



Child Advocates of Fort Bend
WINGS Project toolkit



Child Advocates of Fort Bend WINGS Project Toolkit

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I. WINGS Project at Child Advocates of Fort Bend Overview

WINGS Project: The Path to Interdependence



Heather Rashid, WINGS Team Leader
Leroy Hodge, WINGS Volunteer Supervisor



WINGS Origin and History

- Started at Child Advocates of Fort Bend in 2005
- Program initiated by the previous Executive Director, Susie Moseley and previous CASA Program Director, Allison Edwards
- CAFB hired the first CASA Volunteer Supervisor to manage a caseload consisting of those youth whose plan was to age out of foster care.



Objective of WINGS Project

- To provide support to those youth in state custody who are most likely going to “age out” of the foster care system at 18
- To provide support to the CASA Volunteers working with this specific youth population



Focus of WINGS Project

- Creation of a viable transition plan.
- Set realistic educational goals.
- Help youth to identify and connect with at least 3 healthy and positive adults (in addition to the CASA Volunteer).



Training, In-Services, and Support

WINGS Support Staff

- Heather Rashid, WINGS Team Leader
- Leroy Hodge, WINGS Supervisor



Training, In-Services and Support

- CAFB hosts trainings and in-services throughout the year that focus on transitioning foster youth.
- CASA Volunteers are provided with resource folders upon accepting a case involving a WINGS youth.





Youth Led Circles of Support

- COS (Circle of Support): Youth in care are scheduled to receive COS meetings at age 16 in order to begin the development of their transition plan. A youth is to receive a COS meeting at least once a year upon turning 16 prior to leaving the foster care system.
 - Ft. Bend County Pilot: A collaborative effort between DFPS and CASA to arrange youth lead COS meetings beginning at age 14.
 - Danielle Simon, Family Services Specialist / COS Facilitator for Ft. Bend County; Deborah Green, Program Administrator.
 - Facilitated meeting with participants that the youth identifies as the "caring adults" that comprise their support system.
 - DFPS Staff: COS Facilitator, CPS Caseworker, PAL Specialist, Education Specialist, Youth Specialist, Disability Specialist (if applicable)



WINGS Summer Life Skills Program

- Developed and piloted in 2008.
- Designed to better prepare youth for independent living by providing youth with essential life skills knowledge and training ("hands-on experience")
- Youth are provided an opportunity to participate in field trips within the community in order to gain a stronger knowledge of and to further develop the skills they will need to be successful adults.
- Program lasts one week. Youth participate daily from 9am to 5pm.



WINGS Summer Life Skills Program

Field trips include:

- Educational Planning
- Career Planning/Options
- Meal Budgeting, Planning, and Preparation
- Housing: Apartment complex
- Transportation planning
- Money Management



WINGS Campus Crawl

- Developed in 2011
- Designed to provide youth with insight on the college experience and the process of enrolling in college
- Week long summer program
- Also provide individual personalized trips for youth





WINGS Spring Break Event

- Developed in 2012
- Designed to teach youth the importance of giving back to their community
- Community service project for a day where youth can earn hours for school
- Collaborate with program for younger children where WINGS youth can mentor



Role of CASA for WINGS Events.

- Guide and mentor youth during the process
- Encourage youth participation and involvement
- Ask and answer questions
- Provide support





Who Can Volunteer for the WINGS Events?

- Open to all CASA Volunteers.
- Volunteers do not have to currently be working on a WINGS case



Success Story

- CASA was assigned to 15 year old female in March 2009.
- Youth began participating in WINGS Project summer programs starting in 2009.
- Youth began participating in the Youth Led COS process in 2010.
- Youth participated in the WINGS Spring Break volunteer program in 2012.
- Youth graduated high school in 2013 and was accepted to UT and the McCombs Business School.
- Youth received over \$50,000 in scholarships and continues to utilize PAL and Aftercare benefits.
- CASA maintains contact to assess unmet needs and connect youth to resources.



Questions and Discussion

Child Advocates of Fort Bend has two specialized staff members dedicated to supervising volunteers and youth who are involved in the WINGS program. The WINGS team collaborates with the Texas Department of Family and Protective Services to enhance the transition planning process known as youth led Circle of Support meetings.

The implementation of the WINGS program and collaboration with community and state partners has improved outcomes for youth transitioning out of the foster care system.



"A goal without a plan is just a wish"
-Antoine de Saint-Exupery

wings project



The goal:

To empower youth so that they will be better equipped to successfully live on their own when they transition from the foster care system.

www.cafb.org



5403 Avenue N
Rosenberg TX 77471
281-341-9955
www.cafb.org

Child Advocates of Fort Bend County launched the WINGS program in 2005 to better equip CASA volunteers to prepare foster youth, ages 14 and older, for the transition from the foster care system to independence. This program is based upon the belief that there are three critical components to making that transition successful: education, connections with caring adults, and developing a realistic plan for the future. Achieving these fundamental steps improves the chances of these youth finding the path to a thriving and productive adulthood.



Participating youth are provided with the opportunity to attend WINGS Life Skills trainings where they learn how to interview for a job, manage a budget, rent an apartment, purchase and/or lease a car, open a checking account, and visit local businesses to learn about different fields of work. Expanding the learning environment beyond the classroom setting has definitely worked well and continues to prove that hands on learning and training are effective.



These youth also participate in WINGS Campus Crawls to visit post secondary education sites. WINGS instructors and trained volunteers accompany the youth to and from different college campuses across the state of Texas where they participate in financial aid and admissions workshops. The youth are able to experience college life by visiting the campuses and interacting with college students. Youth are also provided with the opportunity to participate in community service projects and receive volunteer hours.



WINGS - COURT APPOINTED SPECIAL ADVOCATE

JOB DESCRIPTION

POSITION TITLE: Court Appointed Special Advocate (CASA)/ WINGS Volunteer

RESPONSIBLE TO: Child Advocates of Fort Bend

Job Description

The Court Appointed Advocate is a volunteer advocate appointed by the Juvenile Court Judge for abused and neglected children who are involved in the legal system in Fort Bend County. The Court Appointed Special Advocate will review the facts of the case, recommend a course of action to the court, explain the court's findings to the child and family, facilitate the resolution of the presenting problems and monitor progress toward established goals. When appointed as a CASA/WINGS Volunteer, the advocate will specifically work with youth aging out of the foster care system. The WINGS Volunteer will work with youth in an effort to provide them with independent living skills and successful outcomes. The WINGS project is a component of the CASA program. The goal of the project is to provide youth with healthy adult connections, realistic educational goals, and viable transitional living plans in an effort to improve the outcomes for youth aging out of foster care.

Qualifications of Position

1. Must be 21 years of age – minimum.
2. Complete 30 hour Pre-Service Training course.
3. Sign felony statement form.
4. Agree to FBI check and TDFPS records check.
5. Attend interview with Volunteer Services Team and CAFB Staff
6. Appear before a judge to be sworn in as a CASA.
7. Sign a Statement of Commitment to serve a minimum of one year and fulfill the duties of CASA volunteer.
8. Attend 12 hours of Continuing Education (CE) courses as required by National CASA standards after the 1 year anniversary. At least 3 hours of (CE) must pertain to youth aging out of care annually.

Requirements of Position

1. Must possess the ability to work within guidelines, policies and standards of Child Advocates of Fort Bend.
2. Must have good human relations skills and willingness to be objective.

3. Must have the ability to commit the time, interest and energy to fulfill expectations of the Court Appointed Special Advocate.
4. Must be willing to receive guidance and direction.
5. Must have the ability to work as part of a team.
6. Must be sensitive toward cultural/ethnic differences.
7. Must understand confidentiality and make a personal commitment to maintain confidentiality at all times.
8. Must have sound oral and written skills.

Responsibilities of the Court Appointed Special Advocate

1. Read the Fort Bend County FPS case record and discuss the case with the CPS caseworker.
2. Interview all parties, clients and professionals involved in the assigned case. All contacts should be made according to the direction of the Volunteer Supervisor.
3. Investigate all placement alternatives available to the child, i.e. placement a relative or other.
4. Court Appointed Special Advocates will conduct a home study with his/her Volunteer Supervisor and share the information obtained with the CPS caseworker.
5. Maintain written records of all findings, dates of contacts and names of persons interviewed.
6. Report the status of the case to the Volunteer Coordinator on a bi-weekly basis.
7. Attend staffings concerning the child.
8. Discuss court report and recommendations with the Volunteer Supervisor prior to preparing the report.
9. Prepare and submit a **typed draft** of all court reports to the Volunteer Supervisor at least 10 days prior to scheduled hearings so that it can be finalized according to the standard format. Inform your Volunteer Supervisor, CPS caseworker and attorneys of your recommendations.
10. Appear at all court hearings and testify according to the written court report, adding any new information not contained in the report.
11. Monitor the case to ensure court orders are being carried out, services to the child are being furnished and placement is appropriate. Bring any significant changes in the family situation to attention of the court.
12. Visit the children **at least once a month**. These regular monthly visits may be made during family visits at the offices of CPS. If the child is placed out of Fort Bend County, please work with your Volunteer Supervisor to determine how many visits should be made with the children.
13. Work closely with Preparation for Adult Living staff and Circle of Support Facilitators to ensure youth are referred to appropriate services prior to aging out of foster care.
14. Works with Circle of Support Facilitator to prepare youth for youth led Circle of Support meetings. Preparation should occur throughout the case but no later than 3 months prior to the meeting.
15. Informs youth of all WINGS activities and opportunities for participation.
16. Assist youth in developing individualized education and transition plans.
17. Assist youth in identifying at least 3 healthy adult connections.

