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FALLING THROUGH THE CRACKS: A LOOK AT FACTORS
CONTRIBUTING TO NON-PARTICIPATION IN
INDEPENDENT LIVING PROGRAM SERVICES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Cheryl Joy Babb
Holly Sue Ninneman

June 2006

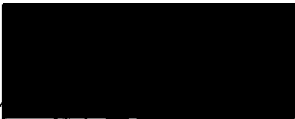
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ABSTRACT

The purpose of this study was to identify the youth who do not participate in Independent Living Program (ILP) services and, if possible, to ascertain if any characteristics or factors appear to affect participation in ILP services. The study utilized a quantitative research method to assess ILP participation by extracting data from existing case records via a data extraction form created in conjunction with the San Bernardino County Legislation, Research and Quality Support Services Unit. Research findings indicated that few factors had any significant impact on ILP participation.

ACKNOWLEDGMENTS

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DEDICATION

On behalf of Cheryl Joy Babb:

This project is dedicated to my loving and supportive family and friends who have steadfastly encouraged and sustained me through this adventure.

On behalf of Holly Sue Ninneman:

For the children and youth who inspired me to enter the social work profession; thank you Raymond Samuel, Ray, Shelley, and Josh. A special thanks to my loving partner who believed in me and helped to make my dreams a reality.

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CHAPTER ONE

INTRODUCTION

The contents of this chapter present an overview of the vital need to identify the number of youth who do not participate in Independent Living Plan (ILP) services or who do not have a Transitional Independent Living Plan (TILP) on file. It is vital to gain an understanding of whether or not any characteristics or factors exist that predict participation in ILP.

Problem Statement

The child welfare system has both a legal and moral obligation to ensure the safety and well-being of foster care youth - even upon emancipation. In response to early studies demonstrating negative outcomes for foster youth, legislation was enacted mandating states to provide emancipating foster youth with ILP services. This program is designed to assist current and former foster youth in a wide variety of areas to facilitate a successful transition to adulthood. This includes help with education, employment, financial management, housing, emotional support and transportation assistance.

Unfortunately the extent of participation in ILP services has not been closely monitored. Currently, in San Bernardino County there is no straightforward way to access data regarding the number of eligible youth who are not participating in ILP services. By exploring characteristics of adolescent foster youth, it may be possible to elicit some of the factors commonly shared by non-participating youth, enabling social workers to better serve this vulnerable population.

Children in foster care have good reason for their vulnerability: they have behavioral, developmental, emotional and physical health problems that are reflective of the challenging circumstances which triggered their removal from their families of origin in the first place (Holland & Gorey, 2004). If foster children in general are at risk, then the almost 20,000 youth who age out of the system each year are even more so (U.S. Department of Health & Human Services, 1999; U.S. General Accounting Office [GAO], 2004; Wertheimer, 2002). Youth who age out of foster care often leave the system with few resources and little support (Collins, 2001; Reilly, 2003). This adds to the multiple barriers they face during their transition to becoming successful,

self-reliant adults. Further, they are at risk for outcomes that negatively affect their safety and well-being. These same negative outcomes further tax their communities: incarceration, pregnancy, addiction to substances, homelessness, under or unemployment, or other dependence on public assistance (Barth, 1990; Blome, 1997; McMillen & Tucker, 1999; Sherman, 2004; Wertheimer, 2002).

While adolescence is traditionally a time of enormous growth and turmoil in preparation for adulthood, this transition is especially problematic for youth in foster care. Most youth look forward to independence, but foster youth often experience some confusion and trepidation when they realize that upon reaching the age of 18, they will be totally on their own. Previously, many decisions were made for these youth by the child welfare system acting as parent and benefactor. That authority and structure ceases to exist upon emancipation, when all support - physical, emotional, and financial - terminates abruptly. This places a heavy burden on the youth to be instantly self-sufficient. For youth in transition, a lapse in judgment can be fatal.

Policy Context

There are more than 530,000 children living in foster care across the United States (GAO, 2004). Approximately 90,000 (17%) of these children are between the ages of 16 and 18 (U. S. Department of Health and Human Services, 2003). In San Bernardino County alone, there were 4,199 youth aged 16 to 18 in foster care at some point during the 2004 fiscal year (San Bernardino County, 2005).

The Foster Care Independence Act of 1999 established the John H. Chafee Foster Care Independence Program (Chafee Act). The Chafee Act guarantees federal funding to the states for ILP services. In addition to expanding the existing funding for ILP services nationwide, key specifications of the Chafee Act included an expansion of foster care eligibility, extended Medicaid coverage through the age of 21, and allowed for the use of up to 30% of federal ILP funds for room and board for youth aged 18 through 21 (Collins, 2004; GAO, 2004).

Practice Context

States are compelled to offer ILP services to all foster youth aged 16 to 18 years old who expect to emancipate from the Child Welfare system. However,

participation on the youth's part is voluntary. ILP services concentrate on providing life-skills training that will ease the transition from foster care to independent living by focusing on the gaps in foster youths' knowledge about living independently and self-sufficiency. Resources offered include, but are not limited to, funding for educational related costs (e.g. tutoring, tuition, books, and computers), vocational and job readiness training, transitional housing programs, transportation assistance, as well as life skills workshops (e.g. consumer awareness, money management, cultural diversity, self-esteem, and interpersonal skills).

In California, ILP services are provided through the Department of Children's Services (DCS) often in collaboration with other public and private agencies contracted by the county. These services are delivered in accordance with the TILP. The TILP is primarily a tool used to help identify a youth's strengths and weaknesses relative to their ability to be self-sufficient. This document was designed with the intention that it would be completed collaboratively through the efforts of the social worker, the emancipating youth, the youth's

caregiver, and other service providers, and be made a part of the youth's case plan (State of California, 1999).

The provision of supportive services, especially ILP, to foster care youth makes sense. Considering that fewer than 20,000 youths age out of the system each year, the total cost of providing services with a goal of helping them to successfully transition to adulthood is relatively small compared to the costs to society for the all too common negative outcomes among this population (Mallon, 1998; Sherman, 2004). Providing the skills training and resources necessary for these youth to become stable and productive citizens would produce substantial benefits while significantly reducing potential costs to society if these youth do not succeed (Wald & Martinez, 2003). Studies have shown that participation in ILP services is credited with improving the outcomes for foster youth aging out of the system (Barth, 1990; Kerman, Wildfire & Barth, 2002; Scannapieco, Schagrin, & Scannapieco, 1995). It is vital therefore, that child welfare service providers understand the extent of non-participation in ILP

services and factors associated with those youth who decline to participate.

Purpose of the Study

Given that empirical studies show a positive correlation between participation in ILP services and favorable post-foster care youth outcomes, it is imperative to identify the youth who decline to participate in ILP services and, if possible, to ascertain which characteristics appear to predict which youth will not participate in these services. This study also fills a gap in the existing knowledge about the extent of foster care youths' participation in ILP services.

As a part of the current AB 636 System Improvement Plan (SIP), San Bernardino County elected to improve data collection with reference to ILP participation as well as to "increase [youth's] awareness of ILP services" (p. 8), and to encourage "more active involvement of youth" (State of California, 2004, p. 9).

Within the current Child Welfare Services/Case Management System (CWS/CMS) database in the State of California, administrators have no way of determining:

(1) the number of youth who do not have a current TILP, or (2) the number of youth who have a TILP, but have declined ILP services (Kathy Watkins, personal communication, October 3, 2005). Social workers in San Bernardino County need to be able to identify which types of youth are declining ILP services as well as those who are simply not participating. Once they are identified, services may be tailored to meet their specific needs or to assist in increasing their motivation to participate in the services offered.

This study employed quantitative methodologies to identify factors related to ILP participation. Administrative data from the CWS/CMS, as well as case record reviews, of all ILP eligible youth as of September, 2005, in the County of San Bernardino foster care system were used to determine the number of youth who are not participating in ILP services. A data extraction form was designed in conjunction with the San Bernardino County's Legislation, Research, and Quality Support Services Unit (LRQ) and utilized by a team of research assistants employed by the LRQ. The data was then analyzed quantitatively to determine what, if any,

common characteristics or factors exist among the youth who have chosen not to participate in services.

Significance of the Project for Social Work

It is essential to determine the proportion of youth who are not receiving ILP services in San Bernardino County. This study will attempt to provide not only the number of youth, but to explore the characteristics and factors that appear to affect the participation of these youth. Armed with this information social workers and the counties that employ them could refine the enrollment process to increase youth engagement and, hopefully, participation in ILP services.

The results of this study could also be utilized in the direct assessment of foster care youth. Participation may be expanded by improving the social worker's knowledge of specific factors to consider when reviewing a youth's file at the time of the TILP process. Knowledge of the characteristics that put youth at risk for non-participation in ILP services could aid in the determination of the appropriateness of particular program elements for that youth.

If we reflect on the Generalist Practice Model, the results of this may be helpful when utilized in the engagement and planning phases of ILP services. Further, because of the researchers' collaboration with the LRQ, this study will guide future program development by gauging whether current ILP services and recruitment appear to meet the needs of emancipating foster care youth in San Bernardino County in accordance with the SIP. These results are also valuable in the generalist implementation phase of ILP services. If social workers can increase participation in ILP services, better outcomes for emancipated youth can be expected.

A greater understanding of the ILP engagement and enrollment processes is needed to better understand why non-participation occurs. This research is crucial to achieving the directives of the current SIP. This study will help by examining the characteristics of the youth who are ILP eligible by asking these questions:

1. Of the youth in San Bernardino County eligible for ILP services as of September 2005, how many do not have a TILP?
2. What percentage of youth with TILPs have declined to participate in ILP services?

3. Can factors or combinations of factors be identified that predict whether or not a youth will participate in ILP services?

This research project is directly relevant to Child Welfare Practice in two main areas: the development of policy and programs, and in case planning. Awareness of factors affecting emancipating youths' ILP participation will assist social workers in the development of appropriate TILPs and guide workers' in their engagement of the identified youth.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In 2004, the U.S. General Accounting Office (GAO) reported that almost 40% of the 530,000 youth in foster care are aged 13 and older. Further, almost 20,000 of these youth emancipate from the foster care system annually. There is a growing body of literature on the outcomes of youth who have exited from the system. However, research on those youth who do not participate in Independent Living Program (ILP) services is virtually non-existent. Thus, this chapter begins with a brief overview of the legislative history of ILP. Next, a review of some of the more notable outcome studies of youth who have aged out of foster care will be presented. This will be followed by an examination of participation in ILP services and factors that may affect youth participation. Finally, a discussion of adolescent development will be offered using Erikson's Psychosocial Stage theories.

