FFY 1993	3,561 (79%)	969 (21%)
FFY 1995	3,390 (79%)	881 (21%)
FFY 1997	3,651 (73%)	1,348 (27%)
FFY 1999	3,530 (70%)	1,510 (30%)

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Graph A represents statewide data on Title IV-E-IL eligible youth (1998) on race/ethnicity.

Graph A

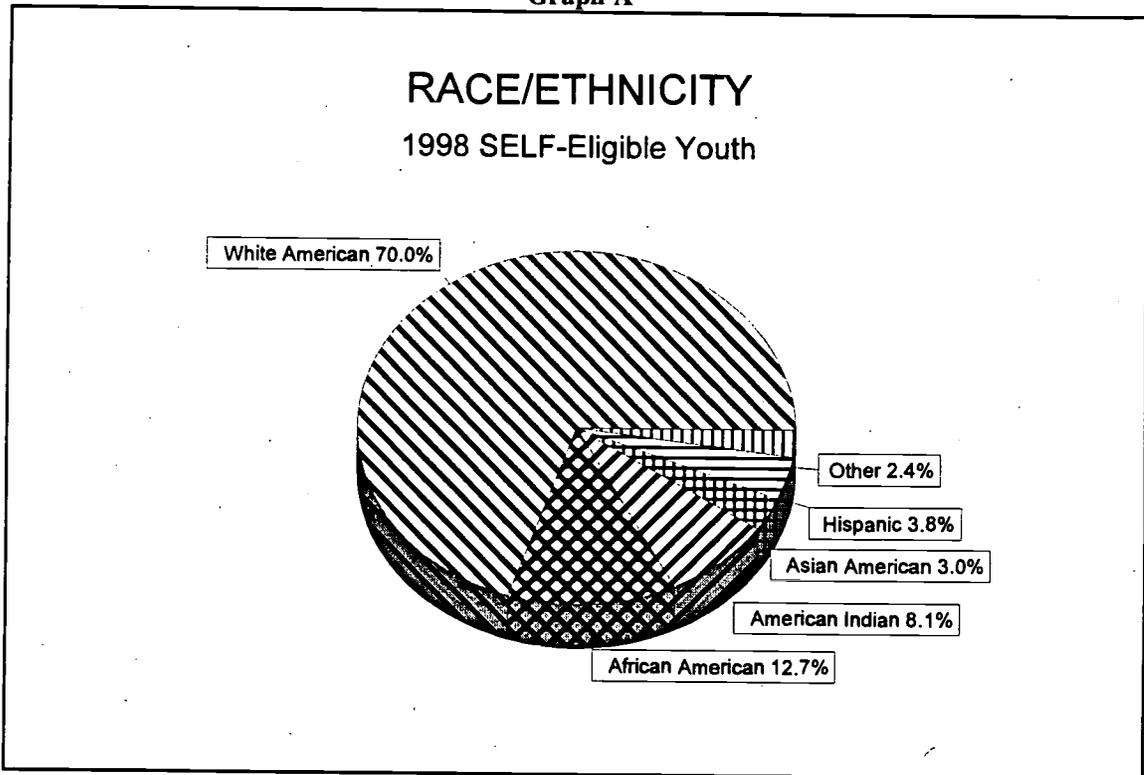


Table 3 provides a detailed listing of statewide data on youth served, for race/ethnicity by gender. This information was obtained for 1,445 youth.

Table 3 -- Youth Served
STATEWIDE RACE/ETHNICITY BY GENDER

<u>Race</u>	<u>Male</u>	<u>Female</u>	<u>Total #</u>	<u>Percent*</u>
American Indian	61	78	139	10%*
African American	56	86	142	10%
Asian American	13	8	21	1%
Hispanic American	29	34	63	4%
White	459	563	1,022	71%
Other	4	8	12	1%
<u>Other Race/Ethnicity</u>				3%
Am. Ind./White	10	6	16	
Hispanic/White	8	4	12	
Af. Am./White	1	4	5	
Af. Am./Am. Ind.	1	4	5	
Af. Am./Hispanic	2	1	3	
Asian/White	1	2	3	
Am. Ind./Hispanic/White	<u>1</u>	<u>1</u>	<u>2</u>	
Total	646	799	1,445	100%

The FFY 1999 data showed one youth as an unaccompanied minor.

*NOTE: Due to rounding, for charts in this section percents may not total exactly 100%.

2. Urban Data

When statewide demographic information is listed above, it is not evident how the population of SELF eligible youth differs racially in specific areas of Minnesota, for example, the concentration of children of color in urban counties. Table 4 contains FFY 1999 figures on race/ethnicity of youth served in the two urban counties that include the cities of St. Paul and Minneapolis.

Table 4 -- Youth Served

BROAD RACE/ETHNICITY IN URBAN COUNTIES

<u>County</u>	<u>White</u>	<u>Children of Color</u>
Hennepin (including Minneapolis)	62 (30%)	143 (70%)
Ramsey (including St. Paul)	24 (31%)	54 (69%)
Total	86 (30%)	197 (70%)

A different picture emerges when aggregate data are broken into racial and ethnic categories. While only 30% of the entire FFY 1999 population of youth served are youth of color, the proportion is 70% in the two most urban Minnesota counties--Hennepin and Ramsey counties.

Table 5 below and Graph B provide a more detailed listing of race/ethnicity data for Ramsey and Hennepin counties. Note: Detailed information on race/ethnicity was not available for every youth in the sample pool.

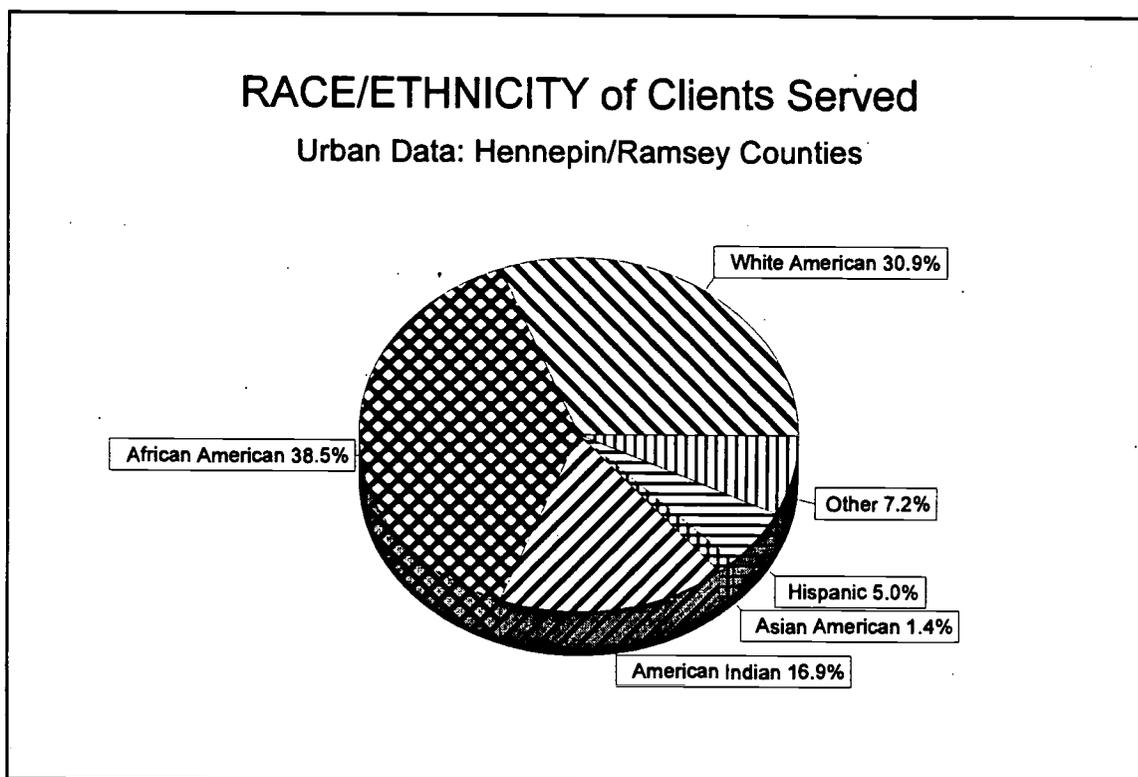
Table 5 -- Youth Served

RACE/ETHNICITY FOR URBAN COUNTIES

<u>Race</u>	<u>Hennepin County (Minneapolis)</u>	<u>Ramsey County (St. Paul)</u>	<u>Total #</u>	<u>Percent</u>
African American	85	22	107	39%
American Indian	33	14	47	17%
Asian	2	2	4	1%
Hispanic	7	7	14	5%
White	82	24	86	31%
Other/Unknown	5	1	6	2%
<u>Other Race/Ethnicity</u>				5%
Af. Am./White	3	1	4	
Am. Ind./Af. Am.	2	2	4	
Am. Ind./White	2	1	3	
Af. Am./Hispanic		1	1	
Asian/White	1		1	
Hispanic/White		1	1	
Total	202	76	278	100%

Graph B

As the racial composition of children in substitute care changes, it is important to plan and use culturally appropriate services. During FFY 1999, efforts continued to improve cultural competency. Staff modified existing programs to serve all eligible youth more effectively. Staff also planned programs to meet the needs of special populations.

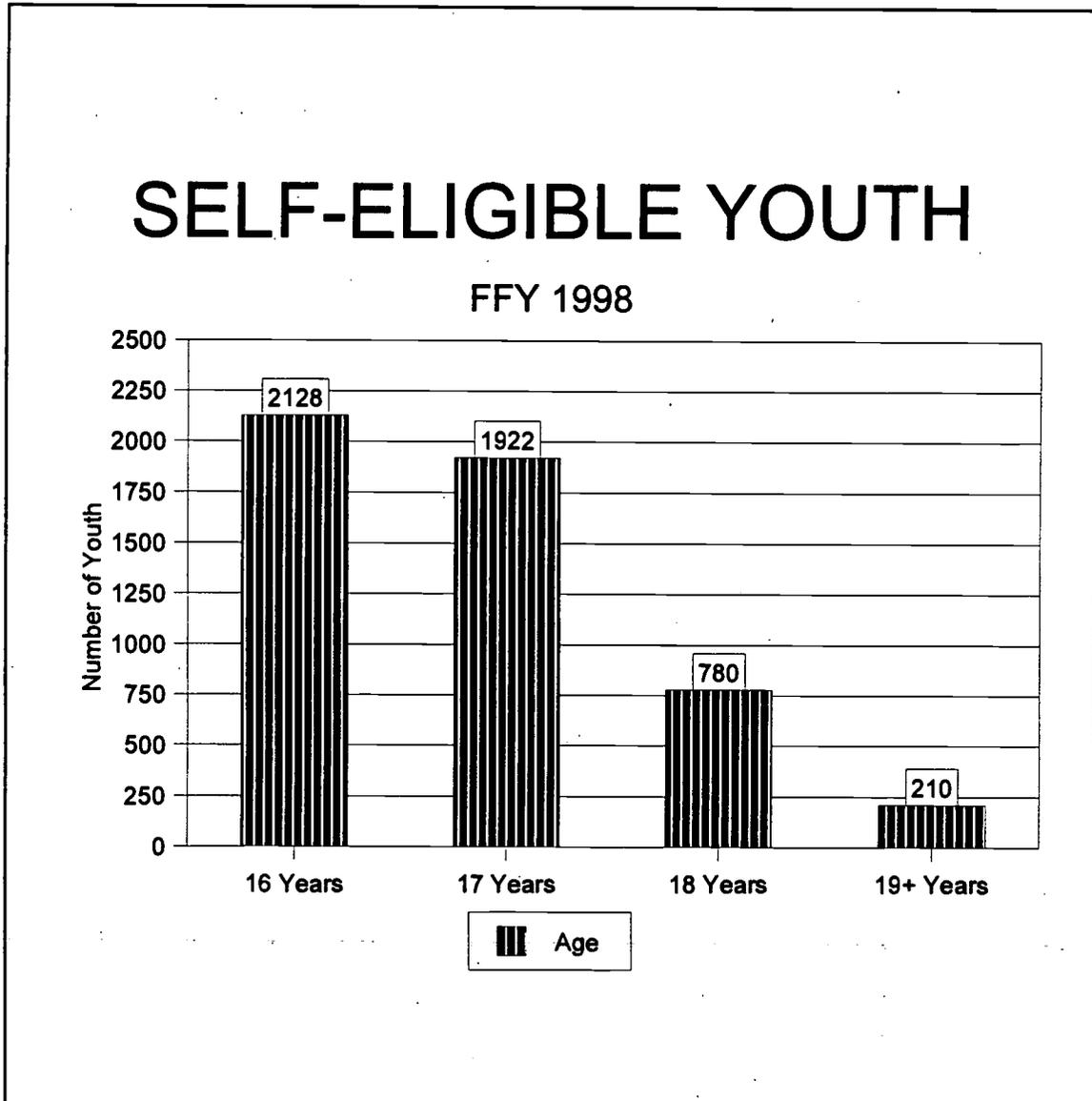


B. AGE

In 1998 about 42% of reported eligible youth were 16 years old, another 38% were 17, 15% were 18, and about 4% were 19 years of age or older.

(1999 data were not available yet at the time this report was printed)

GRAPH C



C. SPECIAL NEEDS STATUS

A total of 1,008 (69%) of the SELF adolescent clients are defined as special needs or "presence of a disabling condition" by county social services workers. The high number of "special needs" adolescents in care is not surprising. Disability, which includes behavioral problems, is one indicator of family stress and a factor in subsequent substitute care placements.

The two most often cited areas of disability are emotional/behavioral disturbance and chemical dependency, followed by specific learning and developmental disabilities. The SELF Program defines emotional/ behavioral disturbance as a disorder of thought, mood, perception, orientation, memory or behavior that seriously limits a child's capacity to function in the primary aspects of daily living.

Social workers who completed FFY 1999 data forms could select one or more disabling conditions from a list of six. Table 6 shows the number of times each condition was selected. The number of clients for whom one condition was marked was 756. The number of clients listed as having more than one disabling condition was 252.

**Table 6
DISABLING CONDITION**

<u>Disabling Condition</u>	<u>Frequency</u>	<u>Percent</u>
Emotional/Behavioral	656	45%
Chemical Dependency	235	16%
Specific Learning	141	10%
Developmental	75	5%
Hearing/Speech/Sight	26	2%
Other Disabling Condition	152	10%

D. TEEN PARENTS

Teen parenting is widely recognized as a serious problem among the adolescent population. About 11% of the adolescents served were teen parents responsible for 172 or more infants and children. A total of 133 adolescents were reported as parenting one child each, another 15 had two children each, and three had three or more children each. Thirteen of the youth were listed as married.

**Table 7
TEEN PARENTS**

<u># of Children</u>	<u># of Adolescents</u>	<u>Total Children</u>
1	133	133
2	15	30
3 or more	3	9 or more
Total	151	172 or more

E. CURRENT LIVING ARRANGEMENT

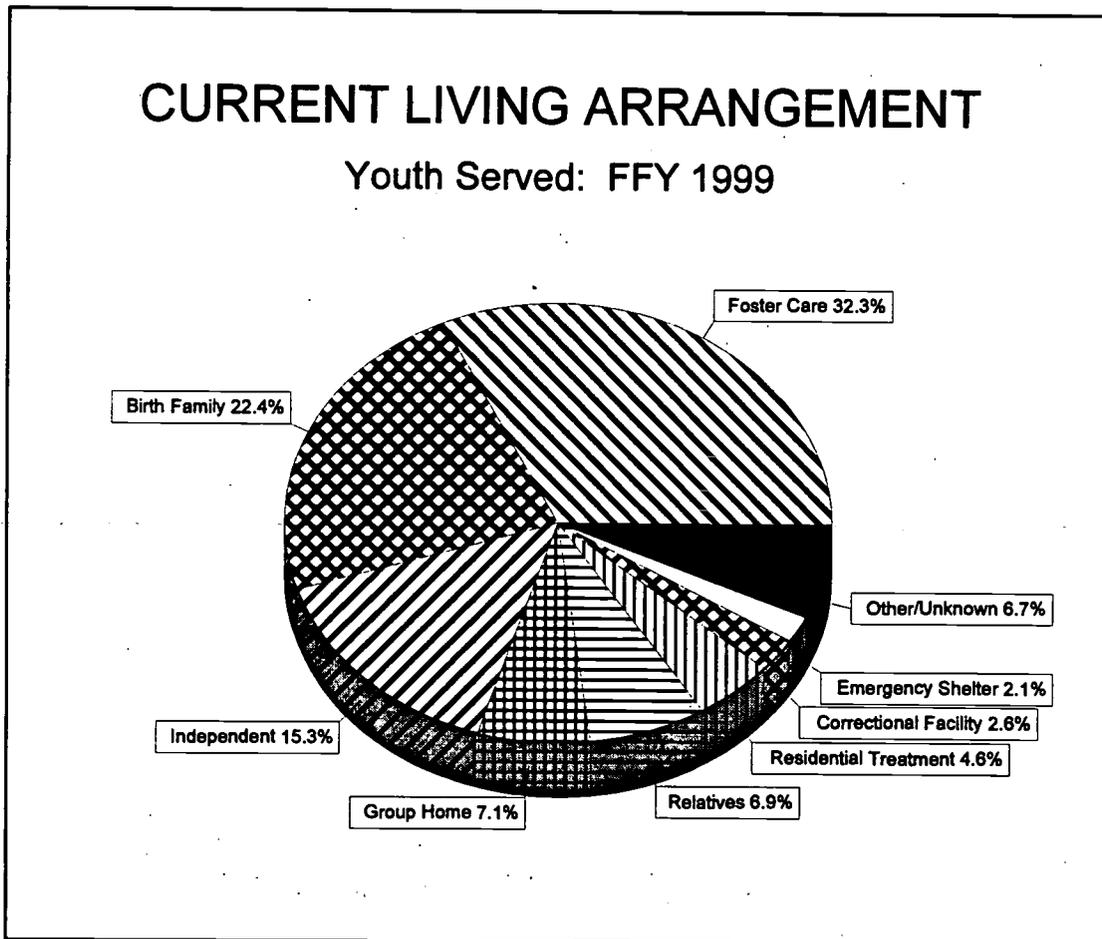
Demographic data forms completed on SELF clients supplied data on current living arrangement (CLA). Table 8 and Graph D show the current living arrangements of youth served.

