Extended Care and Youths’ Education

Mark E. Courtney and Nathanael Okpych

Chapin Hall at the University of Chicago
Policy research that benefits children, families, and their communities
Technical Details

• Call-in information
  – Phone number: 1 (562) 247-8422
  – Access code: 255-485-027

• Webinar is being recorded

• Presentation materials will be posted at www.cafosteringconnections.org

• To submit questions, click on the “Questions” panel, type your question, and click “Send”
Three-Part Series on CalYOUTH Study

• Housing: Recording available at www.cafosteringconnections.org/wp2/training

• Education: Today

• November 17th: Health
Panelists

Mark Courtney, University of Chicago Chapin Hall

Laurie Kappe, i.e. Communications

Debbie Raucher, John Burton Foundation
CalYOUTH Study
Funders and Partners

- Support Chapin Hall research
- Provide guidance and feedback
- Host CalYOUTH Study section with results on website (co-invest.org—Resources)
- Promote via presentations and media outreach

California Child Welfare Co-Investment Partnership
California Department of Social Services
County Welfare Directors Association of California
The Judicial Council of California
Casey Family Programs
Conrad N. Hilton Foundation
Stuart Foundation
Walter S. Johnson Foundation
Zellerbach Family Foundation

Annie E. Casey (Funder, not in Co-invest Partnership)
Fostering Futures: A Forum on the CalYOUTH Study Findings

CalYOUTH study Brief with Key Findings from the Second Wave of Youth Surveys at age 19

Chapin Hall and the California Child Welfare Co-Investment Partnership (2016)

Fostering Futures Panels and Panel Videos

Fostering Futures Study Overview
CalYOUTH in the Loop

• A Fund for Shared Insights Project
• “Closing the loop” between this research study and foster youth
• Invites youth to share their thoughts and opinions on extended foster care to inform policy and practice

Share with current or former transition-age foster youth!

LEARN MORE AT:
calyouthinthe_loop.org

IF YOU WANT TO HELP: contact lgranillo@iecommm.org
Speak Up on issues that matter to you

Participate in our survey and learn about the results of the CalYOUTH Study. Researchers asked 19-year-olds how foster care has affected their transition to adulthood in areas like health, relationships, education and employment. Click on the options below to see the results and provide your own feedback to improve extended foster care in California!

ARE YOU IN EXTENDED FOSTER CARE?  
CLICK HERE

NOT in extended Foster Care?

Click Here
Youth Perspective Recruiter

- Reach out to youth ages 18-24, and collect responses to a short survey
- Advocate the importance of including youth voice and perspectives.
- Connect with the CalYOUTH in the Loop coordinator on a weekly basis to discuss any challenges or successes in collecting surveys.

Compensation
Youth would be paid an initial stipend of $100.00 for participation in a 30 minute phone orientation and making a commitment to collecting at least 5 surveys.

After that, you would receive $5.00 for each complete survey that you collect.

Note: survey respondents will also be eligible for a monthly raffle worth $100.
Overview of the CalYOUTH Study

Evaluation of the impact of California Fostering Connections to Success Act (AB 12) on outcomes for foster youth

CalYOUTH Study includes:
- Longitudinal study of young people in CA foster care making the transition to adulthood
- Periodic surveys of caseworkers serving young people in CA foster care
- Analysis of government program administrative data
Purpose of the Longitudinal Youth Study

Obtain information about a broad range of life experiences & young adult outcomes

- Foster care placement
- Service utilization & preparation
- Perceptions of extended care
- Education and employment
- Health and development
- Social support
- Delinquency
- Pregnancy and children
Youth Surveys: Data Collection and Response Rate

• **Wave 1 Survey Period (age 17)**
  – April 2013 to October 2013
  – 51 counties included in final sample
  – Youth eligible for study $n = 763$
  – Completed interviews $n = 727$ (response rate = 95.3%)

• **Wave 2 Survey Period (age 19)**
  – March 2015 to December 2015
  – Youth eligible for study $n = 724$
  – Completed interviews $n = 611$ (response rate = 84.1%)
## Demographic Characteristics \( (n=611) \)