Legal History of Independent Living Program

The Casey Family Program, established in 1972, was the first attempt to address the needs of emancipating foster youth. Mauzerall (1983) reviewed this early independent living program and deduced that the combination of living skills group work and a transitional living facility helped to guide adolescents toward successful emancipation. The program provided a safe experience where youth could learn to be responsible for their own choices. A legislative framework now exists to offer similar assistance for all youth who are aging out of foster care.

Beginning in 1985 with the authorization of the federal Independent Living Initiative under Title IV-E of the Social Security Act (P.L. 99-272), legislators recognized the necessity of providing states with funding to provide basic life skills training to emancipating foster youth (Collins, 2004; Sherman, 2004). In 1993, this act was reauthorized indefinitely by the Omnibus Budget Reconciliation Act, P.L. 103-66 (GAO, 1999; Sherman, 2004). A portion of this legislation guaranteed federal funding of \$70 million per year for states to

provide ILP services to foster care youth between the ages of 16 and 18. These services were intended to help these youth make the transition from foster care to independent living (GAO, 1999).

The Foster Care Independence Act of 1999 renamed the program as the Chafee Foster Care Independence Program (Collins, 2004). This act expanded eligibility of ILP services to youth ages 18 to 21 who have aged out of the foster care system. It allowed funding to be used for room and board as well as Medicaid. In addition, the act doubled the federal funding to provide these services. The approval of this additional funding coincided with a report that found only about 60 percent of eligible youth received some type of independent living services in 1998 (GAO, 1999). This act also mandated the states to focus on the measurement of outcomes for youth.

In an effort to meet these mandates, San Bernardino County's AB 636 System Improvement Plan (SIP) outlines three specific goals pertaining to the improvement of ILP services within the county (State of California, 2004). Improvement Goal 1.0 aims at expanding and improving the quality of ILP data that is collected by San Bernardino County (State of California, 2004). Timely and accurate

data will increase the effectiveness of ILP service delivery to youth by enabling the appropriate identification of the areas of need. It will also allow a preliminary review of both short- and long-term outcomes for ILP youth.

Improvement Goal 2.0 aims to increase early awareness and exposure to ILP services. A Pre-ILP brochure explaining the availability of San Bernardino County services and program options will be developed and distributed to youth between the ages of 12 to 15. It is hoped that the distribution of this brochure will increase youth's knowledge and awareness of these services at an earlier age and therefore increase participation in ILP services within the County (State of California, 2004).

Improvement Goal 3.0 calls for the development of a California Youth Connection (CYC) chapter. CYC is an advocacy organization comprised of former foster youth. Their core objectives are to improve foster care and educate the public and policy makers about the specific issues these youth face in part by drawing upon their own experiences in the foster care system. The development of a CYC chapter in San Bernardino County will enable local

youth to have a more active role in the construction and delivery of their ILP services (State of California, 2004).

Outcomes of Emancipated Foster Youth

Research indicates that the outcomes of emancipated foster youth are distressing at best (Barth, 1990; Courtney, Piliavin, Grogan-Kaylor & Nesmith, 2001; Lindsay & Ahmed, 1999; Loman & Siegel, 2000; McMillan & Tucker, 1999). Published data is not yet available to indicate what effects the 1999 Chafee Foster Care Independence Act has had on the outcomes of this population. As states are still in the process of fully implementing this act, there has not been sufficient time for empirical longitudinal evaluations to be completed. Nonetheless, several studies examining the outcomes of emancipated foster youth suggest the positive impact of ILP services.

At least one large-scale longitudinal study examining foster youths' transition to adulthood after the passage of the 1999 Chafee Foster Care Independence Act is underway. In a paper presented to a conference in January of this year, Courtney and Dworsky (2006)

described their research which focused on a variety of domains including education, employment, homelessness, physical and mental health, criminal justice system involvement, receipt of ILP services and social support. Their preliminary findings suggest that youth are still faring poorly on average across most dimensions. However, one encouraging finding of this post-Chafee Act research was that remaining in care through age 19 more than doubled the chances of youth being employed or in school (Courtney & Dworsky, 2006).

There is no dearth of published studies that reflect outcomes prior to the implementation of the Chafee Foster Care Independence Act of 1999. A landmark study referred to as the Westat Project (as cited in Loman & Siegel, 2000), conducted in 1985 and 1986, reported that two-thirds of emancipated 18 year olds had not completed high school and a full 61 percent had no job experience. During the time they had been in foster care, 58 percent of the study group had experienced at least three separate placements and almost 30 percent had been in care for over 9 years. In a follow-up study, Westat found that, one year after emancipation, 60 percent of the

females had given birth. More than four out of five of the study participants were not self-supporting.

Another statewide study focused on a sample of 141 young adults who had aged out of foster care in the state of Wisconsin between 1995 and 1996. The researchers interviewed the participants in three waves: before the youth transitioned out of care, again 12-18 months later, and finally, approximately three years after emancipation (Courtney, Piliavin, Grogan-Kaylor & Nesmith, 2001). The researchers reported that the youth transitioning from foster care to self-sufficiency did not have the needed supports or skills to meet successful outcome requirements: approximately 40 percent were unemployed, 37 percent did not complete high school, the majority lacked housing stability, most lacked vocational skills and 44 percent had only sporadic access to medical care (Courtney et al., 2001).

Concentrating on employment outcomes for youth aging out of foster care in California, Illinois and South Carolina, Goerge, et al. (2002) compared youth who had been in the foster care system with low-income youth who had never been in foster care. They reported that foster care youth were underemployed. No more than 45 percent of

emancipated foster care youth had reportable earnings and those who were employed had mean earnings below the poverty level. A limitation of this study was that earnings data was gathered from unemployment insurance databases. This excluded any youth working "under the table" and did not provide data on which, if any, youth from either group were currently full-time students.

Independent Living Program Participation

Some studies mention ILP non-participation rates, but not as the central focus of the study. For example, the GAO surveyed all 50 states about their ILP services. Of the 40 states that responded, they found that overall, only 44 percent of ILP eligible youth received services (2004).

Courtney, Terao, and Bost (2004) conducted interviews with youth, following their progress through age 21. They had all been in care for at least one year prior to their seventeenth birthday, and each had emancipated from the foster care system. Youth were asked if they had received training in topics such as money management, food preparation, personal health and hygiene, finding transportation, housing and employment.

They estimated between one-third and one-half of the surveyed youth had not received any ILP services.

Lindsey and Ahmed (1999) examined the efficacy of the North Carolina ILP services. The researchers evaluated four core areas: housing, education, employment and financial self-sufficiency. The evaluation was accomplished by comparing outcomes for program participants with non-participants, using the non-participants as the experimental control group. The findings indicated that across the board ILP participants had vastly improved outcomes.

Limited studies have been completed that spotlight descriptive characteristics for ILP participants; in fact, only one such study was uncovered by these researchers. Lemon, Hines, and Merdinger (2004) surveyed university students who had formerly been in foster care. The student participants were divided into two groups: those who had participated in ILP services while in foster care and those who had not. The results indicated that ILP participants were more likely to be of Latino or African American heritage. The researchers also found that ILP participants were more apt to be placed in non-relative placements and had more out-of-home placement

changes than non-participating foster youth. The ILP group also tended to have remained in contact with past caseworkers and counselors, providing a much needed source of adult support (Lemon, et al., 2004).

As Lock and Costello (2001) point out, most studies on youth programs such as ILP services focus on "the effects of program participation rather than what influences participation in the first place" (p. 2). In their review of the literature, Lock and Costello (2001) found that while demographic factors (e.g. race and gender) alone did not appear to determine participation, the research did demonstrate a clear relationship between participation levels and socioeconomic status (SES). Lower SES was associated with reduced participation, probably indicating participation barriers such as transportation problems and inability to pay fees.

Factors Affecting Outcomes and Participation

Several key areas of interest to ILP researchers were identified in the literature: education, placement history, mental and physical health issues, and involvement with the criminal justice system. Studies have shown that certain factors negatively affect the

outcomes of young adults who have previously emancipated from foster care. These factors typically exist at discharge. This section reviews some of these factors in an effort to justify the variables chosen for the current research project. These factors are interdependent: each factor is not alone in its impact and must be considered in conjunction with other factors.

Education

Several studies indicate that the completion of high school is indicative of the likelihood of being employed at the time of exit from care (GAO, 2004; McMillen & Tucker, 1999). Mech (1994) notes the importance of education on achieving the ILP goal of self-sufficiency. Lock and Costello (2001) point out prior educational attainment has a substantial effect on future educational success. Yet the research clearly shows that foster youth do not perform well in school and many youth exit foster care without a high school diploma or its equivalent (Barth, 1990; Cook, 1994; Courtney & Piliavin, 1998). This does not mean that foster youth lack educational aspirations, however. A surprisingly high percentage - 70 percent - of foster youth has a desire to attend college (McMillen, Auslander, Elze, White, & Thompson, 2003).

Blome (1997) examined the educational experiences of 600 foster care youth and compared this group to a matched group of non-foster care youth using existing longitudinal data from 1980 through 1986. The results were astounding: the non-foster care youth fared much better in terms of graduation, grade point average and post-high school college enrollment. Foster youth reported more discipline problems in school and more educational disruptions due to changing schools. Further, she found that foster youth were less likely to be in college preparatory class "even though they had similar test scores and grades as the non-foster youth" (p. 50). Blome (1997) noted that the adults in the lives of foster youth were not very supportive. They showed less interest in long term educational goals and were less likely to monitor homework.

One U.S. county reviewed the educational experiences of 262 youth referred for ILP services within their county (McMillen, Auslander, Elze, White, & Thompson, 2003). The findings were disturbing. The youth reported that 58 percent had failed a class and 29 percent had been in a physical fight with another student in the past year. Further, 73 percent of the youth had been suspended

at least once since the seventh grade. McMillen and Tucker (1999) found that being a racial minority, having a history of running away, substance abuse problems, psychiatric hospitalization and mental retardation were predictive of having lower academic achievement.

Research suggests that being older at the time of exit from foster care was a predictive factor for completing high school (Courtney & Barth, 1996; McMillen & Tucker, 1999). Lock and Costello (2001) found high academic achievement to be correlated with higher levels of participation in extracurricular activities or youth programs, such as ILP. However, the literature does not directly address whether educational achievement has any impact on ILP participation, or vice versa.