Table 8

CURRENT LIVING ARRANGEMENT

<u>Current Living Arrangement</u>	<u># Youth</u>	<u>Percent</u>
Foster Care	467	32%
Birth Family	324	22%
Independent Living	221	15%
Group Home	103	7%
Relative	99	7%
Residential Treatment	66	5%
Emergency Shelter	30	2%
Correctional Facility	37	3%
Other	97	7%
Total	1,446	100%

Graph D



27

Table 10 displays current living arrangements by gender. (Data are available on 1,442 youth.)

Table 10

CURRENT LIVING ARRANGEMENT BY GENDER

<u>CLA</u>	<u># Males (%)</u>	<u># Females (%)</u>
Foster Care	178 (28%)	289 (36%)
Birth Family	164 (25%)	160 (20%)
Independent Living	78 (12%)	142 (18%)
Group Home	61 (10%)	42 (5%)
Relative	35 (5%)	64 (8%)
Residential Treatment	43 (7%)	22 (3%)
Emergency Shelter	9 (1%)	21 (3%)
Correctional Facility	38 (5%)	7 (1%)
Other	45 (7%)	52 (7%)
Total	643 (100%)	799 (100%)

Males tended to be placed in correctional facilities much more often, and were living independently less often than females.

Table 11 displays current living arrangements by race (data available on 1,462 youth).

Table 11 -- Youth Served

CURRENT LIVING ARRANGEMENT BY RACE

<u>CLA</u>	<u>% White Youth</u>	<u>% Youth of Color</u>
Foster Care	316 (31%)	153 (35%)
Birth Family	261 (26%)	66 (15%)
Independent Living	157 (15%)	64 (15%)
Group Home	76 (7%)	27 (6%)
Relative	65 (6%)	35 (8%)
Residential Treatment	40 (4%)	27 (6%)
Correctional Facility	27 (3%)	13 (3%)
Emergency Shelter	14 (1%)	17 (4%)
Other	67 (7%)	37 (8%)
Total	1,023 (100%)	439 (100%)

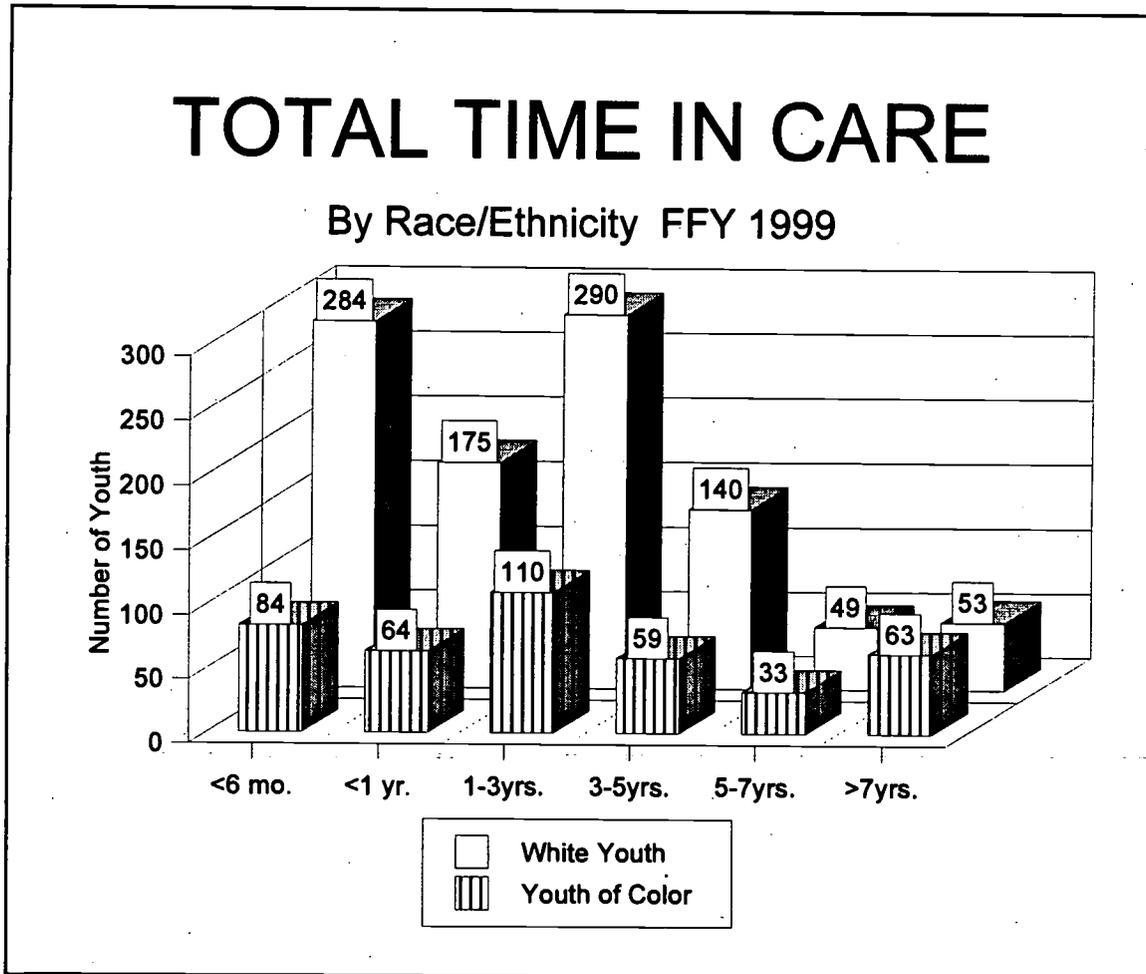
White youth were returned to birth families more often than youth of color, and lived with relatives less often than youth of color.

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F. TOTAL TIME IN SUBSTITUTE CARE

Data from 1997 (the most recent year for which figures are available) on the reason for child's exit from substitute care (whatever age) show that 74% of these children return home, 7% are placed with non-parental relatives, 3% run away, 3% age out of the system, 4% are adopted, 1% are referred to another agency, and 9% have another or an unreported outcome. Of the group who remains in care, it is older adolescents who tend to spend the greatest amount of time in placement. Graph E displays information gathered on the total time in care for SELF clients served in FFY 1999.

Graph E



G. YOUTH WITHOUT PARENTS

A total of 112 (8%) of SELF clients served in FFY 1999 were state wards. One SELF client served was listed as a refugee unaccompanied minor.

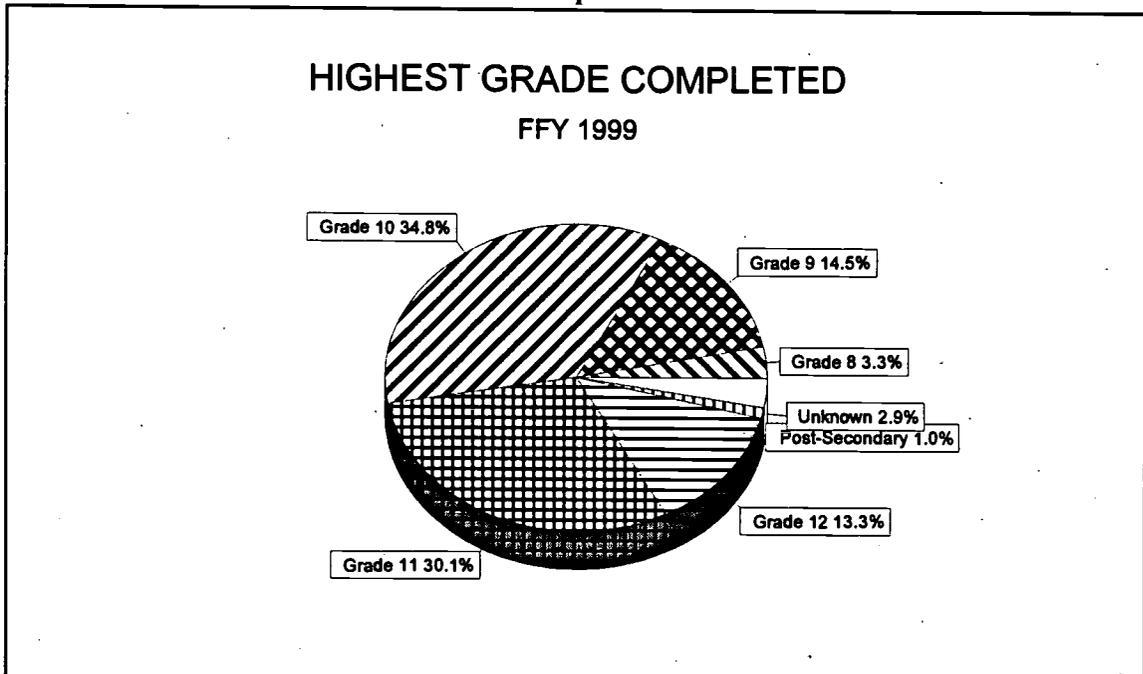
H. SCHOOL ATTENDANCE/GRADE LEVELS

Demographic forms provide information on educational involvement in two areas: 1) school status; and 2) highest grade completed. Data collected in both areas is shown in Table 12. Highest grade completed is shown in Graph F.

Table 12
EDUCATIONAL INVOLVEMENT

<u>School</u>	<u># of Youth</u>	<u>Highest Grade Completed</u>	<u># of Youth</u>
Regular High School	579	Grade 8	49
Alternative High School	289	Grade 9	213
Special Education	144	Grade 10	510
Not in School/Dropout	121	Grade 11	441
Graduated High School	140	Grade 12	194
Working on GED	93	Post-Secondary	14
College or Vo. Tech.	31	Unknown	43
Completed GED	50		
Unknown	17		
Total	1,464		1,464

Graph F



About 69% (1,012) of FFY 1999 SELF clients (1,464) were attending high school, alternative school, or special education programs at the time data was collected. Another 13% graduated from high school or completed a GED, and about 2% were attending college or a technical program. About 8% were listed as "Not in School/Dropout."

SECTION VI.

1999 PROGRAM EVALUATION

Section VI. 1999 PROGRAM EVALUATION

The ongoing evaluation of Minnesota's Title IV-E-IL (SELF) Program includes a series of complementary measures of client outcomes and program impact. State SELF staff assess program impact most comprehensively through in-depth interviews with key informants, county SELF Program coordinators, and youth served by the program. Quantitative indicators of program status and outcomes are based on separate but overlapping samples of youth served by the SELF Program during federal fiscal years 1991 through 1999.

The 1999 SELF Program evaluation concentrated primarily on two samples of youth served:

Sample I consists of 639 youth served from FFY 1992 through FFY 1999 who, in the judgement of their local county SELF Program coordinator, have completed all service from the SELF Program. These youth rated the quality of service they received. The survey also includes basic indicators of independent living status, e.g., housing situation, school, employment, and public assistance status. These youth also are being followed up with subsequent surveys 90 days later, and one year later.

Sample II consists of 187 youth who participated in independent living skills (ILS) group training funded by the SELF Program during FFY 1999. These youth were rated by their group leaders concerning their readiness for independent living at the time they started ILS group training and again when they attended their last ILS session. The ratings were made using the PULSE (Preparation Useful for Living Skills Enhancement) scale which was developed during 1996 and 1997 specifically for this purpose.

Clients Who Have Completed SELF-funded Service

The following information is based on Sample I youth--those who were served with SELF funds from FFY 1992 through FFY 1999 and, according to the best estimate of their local SELF coordinator, will not receive further service through the SELF Program. At the time this report was prepared, state SELF staff had received follow-up survey forms from 639 clients. Youth submitted survey forms at the approximate time of completion of service. Three months after receipt of this first survey, the youth were asked to complete an identical 90-day follow-up survey. At the time of this report, 90-day follow-up surveys had been received from 400 clients. One year after receipt of the first survey, the youth were sent a third identical follow-up survey. At the time of this report, one-year follow-up surveys had been received from 272 clients. The smaller number of 90-day and one-year follow-up surveys partly is due to the timing of the report, and partly is due to natural attrition at succeeding phases of the survey. Due to the continuing nature of the project, there always should be more surveys received for "Time I" than for "Time II," and more for "Time II" than for "Time III." Surveys are distributed and received on an ongoing basis.

The two counties containing the cities of St. Paul and Minneapolis have suffered from complex organizational factors that have impeded distribution and retrieval of follow-up forms. Both counties underwent major reorganizations that caused additional problems for Title IV-E-IL funded services. Because most youth of color reside in those counties, data from Sample I youth are short on youth of color and youth from the major metropolitan areas.

CLIENT AGE BY SEX

Age at Time of Survey 1	SURVEY #1 RECEIVED (at completion of service)		SURVEY #2 RECEIVED (90-day follow-up)		SURVEY #3 RECEIVED (One-year follow-up)	
	Female Freq. (%)	Male Freq. (%)	Female Freq. (%)	Male Freq. (%)	Female Freq. (%)	Male Freq. (%)
16 years old	86 22%	41 17%	55 21%	24 18%	39 21%	13 16%
17 years old	134 34%	83 35%	77 30%	47 35%	62 33%	26 32%
18 years old	112 28%	58 25%	80 31%	26 19%	53 28%	12 15%
19 years old	46 12%	25 11%	37 14%	17 13%	26 14%	13 16%
20 years old	20 5%	30 13%	12 5%	22 16%	9 5%	17 21%
	-----	-----	-----	-----	-----	-----
	398 100%	237 100%	261 100%	136 100%	189 100%	81 100%

The age distribution of youth who completed and returned surveys closely reflects the general age distribution of clients served. One difference is the larger proportion of youth age 20. This is understandable for a group judged to have completed all SELF-funded service. Nearly 70 percent more females than males have completed and returned follow-up surveys thus far. Although more females than males are served by the SELF Program statewide, the difference is not quite that large. These results might reflect greater cooperation from female clients served. The disparity between numbers of females and males who return surveys increases through the second and third follow-up surveys.

RACE

	SURVEY #1 RECEIVED (at completion of service)		SURVEY #2 RECEIVED (90-day follow-up)		SURVEY #3 RECEIVED (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
AFRICAN AMERICAN	24	3.8%	15	3.8%	10	3.7%
AMERICAN INDIAN	49	7.7%	27	6.8%	15	5.5%
ASIAN	40	6.3%	36	9.0%	25	9.2%
HISPANIC	23	3.6%	16	4.0%	6	2.2%
WHITE	489	76.5%	301	75.3%	215	79.0%
OTHER	9	1.4%	4	1.1%	-	--
NO RESPONSE	5	0.8%	2	.5%	1	.4%
	-----	-----	-----	-----	-----	-----
Total	639	100.0%	400	100.0%	272	100.0%

The two counties containing the largest metropolitan area in Minnesota have had difficulty in participating in this follow-up. Therefore, the forms received as of this time continue to be representative mainly of youth from rural, or "outstate" Minnesota, but not equally representative of the Twin Cities area. African-American youth particularly, most of whom reside in the Twin Cities, do not appear proportionately in these results. Thus far, concerted efforts to improve this situation at the county level have not been successful.

CLIENT RATINGS OF QUALITY OF SERVICE

Rating	SURVEY #1 RECEIVED (at completion of service)		SURVEY #2 RECEIVED (90-day follow-up)		SURVEY #3 RECEIVED (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
EXCELLENT	319	49.9%	189	47.3%	120	44.1%
VERY GOOD	222	34.7%	137	34.3%	101	37.1%
OKAY	75	11.7%	65	16.3%	47	17.3%
FAIR	2	0.3%	5	1.3%	4	1.5%
POOR	6	0.9%	4	1.0%	--	--
NO RESPONSE	15	2.3%	-	-	--	--
	---	-----	---	-----	---	-----
	639	100.0%	400	100.0%	272	100.0%

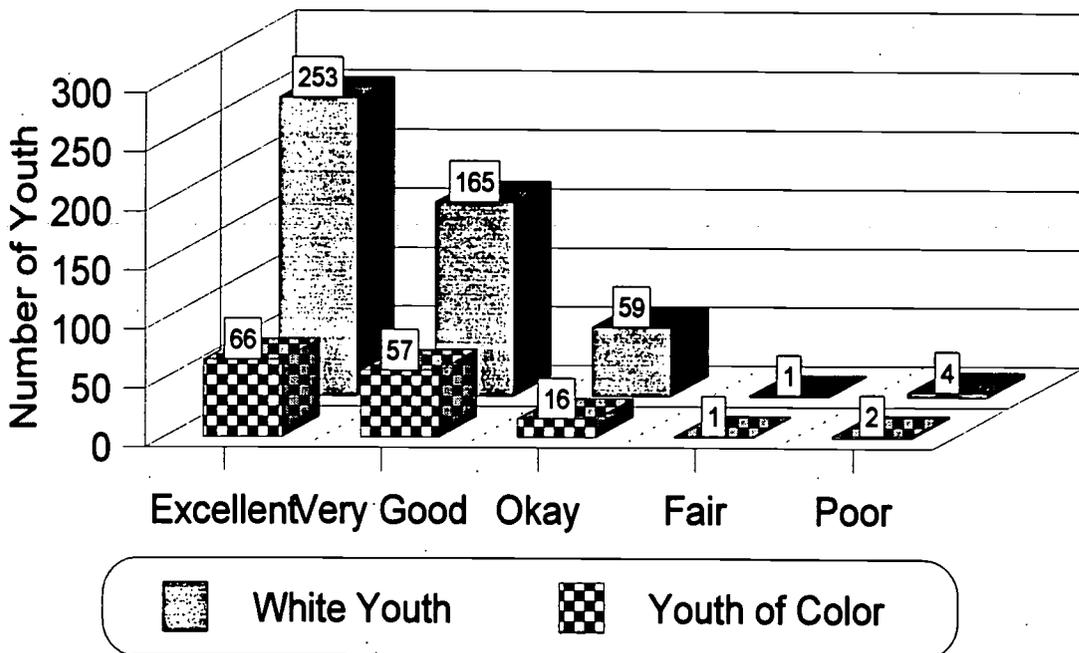
These ratings suggest a very high level of client satisfaction with SELF Program service received. Written comments from clients often are glowing endorsements of the program and strong expressions of gratitude. Comments from a few clients also reflect an intense need or desire for more help. The very positive client ratings of the SELF Program continue through the 90-day and one-year follow-up surveys.

Graph G shows client satisfaction ratings separately by the major dichotomy of race/ethnicity. Youth of color rate the quality of their service received highly, but not as highly as do white youth. This illustrates the need for administrators and service providers to continue their strong efforts to provide culturally appropriate service.

Graph G

CLIENT SATISFACTION

By Race/Ethnicity



CURRENT WORK STATUS

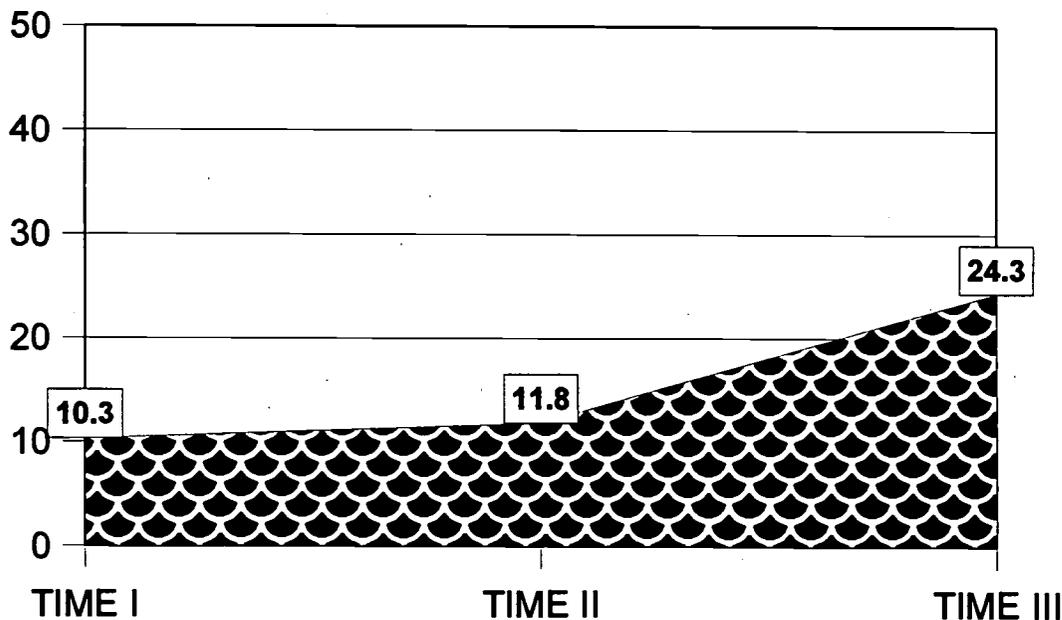
	TIME 1 (n=639) (at completion of service)		TIME 2 (n=400) (90-day follow-up)		TIME 3 (n=251) (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
STUDENT	262	41.0%	160	40.0%	69	25.4%
EMPLOYED PART TIME	221	34.6%	121	30.3%	81	29.8%
EMPLOYED FULL TIME	66	10.3%	47	11.8%	66	24.3%
UNEMPLOYED, LOOKING	60	9.4%	47	11.8%	31	11.4%
UNEMPLOYED, NOT LOOKING	11	1.7%	5	1.3%	4	1.5%
HOMEMAKER	10	1.6%	11	2.8%	16	5.9%
OTHER	7	1.1%	9	2.3%	4	1.5%
NO RESPONSE	2	0.3%	-	--	1	.4%
Total	639	100.0%	400	100.0%	272	100.0%

Many youth who have completed SELF-funded service are still in school. It is the prevailing view in social services that education is related to eventual economic success. Rosalie Zimmerman, in her book Foster Care in Retrospect, concluded from her own follow-up studies that a good education is the most important factor in preparing a youth for independent living.

That so many of the SELF youth still are in school also shows the importance of long-term follow-up of the youth. We should obtain a more meaningful measure of their eventual economic independence when more of the young people have completed their education. Indications from one-year follow-up of the youth show a large increase in percent of respondents who are employed full time. That this increase has taken place between the 90-day follow-up ("TIME II") and the one-year follow-up ("TIME III") is shown in Graph H.

Graph H

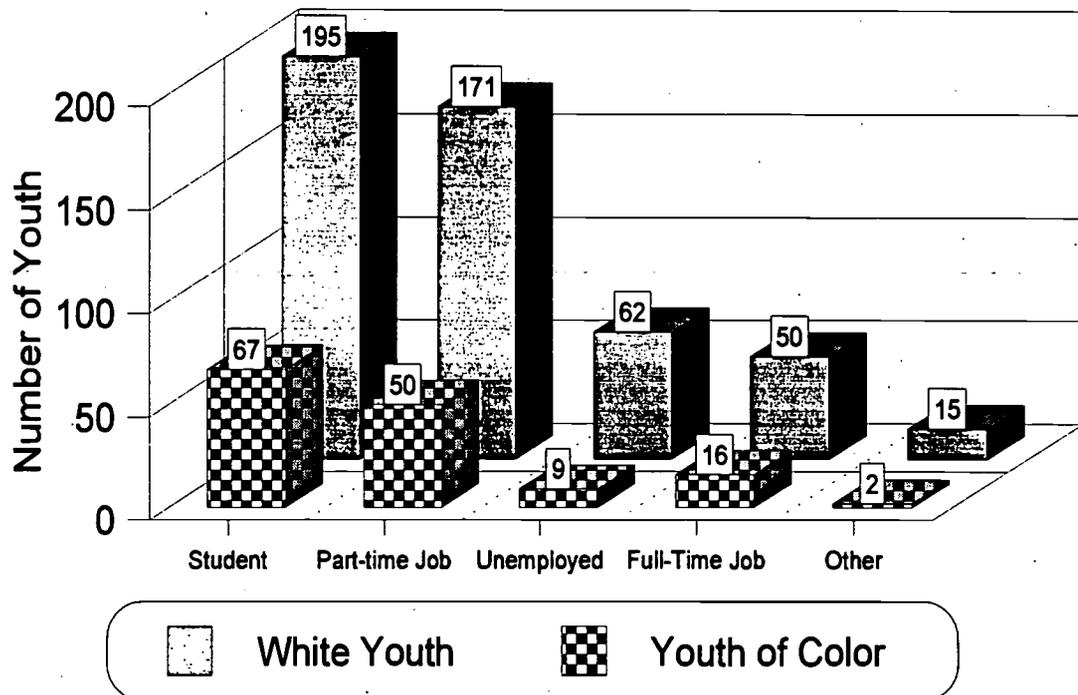
FOLLOW-UP % OF YOUTH EMPLOYED FULL TIME



Graph I shows client work status (at "TIME I"--time of completion of service) separately by the major dichotomy of race/ethnicity. The proportions in work status categories for youth of color and for white youth are quite similar. The proportion of unemployed white youth appears higher than that of the youth of color, and the proportion of full-time employed youth of color appears slightly higher than for white youth. No conclusions should be drawn based on the small numbers.

Graph I

CLIENT WORK STATUS BY RACE/ETHNICITY At Completion of Service



CURRENT LIVING ARRANGEMENT

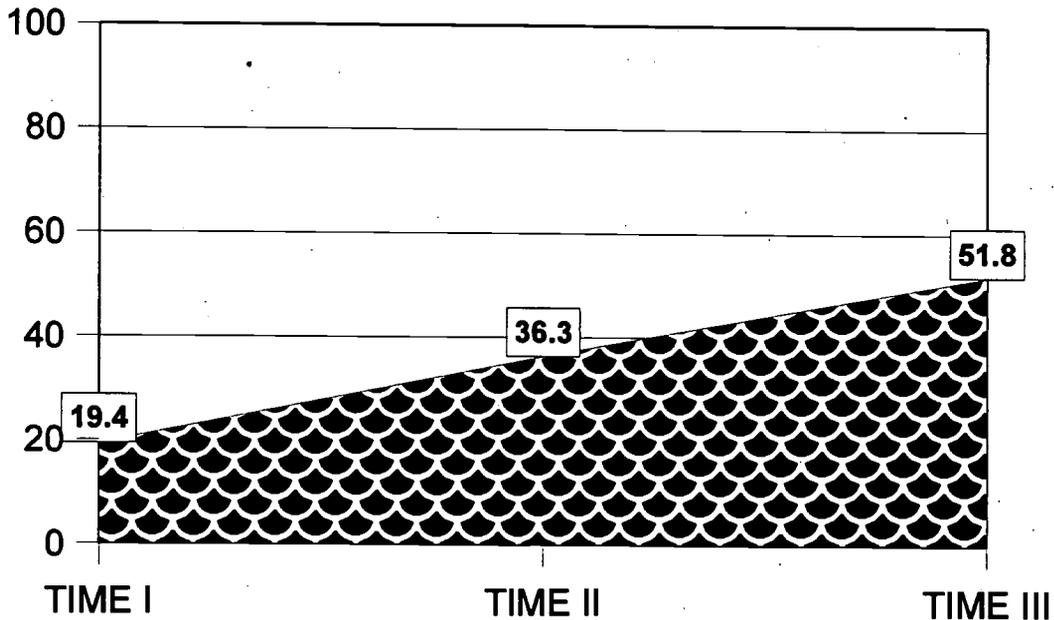
	TIME 1 (n=639) (at completion of service)		TIME 2 (n=400) (90-day follow-up)		TIME 3 (n=272) (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
FOSTER HOME	217	34.0%	97	24.3%	34	12.5%
INDEPENDENT	124	19.4%	145	36.3%	141	51.8%
WITH BIRTH PARENTS	138	21.6%	79	19.8%	39	14.3%
GROUP HOME	57	8.9%	24	6.0%	8	2.9%
WITH RELATIVES	28	4.4%	23	5.8%	22	8.1%
EMERGENCY SHELTER	5	.8%	--	---	-	--
OTHER	52	8.1%	26	6.5%	22	8.1%
NO RESPONSE	7	1.1%	2	.5%	-	--
	---	-----	---	-----	---	-----
	639	100.0%	400	100.0%	272	100.0%

These data show that 90 days after youth have completed SELF-funded service, many of them still reside at their foster homes or live with their birth parents. Living with birth parents is not necessarily a negative outcome, since often great effort has been made to reconcile the youth with their parents. As shown in Graph J, many of the youth (an increase of about 31%) are living independently at the time of one-year follow-up. It appears that the increase in proportion of youth living independently reflects the decrease or exit from foster homes.

Related to the information above on work status, these data also support the importance of longer-range client follow-up. Even at the time of one-year follow-up, many youth remain in foster homes (formally or informally).

Graph J

**FOLLOW-UP % OF YOUTH
WITH INDEPENDENT LIVING ARRANGEMENT**



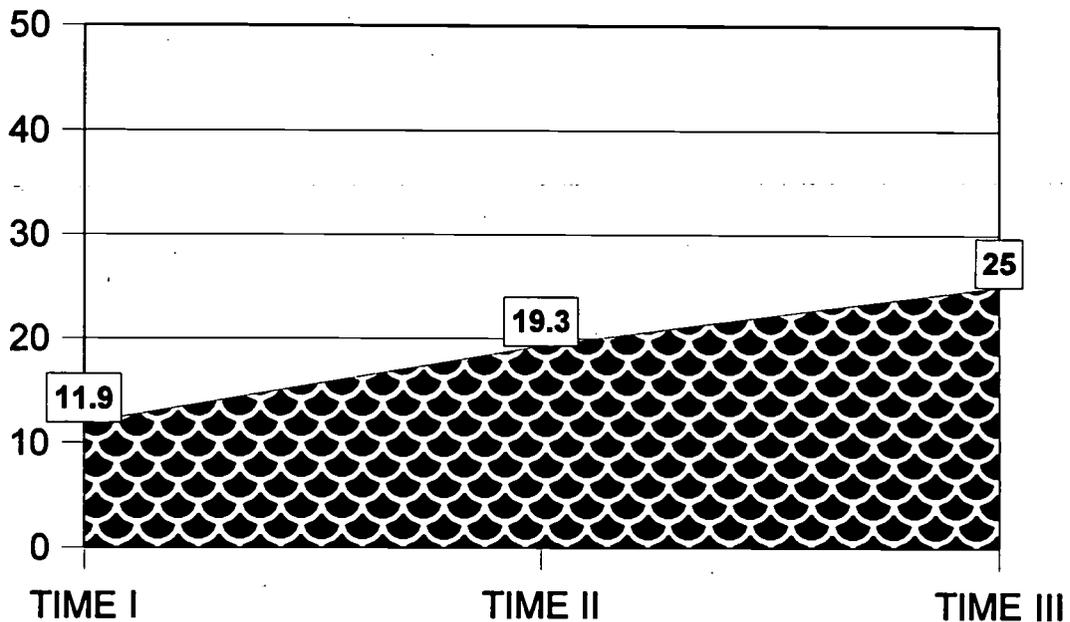
EDUCATION STATUS

	TIME 1 (n=639) (at completion of service)		TIME 2 (n=400) (90-day follow-up)		TIME 3 (n=272) (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
IN REGULAR HIGH SCHOOL	279	43.7%	141	35.3%	48	17.6%
IN ALTERNATIVE HIGH SCHOOL	93	14.6%	60	15.0%	18	6.6%
GRADUATED HIGH SCHOOL	77	12.1%	63	15.8%	84	30.9%
IN COLLEGE	51	8.0%	56	14.0%	46	16.9%
WORKING ON GED	40	6.3%	21	5.3%	18	6.6%
IN SPECIAL EDUCATION PROGRAM	26	4.1%	6	1.5%	2	0.7%
IN VOCATIONAL-TECH PROGRAM	25	3.9%	21	5.3%	22	8.1%
DROPPED OUT OF HIGH SCHOOL	22	3.4%	15	3.8%	18	6.6%
COMPLETED GED	14	2.2%	11	2.8%	13	4.8%
OTHER	12	1.9%	6	1.6%	3	1.2%
	-----	-----	-----	-----	---	-----
	639	100.0%	400	100.0%	272	100.0%

These data show that youth who have completed SELF-funded service are, in large numbers, still in high school. As discussed above, this should be considered positive because of the economic significance of high school graduation. These data also clearly reflect the general practice of many counties to stop services to youth when they reach the age of eighteen, and the legal responsibilities of the counties end. Early indications from the one-year follow up are that many youth graduate from high school and go to post-secondary education. This trend is shown in Graph K.

Graph K

**FOLLOW-UP % OF YOUTH
IN COLLEGE OR VO-TECH**



PUBLIC ASSISTANCE STATUS

	TIME 1 (n=639) (at completion of service)		TIME 2 (n=400) (90-day follow-up)		TIME 3 (n=272) (One-year follow-up)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
MEDICAL ASSISTANCE	353	55.2%	205	51.3%	133	48.9%
FOOD STAMPS	67	10.5%	67	16.8%	63	23.2%
MFIP (AFDC)	50	7.8%	44	11.0%	37	13.6%
GENERAL ASSISTANCE	28	4.4%	20	5.0%	14	5.1%
OTHER PUBLIC ASSISTANCE	52	8.2%	39	9.7%	20	7.4%
NO PUBLIC ASSISTANCE AT ALL	224	35.1%	145	36.3%	120	44.1%

Consistent with the other information reported above, these data show that most of the youth who have completed SELF-funded service have not yet separated completely from public care after 90 days, or even after one year. Youth eligibility for medical assistance tends to be associated with foster care status and young age. Also, even youth who have full-time jobs may qualify for medical assistance if the job pays minimum wage.

The increase in proportion of youth using food stamps and AFDC (now TANF--"MFIP" in Minnesota) is associated with the maturation of female clients into the primary child-bearing years. As noted in a previous SELF Program evaluation report, female SELF Program clients overall were using AFDC and food stamps in about the same proportion as the general population their age.

These data further confirm that 90-day follow-up status, even one-year follow-up status, is too soon for reasonable judgement of outcomes for Title IV-E-IL SELF-Program served youth in Minnesota. The one-year follow-up is just beginning to show the quantified measures of success that are expected with such a program. This can be seen in the steady increase in proportion of former clients who do not use any public assistance programs at all.

Independent Living Skills Group Clients

Group work with eligible youth is a major emphasis of the SELF Program. The average SELF-funded independent living skills group consists of about ten sessions that last at least two hours each. Average group enrollment is ten participants. Two-thirds of participating youth attend more than 90% of the sessions, reflecting substantial stability of the groups. Interview reports suggest that this group attendance stability often is the result of program experience. Such experience often includes years of practice learning effective methods of attracting and retaining youth for the group training.

The groups generally include discussion on issues of money management, apartment rental and maintenance, finding and keeping a job, nutrition and food preparation, and interpersonal relationships. They often include the topics of career assessment and planning, sexuality and sex education, self-esteem, use of leisure time, legal rights, community resources, decision making and values, insurance, and health and first aid.

PULSE Analysis

The PULSE (Preparation Useful for Living Skills Enhancement) rating scale was developed during 1996 and 1997 for the specific purpose of assessing youth status and progress in readiness for independent living. It is designed to be used as a pre- and post-intervention assessment instrument for independent living skills group training. Development of the instrument included trial and discussion over the course of two meetings attended by ILS group trainers from around Minnesota.

The PULSE is a ten-point rating scale (zero through nine), with the scale points defined as follows:

- 9 Outstanding in all skills needed for independent living
- 8 Well-prepared for independent living--above average for a young adult
- 7 About average independent living skills for a young adult
- 6 Below average independent living skills, but able to get along okay
- 5 May have some significant trouble on their own, but generally will come out okay
- 4 Probably not quite prepared enough to be trusted on their own
- 3 At least two major areas of inadequate preparation for living independently
- 2 Very unprepared for independent living, in at least several areas of concern
- 1 Needs a significant amount of supervision/care at least four hours per day
- 0 Definitely needs 24-hour a day supervision/care

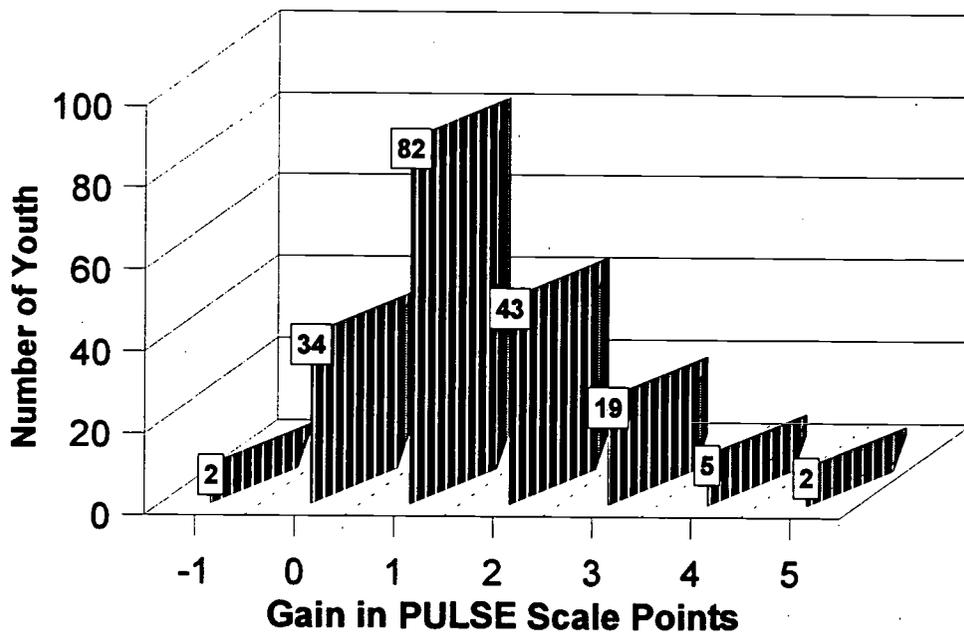
During FFY 1999, nine agencies funded by the SELF Program conducted ILS groups, and submitted pre- and post-ILS training ratings on 187 youth who attended. The average pre-ILS training PULSE rating was 4.81, and the average post-ILS training PULSE rating was 6.17. Thus, the average gain by youth who attended the trainings was 1.35--more than one full scale point--the difference between not being prepared, and being prepared for independent living. Application of a paired-samples t-test to the data yields a t-value of 17.22 and a statistical significance level less than .000, indicating that the average gain score is not due to chance.

Graph L shows the distribution of gain scores by youth.

GRAPH L

LIVING SKILLS GROUP GAINS

FFY 1999



* Negative gain scores result when a youth's PULSE scale rating declines from the start of the group to the end of the group training. This is quite uncommon, but youth development is not always shown in steady progress. Sometimes there are periods of apparent regression or deterioration. Also, one group leader reported that sometimes a youth makes a good appearance of readiness for independent living at the start of a group, but during the course of many group sessions the youth's real lack of preparedness becomes evident.

Analysis of ILS Group Training Youth Gain Scores

It is known in psychometrics that the farther scores are from the mean, the less reliable they tend to be. Thus, the expectation with PULSE pre- and post-ratings is that youth with the lowest ratings on the pre-group assessment would be expected to make greater than average gains, while youth with the highest ratings on the pre-group assessment would be expected to make lower than average gains, simply because their initial ratings are likely more extreme than they should be. Of course, youth with very low initial ratings also have the greatest room for improvement, while youth with the highest initial ratings have a much harder time improving their rating.

The table below shows the percent of youth whose PULSE rating improved over the course of the ILS group training, for each category of scores on the Pre-ILS PULSE.

<u>Rating on Pre-ILS PULSE (n)</u>	<u>PERCENT of Youth Who Gained on Post-ILS</u>
1 (8)	77.5%
2 (27)	92.6%
3 (19)	74.2%
4 (20)	70.0%
5 (26)	92.3%
6 (42)	85.7%
7 (41)	65.9%
8 (4)	50.0%

Further analyses indicate that there is a difference that is very significant statistically (with a chance probability less than .00) according to gender of the client. Female SELF ILS clients are rated by their group leaders as gaining over 35% more than male SELF ILS clients.

<u>GENDER</u>	<u>AVERAGE GAIN (in PULSE scale rating points)</u>
MALE	1.12 (n = 83)
FEMALE	1.54 (n = 104)

Summary of Additional Evaluation Results

Because there always has been a strong emphasis in Minnesota on ILS group work, primary evaluation of the SELF Program included measurement in 1992 of youth group participant gains in knowledge and attitude, and youth gains in self-esteem. These were measured on a pre- and post-group intervention basis, for quantified assessment of gains that took place during the independent living skills groups. The following information summarizes data from the comprehensive 1992 SELF Program evaluation report (available as a separate volume).

Knowledge and Attitude Gains

State SELF staff assessed knowledge and attitude gains by youth participating in SELF-funded independent living skills groups. The specific items tested were based on facts or attitudes deemed essential or important for success in independent living.

Compiled items of information and the recommended attitudes were used as the basis for 65 multiple-choice test items. Each group leader was asked to select 20 of the items representing knowledge or attitudes they were teaching in their own group.

SELF staff obtained completed multiple-choice forms or scores, pre- and post-intervention, from 51 youth in five different independent living skills groups conducted at various locations in Minnesota. The results showed strong knowledge and attitude gains by the young people during the independent living skills groups. Overall, 71% of the items were answered correctly by youth on the pre-test, and 82% of the items were answered correctly by youth on the post-test. These results represent substantial gains by the participants. The difference is very significant statistically, but more importantly reflects many gains in knowledge that may have consequential positive impact in the future lives of the young people served.

For example, 18% of the young people came into the program not knowing about the degree of effectiveness of commonly used methods of birth control. Several young people showed serious, even potentially dangerous misconceptions about the propriety of violence in relationships. Program staff corrected misconceptions and conveyed needed information to program participants. Major gains also were shown by youth regarding job-search networking, job interviewing techniques, apartment renting factors, budgeting, economy in shopping, and health considerations.

Self-esteem Gains

It is the belief of the SELF Program that self-esteem is a critical issue, and unfortunately often a problem for youth who have been in foster care. Building or increasing youth self-esteem is an ongoing priority for SELF-funded independent living skills groups.

Leaders of independent living skills groups funded by the SELF Program in 1992 were asked to have their participants complete the Janis-Field Feelings of Inadequacy Scale. They did this at the beginning of group training, and again at the end of the group training. The Janis-Field is a widely respected measure of self-esteem. According to a report from the Center for Youth Development and Research at the University of Minnesota, the Janis-Field has been shown to have good reliability and validity. It also is resistant to falsification.

Program staff submitted completed Janis-Field forms or scores, pre- and post-intervention, for 48 youth. These youth represented five different independent living skills groups conducted at various locations in Minnesota. The average total score of these 1992 SELF-group participants on the Janis-Field pre-test was 29.46. Their average score on the post-test was 31.16, above the structural mean. This shows an average increase for the youth, after the group experience, of nearly two scale points on the short measure of self-esteem. According to a paired samples t-test, this measured increase in self-esteem is highly significant statistically, with a probability of occurring by chance less than .005. This finding contributes to a broader picture of SELF-Program youth self-esteem gain reflected by the separate measures of youth self-report, and interview narrative reports of county program administrators from around the state.

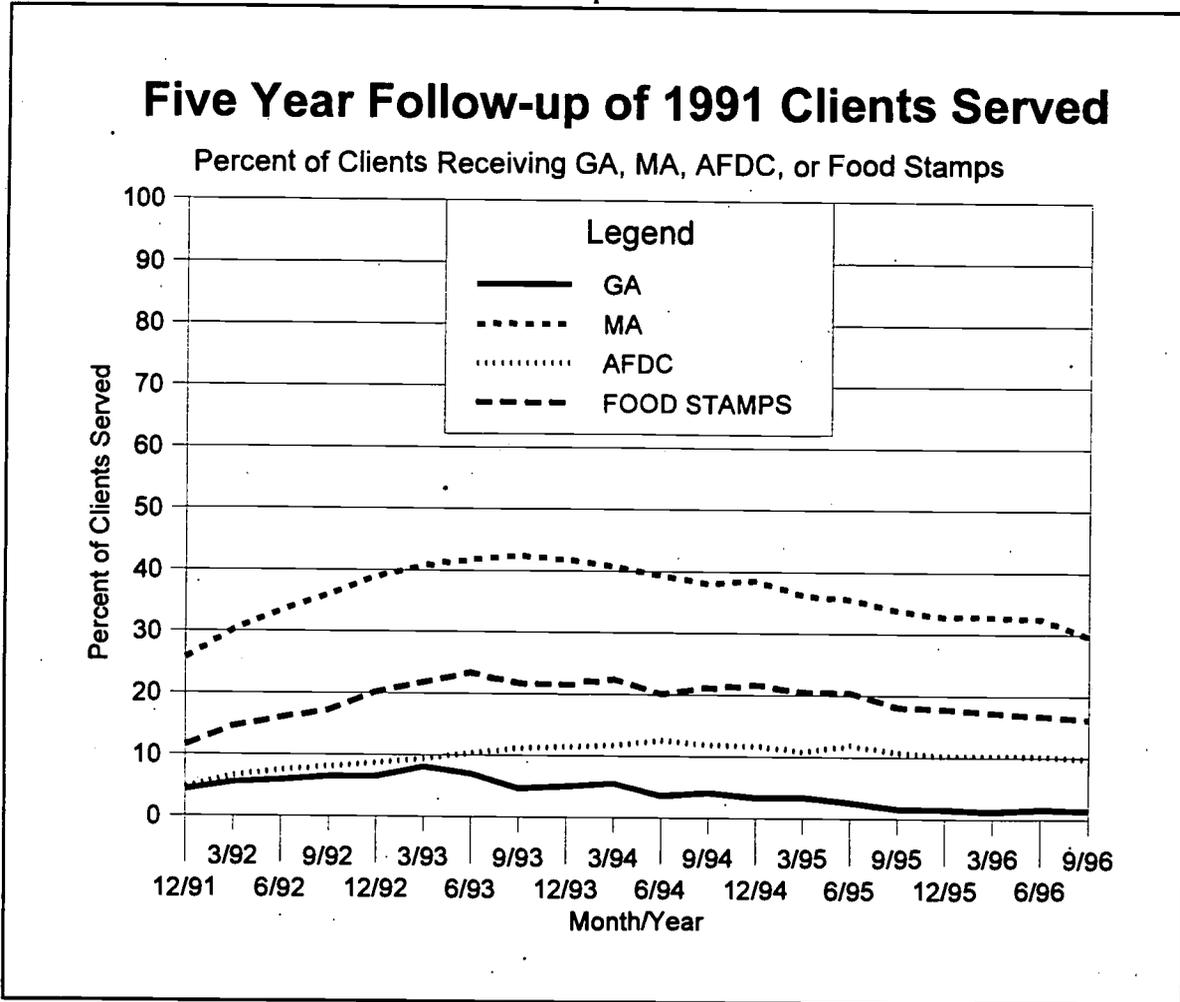
Interviews with Youth Served

Nineteen former clients of the SELF program have been formally interviewed to obtain a youth-client perspective on experience of Minnesota's foster care system. The interviews were conducted and reported by two advanced students majoring in Social Work-- one in a Master of Social Work program and one in a Baccalaureate program. Study design and interview protocols were under the guidance of academic faculty and the SELF Program Evaluation Coordinator. The interviews were extensive and transcripts are available, edited to protect privacy and confidentiality by removal of any identifying information. Copies of the extensive reports on these interviews are available from the SELF Program office.

Major findings included:

- ▶ Youth interviewed in these studies in Minnesota generally seemed to have had more positive experiences in placement than youth interviewed in studies reported elsewhere. As a foster-care "supplement," it is likely that the SELF Program positively impacted youth attitude toward their experience with the system. This is consistent with the relatively strong and positive outcomes consistently reported for the SELF Program in Minnesota. However, youth generally made negative comments about their families of origin.
- ▶ The adults they came in contact with during workshops and trips is what really "made a difference" in their lives.
- ▶ While youth were nearly unanimous in saying they had been treated with respect while in placement, most said that people who work with them need to listen to them more genuinely and openly. Several youth felt that they wouldn't have had multiple placements if their workers had listened to their wants and needs and taken them into consideration.
- ▶ Youth said it helped them when workers enabled them to look at their problems in a structured way and apply problem-solving steps in making decisions.
- ▶ Many youth said that parent(s) should be required to participate in some sort of treatment while the youth is in placement--otherwise the child may change but the parent(s) not change.

Graph M



Five-year Follow-up of FFY 1991 SELF Clients for Public Assistance Status

Sample III consists of 911 youth who participated in any part of the SELF Program during FFY 1991. These youth were followed-up longitudinally for public assistance status at three-month intervals following their service. Following a recommendation from the FFY 1992 SELF Program evaluation report, staff increased this sample from 315 to the entire population of 911 youth served that year. The increase in the number of clients tracked gives more reliable data on differences in demographic measures, services received, and outcomes according to race/ethnicity, area of residence, and other factors. Five years of data were gathered and analyzed.

