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Foster Youth Strategic Initiative
2017 Evaluation Report

Prepared for: Conrad N. Hilton Foundation

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EXECUTIVE SUMMARY

Overview

The Conrad N. Hilton Foundation (Foundation) Foster Youth Strategic Initiative (Initiative) grew out of an extensive research and synthesis process that included the perspectives of a wide variety of stakeholders. Ultimately, the process helped the Foundation better understand the challenges facing transition age youth (TAY) and identify successful models for change; this work became the foundation for the Initiative. In February 2012, the Board of Directors approved the Initiative and it launched in March 2012. The Monitoring, Evaluation and Learning (MEL) component began in March 2013.

The Initiative focuses on TAY 16–24 years old from two regions with large child welfare (and foster care) populations: Los Angeles County (LAC) and New York City (NYC). The Foundation chose to focus its efforts in LAC and NYC due to the strong commitment of the public child welfare and supporting agencies to issues affecting TAY, their readiness for policy and system reform, and opportunities to leverage funding.

To address the myriad issues facing TAY, those in care and transitioning out of care, the Foundation provides grants to organizations and entities with the potential to meet the three overarching goals to: (1) increase **TAY self-sufficiency,** (2) strengthen and increase **cross-system collaboration** and promote **systems change,** and (3) develop and disseminate **new knowledge** about the needs of TAY and effective strategies for meeting those needs.

As of June 2017, the Foundation has awarded $55 million to Initiative grantees. This report includes updates on the activities of 38 current grantees: 23 grantees are working in LAC, 12 grantees are working in NYC, and 10 grantees are considered "dual geography" as they conduct work in both LAC and NYC. In the past year, two LAC

grantees (First Star and iFoster) expanded their services to NYC, moving them into the dual geography category.

The Monitoring, Evaluation and Learning (MEL) Component

Westat, in partnership with the University of California, Los Angeles Luskin School of Public Affairs, and Action Research Partners, is conducting the MEL component of the Initiative. The primary goal of the MEL is to inform the Foundation, its grantees, and other stakeholders about salient learnings and accomplishments throughout implementation of the Initiative.

The Initiative is built on a theory of change that proposes that funding a strategic, three-component initiative (self-sufficiency services, systems change, and new knowledge development) will increase the likelihood of improving outcomes for TAY in LAC and NYC. The evaluation is not a program evaluation; that is, it is not designed to measure program outcomes at the grantee level. Instead, it focuses on the overall strategy and its ability to influence change in key youth, systems change, and knowledge sharing and leveraged funding goals.

For the last 4 years, the MEL team has implemented a multi-method approach to answer these four research questions:

1. Are TAY in LAC/NYC on a better path to success?

2. What impact did the Hilton Foster Youth Initiative have on the grantees' programs?

3. What changes have occurred in LAC/NYC in collaboration and alignment of systems serving TAY? How did the Initiative contribute to these changes?

4. What impacts did the knowledge grantees have on policy, practice, and research innovations?

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This report covers evaluation activities from August 2016 – July 2017, but also describes progress across the 4-year MEL span (2013 – 2017). Specifically, it covers findings from (1) grantee progress reports and data collection forms, (2) policy tracking activities, (3) the stakeholder survey, and (4) analysis of administrative and secondary data sources. It concludes with recommendations for moving the Initiative into Phase II.

Transition Age Youth Goals

First and foremost, grantees continue to make progress towards self-sufficiency goals, especially around improving educational outcomes for TAY. Over the last 4 years, Initiative grantees have developed innovative programs and supports to help TAY obtain a high school diploma or equivalency degree (HSE) and enter and complete college or vocational training, including comprehensive academic assessments, tutoring, legal and educational advocacy services, and tuition waivers. In total, grantees have provided more than *5,000* TAY with education-focused services and supported almost *7,200* TAY with connections to material resources critical to school success (laptops, cell phones). Different from last year, when we reported that most foster youth were enrolled in school, this year, more youth graduated high school, and still ever increasing numbers of TAY are attending college, whether at a 2- or 4-year institution or vocational training program.

With regard to employment, grantees continue to bridge the gap that existed 4 years ago, when the Initiative began—to provide work readiness and workforce engagement programs specifically targeted at foster youth; grantees have provided over *8,200* TAY with career readiness or employment services, connecting almost *3,000* TAY to jobs or internships. The most significant effort has involved major collaborative work among Initiative grantees across jurisdictions; several grantees (e.g., LeadersUp, Alliance for Children's Rights, and the Los Angeles Area Chamber of Commerce) joined the Aspen Institute's Forum on Community Solutions 100,000 Opportunities Initiative as it launched in LAC. Aspen also tapped the Alliance for Children's Rights to lead a cross-sector, multi-agency effort to improve education and employment outcomes for

transition-age youth (TAY) by creating the Opportunity Youth Collaborative (OYC) that uses a collective impact approach, bringing together public agencies, nonprofit organizations, educational institutions and employers to leverage existing resources and maximize opportunities for young people out of foster care.

LAC CalYOUTH Partcipants' School Enrollment at Age 19
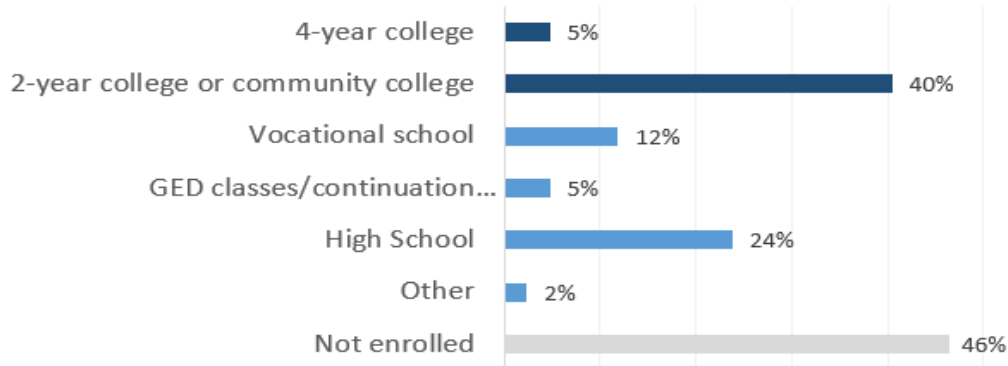
Data Source: CalYOUTH Study, Age 19: Selected findings for LAC, Table 24 (Courtney et al., 2017, p. 48). Percent of total youth calculated by Westat.

Education and Employment Outcomes for NYC Foster Youth Age 17-21 with a Goal of APPLA, 2016
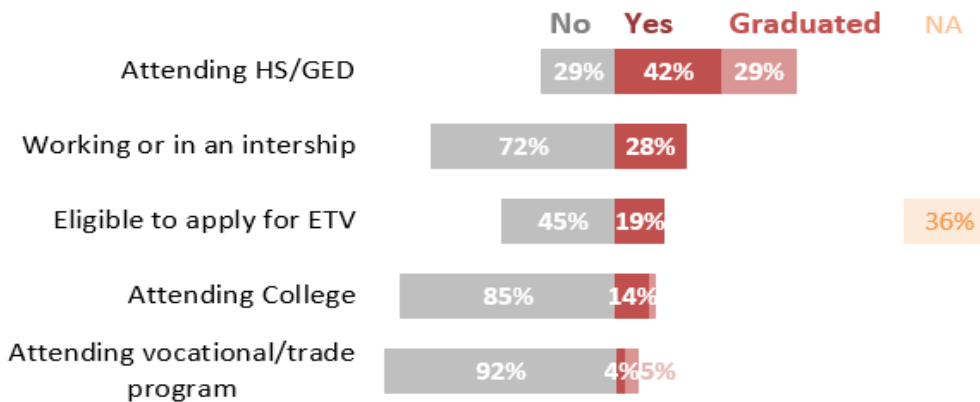
Data Source: ACS Preparing Youth for Adulthood (PYA) database. Prepared by the Management Analysis & Reporting Unit, ACS, Feb 22, 2016. CY 2016 data as of May 5, 2017. PYA data are collected twice a year for youth in foster care with APPLA. Answers are based on the last PYA form completed for the youth in a year. N=2,388.

Bridging the gap between foster care and workforce development services

Career readiness or employment services to over **8,200** transition age youth

3,000 transition age youth connected to jobs or internships
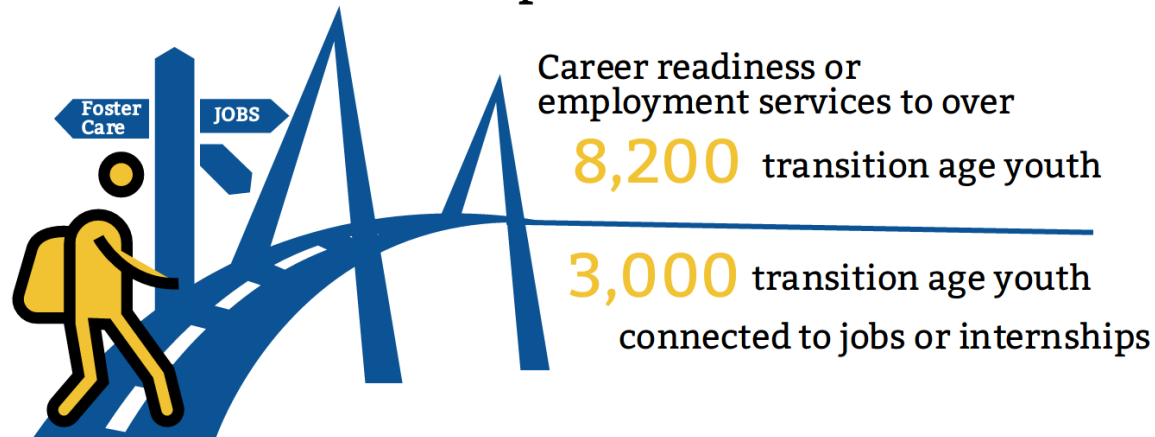
On the topic of pregnant and parenting youth, grantees also continue to make progress. Birth rates are declining in both LAC and NYC as grantees work to provide critical direct services to and advocacy services for these youth. They also continue to promote research around the particular risk and protective factor profiles of these youth, and identify strategies to intervene with them to promote more positive outcomes. In NYC, almost all pregnant and parenting youth (94%) can identify an adult as a "permanent connection" in their life, a critical resource for success.

Despite declines in the crossover youth population in NYC, crossover youth remain very vulnerable, demonstrating poorer outcomes than non-crossover youth in almost every category (e.g., mental health, educational outcomes). Over the last 4 years, Initiative grantees have primarily focused on systems reform and advocacy for these vulnerable youth, with Georgetown University Center for Juvenile Justice Reform expanding its Crossover Youth Practice Model into NYC and LAC, and such grantees as Anti-Recidivism Coalition and Public Counsel working on policy reform, community advocacy, and training court; the Los Angeles County Department of Children and Family Services (DCFS); probation; and direct service workers about issues related to crossover youth. Finally, grantees Dr. Emily Putnam-Hornstein and Dr. Mark Courtney continue to shape the national research agenda around these two subgroups of

vulnerable youth, as they expand their research under the Initiative, and disseminate findings nationwide.

Caregiver stability and support is a critical factor in helping TAY make the successful transition to adulthood. Over the 4 years of the Initiative, grantees' activities have included recruiting, supporting, and educating caregivers to promote a stable and supportive caregiver population. Since the Initiative began, grantees have reached thousands of youth, caregivers, and youth-serving professionals to provide information and training on foster youths rights and resources, including training more than *2,200* caregivers in how to advocate for their foster children and *3,600* child welfare, school, court and other professional staff on how to serve the unique needs of TAY; and training or providing information to more than *25,000 youth* around specific services and resources available to them, and to understand their legal and educational rights.

KNOWLEDGE IS POWER

Transition-age foster youth have many rights, services, and resources available to them.

However, many youth, caregivers, and other providers don't know about a youth's rights or how to access services and resources.

Since the start of the Foster Youth Strategic Initiative grantees have reached out to thousands of youth, caregivers, and youth-serving professionals to provide information and training on foster youth rights and resources

Nearly 20,000 youth received information on specific services and resources available to them

Over 2,600 youth were trained on understanding their legal and educational rights and how to advocate for themselves

Over 2,200 caregivers were trained on how to advocate for their foster children and support them in their goals

Over 3,600 child welfare, school, court, and other professional staff were trained on how to serve the unique needs of transition-age foster youth

Grantees also continue to offer support to caregivers to understand and manage the special challenges of fostering TAY. For example, Children's Aid Society created the Model Approach to Partnerships in Parenting, hired a dedicated Teen Foster Parent

Recruitment and Retention Specialist, and, based on caregivers' requests, now offer professional certification classes and training opportunities for TAY caregivers, all in an effort to promote stable homes and permanent placements for TAY.

Systems Change Goals

Cross-sector coordination and collaboration is a persistent strength of Initiative grantees. Each year the MEL has assessed these two critical features, and each year they have gotten stronger. This year, we conducted a stakeholder survey with grantees and their partner agencies to capture their perspectives around key collaboration activities and outcomes. Findings indicate a robust network of grantees and partner agencies working together to achieve positive outcomes for TAY. Grantees indicate having impacted child welfare policy most commonly via advocating with public child welfare agencies (42%), testifying or submitting testimony regarding specific legislation (36%), and developing specific policies or protocols (28%). The stakeholder survey provides further evidence (first documented in the 2015 and 2016 social network analyses) of the Initiative's continuing role in strengthening the infrastructure by which child welfare serving agencies in LAC and NYC collaborate around shared interests.

Advocated with public child welfare agency	42%
Testified or submitted testimony	36%
Developed policy or protocol	28%
Modified or changed existing policy	27%
Established policy agenda	25%
Implemented policy	25%
Secured funding to support policy	23%
Sponsored legislation	18%
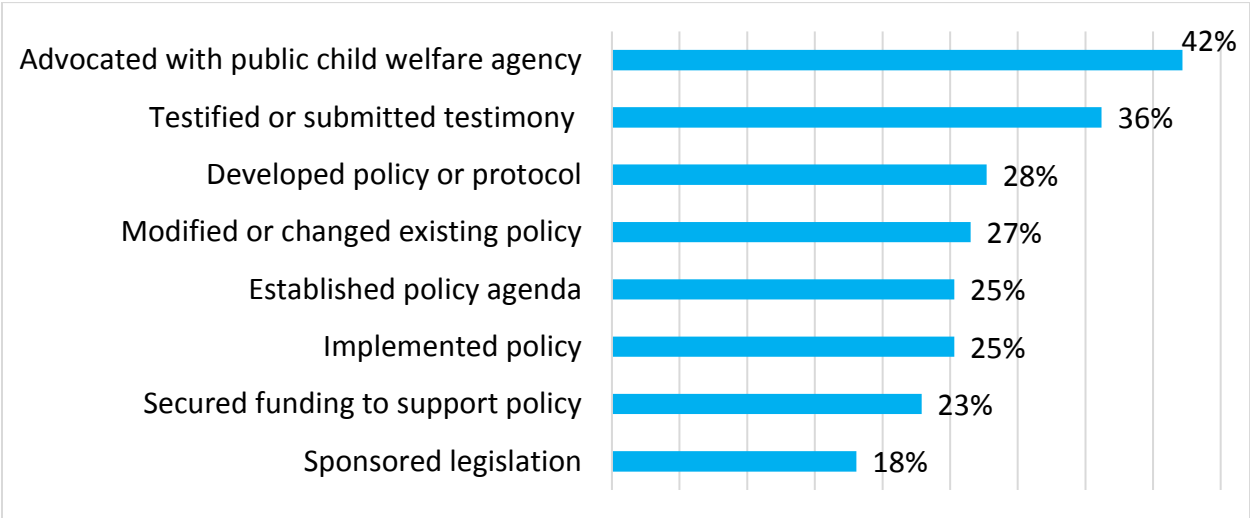
Advocacy remains one of the strongest areas of progress for the grantees. Grantees regularly participate in advocacy efforts to strengthen and improve child welfare (and related) systems (education, juvenile justice) locally and nationally. At the national level,

iFoster worked with legislators to draft the Improved Employment Outcomes for Foster Youth Act (H.R. 2060) to allow employers to receive tax credits for hiring foster youth, opening up even more employment opportunities for them. Locally, last year, LAC grantees were directly involved in more than seven bills, each one designed to impact TAY either directly (AB1731, ensures parenting youth have access to child care vouchers) or indirectly (AB1371, guarantees legal counsel to parents before their children are removed from the home).

Current legislative advocacy work by Initiative grantees

Los Angeles

AB 2506: Places stricter rules on Chafee grants to prevent "predatory" for-profit institutions from taking advantage of foster youth

AB 766: Expands definition of SILP homes to include college dorms and permits direct foster care payments

SB 233: Expands and defines individuals who may access foster youth educational records

AB 1164: Provides short-term emergency childcare vouchers to caregivers, including parenting youth

SB 245: Increases access to sexual health education for foster youth, requires sexual health training for caseworkers, and ensures that youth's reproductive rights are met

AB 1371: Expands and upholds the rights of parenting foster youth to have legal counsel consultation before their children are removed

New York City

Foster Youth College Success Initiative: Added to the FY2017 NY State budget ($3 million) and Governor's Maintenance of Effort ($1.5 million)

NYC Mayor: Signed five bills into law to address barriers foster youth face while in care and during the transition to adulthood

State legislature and City government: Working on the issue of housing for foster youth enrolling in college

Grantees' advocacy work is important not only because it provides supports and services for TAY and their caregivers, but also because it gives voice to TAY where it matters most—around policies that significantly impact their well-being. National Center for Youth Law is the backbone of a collective impact effort aimed at reducing unintended pregnancy among foster youth in LAC via the LA Reproductive Health Equity Project for Foster Youth. The project aims to deliver evidence-based health

education to foster youth, caregivers, and judicial officers, among others. The leadership group includes other Initiative grantees—John Burton Advocates for Youth, Children's Law Center, Public Counsel, Alliance for Children's Rights, and Seattle Children's Hospital—in addition to DCFS. Not only is this an important step towards achieving long-term social change for foster youth, but is another example of how the Initiative has created sustained collaboration among its grantees.

Knowledge and Funding Goals

Grantees also continue to make enormous strides to disseminate knowledge about their work with the larger child welfare policy, research, and practice communities and leverage funding to support this work; these, too, have been areas of strength for grantees across the last 4 years. It is important to recognize that dissemination can be considered another form of advocacy in that it is a tool by which grantees can engage and influence stakeholders and decisionmakers around issues important to child welfare, thus creating opportunities for far-reaching, positive impacts for TAY.

Over the past 4 years, grantees have made 1,490 presentations; authored more than 340 publications; been cited in the media 1,849 times; and produced 215 multimedia products and 453 curricula—advancing the reach of their efforts enormously. Contrast these numbers with those

Total Dissemination 2013-2017

- Presentations
- Publications
- Citations in Media
- Multimedia
- Curricula

from the first year of the Initiative where grantees gave 188 presentations, authored
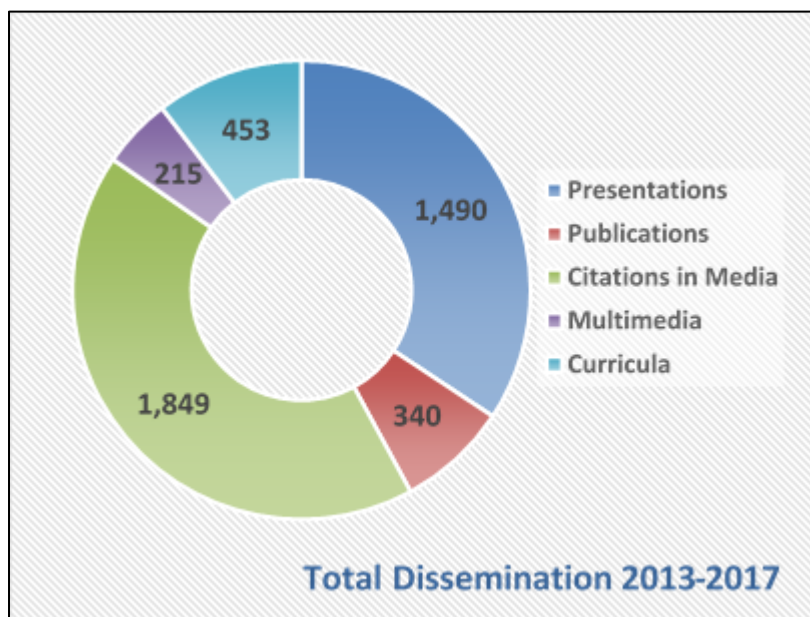
45 publications, and were cited in the media 57 times and one gets a sense of just how far the grantees (and the Initiative) have come.

Research grantees continue to produce and disseminate findings through both traditional (peer-reviewed journals) and social media and networking avenues (Twitter, Instagram, YouTube, Google+, and Facebook); social media has enhanced the reach of the grantees and contributed to their nationally recognized work and reputation.
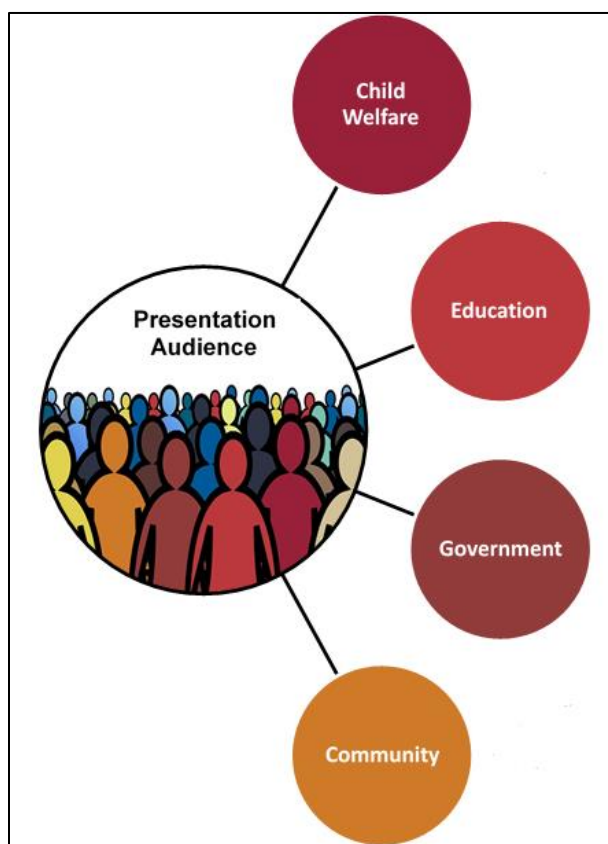
Research grantees also continue to promote their work through in-person meetings and briefings such as those conducted by Dr. Courtney in May 2016 at the Transition Aged Youth Symposium in Davis, California, and at a three-part webinar series on findings from the CalYOUTH study, presented in July (on housing), September (on education), and November (on physical and mental health) 2016; John Burton's Understanding the Role of Data and CalPass Plus presentation to introduce colleges and other educational institutions to using CalPass data to identify foster youth and track their educational outcomes; and New Yorker's for Children's Home Away from Home workshop on using data to target foster home recruitment efforts. These venues provide an opportunity for information sharing, but also to promote translational knowledge, an opportunity for researchers and practitioners to translate sometimes complicated findings into practical information that can be easily understood and adapted by non-researchers, including other grantees.

Finally, grantees have far surpassed leveraged funding expectations of $20 million by reporting more than $45 million in leveraged funding from private sources and more than $16 million from public sources. This information alone demonstrates the pronounced impact the Initiative has had on grantees and TAY alike, but when coupled with the other progress highlighted in this report, it becomes more obvious that it has had a profound and lasting impact on the child welfare community, not just in LAC and NYC, but across the nation. As the Initiative moves into its second phase, it will be important to continue to build on this momentum, but also to refocus efforts on those areas where improvements are still necessary.

Status of leveraged funds from all sources 2012-2017
Private and Public
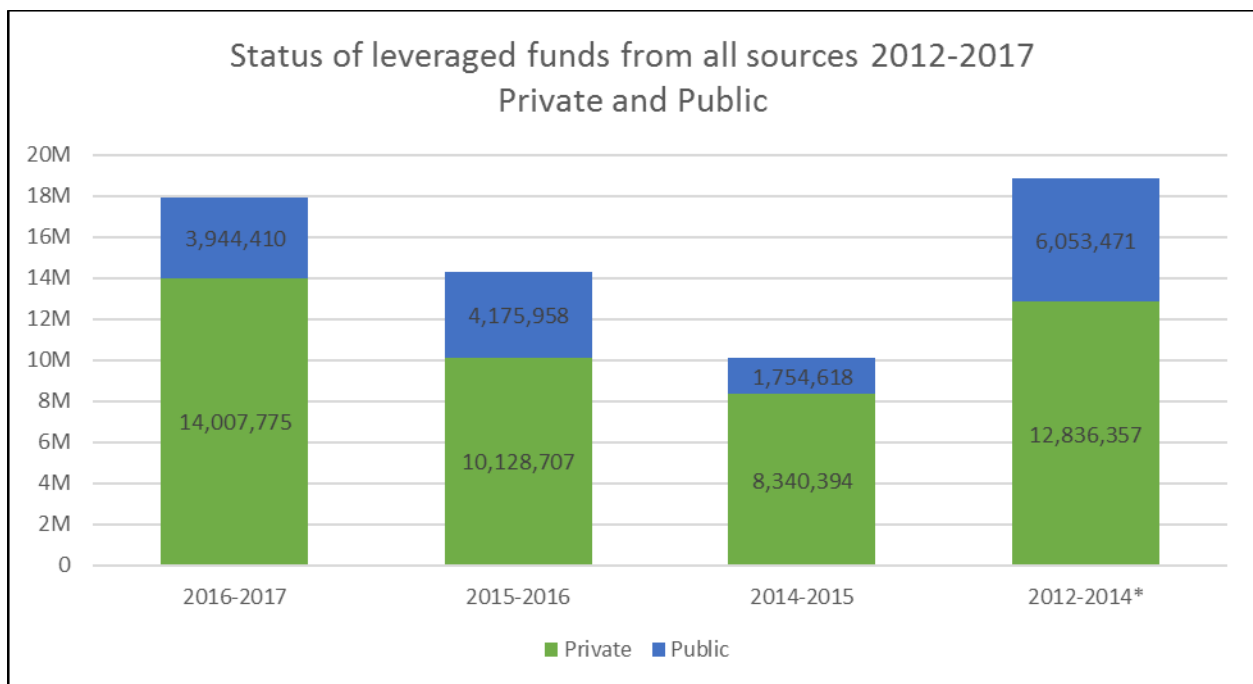
Recommendations

As the Initiative moves into Phase II, it is an appropriate time for the Foundation to both take stock of its achievements and determine how best to focus its future efforts; some of this work has already been done. Based on a variety of sources, including the 2016 MEL report, and interviews with grantees and other key stakeholders, the Foundation has built and received Board of Directors approval for Phase II of the Initiative. Throughout this final report, we have highlighted the successes that grantees have

achieved both in the past year and across the full 4 years of the Initiative—and they are substantial. However, we also highlight areas where work is still needed. Based on the information we have collected and reported on over the past 4 years, we make recommendations in the following four areas for taking the Initiative further and increasing its impact in the coming years:

- Build the evidence base for *what works* to improve educational outcomes for TAY.

- Create more inroads into understanding the circumstances of pregnant and parenting youth, including fathers, and how best to serve them.

- Continue to promote advocacy that results in strong policies and systems for TAY.

- Improve the availability and accessibility of cross-system data to track outcomes for TAY.

1. INTRODUCTION

1.1   Conrad N. Hilton Foundation Foster Youth Strategic Initiative

The Conrad N. Hilton Foundation (Foundation) Foster Youth Strategic Initiative (Initiative) grew out of an extensive research and synthesis process that included the perspectives of a wide variety of stakeholders. Ultimately, the process helped the Foundation better understand the challenges facing transition age youth (TAY) and identify successful models for change. In February 2012, the Board of Directors approved the Initiative and it launched in March 2012; the Monitoring, Evaluation and Learning (MEL) component began in March 2013.

<div style="text-align:center">

THE VISION
Youth who are transitioning out of foster care are on the path to success, are able to live self-sufficiently, and have the interpersonal connections they need to thrive.

</div>

The Initiative is focused on TAY, 16-24 years old, from two regions with large child welfare (and foster care) populations: Los Angeles County (LAC) and New York City (NYC). The Foundation chose to focus its efforts in LAC and NYC due to their large child welfare populations, the strong commitment of the public child welfare and supporting agencies and regional experts to issues affecting TAY, and the abundant opportunities for agency partnerships and leveraged funding.

Within the general TAY population, the Foundation chose to focus further on two special-needs subgroups: pregnant and parenting teens, and crossover youth (those with concurrent child welfare and juvenile justice involvement). The Initiative also aims to increase the pool of available TAY caregivers and increase the capacity of those caregivers to effectively parent.

1.2   Evaluation of the Foster Youth Strategic Initiative

Westat, in partnership with the University of California Los Angeles Luskin School of Public Affairs, and Action Research Partners, is conducting the evaluation. The primary goal of the evaluation is to inform the Foundation, its grantees, and other stakeholders about salient learnings, accomplishments, and challenges throughout implementation of the Initiative. The Initiative's theory of change proposes that funding three-components (self-sufficiency services, systems change, and new knowledge development) increases the likelihood of improving outcomes for TAY in LAC and NYC. The evaluation is not a program evaluation; that is, it is not designed to measure individual grantee outcomes. Instead, it is focused on the overall Initiative and its ability to influence change in youth, systems, and knowledge and funding sharing goals. Initiative goals, which were developed by Foundation leaders and program staff during the planning phase, are presented in Table 1-1.

Table 1-1.   Initiative Goals
YOUTH: To increase TAY self-sufficiency
Education: Postsecondary outcomes improved for TAY   **Vulnerable Youth:** Improved long-term outcomes for **parenting foster youth**   **Vulnerable Youth:** Improved long-term outcomes for **crossover youth**   **Caregivers:** Capacity improved for caregivers of TAY
SYSTEMS CHANGE: To strengthen and increase cross-system collaboration and promote systems change
- Create/strengthen cross-sector coordinated efforts   - Annual convenings of organizations and agencies supporting TAY   - Advocacy resulting in positive and enforced policy for improving outcomes for TAY in target geographies
KNOWLEDGE SHARING & FUNDING: To develop and disseminate new knowledge about the needs of TAY and effective strategies for meeting those needs
- Research base around programs to improve TAY outcomes is expanded and shared at local and national levels   - The Foundation funding leverages $20M in private funding in alignment with our goals

The MEL team continues to implement a multi-method approach to answer these four research questions:

1. Are TAY in LAC/NYC on a better path to success?

2. What impact did the Foster Youth Strategic Initiative have on the grantees' programs?

3. What changes have occurred in LAC/NYC in collaboration and alignment of systems serving TAY? How did the Initiative contribute to these changes?

4. What impacts did the knowledge grantees have on policy, practice, and research innovations?

1.3 Grantee Profiles

To address the myriad issues facing TAY who are still in foster care or transitioning out of care, the Foundation provides grants to organizations and entities with the potential to meet the three overarching Initiative goals: (1) increase **TAY self-sufficiency,** (2) strengthen and increase **cross-system collaboration** and promote **systems change,** and (3) develop and disseminate **new knowledge** about the needs of TAY and effective strategies for meeting those needs. Grantees are allowed to apply for and receive funds to work in one or more of these areas.

As of June 2017, the Foundation has awarded $55 million to Foster Youth Strategic Initiative grantees. This report includes updates on the activities of 38 current[1] Initiative grantees[2]: 23 grantees are working in LAC, 12 grantees are working in NYC, and 10 grantees are considered "dual geography" as they are conducting work in both LAC and NYC. In the past year, two LAC grantees (First Star and iFoster) expanded their services to NYC, moving them into the dual geography category. The following tables (Tables 1-2 – 1-4) list the grantees by location and focus area.

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[1] Grantees with funding between August 2016 – July 2017.

[2] Some grantees are funded to work in more than one area, as evidenced by the 50 grantees shown in Tables 1-2 – 1-4.

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As of June 2017, the Foundation has awarded **$55 million** to grantees as part of the Foster Youth Strategic Initiative.

Self-Sufficiency Grantees. Table 1-2 shows the 27 grantees currently funded[3] to increase TAY self-sufficiency through the provision of direct services. Grantees in this group are working in a variety of areas, including improving educational, college readiness, and career outcomes for TAY; providing support for and recruiting caregivers; and enhancing services for crossover, pregnant, and parenting youth.

Table 1-2. TAY Self-Sufficiency Grantees		
Los Angeles	**New York**	**Dual Geography**
• Alliance for Children's Rights • Coalition for Responsible Community Development • Community Coalition for Substance Abuse and Prevention Treatment • First Place for Youth • Foster Youth in Action • John Burton Advocates for Youth • KOCE-TV Foundation • LeadersUp • National Center for Youth Law • Pepperdine University • Public Counsel • St. Anne's Maternity House • United Friends of the Children • Youth Policy Institute	• Children's Aid Society • Children's Village • Fedcap • Good Shepherd Services • Graham Windham • Inwood House • New York Foundling Hospital • New Yorkers for Children (ACS) • Research Foundation of CUNY • The Door – A Center of Alternatives, Inc.	• Annie E. Casey Foundation • First Star • iFoster

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[3]   Funded within the current reporting year (June 2016-July 2017).

Systems Change Grantees. Table 1-3 shows the 15 grantees funded to strengthen and increase cross-system collaboration and promote systems change. Their work has facilitated the development and implementation of consistent TAY-related policies, initiated and improved data sharing, and led to development of effective cross-system coordination methods such as shared case management and referral systems.

Table 1-3. Systems Change Grantees		
Los Angeles	**New York**	**Dual Geography**
• Alliance for Children's Rights • Children Now • Children's Law Center of LA • Community Coalition for Substance Abuse and Prevention Treatment • John Burton Advocates for Youth • National Center for Youth Law • Public Counsel • University of Southern California • Youth Policy Institute	• Children's Aid Society • Fedcap • Juvenile Law Center	• Aspen Institute • Georgetown Center for Juvenile Justice Reform • International Documentary Association

Knowledge Grantees. Table 1-4 shows the nine grantees funded to develop and disseminate new knowledge to affect changes in TAY policy, practice, and research. Through publication and dissemination of grantees' practice recommendations and research findings, the Foundation expects to see a targeted and informed leveraging of resources for TAY.

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Table 1-4.	New Knowledge Grantees		
Los Angeles	**New York**	**Dual Geography**	
• Regents at UC Berkeley • University of Chicago • University of Southern California	• Research Foundation of CUNY	• Aspen Institute • Georgetown Center for Juvenile Justice Reform • International Documentary Association • National Campaign to Prevent Teen or Unplanned Pregnancy • Seattle Children's Hospital	

1.4   Organization and Focus of Report

This report includes updates from evaluation activities through July 2017.[4] Specifically, it covers evaluation findings from grantee progress reports and data collection forms and policy discussions with grantees. It further summarizes recent policy and systems reform efforts and presents administrative data that are aligned with Initiative goals. The remainder of the report is organized as follows:

> **Chapter 2. Transition age youth goals**
>
> **Chapter 3. Systems change goals**
>
> **Chapter 4. Knowledge sharing and funding goals**
>
> **Chapter 5. Recommendations**

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[4]   Grantees have different timelines for reporting on their progress, and their activities are ongoing.

2. TRANSITION AGE YOUTH GOALS

Goals: Initiative activities address three youth goals: improving postsecondary outcomes for 50 percent of transition age youth (TAY); long-term outcomes for 50 percent parenting and 50 percent of crossover TAY; and the capacity of 90 percent of TAY caregivers.

Measuring Progress: Administrative data, such as the number and characteristics of TAY in foster care, over time, educational experiences, and outcomes for pregnant and parenting and crossover TAY facilitate our understanding of who TAY are. Grantee self-reported data show progress towards goals for the TAY they serve and their data answer the question "Are TAY in Los Angeles County (LAC) and New York City (NYC) on a better path to success?"

Progress: Getting Closer! As noted last year, TAY are on a better path to success, especially with regard to educational success. Over the past year, Initiative grantees in LAC and NYC have continued implementation of activities to improve postsecondary outcomes for TAY, including education, employment, and general self-sufficiency (e.g., housing, finances, and material needs). Grantees sought to impact TAY through a variety of efforts including direct services to TAY (e.g., tutoring, case management, and coaching), as well as broader advocacy and system collaboration (discussed in Chapter 3). However, as we present in this chapter, data from the California Youth Transitions to Adulthood Study (CalYOUTH), conducted by grantee University of

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Chicago, and graduation and achievement data produced by the California Department of Education (CDE), also show the continued need for services, policies, and cross-system collaboration to support these educational gains over time.

Since the Initiative began, grantees have provided….

5,018 transition-age youth with education services

1,377 youth received direct educational advocacy

990 youth received a high school diploma or equivalency

1,211 youth entered post-secondary education

2,356 youth received tutoring

1,634 youth were helped with SAT/ACT prep

7,197 transition-age youth with connections to material resources (laptops, cell phones, etc.)

8,216 transition-age youth with career readiness or employment services

2,788 youth connected with jobs or internships

4,468 transition-age youth with case management, coaching, or mentoring

3,468 transition-age youth with legal advocacy

9,139 caregivers, educators, and other providers with training on how to better support the goals and well-being of transition-age youth

2.1 Transition Age Youth in Foster Care

What We're Learning   Where We're Going

Number of TAY in Foster Care in LAC and NYC, 2016[1]

LAC (TAY 16–21)	NYC (TAY 16–21)
4,397	2,166

Learnings

The information presented in this section is mostly good news!

It tells us that both LAC and NYC are seeing more TAY age 18 and older opt to stay in care longer:

- In LAC, the number of youth age 18–21 increased from 1,527 in 2009 to 2,446 in 2015, then down slightly to 2,357 in 2016; during this time the number of youth under 18 declined steadily.

- In NYC, the number of youth age 18 and older decreased, while the proportion of TAY age 18 and older increased from 49 percent in 2009 (1,921 of 3,891 TAY) to 56 percent in 2016 (1,216 of 2,166).

With regard to placements, however, the news is mixed. In LAC, younger TAY are most commonly placed with kin (30%) and older TAY in Supervised Independent Living Placements (SILPs; 43%); both are thought to be appropriate and contribute to positive outcomes for TAY. In NYC, where there are fewer placement options for TAY than in LAC, half of younger (50%) and older (56%) youth live in foster homes[2]. Fewer TAY live with kin (19% and 16%, respectively), and we are seeing more TAY in residential care (31% of younger youth, 28% of older youth). Currently, child welfare stakeholders in NYC are looking carefully at kinship care, with the goal to increase the number of youth in kinship care over time (with subsequent reductions in the number of youth in residential care).

What's next?

More time in care means grantees can provide such additional self-sufficiency supports to TAY as life skills training, individualized assessment and coaching, classes and tutoring, college admission supports, work readiness programs, and job placements. However, youth may not be able to focus on self-sufficiency if they are distracted by where they will live if their placement ends. TAY, especially in NYC, should benefit from an increased focus on kinship care.

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[1] In LAC, the number of youth age 16-21 as of October 1, 2016; in NYC, the number of youth age 16-21 as of December 31, 2016. In LAC, data are now available for youth up to age 21 (previously data were through age 20). Though the Initiative targets youth ages 16-24, LAC and NYC data are not available for youth 22 years and older.

[2] New York refers to "foster boarding homes," abbreviated as "foster homes" for this report.

2.1.1   Number of TAY in Care

TAY in LAC. The number of TAY in foster care in LAC has increased over the life of the Initiative. *The California Fostering Connections to Success Act* (AB12) was signed in September 2010, extending foster care provisions to better support youth who opt to participate in extended foster care. Following the implementation of AB12 in January 2012, the number of TAY age 18 and older in LAC foster care increased[5] and by October 2016, 54 percent (n=2,357) of the 4,397 TAY in care were age 18 or older, as compared to 39 percent in 2012 (n=1,556) (Figure 2-1; Webster et al., 2017). While the number of youth age 18 and older increased, the number of 16- to 17-year-olds continued to decline (Figure 2-1), consistent with the overall decrease in the foster care population.

Figure 2-1.   Youth Ages 16-21 in Foster Care in Los Angeles County by Age Group 2006 – 2016
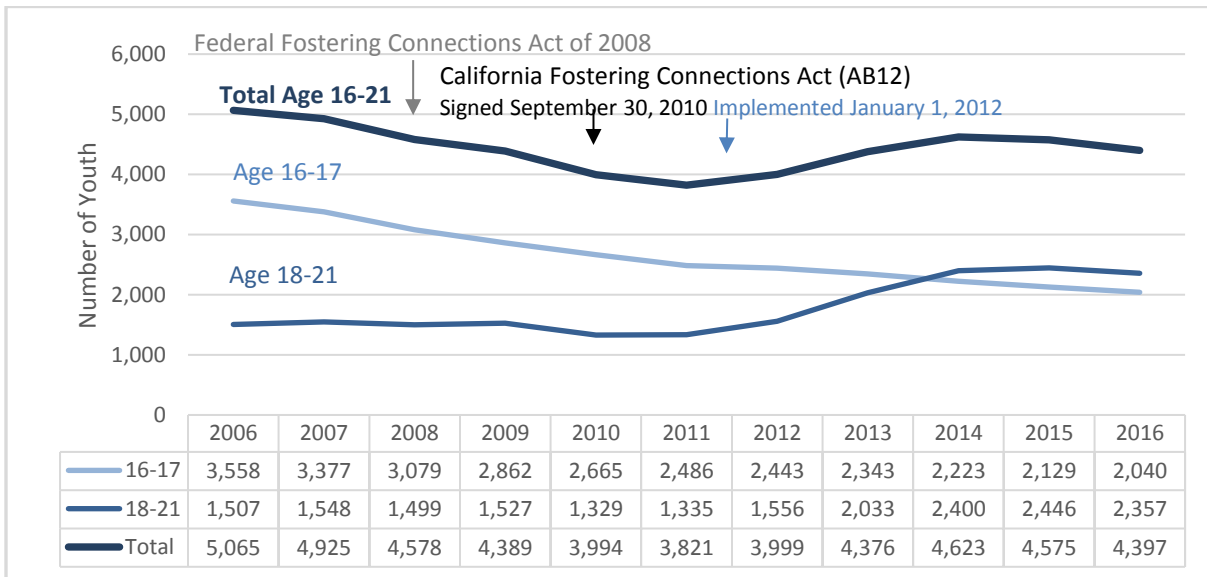
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
16-17	3,558	3,377	3,079	2,862	2,665	2,486	2,443	2,343	2,223	2,129	2,040
18-21	1,507	1,548	1,499	1,527	1,329	1,335	1,556	2,033	2,400	2,446	2,357
Total	5,065	4,925	4,578	4,389	3,994	3,821	3,999	4,376	4,623	4,575	4,397

Data Source: CWS/CMS 2016 Quarter 4 Extract, Children in Foster Care, California Child Welfare Indicators Project (CCWIP). University of California at Berkeley (Webster et al., 2017). The graph presents the number of youth in foster care on October 1st each year.

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[5]   This report provides descriptive data. Statements about increases, decreases, or changes do not imply statistically significant changes, as no statistical tests were performed. Rather, these terms simply describe trends in the data, over time.

The substantial increase in the number of 19- and 20-year-old youth in care, after AB12 was implemented (Figure 2-2), offers clear evidence that the policy is contributing to older youth remaining in or re-entering foster care. **This is further supported by the increase in youth exiting at age 21 (Appendix Figure A-1).**

Two recent studies also provide further evidence of the increase in older youth in care following AB12. Eastman and colleagues (2016a) found that after AB12

Figure 2-2.   LAC Youth in Care by Age
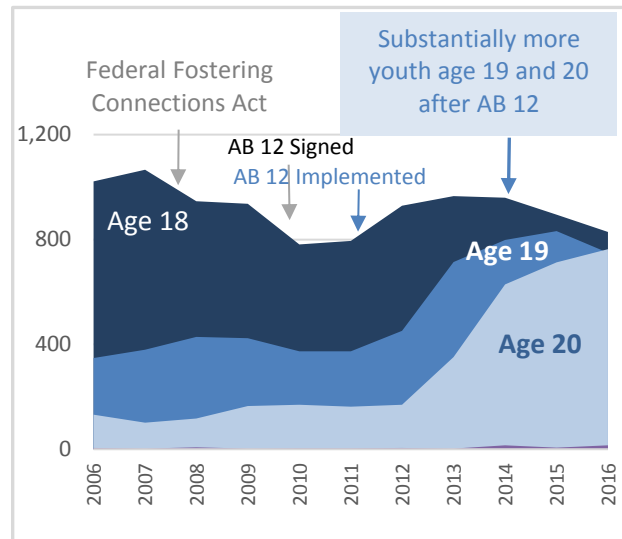
Data Source: CWS/CMS Extract (Webster et al., 2017). Number of youth as of October 1st each year.

implementation, there was a substantial increase in the proportion of California youth in care at age 17 who then remained in care through ages 19, 20, and 21. The authors found the same when examining LAC specifically. Among LAC foster youth who were age 17 in 2003 (the 2003 cohort), 10 percent remained in care when they turned age 20 in 2006; in the 2004-2009 cohorts, the proportion ranged between 10 to 14 percent in care when they turned 20 in 2007-2012 (Eastman et al., 2016b). There was a substantial increase in the 2010 cohort, with 31 percent in care at age 20; and another increase in the 2011 cohort, with 49 percent remaining in care when they turned 20 in 2014. The CalYOUTH Study (Courtney et al., 2017) found that most of 84 participants[6] in LAC were still in care at age 19, including participants who had remained in care from age 17 to age 19 (63%) and those who left care at some point between ages 17 and 19 but decided to return to foster care (11%). Participants also indicated that staying in extended foster care is helping them make progress towards their educational goals (61% = A lot, 27% = Some), employment goals (40% = A lot, 40% = Some), and their goal of independence (60% = A lot, 31% = Some).

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[6]   In the CalYOUTH study, 84 youth completed the Wave 2 (age 19) interview, of the 106 Wave 1 (age 17) participants.

The trend toward older youth in LAC remaining in foster care, and the reasons that they want to stay in care, suggest that some TAY are benefitting from longer stays. Although federal and state governments has made it possible for youth to remain in care and receive some supports, there is a critical need for philanthropic efforts to help fill the gaps in innovative ways to help youth succeed.

TAY in NYC. In contrast to LAC, where there has been a steady increase in the number of older TAY in foster care, there has been a steady *decline* in the number of TAY in foster care in NYC (Figure 2-3). The decline in the number of TAY occurred in tandem with a decline in the total number of children and youth in foster care in NYC. This is not surprising given the implementation of several important child welfare reforms from 2001 to 2013, including youth staying in care until age 21, which was occurring as early as 2001 and the 2008 passage of the Fostering Connections Act that allowed New York to claim Federal Government reimbursements for youth staying in care up to age 21.[7] During this time period there was also significant investment in preventive services for all children, with specific funding for and implementation of evidence-based practices targeting TAY, additional practice changes during child abuse and neglect investigations, improved staff training and hiring criteria, expansion of alternative services to foster care, and increased accountability on the part of the child welfare and juvenile justice systems (Yaroni, Shanahan, Rosenblum, & Ross, 2014).

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[7] http://www.ocfs.state.ny.us/main/reports/Pursuing Permanence for Children in Foster Care June 2010.pdf.

Figure 2-3.   Youth Age 16-21 in Foster Care in New York City by Age Group, 2009 – 2016
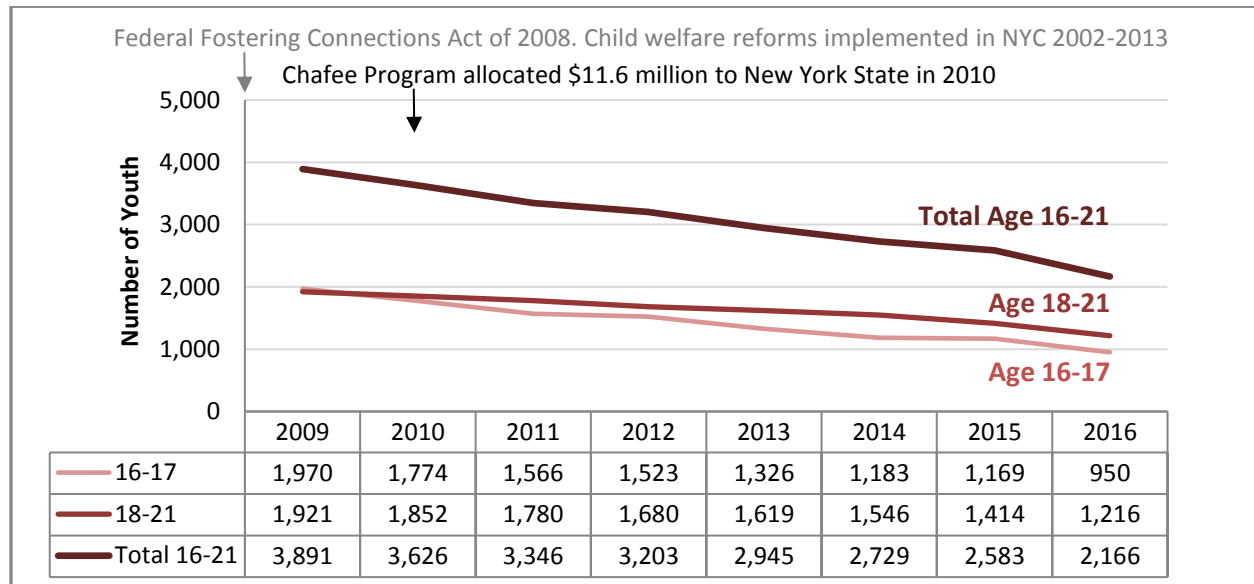
	2009	2010	2011	2012	2013	2014	2015	2016
16-17	1,970	1,774	1,566	1,523	1,326	1,183	1,169	950
18-21	1,921	1,852	1,780	1,680	1,619	1,546	1,414	1,216
Total 16-21	3,891	3,626	3,346	3,203	2,945	2,729	2,583	2,166

Data Source: New York State's Child Care Review Service (CCRS) database, as of March 23, 2016 (2009-2015) and as of May 9, 2017 (2016), provided by NYC ACS on May 15, 2017. CCRS is New York State's foster care management information system. CCRS data exclude youth on trial discharge and youth absent from foster care. This figure presents the number in foster care on December 31st each year

Amidst the overall decline, the *proportion* of TAY who were age 18 to 21 increased from 49 percent (1,921 of 3,891 TAY) in 2009 to 56 percent (1,216 of 2,166) in 2016, whereas the proportion of TAY age 16 to 17 declined from 51 percent to 44 percent. Moreover, there has been a substantial increase in the number of *21-year-old foster youth* in NYC; between 2013 to 2016, the number of 21-year-old foster youth in NYC with a goal of APPLA[8] tripled, from 64 to 206 young adults (Preparing Youth for Adulthood data, provided by NYC ACS Management Analysis & Reporting Unit on May 15, 2017).

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[8]   Another planned permanent living arrangement with connection to a significant adult in the community, also known as "APPLA" is one of the five choices for permanency planning goals specified in The Adoption and Safe Families Act. Remaining goals include: (1) return to parent, (2) adoption, (3) custody or guardianship, or (4) placement with a fit and willing relative. As may be expected, most youth in care age 18 or older have a goal of APPLA (in 2016: age 18 (72%), age 19 (90.5%), age 20 (93%), age 21 (78.7%), whereas the proportion is much lower among youth in care at age 17 (41%)).

The increase in the proportion of youth age 18 to 21 and the increase in the number of 21-year-old foster youth occurred subsequent to the *D.B. v. Richter*[9] settlement. In 2012, a judge approved a settlement of the class action suit and the primary result meant that the New York City Administration for Children's Services (ACS) had to keep older TAY in care*.* The settlement also required that ACS create an APPLA Monitoring Unit to strengthen supervision of provider agency practice concerning older youth and collect data on "discharge checklists." ACS also developed new processes to track and resolve obstacles to discharge when agencies requested extensions to placement that allowed youth to stay in care past age 20 if they did not have a housing resource. The increases in older TAY in care also likely reflect state and local funding directed toward transition age youth in foster care and the additional federal support ($11.6 million), which became available to New York State youth through the 2010 Chafee Program[10] allocation**.** Despite the reasons, older youth are remaining in foster care in NYC, which, as in LAC, demonstrate the continued need for support for this population.

2.1.2   TAY Placements

Knowing how many youth reside in foster care is important; but it is equally important to know *where* they reside. Over the years, policies around placements have shifted as we have learned more about the effects of certain types of placements on the youth who reside in them. For example, as discussed in Chapter 3 of this report, California is implementing the Continuum of Care Reform (CCR) that, among other requirements, aims to close most group homes across the state and redirect the children living in them to foster homes or kin placements. This reform is based on years of research

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[9]   *D.B. v. Richter* was a class action lawsuit, filed due to ACS's lack of supervision of foster youth that were discharged to homelessness or other "unsuitable" housing conditions. State regulations required that ACS maintain oversight of these youth. After the settlement, ACS implemented policy and practice changes ensuring that older youth (those 18 and over) could not be discharged to homelessness; youth must be monitored until age 21. For further information in the lawsuit, see the summons http://www.legal-aid.org/media/150635/summons_complaint.pdf.

[10] The John H. Chafee Foster Care Independence Program (CFCIP) offers assistance to help current and former foster care youth achieve self-sufficiency. Grants are offered to States and Tribes that submit a plan to assist youth in a wide variety of areas designed to support a successful transition to adulthood.

documenting the negative effects of group home placements on youth in care. In addition, we are seeing a trend toward placements with relatives (kin) and non-related extended family caregivers and efforts targeted at ensuring appropriate resources and supports for them, as we learn more about the positive effects of these type of placements. In addition, placement stability is extremely important, as research has consistently documented the trauma and associated emotional distress that can occur with multiple placements over time. This section presents findings from administrative data analysis and review regarding TAY placements.

> Younger TAY (age 16-17) most commonly live with kin (30%), whereas youth age 18 and older most commonly live in SILP's (43%) in LAC.

TAY Placement Types:[11] **LAC.** In LAC, AB 12 (the extended foster care provision) included a number of housing options for TAY, including staying: (1) with a foster family or relative, (2) in a group home, (3) in transitional housing, or (4) in a supervised independent living placement (SILP) (Courtney et al., 2013). As of October 2016, the most common placement types for TAY are SILPs (N=1,013, 23%) and kin homes (N=915, 21%) (Appendix Figure A-2). Depending on the age of the TAY, placement types vary (Figure 2-4). Younger TAY (age 16-17) most commonly live with kin (30%), whereas youth age 18 and older most commonly live in SILPs (43%).

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[11] Definition of placement types vary between LAC and NYC.

Figure 2-4.   LAC Placement Type by Age Group, October 1, 2016
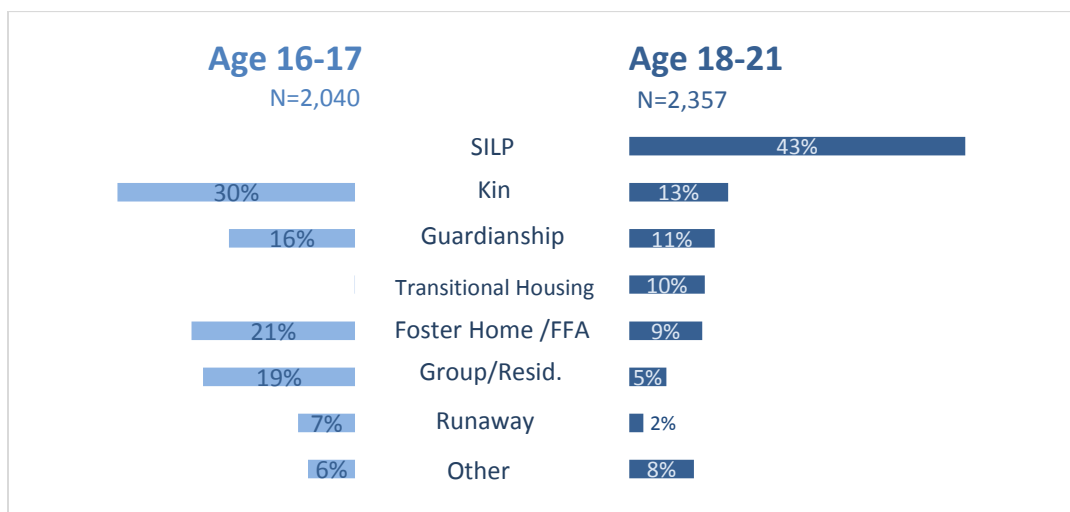
Data Source: CWS/CMS 2016 Quarter 4 Extract, Children in Foster Care, California Child Welfare Indicators Project (CCWIP). University of California at Berkeley (Webster et al., 2017).

Trends in Placement Types in LAC. As policy and funding changes have emerged in an effort to better serve older TAY, placement type patterns have also changed. According to point in time data, between 2009 and 2016, the number of younger TAY, **age 16-17,** in foster care decreased alongside a downward trend in the number and proportion of youth placed in foster homes, from 981 (34%) in 2009 to 425 (21%) in 2016 (Appendix Figure A-3). There was also a reduction in the use of guardianship for youth in care, from 635 (22%) in 2009 to 328 (16%) in 2016. The proportion of youth placed with kin (22% to 30%) and in group/residential care (12% to 19%) increased.

SILPs quickly became the most frequently used placement type in this age group, with 43% of the youth now living in SILPs.

Among youth **age 18 and older** in LAC, SILPs have become the most frequently used placement type (Figure 2-4; Appendix Figure A-3). SILPs became available in 2012 as part of AB12, and by October of that year, there were 207 (13%) foster youth living in them, with 43% of youth living in SILPs each year between 2014 and 2016.[12] This increase is due both to

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[12] In this point in time data, we see a cumulative increase, as youth remained in SILPs across years and youth were newly placed in SILPs. The numbers will likely level off over time as the oldest youth age out of extended foster care.

the availability of SILPs for youth in this age group and youths' preference for residing in SILPs. Anecdotal information suggests that youth prefer SILPs because they are perceived as allowing youth more independence than, for example, a kin or foster home placement. It is unknown whether outcomes differ for young adults in SILP placements compared to kinship or other placement types. Although research generally supports kin placements over non-relative foster homes and congregate care for children, there is a paucity of research comparing outcomes for young adults in kinship homes, SILP, and other placement types.

California's implementation of extended foster care also created another placement option, Transitional Housing Placement Program Plus Foster Care (THP+FC). By October 2016, there were 227 (10%)[13] older foster youth in transitional housing, compared to fewer than 40 youth served each year prior to 2014. Concurrently, between 2009 and 2016 there was a downward trend in the proportion of older youth in foster home placements (34% to 9%, from 517 to 219) and kin placements (31% to 13%, from 473 to 297), most likely because of the availability of SILPs and transitional housing, which may be more appealing to older youth. The proportion of older youth in group or residential care has remained stable over time (5%-6% each year), although the number has increased somewhat (from 98 to 111) as more youth have opted into extended care.

TAY Placement Types: NYC. NYC data are available for three categories of placements: foster home,[14] kinship care, and residential care. The most common placement type was foster homes, where just over half of TAY (n=1,153, 53%) lived as of December 2016 (Appendix Figure A-4). Less than one-third lived in residential care (n=637, 29%) and 17 percent (n=376) in kinship care (Appendix Figure A-4). Within

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[13] Transitional housing is used less in LAC than statewide; statewide 18% of older foster youth were in transitional housing October 1, 2016.

[14] NYC uses the category "foster boarding home," abbreviated in this report as "foster home." A foster boarding home is a state-licensed household in which a dependent, neglected, or delinquent child is temporarily placed in parental care with someone other than his or her birth parent or adoptive parent or relative until the child is able to safely return home to a parent or become adopted by a permanent family.

these placement categories, some youth are in the therapeutic program,[15] including 33 percent of the youth in foster homes and 15 percent in kinship homes. Placement patterns were similar among younger (age 16-17) and older (age 18-21) TAY in NYC, but a slightly larger proportion of older TAY lived in foster homes (56% vs. 50%), with slightly smaller proportions living in residential (28% vs. 31%) and kinship care (16% vs. 19%) (Figure 2-5). In NYC, there are currently no SILPs for youth age 18 and older, although ACS is exploring the possibility of making this an option again. Placement patterns for youth age 18 and older may shift with the re-introduction of SILPs.

Figure 2-5.   NYC Placement Type by Age Group, October 1, 2016
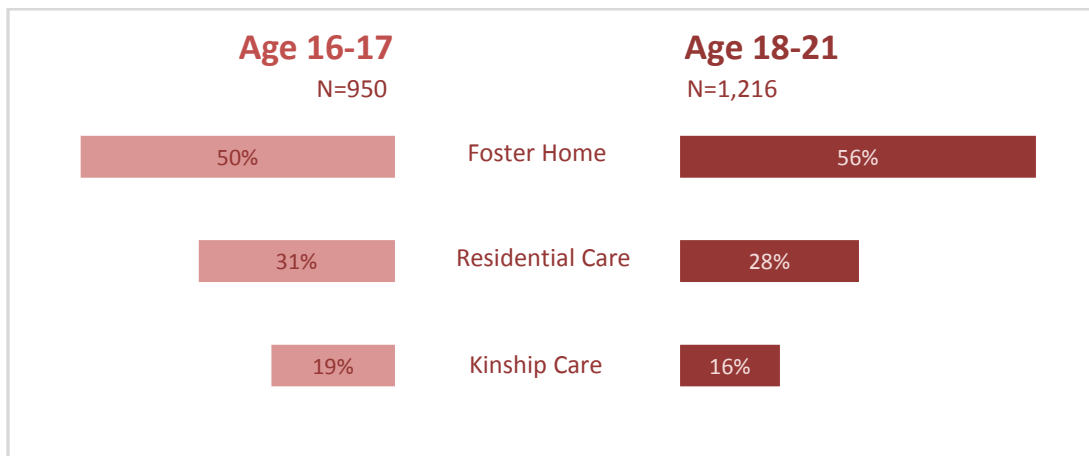
Data Source: New York State's CCRS database, as of March 23, 2016 (2009-2015) and as of May 9, 2017 (2016), provided by NYC ACS on May 15, 2017.

Trends in Placement Types in NYC. In NYC, as the number of youth in placement decreased, the proportion of youth in foster homes increased while the proportion in kinship homes decreased (Appendix Figure A-5). ACS and other NYC stakeholders have worked to understand why kinship rates are lower in NYC than in other jurisdictions, and have initiated efforts to expand the use of kinship placements and KinGAP (exits to subsidized guardianship) for youth and younger children in foster care. At the same time, there is an effort to explore the potential reintroduction of SILPs as

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[15] Therapeutic foster boarding homes are foster homes approved to provide intensive care to foster children and youth with special behavioral and emotional needs who are eligible for exceptional care. Their foster parents receive enhanced services from a foster care agency and specialized, ongoing training.

another alternative for youth age 18 and over, which could be an option for some young adults currently in congregate care for whom there is no feasible kinship placement.

2.2 Improving Postsecondary Outcomes

What We're Learning Where We're Going

Learnings

The information presented in this section is mixed. While grantees have made significant strides toward improving educational outcomes for TAY, graduation rates are not as high as we would like them to be and other educational outcomes (e.g., delayed graduation and dropout rates) still present significant challenges for TAY.

- **The majority of foster youth graduate high school.** Two thirds of LAC foster youth in the CalYOUTH study graduated from high school or earned an equivalency by age 19, and one quarter (24%) were still enrolled (Courtney et al., 2017). In NYC, the graduation rate among foster youth in care at age 19 with another planned permanent living arrangement (APPLA) was low, about 40 percent, but many were still attending high school and could potentially graduate (28%; ACS, 2017).[3]

- **High school graduation is often delayed.** In LAC, fewer than half of foster youth (47%) graduated in 4 years (CDE, 2017), and one-fifth (19%) were still enrolled after four years. In NYC, more than one quarter of APPLA youth (28%) in care at age 19 were still attending high school (ACS, 2017). The CalYOUTH Study points to continued problems with school disruptions, including those resulting from placement changes. Moreover, foster youth had substantially lower performance on standardized tests compared to the general population, indicating foster youth are less likely to be ready for college (CDE, 2017).

- **Dropout rates remain high.** In both LAC and NYC, about one-third of foster youth drop out of high school (CDE, 2017; ACS PYA data, 2017).

- **Some foster youth go to college, many aspire to.** Most CalYOUTH participants in LAC (88%) said they aspired to obtain a college degree, and most believe they will (86%). Almost one third (32%) of CalYOUTH participants in LAC were currently enrolled in 2-year or 4-year college programs at age 19. For those in college, almost two thirds earned mostly A's (16%) and B's (47%).

What's next?

Although longer stays in care mean more time for grantees to prepare TAY for postsecondary (and other educational) success, TAY still struggle with such issues as basic life skills and mental health problems that often hinder their educational success; CalYOUTH finds that almost one-third of youth had a diagnosed mental health disorder, yet caseworkers reported a lack of available and appropriate services to address this need. Grantees should continue to identify challenges TAY face to their educational success, address gaps in services to meet these challenges, and continue to provide educational supports to them to improve outcomes over time.

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[3] A 4-year average graduation rate and attendance rate was calculated using NYC ACS Preparing Youth for Adulthood (PYA) data for each year 2013 to 2016 for each age group (PYA, 2017). PYA data are limited to youth with another planned permanent living arrangement (APPLA) who were still in care during the year. Cohort data are not currently available to examine NYC foster youth education outcomes, so we do not know whether youth not in care graduated. Due to different methods, LAC and NYC should not be compared.

2.2.1   Grantee Activities: Progress Report Data

Education. Over the last 4 years, Initiative grantees have developed innovative programs and supports to help TAY obtain a high school diploma or equivalency degree (HSE) and enter and complete college or vocational training.

Support Strategy	Recent Examples of Grantee Work
Individualized Assessment, Coaching, and Advocacy	
Within the TAY population, students have unique academic needs and goals. Grantees focusing on direct education services for TAY almost uniformly reported working with youth on assessments of their academic progress and individualized plans for meeting each student's goals, usually followed by ongoing case management and coaching.	**First Star UCLA Academy** provided youth with an education evaluation, which included a review of academic records from kindergarten to the present and baseline and follow-up assessments of the youth's academic skill levels. **First Place for Youth** provided in-depth academic assessments and developed personalized education action plans for each youth in the program. **Public Counsel** provided youth with individualized legal and educational advocacy services, which included re-enrolling in school, recovering missing credits, receiving improved special education services, and averting suspension or expulsion from school.
Classes and Tutoring	
Academic instruction is also a mainstay of the education supports offered by grantees. Classes and individual tutoring range widely in content to prepare youth for college entrance exams or earn credits toward high school graduation or an equivalency degree.	**Graham Windham** increased the amount of tutoring it provides to its Graham SLAM students. They report high levels of youth engagement. The **First Star** UCLA Saturday Academies and Summer Academies are bringing together university and community partners to offer academic and SAT/ACT prep classes; in NYC, First Star is building partnerships with **CUNY** ASAP/START Foster Care Initiative and the Fostering College Success Initiative at CUNY-Staten Island to offer a college-level curriculum to Academy youth.

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Support Strategy	Recent Examples of Grantee Work
	The Door's Bronx Youth Academy (BYC) currently offers Adult Basic Education, pre-HSE classes, HSE preparation, and individual and group tutoring sessions.
College Admissions and Attendance	
TAY face additional barriers to achieving a post-secondary education: a complex application process, the need for financial aid and other resources, and a new level of academic expectations. Initiative grantees are providing TAY with a number of supports to help them enroll and remain in college or vocational school.	The **CUNY Foster Care Initiative** is building a system of supports to help TAY enroll and succeed in CUNY Start and ASAP, including advocacy, fee waivers, staff support, and engagement activities. The **Alliance for Children's Rights** is continuing their work helping TAY with school and financial aid applications and connecting TAY with support programs on campus. **Graham Windham** coaching staff guide youth through selecting and applying to schools and for financial aid; Graham Windham also provides college-focused peer support groups and financial assistance for college expenses.

Grantees also advocated for system reforms to improve education access, stability, and outcomes for TAY; these activities are discussed further in Chapter 3.

Challenges. Some grantees noted that developing trusting partnerships with schools and school districts and school instability impedes progress toward improving high school graduation rates.

Employment. As one grantee noted, when the Initiative began 4 years ago, work readiness and workforce engagement programs had not specifically targeted foster youth and thus, unlike the education system, have not offered the types of services or supports that TAY may need to make a successful transition into the workforce. Initiative grantees have worked to bridge that gap through career readiness services for TAY and connecting TAY with internship and employment opportunities. Over 4 years,

Initiative grantees have provided over 8,200 youth with career readiness or employment services, and connected over 2,700 youth with jobs or internships.

The most significant effort has involved major collaborative work among Initiative grantees (**iFoster, the Aspen Institute, the Alliance for Children's Rights, Children's Law Center, LeadersUp**) on the 100,000 Opportunities Initiative and the Opportunity Youth Collaborative (OYC). The 100,000 Opportunities Initiative launched in LAC with an Opportunity Fair that drew 6,000 youth. Companies extended over 1,000 immediate job offers to youth at the Opportunity Fair. The **Alliance and iFoster**, along with the TAY Collaborative and the Los Angeles Area Chamber of Commerce, launched the OYC Careers Pathway program, which has developed a framework for providing direct career readiness and placement services to youth.

Opportunity Youth Collaborative Career Pathways Framework

1. Youth are referred from a trusted partner

2. Youth participate in a trauma-informed, evidence-based work readiness training curriculum

3. Youth complete a standardized assessment with work readiness test and mock interview

4. Youth are matched with an employer based on youth's abilities, likes and work readiness

5. Youth are paired with a case manager, job coach or another supportive adult to support them throughout the interviewing, hiring and probationary phases

The **iFoster** Jobs Program is currently working to replicate the program in more LAC service provider areas due to high demand from agencies across LAC. iFoster has also

worked with NYC ACS to launch their Jobs Program in NYC in spring 2017. Implementation was also slowed due to higher than expected agency demand, which required more time to select and train the agencies to deliver the jobs training curriculum.

Meeting Self-Sufficiency Needs to Improve Post-secondary Outcomes. TAY often lack basic life skills and resources that can hinder academic achievement and successful transition to post-secondary education, a sustaining career, and adulthood. These issues often require programs to connect youth with specialized services from outside partners. Over the 4 years of the Initiative, grantees have connected over 7,000 TAY to resources and life skills training to improve their general self-sufficiency as well as their education and employment outcomes.

Self-Sufficiency Needs	Recent Examples of Grantee Work
Housing	
Housing is perhaps the most serious need for many TAY leaving foster care.	**iFoster** added new LAC and NYC housing resources to their digital resource portal. **First Place for Youth** provides all youth in their program with a safe and affordable place to live so that the youth can better focus on their education and employment goals. **CUNY** and ACS are partnering to make dorm housing available to foster youth at CUNY. Work began this year to develop an MOU between ACS and CUNY that allows for the funding of year-round dorm housing, with meal plans, for a set number of NYC foster care youth at the College of Staten Island and Queens College.

