




---

---

---

---

---

---

---

Agenda for the Day	
9:00am	•Youth Specific Recruitment--Part 1
10:30amish	•Break
10:45amish	•Youth Specific Recruitment—Part 2
12:00pmish	• Lunch
1:00pmish	• Family Finding
2:15pmish	• Break
2:30pm	• Case Application
4:00pm	• Adjourn

---

---

---

---

---

---

---

## Placement vs Permanency

What's the difference?

---

---

---

---

---

---

---

**SOME DATA.....OF 468 YOUTH IN CA:****Average age is 15.3 years***-youngest is 7 and many 8 & 9 year olds!***Average LOS in the facility listed is 250 days (8.3 mos)***-longest is 2303 days!***Average days in care is 873 days (2.4 yrs)***-many with over 2000 days and a high of 5290 days!***Average number of placements per child is 4***-Some youth had over 20 placements!*


---

---

---

---

---

---

---

---

**Youth Specific Recruitment is....**

- a process--not a form
- planning, organizing, researching
- being assertive
- creativity...sometimes taking chances
- all about the youth
- relentless, never giving up




---

---

---

---

---

---

---

---

**Why use Youth Specific Recruitment?**

- other strategies too broad for specific youth
- takes into consideration youth's strengths/needs
- utilizes youth's resources and relationships
- increases likelihood of success - customized for specific youth
- increases youth's participation & commitment to family identification and placement




---

---

---

---

---

---

---

---

## Components of Youth Specific Recruitment

### Youth Engagement

- Build the Relationship with the youth
- Interview the youth for their input—use tools!
- Have a realistic view of the youth—the “why” behind the “what, why or no”.
- Gaining Buy-in




---

---

---

---

---

---

---

## Gaining Buy-in: Tough Questions

- “I don’t want to leave the Group Home!”
- “Why do I have to visit my parents?”
- “I’ll live where I want to live!”
- “If you put me in that home, I’ll run away!”
- “I don’t want to change schools again!”
- “I’m almost 18 so I’m just want to stay here till I age out.”
- “Why do you want me to go to strangers again?”
- “Hell NO!”




---

---

---

---

---

---

---

## Components of Youth Specific Recruitment

### File Mining...aka “Archeological Dig of the Record”

- Touch every doc, read every screen
- Consider other sources of info
- Use Tools to organize info
- See who attended court, mtgs
- Be a detective!




---

---

---

---

---

---

---




---

---

---

---

---

---

---




---

---

---

---

---

---

---

**Step 1: Getting Ready to Finding Families**

- ***Pull together the Youth Centered Recruitment Team***
- ***Who should be involved?***

-Youth	-Youth's social worker
-PO	-CASA
-Placement Partners	-Community Partners
-Family Members	-Others?
- ***Take advantage of opportunities presented***



---

---

---

---

---

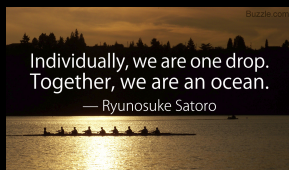
---

---



### Take Advantage of Existing Opportunities

- Using the CFT
- Court Hearings
- IEP meetings
- Permanency Roundtables
- Using other meetings
- Creating an Ad Hoc Team
- Starts at FRONT DOOR!




---

---

---

---

---

---

---

### Step 2: Identification of Possible Families

- Talk with youth
- Contact/Return to Birth Family
- Interview past caregivers
- Dig deeper into the file
- Use search engines
- Make personal contact
- Follow up
- Keep talking with the youth!




---

---

---

---

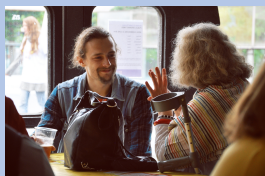
---

---

---

### Step 3: ENGAGEMENT of Possible Families

- Starting the conversation
- Sharing need for a family
- Make no demands
- Listen to their story
- Solicit their help in family finding
- Keep talking with the youth




---

---

---

---

---

---

---

### Step 4: Exploring the Family Options

- Ranking potential family possibilities
- Engaging potential family as helpers
- Selection of potential family to pursue
- Begin to develop PLAN A, B...and Z
- Identify needed supports for youth and family
- Keep talking with the youth
- Gaining their commitment to move forward




