

Fostering Futures Volunteer Pre-test

****BRING THIS COMPLETED FORM WITH YOU TO THE IN-PERSON TRAINING****

Name: _____

Site: _____

Section 1: Volunteer pre-survey

Directions: Circle the number of the descriptor that best matches your views.

I have a clear understanding of the issues and challenges facing youth who are on the verge of aging out of the system.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I clearly understand the difference between the role of mentor and the role of advocate.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I am confident in my abilities to establish trust and rapport with an older youth.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I feel prepared to work on developing goals with an older youth.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I feel prepared to work on developing a transition plan with an older youth.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I can explain the concept of possible selves.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I know where to locate resources to better inform me and/or a youth about issues related to housing.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I know where to locate resources to better inform me and/or a youth about issues related to employment.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I know where to locate resources to better inform me and/or a youth about issues related to education.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I know where to locate resources to better inform me and/or a youth about issues related to life skills.	Strongly Disagree	1	2	3	4	5	Strongly Agree
I know where to locate resources to better inform me and/or a youth about issues related to health.	Strongly Disagree	1	2	3	4	5	Strongly Agree

DRAFT Fostering Futures – Pre-test – Complete this prior to the start of training

****BRING THIS WITH YOU TO THE IN-PERSON TRAINING****

Section 2: Volunteer pre-test

Directions: Respond to the following based on the knowledge and skills you are bringing with you to the Fostering Futures program.

1. Define “mentor”

2. Define “advocate”

3. Briefly describe your role as a CASA/GAL volunteer working with an older youth (age 14-21).

4. Five (5) domains that are important in permanency and transition planning for older youth include:
 - a)
 - b)
 - c)
 - d)
 - e)

5. Five (5) barriers or challenges faced by older youth emancipating from foster care include:
 - a)
 - b)
 - c)
 - d)
 - e)

6. Five (5) key people who can be helpful when working with adolescent youth in planning for permanency and the transition to independent living include:
 - a)
 - b)
 - c)
 - d)
 - e)

7. Five (5) resources (online or in your local community) that can be helpful in addressing some of the needs of older youth are...

- a)
- b)
- c)
- d)
- e)

8. Three (3) tools that can assist me in my work advocating for an older youth include:

- a)
- b)
- c)

9. A brief description of the concept of possible selves is:

10. Several of the steps involved in the possible selves concept include:

11. One (1) way the possible selves concept can be integrated into my advocacy for older youth is: