

Goals of My Life & Project Success

- My Life
 - Enhance the self-determination of youth with disabilities in foster care
 - Document the impact of the intervention in promoting transition outcomes of youth.
 - Investigate whether the intervention results in different outcomes for youth than the ILP.
- Project Success
 - Enhance the self-determination of youth with disabilities in foster care
 - Document the impact of the intervention in promoting education outcomes of youth
 - Investigate whether the intervention results in different outcomes for youth than typical educational services

Participants in My Life & Project Success

- My Life
 - 60 foster youth in special education
 - Approx. 17 years of age
 - Multnomah County
- Project Success
 - 120 foster youth in special education
 - freshmen, sophomores and juniors in high school
 - Mostly PPS but also includes Gresham, Reynolds and David Douglas

Design of My Life & Project Success

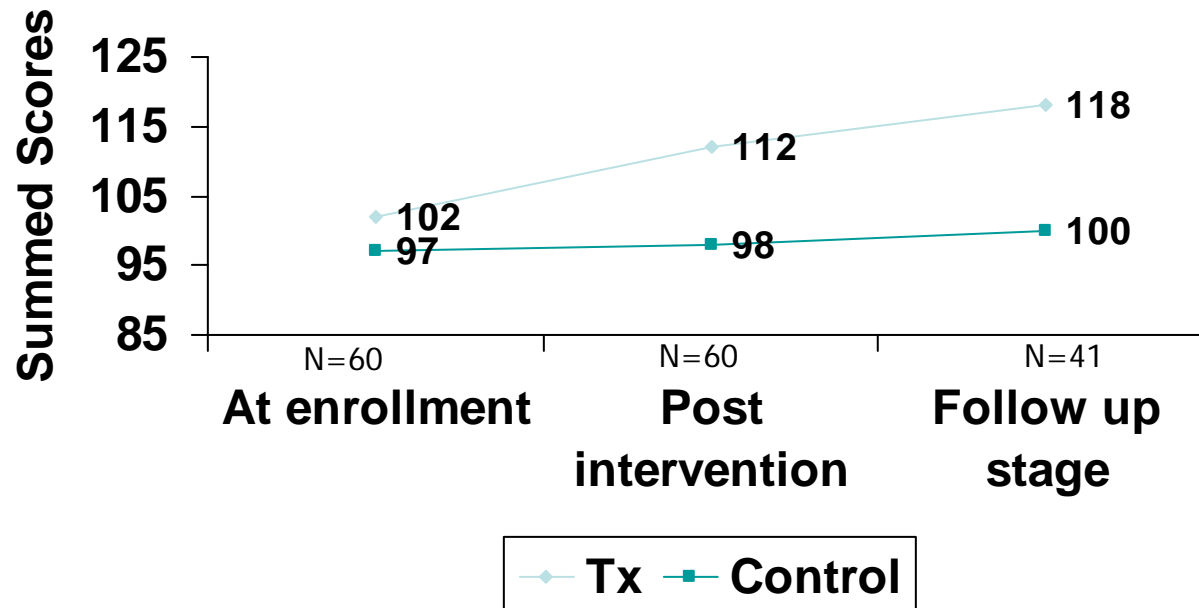
- My Life
 - Youth randomly assigned to intervention or control group.
 - Youth evaluated at baseline, conclusion of TX (12m) and 12m post-intervention.
 - No longer enrolling youth. Last wave in follow along status
- Project Success
 - Youth randomly assigned to intervention or control group.
 - Youth will be evaluated at baseline, conclusion of TX (7-9m) and 9m post-intervention.
 - Enrolling last wave this summer

My Life & Project Success: Intervention

- My Life
 - TX group meets with a coach 1x per week for 12 months.
 - Mentoring
 - Emphasis on individualized, coordinated, student led transition planning.
- Project Success
 - TX group meets with a coach 1x per week for 7-9 months.
 - Mentoring
 - Emphasis on individualized, coordinated, student led education planning.
 - Teacher training

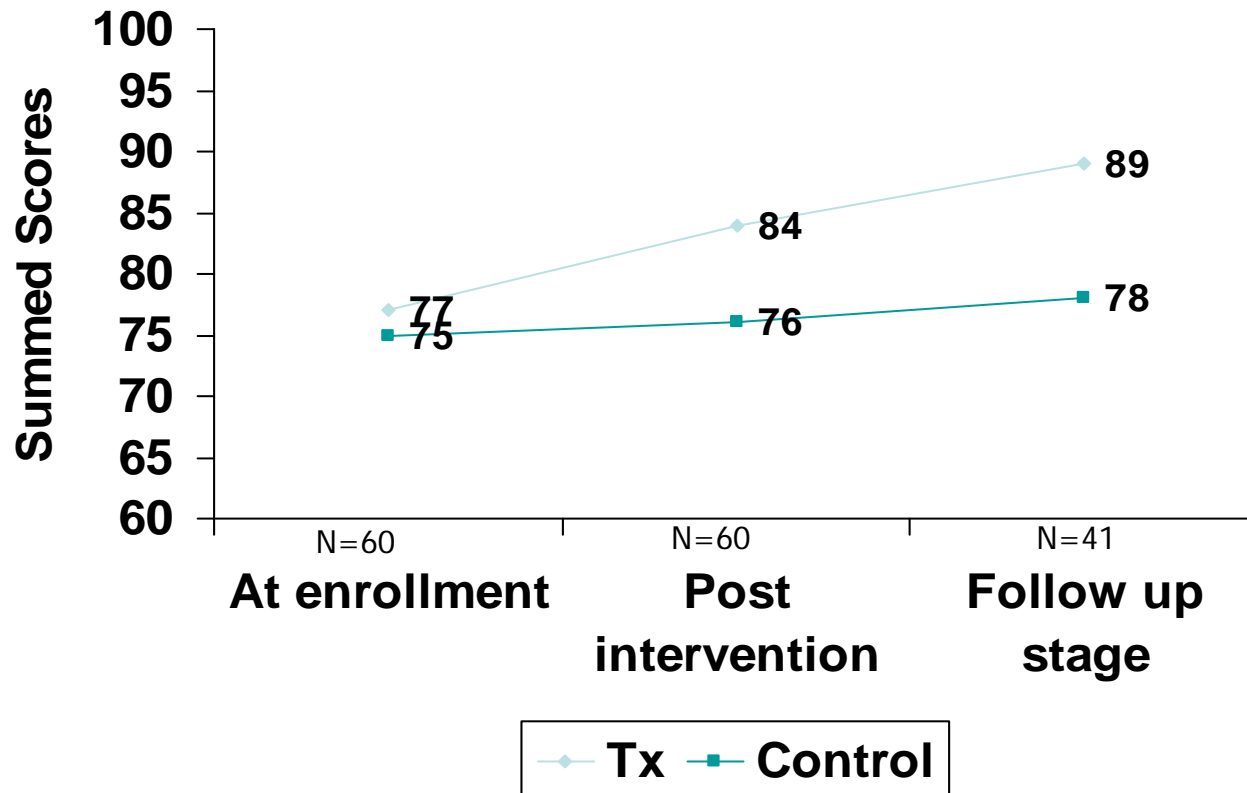
Self-determination

Self-determination scores measured by the Arc



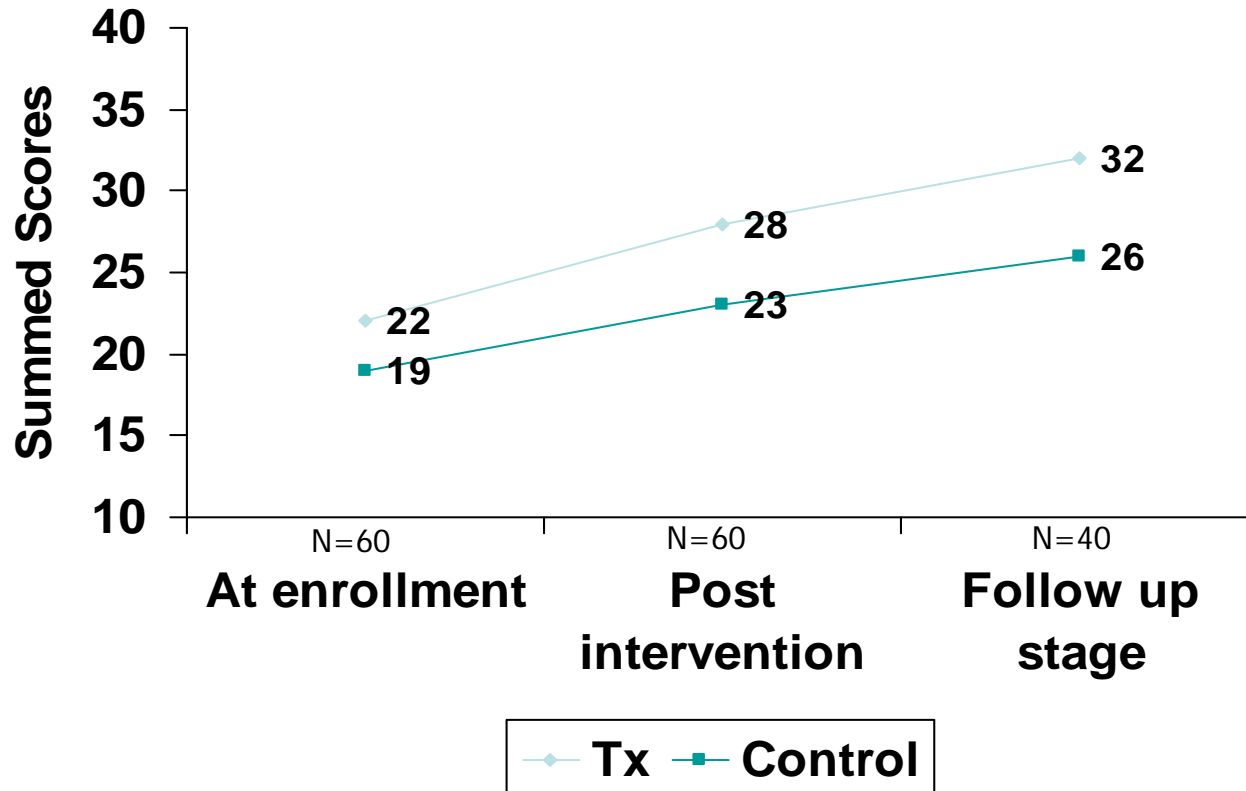
The mean difference between treatment and control at the post intervention stage and the follow up stage are significant $p \leq 0.05$.

Quality of Life



The mean difference between treatment and control at the post intervention stage and the follow up stage are significant ($p=.002$ and $.003$).