Placement

The specific placement-related variables that have been considered in the literature include number of placements, number of entries into foster care, length of time in foster care, type of discharge and placement type. Courtney and Barth (1996) found that youth who had multiple episodes of care were more likely to experience negative outcomes than those with fewer entries into the foster care system. The number of placements while in

care was not found to be significantly related to exit status (Courtney & Barth, 1996). Unsuccessful discharges included running away from placement, refusal of further services, incarceration, psychiatric or other hospitalization, abduction, and death. Interestingly, the final placement type was shown to be significantly related to the success of the youth's exit from care: kinship and foster home placements had more positive exits while guardianship and group home placements appeared to be detrimental (Chamberlain & Reid, 1998; Courtney & Barth, 1996).

Newton, Litrownik, and Landsverk (2000) examined the relationship between placement changes and problem behaviors over a twelve month period, using a sample of 415 California foster children who had been in foster care for at least five months. Their analysis failed to find any influence of major demographic categories, including age, racial affiliation, or gender. Instead, they found the number of placements to be a predictive factor in the development of emotional or behavioral problems. Even children who had not exhibited these problems had increased rates of difficulties when assessed a second time after 18 months in placement.

Stein (2006) reported that difficulties accompanying placement movement were often exacerbated by an accompanying "sense of failure, guilt and blame" (p. 424). Multiple placement changes have been found to be both a cause and consequence of behavior problems (Newton, Litrownik, & Landsverk, 2000).

Mental and Physical Health

Foster children are two to ten times more likely than other children to experience developmental, behavioral and other mental and physical health problems (Holland, & Gorey, 2004). Clausen, Landsverk, Ganger, Chadwick, and Litrownik (1998) used standardized measures to assess mental health problems of a sample of foster children across three counties in California. They found that not only do foster children exhibit higher levels of emotional and behavioral problems when compared to children in the general population, but that they also demonstrate significant deficits in "social competencies" (p. 294). Further, when referring to the likely experiences of poverty and abuse in foster children prior to removal from their homes, the authors commented that "children coming into foster care share common elements

in their backgrounds which may generate the development of mental health problems" (p. 294).

Involvement with Criminal Justice System

Former foster youth have considerable involvement with the law. Barth (1990) found that 25 percent of former foster youth had participated in criminal activities since leaving care. Courtney and Piliavin (as cited in Reilly, 2003) reported that 37 percent of youth interviewed reported one or more unwanted criminally-related outcomes such as being victimized, sexually assaulted, incarcerated or homeless. Blome (1997) found that approximately twice as many foster youth reported being "in serious trouble with the law" while in high school (p. 47). In Texas, one study revealed that nearly twice as many former foster youth had been incarcerated or had spent some jail time as compared to the general population of similarly aged youth in the state during the time of the study (Texas Foster Care Transitions Project, 2001). The same study also found that one in five former foster youth had been arrested at least once in their lifetime. One in five reported having been the victim of a crime and the same number described a history of substance abuse (Texas, 2001).

Theories Guiding Conceptualization

When exploring ILP services, the lack of a theoretical foundation is of great consternation (Collins, 2001; Stein, 2006). There is a significant body of research internationally that focuses on youth aging out of foster care. However, most of these studies are empirically driven rather than theoretically based (Stein, 2006). The unfortunate result has been a more restrictive approach in the provision of ILP services, one which focuses exclusively on teaching life skills without addressing the developmental impact of the foster care experience (Collins, 2001; Kools, 1997). It can be argued that linking empirical and theoretical perspectives and approaches will enhance our understanding of emancipating foster youth (Stein, 2006).

Because youth age out of foster care during their adolescence, this population virtually clamors to be viewed from a developmental model while keeping in mind the concepts of attachment and resilience. Erikson (1963) considers successful completion of a task to be of key importance in the adept evolution of an individual to grow and progress into the next developmental stage. Without task completion, developmental growth may

continue, but remnants of the incomplete task are carried forward.

Typically, adolescence is deemed a volatile transition entailing numerous, often shattering, changes. The transitional task of the adolescent is identity formation versus role confusion (Erikson, 1963). Expanded by identity theorists, this involves the accomplishment of two major tasks: first, the adolescent searches for a conceptualization of self; and second, he/she must answer the question of "who am I?" with a response that reconciles earlier experiences and conflicts (Kools, 1997). This is especially difficult for a foster child who has most likely suffered abuse and/or neglect in their past. It then becomes a necessary function of ILP to assist foster youth to negotiate this transition successfully (Stein, 2006).

Adolescence is a crucial period in human development: it is a crossroads that forever shapes an individual's destiny. Assisting youth in the development of a healthy ego identity, which includes self-esteem, self-efficacy and self-knowledge, also promotes resilience (Gilligan, 2000; Stein, 2006). Kools (1997) investigated the impact of long-term foster care on

adolescent identity. Not surprisingly, she found that long-term foster care had a negative impact on self-esteem and identity development.

Erikson further stresses the contextual component of identity development. Historical experiences and events either facilitate or jeopardize identity development (Kools, 1997). Present circumstances play a significant role as well. Stigmatization in response to foster care status shapes self-definition and identity (Kools, 1997). When peers stereotype the youth in foster care, these experiences are prone to incorporation into the self-identity of the youth (Kools, 1997).

All of these factors combine as the youth is reaching out for stability and identity. During this time, the system that previously cared for the youth is pushing them out the door and onto the street to fend for themselves. These youth are released from foster care and expected to survive independently at a far earlier age than most non-foster youth equivalents (Collins, 2001). Research has shown that an early forced transition to adulthood can have negative long-term consequences for youth (Collins, 2001).

Identity exploration is central to the identity crisis. It is important to note that this exploration is connected to the use of ego defenses and a decline in ego strength (Kidwell & Dunham, 1995). It is essential for youth to experience a period of moratorium where the exploration of roles and identities can occur without social, emotional or economic consequences (Kidwell & Dunham, 1995; Kools, 1997). Without this period of identity exploration and development, the identity formation process "may be interrupted, incomplete, and potentially damaged or foreclosed" (Kools, 1997, p. 269).

Summary

There is no dearth of literature that examines the ILP experience. The preceding review began with a brief overview of the legislative trends that affect ILP services. Outcomes of emancipating foster care youth were examined by exploring measurable results in areas such as educational attainment and employment, as well as harder to measure factors affecting ILP participation and outcomes. The outcomes examined by these studies are so interconnected that it is clear that one issue cannot be ignored without weakening the holistic self of the

emancipated youth. The studies also point out the benefit of ILP participation and spotlight the distinct gap in literature regarding the youth who decline to participate in available ILP services and why the non-participation occurs. Of the available literature, no studies were found that specifically examined the population of ILP eligible youth who do not participate. Lastly, the review concluded with a synopsis of Eriksonian theory as it pertains to adolescent developmental stages.

CHAPTER THREE

METHODS

Introduction

This chapter will present an overview of the methods that were used in the development of this research project. Specifically, the study design, sampling, data collection and instruments, procedures, protection of human subjects, and data analysis are presented below.

Study Design

The purpose of this study was to identify, describe, and analyze the extent of participation and factors associated with older adolescent's non-participation in the Independent Living Program (ILP) services offered to San Bernardino County foster care youth. The general research methodology consisted of a quantitative review (content analysis) of the case records of an existing data set.

A cross-sectional sample of the records of ILP eligible youth in each of the regions within San Bernardino County was examined to ascertain if any differences existed between participants and non-participants of ILP services. A comparison of variables

between these two groups was performed in an attempt to identify factors, and to determine whether identified factors could truly predict levels of participation.

Practical limitations are inherent in any quantitative study. Some of the data from case files were incomplete for several reasons: there was variability and inconsistency in the documentation between social workers, some data was missing or unavailable from the case records. Although attempts were made to control for this, there may have been some inconsistencies related to the interpretation of data. Also, because data collection and analysis was conducted without input from the participants, this quantitative research precludes providing the richness of information in terms of the youths' experiences that can come only from the youth themselves.

This was a preliminary, exploratory study. It was, therefore, imperative to explore patterns of potentially important relationships between factors and in doing so, develop, rather than test, hypotheses (Holland & Gorey, 2004).

Sampling

As part of a larger study of ILP services to fulfill the mandates of the current AB 636 System Improvement Plan (SIP), San Bernardino County's Legislation, Research and Quality Support Services Unit (LRQ) identified 829 youth who were eligible for ILP services as of September, 2005 using California's Child Welfare Services/Case Management System (CWS/CMS). For the purposes of this study, ILP eligible youth were defined as those youth with an open placement episode who were between 15 and 19 years of age as of September 2005, and had not yet emancipated from the system. Using this point in time sample of 829 youth, simple random sampling with a probability error of .05 ($p=.05$) was used to obtain a sub-sample of 300 youth for this study.

Data Collection and Instruments

The sources of data for this study came from case record reviews using data entered into the CWS/CMS, a computerized database which tracks information on all children who have been involved with the Child Welfare System, files maintained by the ILP coordinators situated in three of the regional offices, and from the hard

copies of individual case files maintained by the youths' social workers in each of the regional offices.

Data about each of the sample participants was entered into a data extraction form (see APPENDIX A) created in collaboration with the LRQ. This instrument allowed for documentation of both the dependent and independent variables and contained an aggregate of information collected as part of the above mentioned larger research study of ILP services being conducted concurrently by the County of San Bernardino. In addition to conventional demographic information, specific information regarding case history, placement information and status, physical/mental health status, behavioral issues, education/employment, and history of participation in ILP services was abstracted from this tool for use in this study.

For the purposes of this study, the dependent variable was a dichotomous one: participation versus non-participation in ILP services. Participants were defined as those youth who had a record of participation in ILP services. Non-participants were defined as those youth who directly refused to participate in ILP services, or who had expressed an interest or agreed to participate in

services via the Transitional Independent Living Plan (TILP) (see APPENDIX B), but for whom there was no record of participation in scheduled ILP activities. The level of measurement for this variable was nominal.

Independent variables were comprised of factors in the areas of demographics, child welfare case history, education/employment, physical/mental health status, and behavioral issues. Demographic variables included age, gender, ethnicity, sexual orientation, parental status, and zip code to determine access to services.

Child welfare case history variables included youth's initial age of entry into the foster care system, initial reason for removal, number of entries into the child welfare system, number of foster care placements, number of caseworker changes, current case status, placement type, sibling contact, and involvement with a parental figure.

Education and employment variables included whether the youth was projected to graduate prior to their 19th birthday, grade point average, number of accumulated credits, youth's plans for continuing education, the number of negative school changes related to placement

change and behavior, and the youth's employment/work history.

Variables related to mental and/or physical status were defined as pregnancy, type of physical disability, type of developmental disability, existence of a DSM IV diagnosis, and whether psychotropic medications were indicated.

Behavior variables included involvement with the juvenile justice or legal system, substance abuse history, and history of AWOL or running away.

The choice of variables to be examined was based on those factors previously identified in the literature as areas of difficulty experienced by emancipating youth. As a result, some variables related to non-participation may have been overlooked or not considered.

Once all parties involved in the creation of the data extraction form approved its content, a preliminary test of the form was conducted. A team trained in the use of this form collected data on a small sample of case records from the study population. Problems or difficulties discovered during this preliminary testing of the form were corrected through revisions to the form. Ongoing periodic testing was performed to monitor inter-

rater reliability between the two primary data abstractors.

Procedures

In order to carry out this study, permission was obtained from the agency. The assistant to the Director of San Bernardino County Department of Children's Services (DCS) was contacted regarding the study and a synopsis of the proposal was sent to him. This included the purpose of the study, the data needed, how the data would be used, and the type of case records the data were to be obtained from. A copy of the data extraction tool (see APPENDIX A) was also provided. The Director of DCS gave final written approval after reviewing the synopsis (see APPENDIX D).

Faculty Researcher Advisor, Dr. Laurie Smith, supervised this study starting in the winter quarter of 2005. Dr. Smith is an Associate Professor in the California State University (CSUSB), San Bernardino Social Work Department.

Data collection began after approval had been granted by CSUSB's Institutional Review Board (IRB). An initial data collection test was completed by the

research team in November of 2005. Data extraction tool revisions were completed and a second data collection test was completed in December of 2005. Final revisions were made to the data extraction tool and the entry process to be used by the data collection team with data collection and entry for this study beginning January 9, 2006 and ending March 27, 2006.

The data was obtained from computerized administrative databases accessed through California's CWS/CMS, regional ILP records, and in depth reviews of physical case files. The data collection from CWS/CMS computerized database took place at the LRQ office, while the physical case reads were conducted in each of the regional DCS offices throughout the county. Because this research project was part of a larger county study, LRQ staff were assigned to gather and assist with the organization of the data.

Protection of Human Subjects

The confidentiality of the study participants was of paramount importance to these researchers and the County of San Bernardino. In an effort to protect the confidentiality of the youth whose information was used

in this study, each case was assigned an identification number for tracking purposes. No client names or other identifying information such as address, date of birth, or social security number was used in the analysis or reporting of the findings contained in this study. Data was collected using a review of case records, so informed consent and debriefing statements were neither necessary nor applicable.

Raw data obtained from the data extraction forms, used as part of the larger study of ILP services being conducted by the San Bernardino County LRQ, were provided to these researchers via an Excel spreadsheet with all identifying information removed. All data extraction forms were kept and maintained by the LRQ for appropriate storage and handling.

Data Analysis

The data analysis was conducted using a quantitative approach to compare characteristics of ILP participants and non-participants. Data obtained from the extraction forms were analyzed using SPSS software. The purpose of this study was to determine if any factors exist that

would aid in the identification of youth who may be at risk of ILP non-participation.

Data analyses were conducted with descriptive and analytic objectives. Descriptive statistics on the two groups were utilized to provide information on demographics, child welfare case history, education, behavioral issues, and physical/mental health difficulties. Frequency distribution was calculated for all data points to provide descriptive information. Logistic regression analyses were employed to examine predictors of the dependent variable, participation in ILP services. This was also used to explore the unique contribution of each predictor to the dependent variable of non-participation.

Summary

As discussed above, the purpose of this study was to determine the extent to which San Bernardino County foster care youth participate in ILP services. Also, which, if any, specific characteristics of foster care youth may be helpful in identifying youth less likely to participate in ILP services, or in what ways they differ from youth who do participate in these services. These

researchers anticipate that the findings of this study will begin to fill a gap in the literature on this previously unexamined population of eligible youth who do not participate in ILP services. It is hoped that, armed with this knowledge, social workers and policy makers will be able to more effectively engage these youth and provide enhanced services to this vulnerable population.

CHAPTER FOUR

RESULTS

Introduction

The purpose of this study is to identify the Independent Living Program (ILP) eligible youth who decline to participate in ILP services and, if possible, to ascertain which characteristics appear to predict which youth will choose not to participate in these services. Data were gathered from existing case records using a data extraction form. In order to analyze possibly contributing factors, univariate and regression data analyses were performed to obtain the study's results.

Presentation of the Findings

Univariate analysis was used to determine the frequencies of demographic data, which included gender, age, ethnicity, primary language, and county of residence (see APPENDIX C, Table 1).

Of the 286 cases reviewed, almost 57.7% (n = 165) were female and 42.3% (n = 121) were male (see APPENDIX C, Table 1).

The random sample of participants was selected from a point in time sample of ILP eligible youth with an open placement aged 15.5 to 19 years old (see APPENDIX C, Table 1). The vast majority of the sample were aged 16 and 17 (42.0% and 35.0% respectively). A few youth (n = 5) were aged 15, and just over 20% (20.6%) of the youth were aged 18. There were no youth aged 19 in the sample.

Ethnicity was taken from the Client Information drop-down menu on the Child Welfare Services/Case Management System (CWS/CMS) data base. The largest category was Non-Hispanic White (42.0%), followed by Hispanic/Latino (31.8%) and African-American (24.1%). Two participants were Native American (0.6%). Laotian and Samoan were represented at 0.3% each (see APPENDIX C, Table 1).

The primary language spoken by the vast majority of study cases was English (96.5%). Spanish was the primary language of nine youth (3.1%). This information was missing from one (0.3%) data file (see APPENDIX C, Table 1).

The majority (76.6%, n = 219) of the youth reside in San Bernardino County (see APPENDIX C, Table 1). Riverside County hosts 15.4% (n = 44) of the ILP eligible

youth in this sample. Los Angeles County (n = 10) and Orange County (n = 2) accommodate less than 5.0% combined. Five youth (1.7%) reside out of state and four data files did not contain this information (1.4%).

Transitional Independent Living Plan

In order to answer the research question about how many ILP eligible youth in San Bernardino County have a Transitional Independent Living Plan (TILP), these researchers collapsed two categories of the data extraction form to determine if a TILP existed either in CWS/CMS or in the physical case file, while accounting for comments made by the data collectors. Because this research was not focused on compliance, incomplete TILPs were accepted as "TILP on file" if the youth's signature was present. The data indicated that 74.8% (n = 214) of the youth had a TILP on file (See APPENDIX C, Table 2). Further, 24.5% (n = 70) had no TILP on file. For two cases (0.7%), this data was unavailable.

Non-Participation among Youth

The researchers initially posed a question regarding the number of youth who declined ILP services altogether. Only 10 youth (3.5%) officially declined to participate in ILP services. This figure does little to account for

the number of youth who simply do not partake in the offered ILP services. When measured as the presence or absence of any evidence of participation in ILP services, the study data reveals that the majority (55.2%, n = 158) of ILP eligible youth do not participate in ILP services (see APPENDIX C, Tables 3a and 3b). Thus, 44.8% (n = 128) of eligible youth have participated in at least one ILP activity.

Factors affecting Participation

In an attempt to identify factors affecting the participation of individual youth, the researchers compiled a list of ten independent variables. These variables were chosen in part based on the literature reviewed. Because this study was a part of a larger study, there were many additional variables available to these researchers. Unfortunately, the missing data restricted the use of many of the variables. For example, the educational data collected (see APPENDIX C, Table 4) had such a high degree of missing information that it was rendered statistically unusable by the researchers.

The chosen variables can be split into two broad categories: the Characteristics of the Youth, most of which were coded as present or not present (Physical

Disability; Psychological/Emotional/ Behavioral problems; Developmental Delay; Involvement with the Legal System and Ethnicity), and Case History (Type of Case; Number of Social Worker Changes; Age at Initial Removal; Current Placement Type; Total Number of Placements; and History of Parental Visitation). First, frequencies were run to provide descriptive statistics about this sample. Then these factors were analyzed against the dependent variable of Participation using regression analysis.

Of the 286 cases reviewed, 5.9% (n = 17) had a major physical disability while 89.5% (n = 256) did not (see APPENDIX C, Table 5). Psychological, emotional or behavioral problems were recorded in the case files in 35.3% (n = 101) of youth. No indication of psychological, emotional or behavioral problems was found in 60.8% of the case records reviewed. Developmental delays were recorded in 10.8% (n = 31), while the majority (84.3%) had no indication of developmental delays. These researchers defined involvement with the legal system as having been arrested, being a 602 ward, or being on probation. Eleven percent (11.2%) had some sort of involvement with the legal system, while most (83.9%) did not.

The Type of Case variable is nominal and was divided into three categories: Family Reunification (FR), Family Maintenance (FM) and Planned Permanent Living Arrangement (PP). Among the cases reviewed, the majority were PP cases (84.3%). The remaining cases were FR (11.5%) and FM (3.8%). Data was missing for one (0.3%) case (see APPENDIX C, Table 6).

The Number of Social Worker Changes ranged from one to thirty-one (see APPENDIX C, Table 7). The mean number of social worker changes is 8.05 and the median is 6.0. Overall, almost one-third (31.3%) of the cases reviewed had three or less social worker changes and eight percent (8.05%) of the cases reviewed had more than twenty social worker changes.

The Age at Removal variable had a range from one to 17 (see APPENDIX C, Table 8). The mean age at removal was 11 and the median was 13. A large number of the study youth were removed as teenagers: 48.25% were removed from their families of origin at age 13 through 17.

The Type of Placement variable is nominal. Of the 286 cases reviewed, 28.0% (n = 80) of the sample youth live in Foster Family Agency homes (see APPENDIX C, Table 9). Twenty-five percent (25.9%) live with relatives and

18.9% (n = 54) live with legal guardians. Sixteen percent (16.8%) live in group homes. Thirteen youth (4.5%) live in foster homes and eight youth (2.8%) live in specialized family homes for youth supplemental needs. Only three (1.0%) of the sample youth live in ILP transitional housing.

The Total Number of Placements ranged from zero to thirty-one (see APPENDIX C, Table 10). The researchers defined a change of placement as any physical address change or caregiver change within the foster care system. The mean number of placements for ILP eligible youth is 4.16 and the median is 2.0. More than half (55.94%) of the youth had three placements or less. Only four youth (1.3%) had more than 20 placements.

The History of Parental Visitation variable was dichotomous, simply indicating either a "yes" or "no" that parental visitation had occurred based on the court report and contact notes in CWS/CMS. From the sample population, 54.5% (n = 156) of the cases indicated no parental visitation and 32.9% (n = 94) indicated ongoing parental visitation (see APPENDIX C, Table 11). This data was missing from 36 (12.6%) of the case files.

To determine if these ten variables appeared to have a significant effect on participation for the sample youth, logistic regression data analysis was performed using SPSS 13.0 (see APPENDIX C, Table 12). The results from this analysis indicated that three variables were significant. The most significant was the Physical Disability variable. The analysis showed that if a youth has a major physical disability, he or she is 7.5 times more likely to participate in ILP services (significance = 0.034, df = 1). Also significant were the Total Number of Placements: the more placements a youth had experienced, he or she was somewhat less likely to participate in ILP services (odds ratio .872, significance = 0.014, df = 1). The final significant variable was Psychological/Emotional/Behavioral Problems. If a problem is recorded for a youth, he or she is somewhat less likely to participate in ILP services (odds ratio .404, significance = 0.014, df = 1). None of the other variables was significantly related to participation.

Summary

The study's statistical results were obtained from both univariate and regression data analyses. Researchers utilized frequencies as well as logistical regression analysis to identify and examine factors possibly related to youths' ILP participation. Data analysis results were reported concerning descriptive statistics and the variables that proved to be significant factors affecting youth participation in ILP services.

Taken as a whole, the chosen variables did little to elucidate factors that affect ILP participation. However, the data provides some meaningful information by an examination of what, and how much, data is missing from the data that was collected by the Legislation, Research and Quality Support Services Unit.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter provides a discussion drawn from the research findings of this project. It then addresses the limitations of the study followed by recommendations to policy and practice in the child welfare arena of social work. This chapter concludes with a summary of the findings and conclusions of this research.

Discussion

This study was of a point-in-time sample, made up of youth currently placed in foster care who are aged 15.5 to 18 and were ILP eligible in September 2005. The intention of this study was three-fold: first, it set out to determine how many Independent Living Program (ILP) eligible youth in San Bernardino County have a Transitional Independent Living Plan (TILP) on file. Second, it was primarily concerned with determining the level of participation in ILP services by ascertaining the number of youth with TILPs who declined to participate. Third, it explored the question of whether

or not any factor or combinations of factors seemed to affect ILP participation.

Transitional Independent Living Plan Prevalence

It is important to note that over one-quarter (25.5%) of the study population did not have a TILP on file. According to the literature, a reliable predictor of successful outcomes for emancipated youth is participation in ILP services (Lindsey & Ahmed, 1999; Mallon, 1998; Scannapieco, Schagrin, & Scannapieco, 1995). While, as will be discussed below, the presence of a TILP does not necessarily indicate participation in ILP services, it is nevertheless disturbing to these researchers that one-quarter of the ILP eligible cases reviewed had no written plan to pursue ILP services. More than one-quarter of ILP eligible youth are essentially left to their own devices to engage in ILP services - a daunting task even with the best social worker support.

These researchers were heartened by the data showing that almost three-quarters of the youth had a TILP on file, but were quickly disillusioned when the data was examined more deeply revealing that the majority of the cases reviewed had TILPs that were incomplete. There are

several possible explanations for the incompleteness of the TILPs.

First, the TILP is a cumbersome document for case managing social workers to complete. For example, several questions on the data extraction form pertain to education (see APPENDIX A). The researchers were hopeful that this variable would prove to be a significant factor affecting ILP participation. However, the amount of missing data (see APPENDIX C, Table 4) made this data impractical to use in this study. Educational information for foster youth is often difficult to obtain. School districts are often uncooperative in providing information in a timely manner. Youth are often unaware of the details of their academic standing. The social worker must complete the TILP without the proper information.

Second, social workers are responsible for increasingly large caseloads. This is not a new issue. In 2000, a legislative report issued by the California Department of Social Services reported the results of an evaluation of workload and budgeting methodologies in Child Welfare within the State of California. The report confirmed what social workers have long suspected: child

welfare workers were carrying caseloads that are nearly three times as high as they should be in order to meet even the basic mandates - let alone fund the enhanced activities required to improve services to children and families. For example, a carrier worker, who is typically responsible for completing the TILP, carries an average caseload of 29 cases. The maximum recommended number is 14 and the "optimum" number of cases is 10, according to the report.

Non-Participation

The study data reveals that more than half (55.2%) of ILP eligible youth do not participate in ILP services. Only 10 youth in the 286 cases reviewed overtly declined to participate in ILP by stating so on the TILP. Of these youth, five stated that they were "not interested" or "did not want services". No reason was given by the other five youth. The remaining 148 non-participants simply had no record of ever participating in an ILP service.

Many of the so-called participants had levels of participation that were minimal - only one activity in nineteen cases. Almost one-quarter (23.3%) participated in fewer than five activities (see APPENDIX C, Table 3b). This is extremely troublesome when one considers what the

literature suggests are the probable outcomes of youth exiting foster care without the support of ILP services. For ILP services to truly benefit foster youth and better their outcomes, participation in these programs must increase. For youth to participate, they must be successfully engaged in the process.

Child welfare social workers in San Bernardino County are not specifically trained how to engage adolescents. These researchers postulate that without proper engagement of the adolescents, a complete TILP is not possible to obtain. Further, when the TILP and the benefits of ILP services are not fully understood by the adolescent, participation decreases. This problem lies beyond the individual social workers: it is systemic.

During this research project, it came to the attention of the researchers that the County "welcome" letter introducing ILP services is not adolescent friendly. This letter is sent to foster youth six months prior to their sixteenth birthday. It is a full page, single spaced letter detailing (in technical terms) what San Bernardino County offers in the way of ILP services.

All adolescents are on the brink of independence, but none are more vulnerable than foster youth who

typically emancipate from the system at age 18. Youth are already in the throes of classic adolescent identity formation, and foster youth have an even greater burden to battle the stigma and low self-esteem that foster care engenders. Assisting youth in the development of a healthy ego identity - which includes self-esteem, self-efficacy and self-knowledge - is a necessary function of ILP.

Factors Affecting Participation

The literature indicated that demographic factors (such as ethnicity and gender) alone did not appear to determine participation (Lock & Costello, 2001). However, Lemon, Hines and Merdinger (2004) found that African-American and Latino youth were more likely to have participated in ILP services. In this study, ethnicity was not found to be a significant indicator of participation. In fact, this analysis demonstrated with reasonable certainty that ethnicity alone plays no role in determining whether or not youth participate in ILP services in San Bernardino County.

Because the number of variables that can be used in a logistic regression are limited, these authors chose not to use demographic factors except ethnicity. The

other demographic factors were used only to describe the sample population.

The first chosen variable was the presence of a physical disability. The researchers postulated that the presence of a major physical disability might affect the youth's ability to attend ILP program events. What the study found, however, was that youth with a major physical disability were actually much more likely to participate in ILP services. A possible explanation for this is that these youth recognize a greater need for independent living skills.

It is interesting to contrast these findings with the discovery that having a developmental delay did not appear to affect ILP participation. The Department of Children's Services in San Bernardino County is separated into three regions: the high desert, the valley, and the west-end. It was noted by these researchers that the regions handled developmentally delayed youths' cases in dissimilar fashions. In one region, one of the researchers was told that if a youth is involved with Inland Regional Centers that they are not eligible for ILP services and that no contact or TILP was attempted.

This may have skewed the results of this study for this variable.

Not surprisingly, youth who display psychological, emotional or behavioral problems were less likely to participate in ILP services. This could be for several reasons. It is possible that these youth have less caretaker support for the activity. It is also possible that, as suggested by Clausen, et al. (1998), foster children with emotional and behavioral problems are likely to demonstrate significant deficits in social competencies that would limit their ability to participate.

It has been reported in the literature (Barth, 1990; Bloom, 1997; Texas, 2001) that current and former foster youth have a high involvement with the legal system. Yet, this factor did not seem to have a significant effect on participation in ILP programs in this sample population (significance = .071), although it was close.

These researchers anticipated that the case history variables would be significantly related to ILP participation, either singly or in combination. However, the data did not concur. The literature reports that youth who are placed with non-relatives participate in

ILP services at higher rates than youth who are placed with relatives (Lemon, Hines & Merdinger, 2004). However, this study's data did not find type of placement significantly related to participation.

Lemon, Hines and Merdinger (2004) also suggest that the number of out-of-home placements was positively related to participation levels; the more placements a youth experienced, the greater the chance of participation in ILP services. The data from this study conflicts with their findings. The greater the number of placements a youth experienced, the less likely they were to participate in ILP services. It is been documented that placement changes create emotional instability in youth (Lock & Costello, 2001; Newton, Litrownik, & Landsverk, 2000; Stein, 2006). These researchers suggest a link between placement instability and emotional instability. The question is, which came first? Emotionally unstable children are more difficult to place and have a harder time maintaining a successful placement than their emotionally healthy counterparts. Constant placement movement can create emotional instability and attachment issues, both which act as a disincentives to ILP participation.

Much has been written in the literature about specific case related variables including number of system entries and age of child at the time of removal (Chamberlain & Reid, 1998; Courtney & Barth, 1996; Newton, Litrownik & Landaverk, 2000). The data analysis in this study found neither of these variables to be significantly related to ILP participation. However, the age at removal variable did come close (significance = .059). The "age at removal" was the age of the youth at the time of the current removal.

While these researchers found nothing in the literature specifically addressing parental visitation, Lemon, et al., (2004) found that ILP participants tended to have more positive adult support from past caseworkers and counselors. Notably, more than half (54.5%) of the study population have no current parental visitation.

Limitations

This study has several limitations. First, because this study was a part of a larger, county initiated study that used county researchers to gather the data, the data collectors had different motivations. The County of San Bernardino was primarily concerned with measuring

compliance and service outcomes, and this research project was primarily concerned with exploring whether or not factors exist that contribute to participation in ILP services. Further, while professional case readers collected this data, the readers are not social workers and may have interpreted subjective data differently.

Second, these researchers uncovered some inconsistencies in the data. For example, as was mentioned above, the data collectors were primarily concerned with compliance when addressing whether or not the youth have a TILP on file. The County was concerned with whether or not the TILP is complete on the Child Welfare Services/Case Management System (CWS/CMS); these researchers were concerned with a TILP being completed by the social worker, whether on CWS/CMS, a copy with the ILP social worker, or a hard copy in the case file. These researchers attempted to answer the "how many youth have a TILP?" by collapsing variables of raw data into a "yes" or "no" dichotomous variable reflecting whether a TILP associated with a particular youth exists anywhere. For instance, if the drop down "No TILP found on CMS or case file" was chosen, but the "youth's signature on TILP"

variable was "yes", these researchers considered that a TILP existed if it was signed by the youth.

