

EVALUATION OF INDEPENDENT LIVING PROGRAM

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PURPOSE OF QUANTITATIVE STUDY

The purpose of the study was to assess the effectiveness of independent living program to prepare participants to live independent in society.

DESIGN, SAMPLE AND MEASUREMENT

The research design was non-random and non-experimental convenient sample. The sample was nine participants from the Barren River Cabinet for Families and Children. They range from 15 to 17 years old. The participants were in foster out-of-home care. Independent variable is the experience of taking "Life Skills" curriculum. The dependent variable is the knowledge gained after taking "Life Skills" curriculum. After completing of the "Life Skills" curriculum, the participants completed Ansell-Casey Life Skills Assessment (ACLSA) 111 form to find out the knowledge they gained from the classes.

MAJOR FINDINGS

The result showed that the participants showed mastery score of 83% compare to a normed score of 100%.

DISCUSSION

The Independent Living Program will help society because the participants will have the necessary knowledge to be independent. It will reduce numerous people who are unemployed because the program teaches participants to get and maintain jobs. Overall, they will become better citizens will empower other foster children to reach their goals.

PURPOSE OF QUALITATIVE STUDY

The purpose of this study was to gain in-depth feelings and knowledge of the participants towards the program and out of home care.

DESIGN, SAMPLE, AND MEASUREMENT

The research design was face to face interview with up to eight independent living participants. An analysis of emergent themes in the participants' comments will be completed. The sample was purposive from the independent living participants. The interview was face to face. The researcher interviewed eight participants during break from "Life Skills" classes. The key variable was for the researcher to know the feelings

and attitudes of the participants in the program, feelings about being in foster care, their readiness to be independent in society.

MAJOR FINDINGS

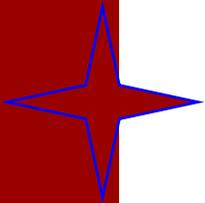
All the participants had positive feelings about the program. They used words like okay, great, all right and educational. Majority of the participants said they liked out-of-home care. They used words like “it is better than being at home.” “It offers me more choices concerning college education.” All said that they got the necessary skills to survive in society. Feelings concerning out of home care was “there are rules and I cannot do things like normal kids.” “I do not like it, the foster parents’ kids are treated better than foster kids, there is no place like home.”

DISCUSSION

“Life Skills” is an effective program which will help foster children learn to be independent once leaving foster care. This will help reduce numerous children who leave foster care and become adult clients of the agency.

EVALUATION OF AN INDEPENDENT LIVING PROGRAM

IRENE ACHAMPONG,BSW



Independent Living Program

AIM: To determine the effectiveness of the independent living program, in preparing its participants for independent living.

Introduction:



- In 1985, Independent Living Program was designed to enable youth in foster care to acquire the necessary skills to transit from state custody to living on their own in the community.
- Public Law 99-272 through the addition of Section 477 to Title IV-E of the Social Security Act, the Omnibus Budget Reconciliation Act of 1993 (PL 103-66) allowed the program to be in effect.
- Independent living is a program designed to teach teens in out-of-home care the skills that will help them to be independent after they exist from care of the Cabinet for Families and Children.
- Any teen ages 15 years old currently committed to the Cabinet for Families and Children and is living in out-of-home care qualifies to participate in independent living.

Introduction



- Teen who pass their 18th birthday may extend their commitment with the Cabinet till their 21st birthday.
- They may participate in transitional living placement.
- Transitional living placement is when the youth may live in a mobile home or basement of foster parent property, college dormitory, or even an apartment when the teen has shown maturity.
- Referrals come from social workers who work with teens in out-of-home care.
- The participants are taught “Life Skill” classes that include employment skills, money management and consumer skills, housing, community resources, and education.
- Quantitatively- does life skills classes help participants to transit from foster care to be independent in society?
- Qualitatively- the participants in depth feelings about independent living.

METHODS

- QUANTITATIVE
 - The sample is the independent living participants from Barren River Region for Cabinet for Families and Children.
 - The study is non-random and non-experimental convenient sample.
 - The participants will sign a consent for the knowledge they have gained after participating in the program.
- QUALITATIVE
 - Participants are invited to answer questions about their feelings concerning independent living.
 - A purposive sample of participants were invited to participate in the interview.
 - The interview was face to face.

Methods

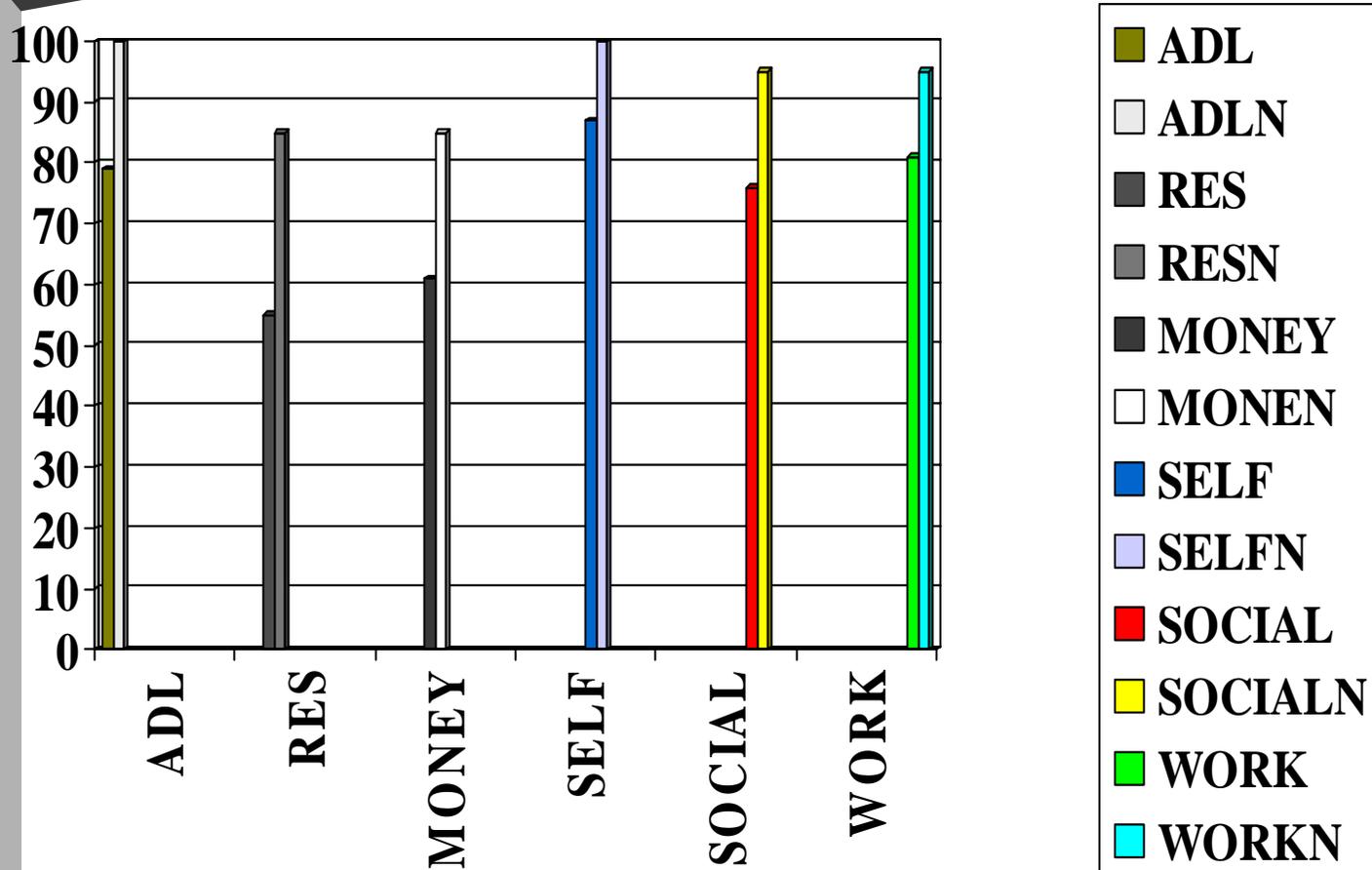
- **QUANTITATIVE**

- Independent variable is the experience of taking “Life Skills” curriculum.
- The dependent variable is the knowledge they have gained after taking “Life Skills” curriculum.
- They will complete ACLSA 111 which is Ansel- Casey exam

- **QUALITATIVE**

- Key variables: feelings about attitudes of participants concerning independent living and being in foster care.
- Sample of the question is:
- Tell me how you feel about the independent living program/
- Tell me how you feel about being in out-of-home care?

