

Better Futures

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Better Futures

Goal of the Project: Implement and test a comprehensive intervention to assist young people in foster care with serious mental health stressors to prepare for and participate in post-secondary education.

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BACKGROUND:

- Casey Alumni Study found that over half of former foster youth have diagnosed mental health problems (Pecora, 2005).
- In Oregon, 70% of youth had a DSM diagnosis (Hogensen, J., 2007).
- 70-80% of youth in foster care and youth with serious mental health conditions aspire to go to college (McMillen, et al., 2003; Wagner, et al., 2007, Courtney, et al., 2004).
- Only 20% of youth in FC and 34% of youth with MH conditions enroll and attend college (Wolanin, 2005, Wagner et al., 2007).

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DESIGN:

- Youth randomly assigned to Community As Usual (CAU) or intervention group
- Youth enrolled in 3 waves
- Intervention components include individual coaching sessions, summer institute and mentoring workshops
- Youth assessed 4 times
 - T1: 0 months
 - T2: 1.5 months (post SI),
 - T3: 9 months (post tx),
 - T4: 18 months (9 month follow along)

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PARTICIPANTS:

Sixty-seven youth who:

- Currently are in foster care
- Experience a serious mental health condition
- Live in targeted geography
- Open to the idea of college

Wave 1:

17 youth, 10 intervention, 7 control

Wave 2:

25 youth, 15 intervention, 10 control

Wave 3:

25 youth, 11 intervention, 14 control

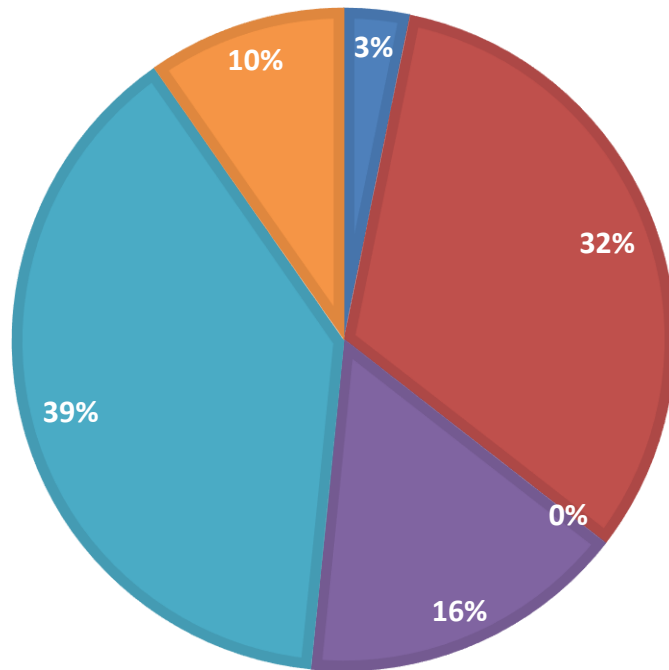
Overall Attrition: 9%

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PARTICIPANTS: Race/Ethnicity

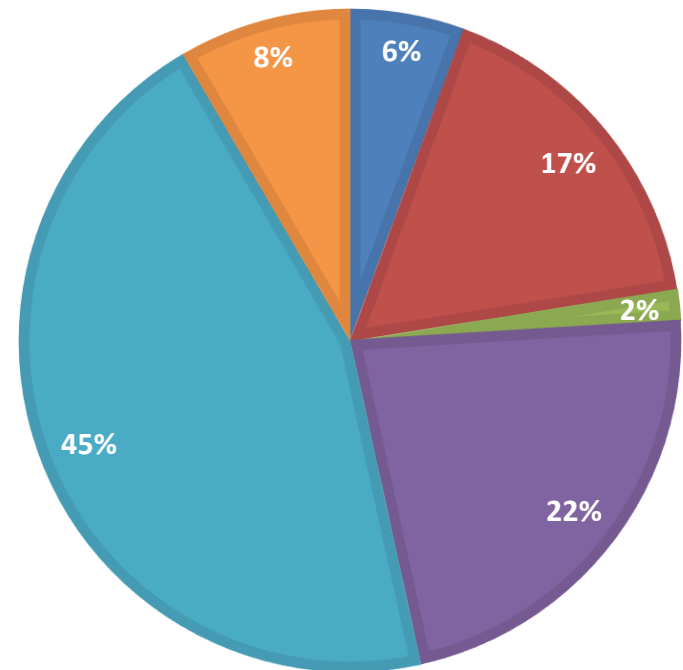
Control (n= 31)

■ Hispanic ■ Native American ■ Asian
■ African American ■ Caucasian ■ Multi-Ethnic



TX (n=36)

■ Hispanic ■ Native American ■ Asian
■ African American ■ Caucasian ■ Multi-Ethnic

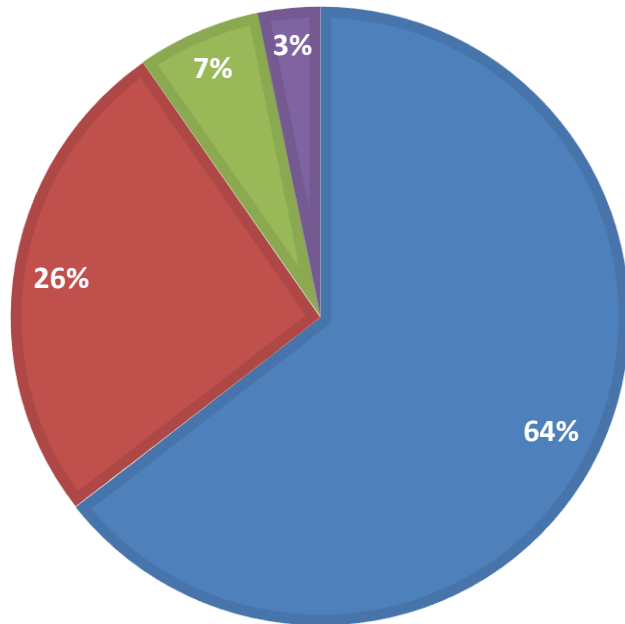


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PARTICIPANTS: Placement Types

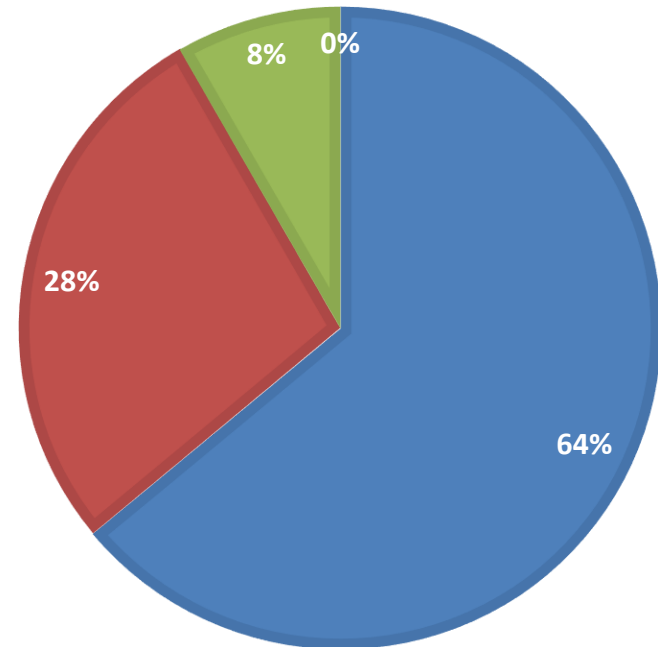
Control

- Non-Relative
- Kinship
- Group/Res
- Other (Independent)



TX

- Non-Relative
- Kinship
- Group/Res
- Other (Independent)