Third, there is some question of interrater reliability. While interrater reliability tests were run at the outset of this study by having one research team member "check" the case reads of other readers, this process was not duplicated over time. Two cases read by two different readers often showed different results for similar data. For example, two cases both showed the drop down choice "Incomplete TILP on CMS and no TILP in case file" were chosen, yet the "TILP on File" question was answered "yes" for one, and "no" for another by two data collectors.

Fourth, another possible limitation of this study is whether or not the random sample was truly representative of youth in foster care in San Bernardino County. The demographic data of the research sample indicated that the largest ethnic category was Non-Hispanic White (42.0%), followed by Hispanic/Latino (31.8%) and African-American (24.1%). This correlates closely with the overall foster care population of San Bernardino County, which shows more Non-Hispanic Whites (38%) than Hispanic/Latino (35%) or African Americans (25%). It is

important to note that the random sample selected shows that the over-representation of African-American children in foster care as African-Americans make up less than ten percent (9.1%) of the total population of San Bernardino County.

Finally, the chief limitation of this study was the amount of missing data in the youths' case files, both on CWS/CMS and physical hard files.

Recommendations for Social Work Practice, Policy and Research

Despite the above limitations and scarce findings, this study is important in that it highlights the amount and type of data missing from case files of ILP eligible youth in foster care. These researchers have noted that the TILP is rather cumbersome to complete, as it is a six-page document (see Appendix B) that policy dictates must be completed every six months. Much of the data requested on the TILP is not readily available to the social worker. Further, the data that the TILP is intended to track is not readily available because the TILP is a Microsoft Word document embedded in CWS/CMS and data must be extracted manually. This project is a fine illustration of the magnitude of this undertaking. The

TILP should be shortened and integrated into CWS/CMS to expedite data tracking for compliance and outcome studies.

Another barrier to completion of the TILP and participation in ILP services is the ability of the social worker to sufficiently engage the youth. Social workers within Child Welfare would benefit from additional training in this arena.

Caseloads must be reduced to provide optimal services for youth in foster care. Budget constraints have prevented satisfactory funding for Child Welfare Services in San Bernardino County for several decades. Currently a proposed Assembly Bill outlines a five-year strategy to establish minimum Child Welfare Services caseload standards in the State of California. The National Association of Social Workers (2006) states that the effect of excessive caseloads on children and their families is devastating. It prevents the Child Welfare case managers from adequately monitoring children's cases as well as advancing poor outcomes for youth in foster care.

Conclusions

The overall findings from this research study suggest that there are no easily identifiable factors or combinations of factors that can predict or influence whether or not a youth will participate in ILP services. Further research is called for to determine if any such factors do exist. However, the data from this study does suggest some important areas for systemic improvements.

APPENDIX A
DATA EXTRACTION FORM

TRANSITIONAL INDEPENDENT LIVING PLAN

CASE REVIEW TOOL

REVIEW MONTH

Case Name	Case ID	State ID	
SW Name	Office		
CASE DEMOGRAPHICS			
a. TILP on file ? <input type="radio"/> Yes <input type="radio"/> No	Caretaker's signature on TILP ? <input type="radio"/> Yes <input type="radio"/> No	Youth's signature on TILP ? <input type="radio"/> Yes <input type="radio"/> No	
b. Date TILP case plan initiated: _____	Projected TILP term date: _____	Is youth aware of date ? <input type="radio"/> Yes <input type="radio"/> No	
c. Case plan goal: _____			
d. <input type="radio"/> 1st TILP	<input type="radio"/> 2nd TILP	<input type="radio"/> 3rd TILP	<input type="radio"/> 4th TILP <input type="radio"/> 5th TILP <input type="radio"/> 6th TILP
e. Current case status <input type="radio"/> FR <input type="radio"/> PP <input type="radio"/> FM <input type="radio"/> KinGap	Number of SW changes during case, _____ <input type="radio"/> ICT case ?		
f. Date of birth: _____	Age: _____	Sex: _____	SS#: _____ Ethnicity: _____ Language: _____
g. Age of child at removal: _____	Type of abuse: _____	No. of Foster Care entries: _____	
PERSONAL DOCUMENTATION			
a. Birth certificate	<input type="radio"/> On file	<input type="radio"/> Requested	<input type="radio"/> N/A
b. Social Security card / number	<input type="radio"/> On file	<input type="radio"/> Requested	<input type="radio"/> N/A
c. Immigration record	<input type="radio"/> On file	<input type="radio"/> Requested	<input type="radio"/> N/A
d. High School diploma or GED / school records	<input type="radio"/> On file	<input type="radio"/> Requested	<input type="radio"/> N/A
e. Medical passport / Immunization record	<input type="radio"/> On file	<input type="radio"/> Requested	<input type="radio"/> N/A
f. Department of Motor Vehicles Identification / license	<input type="radio"/> On file	<input type="radio"/> Requested	<input type="radio"/> N/A
g. Department of Motor Vehicles driving permit	<input type="radio"/> On file	<input type="radio"/> Requested	<input type="radio"/> N/A
h. Name and telephone number of one person	<input type="radio"/> On file	<input type="radio"/> Requested	<input type="radio"/> N/A
i. Worker statement included in case file	<input type="radio"/> On file	<input type="radio"/> Requested	<input type="radio"/> N/A
j. Other (specify) _____			
PLACEMENT INFORMATION			
a. Current placement: <input type="radio"/> FH <input type="radio"/> PFA <input type="radio"/> SFH <input type="radio"/> Group Home <input type="radio"/> Legal Guardian <input type="radio"/> Relatives <input type="radio"/> Transitional Housing			
b. Total number of placements: _____	Placed with sibling ? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		
c. County of residence: _____	Zip Code: _____		
d. If residing in other county, has a referral for ILP services been made ? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown			
e. If yes, has other county provided ILP services ? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown			
SERVICES PARTICIPATION			
a. Is youth participating in ILP services? <input type="radio"/> Yes <input type="radio"/> No	If no, why? _____		
b. Youth will participate in Independent Living Services as follows (check all that apply):			
___ Youth is in need of individual ILP services because: _____			
___ Youth is in the Transitional Housing Placement Program			
___ Youth is in need of transportation services			
Other (specify): _____			
c. History of participation:	Age 16	Age 17	Age 18 <input type="radio"/> Age 19 <input type="radio"/> Aftercare <input type="radio"/>
d. Did youth specifically refuse to participate in any ILP service ? <input type="radio"/> Yes <input type="radio"/> No	If yes, why: _____		
e. Did youth agree to participate in TILP but never show up for any activity ? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A			
f. Did youth stop participating after initial participation ? <input type="radio"/> Yes <input type="radio"/> No	If yes, is it after: <input type="radio"/> 3M <input type="radio"/> 6M <input type="radio"/> 12M <input type="radio"/> 18M		
g. Is current caregiver supportive of youth's participation ? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A <input type="radio"/> Unk	If no, why: _____		

**TRANSITIONAL INDEPENDENT LIVING PLAN
CASE REVIEW TOOL**

REVIEW MONTH

EDUCATION			
a. Does youth attended regular school? <input type="radio"/> Yes <input type="radio"/> No			
b. If not in regular school, is youth in: <input type="radio"/> Continuation school <input type="radio"/> Home studies <input type="radio"/> Special Education <input type="radio"/> On grounds school <input type="radio"/> Vocational Training / ROP <input type="radio"/> Other: 			
c. Academic problems (check all that apply): <input type="checkbox"/> ESL <input type="checkbox"/> IEP <input type="checkbox"/> Learning Disability <input type="checkbox"/> Chronic tardiness <input type="checkbox"/> Chronic absenteeism <input type="checkbox"/> Suspended <input type="checkbox"/> Expelled <input type="checkbox"/> None identified			
d. Have enough credits to graduate prior to 19th birthday? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown No. of completed HS credits: GPA: 			
e. Number of school changes due to change of placement: <input type="radio"/> Unknown			
f. Number of school changes for other reasons: Specify reason: 			
g. Plans to obtain <input type="radio"/> G.E.D. <input type="radio"/> Vocational Training <input type="radio"/> Graduate			
h. Plans to attend college <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Need help with: 			
i. Has youth taken reading test? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not indicated If yes, reading level: 			
j. Has youth taken math test? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not indicated If yes, math level: 			
k. College career plan <input type="radio"/> Certificate program <input type="radio"/> 2 year <input type="radio"/> 4 year <input type="radio"/> Graduate degree			
l. Currently in college prep classes <input type="radio"/> Yes <input type="radio"/> No <input type="checkbox"/> Advanced placement classes <input type="radio"/> Yes <input type="radio"/> No			
BASIC LIVING SKILLS			
Is youth self-sufficient in following skills:	Knowledge	Adequate	Needs Training
a. Basic self-care (dressing, grooming, hygiene)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Shopping, budgeting, money management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Social skills (table manners, conversation, self-presentation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Cooking, cleaning house	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Leisure time management / hobbies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowledge / Use of safe sex practices, family planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Assume responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Job skills training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Self-esteem, self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Adjust to different situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Community resources (know where to find)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Develop supportive interpersonal relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Community interactive (apartment hunting, ride bus, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Think and plan with short and long range goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Parenting skills education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Other: 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMPLOYMENT HISTORY			
a. Has prior work experience <input type="radio"/> Yes <input type="radio"/> No			
b. Currently working part-time <input type="radio"/> Yes <input type="radio"/> No			
c. Currently working full-time <input type="radio"/> Yes <input type="radio"/> No			
d. Currently seeking employment / volunteer work <input type="radio"/> Yes <input type="radio"/> No			
e. In order to maintain employment, youth needs help <input type="radio"/> Yes <input type="radio"/> No If yes, specify: 			
f. Youth has previously worked and <input type="radio"/> Quit <input type="radio"/> Was dismissed <input type="radio"/> Job ended			

TRANSITIONAL INDEPENDENT LIVING PLAN

CASE REVIEW TOOL

REVIEW MONTH:

HEALTH			
a. Does youth have any major physical disabilities ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
b. Does youth have a psychiatric diagnosis ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
c. Is there evidence of emotional and behavioral problems ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
d. Has youth received therapy for emotional and behavioral problems ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
e. Has youth been hospitalized for psychiatric services ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
f. Is youth taking psychotropic medication ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
g. Developmental delay ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
h. Is youth Regional Center client ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
i. Does youth have history of being sexually active ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
j. Does youth have history of STD ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
k. History of AWOL / runaway ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
Number of times ran away from placement: _____	Currently on AWOL status since: _____		
l. History of substance abuse ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
m. Is youth currently using drugs ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, drug(s) type : _____			
n. Has youth been in AOD treatment ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
o. Applied for / Received SSI Disability benefit ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, describe: _____			
p. Identifies as Lesbian, Gay, Bisexual, or Transgender ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unknown
If yes, specify: _____			
CAREER / COLLEGE PLAN			
	Interested In	Currently enrolled In	
a. Full-time employment	<input type="radio"/>	<input type="radio"/>	
b. Part-time employment	<input type="radio"/>	<input type="radio"/>	
c. California Conservation Corps	<input type="radio"/>	<input type="radio"/>	
d. Job Corps	<input type="radio"/>	<input type="radio"/>	
e. AmeriCorps	<input type="radio"/>	<input type="radio"/>	
f. Vocational School / Training	<input type="radio"/>	<input type="radio"/>	
g. Military services	<input type="radio"/>	<input type="radio"/>	
h. Other (specify) _____			

**TRANSITIONAL INDEPENDENT LIVING PLAN
CASE REVIEW TOOL**

REVIEW MONTH

EMANCIPATION PLAN	
a. Does youth have a savings account ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown
b. Projected emancipation date:	<input type="text"/>
c. Upon emancipation, youth will:	<input type="radio"/> Rent own housing <input type="radio"/> Share rent with others <input type="radio"/> Live with careprovider / guardian <input type="radio"/> Stay in college dorm <input type="radio"/> Return to parent(s) <input type="radio"/> Live with relatives <input type="radio"/> Live in Board and Care <input type="radio"/> Other (specify) <input type="text"/>
d. As emancipated youth, youth will:	<input type="radio"/> Rent own housing <input type="radio"/> Share rent with others <input type="radio"/> Live with careprovider / guardian <input type="radio"/> Stay in college dorm <input type="radio"/> Live with parent(s) <input type="radio"/> Live with relatives <input type="radio"/> Live in Board and Care <input type="radio"/> Live with friends <input type="radio"/> Without a home <input type="radio"/> Live in county / other transitional housing <input type="radio"/> Other (specify) <input type="text"/>
SERVICES RECEIVED	
a. Select all services that youth received (Indicate number of times):	<input type="text"/> Events <input type="text"/> JESD Summer Youth Employment <input type="text"/> Hard Skill Classes <input type="text"/> Soft Skill Classes <input type="text"/> Workbook <input type="text"/> Aftercare <input type="text"/> Incentive Payments <input type="text"/> Out of county services <input type="text"/> Introductory Classes <input type="text"/> Workshops (If attended, check all that applied below) <input type="text"/> Skill Building <input type="text"/> Computer <input type="text"/> Educational <input type="text"/> Financial <input type="text"/> Other
b. Services entered in CMS case plan ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
TEEN PARENTS	
a. Expectant parent	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A <input type="text"/> Number of babies
b. Age of child(ren)	<input type="text"/> Sex of child(ren) <input type="text"/>
c. Is child(ren) living with teen parent in placement ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A <input type="text"/> If yes, is child: <input type="radio"/> on ISP <input type="radio"/> a dependent
d. Is youth a teen father ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A <input type="text"/> If yes, does teen father visit child ? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown
e. Does youth use family planning services ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown
LEGAL	
a. Has youth ever been arrested ?	<input type="radio"/> Yes <input type="radio"/> No <input type="text"/> If yes, how many times? <input type="text"/> How many times since age 16 ? <input type="text"/>
b. Has youth been made 802 ward ?	<input type="radio"/> Yes <input type="radio"/> No
c. Spent time in juvenile hall ?	<input type="radio"/> Yes <input type="radio"/> No
d. History of gang involvement / current gang involvement ?	<input type="radio"/> Yes <input type="radio"/> No
e. Is youth currently on informal probation ?	<input type="radio"/> Yes <input type="radio"/> No <input type="text"/> If yes, for how long ? <input type="text"/>
f. Is youth currently in probation placement ?	<input type="radio"/> Yes <input type="radio"/> No
COURT NOTIFICATIONS	
a. Is ILP discussed in current court report narrative ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
b. Was TILP attached to current court report ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
c. If youth is 17 1/2 or older, was referral (DCS 17.8 ILP) made to Cameron Hills Aftercare ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Out of county
d. If youth resides out of county, has a referral been made to out of county aftercare ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown
e. Was youth dismissed at age 18 because he/she could not graduate by age 19 ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Out of county <input type="radio"/> N/A
f. Was old DCS 18/19 ILP or JV 365 on file ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
g. Was youth advised of right to dismissal hearing ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unknown <input type="radio"/> N/A
h. Was youth at dismissal hearing ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A <input type="text"/> If no, why ? <input type="text"/>
i. Dismissal continued by court for more services ?	<input type="radio"/> Yes <input type="radio"/> No <input type="text"/> If yes, how long ? <input type="text"/>
j. Special Juvenile Immigrant Status applied for ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
k. Was Educational / Training voucher issued ?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A

APPENDIX B

TRANSITIONAL INDEPENDENT LIVING PLAN

County:

TRANSITIONAL INDEPENDENT LIVING PLAN

Name Of Youth _____ State ID Number _____

Case ID Number _____ Social Security Number _____ Birthdate _____ Age _____ Sex _____

Ethnicity _____ Language _____

Case Plan Goal _____ Projected CWS Termination Date _____

Projected TILP Term Date _____ Is Youth Aware of Projected Termination Date(s)
 Yes No

Address Where Youth Is Residing (Street) _____ (City) _____ (State) _____ (Zip Code) _____

Name Of Current Placement Caretaker / Facility _____ Relationship, If Any _____

Telephone Number _____ Legal Authority To Place _____

Marital Status:
Parental Status: Parent Of # _____ Expectant Parent _____ N/A _____

School Currently Attending _____ Grade _____ Anticipated Graduation / GED Date
Mo. _____ Year _____

School Address _____ School Telephone Number
(If Available) _____ (If Available) _____

INDEPENDENT LIVING SERVICES

- I will participate in Independent Living Services as follows:
- I am in need of individual ILP services because:
- I am in the Transitional Housing Placement Program:
- I am in need of transportation services:
- Other (specify):

EDUCATIONAL STATUS

- Prior to my 19th birthday, I will will not
- Graduate High School Attain GED Complete Vocational Training

I have completed _____ of 220 credits towards high school completion.
I need help with the following school related issues:

State of California Health and Welfare Agency
Department of Social Services
CWS Case Management System
CS-ILPLAN REV.(05/01)

**TRANSITIONAL INDEPENDENT
LIVING PLAN**

Confidential in accordance with
Penal Code Section 11167.5 and/or
WIC Sections 827 and 10850

Distribution:
Original: Court
Copy: DCS File
Copy: Youth

Page 1 of 5

My current grade point average is:

I attend:

- Regular School Continuation School On-grounds school Vocational Training/ROP

Standardized Test Results	
Reading Level:	Math Level:
Date of Test (if known):	Date of Test (if known):
<input type="checkbox"/> Unavailable	<input type="checkbox"/> Not Tested

I take:

- College Preparatory Classes Advanced Placement Classes
 Other (specify):

SUMMARY ASSESSMENT OF BASIC LIVING SKILLS

(Check the category below which best describes your level of self-sufficiency skills)

	Knowledgeable	Adequate	Need Training
Basic Self Care (dressing, grooming, hygiene)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shopping, Budgeting, Money Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills (table manners, conversation, self-presentation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooking, Cleaning House	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leisure Time Management/Hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge/Use of Safe Sex Practices, Family Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assume Responsibility for Actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Skills Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self Esteem, Self Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts to Different Situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Resources (know where to find)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop Supportive Interpersonal Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Interactive (apt. hunting, ride bus, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Think and Plan with Short and Long Range Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parenting Skills Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORK EXPERIENCE

The purpose of employment is to gain knowledge of needed work skills and habits along with the responsibilities of maintaining employment. (WIC 11008.15)

- I have no work experience I worked previously and
 I am working part-time I quit
 I am working full-time I was dismissed
 I am seeking employment/volunteer work The job ended
 In order to maintain employment, I need help:
 Other:

SAVINGS

- I have been informed by my social worker/probation officer that my ILP cash savings cannot exceed

\$10,000, including interest. I know that I can't withdraw savings without written approval from my social worker/probation officer and that the money must be used for the goal of emancipation. (WIC 11155.5).

I have an ILP savings account (enter amount) \$

CAREER/COLLEGE PLAN

I am interested in:

- Full time employment Part time employment California Conservation Corps
 Job Corps Vocational School/Trng Americorps
 Military Service Branch:
 Other (Specify):

I am currently enrolled in:

- California Conservation Corps Job Corps Vocational School/Trng
 Americorps Military Service Branch:
 Other (Specify):

My college goal is: Certificate Program 2 year 4 year Graduate Degree

I am currently enrolled in: Certificate Program 2 year 4 year Graduate Degree

I received a statement from my social worker that I was in foster care: Yes No

Additional Information:

EMANCIPATION PLAN

My projected emancipation date is:

I received help in filling out all forms required to continue my medical care on:

When I emancipate, I will:

- Rent own housing Share rent with others Stay in college dorm
 Return to parent(s) Live in Board & Care Live with relatives
 Live with care provider/guardian Other (Specify):

As an Emancipated Youth, I:

- Rent own housing Share rent with others Stay in college dorm
 Live with parent(s) Live in Board & Care Live with relatives
 Live with friends Live in County/Other Transitional Housing
 Live with care provider/guardian Am without a home
 Other (Specify):

Additional Information:

PERSONAL DOCUMENTATION

	<u>On File</u>	<u>Requested</u>	<u>N/A</u>
Birth Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Security Card/Number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Immigration Record
- High School Diploma Or GED/School Records
- Medical Passport/Immunization Record
- Department Of Motor Vehicles Identification/License
- Department of Motor Vehicles Driving Permit
- Name and Telephone Number of one person
- Other: (Specify Below)

TRANSITIONAL INDEPENDENT LIVING SERVICES

DELIVERED CLIENT SERVICES

(Check all that apply):

- Career / Job Guidance
- Home Management
- Time Management
- Interpersonal Social / Skills
- Consumer Skills
- Housing Options
- Daily Living Skills
- Survival Skills
- Education
- Money Management
- Transportation
- Parenting Skills
- Choices and Consequences
- Computer Training
- Other:
- Other:

Delivered Services Narrative: (list all delivered services and date(s) provided)

Planned Services Narrative: (list all planned services and projected completion date(s))

CASE MANAGEMENT SERVICES

- | <u>Service Type</u> | <u>Beginning Date</u> |
|--|-----------------------|
| <input type="checkbox"/> Referral To ILP Services
Narrative: _____ | _____ |
| <input type="checkbox"/> Referral To Community Resources
Narrative: _____ | _____ |
| <input type="checkbox"/> Other
Narrative: _____ | _____ |

APPENDIX C

TABLES

Table 1. Demographic Characteristics of ILP Eligible Youth

Variable	Frequency (n)	Percentage (%)	Valid Percent
GENDER			
Male	121	42.3%	42.3%
Female	165	57.7%	57.7%
AGE			
15	5	1.7%	1.8%
16	120	42.0%	42.3%
17	100	35.0%	35.2%
18	59	20.6%	20.8%
Missing	2	.7%	
ETHNICITY			
White	120	42.0%	42.1%
Black	69	24.1%	24.2%
Hispanic/Latino	91	31.8%	31.9%
Other	5	1.7%	1.8%
Missing	1	.3%	
PRIMARY LANGUAGE			
English	276	96.5%	96.8%
Spanish	9	3.1%	3.2%
Missing	1	.3%	
COUNTY OF RESIDENCE			
San Bernardino	219	76.6%	78.2%
Riverside	44	15.4%	15.7%
Los Angeles	10	3.5%	3.6%
Orange	2	.7%	.7%
Out-of-State	5	1.7%	1.8%
Missing	6	2.1%	

Table 2. TILP on File

	Frequency (n)	Percent (%)	Valid Percent
Yes	214	74.8%	75.4%
No	70	24.5%	24.6%
Missing	2	.7%	

Table 3a. Participation

Variable	Frequency (n)	Percent (%)	Valid Percent
DICHOTOMOUS			
Yes	128	44.8%	44.8%
No	158	55.2%	55.2%
REFUSED to PARTICIPATE			
Yes	10	3.5%	8.5%
No	107	37.4%	91.5%
Missing	169		

Table 3b. History of Participation

	Frequency (n)	Percent (%)	Valid Percent	Cumulative Percent
0	158	55.2%	55.2%	55.2
1	19	6.6%	6.6%	61.9
2	12	4.2%	4.2%	66.1
3	13	4.5%	4.5%	70.6
4	12	4.2%	4.2%	74.8
5	11	3.8%	3.8%	78.7
6	5	1.7%	1.7%	80.4
7	3	1.0%	1.0%	81.5
8	3	1.0%	1.0%	82.5
10	5	1.7%	1.7%	84.3
11	7	2.4%	2.4%	86.7
12	3	1.0%	1.0%	87.8
13	3	1.0%	1.0%	88.8
14	2	.7%	.7%	89.5
15	1	.3%	.3%	89.9
16	1	.3%	.3%	90.2
17	4	1.4%	1.4%	91.6
18	1	.3%	.3%	92.0
20	2	.7%	.7%	92.7
21	4	1.4%	1.4%	94.1
22	2	.7%	.7%	94.8
24	2	.7%	.7%	95.5
25	2	.7%	.7%	96.2
26	1	.3%	.3%	96.5
29	1	.3%	.3%	96.9
30	1	.3%	.3%	97.2
31	2	.7%	.7%	97.9
32	1	.3%	.3%	98.3
33	1	.3%	.3%	98.6
38	1	.3%	.3%	99.0
43	1	.3%	.3%	99.3
46	1	.3%	.3%	99.7
53	1	.3%	.3%	100.0
Total	286	100.0%	100.0%	

Statistics		Mean	Median	Mode	Std. Deviation	Range
N	Valid	275	8.05	6.00	1	6.781
	Missing	11				30

Table 4. Educational Statistics

	Attends regular school	Credits to graduate prior to age 19	Grade point average	School changes due to placement
N Valid	219	128	34	66
Missing	67	158	252	220

Table 5. Youth Characteristics

Variable	Frequency (n)	Percent (%)	Valid Percent
Major Physical Disability			
Yes	17	5.9%	6.2%
No	256	89.5%	93.8%
Missing	13	4.5%	
Psych/Emotion/Behavioral Problems			
Yes	101	35.3%	36.7%
No	174	60.8%	63.3%
Missing	11	3.8%	
Developmental Delay			
Yes	31	10.8%	11.4%
No	241	84.3%	88.6%
Missing	14	4.9%	
Involvement with Legal System			
Yes	32	11.2%	11.8%
No	240	83.9%	88.2%
Missing	14	4.9%	

Table 6. Case Type

	Frequency (n)	Percent (%)	Valid Percent
FR family reunification	33	11.5%	11.6%
PP permanency planning	241	84.3%	84.6%
FM family maintenance	11	3.8%	3.9%
Missing System	1	.3%	



Table 7. Number of Social Worker Changes

	Frequency (n)	Percent (%)	Valid Percent	Cumulative Percent
1	51	17.8%	18.5%	18.5
2	21	7.3%	7.6%	26.2
3	14	4.9%	5.1%	31.3
4	20	7.0%	7.3%	38.5
5	15	5.2%	5.5%	44.0
6	20	7.0%	7.3%	51.3
7	9	3.1%	3.3%	54.5
8	19	6.6%	6.9%	61.5
9	16	5.6%	5.8%	67.3
10	8	2.8%	2.9%	70.2
11	7	2.4%	2.5%	72.7
12	9	3.1%	3.3%	76.0
13	14	4.9%	5.1%	81.1
14	13	4.5%	4.7%	85.8
15	5	1.7%	1.8%	87.6
16	5	1.7%	1.8%	89.5
17	3	1.0%	1.1%	90.5
18	1	.3%	.4%	90.9
19	2	.7%	.7%	91.6
20	4	1.4%	1.5%	93.1
22	6	2.1%	2.2%	95.3
23	2	.7%	.7%	96.0
24	1	.3%	.4%	96.4
25	2	.7%	.7%	97.1
26	3	1.0%	1.1%	98.2
27	2	.7%	.7%	98.9
29	1	.3%	.4%	99.3
31	2	.7%	.7%	100.0
Missing	11	3.8%		

Statistics	Mean	Median	Mode	Std. Deviation	Range
N Valid	275	8.05	6.00	1	6.781
Missing	11				30

Table 8. Age at Removal.

Statistics		Mean	Median	Mode	Std. Deviation	Range
N Valid	274	11.01	13.00	15	4.511	16
Missing	12					

Table 9. Placement Type

	Frequency (n)	Percent (%)	Valid Percent
Foster home (FH)	13	4.5%	4.6%
Foster family agency (FFA)	80	28.0%	28.6%
Specialized family home (SFH)	8	2.8%	2.9%
Group home	48	16.8%	17.1%
Legal guardian	54	18.9%	19.3%
Relative home	74	25.9%	26.4%
Transitional housing	3	1.0%	1.1%
Missing System	6	2.1%	

Table 10. Number of Placements

Statistics		Mean	Median	Mode	Std. Deviation	Range
N Valid	268	4.16	2.00	2	4.304	31
Missing	18					

Table 11. Parental Visitation

	Frequency (n)	Percent (%)	Valid Percent
Yes	94	32.9%	37.6%
No	156	54.5%	62.4%
Missing	36	12.6%	

Table 12. Results of Logistic Regression

Variables	df	Sig.	Exp (B)
Ethnicity	3	.884	
Ethnicity (1)	1	.999	.000
Ethnicity (2)	1	.999	.000
Ethnicity (3)	1	.999	.000
Case Type	2	.444	
Case Type (1)	1	.999	.000
Case Type (2)	1	.999	.000
Number Social Workers	1	.930	1.002
Placement Type	6	.664	
Placement Type(1)	1	.999	5.3E+008
Placement Type(2)	1	.999	1.1E+009
Placement Type(3)	1	.999	3.2E+018
Placement Type(4)	1	.999	2.0E+009
Placement Type(5)	1	.999	8.9E+008
Placement Type(6)	1	.999	1.5E+009
Number of Placements	1	.034	.872
Physical Disability	1	.014	7.560
Psych/Emotion/Behavioral	1	.014	.404
Developmental Delay	1	.871	1.096
Involvement with the Law	1	.071	2.323
Parental Visitation	1	.421	.761
Age at Removal	1	.059	1.076
Constant	1	1.000	1.1E+009

Df=Degrees of freedom; Sig.=Significance; Exp(B)=Odds Ratio

APPENDIX D
AGENCY LETTER

DEPARTMENT OF CHILDREN'S SERVICES



COUNTY OF SAN BERNARDINO
HUMAN SERVICES SYSTEM

CATHY CIMBALO
Director

REPLY TO:

- 170 North Yucca Street
Barstow, CA 92311
- 1300 Bailey Avenue
Needles, CA 92363
- 9638 7th Street
Rancho Cucamonga, CA 91730
- 56311 Perrin Trail
Yucca Valley, CA 92284
- 412 West Hospitality Lane, Second Floor
San Bernardino, CA 92415-0915
- 396 North E Street
San Bernardino, CA 92415-0084
- 825 East Hospitality Lane
San Bernardino, CA 92415-0079
- 1534 Gifford Street
San Bernardino, CA 92415-0058
- 15480 Ramona Avenue
Victorville, CA 92392-2421
- 16519 Victor Street, Suite 623
Victorville, CA 92395-3967

Dr. Laurie Smith
Department of Social Work
California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407-2397

TDD —TELEPHONE SERVICES FOR THE HEARING IMPAIRED
(909) 386-9780

(1534)

Dear Dr. Smith:

This letter serves as notification to the Department of Social Work at California State University, San Bernardino, that Cheryl Babb and Holly Ninneman have obtained consent from the County of San Bernardino Department of Children's Services to conduct the research project entitled "Falling through the Cracks: A Look at Factors Contributing to Non-Participation in Independent Living Program Services."

If you have questions regarding this letter of consent, you may contact:

Cathy Cimballo, Director at 909-388-0242.

Sincerely,


Signature

11/18/05
Date

Cathy Cimballo, Director

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ASSIGNED RESPONSIBILITIES PAGE

This was a two-person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:

Team Effort: Cheryl Babb
Holly Ninneman

2. Data Entry and Analysis:

Team Effort: Cheryl Babb
Holly Ninneman

3. Writing Report and Presentation of Findings:

a. Introduction and Literature

Team Effort: Cheryl Babb
Holly Ninneman

b. Methods

Team Effort: Cheryl Babb
Holly Ninneman

c. Results

Team Effort: Cheryl Babb
Holly Ninneman

d. Discussion

Team Effort: Cheryl Babb
Holly Ninneman