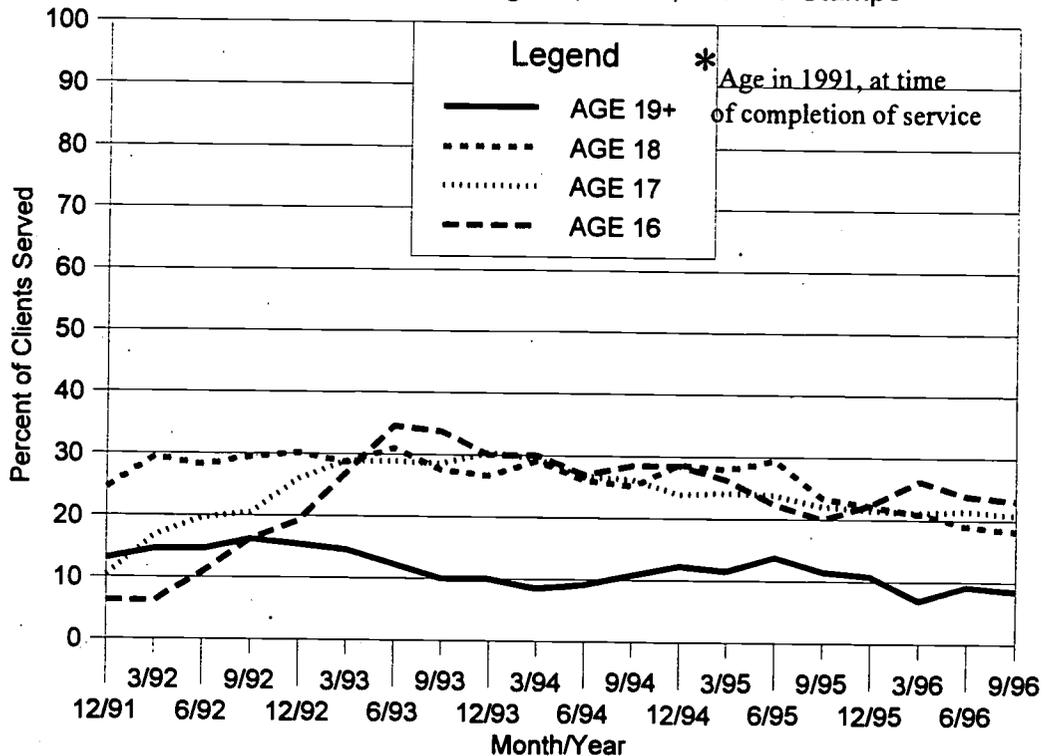
Graph M summarizes the use of public assistance by Sample III youth. This covers five years following provision to them of SELF Program services. The graph shows that use of General Assistance is low. It appears to peak between one and two years after provision of services, and then it declines toward zero. Use of AFDC (now "TANF", or "MFIP" in Minnesota), on the other hand, shows a small but steady increase as the young women who were served continue to enter the ages when childbearing is most prevalent. Even at its peak, however, the rate of use of AFDC among clients served by the SELF Program is about the same as the rate in the general population.

The use of Food Stamps by Sample III youth appears to peak between one and two years after provision of services. The use of Medical Assistance peaks about two years after service provision, and then begins a slow decline.

Graph N

Five Year Follow-up of 1991 Clients Served

Percent of Clients Receiving GA, AFDC, or Food Stamps

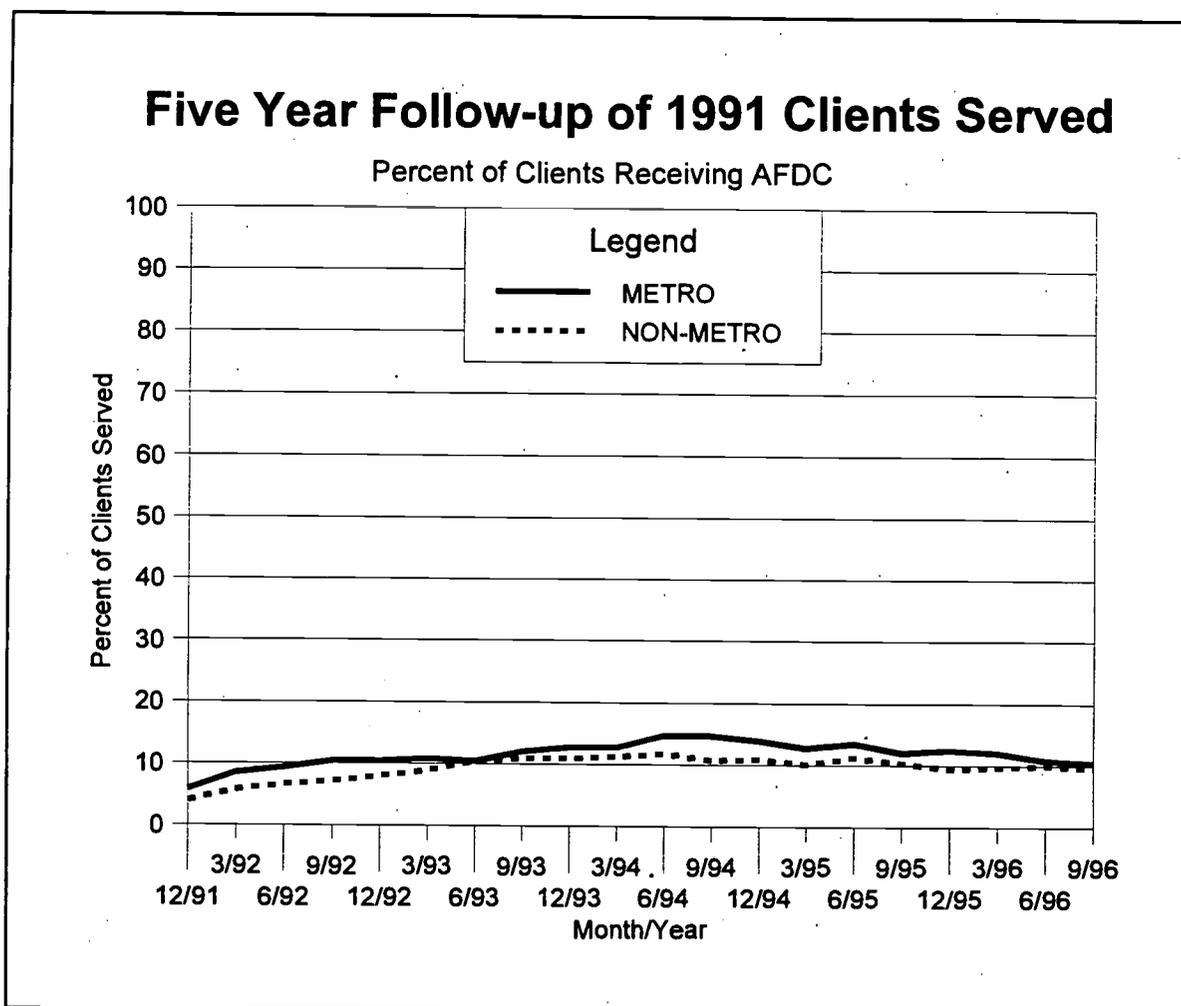


Graph N also is based on Sample III--all 911 youth served during FFY 1991. This graph displays two primary factors.

The first factor shown is that public assistance usage by clients served by the SELF Program appears to peak at age eighteen years, then stabilize (at least for a time). To observe this factor, begin by observing the line for youth age 18 in 1991. It starts in 12/91 at about 25%, then hovers between 25% and 30% for the following three and one-half years. Next, observe the line for youth age 17 in 1991. It starts at about 10%, reaches about 30% one year later (when those youth are about age 18), then hovers at that same level for the next two years. Next, observe the line for youth age 16 in 1991. Similarly, it peaks when those youths reach age 18 (about two years later), then stabilizes temporarily at about 30%.

The second factor shown on this graph is that youth who are age 19-21 at the time of SELF Program service provision differ significantly from the youth age 18 and under at the time of service provision. The older youth, generally not entitled to county social services, are less reliant than 18 year olds on public assistance both at completion of service and during the following five years.

Graph O



Graph O, based also on Sample III youth, summarizes AFDC (now "TANF" or "MFIP" in Minnesota) usage over the course of five years following SELF Program service provision. Use of AFDC is summarized separately for "metro" clients served (by Hennepin County and Ramsey County) and "non-metro" clients served (by all other counties in Minnesota). This graph shows that for SELF Program clients served, the stereotype of concentrated AFDC use in major metropolitan areas is inaccurate. AFDC use during the five years following SELF Program service provision is almost identical for youth from the major metropolitan area and for youth from all other areas of Minnesota.

SECTION VII.
RECOMMENDATIONS

Section VII. RECOMMENDATIONS

Based on the experience of county staff, information provided in year-end reports from counties and private agencies, and information received directly from youth, the following recommendations are made for change at: A) the federal level, and B) the state program level.

A. FEDERAL LEVEL RECOMMENDATIONS

1. Give Minnesota the option to expand Title IV-E-IL eligibility to serve any youth up to age 21 who is at risk of homelessness and welfare dependency.
2. Confine outcome reporting requirements to measures recorded and reported at time of client exit from service.
3. Ensure full participation of state independent living initiative research staff in development of nationally mandated outcome measures.

B. STATE LEVEL RECOMMENDATIONS

1. Develop a comprehensive plan to address the needs of adolescents in out of home care in Minnesota, with particular emphasis on any existing gaps or needs, and with particular attention to wards of the State.
2. Begin preliminary work on legislative proposals which would address any needs identified in the comprehensive plan.
3. Plan and implement a statewide youth leadership conference for "high risk" youth, with increased involvement of youth as planners and workshop presenters.
4. Develop strategies to increase coordination between community-based agencies serving adolescents.
5. Provide an intensive workshop for youth workers on group work techniques, advanced training for experienced workers, and a statewide conference for all youth workers.
6. Develop strategies to combine Minnesota's IV-E training funds with IV-E-IL funds in order to train foster and adoptive parents of older adolescents.
7. Develop strategies to address the continually changing diversity among clients eligible and served.

APPENDIX A.

SELF Data Collection and Evaluation Forms

SELF PROGRAM EVALUATION

YOU WILL GET \$50.00 IF YOU COMPLETE AND RETURN THIS QUESTIONNAIRE AND TWO MORE LIKE IT DURING THE NEXT YEAR!!! (Read the back of this page for more information.)

Recently, you were helped by a program called SELF (or "Independent Living Initiative") which is to prepare you and other young people for independent living. If you do not know what help you got from the SELF program, ask or call your county social worker first. Then please rate below the quality of help you got from the SELF program, and on the lines below explain what you liked or didn't like about the help.

- Excellent Very Good Okay Fair Poor

Would you be willing to talk with me later about how the SELF program may or may not have helped you?

- Yes No

In order to mail your money and the next questionnaire to you, we need to know your name and address and a phone if possible. They will be kept confidential and not reported to anyone.

Your Name:	Birthdate: ____/____/____	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	Phone Number (Include area code):
Street Address:			
City:	State:	ZIP Code:	

Someone who will know how to reach you if you move.

Name:	Phone Number (Include area code):
Street Address:	
City:	State: ZIP Code:

Another person who will know how to reach you if you move:

Name:	Phone Number (Include area code):
Street Address:	
City:	State: ZIP Code:

Current Work Status

- Employed full time
- Employed part time
- Student
- Homemaker
- Unemployed, looking for work
- Unemployed, not looking for work
- Other _____

School

- Graduated High School
- Dropped out of High School
- Completed GED
- Working on GED
- In Special Ed Program
- In Alternative High School
- In regular High School
- In College
- In VoTech
- Other _____

Race / Ethnicity

- Asian
- African American
- Hispanic
- American Indian
- White
- Other _____

Current Living Arrangement

- Foster home
- Group home
- Residential treatment
- Emergency shelter
- Correctional facility
- With birth parents
- With relatives
- Independent (room, apt, etc)
- Other _____

Please check any public assistance you currently receive:

- General Assistance (GA)
- Aid to Families with Dependent Children (AFDC)
- Medical Assistance (MA)
- Food stamps
- Other _____
- Currently I am not receiving any public assistance.

Mail this completed questionnaire to: 

Paul Wiener
Minnesota Department of Human Services
444 Lafayette Road
St. Paul, MN 55155-3832

Phone me at (612) 296-5983 if you have any questions.

We will send you a check for **\$5** after we receive this completed questionnaire. We will mail another questionnaire like this after three months to the address you gave us. We will send you a check for **\$15** when we get that second questionnaire from you. We will send you a third questionnaire after about one year. We will send you a check for **\$30** when we get that back from you. You do not have to complete the questionnaires and receive the checks. But for helping us improve our service, we hope this \$50 you can earn will add to your own success in independent living.

Sincerely,

APPENDIX B.

SELF Newsletters



SELF SUPPORT

Support for Emancipation and Living Functionally
November 1998

Technical Assistance Update from the Minnesota Department of Human Services, Adolescent Services, Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 (651) 296-4471

TRAINING FOR YOUTH WORKERS AND SOCIAL WORKERS GROUP WORK WITH ADOLESCENTS - - - TEACHING INDEPENDENT LIVING SKILLS



WILDER FOREST RETREAT CENTER
JANUARY 27-29, 1999



WORKSHOP OVERVIEW:

The focus of this workshop is to provide training on effective client recruitment and use of group work to prepare adolescents for independent living. Workshop participants will take home specific plans on how to organize an independent living skills program, secure the commitment of participating youth, provide fun and meaningful group learning experiences, and use existing community resources.

WHO SHOULD ATTEND:

- Workers designated as the County SELF Program Coordinator
- Workers hired by a County or private agency to provide independent living skills training
- Group home staff or other workers who provide direct services to youth in preparation for independent living
- New and experienced workers.

FACILITATOR: Claire Hill, DHS Program Advisor, SELF Program

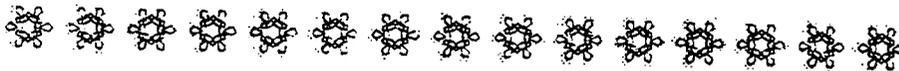
**REGISTRATION FORM IS ATTACHED - - LIMITED TO 20 PARTICIPANTS
REGISTRATION DEADLINE IS JANUARY 18TH**

There is a \$100 fee for the workshop. Counties and grantee agencies may use SELF funds to pay the registration fee.

Comments from previous years' participants include:

WHAT I LEARNED FROM THIS WORKSHOP:

- * *new activities and ideas for groups*
- * *a feeling of support from networking with other youth workers*
- * *the importance of enthusiasm*
- * *ideas on how to organize my groups and seminars*
- * *resources - - people, books, videos, games*
- * *how experiential learning can be used effectively, the importance and value of experiential learning*
- * *there are other people with the same questions and uncertainty*
- * *people have planned things that flopped and it was okay*
- * *to lead, not control - - to listen to others*
- * *how playing games can bring a group together*
- * *networking, new resources, lots of creative ideas and positive energy*
- * *good contacts for support, encouragement, and feedback*
- * *it was nice to hear from people who had already done this work and to gain knowledge from their experiences, successes and failures*



BEFORE YOU REGISTER

Many people attending this workshop have been surprised at its small number of participants, the insistence on full participation, the high activity level, and the unique way in which the training is carried out. Here is more information about what to expect before you decide to come:

Location: Wilder Forest is a secluded year round camp and conference center. Located near Marine on St. Croix, Wilder Forest consists of 1,124 acres of hardwood forest, lakes, meadow and farm land. Two-thirds of this area is set aside as a wildlife sanctuary. There are 12 miles of hiking and skiing trails. Bring cross country skis if you wish, or borrow them from Wilder Forest, and go "touring" during our late afternoon break. Wilder Forest is used by school groups, social welfare, cultural and other nonprofit organizations and public agencies.



Lodging: We will stay in the Sun Lodge, which has beautiful space for our training sessions, with fireplaces and windows facing the woods. Coffee, tea, juice, fruit, popcorn, etc. will be provided in our lodge between meals. If you drink pop, please bring your own, as pop is not available. There is a small refrigerator in the Sun Lodge. Please do not bring alcoholic beverages. Smoking is not allowed in buildings or on the hiking/ski trails at Wilder Forest. Sleeping rooms are designed to accommodate up to 6 persons in bunkbeds. Bathrooms are not connected to sleeping rooms, so you may want to bring a robe. Bedding, pillows, and towels are provided. Bring your own soap and shampoo.

Meals: Meals at Wilder are served in a building called the Commons, which is a short walk from the Sun Lodge. Meals are served "family style" which means we pass the food around, get all we can eat, and bus our tables when we are done. The food is wonderful!

Access to telephones: One telephone is located in the Sun Lodge, and there is a pay phone in the foyer of the Commons dining room. The main number for Wilder Forest is 433-5198. Wilder office staff deliver phone messages to us.

What to wear: Wear your most comfortable clothes, however, skirts or dresses are not recommended. We will spend an entire afternoon outside, no matter what the weather, so be sure to bring a hat, warm mittens, warm waterproof boots, heavy winter coat, long underwear, — whatever it takes to keep you warm.