---

---

---

---

---

---

---

### Step 5: Making the Family Decision

- Make a PLAN and FOLLOW THROUGH!
- Gaining their commitment to move forward
- Build strong relationship between youth and family
- Conduct pre-placement trouble-shooting meeting
- Set up all supportive services for youth and family
- Build network of supportive individuals around youth and family
- Preparation for transition
- Keep talking with the youth




---

---

---

---

---

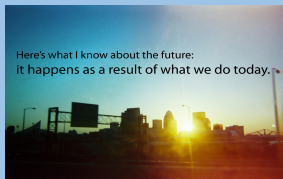
---

---

### Step 6: Transition and the Future

- Making the Transition: from Placement to Family!
- See all perspectives re: The Transition
- Ensure support services are strongly in place
- Confirm that supportive persons are involved
- Check in with youth and family

Here's what I know about the future:  
It happens as a result of what we do today.




---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

## Components of Youth Specific Recruitment

### *Specialized Media Approaches*

- Developing youth focused, developed materials
- Print, electronic and social media




---

---

---

---

---

---

---

---

## CONSIDER ADOPTION



KWAMANE

### KWAMANE

Birthdate: July 1989

Kwamane likes to play sports, fish, hunt, and help repair and fix things around the house. Kwamane loves animals and very much desires to have pets of his own when he is adopted. Kwamane is deaf, but he is able to use American Sign Language and read lip. Kwamane attends a public middle school where he attends classes with other deaf children. Kwamane has stated that he wants to be adopted by a family with either a deaf child or a deaf parent. He is adamant about continuing his involvement in the deaf community now and in the future. Kwamane was not identified as deaf until he was two years old. In addition his early childhood environment was respectful. No one in his biological family or past foster families learned sign language. Due to this Kwamane was a very angry and frustrated young man as well as socially immature for his age. Kwamane's current foster family has learned sign language and Kwamane has thrived in their home since November of 2001. Kwamane is still not a typical teenager as he continues to be socially behind his peers. Kwamane wanted to play football this year at his school but instead decided to take swimming classes at the YMCA. Kwamane loves to attend church and identifies with the Christian faith. Kwamane has a younger brother and sister who he will need to stay in contact with after adoption as well as be able to maintain his relationship with his current foster family who he loves very much. If interested in finding out how you and your family can become part of Kwamane's life, please contact his social worker.

For more information, please contact:

Contact:  
Sally Denman at (216) 881-4047, 1-800-321-0222 x4047  
E-mail: sdenman@new.cuyahoga.org

Alternate contact:  
Walt DePue at (216) 881-4047, 1-800-321-0222 x4047  
E-mail: wdepue@new.cuyahoga.org

Ohio Relay Service 711  
Cleveland, Ohio 9803




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

## Components of Youth Specific Recruitment

### *Growing Relationships*

- Outreach to special groups
- Affinity groups
- Mentors




---

---

---

---

---

---

---

## Practice Casestudy: Marquis

1. In groups of 3-4, review Marquis's casestudy
2. Circle, underline or highlight "Leads" you might pursue
3. Share Ideas with your partners
4. You have 13 mins!
5. Be ready to share.




---

---

---

---

---

---

---

## The Casestudy: A Youth in need of a Family

1. Get into groups of 6-7 people
2. Review the Casestudy of an **actual youth**
3. Pick a recorder – use flipchart paper
4. Discuss with your group and list strategies to identify possible "family leads"
5. Make TO DO list with at least 6 next steps
6. Pick a spokesperson to share your ideas
7. Reconvene in 30 minutes
8. Be ready to share!




---

---

---

---

---

---

---

- YOU shouldn't do this work alone!
- PARTNERS can support the family identification process and provide support before, during and after placement
- With support, a FAMILY can work with the youth's behaviors/needs
- ALL families need trauma-informed knowledge and skills
- A youth's behaviors CAN and DO change over time
- Engage the youth at EVERY Step!

### Final Thoughts...

---

---

---

---

---

---

---

---

### What did you take away from today?

A-Has!  
 Re-Learnings?  
 Encouragement?  
 Ideas?  
 New Learnings?  
 Booster Shot!  
 Hope?

---

---

---

---

---

---

---

---

Coming together is a beginning,  
 Keeping together is progress  
 Working together is **SUCCESS!!**

Henry Ford

*Our youth deserve nothing less from us...*




---

---

---

---

---

---

---

---