18. In the event the children are returned home to their parents or placed with a relative, the CASA will visit twice a month in the home until it can be determined that the children's physical, emotional, medical, educational and psychological needs are being met appropriately by their caregivers.
19. Keep the case activity information and submit volunteer hours to the Volunteer Supervisor by the 1st day of each month using the Volunteer Hours form.
20. Submit a draft of any written material placed on Child Advocates of Fort Bend letterhead to your Volunteer Supervisor for approval prior to dissemination.



WINGS TEAM LEADER (CASA)

Position Description

GENERAL SUMMARY

The WINGS Team Leader is responsible for oversight and administration of the CASA volunteers participating in the WINGS Project by informing, training and supporting volunteers with WINGS cases. The mission of the WINGS Program is to prepare youth in permanent managing conservatorship (PMC) for successful independent living when they age out of foster care at 18+. The Team Leader develops and implements programming designed to increase the probability of youth graduating from high school and pursuing higher education and to enhance the youth's readiness for adult living. This position reports to the CASA Program Director.

PRINCIPAL RESPONSIBILITIES

WINGS Program Administration

- Oversee the WINGS Program that is dedicated to helping youth ages 14 – 18+ years old who are currently languishing in the foster care system and will likely "age out".
- Facilitate trainings for volunteers based on information vital in helping teens in the foster care system
- Coordinate with area service providers
- Provide assistance and consultation to volunteers as needed on issues surrounding the teen.
- Oversee and implement Summer Lifeskills program
- Oversee and implement Summer Campus Crawl program
- Coordinate with youth ongoing Youth-Led Circles of Support throughout the year
- Coordinate incentive and recognition programs for WINGS youth

Volunteer/Casework Responsibilities

- Provide support to CASA Volunteers with WINGS cases
- Attend scheduled court hearings as needed
- Attend emergency hearings as needed
- Make a minimum of a monthly contact with each volunteer
- Provide assistance and consultation to volunteers as needed and when requested
- Coordinate, document and channel all CASA requests until resolution
- Matches CASA case with appropriate volunteer in consultation with the Program

- Director
- Keep necessary and appropriate volunteer records as directed by the Program Director
- Consult with appropriate DFPS staff regarding client needs and volunteer assignments.

Program Related Responsibilities

- Assist with recruiting, interviewing and screening potential volunteers
- Assist with developing a WINGS training program and schedule
- Assist with WINGS in-service and volunteer recognition events
- Assist with yearly volunteer evaluations
- Maintain compliance with Texas CASA and National CASA standards

Strategic and Operational Plan

- Assist in the development of a WINGS long-range plan and annual operational plans

Community Outreach Responsibilities

- Maintain effective relationships through personal contact and written communication with other providers and resources for youth in foster care, professional and social service organizations, funding groups, foundations and charitable organizations
- Serve on appropriate community committees and task forces
- Engage in public speaking when appropriate

Qualifications

Bachelor's degree in social service-related field or two years of experience in volunteer coordination and/or social services. Ability to communicate with, supervise and empower volunteers to be effective in their roles. Experience with volunteers given preference. Ability to work well with the teenage population. Experience with at-risk teenagers preferred. Knowledge and understanding of issues and dynamics within families in crises relating to child abuse and neglect. Experience working with such families given preference. Ability to work within a team atmosphere.

Other Requirements

Submit to a child abuse and criminal background check

Bending, stooping, reaching and other5 movement required

Ability to lift 20 pounds

Valid driver4's license

Must comply with all city, state and federal laws

Perform other duties as assigned



WINGS TEAM LEADER (CASA)

Measurement Outcomes

Each youth aging out of the foster care system will have a viable transition plan, be connected to healthy adults and have realistic plans for their education.

1. Team Leader will ensure that WINGS Volunteers have worked with all youth to develop a transitional plan and educational plan.

Measures:

- Number of youth who leave the system with "acceptable" permanency outcomes.
- If aging out, number of children who have a transition plan that is being discussed and reviewed on a regular basis.
- Number of youth and number of meetings for Youth-Led Circles of Support.
- If aging out, number of youth who are connected to healthy adults in the community where they reside
- If aging out, number of children who have reached or are on track to reach their educational goals.

2. Team Leader will work to enroll 100% of eligible youth in Summer Lifeskills and Campus Crawl.

Measures:

- Number of children who participate in Lifeskills
- Number of children who participate in Campus Crawl
- Number of children who evaluate the programs as beneficial
- Volunteer evaluation/survey of summer programs achieving 90% satisfaction
- Number of adult volunteers who participate in summer programs

3. Team Leader will develop future goals and enhancements for the WINGS Initiative.

Measures:

- Number and variety of interactive learning experiences and visits to local community partners
- Increase in new experiences and activities during summer programs and throughout the year



WINGS VOLUNTEER SUPERVISOR (CASA)

Position Description

GENERAL SUMMARY

The WINGS CASA Volunteer Supervisor is responsible for supervising and evaluating CASA volunteers assigned to youth ages 14 – 18+ years old. The goal is to provide youth with independent living skills and successful outcomes by focusing on youth establishing three healthy adult connections, setting realistic educational goals and achieving these goals, and developing viable transitional living plans. In addition, this position assists with volunteer recruiting screening and training of CASA volunteers and program development, tracking and evaluation.

PRINCIPAL RESPONSIBILITIES

Volunteers and Casework

- Supervise and monitor assigned CASA cases and up to 30 volunteers assigned to cases involving youth that have the potential to “age out” of foster care. Provide consultation, problem solving, troubleshooting, feedback, guidance, evaluation, motivation, training, monitoring and preparation for court appearances. Demonstrate knowledge of each case’s history and pertinent advocacy issues.
- Monitor CASA’s involvement in these cases and case activity, while assuring that Child Advocates of Fort Bend’s policy and practice standards and sound case management practices are followed.
- Attend court hearings as necessary
- Attend emergency hearings as necessary
- Consult with appropriate DFPS staff regarding client needs and volunteer assignments
- Act as primary liaison with volunteers. Release and reassign CASA volunteers whose advocacy is inappropriate or detrimental.
- Provide assistance and consultation to volunteers as needed and when requested. Contact volunteers a minimum of once per month
- Notify volunteers well in advance of hearing dates
- Review court reports prior the hearing date
- Assess and record volunteer performance
- Maintain compliance with Texas CASA and National CASA standards.
- Maintain orderly CASA case files

Volunteer Training

- Assist with the design and implementation of volunteer pre-service and in-service trainings
- Participate in quarterly training sessions
- Provide training to other CASA Programs as needed

Collaboration and Outreach

- Participate in public awareness and community outreach
- Coordinate assigned activities with key stakeholders in the community

Financial and Records

- Assist in preparing outcome reports for grants
- Collect and tabulate program effectiveness measures

Program Activities

- Attend all available conferences and workshops for the development of programs for volunteers
- Participate in program implementation, evaluation and planning
- Attend monthly staff meetings
- Serve on appropriate community committees and task forces
- Participate in planning Infant and Toddler and N.E.S.T. program services

Strategic and Operational Plan

- Assist in the development of a CASA long-range plan and annual operational plans

Qualifications

Bachelor's degree in social services or related field with at least 3 years' experience working with services for children and adolescents. Strong project management skills and ability to work independently with a wide variety of people of different cultural and ethnic backgrounds. Highly organized and detail-oriented. Use computers and program related software proficiently, ability to develop and design a program for volunteers and youth, and evaluate the effectiveness of the program.

Other Requirements

Submit to a child abuse and criminal background check
Bending, stooping, reaching and other movement required
Ability to lift 20 pounds
Valid driver's license
Must comply with all city, state and federal laws
Perform other duties as assigned



WINGS VOLUNTEER SUPERVISOR

Measurement Outcomes

Every youth aging out of the foster care system will have a viable transition plan, be connected to healthy adults and have a realistic plan for educational goals.

1. The WINGS Supervisor will ensure all CASA Volunteers assigned to youth participating in the program know the resources to help them effectively advocate for the youth.

Measures:

- Number of volunteers and youth that know available resources.
- Number of volunteers and youth that participate in youth-led Circle of Support process
- Number of youth notified of PAL resources prior to aging out.

2. WINGS Supervisor will assist in developing Life Skills Program, Campus Crawl and other events to expose youth to opportunities needed to achieve their goals.

Measures:

- Number of youth participating in Life Skills
- Number of youth participating in Campus Crawl
- Number of youth with acceptable permanency outcomes

3. WINGS Supervisor will provide effective case management and support to volunteers advocating for youth in program.

Measures:

- Volunteer survey with 85% or high very satisfied
- Number of volunteers maintaining cases
- Number of volunteers providing effective advocacy
- Frequency and quality of contact by WINGS Supervisor and volunteers

II. Youth Led Circle of Support (COS) Initiative

The Role of the CASA Volunteer in Preparing Youth for Circle of Support Meetings

- I. CASA Volunteers who are working with youth ages fourteen (14) and older need to be engaging the youth in ongoing goal setting and planning for the future – for life after foster care. Most of the youth in foster care ages fourteen (14) and older will remain in foster care until/or beyond the youth's eighteenth (18th) birthday.
 - CASA Volunteers should help youth focus on developing a support system consisting of at least three healthy adults outside of CASA, CPS, and the foster care system.
 - CASA Volunteers should help youth focus on the development and pursuit of realistic education goals.
 - CASA Volunteers should help youth focus on developing a transition plan. This plan should include options as to where the youth wants to (and will be able to) live once turning eighteen (18) and after leaving foster care, youth's plans to support themselves, what resources are available to assist youth in their transition, and how to access these resources.
 - CASA Volunteers are provided with resources when first accepting a case with a youth fourteen (14) and older that can assist in the above mentioned planning. CASA Volunteers need to review the resources provided when first accepting a case. Additional information and resources are available on the Texas Department of Family and Protective Services website.
 - CASA Volunteers also need to review the information on the Texas Department of Family and Protective Services website pertaining to transition planning. This information is necessary for all CASA Volunteers who are helping youth plan for the future and prepare for their Circle of Support (COS) meetings at which point the youth will develop a formal Transition Plan.
 - Rights of Youth in Foster Care:
https://www.dfps.state.tx.us/Adoption_and_Foster_Care/About_Foster_Care/rights.asp
 - **Volunteers should review this document with the youth to whom the Volunteer is appointed and provide the youth with a copy to keep.**
 - Main:
<http://www.dfps.state.tx.us>
 - COS Meetings:
http://www.dfps.state.tx.us/handbooks/cps/files/CPS_pg_6270.asp#CPS_6274_1
 - Transitional Living Services:
https://www.dfps.state.tx.us/Child_Protection/Youth_and_Young_Adults/Transitional_Living/
 - PAL:
https://www.dfps.state.tx.us/Child_Protection/Youth_and_Young_Adults/Preparation_For_Adult_Living/
 -
- II. The CASA Volunteer will need to meet with the youth **at least one month (preferably two months) prior** to the youth's COS meeting.

The Role of the CASA Volunteer in Preparing Youth for Circle of Support Meetings

- The purpose of this **initial pre-planning meeting** is to introduce the youth to the COS process, the Transition Plan document (or review the previous Transition Plan if this is not the youth's first COS meeting), and to work with the youth on creating a written agenda to introduce themselves to the attendees and concerning the topics the youth would like to discuss and questions the youth wants to ask.
 - Volunteers should also ask the youth about people (outside of CPS and CASA) that the youth considers as part of his/her support system whom he/she might want to invite to participate in the meeting.
 - The Volunteer needs to share the names and contact information of those individuals to the COS Facilitator, CPS Caseworker, and CASA Volunteer Supervisor.
 - The COS Facilitator must first seek approval from the CPS Caseworker before the individual can be invited. If approval is granted, but the individual cannot attend the meeting in person, participation by phone is an option and can be arranged.
 - The CASA Volunteer will be responsible for contacting the youth's placement to arrange a visit in order to have this initial pre-planning meeting.
 - The Volunteer Supervisor will provide email notice informing the CASA Volunteer that their youth will be having a COS meeting.
 - The email will include the month the COS meeting will be scheduled.
 - The email will include the month the CASA Volunteer needs to schedule and initial pre-planning meeting.
 - The email will include the month the CASA Volunteer needs to schedule a **second pre-planning meeting with the COS Facilitator (See II)**.
 - The email will include the Transition Plan document, a copy of the youth's previous Transition Plan if he/she has participated in a COS meeting before, and a COS Meeting Agenda.
 - The email will include the contact information for the COS Facilitator
 - The email will include links to the Texas Department of Family and Protective Services website where information can be found regarding COS meetings, transitional living services, and the Preparation for Adult Living (PAL) Program.
 - The CASA Volunteer will then need to provide notice to the CASA Volunteer Supervisor regarding the date and time of the visit, so that the CASA Volunteer Supervisor can arrange to attend the visit with the CASA Volunteer. The CASA Volunteer will also need to provide notice to the COS Facilitator regarding when the initial pre-planning meeting is scheduled.
- III. The CASA Volunteer will need to meet with the youth and the COS Facilitator **at least one month prior** to the youth's COS meeting **following the above mentioned initial pre-planning meeting**.

The Role of the CASA Volunteer in Preparing Youth for Circle of Support Meetings

- The COS Facilitator is Danielle Simon:
 - 832-595-3078
 - Danielle.Simon@dfps.state.tx.us
- The CASA Volunteer will need to contact the COS Facilitator following the initial pre-planning meeting to coordinate a date and time for both the COS Facilitator and CASA Volunteer **to have a second and final pre-planning meeting** with the youth prior to his/her COS meeting. The CASA Volunteer will also need to provide notice to the CASA Volunteer Supervisor regarding when the second and final pre-planning meeting is scheduled.
- The purpose of this meeting is to introduce the youth to the COS Facilitator, review the COS meeting agenda and the agenda prepared by the youth, discuss questions and concerns with the COS Facilitator regarding the meeting process and Transition Plan document, and to again discuss the people the youth considers as part of his/her support system (outside of CPS and CASA) whom he/she might want to invite to participate in the COS meeting.

Notice to Volunteer (Template)

Youth name will have a Circle of Support (COS) meeting scheduled in month/year. Youth name will be asked to lead his own meeting in month/year. Your role in helping him prepare for this meeting will be to initially meet with him at least 2 months prior to review the Transition Plan in month/year and to encourage youth name to create an agenda concerning topics he would like to discuss and/or questions he may want to ask and have addressed. You can also ask him what people he considers as part of his support system (outside of CPS and CASA) whom he might want to invite to participate in his meeting.

Once you have had this initial preparation with youth name, you will need to contact Danielle Simon, COS Facilitator (832-595-3078, danielle.simon@dfps.state.tx.us) to set up another date and time in month/year to meet with youth name together to finalize meeting plans and goals.

You may, of course, contact me if you have any further questions about the process or need any assistance in helping youth name prepare. Please also let me know when you plan to meet with youth name, so I can schedule to attend the pre-planning meeting(s) if possible. I have attached the Transition Plan, Youth Lead COS Agenda, and informational documents for you to use in assisting youth name prepare.

As always, thank you for all that you have done and continue to do!

YOUTH DIRECTED CIRCLE OF SUPPORT AGENDA

WELCOME AND INTRODUCTIONS (FACILITATOR)

PURPOSE OF THE CONFERENCE (FACILITATOR)

YOUTH:

YOUTH OPENING/TRADITIONS (YOUTH)
SHARING OF HOPES AND DREAMS (YOUTH)
IDENTIFY YOUTH STRENGTHS (YOUTH)
YOUTH NEEDS AND CONCERNS (YOUTH)
RESOURCES AVAILABE TO YOUTH (YOUTH)

YOUTH APPRECIATION AND THANKS (FACILITATOR)

PRESENTATION OF YOUTH TRANSITION PLAN
(FACILITATOR)

DISCUSS RECONFERENCE IF NEEDED (FACILITATOR)

CLOSING OF CONFERENCE (FACILITATOR)

Circle of Support

My Well Being!

MY ROLE MODEL IS:

My Needs and Concerns are:

WHAT I NEED TO DO:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

MY STRENGTHS

MY HOPES AND DREAMS

MY FEARS

Circle of Support

My Well Being!

_Talk about how they are doing in all environments. The home they are in, the school they attend, the church they go to, the community life, and anything else they may be attending. Make sure they are able to express all applicable areas to you and have them fill in the space on the paper. If you need more room bring more paper and have them continue the process. ___

MY ROLE MODEL IS: WHO DO THEY ADMIRE THE MOST, LIKE TO EMULATE THE MOST, OR WANT TO BE LIKE, OR IS THANKFUL THEY ARE AROUND THEM????????

My Needs and Concerns are:

Focus on each environment once again. What concerns do they have for their home life? Do they feel safe at home? Are they afraid of being moved again. Probe them but let them bring up their concerns without you giving them answers. If applicable refer back to old plan.

WHAT I NEED TO DO:

1. THIS SHOULD BE A SECTION WHERE A LIST CAN BE MADE OF WHAT NEEDS TO BE DONE: AN ACTION ITEM LIST:
2. DO THEY KNOW THEIR GPA
3. ARE THEY PLANNING 2 GO TO COLLEGE?
4. WHO DO THEY WANT TO BE AT COS - CAN THEY GIVE THEM A PERSONAL INVITE?
5. ARE THEY GOING TO GRADUATE DISTINGUISHED?
6. HAVE THEY COMPLETED PAL
7. TRANSCRIPTS?
8. BIRTH CERTIFICATE (OWN)
9. SOCIAL SECURITY CARD (OWN)
10. DRIVER'S LICENSE - I.D.

MY STRENGTHS

WHAT DO THEY BELIEVE ARE THEIR STRENGTHS? ARE THEY CONFIDENT, INTELLIGENT, SOCIABLE, WELL VERSED, SUPPORTIVE, GOOD GRADES, RESILIENT, INTRO/EXTRO VERT

IF THEY HAVE TAKEN PAL, HOW DO THEY FEEL ABOUT FIN. MANAGEMENT, HEALTH AND SAFETY, HOUSING AND TRANSPORTATION, LIFE DECISIONS/RESPONSIBILITIES, JOB READINESS, (DO THEY HAVE A RESUME, IF NOT, WHY NOT CREATE ONE FOR THE COS), PERSONAL AND SOCIAL RELATIONSHIPS? DO THEY REMEMBER WHAT THESE CONSIST OF?

ARE THEY AT THE RIGHT EDU. LEVEL FOR THEIR GRADE LEVEL? HAVE THEY TAKEN ANY STATE WIDE TEST FOR SCHOOL - HOW DID THEY FAIR?

WHAT DO THEY KNOW ABOUT EDUCATION TRAINING VOUCHER, TUITION VOUCHERS FOR COLLEGE, THEA, SAT, GRANTS FOR COLLEGE, SCHOLARSHIPS, MILITARY - THESE ALL FALL INTO THEIR PREPAREDNESS AND THEIR STRENGTH OF BEING KNOWLEDGEABLE.

MY HOPES AND DREAMS

THIS IS SOMETHING THAT YOU MAY HAVE TO WORK HARD AT GETTING THEM TO SAY. ASK THEM SPECIFICS, WHO DO YOU WANT TO BE WHEN YOU GROW UP, WHY DO YOU WANT TO BE THAT PERSON AND WHERE DID YOU GET THAT IDEA FROM? THIS IS A PERFECT TIME TO PLAY A GAME AND MAKE THE TIME FUN AND INTERESTING. GIVE THEM EXAMPLES OF WHAT YOUR HOPES AND DREAMS WERE WHEN YOU WERE THEIR AGE, WHAT THEY ARE NOW AND HOW THEY HAVE CHANGED, ENGAGE IN CONVERSATION AND TALK ABOUT HOW YOU WERE SURPRISED/OR NOT, ON HOW IT TURNED OUT DIFFERENTLY.

HAVE THEM CREATE A GOAL LIST, SHORT/LONG TERM 1,5,10 YEARS

MY FEARS

ARE THERE ANY FEARS REGARDING EMANCIPATION? DO THEY KNOW WHAT IT MEANS TO EMANCIPATE. HAVE THEM DESCRIBE IT TO YOU FOR WHAT THEY THINK IT IS AND HOW THEY FEEL ABOUT BECOMING AN ADULT.

ARE THERE ANY OTHER FEARS, FROM THERAPY, SCHOOL, HOME, DREAMS, CHURCH, FRIENDS, ENEMIES, FAMILY.....



TESTS: TRANSITION & ESSENTIAL SKILLS TO SUCCEED

Circle of Support Volunteer Feedback Form

VOLUNTEER INFORMATION	
Name	Date
Phone Number	Email
Case (Youth) Name	Length of GAL Appt.

RATINGS				
	1	2	3	4
How many Circle of Support meetings have participated in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How many Youth Led Circle of Support meetings have you participated in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No		
Do you understand the purpose of the Youth Led Circle of Support meeting process? If you answer no, please elaborate in the comments section.	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments</i>				
Did you find the information and resources you were provided to prepare the youth to be helpful? Please elaborate in the comments section as to how the resources were helpful or were not helpful.	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments</i>				
Were there any barriers during the pre planning meetings and/or the actual Circle of Support meeting? If you answer yes, please list explain the barriers encountered in the comments section.	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments</i>				
Do you feel the youth understood the tasks and was adequately prepared to accomplish the tasks established during the Circle of Support Meeting? If you answer no, please elaborate in the comments section.	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments</i>				
Were any topics you hoped would be discussed that were not discussed? If you answer yes, please elaborate in the comments section.	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments</i>				

EVALUATION	
WHAT ARE SOME SUGGESTIONS TO ENHANCE OR SIMPLIFY THE MEETING PROCESS?	
CASA Volunteer Signature	Date
CASA Volunteer Supervisor Signature	Date



TESTS: TRANSITION & ESSENTIAL SKILLS TO SUCCEED

Circle of Support Youth Feedback Form

YOUTH INFORMATION

Name	Date
School and Grade	DOB
Phone Number	Email
Street Address	City and State

RATINGS

	1	2	3	4
How many Circle of Support meetings have you had?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No		
Have you Led a Circle of Support before?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments</i>				
Did everyone attend your meeting that you requested?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments</i>				
Did someone discuss your meeting with you before today?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments</i>				
Was your transition plan covered during the meeting?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments</i>				
Did we talk about everything you wanted to talk about?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Comments (What was not discussed?)</i>				

What resources and information provided did you find to be the most helpful or useful? Examples of resources and information are as follows: pre COS planning meetings (discussion and documents provided by COS Facilitator and CASA), actual COS meeting (discussion and documents provided by PAL Specialist and by CASA – High School and College Planning Box)

Comments

EVALUATION

WHAT ARE SOME OF YOUR SUGGESTIONS TO IMPROVE THIS MEETING?

DID YOU UNDERSTAND THE INFORMATION GIVEN TO YOU TODAY? IF YOU ANSWER NO, WHAT DID YOU NOT UNDERSTAND?

Youth Signature

Date

YOUTH INFORMATION

Name	Date
School and Grade	DOB
Phone Number	Email
Street Address	City and State
CASA Representative	Date

High School Planning Box

Use a plastic crate or banker's box designed to hold hanging file folders. An open box makes dropping correspondence in the folders easier and will help you stay better organized.

Set up several file folders – one for each of the following:

4-YEAR COURSE PLANNING WORKSHEET

9TH, 10TH, 11TH, AND 12TH grade course plan organized by required courses and electives to meet graduation and college application requirements

RESUME

Keep updated each year or more often

TRANSCRIPTS & SCHOOL PROFILE. Include CEEB Code for School _____

Cumulative record of courses, grades, units, teachers

Also includes vaccination records

REPORT CARDS

Each semester

ACADEMICS

Certificates, awards, pictures, programs from award ceremonies and inductions

ATHLETICS

Certificates, awards, pictures, press clippings, videos

EXTRACURRICULAR ACTIVITIES

Certificates, programs, Summer programs, band, orchestra, choral, etc.

COMMUNITY SERVICE

Keep each signed sheet of hours worked for charitable organizations, Boy Scouts/Girl Scouts, other service organizations

CLUBS AND ORGANIZATIONS

Honor Societies, school clubs

EMPLOYMENT/JOBS

Part time, summer, paid/unpaid

TAKS

Test results each year

PSAT

Score Report Plus and test booklet with items missed

SAT

Account information (user name and pass code)

www.collegeboard.com

Score Reports

Practice information

ACT

Account information (user name and pass code)

www.actstudent.org

Score Reports

Practice information

AP

Account information (user name and pass code)

www.collegeboard.com

Advanced Placement Tests by subject matter

College Planning Box

You can start with putting college information in the High School Planning Box, but if you run out of space, start a new College Planning Box. If you are looking at a number of different colleges, it will keep all the application information together and ease the application process.

NCAA Clearinghouse – Any athlete who plans to play a sport in college

FINANCIAL AID

www.FederalStudentAid.ed.gov

FAFSA worksheet, PIN #, and required documents (see FAFSA checklist)

Copies of parent(s)' and student's most recent 1040 Form

SAR – Student Aid Report

(After you file the FAFSA, you'll get this summary that includes your

EFC – Estimated Family Contribution).

CSS Profile – if required by the college's to which you are applying

SCHOLARSHIP APPLICATIONS

ESSAYS

REFERENCE LETTERS - COUNSELORS & TEACHERS

List of whom you will seek references and their contact information

Copies of letters you have written them requesting the recommendation

Copies of the letters they've written if they provide you a copy

Thank you notes (drafts and/or copies)

MILITARY (if applicable)

COLLEGE #1

In each college folder, keep a copy of your online confirmation for application and/or "Application Agreement Statement" from CFNC. Keep all correspondence from colleges in separate folders per college. Once admitted, keep document of fees paid, housing information, enrollment information, etc.

COLLEGE #2

COLLEGE #3

COLLEGE #4

OTHER COLLEGES

III. Events and Activities



SPRING BREAKOUT

What are you doing for Spring Break this year? Why not take a break from the ordinary and do something extraordinary? Come join us at Child Advocates of Fort Bend to learn about careers in the field of computers and video game design and to experience the rewards of volunteering. You can earn volunteer service hours for school as well! Microsoft in the Galleria has invited to visit for a day of learning and fun on **March 11th!** We will be learning about careers, how to design video games, and we will even get to play video games. Then, on **March 12th**, we are planning to lend a helping hand at Lunches of Love by making sandwiches, packing lunches, and packing dry goods for children and families in need who live in the community! **This program is for children and youth ages 10 and up.**

When: March 11th and March 12th (Tues and Weds)

Time: 8:30am - 5:30pm each day

Where: Child Advocates of Fort Bend

5403 Avenue N

Rosenberg, TX 77471

For questions and to RSVP, contact **Heather Rashid** at **281-344-5128** or hrashid@cafb.org.

Spaces are limited and available on a first come first serve basis! **Please RSVP on or before Monday, March 3, 2014.**

****Program dates/times subject to change. Every youth MUST complete the provided Emergency Contact sheet, Covenant of Participation, and submit forms on or before the first day of the program (March 11th). Forms can be sent to Heather Rashid by mail: 5403 Avenue N Rosenberg, TX 77471, fax: 281-341-0798, or email: hrashid@cafb.org. All youth must arrive by 8:30 am. It is the caregivers' responsibility to drop off and pick up youth at the times indicated. Youth who are late will miss the vans to the field trips and will not be able to participate for the day. Youth who are unable to follow the rules established for the program session will be asked to leave the program immediately.**





WINGS SUMMER PROGRAM

Do you have what it takes to live on your own? Come to Child Advocates of Fort Bend this summer and find out. We will even pay you! Join us for field trips, free food, and a \$50 Gift Card! You do not want to pass up this opportunity to learn firsthand about continuing education options, today's job market, money management, and household management. NOW is the time to take control and get ahead!

When: June 16 - 20

Time: 8:30am - 5:30pm

Where: Child Advocates for Fort Bend
5403 Avenue N
Rosenberg, TX 77471

To RSVP, contact Heather Rashid at 281-344-5128 or hrashid@cafb.org. Spaces are limited and available on a first come first served basis! This program is for youth ages 14 and up. Please be sure to RSVP on or before MONDAY, JUNE 9, 2014!