Training methods: This workshop teaches participants by simulating the experience of becoming a member of a group. For example, we will learn each other's names, play games and initiatives which foster team-building and problem solving, listen to the experiences of others, make decisions as a group, process what is happening in our group, and say goodbye on a meaningful note. As we "act out" the phases of a group's development, we will also articulate how this relates to group work with adolescents, and will learn many activities and strategies to use with groups of youth.



Time Commitment: The expectation for this workshop is that you come on Wednesday morning and do not leave until Friday afternoon. This means participation in all activities including evening sessions Wednesday and Thursday, staying overnight Wednesday and Thursday night, and staying until after lunch on Friday. Because the training is designed to simulate the stages of group development, from a first session through a termination session, and registration is limited to 20 persons, only those able to stay and participate from beginning to end should register.

Directions to Wilder Forest

telephone 33-5198

to Forest Lake
and 35 E



to Hugo, 35 E,
and White Bear Lake

Directions to the Wilder Forest Village

(a 40 minute drive from St. Paul)

go east on Hwy. 36 to County Road 15
(Manning Avenue) and turn left

go north 7 miles on County Road 15 to
County Road 7 (Square Lake Trail) and
turn right

go east 2.35 miles on County Road 7 to
County Road 55 (Norell Avenue) and
turn left (Wilder Forest sign)

go north 1.75 miles on County Road 55 to
Oldfield Road and turn right (Wilder
Forest sign)

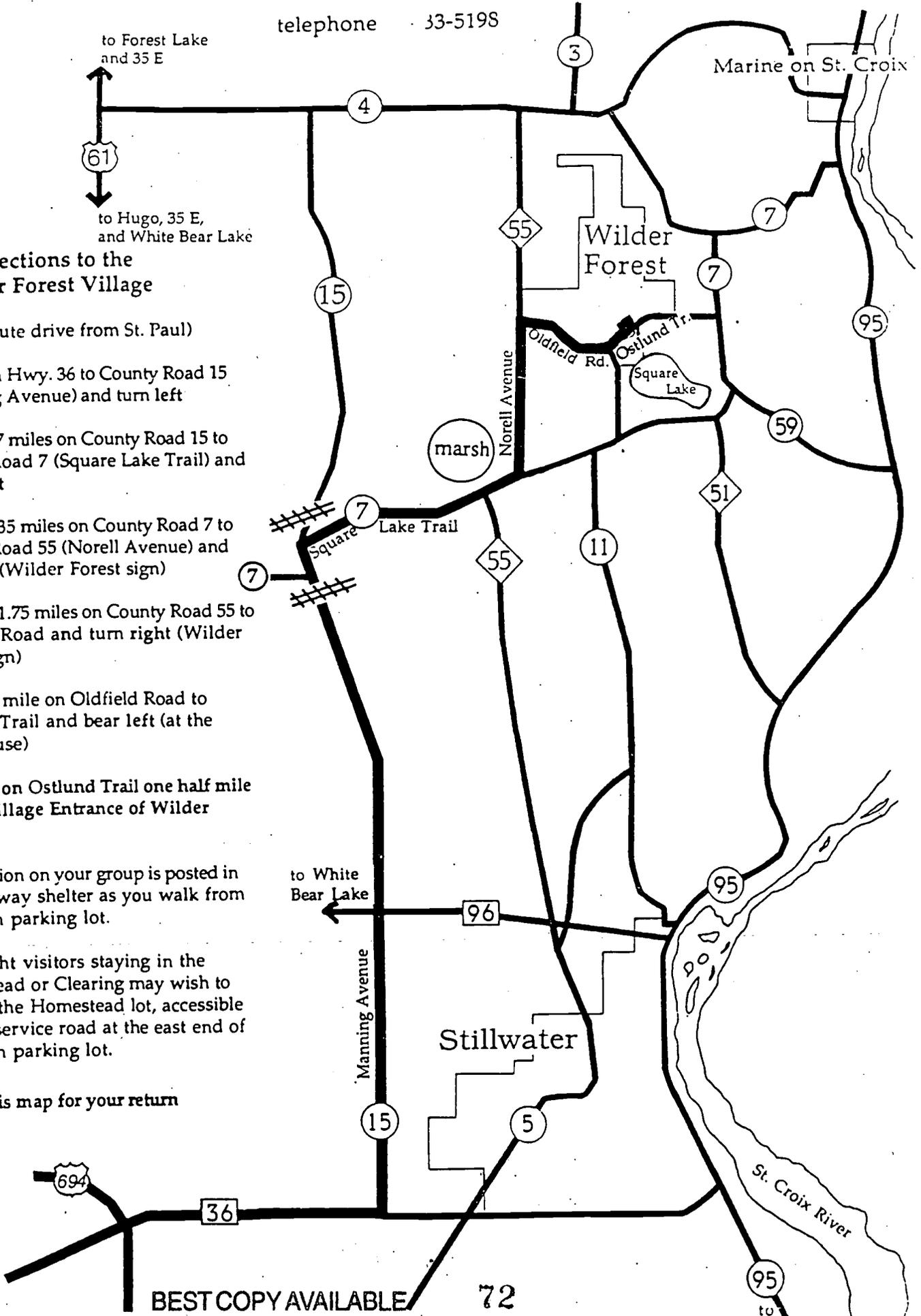
go east 1 mile on Oldfield Road to
Ostlund Trail and bear left (at the
brick house)

go north on Ostlund Trail one half mile
to the Village Entrance of Wilder
Forest

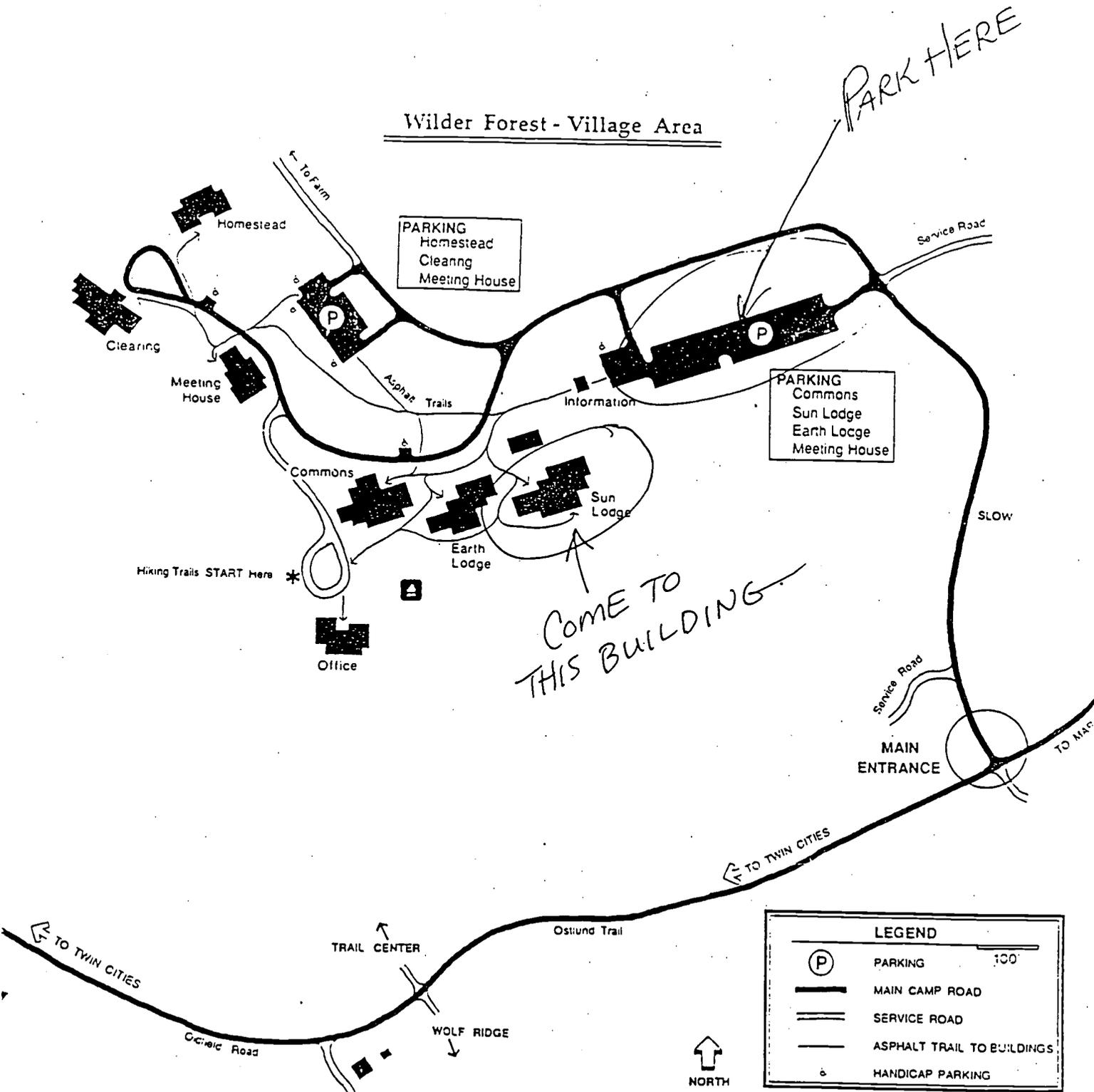
Information on your group is posted in
the gateway shelter as you walk from
the main parking lot.

Overnight visitors staying in the
Homestead or Clearing may wish to
park in the Homestead lot, accessible
via the service road at the east end of
the main parking lot.

Keep this map for your return



Wilder Forest - Village Area



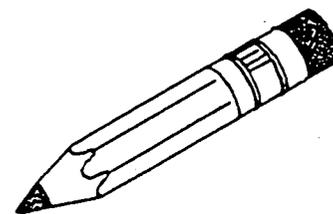
LEGEND	
(P)	PARKING 100'
—	MAIN CAMP ROAD
==	SERVICE ROAD
—	ASPHALT TRAIL TO BUILDINGS
o	HANDICAP PARKING



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REGISTRATION

WILDER FOREST RETREAT CENTER



GROUP WORK WITH ADOLESCENTS - - TEACHING INDEPENDENT LIVING SKILLS

JANUARY 27-29, 1999

NAME: _____ PHONE: _____

COUNTY OR AGENCY: _____

ADDRESS: _____

****PLEASE ATTACH \$100 CHECK OR VOUCHER TO THIS REGISTRATION FORM**

**RETURN TO: Claire Hill
Minnesota Department of Human Services
444 Lafayette Road
St. Paul, MN 55155 - 3832**

**Telephone: (651) 296-4471
Fax: (651) 297-1949**



INVITATION TO TRAINING FOR YOUTH WORKERS

Sponsored by Minnesota Department of Human Services
Claire Hill, Program Advisor for Adolescent Services

WHO SHOULD ATTEND: Social workers, probation officers, private agency staff, Rule 5 and 8 facility staff, and all others who work with older adolescents are invited to attend.

WHEN: May 13th and 14th, 1999. We will begin promptly at 10AM on the 13th. In the evening there will be entertainment from 7 to 8:30 PM. On the 14th we will end with lunch.

WHERE: Riverwood Conference Center, Monticello, MN

COST: \$100 per person. This fee includes all meals and lodging at Riverwood on 5/13.

WORKSHOP OVERVIEW: The workshop is intended for experienced youth workers, with an emphasis on advanced group work skills. A variety of presentations will provide new ideas and experiential activities in the area of teaching youth social skills and leadership skills. The workshop will be fun and active. Evening entertainment will be either a theater or dance group.

RESERVATIONS: A registration form is attached. Make your reservations as soon as possible! The workshop will be limited to 25 participants. All rooms are double occupancy. You will be assigned a roommate unless you request one on the registration form. Your registration will be confirmed by a letter from the Department of Human Services. **Please notify Claire Hill if a registration needs to be canceled!**

If you are driving from a long distance, you may stay at Riverwood at your own expense on May 12th, the evening before the training begins. Reservations can be made by calling Riverwood at (612) 441-6833.

Riverwood is a beautiful and relaxing retreat center, 45 minutes north of Minneapolis/St. Paul, just a few miles off I-94. Please dress casually (skirts and dresses are not recommended), and bring swimwear for the pool, hot tub, and sauna. There are also walking trails and tennis courts.

If you have any questions, please call Claire Hill at (651) 296-4471.

REGISTRATION FORM IS ATTACHED. REGISTRATION DEADLINE IS MAY 6th.

WORKSHOP AGENDA -- MAY 13-14, 1999

RIVERWOOD CONFERENCE CENTER -- VALLEY RIDGE ROOM



Thursday, May 13

- 10:00 - 11:00 AM Introductions and Warm-ups
- 11:00AM - Noon Group discussion of successes and struggles
- Noon - 1:00 PM Lunch in the Chateau Restaurant
- 1:00 - 4:30 PM Experienced youth workers present approaches to teaching youth healthy social skills
- 4:30 - 6:00 PM Free Time
- 6:00 - 7:00 PM Dinner in the Chateau Restaurant
- 7:00 - 8:30 PM CLIMB Theater Performance, *or*
Bah'i Youth Workshop Dance Performance, *or*
Pillsbury House "Breaking Ice" Theater Group

Friday, May 14

- 8:00 - 9:00 AM Breakfast in the Chateau Restaurant
- 9:00 AM to Noon Maze of Life (a group game/simulation), by Crossing Bridges trainers
- Closing group exercise
- Noon Lunch and on your way

**REGISTRATION FOR YOUTH WORKER TRAINING
RIVERWOOD CONFERENCE CENTER -- MAY 13-14, 1999**

Name: _____ Phone: _____ Sex: M ___ F ___

Agency: _____ Position: _____

Address: _____

I request a vegetarian option at mealtimes _____

Other special accommodations required _____

Requested roommate: _____

(if no roommate is requested, one will be assigned)

Make \$100 registration fee payable to Minnesota Department of Human Services and send it to the attention of Claire Hill.

Return this form, and conference fee, no later than May 6th, 1999, to:

*Claire Hill, Program Advisor
Minnesota Department of Human Services
444 Lafayette Road
St. Paul, MN 55155-3832
Phone: (651) 296-4471
FAX: (651) 297-1949*



SELF SUPPORT

Support for Emancipation and Living Functionally

Technical Assistance Update from the Minnesota Department of Human Services, Adolescent Services, Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 (651) 296-4471



UPDATE

As many of you know, a huge amount of energy and time was spent here at DHS this summer and fall preparing for the 1999 session of the State Legislature. Now there is a brief lull while we wait for information on the new state budget to be submitted by Governor Jesse Ventura.

The 3rd annual Tomorrow's Leaders Today Conference took place at the University of Minnesota, Duluth on August 19-21. It was a huge success, well attended by enthusiastic youth and youth workers. If you are wondering what this conference is all about, call Claire Hill at (651) 296-4471 to check out a video we produced at the conference. The next Tomorrow's Leaders Today conference will be scheduled in July or August of 1999, and will again be held at the University of Minnesota, Duluth.

The statewide Youth In Transition Conference for youth workers and social workers was held at Mt. Olivet Retreat Center October 27-29th. Workshop presenters did a fantastic job of keeping participants active, involved, and interested. Everyone seemed to have a lot of fun.

A 2 ½ day workshop is scheduled at Wilder Forest on January 27-29, 1999, entitled

"Groupwork with Adolescents -- Teaching Independent Living Skills". It will be facilitated by Claire Hill, DHS Program Advisor. To request workshop information and registration materials, call Claire at (651) 296-4471.

The year-end report to the U.S. Dept. Of Health and Human Services (source of SELF funds) is in the process of completion. It contains a detailed description of Minnesota's SELF programming, presents demographic data on youth served, and includes an evaluation of outcomes for youth served by SELF. Please call Claire Hill if you would like a copy of the report.

A reminder to counties -- the Request for Release of Allocation (1999 SELF funds) was due November 15th. Also, the SELF Final Report for 1998 is due on January 15th, 1999. 1999 SELF funds will not be released until this report is received.

Supplemental Allocations will be available in 1999. A Bulletin will be sent to all counties in January, 1999, with an application page attached. The maximum amount a county can request is \$7,000. Supplemental Allocations can only be used for direct services to youth (i.e. teaching of independent living skills). Either county staff or contracted staff can carry out the program activities.

All of the SELF funded private agency programs were visited during the fall, and their contracts are in the process of renewal. These programs are exceptional, carried out by skillful and dedicated youthworkers who make a real difference in kids' lives. Thanks to all of you!!



THE IMPORTANCE OF EMOTIONAL AND SOCIAL SKILLS

by Daniel Goleman, Ph.D., author of Emotional Intelligence: Why It Can Matter More than I.Q.