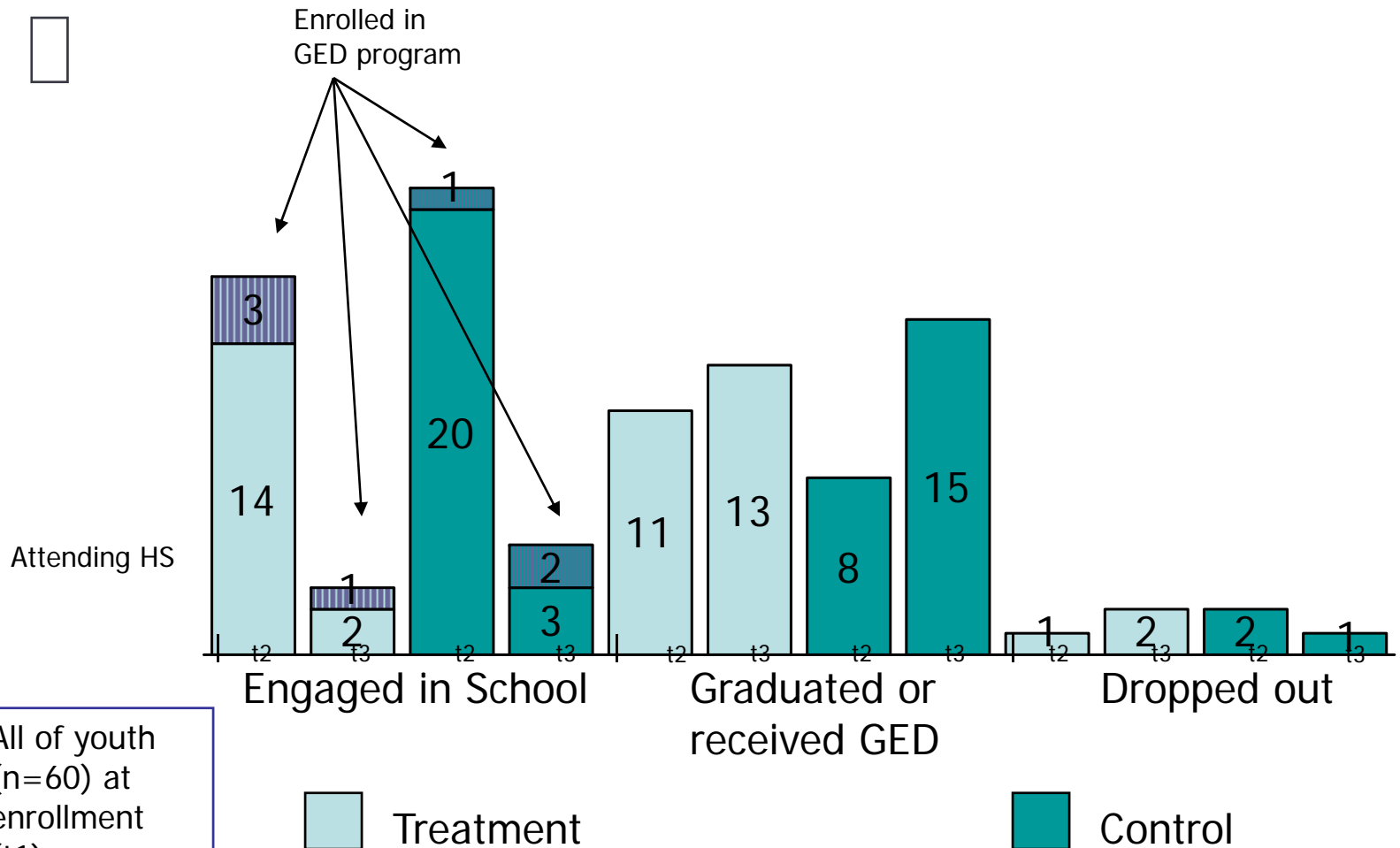
Involvement in Transition Planning



The mean difference between treatment and control at the follow up stage is significant $p=.03$

Education

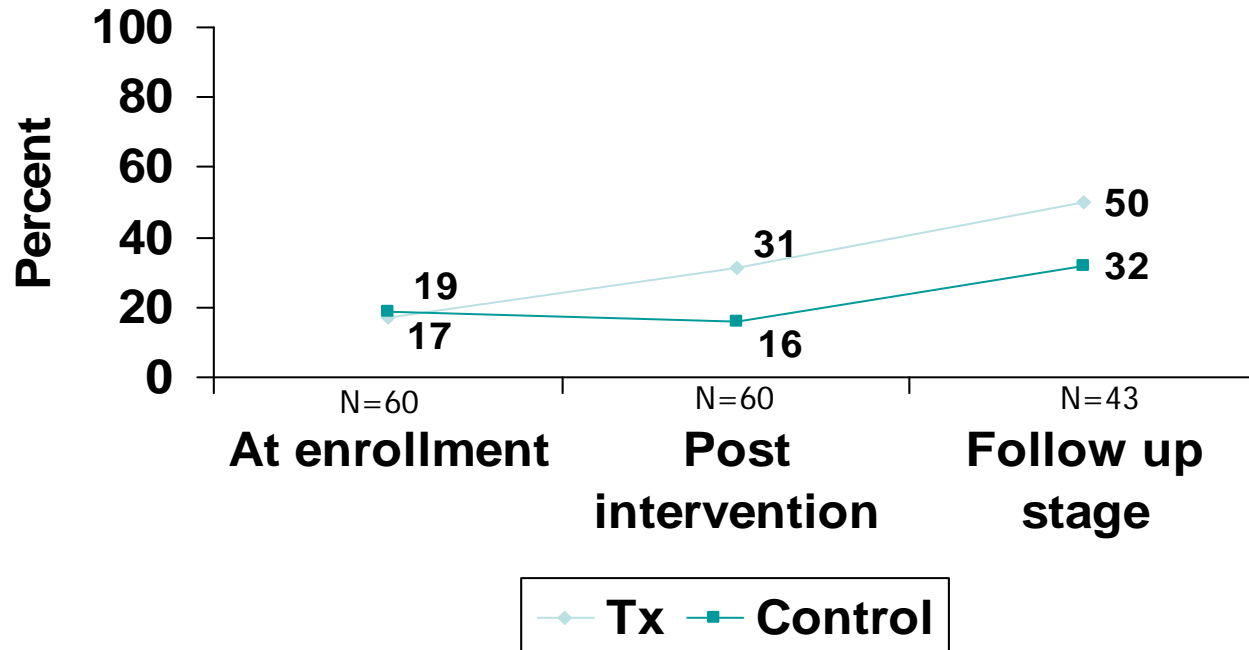
Treatment vs. control within each category from post intervention (t2) to follow up (t3)