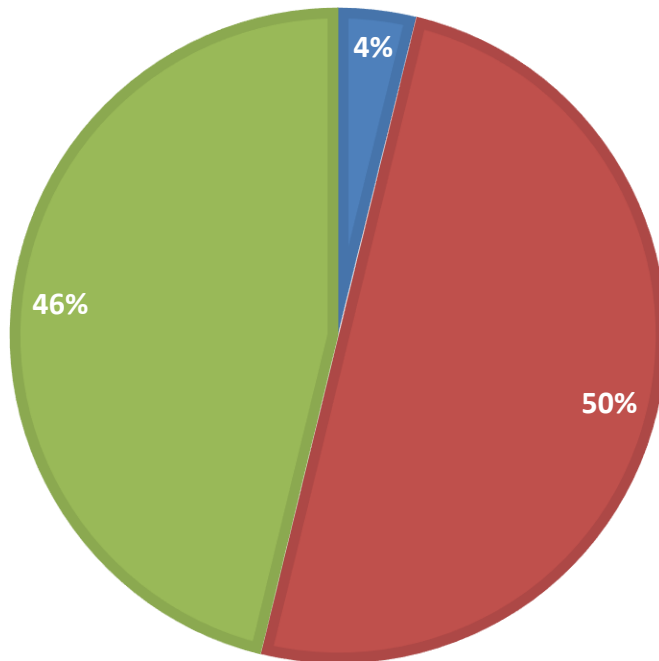


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PARTICIPANTS: School Status

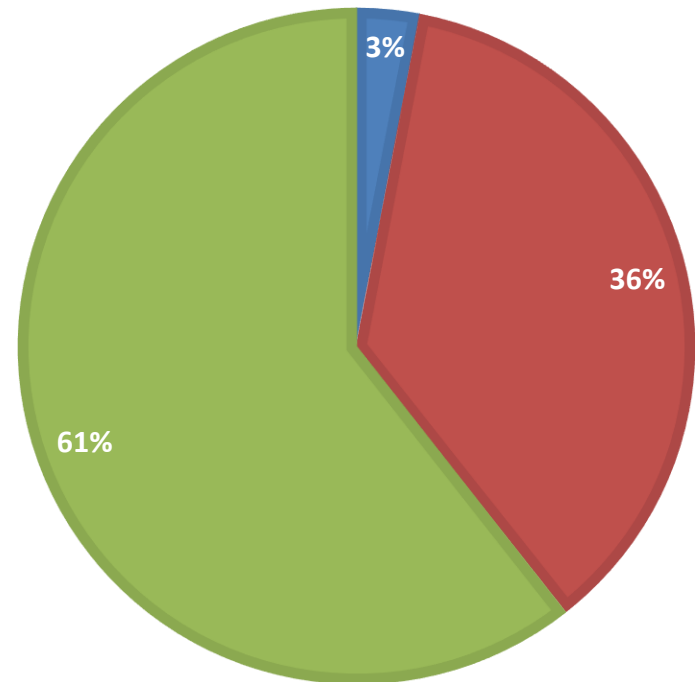
Control

■ Sophomore ■ Junior ■ Senior ■



TX

■ Sophomore ■ Junior ■ Senior



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PARTICIPANTS: Mental Health and Disability Status

	Control	Tx	All
Taking mental health medication %	29.0	48.6	39.4
Receiving mental health services %	64.5	72.2	68.7
Receiving special education services %	41.9	30.5	35.8
Receiving developmental disability services %	12.9	8.3	10.4

The Intervention in more detail

Summer Institute:

- 10 to 15 youth, 2 Foster All-Stars and Staff
- 3 nights/4 Days in Dorms at Portland State University
- Partnership with PCC
- Daily Panels, Tours of PCC & PSU, Activities, and Workshops
- Evening Activities and Dinner

Mentoring Workshops:

- Bi monthly with 5 total
- Various panels of college students and transition agencies
- Potential topics include essay writing, wellness tools, field trips, allies, college supports, strategic disclosure, ILP and graduation timelines
- Meeting foster care alumni and adult allies

The Intervention in more detail

Near Peer Coaching:

- Minimum 2x per month for 9 months
- Meet with the youth in their environment
- Peer support and collaborative problem solving
- Self determination and empowerment lens
- Build relationships, offer resources and support
- Youth directed on their personally valued goals
- Skill building and experiential activities

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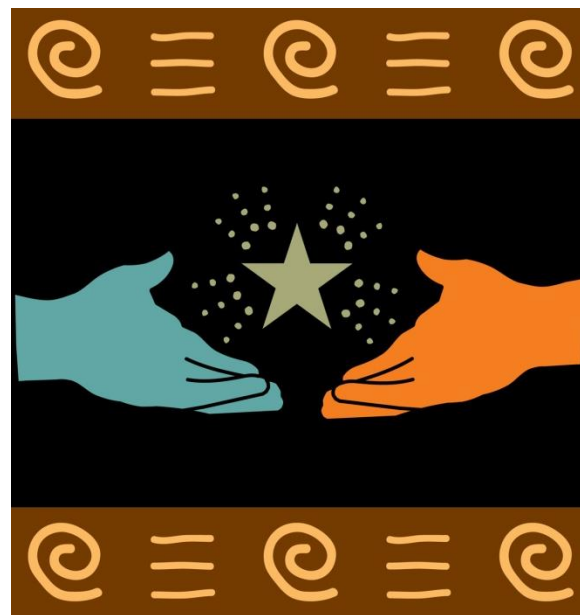
Major Strength of the Model is Near-Peer Support

Coaches are in college/voc. school and have lived experience with foster care and/or mental health

- Knowledge, credibility, experience
- Modeling through experiential activities
- Multi-level empowerment

Training and Support

- Role clarity and boundaries
- Strategic disclosure
- Self Care



Fidelity

Average number of total hours spent in active coaching: 27.37 hours

Average Experiential Time: 9.31 hours

Experiential time=supporting the youth to participate in an activity to take action toward a goal

Average Didactic Time: 7.13 hours

Didactic time=assist the youth to identify and work toward his or her goal; one-to-one time when you are talking about goals, barriers, and strategies, planning, etc.

Average Relational Time: 10.92 hours

Relational time=“getting to know you or catching up” time that do not relate to the youth goals or activities

Fidelity

11 skills could be introduced; fidelity across the 3 waves=99.5%

17 experiences; fidelity=89.7%

Average number of mentoring workshops attended: 3.47

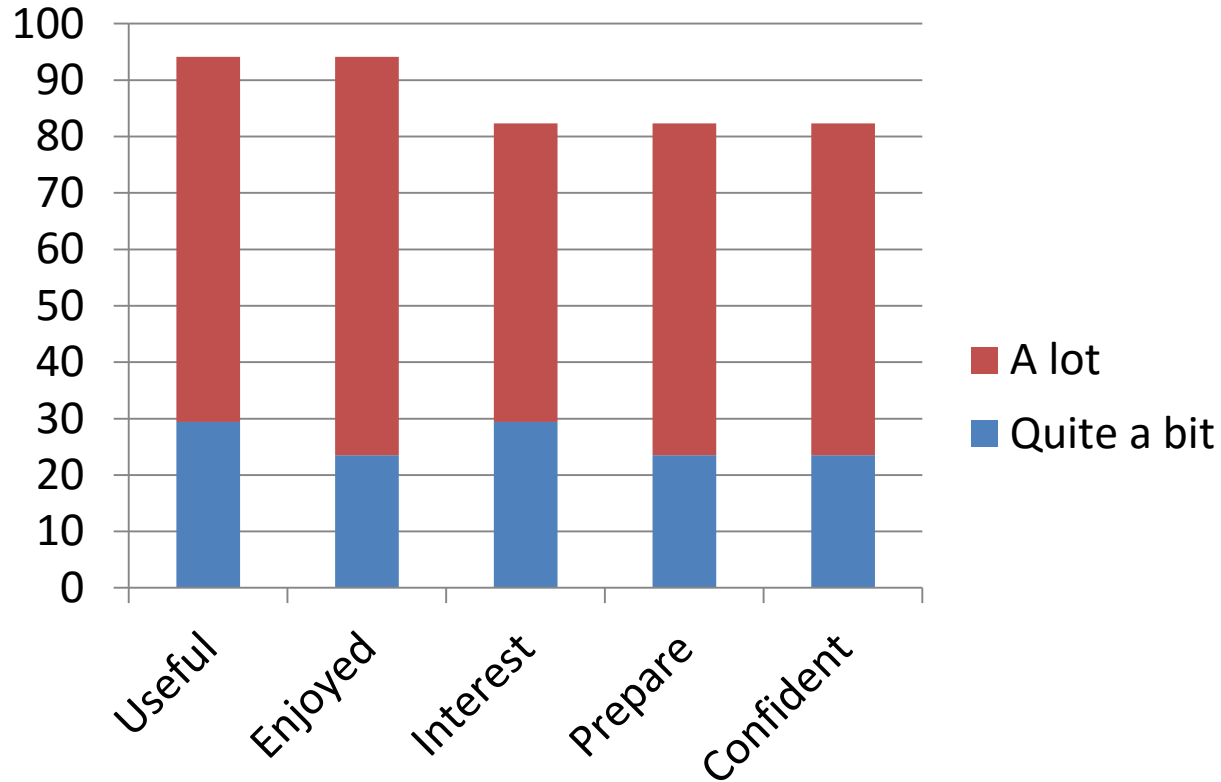
Youth feedback on the coaching:

- It helped because we could talk about anything in life.
- Most of the time my coach could relate to what I've gone through.
- It did help me gain some more understanding of them as well as build trust. I could talk and open up to them as a result.
- It is easier to relate when the experiences are similar.
- It seemed like she knew what she was talking about.
- Nice to relate to you (the coach) and not an outside source.
- Someone who can relate. I mean, I think if you don't have someone who can relate it doesn't feel that comfortable or that much helpful.

Breanna's feedback on the coaching:

- One of my goals was to learn to drive.
- I practiced with my near peer coach Charlie during our coaching sessions.
- My coach helped me get access to a car so that I could take my drivers test.
- I passed the test and accomplished my goal!
- Accomplishing this goal helped me as a college student because it was much easier for me to get to class since my campus is far away from where I live.

Youth feedback on the Summer Institute:



Outcome measures

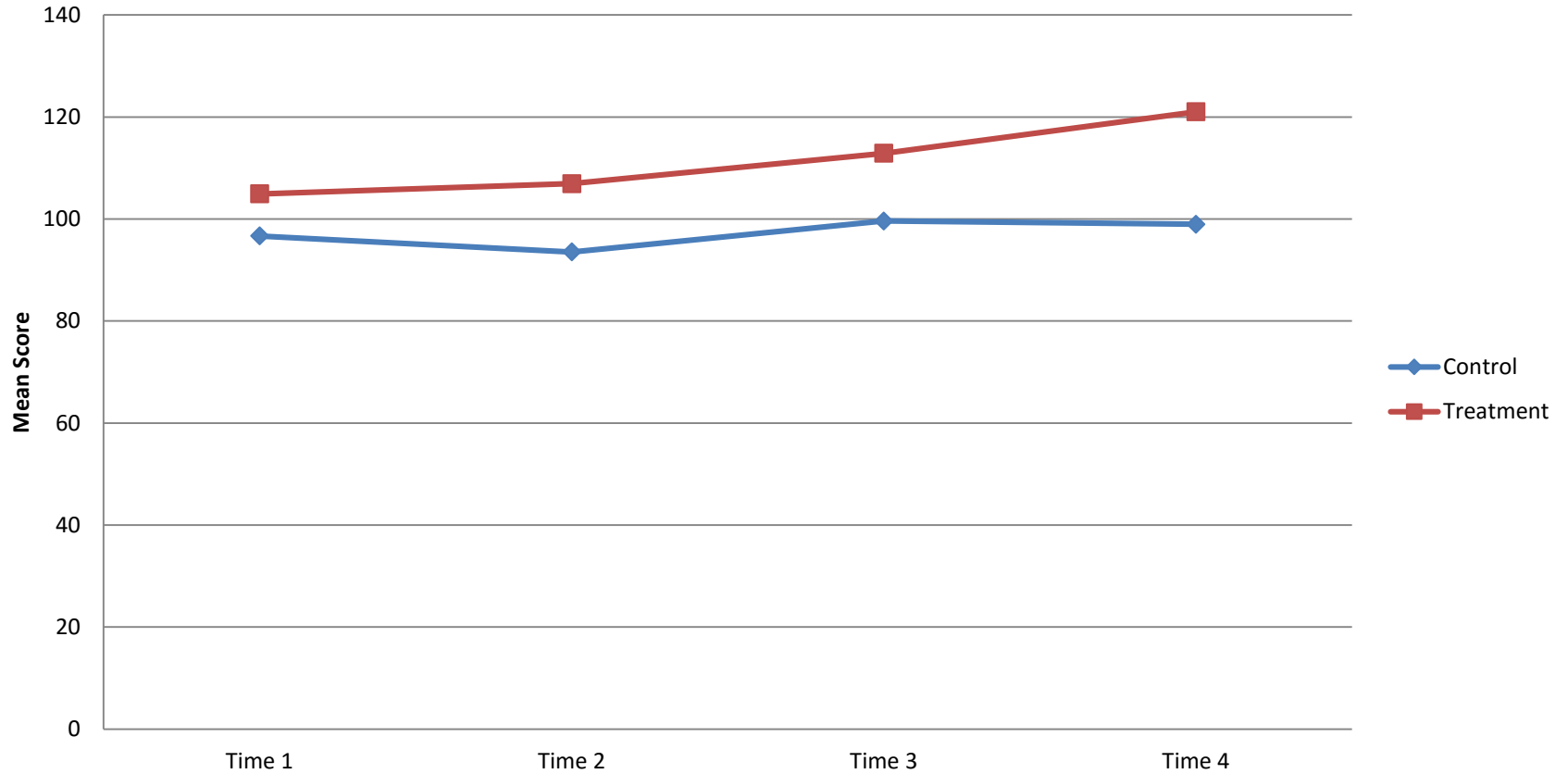
- Educational, employment, living status
- Self-determination (Arc, AIR)
- Mental Health (YEES, MHRM, YSR)
- Quality of Life
- Hope (Hopelessness Scale for Children)
- Post-secondary and transition planning (CDSE, ABE, TPA, post-secondary prep survey)

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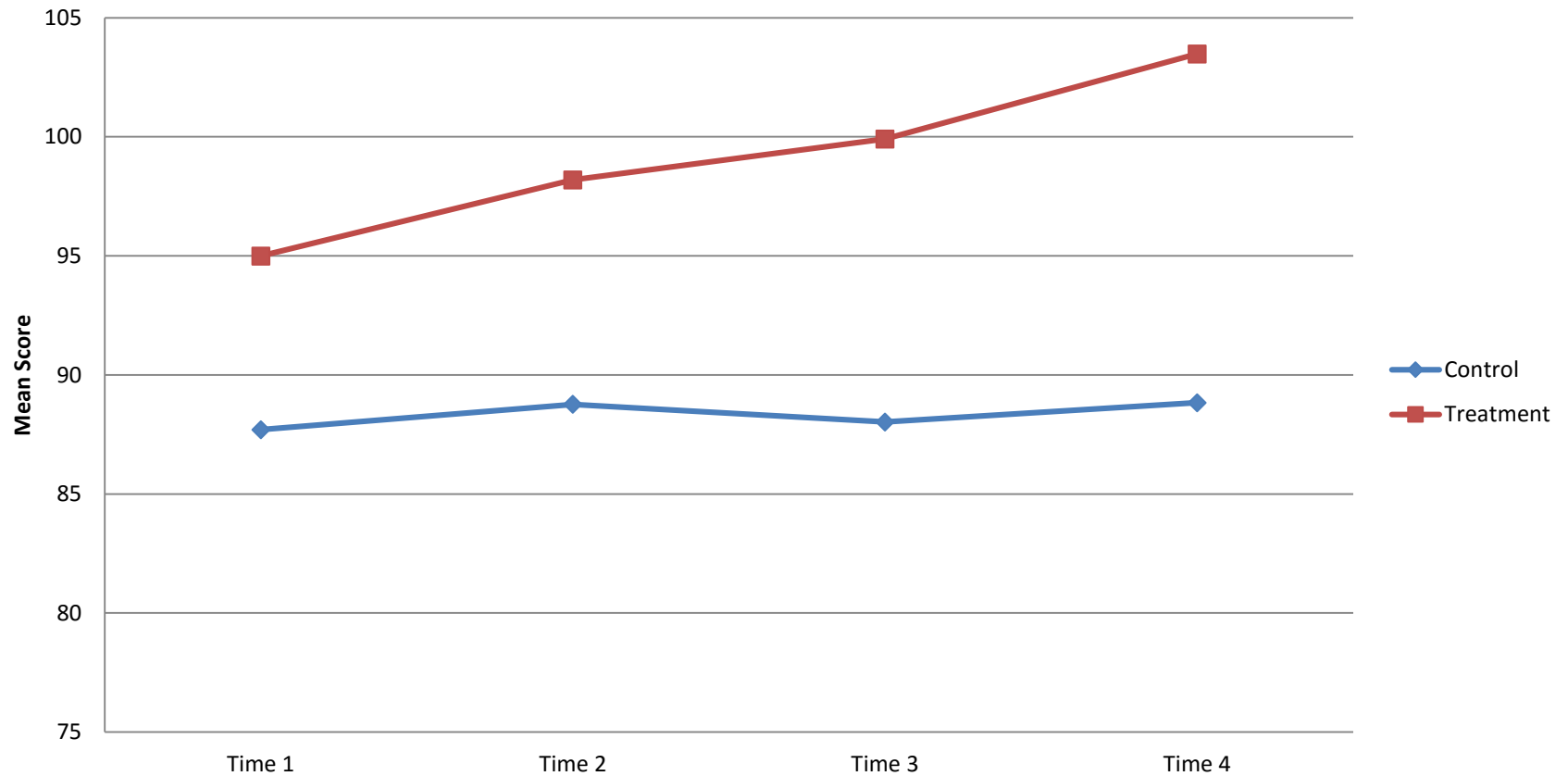
Results