Over the last decade or so "wars" have been proclaimed, in turn on teen pregnancy, dropping out, drugs, and most recently, violence. The trouble with such campaigns is that they come too late, after the targeted problem has reached epidemic proportions and taken firm root in the lives of the young. They are crisis intervention, the equivalent of solving a problem by sending an ambulance to the rescue rather than giving an inoculation that would ward off the disease in the first place. Instead of more such "wars," what we need to follow the logic of prevention, offering our children the skills for facing life that will increase their chances of avoiding any and all of the above fates.

To focus on emotional and social deficits is not to deny the role of other risk factors such as growing up in a fragmented, abusive or chaotic family, or in an

impoverished, crime and drug ridden neighborhood. Poverty itself delivers emotional blows to children. Poorer children at age five are already more fearful, anxious and sad than their better-off peers. They have more behavior problems, such as throwing frequent tantrums and destroying things, a trend that continues through the teen years. Poverty corrodes family life too: In poor families there tend to be fewer expressions of parental warmth, more depression in mothers (who are often single and jobless) and a greater reliance on harsh punishments such as yelling, hitting and physical threats.

Some have a core of resilience

But there is a role that emotional competence plays over and above family and economic forces -- it may be decisive in determining the extent to which any given child or teenager is undone by these hardships or finds a core of resilience to survive them. Long-term studies of hundreds of children brought up in poverty, in abusive families or by a parent with severe mental illness show that those who are resilient even in the face of the most grinding hardships tend to share key emotional skills. These include a winning sociability that draws people to them, self-confidence, an optimistic persistence in the face of failure and frustration, the ability to recover quickly from upsets and an easygoing nature.

But the vast majority of children who face such difficulties are without these advantages. Of course, many of these skills are innate, the luck of genes -- but even qualities of temperament can change for the better. The optimal approach would be, wherever possible, to prevent these problems in the first place. Sociologist Ronald Kessler, Ph.D. says, "We need to

intervene early in life. Take a young girl who has a social phobia in the sixth grade, and starts drinking in junior high school to handle her social anxieties. By her late 20s, she's still fearful, has become both an alcohol and drug abuser and is depressed because her life is so messed up. The question is, what could we have done early in her life to have headed off the whole downward spiral?"

The same holds, of course, for dropping out or violence, or most of the litany of perils young people face today. Educational programs to prevent one or another specific problem such as drug use and violence have proliferated wildly in the last decade or so, creating a mini-industry within the education marketplace. But many of them -- including many of the most slickly marketed and most widely used -- have proven to be ineffective. A few, to the chagrin of educators, have even seemed to increase the likelihood of the problems they were meant to head off, particularly drug abuse and teen sex.

Information is not enough

An instructive case in point is sexual abuse of children. While estimates vary widely, most experts agree that between 20 and 30 percent of girls and about half that number of boys are victims of some form of sexual abuse by age 17 (the figures rise or fall depending on how sexual abuse is defined, among other factors). There is no single profile of a child who is particularly vulnerable to sexual abuse, but most feel unprotected, unable to resist on their own and isolated by what has happened to them.

With these risks in mind, many schools have begun to offer programs to prevent sexual abuse. Most such programs are tightly focused on basic information about sexual abuse -- teaching kids, for

example, to know the difference between "good" and "bad" touching, alerting them to various dangers and encouraging them to tell an adult if anything untoward happens to them. But a national survey of 2,000 children found that this basic training was little better than nothing -- or actually worse than nothing -- in helping children do something to prevent being victimized, whether by a school bully or a potential child molester. Worse, the children who had received only such basic training and who had subsequently become victims of sexual assault were actually *half* as likely to report it afterward than were children who had no program at all.

In contrast, children given more comprehensive training -- including related emotional and social competencies -- were better able to protect themselves against being victimized: they were far more likely to demand to be left alone, to yell or fight back, to threaten to tell and to actually tell if something bad did happen to them. This last benefit -- reporting the abuse -- is preventive in a telling sense: Many child molesters victimize hundreds of children.

Those children who received the more comprehensive programs were three times more likely than those in the minimal programs to report abuse. What worked so well? These programs were not one-shot situations, but were given at different levels several times over the course of the child's school career, as part of health or sex education. They enlisted parents to deliver the message to the child along with what was taught in school (children whose parents did this were the very best at resisting threats of sexual abuse).

Beyond that, social and emotional competencies made the difference. It is not enough for a child simply to know about "good" and "bad" touching; children need the self-awareness to know when a situation

feels wrong or distressing long before the touching begins. This requires not just self-awareness, but also enough self confidence and assertiveness to trust and act on those feelings of distress, even in the face of an adult who may be trying to reassure her that "it's OK." And then a child needs a repertoire of ways to disrupt what is about to happen -- everything from running away to threatening to tell. For these reasons, *the better programs teach children to stand up for what they want, to assert their rights rather than be passive, to know what their boundaries are and to defend them.*

The most effective programs, then, supplement basic sexual-abuse information with essential emotional and social skills. These programs teach children to find ways to solve interpersonal conflicts more positively, to have more confidence, not to blame themselves if something happens and to feel they have a network of support in teachers and parents whom they can turn to. If something bad does happen to these children, such programs make it so they are far more likely to tell.



KEY INGREDIENTS OF EFFECTIVE PREVENTION PROGRAMS

Emotional Skills:

- * Identifying and labeling feelings
- * Expressing feelings
- * Assessing the intensity of feelings
- * Managing feelings

- * Delaying gratification
- * Controlling impulses
- * Reducing stress
- * Knowing the difference between feelings and actions

Behavioral Skills:

- * Non-verbal -- communicating through eye contact, facial expressiveness, tone of voice, gestures, etc.
- * Verbal -- making clear requests, responding effectively to criticism, resisting negative influences, listening to others, helping others, participating in positive peer groups



SUGGESTIONS FOR PERSONS WHO WORK WITH GAY YOUTH AND YOUNG ADULTS

by Parents & Friends of Lesbians and Gays

1. *Don't be surprised when someone "comes out" to you.* They have tested you with a series of "trial balloons" over a period of time. Based on your previous responses they have decided that you can be trusted and helpful.

2. *Respect confidentiality.* If a gay or lesbian share with you about his or her sexual orientation, you have a sacred trust that must be respected. The terror of homosexual youth is profound. A breach of

this confidence has led some to suicide.

3. *Be informed.* Most of us are the products of a homophobic society paralyzed by misinformation and fear. You can't be free of it just by deciding to read reliable resources and talk to qualified persons.

4. *Examine your own biases.* Don't attempt to help others if you yourself need help. Don't add to the burden of a struggling and already over-burdened teenager by laying your problems and uncertainties on his or her shoulders.

5. *Know when and where to seek help.* Know the referral agencies and counselors in your area. Bay hot lines can provide you with professional persons and organizations that are qualified to help. Tell them who you are and what kind of assistance you need; they'll be helpful and fair.

6. *Maintain a balanced perspective.* Sexual thoughts and feelings are only a small (but important) part of a person's personality. Gay people are no more obsessed with sex than you are.

7. *Understand the meaning of "sexual orientation".* Each person's sexual orientation is what is natural to that person. It is not a matter of sexual "preference" which implies that a person has a choice. People don't choose to be homosexual; they are.

8. *Deal with feelings first.* Most gay and lesbian teenagers feel alone, afraid and guilty. You can assist by listening, thus allowing them to unburden feelings and thoughts that are often in conflict.

9. *Anticipate some confusion.* Most gay and lesbian high school students are sure of their

sexual orientation by the time they finish 8th grade. However, some youth will be confused and unsure. They have to work through their own feelings and insights; you can't talk them in or out of being homosexual.

10. *Help but don't force.* If you're not gay, you can't begin to understand the ramifications of what it means to be different in this manner. Clues for how you can help will come from the young person. Don't force him or her into your frame of reference to make it easier for you to understand.

11. *Be supportive.* Explain that many people have struggled with this issue in the past. Admit that dealing with one's sexuality is difficult. It defies easy and fast answers, whether homosexual or heterosexual. Keep the door open for further conversations and assistance.

12. *Don't try to guess who's gay.* Undoubtedly you'll be wrong more often than not. We live in a world of stereotypes that do people an injustice; don't be guilty of perpetuating old myths.

13. *Challenge bigoted remarks and jokes.* Do not perpetuate injustice through silence against gay persons.

BEST COPY AVAILABLE

LOOK AT ME

“Look at me, I am poor and naked, but I am the chief of the nation. We do not want riches but we do want to train our children right. Riches would do us no good. We could not take them with us to the other world. We do not want riches, we want peace and love.”

Red Cloud *Mahpiua Luta*
OGLALA SIOUX *Lakota*

Red Cloud, principal chief of the Oglala Sioux, was born in 1822. Red Cloud was both a shrewd negotiator and a master of guerrilla warfare. He refused to attend treaty talks at Fort Laramie until the army abandoned its forts on tribal lands along the Powder River.

8387 COPY AVAILABLE



SELF SUPPORT

Support for Emancipation and Living Functionally

Technical Assistance Update from the Minnesota Department of Human Services, Adolescent Services, Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 (651) 296-4471

A MESSAGE TO YOUTHWORKERS

Go to the people.

Live among them.

Learn from them.

Love them.

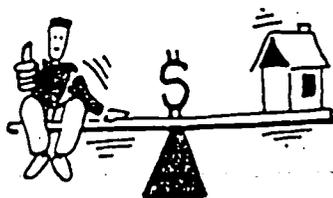
Start with what they know,

Build on what they have:

But of the best leaders
when their task is done,
the people will remark,

“We have done it ourselves.”

(This was sent in by Mary Kapferer, who says it makes her think of the spirit of the SELF Program. Thank you Mary!)



BILLS SUPPORT TRANSITIONAL HOUSING AND SERVICES FOR YOUTH

The Minnesota Coalition for the Homeless and a statewide group of non-profit organizations serving homeless youth are proposing legislation for housing and

services for homeless youth. This includes youth who are leaving foster care, juvenile correctional facilities, or unstable families.

Bill numbers are House File 218 and Senate File 281.

The bills request that \$2 million be appropriated to the Department of Human Services to make grants to agencies serving homeless youth or youth at risk of homelessness, ages 16 to 21.

Prospective agencies would respond to a Request for Proposals. Grant funds could be used for outreach, drop-in centers, shelters or safe houses for homeless youth, transitional housing programs, rent subsidies, independent living skills training, and individual case management. Grants would not be available for the purchase or rehabilitation of buildings.

Additional bills, House File 646 and Senate File 336, request that \$1.45 million be appropriated to the Department of Economic Security to expand funding for youth intervention programs. Funding would be used to expand existing programs to serve unmet needs or to create new programs in underserved areas of the state. The Minnesota Youth Intervention Programs Association (YIPA) would provide training and technical assistance to community-based grantees.

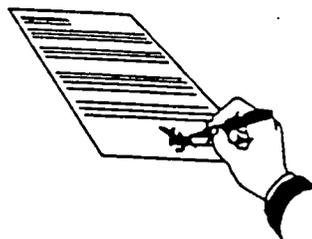
SENATORS SUPPORT HEALTH BILL FOR TEENS

According to the February 23, 1999, St. Paul Pioneer Press, State Senators Sheila Kiscaden, R-Rochester, and Senator Deanna Wiener, DFL-Eagan, are backing a bill that would offer \$15 million in annual grants to counties willing to tackle such issues as teen suicide, sexually transmitted diseases, eating disorders and alcohol and drug use. The funds would come from Minnesota's settlement with the tobacco companies.

The bill is expected to be introduced later this week. It is already supported by 35 of the Senate's 67 members. The proposal is also supported by the Minnesota Children's Defense Fund, the state chapter of the American Academy of Pediatricians, the League of Women Voters, and several other state health organizations.

The grants would be administered by the state Health Department. Programs that receive grants would likely focus on early intervention with teens, rather than crisis response or general education, such as wellness programs now offered in many schools. Grants could be used for abstinence-based sex education programs, but not for contraceptive clinics.

Funds would come from Minnesota's tobacco settlement. A prevention trust fund would be set up and divide an estimated \$30 million in annual interest between smoking related programs and adolescent health programs.



THE GOVERNOR'S BUDGET

The Governor's budget can be viewed on the Worldwide Web at:
<http://www.finance.state.mn.us>.

There is nothing specific in the Governor's budget for adolescents, but one of the Governor's aims in the area of human services is to encourage self-sufficiency. To this end, the Governor proposes that tobacco settlement payments be invested in new endowment funds, in order to turn a one-time windfall into a continuing and growing stream of revenues to support activities that will benefit all Minnesotans and reduce future costs to taxpayers. The funds will be divided into three separate endowments and will establish one new foundation, with each spending only a portion of the investment income generated each year, so that the funds will be available in perpetuity.

The new foundation may very well be pertinent to older adolescents as they transition into adulthood. It is called the Minnesota Families Foundation, budgeted at \$600 million. This non-profit foundation is intended to finance activities that help individuals and families become self-sufficient, thereby reducing dependency on government programs. The foundation will be established outside of state government. The proposal includes a provision to sunset the foundation and return the funds to the state after ten years. Protecting the

principal. the foundation will spend only a portion of its earnings to:

- Support activities that are flexible, innovative, and which close the gap between dependence on government and independence from government programs.
- Support working families and individual's efforts to remain self-sufficient by building assets that promote family stability.
- Ensure that important public sector efforts to encourage self-sufficiency, like MFIP, have every opportunity to succeed, by removing obstacles or addressing unmet needs.

In the area of Juvenile Corrections, the Governor's budget includes \$5.6 million in new funding for programs at the Red Wing and Sauk Centre facilities and for aftercare services when youth leave those facilities. More than half of this funding would be recovered from counties that must pay for a portion of these services.



LEGISLATIVE REFERENCE INFORMATION AVAILABLE

The Minnesota Legislative website address is www.leg.state.mn.us. The website has information including bill text, updated committee schedules, legislative information, and other links to Capitol information.

During the Session, the House and Senate produce weekly publications free of charge updating activities at the Capitol. The Session Weekly is a publication of the House of Representatives Public Information Office. To subscribe, call (651) 296-2146. The Senate Briefly is a similar publication produced by the Senate Information Office. To subscribe, call (651) 296-0259.



PROGRAM GIVES YOUTH CITIZENSHIP TOOLS

(The University of Minnesota Humphrey Institute includes a Center for Democracy and Citizenship. One of its programs is called Public Achievement. This article is reprinted from an article by Caryn Mohr in the publication Humphrey Institute News, Winter 1999.)

As principal of St. Bernard's School in St. Paul, Dennis Donovan saw the need for change. Too often talented young people struggle because the school system is unable to teach them in an engaging, respectful way, he says. "I got tired of seeing kids become hopeless, of teachers blaming parents, and of parents blaming teachers."

When Donovan learned of the Center for Democracy and Citizenship's Public Achievement program eight years ago, he embraced it as a tool for changing the whole educational system. St. Bernard's became the pilot site for the program, which pairs adult coaches with groups of young people

to earn practical political experience and learn skills needed for public work.

The program now meets at fifteen sites in the Twin Cities and one in Mankato. "Public Achievement is a vehicle," Donovan says. "Its mission is to have citizens of all ages see themselves as productive people who can make a difference if they're focused and organized." Participants work on issues important to them. Projects have included everything from changing school uniforms to preventing teen pregnancy to banning land mines. Students learn skills such as how to write letters and make presentations, as well as more traditional school subjects like spelling.

In April, 67 teens and elementary students, teachers, and staff from the Center for Democracy and Citizenship attended a "Teen Forum on Teen Pregnancy" at the Humphrey Institute. The forum brought together people from the 8 Public Achievement teams that had been working on the issue. Participants compared notes, listened to a panel of teen moms from North High School in Minneapolis, and developed strategies for reducing teen pregnancies. "This question is about our lives, and our futures," said one participant. "We're taking our futures into our own hands through this work."

Also in April, St. Bernard's Public Achievement team organized a peace event called the "North End Peace March." The group stopped at several sites in St. Paul's North Rice Street area where violent incidents have occurred. Marchers carried a "peace pole" and sang songs. More than 250 people marched, and the event was covered by the Twin Cities *Star Tribune* and KARE-TV in Minneapolis.

Reinvigorating citizenship requires recognizing that people of all ages have important contributions to make to society, according to Nan Skelton, associate director of the Center for Democracy and Citizenship. She points out that it's not just adult citizens who suffer from the current cult of expertise.

"Ability and capacity are defined by age, or limited by age," she says. "What we're learning is that age doesn't have anything to do with whether or not we can contribute. Citizens of any age can make meaningful contributions to the way we think about the policies that need to go forward in this country."

"To tell a person they can't practice being a citizen until they're age 25 or until they have their degrees implies what they have to offer is not valued by this country. This contributes greatly to the fact that we've lost the art, the capacity, the craft, the skill of being able to be effective citizens," Skelton said. "It's critical that we learn how to engage children and young people actively."