All of youth (n=60) at enrollment (t1) were attending High school

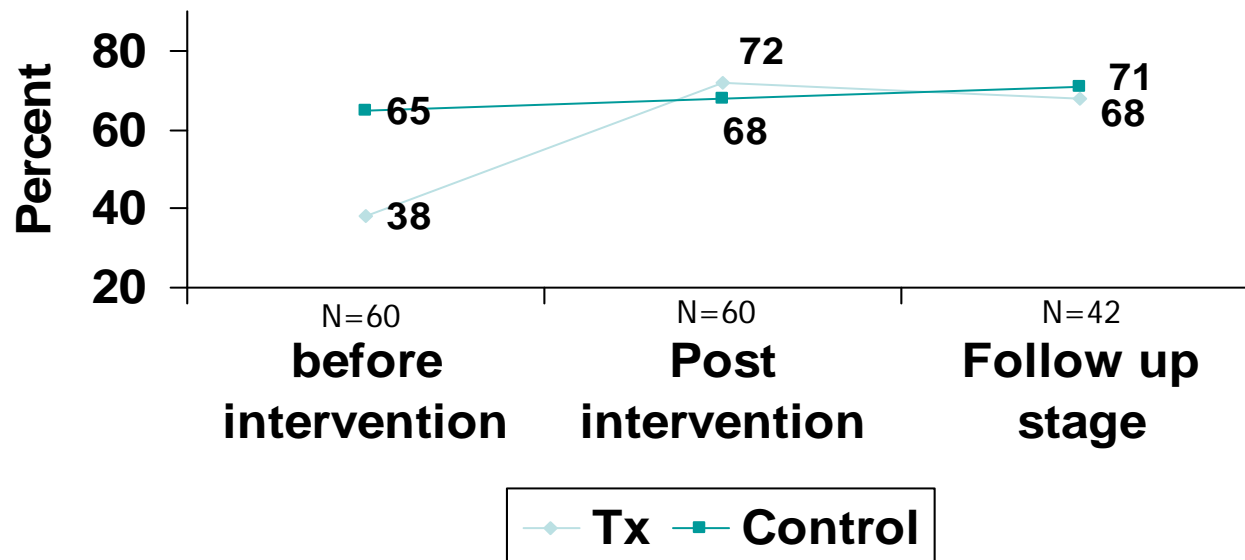
Currently Working

Percentage employed



Prepared for Life

Percentage of those who feel prepared for life



Went to summer school, going to youth leadership program (Portland YouthBuilders), got my ID, got into a talent agency
got OR state ID card; only been to "D" room 3 times; more open at home (I don't shutdown); communication skills are better
identified career goals, took cooking class, went to Teen conference, got state ID, improved grades and school attendance
got permit; left Taylor house; looking at colleges; picked a college
turning 18; finding credits; getting a job; completing My Life
Got a standard diploma, got my license, led my YDM-IEP, completed my FAFSA, created a resume, had speaking engagements
graduating from high school and getting through My Life. Getting my state ID. Going to PCC. Going to OMSI and having fun when it is the fun day
Visiting colleges, applying for jobs, staying in school, being obedient, loving my peers
I got myself an internship with the coolest cat who ever worked in a computer repair shop. Worked out family issues. I'm advocating for how I want to run my life. I ran my own YDM.
getting a job, going to Texas for church, getting a bank account, own cell phone in my name, Job Corps
Passed my GED, graduated from a treatment school
got ID, back into school, had baby, taking care of her on her own
Getting a life and maintaining my life even when I was having a rough time. Getting a new job 2 days after I found out my boyfriend was in jail. Rebuilding my relationship with my family.
I got out of school, I got a 3.5 GPA, I was a captain for the dance team and the Japan Club, I'm going to go to hair school
got state ID, went to a big meeting and spoke in front of lots of people
Got skills in facility maintenance, problem solving skills on the job, better communication skills, balanced life