

# IL Curriculum Feedback

## June 2006

### Up Front:

Flip it – put exciting, kid stuff early – leave it dry at the end (policy stuff)  
People's enthusiasm wanes quickly  
Nothing right now that makes you passionate about working with youth  
'Grab You' statistics – i.e. 40% of youth are homeless when they age out  
Youth panel – have questions to ask and open it up to the group  
What have been successes, barriers, who helped, etc.  
KOFFY piece – put in resources?  
Help workers confront attitudes about youth – acknowledge biases  
Push up youth engagement, relationships etc.  
Look at Western's Adolescent Issues  
R & C workers/supervisors – add them in?  
Need to train worker/supervisors who are working with youth  
AND with foster families

### Policy:

slide show good  
Lose folks in other areas – too slow  
Communicate this info BRIEFLY  
Emphasize accountability – helps to motivate

### Supervision:

Too close to coaching and mentoring training  
Move along more quickly – too much like other trainings  
Supervisors doing the training – workers get enough of that  
Workers want to come to hear the “experts”  
Too academic when pulling out the theories, may close people down  
Get youth involved here – they are the experts  
Youth panel early to help frame the training  
Tape of youth talking about issues/topics – stop tape and query group,  
“What would YOU do here?”  
Digital stories  
Have a “how to” on cases workers currently have – what workers want  
help with  
Get SouthEastern Network (North Carolina) from T.J. Delahanty

### Coaching and Mentoring:

Refresher?  
Have youth/tape available re: how has it been useful?  
Get action plan from each region  
Align with parallel process

### Engaging Youth:

Adulthood piece first – usually have cultural competency piece BEFORE

## Engagement

- Assessment: Not using ACLSA now, could be helpful/useful  
Have workers do good self-assessments (Activity)  
Good to do, but VERY time consuming  
Teach open-ended assessments – start early, like at age 16  
Tie into ACLSA  
Get example from Steve Stratford  
State IL Curriculum for assessing skills – good (need to get this)  
Use when youth first enter care, as a developmental tool  
i.e. blue folder (get a bunch for trainings)  
Help youth to “dream” – show how skills help them get to their dreams/goals  
ACLSA – good in theory, who will use, monitor, pass on etc?  
R & C won’t use  
What can worker realistically do? Needs to be compact and useable
- \* Work on relationship between youth worker and R & C worker – current disconnect
  - \* Acknowledge big events in youth lives – even attending a ball game is important

### Youth Development:

- Developmental Outcome – helping to achieve Developmental Outcome (talk to TJ about this more if needed)
- Provide opportunity
- Develop skills
- Youth voices

### Cultural Competency:

- Focus more on Adultism and leave the rest

### Relationships:

- Keep attachment piece – re: returning home is difficult for youth

### Collaboration/Case Closure:

- Can blend into other areas

**Main Feedback: Flip order around – get excited first, then stick in “drier” stuff later**