At St. Bernard's, viewing students as active citizens has encouraged teachers to solve problems with rather than for students. Donovan says. "The environment is open to young people solving problems with adults." When a kindergarten class noticed the playground didn't have enough garbage cans, their teacher helped students develop a strategy that included writing a letter to the principal requesting a meeting to solve the problem.

Humphrey Institute student Nicholas Longo is a Public Achievement coach at St. Bernard's and at Humboldt High School in St. Paul. Longo's St. Bernard's group focused on the issue of banning land mines

and organized a school visit by the "ban bus," which travels across the country to educate people about the dangers of these weapons. "The choice of this issue is a remarkable example of how young people, when given the space, can be active citizens not only in their local communities but also in the international community," Longo says. "For me, Public Achievement isn't just a vehicle for changing education, it's a process that transforms individuals into active citizens," Donovan says. "Education is about giving kids tools on their tool belt. Public Achievement is the citizenship tool."

1999-2000 LEGISLATIVE COMMITTEE ASSIGNMENTS

Senate Health and Family Security Committee

Chair: Senator John Hottinger
(DFL-Mankato)*

Vice Chair: Senator Becky Lourey
(DFL-Kerrick)*

Ranking
Minority Member: Senator Sheila Kiscaden
(R-Rochester)*

Other members: Senator Linda Berglin
(DFL-Minneapolis)*
Senator Don Betzold (DFL-Fridley)
Senator Steve Dille (R-Dassel)
Senator Michelle Fischbach
(R-Paynesville)*
Senator Leo Foley (DFL-Anoka)*
Senator Steve Morse (DFL-Dakota)
Senator Pat Piper (DFL-Austin)*
Senator Martha Robertson
(R-Minnetonka)
Senator Dallas Sams (DFL-Staples)*
Senator Don Samuelson
(DFL-Brainerd)*
Senator Sam Solon (DFL-Duluth)*
Senator Dan Stevens (R-Mora)*
Senator David Ten Eyck
(DFL-East Gull Lake)
Senator Roy Terwilliger (R-Edina)*

House Health and Human Services Committee:

Chair: Representative Fran Bradley
(R-Rochester)*

Vice Chair: Representative Lynda Boudreau
(R-Fairbault)*

Lead Democrat: Representative Tom Huntley
(DFL-Duluth)*

Other Members: Representative Jim Abeler (R-Anoka)
Representative John Dorn
(DFL-Mankato)
Representative Kevin Goodno
(R-Moorhead)*
Representative Lee Greenfield
(DFL-Minneapolis)*
Representative Bill Haas (R-Champlin)
Representative Larry Howes
(R-Hackensack)
Representative Loren Jennings
(DFL-Harris)
Representative Luanne Koskinen
(DFL-Coon Rapids)*
Representative Darlene Luther
(DFL-Brooklyn Park)
Representative Carlos Mariani
(DFL-St. Paul)
Representative Betty McCollum
(DFL-North St. Paul)
Representative Dick Mulder
(R-Ivanhoe)*
Representative Bud Nornes
(R-Fergus Falls)
Representative Mark Olson
(R-Big Lake)
Representative Mary Ellen Otremba
(DFL-Long Prairie)*
Representative Jim Seifert
(R-Woodbury)*
Representative Kathy Tingelstad
(R-Andover)
Representative Linda Wejzman
(DFL-Minneapolis)
Representative Tim Wilkin (R-Eagan)*

**Also members of Finance Division with Representative Kevin Goodno as Chair.*



SELF SUPPORT

Support for Emancipation and Living Functionally
September 1999

Technical Assistance Update from the Minnesota Department of Human Services, Adolescent Services, Human Services Building, 444 Lafayette Road, St. Paul, Minnesota 55155-3832 (651) 296-4471

Please

STATEWIDE SELF CONFERENCE

YOUTH IN TRANSITION

Join Us

For Professionals working with youth 16 to 21, who are:

Aging out of Substitute Care
Homeless and Runaway
Teen parents



OCTOBER 28-29, 1999
Mount Olivet Retreat Center
Farmington, Minnesota



Social workers, probation officers, private youth service agency staff, Rule 5 & 8 facility staff, and all others who work with older adolescents are invited to attend the conference. A wide variety of workshops and presentations will address youth who must prepare for independent living -- teen parents, homeless youth, and youth who are aging out of substitute care.

Participants at the YOUTH IN TRANSITION CONFERENCE can expect to:

- **Develop hands-on, practical skills**
- **More effectively serve a racially and culturally diverse youth population**
- **Learn to advocate for youth and youth service programs**
- **Network with other workers engaged in common goals**

CONFERENCE TIME/DATE

The Youth In Transition Conference will begin at 9:30 AM on Thursday, October 28th and end with lunch on Friday, October 29th.

RESERVATIONS

MAKE YOUR RESERVATIONS AS SOON AS POSSIBLE!!! Reservations will NOT be accepted without a check made payable to: DHS - SELF Program - #183.

Registration is limited to 150 persons.

Conference fees may be taken from your county's SELF allocation. Conference fees cover registration, all meals, and lodging. Do not register for a room or meals unless you plan to use them. If you are driving from a long distance, you have the option to come the evening of October 27th and stay overnight at Mount Olivet Retreat Center. All rooms are either double occupancy or dormitory style. You will be assigned a roommate unless you request one on the registration form. There are a limited number of beds available at Mount Olivet Retreat Center. If you register after these beds are filled, you will need to make a hotel reservation and it will be an additional cost for you. Hotels close to Mount Olivet Retreat Center include:

Motel 6 -- 1-800-466-8356 -- Intersection of I-35 and Cty. Rd. 70

Lakeville Super 8 -- 1-800-800-8000 -- Intersection of I-35 and Cty. Rd. 70

AmericInn -- 1-800-634-3444 -- Intersection of I-35 and Hwy. 50

Comfort Inn -- 1-800-228-5150 -- Intersection of I-35 and Hwy. 50

Your registration will be confirmed by a letter from SELF staff. **PLEASE NOTIFY US IF A RESERVATION NEEDS TO BE CANCELED!**

Please dress casually, and bring swimwear for the pool, sauna, and hot tub if you wish.

CONTINUING EDUCATION CREDITS

The Minnesota Department of Human Services, Family & Children's Services Division has approved the conference for continuing education in child protection. Participants will receive a certificate of attendance for use in reporting to professional organizations.

**** CONFERENCE REGISTRATION FORM ON BACK PAGE ****

RESERVATIONS MUST BE IN BY OCTOBER 20, 1999



1999 YOUTH IN TRANSITION CONFERENCE AGENDA

THURSDAY, OCTOBER 28, 1999

8:30 A.M. CHECK IN AND COFFEE

9:30 A.M. OPENING SESSION -- TRILLIUM

WELCOME

YOUTH LEADERSHIP CONFERENCE HIGHLIGHTS

Highlights from the summer of 1999 fourth annual "Tomorrow's Leaders Today" youth empowerment conference. It was an uplifting experience for youth and adults alike.

MICHAEL WILLIAMS -- CALLING ALL HEARTS

11:30 A.M. BREAK

12:00 P.M. LUNCH -- TRILLIUM

1:00 P.M. 1ST SECTION OF WORKSHOPS

WINNING BACK THE HEARTS OF YOUTH -- SHOWY ORCHIS

Michael Williams, Positive State University, Burnsville

HELP! WITH WHAT'S NOT WORKING -- WHITE TROUT LILY

Discussion facilitated by experienced youth workers

THEATER TECHNIQUES - A TOOL FOR TEACHING SOCIAL SKILLS

-- COLUMBINE

CLIMB Theatre, Inver Grove Heights

WHAT'S UP WITH THE SELF PROGRAM -- WILD GERANIUM

Claire Hill, Program Advisor, MN Department of Human Services

2:30 P.M. BREAK

3:00 P.M. 2ND SECTION OF WORKSHOPS

FIND POSITIVE COMMUNITY CONNECTIONS FOR YOUTH
-- WHITE TROUT LILY

Discussion facilitated by experienced youth worker

THEATER TECHNIQUES - A TOOL FOR TEACHING SOCIAL SKILLS
-- COLUMBINE

CLIMB Theatre, Inver Grove Heights

YOUTH AND HOUSING -- THEIR RIGHTS -- WILD GERANIUM
St. Paul Tenants' Union

KEEP 'EM COMING - ENGAGE AND RETAIN YOUTH INVOLVEMENT
-- SHOWY ORCHIS

Angie Gislason, Dakota County SELF Coordinator

4:30 P.M. BREAK

6:00 P.M. DINNER -- TRILLIUM

7:00 P.M. JULIA ULEBERG -- SINGER AND STORYTELLER -- SHOWY ORCHIS

FRIDAY, OCTOBER 29, 1999

8:00 A.M. BREAKFAST -- TRILLIUM

9:00 A.M. 3RD SECTION OF WORKSHOPS

TURN HURTS INTO HALOS - MOTIVATING YOUTH -- SHOWY ORCHIS
Dianne Binns, Hennepin County Probation Officer

USING ART WITH YOUTH - A KEY TO DISCOVERY -- WHITE TROUT LILY
Presenter to be arranged

MARKET AND PROMOTE YOUR PROGRAM -- WILD GERANIUM
David Wilmes, St. Paul Youth Services

SUCCESS STORIES -- WORKING WITH SED AND VIOLENT YOUTH IN THEIR
COMMUNITIES -- COLUMBINE

Joan Kinden, Rice County Corrections

Leslie Yunker, Dakota County Corrections

10:30 A.M. BREAK

11:00 A.M. 4TH SECTION OF WORKSHOPS

**WHAT'S YOUR STORY – BUILDING AUTHENTIC RELATIONSHIPS WITH
YOUTH WHO ARE CULTURALLY DIFFERENT – SHOWY ORCHIS**
Dianne Binns, Hennepin County Probation Officer

**INTERACTIVE WAYS TO TEACH YOUTH ABOUT SEXUALITY ISSUES
-- COLUMBINE**
Chicka Mereno, Youth Worker, Lutheran Social Services in Minneapolis

LEARN AND PRACTICE RELAXATION TECHNIQUES -- WHITE TROUT LILY
Julia Uleberg, Singer, Storyteller, Massage Therapist

**SHARPEN YOUR PUBLIC POLICY AND ADVOCACY SKILLS
-- WILD GERANIUM**
Laura LaCroix, University of Minnesota, Konopka Institute

12:30 P.M. LUNCH AND ON YOUR WAY -- TRILLIUM

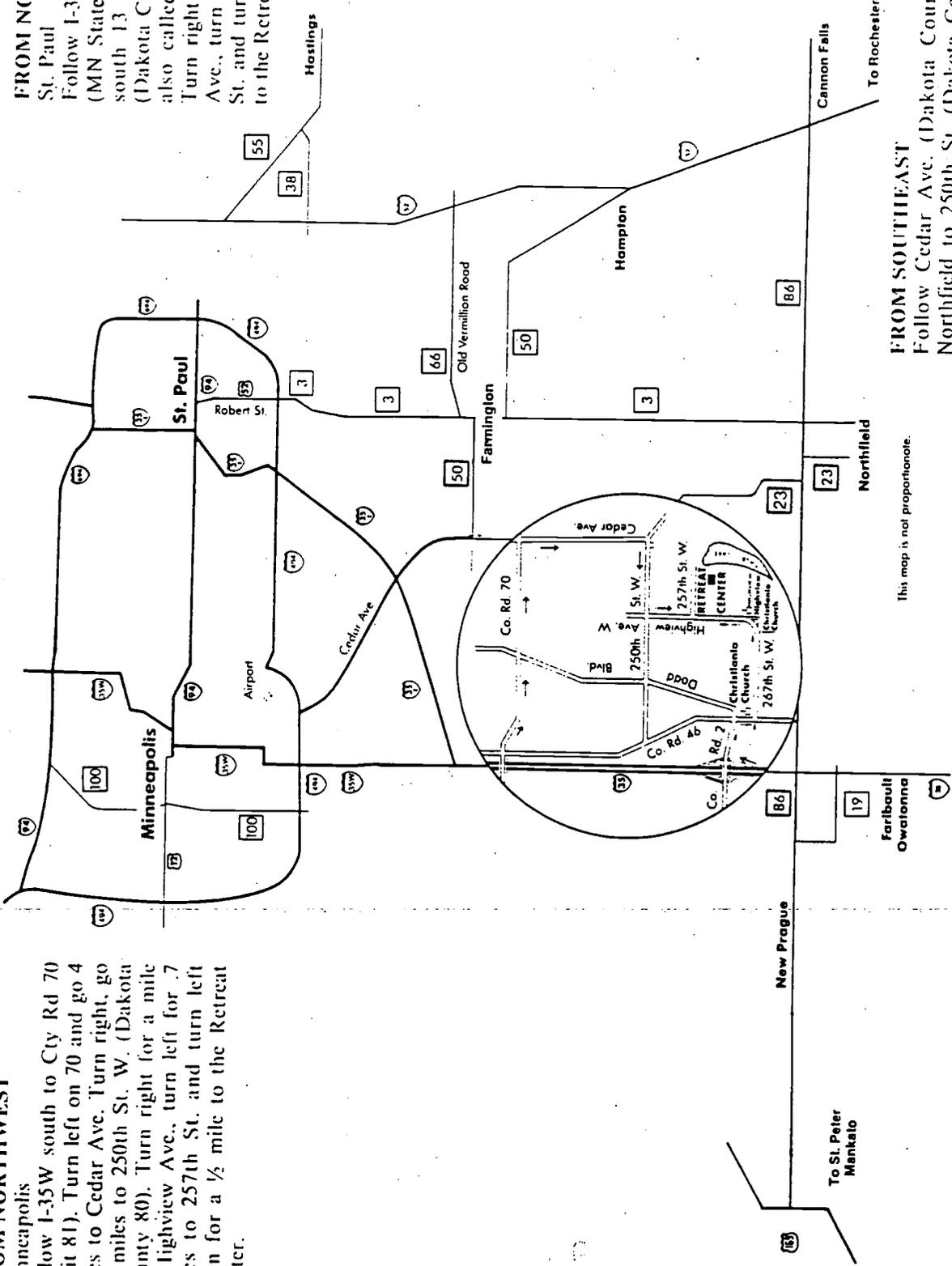


FROM NORTHWEST

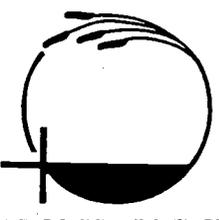
Minneapolis
Follow I-35W south to City Rd 70 (Exit 81). Turn left on 70 and go 4 miles to Cedar Ave. Turn right, go 3 1/2 miles to 250th St. W. (Dakota County 80). Turn right for a mile to Highview Ave., turn left for .7 miles to 257th St. and turn left again for a 1/2 mile to the Retreat Center.

FROM NORTHEAST

St. Paul
Follow I-35E south to Cedar Ave. (MN State Hwy 77) (Exit 92). Go south 13 miles to 250th St. W. (Dakota County 80) (Cedar Ave. is also called Dakota County 23). Turn right for a mile to Highview Ave., turn left for .7 miles to 257th St. and turn left again for 1/2 mile to the Retreat Center.



This map is not proportionate.



FROM SOUTHWEST
Follow I-35 north to City Rd 2 (Exit 76). Turn right on City Rd 2 to the first stop sign, turn right for 1/2 mile, at which time you will see a church on your left, turn left at the church and follow the signs for 3 1/2 miles to the Retreat Center.

FROM SOUTHEAST

Follow Cedar Ave. (Dakota County Hwy 23) north of Northfield to 250th St. (Dakota County 80 - which is 3.3 miles north of Hwy 86), turn left for one mile then turn left for .7 miles and then turn left once again for 1/2 mile to the Retreat Center.

BEST COPY AVAILABLE

**MOUNT OLIVET
RETREAT CENTER**

7984 - 257th Street West, Farmington, MN 55024 (612)469-2175

**REGISTRATION FOR YOUTH IN TRANSITION CONFERENCE
MOUNT OLIVET RETREAT CENTER -- OCTOBER 28-29, 1999**

Name: _____ Phone: _____ Sex: M ___ F ___

Agency: _____ Position: _____

Address: _____

LODGING AND MEALS: Check ONLY those things you will use. This will eliminate unnecessary expense for unused meals and beds.

PRE-CONFERENCE LODGING: Wednesday, October 27th
(No dinner served)

LODGING: Thursday, October 28th

MEALS: Thursday, October 28th Continental breakfast Lunch Dinner

Friday, October 29th Breakfast Lunch

I request a vegetarian option at mealtimes

Requested roommate: _____ (if none requested, one will be assigned)

REGISTRATION FEE : \$ 100.00

(This fee is the same for all participants, even if lodging and/or meals are not requested)

Make Check Payable to: DHS -SELF Program - #183

Return this form, and conference fee, no later than October 20, 1999, to:

**Cashier
DHS - SELF Program - #183
P.O. Box 64837
St. Paul, Minnesota 55164-0837**

Questions about the Conference?? Call Claire Hill at: (651) 296-4471



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EFF-089 (3/2000)