****Program dates/times are subject to change. Every youth MUST complete the provided Emergency Contact sheet and Covenant of Participation to submit on or before the first day of the program (June 17). Forms can be submitted to Heather Rashid by mail: 5403 Avenue N Rosenberg, TX 77471, fax: 281-341-0798, or email: hrashid@cafb.org. All youth must arrive by 8:30 am. It is the caregivers' responsibility to drop off and pick up youth at the times indicated. Youth that are late will miss the vans to the field trips and will not be able to participate for the day. Youth that are unable to follow the rules established for the program session will be asked to leave the program immediately.**





WINGS CAMPUS CRAWL

Are you an aspiring college student? Do you have dreams of one day attending college, but are not sure which college is right for you? Child Advocates of Fort Bend can help! Join us this July as we travel around Texas to visit different college campuses each day. You will get a firsthand look at what college life is really like at each campus. You will also have the opportunity to learn about the different degree programs offered, application requirements, and the application process.

When: July 14 - 18

Time: 8:30am - 5:30pm

Where: Child Advocates of Fort Bend

5403 Avenue N

Rosenberg, TX 77471

High school youth who are interested MUST RSVP as well as complete and submit the provided application on or before MONDAY, JUNE 9, 2014. Spaces are limited and available on a first come, first served basis. Applications can be submitted to Heather Rashid by mail: 5403 Avenue N Rosenberg, TX 77471, fax: 281-341-0798, or email: [hrashid@cafb.org](mailto:h rashid@cafb.org). Please contact 281-344-5128 if you have any questions.

****Program dates/times subject to change. Participants must also complete the provided Emergency Contact sheet and Covenant of Participation to submit on or before the first day of the program (July 14). All youth must arrive by 8:30 am. It is the caregivers' responsibility to drop off and pick up youth at the times indicated.** Youth that are late will miss the vans to the college trips and will not be able to participate for the day. Youth that are unable to follow the rules established for the program session will be asked to leave the program immediately.





WINGS ALUMNI MONSTER MASH 2010

DATE: FRIDAY, OCTOBER 29

TIME: 6-9PM

LOCATION: FORT BEND ACTIVITY HOUSE

1019 ALAMO

ROSENBERG, TX 77471

CHILD ADVOCATES OF FORT BEND COUNTY WILL BE HOSTING A HALLOWEEN PARTY FOR ALL YOUTH WHO HAVE EVER PARTICIPATED IN THE WINGS SUMMER PROGRAM. COME MEET UP WITH YOUR FRIENDS FOR FUN AND GAMES, FOOD AND PRIZES. THERE WILL BE A LIVE DJ AND COSTUME CONTEST. MAKE SURE TO FOLLOW SCHOOL DRESS CODE POLICIES WHEN CREATING YOUR COSTUME. IF YOUR COSTUME IS NOT APPROPRIATE, YOU MAY BE ASKED TO LEAVE.

PLEASE RSVP ON OR BEFORE OCTOBER 15, 2010 TO HEATHER RASHID AT 281-344-5128 OR HRASHID@CAFB.ORG.





WINGS FALL KICKOFF

What are your plans for the future? Do you really need to continue your education after high school? Isn't a high school diploma or GED good enough? What options are out there? Child Advocates of Fort Bend would like to help you begin to answer those questions. Kickoff your Thanksgiving break with Child Advocates of Fort Bend, as we will be visiting Alvin Community College and Texas Southern University. There are many ways to achieve your educational and career goals. Join us to see what works best for you!

When: Monday, November 19th

Time: 8:00am - 5:30pm

Where: Alvin Community College
and

Texas Southern University

To RSVP, contact Heather Rashid at 281-344-5128 or hrashid@cafb.org. Spaces are **VERY limited**, and available on a first come, first serve basis! **This program is for youth ages 14+.** **Please RSVP on or before Friday, November 9, 2012.**

*Program dates/times are subject to change. Every youth **MUST** complete the provided Emergency Contact sheet and Covenant of Participation to submit on or before the day of the program (November 19th). Emergency contact sheets and covenants can be sent to Heather Rashid by mail: 5403 Avenue N Rosenberg, TX 77471, fax: 281-341-0798, or email: hrashid@cafb.org.

*CAFB staff will provide all transportation. Please also make sure to discuss transportation arrangements with Heather Rashid (see contact information above). Youth who are or not ready at the indicated pick-up time will miss the field trip. Furthermore, youth who are unable to follow the rules established for the program session will be asked to leave the program immediately.





FALL EVENT: CULTURES AND CAREERS

How much do you know about yourself? Do you really know who you are, what you are capable of accomplishing, and what type of career you want as an adult? Kickoff your Thanksgiving break with Child Advocates of Fort Bend to find out! We will be inviting some very special guests to help you start to answer some of these questions in a fun and exciting way!

When: Monday, November 25th

Time: 8:30am - 5:00pm

**Where: Child Advocates of Fort Bend
5403 Avenue N
Rosenberg, TX 77471**

To RSVP, contact Heather Rashid at 281-344-5128 or hrashid@cafb.org. Spaces are **VERY limited**, and available on a first come, first serve basis! **This program is for youth ages 12+.** **Please RSVP on or before Friday, November 15, 2012.**

****Program dates/times are subject to change. Every youth MUST complete the provided Emergency Contact sheet and Covenant of Participation to submit on or before the day of the event (November 25th). Forms can be submitted to Heather Rashid by mail: 5403 Avenue N Rosenberg, TX 77471, Fax: 281-341-0798, or Email: hrashid@cafb.org. All youth must arrive by 8:30am It is the caregivers' responsibility to drop off and pick up youth at the times indicated. Youth who are unable to follow the rules established for the event will be asked to leave immediately.**





GRADUATION PARTY

CONGRATULATIONS GRADUATES!!! Child Advocates of Fort Bend would like to reward you for all of your hard work! Join us for a night of food and fun to celebrate your achievements! Please feel free to extend this invitation to your family and friends (limit of 5 additional guests).

When: Thursday, June 7, 2012

Time: 4:00pm - 6:00pm

**Where: 2605 BF Terry Blvd. (FM 2218)
Rosenberg, TX 77407**

Those who plan to come to the party MUST RSVP to Heather Rashid by phone: 281-344-5128 or email: [hrashid@cafb.org](mailto:h rashid@cafb.org) on or before Friday, JUNE 1, 2012. Please be sure to provide information regarding the number of people who will be joining you when you respond (limit of 5 additional guests).





Emergency Sheet

Personal Information

Name: _____ Date of birth: _____ Social Security: _____

Address (street Address/city/state/zip): _____

Mailing Address (if different than above): _____

Emergency Contact (name/address/phone number): _____

CPS Caseworker Contact (name/phone number): _____

Current Medications

Are you currently taking any medications? Yes No

Please provide the following information regarding the medications you are currently taking:

MEDICATION NAME	DOSAGE	WHEN DO YOU TAKE YOUR MEDICATION?	PRESCRIBING DOCTOR'S NAME AND CONTACT NUMBER



Emergency Sheet

Allergies

Do you have any allergies?

Yes

No

Please provide the following information regarding your allergies:

ALLERGY TYPE	SIGNS AND SYMPTOMS	WHAT NEEDS TO BE DONE IF REACTION OCCURS?	NAME AND NUMBER OF CONTACT IF REACTION SHOULD OCCUR

Additional Concerns:

Please list any other medical health concerns: _____



WINGS Summer Programs Covenant of Participation

All youth participating in the WINGS Summer Programs must comply with the rules and standards of behaviors. All youth are expected to stay with the group and follow the directions of staff and volunteers. Rules are enforced for the safety of all youth.

1. Please be on time. We will begin promptly at 8:30 AM every day. We ask that all youth arrive no later than 8:30 AM. This helps prevent delays and helps us all have a start to a productive day. Please notify the WINGS Team Leader, Heather Rashid, if you are running late or if you know you will miss days of the program.
2. The program is limited to those who have registered and are approved to attend by the WINGS Team Leader. Others will not be permitted to attend without approval. Please do not bring guests that are not approved by the WINGS Team Leader.
3. Please respect the property of each other, Child Advocates of Fort Bend, as well as the facilities visited throughout the program.
4. Dress code will be strictly enforced. No revealing clothing will be permitted. No clothing with suggestive and/or explicit slogans or images will be permitted. Ladies may not wear spaghetti strap tank tops, skirts, or shorts that go above mid-thigh. Gentlemen must wear their pants at the waist with a belt. All participants need to wear clothes toe shoes or tennis shoes (sneakers).
5. We want the WINGS Programs to be the best experience possible for all youth. In order to do that, we all have to respect each other as well as the presenters, volunteers, and staff. The following list of behaviors may lead to dismissal from the program:
 - a. Refusal to Follow Directions
 - b. Dress Code Violations
 - c. Vandalism
 - d. Theft
 - e. Physical Altercations (Fighting)
 - f. Bullying

Disciplinary action for violation of rules will be determined by the WINGS Team Leader, CASA Program Director, and Child Advocates of Fort Bend's Executive Director. Child Advocates of Fort Bend has the right to terminate any youth's participation in the WINGS Programs if he/she does not comply with the rules.