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>% (weighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>367</td>
<td>60.0</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 years old</td>
<td>599</td>
<td>97.9</td>
</tr>
<tr>
<td>20 years old</td>
<td>12</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>272</td>
<td>47.4</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>193</td>
<td>27.8</td>
</tr>
<tr>
<td>African American</td>
<td>108</td>
<td>24.0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>20</td>
<td>3.1</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>23</td>
<td>4.1</td>
</tr>
<tr>
<td>Mixed race</td>
<td>240</td>
<td>41.1</td>
</tr>
<tr>
<td><strong>Language spoken at home</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>567</td>
<td>91.1</td>
</tr>
<tr>
<td>Spanish</td>
<td>41</td>
<td>8.6</td>
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<tr>
<td>Other</td>
<td>2</td>
<td>0.2</td>
</tr>
</tbody>
</table>
Current Foster Care Status

Care Status at Wave 2
\( (n=611) \)

- In care (never left since Wave 1): 64%
- In care (exited and reentered after Wave 1): 13%
- Not in care: 23%

Age at Discharge
\( (n=134) \)

- 17 or younger: 51%
- 18: 22%
- 19: 27%
Nearly three-quarters of youth reported being enrolled and/or employed (72%)

1 Excludes 5 incarcerated youth
Education Status and Enrollment

- 71% of youth had a high school diploma or equivalency certificate
- 54% of youth were currently enrolled
- Among those enrolled, 60% were in college

![Pie chart showing the distribution of type of school enrolled in by 317 youth: 47% in high school, 20% in GED/Continuation/Adult basic ed., 13% in vocational school, 11% in 2yr college, and 9% in 4yr college.](chart_image.png)
Care Status Differences in Educational Attainment

- HS diploma, GED, or equiv.**: 74% in care at W2 (n=477) vs. 59% not in care at W2 (n=134)
- Vocational certificate*: 17% in care at W2 (n=477) vs. 7% not in care at W2 (n=134)

* p<.05    **p<.01
Care Status Differences in Current Enrollment

Differences in enrollment status significant at p<.001
Funding for Education

- Among youth currently enrolled in school, 62% use scholarship, grant, stipend, student loan, voucher, or other type of aid to pay for educational expenses

- Among youth with a high school credential, 29% ever received an education and training voucher (ETV)
  - 37% reported not knowing what an ETV is
Care Status Differences in Funding for Education

Among youth currently enrolled, using scholarships or other financial aid to pay for education***
- In care at W2: 66%
- Not in care at W2: 33%

Among youth with HS credential, ever received an ETV*
- In care at W2: 32%
- Not in care at W2: 16%

* p<.05    ***p<.001
## College Finances and Involvement (n=268)

<table>
<thead>
<tr>
<th>Paying for College (can choose more than one)</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETV grant</td>
<td>148</td>
<td>54.3</td>
</tr>
<tr>
<td>Other scholarships, fellowships, or grants</td>
<td>199</td>
<td>71.0</td>
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<tr>
<td>Student loans</td>
<td>31</td>
<td>9.2</td>
</tr>
<tr>
<td>Own earnings from employment or savings</td>
<td>92</td>
<td>31.9</td>
</tr>
<tr>
<td>Money from a relative, friend, other people</td>
<td>22</td>
<td>8.4</td>
</tr>
<tr>
<td>Money from another source</td>
<td>30</td>
<td>11.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement in campus support for F.Y.</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement in campus support for F.Y.</td>
<td>134</td>
<td>50.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement in other college activities</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring</td>
<td>87</td>
<td>35.2</td>
</tr>
<tr>
<td>TRIO/EOP student support services</td>
<td>53</td>
<td>19.3</td>
</tr>
<tr>
<td>Academic advising</td>
<td>136</td>
<td>51.6</td>
</tr>
<tr>
<td>Meeting with professors outside class</td>
<td>147</td>
<td>54.8</td>
</tr>
</tbody>
</table>

1 Includes both youth who were enrolled in college at W2, and youth who were enrolled since W1.
Care Status Differences in College Finances and Involvement ($n=268)$

<table>
<thead>
<tr>
<th></th>
<th>Not in Care at W2 (n=39)</th>
<th>In Care at W2 (n=223)</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paying for College</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money from a relative, friend, other people</td>
<td>25.1</td>
<td>5.7</td>
<td>$p&lt;.001$</td>
</tr>
<tr>
<td>Money from another source</td>
<td>1.7</td>
<td>12.5</td>
<td>$p&lt;.05$</td>
</tr>
<tr>
<td><strong>Involvement in campus support for F.Y.</strong></td>
<td>21.9</td>
<td>55.1</td>
<td>$p&lt;.01$</td>
</tr>
<tr>
<td>Involvement in study groups</td>
<td>36.3</td>
<td>58.5</td>
<td>$p&lt;.05$</td>
</tr>
</tbody>
</table>

$^1$ Includes both youth who were enrolled in college at W2, and youth who were enrolled since W1.
College Preparation Assistance and Educational Aspirations \((n=611)\)

<table>
<thead>
<tr>
<th>Amount of help with college planning</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No help</td>
<td>72</td>
<td>13.3</td>
</tr>
<tr>
<td>Only a little help</td>
<td>88</td>
<td>13.7</td>
</tr>
<tr>
<td>Some help, but not enough</td>
<td>100</td>
<td>19.2</td>
</tr>
<tr>
<td>Enough help</td>
<td>151</td>
<td>23.2</td>
</tr>
<tr>
<td>More than enough help</td>
<td>126</td>
<td>20.4</td>
</tr>
<tr>
<td>Not interested in going to college</td>
<td>71</td>
<td>10.3</td>
</tr>
<tr>
<td><strong>If you could go as far as you wanted in school, how far would you go?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school diploma, GED, or less</td>
<td>25</td>
<td>4.4</td>
</tr>
<tr>
<td>Some college</td>
<td>32</td>
<td>5.4</td>
</tr>
<tr>
<td>Earn a two-year degree</td>
<td>122</td>
<td>17.8</td>
</tr>
<tr>
<td>Earn a four-year degree</td>
<td>189</td>
<td>34.3</td>
</tr>
<tr>
<td>Earn more than a four-year degree</td>
<td>182</td>
<td>33.0</td>
</tr>
</tbody>
</table>
## Care Status Differences in College Preparation Assistance (n=611)

Differences in assistance with college preparation significant at p<.001

<table>
<thead>
<tr>
<th>Amount of help with college planning</th>
<th>Not in Care at W2 (n=134)</th>
<th>In Care at W2 (n=477)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No help</td>
<td>22.7</td>
<td>10.5</td>
</tr>
<tr>
<td>Only a little help</td>
<td>16.6</td>
<td>12.8</td>
</tr>
<tr>
<td>Some help, but not enough</td>
<td>17.8</td>
<td>19.6</td>
</tr>
<tr>
<td>Enough help</td>
<td>14.1</td>
<td>25.8</td>
</tr>
<tr>
<td>More than enough help</td>
<td>10.5</td>
<td>23.3</td>
</tr>
<tr>
<td>Not interested in going to college</td>
<td>18.2</td>
<td>7.9</td>
</tr>
</tbody>
</table>
Reasons for Non-enrollment and Barriers to Returning to School \((n = 294, 46\%)\) among Youth Not Enrolled at Wave 2

- 30% \((n = 85)\) of the young people not currently enrolled reported having something preventing them from continuing education

- Main reason no longer enrolled:
  - Graduated, 12%
  - Academic difficulties, 4%
  - Lost interest, 12%
  - Became employed, 19%
  - Could not afford, 4%
  - Care for child, 10%
  - No transportation, 5%
  - Other reason, 34%
Summary

• Almost three-quarters of youth are enrolled in school or are currently working

• In-care youth more likely than out-of-care youth to have…
  – Earned a high school credential
  – Entered college
  – Earned vocational certificate
  – Received funding for school
  – (if in college) been involved in campus support program for FC youth and in study groups

• Caveat: these descriptive findings do not control for other differences in in-care and out-of-care youth that can influence education outcomes (stay tuned)
Policy Implications in California and Beyond

Support at all levels of post-secondary institutions is essential

Determine responsibility for college planning and FAFSA completion

Provide better linkages to support programs

Data sharing between college systems and child welfare will help support future research
Questions

To submit questions, click on the “Questions” panel, type your question, and click “Send”

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