Arc Self-Determination



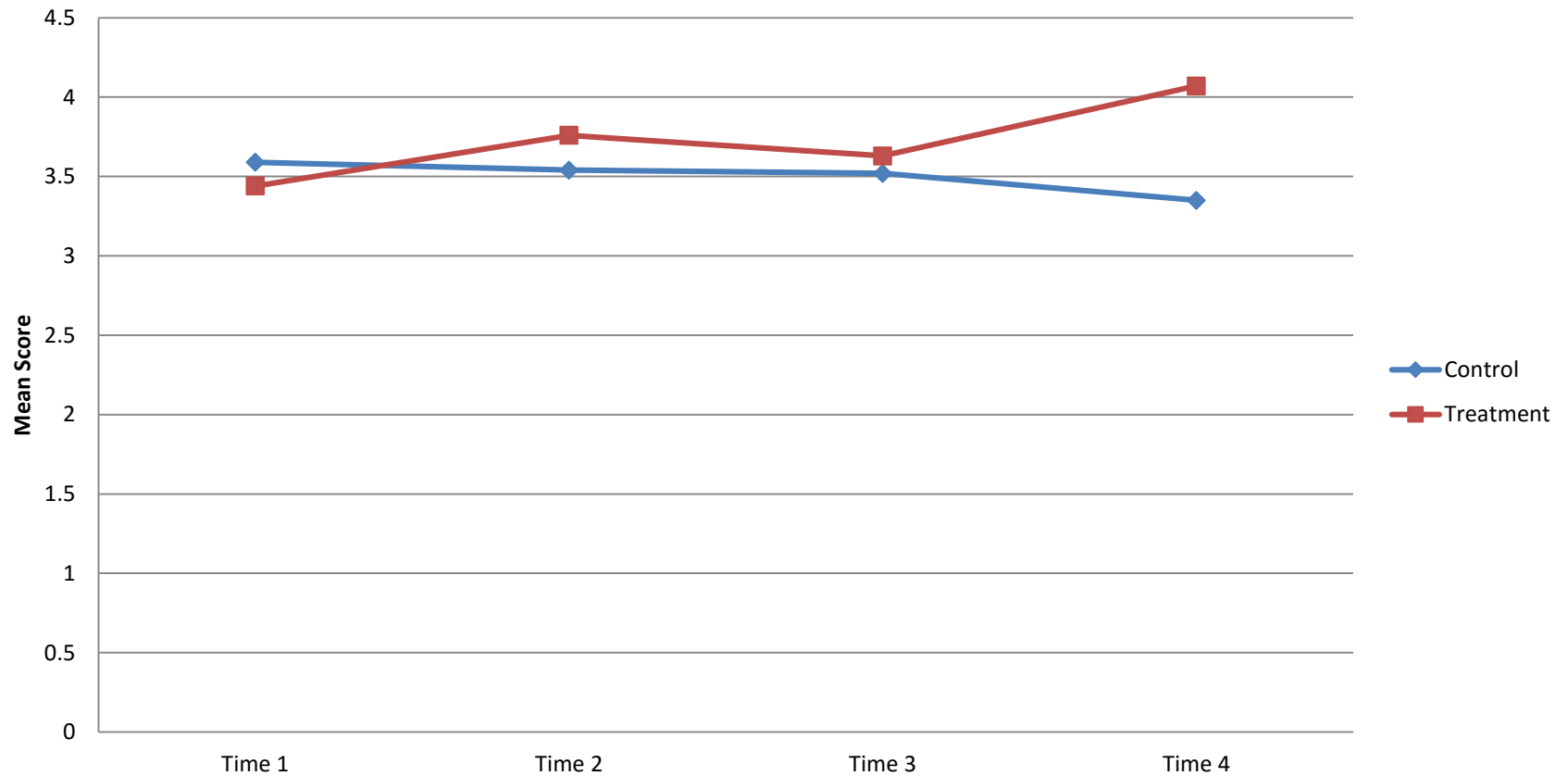
Results

AIR Self Determination



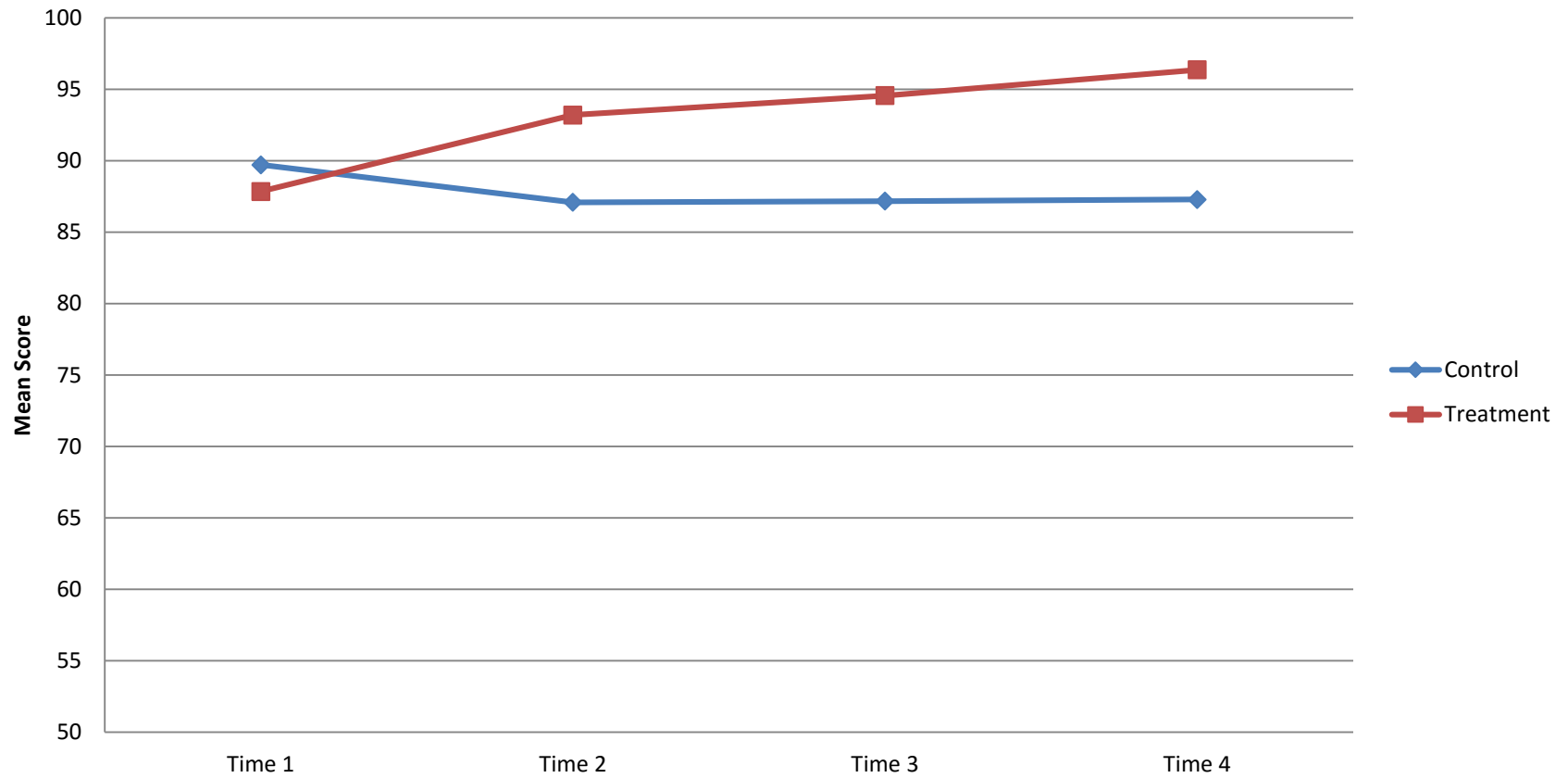
Results

Youth Efficacy/Empowerment Scale



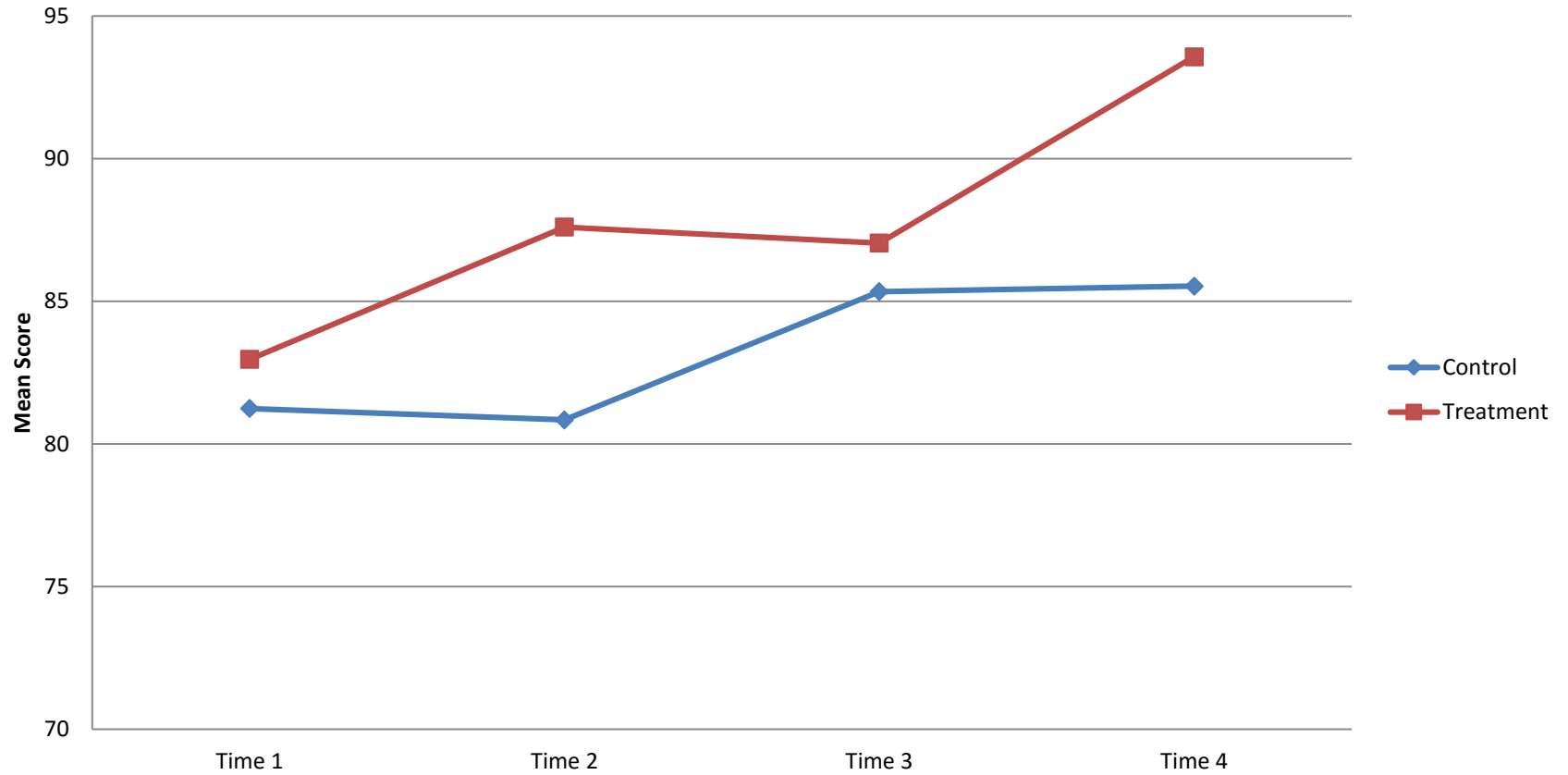
Results

Mental Health Recovery Measure



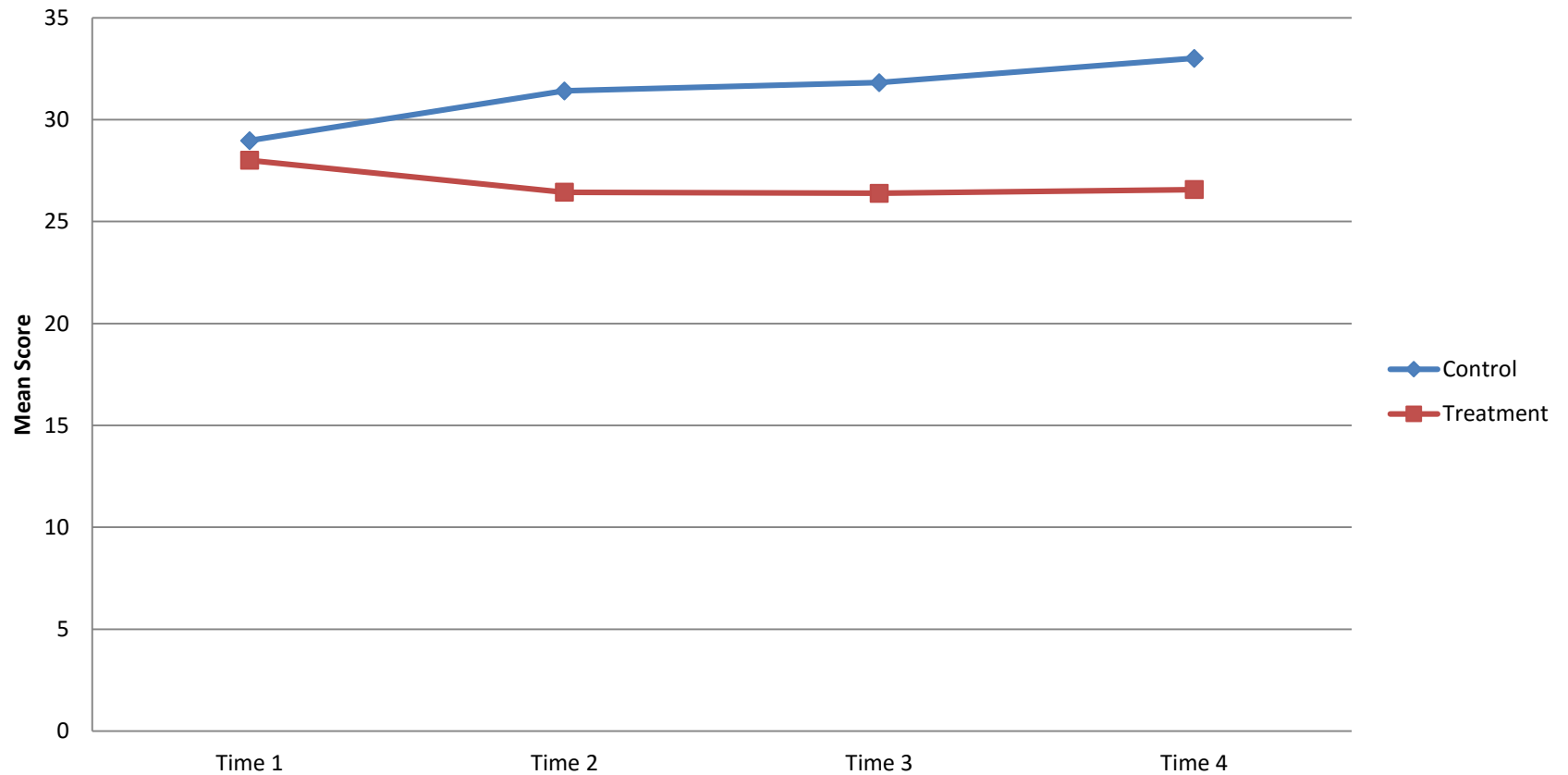
Results

Quality of Life Scale



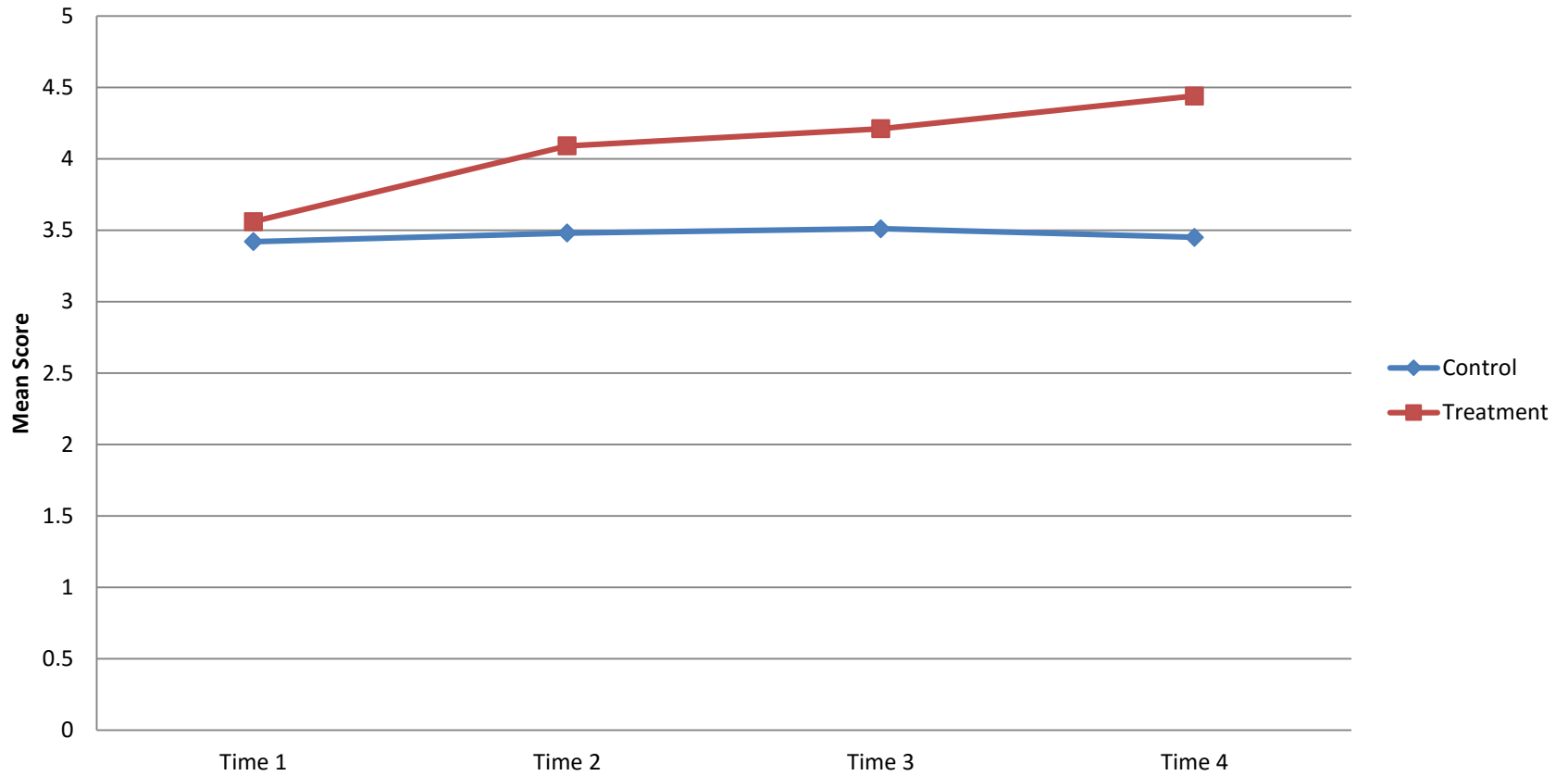
Results

Hopelessness Scale



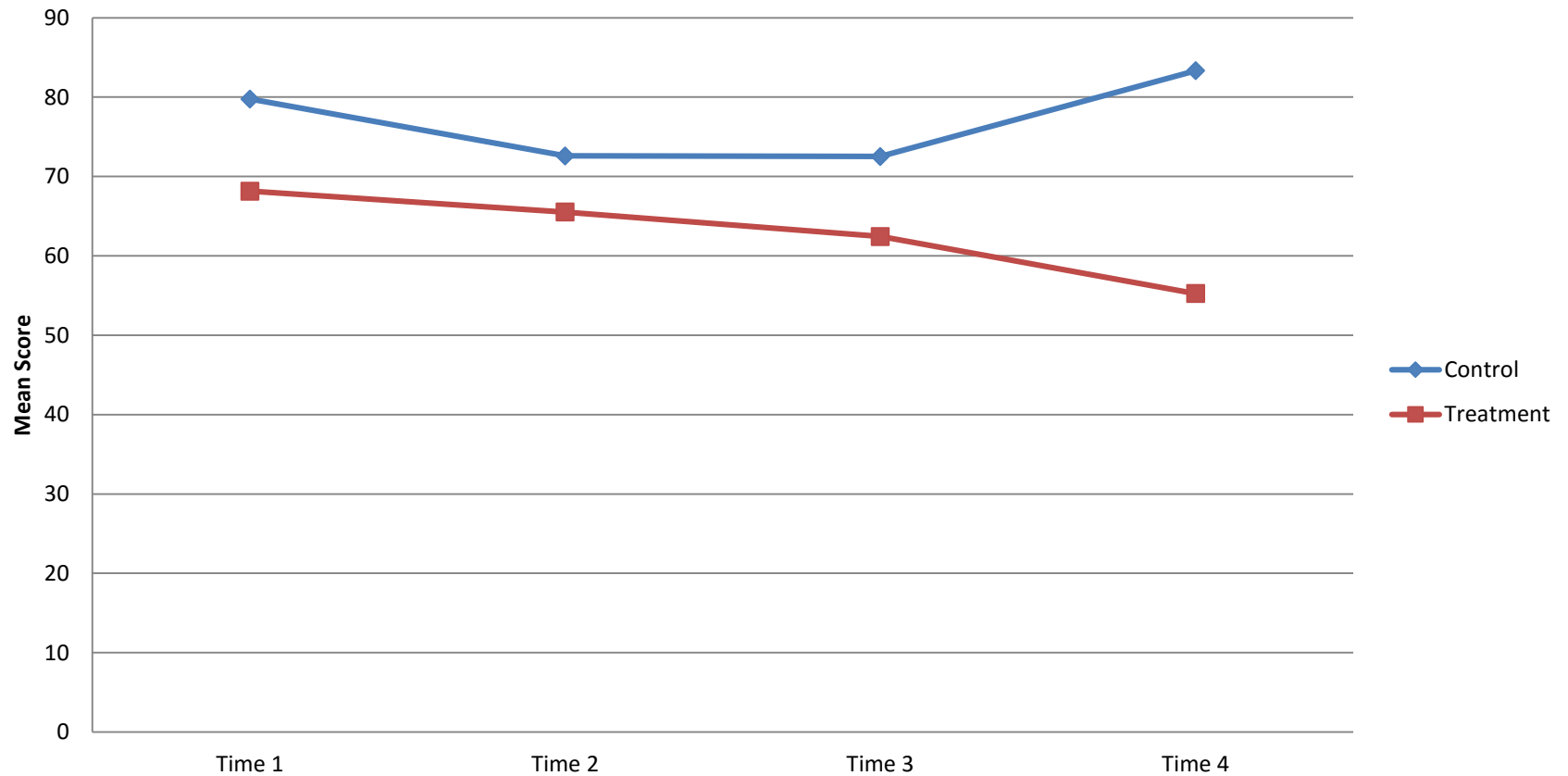
Results

Career Decision Self-Efficacy Scale



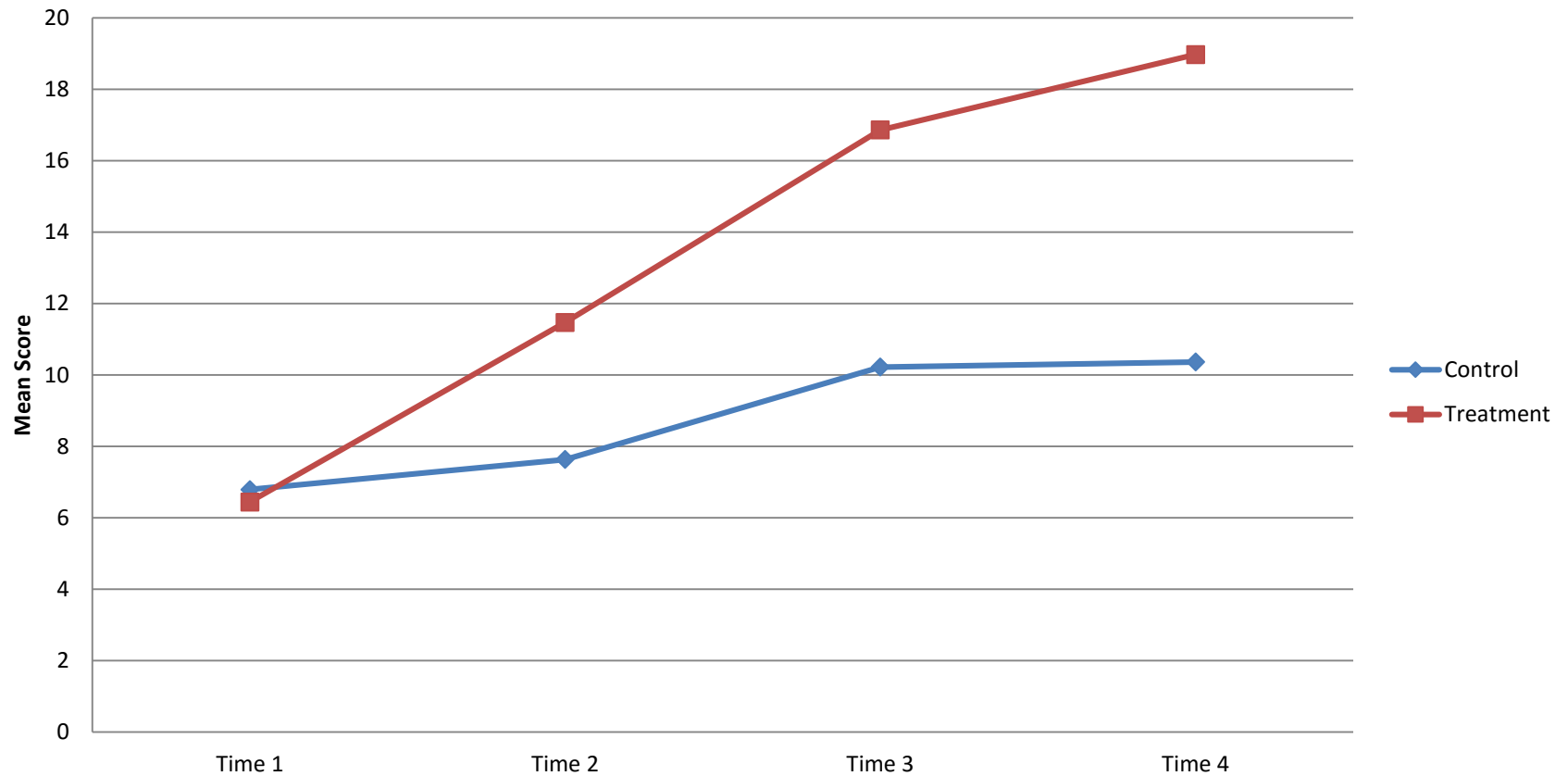
Results

Assessing Barriers to Education