Youth Signature

Date

Staff Signature

Date



WINGS Campus Crawl Application

Personal Information

Name: _____ Date of birth: _____ Social Security: _____

Address (street Address/city/state/zip): _____

Mailing Address (if different than above): _____

Emergency Contact (name/address/phone number): _____

CPS Caseworker Contact (name/phone number): _____

Current Educational Information

Name of school: _____ Grade Level: _____ GPA: _____

School Counselor (name/phone number): _____

Please list any extracurricular activities you are involved in: _____

Employment History

Are you currently employed? Yes No

Please list your current employer or past employers starting with the current or most recent (one the following page):



WINGS Campus Crawl Application

EMPLOYER AND NAME OF SUPERVISOR	OCCUPATION (POSITION)	DATES OF EMPLOYMENT	REASON FOR LEAVING

Volunteer Experience

Do you currently volunteer? Yes No

Please list your current experience or past experiences starting with the current or most recent:

ORGANIZATION AND NAME OF VOLUNTEER SUPERVISOR	VOLUNTEER PROJECTS / RESPONSIBILITIES	DATES OF VOLUNTEERING	REASON FOR LEAVING



WINGS Campus Crawl Application

Short Essays

1. Briefly explain what college or colleges you are interested in attending and why.
2. Briefly explain what you plan to study in college and why you are interested in that area (or those areas) of study.



WINGS Peer Mentor Job Description

Responsible to: WINGS Team Leader

Qualifications:

1. Must have attended the WINGS Summer Life Skills Program and/or the WINGS Campus Crawl as a participant in prior years.
2. Possess an ability to lead by example.
3. Emotional maturity, good moral character, and integrity.

General Responsibilities:

1. Lead by example.
2. Provide guidance to group of 15-20 participants between the ages of 14-18.
3. Report concerns regarding participants to the WINGS Team Leader or Child Advocates of Fort Staff Members.

Specific Responsibilities:

1. Be a friend and leader to each individual participant to promote positive self-image.
2. Set a positive example by modeling and encouraging appropriate interaction between participants, as well as by modeling appropriate behavior during activities and presentations.
3. Observe each participant daily and report questions and/or concerns regarding participants to the WINGS Team Leader or Child Advocates of Fort Bend Staff Members. Concerns and disciplinary actions will be handled by the WINGS Team Leader and Child Advocates of Fort Bend Staff.
4. Assist WINGS Team Leader, Child Advocates of Fort Bend Staff, and Child Advocates of Fort Bend Volunteers in organizing supplies each day, including but not limited to arranging meals (breakfast, snacks), packing and loading drinks and snacks, encouraging and leading cleanup efforts of the conference room, vans, and places visited.



WINGS Peer Mentor Application

Position: WINGS Peer Mentor

Child Advocates of Fort Bend is seeking Peer Mentors for the WINGS Summer Programs.

Personal Information

Name: _____ Date of birth: _____ Social Security: _____

Address (street Address/city/state/zip): _____

Mailing Address (if different than above): _____

Educational Information

Name of High School: _____ Grade Level Completed: _____ GPA: _____

Please list any extracurricular activities you are involved in: _____

Please list any awards or achievements: _____

College: _____ Date of Enrollment: _____

Degree/Areas of Study: _____



WINGS Peer Mentor Application

Employment History

Are you currently employed? Yes No

Please list your current employer or past employers starting with the current or most recent (one the following page):

EMPLOYER AND NAME OF SUPERVISOR	OCCUPATION (POSITION)	DATES OF EMPLOYMENT	REASON FOR LEAVING

Volunteer Experience

Do you currently volunteer? Yes No

Please list your current experience or past experiences starting with the current or most recent:



WINGS Peer Mentor Application

ORGANIZATION AND NAME OF VOLUNTEER SUPERVISOR	VOLUNTEER PROJECTS / RESPONSIBILITIES	DATES OF VOLUNTEERING	REASON FOR LEAVING

Short Essay

Please briefly explain why you are interested in being a WINGS Peer Counselor and what knowledge and experience you will bring to the position.

IV. Resources for CASA Volunteers Serving WINGS Youth



BEST PRACTICES FOR THE TRANSITIONING

PERMANENCY TOOLKIT AVAILABLE

<http://www.texascasaresources.org/volunteers/>

<http://www.texascasaresources.org/files/Youth%20Permanency%20Toolkit.pdf>

- 1) **VOLUNTEER ADVOCACY** - In keeping with CASA's mission, volunteers (who can make a long-term commitment) should be assigned to these cases. Staff should not be assigned unless necessary. While tenured volunteers may bring experience to these cases, new volunteers who may be specifically interested in PMC cases should also be recruited as needed.
- 2) **STAFFING** - These cases should be supervised by CASA staff dedicated to these cases so that they can achieve expertise in the needs of these youth and the resources available.
- 3) **YOUTH IN PMC AND TMC** – The project should serve teens that are in PMC and, if possible, those who come into care (TMC), regardless of whether parental rights are terminated. All teens are at risk of transitioning out of care without a permanent home or the support they need to succeed.
- 4) **ADVOCACY AND ESTABLISHING TRUSTING RELATIONSHIPS**- CASA volunteers should serve as an advocate and establish trusting relationships with transitioning youth. Youth need both roles in their lives at this critical time.
- 5) **ENHANCEMENT OF EXISTING SERVICES** - CASA should ensure that circles of support, PAL training, permanency planning, and other CPS and Community-provided services are meaningful for the youth and his or her transition plan.
- 6) **PERMANENCY**- CASA should arrange for periodic staffing of all PMC cases without termination to determine whether termination and adoption is possible. CASA should push for a timely review process of adoption or other permanency efforts after termination.
- 7) **FAMILY ENGAGEMENT** - Children's families and extended families should be valued for their strengths and the positive sense of identity they can bring to the child. Families should be engaged in the case and the youth's life when physically and emotionally safe. Family members can offer a home, regular contact, support, and a connection to community.
- 8) **LIFE SKILLS TRAINING**- Hands-on training in life skills are very important and should be provided by the placement, relatives, other programs, or, if necessary, by the CASA volunteer (budgeting, transportation, job searching and interviewing, housing, shopping, preparing meals). Youth should be assessed at the beginning of the CASA assignment to gauge their strengths and weaknesses in these areas in order to customize services.
- 9) **YOUTH IN COURT**- Youth shall attend court hearings in their cases and speak up about their needs, wants, challenges, and goals. In preparation for their court appearance, youth should submit simple court reports or letters to the court. Youth court reports should not be a substitute for their attendance.



BEST PRACTICES FOR THE TRANSITIONING

- 10) **EDUCATION-** CASA should work closely with the schools and with educational specialists at CPS to ensure that the youth is on track to accomplishing realistic educational goals and to remove any barriers to these. CASA should verify Educational Portfolios are intact and accurate.
- 11) **COMMUNITY BUILDING AMONG YOUTH** Supportive relationships among the youth served should be encouraged through recreational, educational and other community building events.
- 12) **JUDICIAL LEADERSHIP-** Judges have to take these cases and these youth's lives seriously. The CASA program should engage their judicial leaders in planning for the transitioning youth programs, problem solving, permanency efforts for youth, and advocating for youth in the community and among community partners. CASA programs will work with judges to develop best practices. It is critical that judges take a leadership role in ensuring the youth's needs are being met. CASA programs should continue to notify judges of updates with policies and new laws regarding youth aging out of care.
- 13) **VOLUNTEER COMMUNITY-** Volunteers should be encouraged to share experiences, resources and support with each other through, regular in-service trainings, mentoring programs for volunteers and/or a listserv.
- 14) **BOARD INVOLVEMENT-** CASA programs should seek endorsement and support of their boards. The Board should be willing to provide connections and resources for youth in the program. Boards should be considered a resource to provide connections for the youth.
- 15) **COMMUNITY SUPPORT-** CASA programs should partner with the community to serve these youth. Appropriate MOUs with Gary Job Corps, Boys and Girls Clubs, YMCA, Transition Centers, CPS, and others may be needed to further this objective. A community task force can further collaboration to help this youth population. Cross training with foster parents, CPS, etc. is a good idea, also.
- 16) **LEVERAGING THE CASA NETWORK-** CASA programs should be encouraged to share resources across the state for youth placed outside of their counties.

OUTCOMES TO TRACK

- realistic educational goals achieved
- 3 healthy adult connections (besides the CASA)
- viable transition plan



BEST PRACTICES FOR THE TRANSITIONING

ADDITIONAL RESOURCES:

- **Transitional Living Services:**
http://www.dfps.state.tx.us/Child_Protection/Transitional_Living/default.asp
- **COS:** http://www.dfps.state.tx.us/handbooks/CPS/Files/CPS_pg_6437_4.jsp
- **PAL:**
http://www.dfps.state.tx.us/Child_Protection/Preparation_For_Adult_Living/etv.asp
- **Foster Care Handbook:**
http://www.dfps.state.tx.us/Documents/Child_Protection/pdf/foster-care-handbook.pdf
- **Rights of Youth in Foster Care:**
http://www.dfps.state.tx.us/Child_Protection/Foster_Care/rights.asp



CASA Volunteer/Guardian Ad Litem (GAL) Interview

Please Note: This interview is a self-assessment tool to help the CASA Volunteer track case developments and progress. The interview should be completed by the Volunteer within the first 3 months of being appointed to a case (or prior to the first permanency conference if applicable). The initial interview should then be reviewed and follow up interviews completed prior to each court hearing. For cases in Temporary Managing Conservatorship (TMC) status, this review and follow up will occur approximately every 3 months. For cases in Permanent Managing Conservatorship (PMC) status, this review and follow up will occur approximately every 6 months. A review and follow up interview will also need to occur at least 2 months prior to a youth's initial and subsequent Circle of Support (COS) meetings. The CASA Volunteer will need to provide all completed interviews to their CASA Volunteer Supervisor to include in the case file.