QUANTITATIVE RESULTS



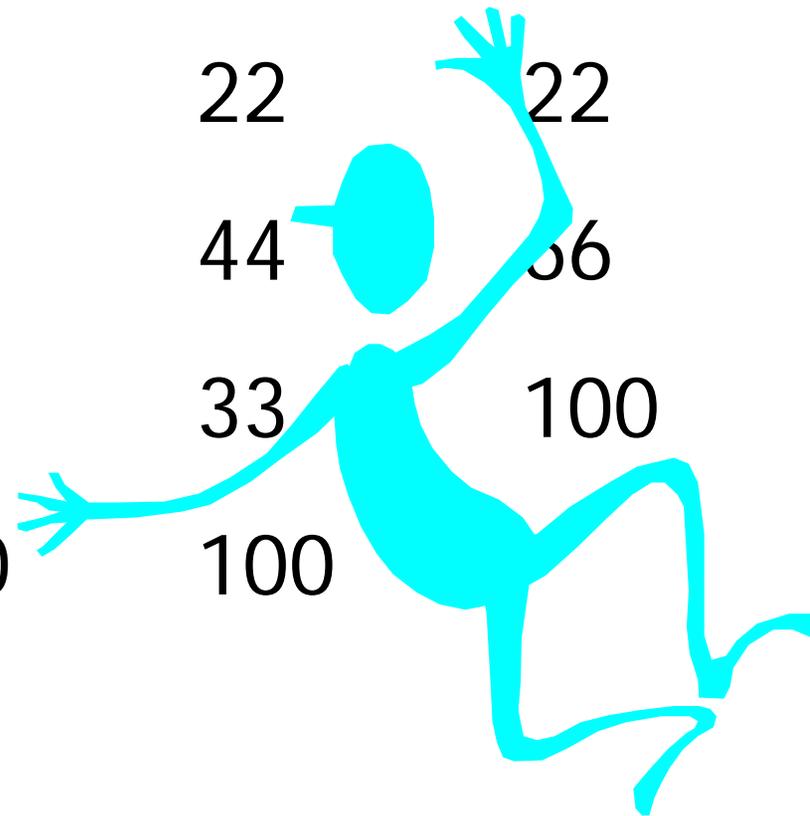
RESULT STATISTICS

- QUANTITATIVE
- NINE PEOPLE
- FOUR FEMALE
- FIVE MALE



AGE OF PARTICIPANTS

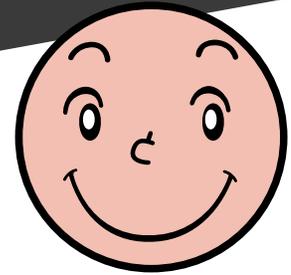
AGE	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
15	2	22	22	22
16	4	44	44	66
17	3	33	33	100
TOTAL	9	100	100	



QUALITATIVE RESULT

- Eight participants took part in face to face interview.
- Feelings about program.
- All the participants had positive feelings about the program.
- They used words like okay, great, alright and educational.

Qualitative results



- Feelings about out of home care
- Majority of the participants like it .
- They used words like “it is better than being at home.”
- “it offers me more choices concerning college education.”
- All said that they got the necessary skills to survive in society.

Qualitative Result



- Feelings of those who were not happy about being in out of home care.
- “There are rules and I cannot do things like normal kids.”
- “I do not like it, the foster parents’ kids are treated better than foster kids. There is no place like home.”

DISCUSSION

- The program is an effective program which helps foster children learn to be independent once living foster care.
- It will give them the knowledge they need to survive in society once they exist out of home care.
- This will reduce numerous children who leave foster care and become adult clients of the agency.

IMPERFECTIONS

- The Ansell-Casey Life Skills assessment tool is not normed and validated
- DONE DIFFERENTLY
- Find a normed test to assess the program.
- Small sample

BIG PICTURE

- Will help society because the participants will have the necessary knowledge to be independent.
- This will reduce numerous people who are unemployed because the program teach participants to get and attain job.
- Overall better citizens who will empower other foster children to reach for their goals.