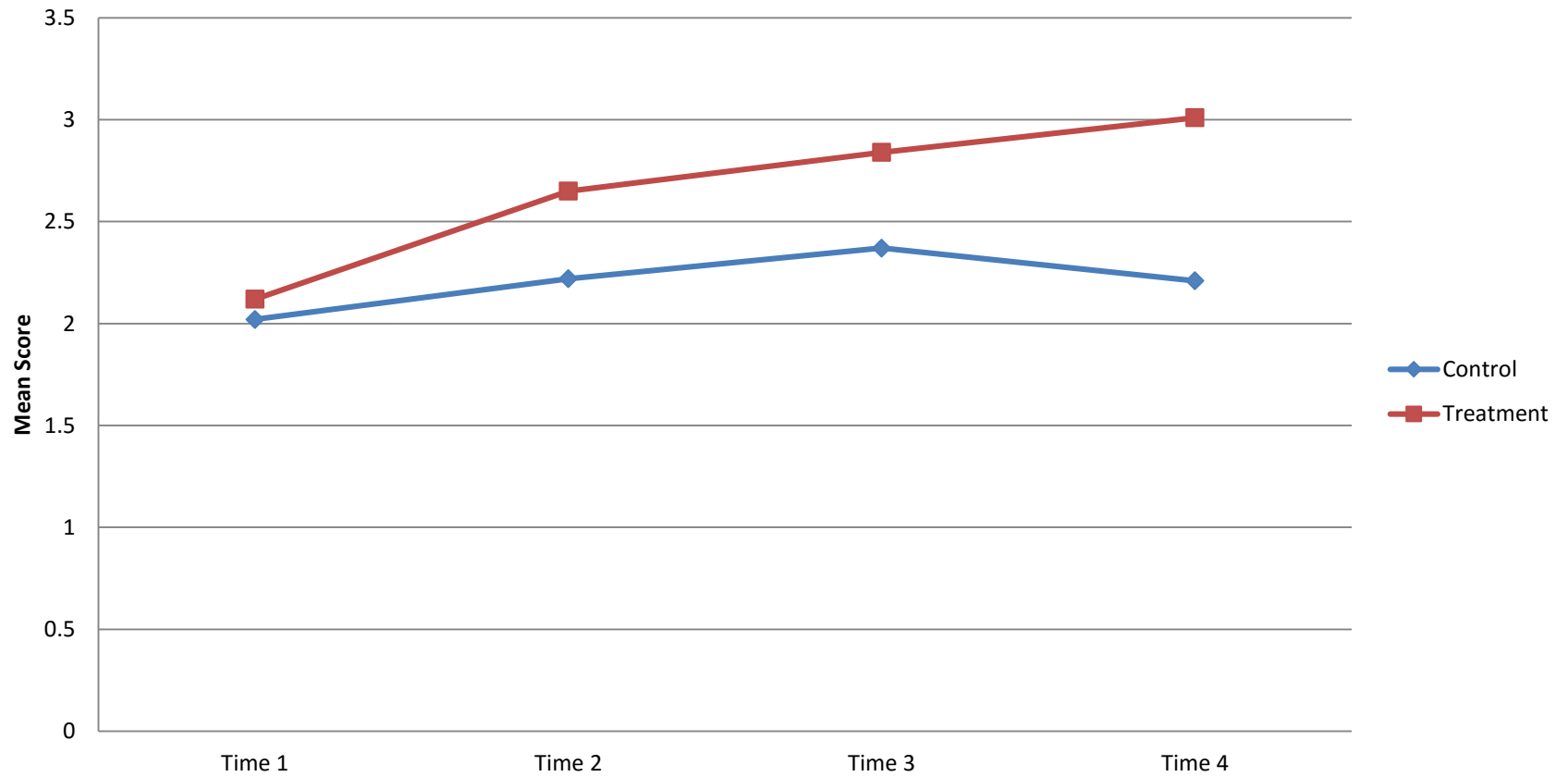
Results

Post-secondary Preparation

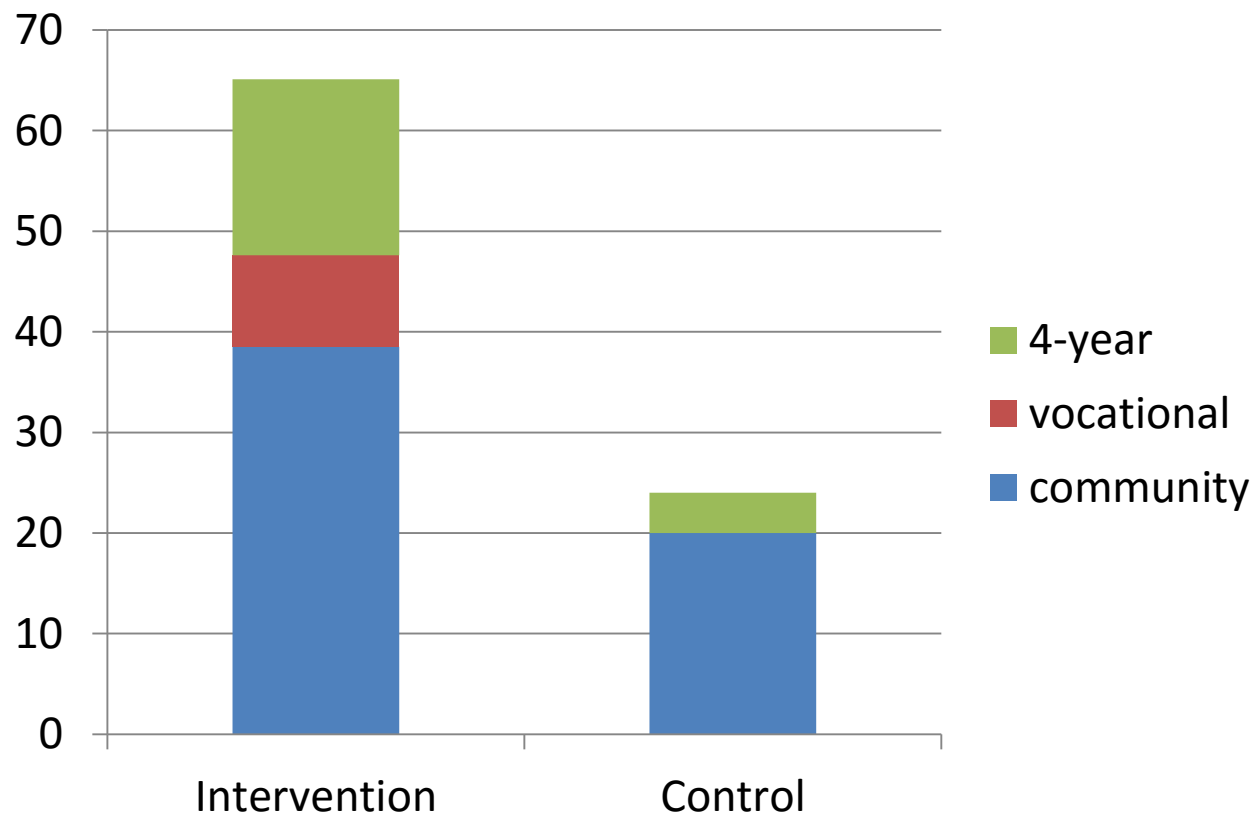


Results

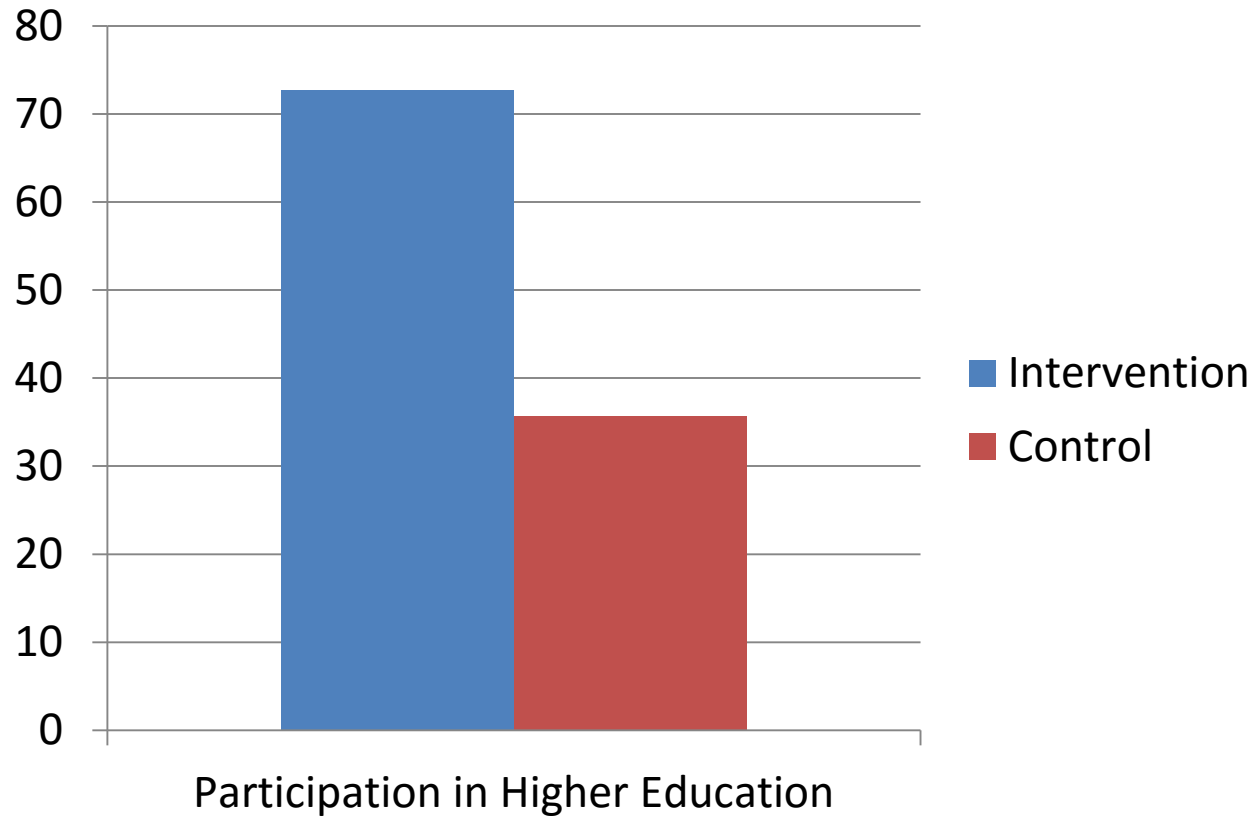
Transition Planning Assessment



Enrollment in postsecondary at T4 (all)



Enrollment in postsecondary (Seniors/GED)



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Team Reflections on Better Futures

- What are the team's experiences around Better Futures?
- What feedback, suggestions for improvement do you have?
- What have we learned from implementing this model? What do we keep, what do we change?

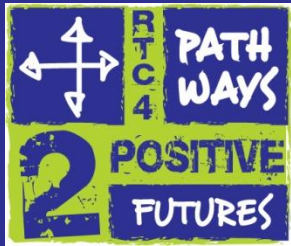
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Next Steps:

- Continued dissemination of Better Futures
- New Pathways submission
- Grant submissions for replication of Better Futures



Questions?



Acknowledgments/Funders



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