Case Name: _____ Date Completed: _____

Youth Name: _____ Supervisor Name: _____

1. How long have you known your youth? _____ Years _____ Months

2. About how well do you know him/her?

- | | |
|--|---|
| <input type="checkbox"/> Not well | <input type="checkbox"/> Very well |
| <input type="checkbox"/> Slightly | <input type="checkbox"/> Extremely well |
| <input type="checkbox"/> Moderately well | <input type="checkbox"/> Missing |

Overall Strengths, Functioning, and Other Key Issues

1. What are the most important things to know about this youth (strengths, unique characteristics, challenges, barriers to permanency)?

2. To the best of your knowledge, does the youth have any conditions, diagnoses, or disorders (medical, physical, psychological, developmental)?

3. Who are physicians and specialists that the youth sees (doctors, dentists, orthodontists, therapists, psychologists, psychiatrists, other medical specialists)?



CASA Volunteer/Guardian Ad Litem (GAL) Interview

4. Is the youth taking medications? If so, what medications does the youth take (names, dosages, how often, prescribing doctor)?

5. What school does the youth attend? What grade is the youth in? Is this the appropriate grade level in correlation with the youth's age (on target)?

6. Does the youth receive special education services? What services does the youth receive?
 - a. Date of Last Admission, Review, Dismissal (ARD) _____ Date of Next _____
 - b. Did CASA attend the last ARD? Yes No

7. Does the youth participate in extracurricular activities? Tutoring? (Be specific)

8. What types of services have been provided to the youth, parents, and other key individuals? What services have been completed? What services are ongoing? Have services been effective? Ineffective?

Child

Parents



CASA Volunteer/Guardian Ad Litem (GAL) Interview

Others (specify, e.g. siblings, relatives, kinship, foster parents)

9. How many placements has the youth been in since coming into care? If more than one placement, why?

Permanent Plan

1. What are the primary and second permanent plans for this youth?

- | | | |
|--------------|---|--|
| a. Primary | <input type="checkbox"/> Reunification | <input type="checkbox"/> Long Term Foster Care |
| | <input type="checkbox"/> Adoption | <input type="checkbox"/> Independent Living |
| | <input type="checkbox"/> Relative Conservatorship | |
| b. Secondary | <input type="checkbox"/> Reunification | <input type="checkbox"/> Long Term Foster Care |
| | <input type="checkbox"/> Adoption | <input type="checkbox"/> Independent Living |
| | <input type="checkbox"/> Relative Conservatorship | <input type="checkbox"/> None |

2. What is the current status of these plans, and related legal issues impacting this youth's permanent plan (specific steps that need to be taken to finalize permanency and the barriers)?

3. What do you think the youth wants in terms of a permanent solution?

4. Do you think the present caregiver is willing to accept this youth permanently?



CASA Volunteer/Guardian Ad Litem (GAL) Interview

If no, why not?

If yes, which plans might be acceptable to the caregiver? (check all that apply)

- Adoption
- Fostering Connections
- Permanent Managing Conservatorship

5. What should be done about continuing relationships between this youth and his/her biological family members (parents, siblings, grandparents, other relatives)?

a. Plans for maintaining present relationships with biological family members?

b. Plans for development of future relationships with biological family members?

6. Are you aware of any additional potential placements for this youth (significant adult connection, type of support, placement – include names, telephone numbers, addresses)?

Culture, Religion, Ethnicity, and Race

1. How do you think this child identifies as far as culture, religion, ethnicity, and race?



CASA Volunteer/Guardian Ad Litem (GAL) Interview

2. Do you believe this child's racial, cultural, and religious traditions are able to be attending to in the current placement? If not, what do you think could improve?

Other Issues

1. Other important information about the youth and/or case?

2. Who else should be contacted in regards to the youth?



Youth Interview

Please note: *The purpose of this interview is to provide an opportunity for the child/youth to tell their story in their own words. Although it is **not** a clinical assessment, this tool will help both the CASA Volunteer and the CASA Volunteer Supervisor to better get to know the youth as well track changes and/or progress the youth has made throughout the case (over time).*

Volunteers should complete this interview with their youth within in the first 3 months of being appointed to the case (or prior to the first permanency conference if applicable). When the case is in Temporary Managing Conservatorship (TMC) status, a follow up (or final interview) should be completed at least 1 month prior to the close of the case. For cases in Permanent Managing Conservatorship (PMC) status, follow up interviews should occur yearly and at least 1 month prior to the close of the case.

Interviews should be done in person. *The CASA Volunteer will need to provide all completed interviews to their CASA Volunteer Supervisor to include in the case file.*

*The interview can be very conversational. Explain the interview's purpose and the kind of questions that will be asked of the youth. ***Questions can be tailored to fit the child/youth's developmental age and level of understanding.***

Youth Name: _____ Date Completed: _____ Refusal:

Volunteer Name: _____ Supervisor Name: _____

1. Where do you go to school? What grade are you in?

2. What do like best/least about school?

3. What do you want to be when you grow up? Do you want to go to college? If so, where?



Youth Interview

4. What do you like to do when you are not in school?

5. If you could have three wishes, what would they be?

6. Tell me about who is in your family or draw me a picture of your family.

7. Are there other people who are important to you?

8. Who do you think you will be living with at this time next year (or at your next birthday, or when you are in the next grade level)? What needs to happen before you can live there?

9. If you cannot live with that person, is there anyone else?

10. Do you feel that you are part of this current family/placement (sense of belonging, being cared about, etc.)?



Youth Interview

11. What is your favorite thing about living here? Least favorite?

12. Who are the doctors and/or therapists that you see? Last Appointments?

13. Who is your dentist (and orthodontist if they have braces)? Last Appointment?

14. What medications do you take (names, dosages, and how often)?

15. Who is the doctor that monitors your medications?

16. What would you say is your racial or ethnic identity?

17. What is one thing that brings you pride about being a member of your racial or ethnic group?
Are there things you would like to know more about your racial or ethnic group?



Youth Interview

18. What things or activities are you currently involved with that gives you good feelings about your racial or ethnic group?

19. Is there anything else you want to tell me?

	HS Diploma, GED, Certifications	Date Obtained or Will Obtain	Further Actions Needed to Achieve Goal(s)	Continuing Education	Date to Begin	Further Actions Needed to Achieve Goal(s)
Grade 9 [Age 14-15]						
Grade 10 [Age 15-16]						
Grade 11 [Age 16-17]						
Grade 12 [Age 17-18]						

WINGS TRANSITION TRACKING

Name of Youth
DOB

	Current Placement	Housing Options and Plan(s)	Actions Needed to Fulfill Plan(s)	Current Employment	Employment/ Career Options and Plans	Actions Needed to Fulfill plan(s)	Life Skills Achieved	Life Skills Lacking	Actions Needed to Obtain Skills
Grade 9 [Age 14-15]									
Grade 10 [Age 15-16]									
Grade 11 [Age 16-17]									
Grade 12 [Age 17-18]									

* SEE CHECKLIST

	Current Means of Transportation	Future Transportation Plans	Actions Needed to Fulfill Plan	Current Identifying Documents	Identifying Documents Needed	Actions Needed to Obtain Documents	Current Medical Health Care	Future Medical Health Care Plan(s)	Actions Needed to Obtain Health Care
Grade 9 [Age 14-15]									
Grade 10 [Age 15-16]									
Grade 11 [Age 16-17]									
Grade 12 [Age 17-18]									

* SEE CHECKLIST

Positive and Productive Visitation with Teens Presenters' Agenda

Tuesday, February 22, 2011

6:30pm - 8:00pm

Welcome and Introduction

- Provide Resource Folders

Development

Lead Presenter: Cathy

- Early childhood development
- Bonding, attachment, and trust
- Family dynamics and the effects of abuse and neglect on development, bonding, attachment, and trust later in life

Culture

Lead Presenter: Leroy

- How does the youth identify? Race, ethnicity, family history, culture, traditions
- Understanding the teenage culture

Building and Maintaining a Rapport

Lead Presenter: Cathy

- Activity: What is a Teenager?
- View a video of an initial visit with a teenage youth
- Discuss what the volunteer did well, what the volunteer could have done to make the visit more positive and/or productive, what can the volunteer do to continue to build and maintain a rapport with the youth
- Discuss the importance of establishing and maintaining healthy and appropriate boundaries

Strength Based Planning for the Future

Lead Presenter: Heather

- Discuss the importance of continuous planning and guiding youth in decision making vs. planning for the youth
 - o Support system: Three (3) healthy adult connections, transition plan(s), educational plan(s)/goal(s).
 - o Review resources and activities that can be used as pre-planning and post-planning assessments: WINGS Case Folder (provided when volunteer receives a case), Rights of Children and Youth in Foster Care, Get the Picture, Rank Your Values, Goal Contracts (short-term, long-term), Decision Making Guide
- Circle of Support (COS) process
 - o Youth Led COS Project in Ft. Bend County and CASA's role.
 - o Review resources: Youth Led COS Agenda, Transition Plan, Transition Plan (Aging Out) Checklist, TDFPS website links

Court Reports and Testifying

Lead Presenter: Heather

- Discuss the importance of including detailed facts to present a complete picture of the youth and the situation. Support recommendations with objective facts.
- Provide example report(s).

Final Questions and Discussion

Positive and Productive Visitation with Teens



Welcome and Introduction

Resource Folders

- The role of the CASA Volunteer in Preparing Youth for Circle of Support Meetings
- Youth Directed Circle of Support Agenda
- "Wings" Transitioning Youth Checklist
- Aging Out Youth Checklist
- Transition Plan



Development

- Early childhood development
- Bonding and trust
- Family dynamics
- Development, bonding, attachment, and trust.



Attachment

- Attachment helps the child:
 - Attain his full intellectual potential
 - Sort out what he perceives
 - Think logically
 - Develop social emotions
 - Develop a conscience



Attachment continued

- Trust others
- Become self-reliant
- Better cope with stress and frustration
- Reduce feelings of jealousy
- Overcome common fears and worries
- Increase feeling of self-worth
- Reduce jealousy



Culture

- How does the youth identify?
- Understanding the teenage culture



Building and Maintaining a Rapport

- Activity: What is a Teenager?
- View a video of an initial visit with a teenage youth
- Discuss what the volunteer did well, what the volunteer could have done to make the visit more positive and/or productive, what can the volunteer do to continue to build and maintain a rapport with the youth
- Discuss the importance of establishing and maintaining healthy and appropriate boundaries



Strength Based Planning for the Future

- Discuss the importance of continuous planning and guiding youth in decision making vs. planning for the youth
- Support System: Three (3) healthy adult connections, transition making vs. educational plan(s) /goal(s).
- Review resources and activities that can be used as pre-planning and post-planning assessments: WINGS CASE Folder (provided when volunteer a receives case), Rights of Children and Youth in Foster Care, Get the Picture, Rank Your Values, Goal Contacts (short-term, long term), Decision Making Guide



Circle of Support (COS) process

- Youth Led COS Project in Fort Bend County and CASA's role.
- Review resources: Youth Led COS Agenda, Transition Plan, Transition Plan, Transition Plan (Aging Out) Checklist, TDFPS website links



Court Reports and Testifying

- Discuss the importance of including detailed facts to present a complete picture of the youth and the situation. Support recommendations with objective facts.
- Provide example reports(s).

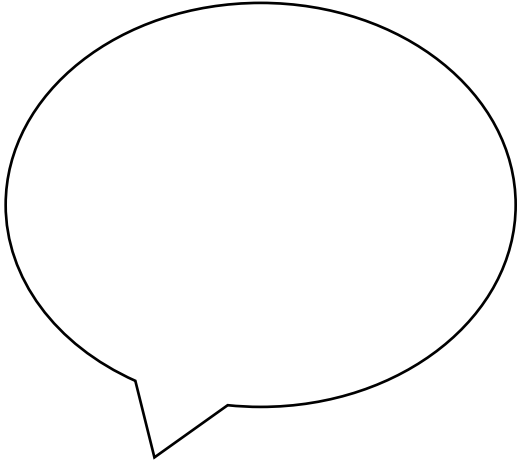


child
advocates
of east bend

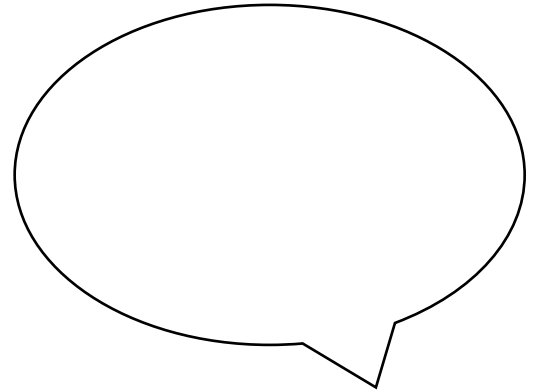
- Final Questions and Discussion

Who are teenagers today?

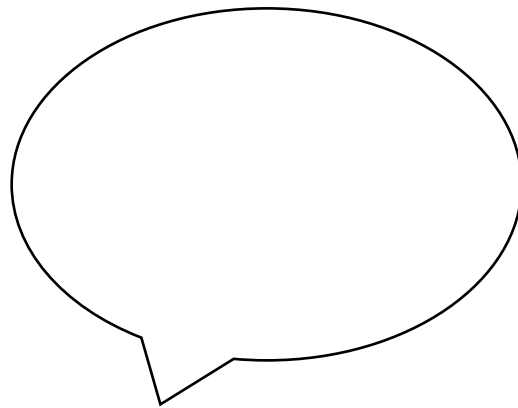
What are the perceptions of teenagers today by parents, teachers, media etc.?



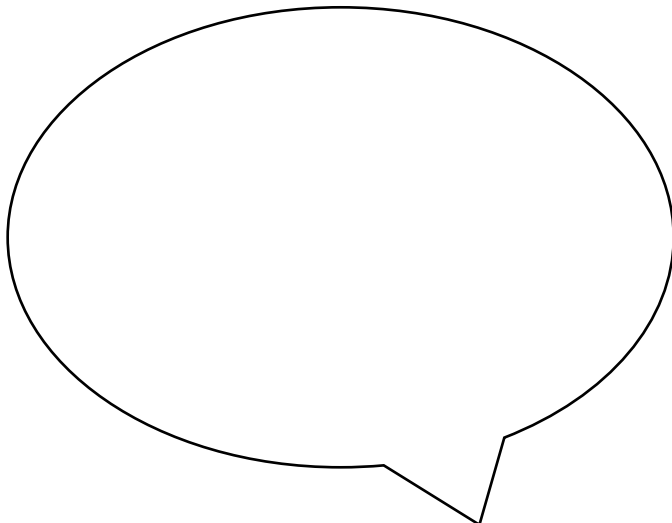
Parents



Teachers



Movies



Television



Name: _____

Date: _____

Please answer the following questions

1. How old are you? _____
2. When is your birthday? _____
3. What grade are you in? _____
4. What grades are you getting? _____
5. What subjects do you do best? _____
6. What subjects do you do least? _____
7. What activities are you in at school? _____
8. How do you get along with your teachers? _____
9. Tell me how you spend a usual day at school? _____
10. What hobbies and interests do you have? _____
11. What do you like to do with your friends? _____
12. What kinds of things make you angriest? _____
13. What do you do when you get angry? _____
14. What do you like best about your self? _____
15. Tell me about the best thing that ever happened to you. _____
16. If you could change places with anyone in the whole world, who would it be?



SHORT-TERM GOALS

My Goals are to:

To achieve my goals, I will complete the following objectives

<u>OBJECTIVE</u>	<u>DATE TO COMPLETE</u>

Signed: _____

Date: _____

Life Preparation/Job Readiness Pre and Post Test

The following domains are critical to the overall wellness and transition of a youth into adulthood. These seven domains are followed by a series of questions to determine where you are today and where you want to be as you become an adult.

1. Cultural and Personal Identity Formation
2. Supportive Relationships and Community Connections
3. Physical and Mental Health
4. Life Skills
5. Education
6. Employment
7. Housing

Life Skills

1. Who am I? *(This is about self-identity, understanding who you are today.)*
 - a. Race: _____
 - b. Religion: _____
 - c. Gender: _____
 - d. Sexual Orientation: _____

2. Who will be there for me when I need help or just have a question? *(This person should not have a criminal history, CPS history, active drug/alcohol user, etc)*
 - a. Adult between the age of 22-30 who is a positive role model?
Name: _____ Phone #: _____
Name: _____ Phone #: _____
Name: _____ Phone #: _____

3. Am I healthy?
 - a. Physical Health Issues: *(Teeth-Braces, Asthma, Pregnancy, STD's, etc)*

 - b. What is the name of the doctor or facility I will utilize to seek care for above mentioned areas?

 - c. Mental Health Issues: *(Any psychological issue requiring medication or counseling)*

 - d. What is the name of the doctor or facility I will utilize to seek care for above mentioned areas?

4. Where will I live? *(Consider the following areas.)*
- a. Current residence: _____
 - b. Residence in next 1-6 months: _____
 - c. Transitional Living/Independent Living Facilities:

 - d. College Dorms: _____
 - e. Housing Application: _____
 - f. Apartment application: _____

Job Readiness

1. What are my skills? *(Remember, if you don't have the answer now, you can ALWAYS learn!)*
- a. Do I have GED or High School Diploma? _____
 - b. What is my source of income; am I making regular consistent money?

 - c. Can I use the via bus system? _____
 - d. Can I use a computer? _____
 - e. Have I ever completed a job application or resume? _____
2. What are my education plans? *(Discuss each area below in detail.)*
- a. GED or Diploma: _____
 - b. College: _____
 - c. Trade School: _____
 - d. Current grade level: _____
3. Could I get a job today? *(Do you have the following items/skills/qualifications necessary to obtain employment?)*
- a. Proper identification: _____
 - b. Transportation: _____
 - c. Understanding of criminal history: _____
 - d. Application and resume skills: _____
 - e. References: _____
 - f. Proper clothes: _____
 - g. Bank Account: _____
 - h. W2 Form: _____

The above areas are meant to get an idea of where you are today and where you want to be in the near future. In discussion with your CASA advocate/mentor, you can determine how you will reach your goals, what resources are available in the community, and what you will need to do to achieve success.

Youth Name

Date

Staff Name

Date

Racial and Ethnic Identity Assessment

1. If someone asked you to describe your racial and ethnic identity, what would you tell them?

2. What is one thing that brings you pride about your racial and ethnic identity?

3. Are there any traditions or celebrations that you participate in to help you feel connected to your racial and ethnic culture?

4. What celebrations and traditions do you remember celebrating with your family?

- 4a. Do you still participate in those celebrations and traditions? YES ___ NO ___

5. Do you feel like you have ever been treated differently because of your racial and ethnic identity? YES ___ NO ___ If so, in what ways do you feel like you've been treated differently?

6. What messages do the media (television, radio, newspaper, books, etc.) give you about your racial and ethnic identity?

- 6a. Do you believe that those messages are true? YES ___ NO ___

7. What do you wish others knew about your racial and ethnic identity?