Self-Sufficiency Needs	Recent Examples of Grantee Work
Life Skills	
Grantees also provided training to TAY in important life skills such as budgeting, communication skills, and conflict resolution.	The **First Star** UCLA Academy held over 40 workshops this year to help youth develop life skills. First Star reports that over 90 percent of youth can now identify resources for foster youth in their community and have increased confidence in public speaking and communication skills. **Alliance for Children's Rights** and **Children's Law Center** continued their Know Before You Go (B4UGO) initiative with the launch of the B4UGO YouTube channel. The channel offers six webisodes on life skills and transition planning, which directly involved youth in all aspects of writing and filming. Currently, Children's Court is streaming the series on loop in the waiting rooms on all floors of the courthouse.
Material Needs	
Youth also frequently have smaller material needs, like eyeglasses, braces, cell phones and laptops, which can have a big impact on quality of life and self-sufficiency.	**iFoster** continues to connect TAY with free and discounted resources through their digital portal, adding 57 new resources during this reporting period to bring the total number of available resources to over 500.

iFoster is also seeking to understand the ways in which these resources benefit TAY. The University of Southern California (USC) conducted an evaluation[16] on the impact of providing laptops to college-bound TAY and found that youths who received a laptop had improved grades, reduced missed school days, improved connections with biological family and social support networks, improved life satisfaction, and saw a decrease in depression and suicidal thoughts. As a result of this evaluation, a group of funders and Silicon Valley companies are now supporting iFoster in providing every in-college and college-bound foster youth in California with a laptop. iFoster will continue

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[16] https://www.ifoster.org/UploadFile/26818/NewsFile/1_Laptop_FCC_Evaluation_Report.pdf.

to work with USC to measure the impact of laptop provision on grades, college enrollment and attainment, social connectedness, and overall well-being.

Youth Mental Health: An Ongoing Challenge to Self-Sufficiency

Grantees focusing on self-sufficiency have consistently noted the challenges of engaging and serving youth with higher levels of trauma history and mental health needs, as are often found among older youth in long-term foster care. The following section underscores their experiences.

Mental Health Needs

Findings from the CalYOUTH study of foster youth characteristics indicate that almost one-third of youth had a diagnosed mental health disorder, most commonly depressive and anxiety disorders. Caseworkers surveyed for CalYOUTH expressed concern about the mental and behavioral health of many youth, and they perceived a lack of available and appropriate services for youth with these kinds of challenges.

Other grantees in both LAC and NYC have echoed these concerns. Youth with mental health issues often struggle to achieve the positive outcomes and milestones as quickly as their peers, and may not stay engaged in programming. Many have had higher levels of housing and school instability, or may never have had access to appropriate mental health or remedial education support. It can be difficult to find appropriate mental health services for them in the community.

> *"We have also been addressing challenges as we began to work with...young people with more severe mental, emotional, or behavioral issues and developmental delays...One of our goals is to identify other partners who can help to meet their educational, vocational, housing, and mental health needs, as there are very few mental health providers working with youth over the age of 18."*

Emerging Solutions

Undeterred, grantees are working on solutions to help these youth achieve their goals, beginning with the recognition that they need more time and specific supports.

"We have seen youth persist along a pathway toward postsecondary completion, and even when they leave for a semester to work or work through personal challenges, we see them re-engage in college later through sustained and consistent coaching and support."

Grantees have reported:

- Using intensive case management and coaching to keep youth engaged and emotionally supported.

- Acquiring additional funding to develop targeted supports for high-need youth.

- Leveraging existing and developing new relationships with community mental health and other providers.

- Working with caregivers to build greater support and home stability for youth.

- Training program staff to identify and support mental health needs (e.g., motivational interviewing, therapeutic crisis intervention).

- Helping youth achieve stability in basic needs like housing, childcare, or employment.

For example, **The Door** implemented the Connections2Care Initiative, through a Social Innovation Fund grant from the Mayor's Fund to Advance New York City, a former grantee. Through Connections2Care, staff are being trained on screening youth for mental health issues and connecting them with mental health supports. The Door describes the initiative as "an unprecedented partnership to dramatically shift the way we identify, screen, and connect community members to mental health supports."

2.2.2 Administrative and Secondary Data on Education Status

Education Status of LAC TAY. The Initiative has a goal of improving postsecondary outcomes for TAY, and as previously stated, grantees are progressing toward this goal. The CDE and CalYOUTH Study data provide a picture of the current educational status of TAY in foster care in LAC and help to contextualize what is happening for all TAY.

Graduation Rates. CDE Data Quest provides 4-year cohort graduation rates for foster youth enrolled in public schools for the 2014-15 and 2015-16 cohorts.[17] The 4-year cohort refers to a class of students who entered 9th grade for the first time (year 1) and thus have the potential to graduate by the cohort year (year 4); for example, the 4-year cohort for 2014-2015 entered 9th grade in 2011-2012 (year 1) and thus had the potential to graduate by 2014-2015 (year 4). The 2014-2015 cohort—the youth who entered 9th grade in 2011-2012, just before the Initiative began—provides a baseline to begin observing trends over the next several years, to observe whether graduation rates improve over time. For now, we observe just 1 additional year, the 2015-2016 cohort, which consists of youth who began 9th grade in 2012-2013 when the Initiative began. We discuss their 4-year graduation rates in 2015-2016 below. In the next section, we provide data about the academic achievement for this cohort, based on standardized test scores when most were in 11th grade the prior year (2014-2015).

Foster youth enrolled in LAC public high schools experience much lower 4-year graduation rates than the general student population (Figure 2-6) consistent with prior research (e.g., Gypen et al., 2017). Fewer than half (47%) of 2,268 foster youth identified as part of the 4-year cohort for 2015-16 graduated within 4 years. Though the number of foster youth graduated slightly increased from the prior year (2014-15),

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[17] CDE DataQuest is available at http://dq.cde.ca.gov/dataquest/dataquest.asp. A 4-year cohort is defined at http://dq.cde.ca.gov/dataquest/cohortrates/CohortOutcomeDefinitions2016_8_22.pdf. See CDE web site for methodology for defining (http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#FOSTER) and identifying foster youth (http://dq.cde.ca.gov/dataquest/foster/FsGlossary.aspx). CDE defines foster youth according to the Local Control Funding Formula statute definition, which excludes youth in voluntary placements, youth living with relatives/friends who are not a dependent of the court, and wards of juvenile court.

similar to the small increase among all students. Another 19 percent of foster youth were still enrolled in high school at the end of four years (Appendix Figure A-6), so there is potential for two-thirds of foster youth in this cohort to graduate by the fifth year (CDE, 2017). About one-third (32%) of foster youth dropped out of high school according to the CDE 4-year cohort data (Appendix Figure A-6; CDE 2017). The rate in LAC was similar to the proportion of foster youth who dropped out statewide (31%), but well over the dropout rate seen in any other subgroup of the student population in LAC public schools (Appendix Figure A-6).

> Fewer than half of foster youth graduated within 4 years.

Figure 2-6.   LAC: 4-Year Graduation Rates for Public School Students: All Students vs. Foster Youth
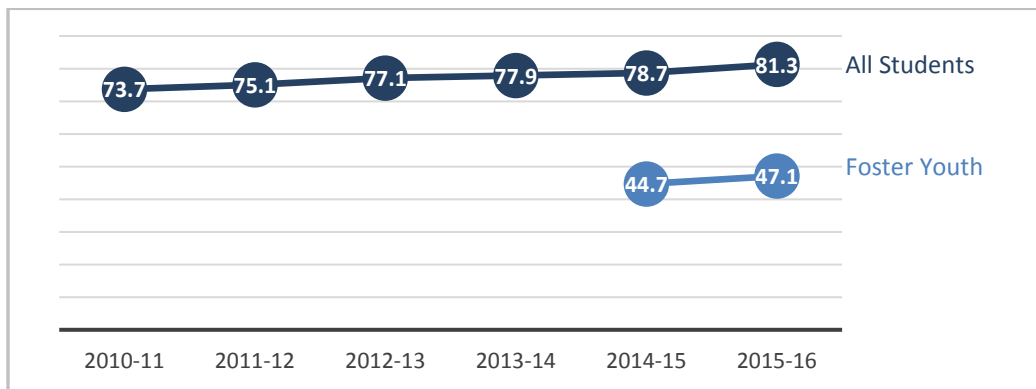
All Students: 73.7 (2010-11), 75.1 (2011-12), 77.1 (2012-13), 77.9 (2013-14), 78.7 (2014-15), 81.3 (2015-16)

Foster Youth: 44.7 (2014-15), 47.1 (2015-16)

Data Source: California Department of Education (CDE) DataQuest, retrieved April 2017 from http://dq.cde.ca.gov/dataquest/dataquest.asp.

For foster youth, educational and placement disruptions may interfere with academic achievement and the pace of graduation. At age 17, LAC foster youth participating in the CalYOUTH Study reported they had experienced educational disruptions (Appendix Table A-1); more than one-third (36.8%) had stopped attending high school or junior high school for at least 1 month at some point due to a foster care placement change and 30 percent who had repeated or been held back a grade (Courtney et al., 2014b). By age 19, two-thirds of LAC CalYOUTH participants reported they had earned a high school diploma (63.1%) or equivalency (3.6%) (Appendix Figure A-7; Courtney et al., 2017). Some CalYOUTH participants (27%) were enrolled in high school at age

19, so there is potential for a higher graduation rate among these study participants. However, one-fifth (20.5%) of LAC study participants said they had ever dropped out of high school (Courtney et al., 2017). The percentages for CalYOUTH and CDE data differ due to different methodologies (e.g., CalYOUTH study follows a research cohort of foster youth in care at age 17, whereas the CDE cohort refers to an educational cohort beginning in 9th grade), but both point to educational challenges and successess for foster youth.

The CDE and CalYOUTH data on graduation, dropout rates, and educational disruptions show the continued need for the kinds of educational services and advocacy that are funded through the Initiative. Moreover, data regarding academic achievement while in high school, described in the next section, further demonstrates the need for additional educational and other supports for foster youth.

Academic Achievement in High School. When in high school, some foster youth excel while others appear to struggle more than non-foster youth, as demonstrated by grades and standardized test scores. In terms of educational achievement and preparedness for postsecondary opportunities, almost half (47%) of the LAC CalYOUTH participants reported earning A's and B's in school, though 41 percent earned mostly C's and 11 percent mostly D's (see Appendix Table A-2). More than half (51%) of participants were reading below a high school level at age 17 (see Appendix Table A-2).

Standardized tests in high school show low performance and a large disparity between foster and non-foster youth, indicating that many TAY may not be ready for higher education (Figure 2-7).[18] Just over one-quarter (27%) of 11th grade foster youth with test scores either met (20%) or exceeded (7%) standards on the Smarter Balanced English

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[18] The most recent Smarter Balanced test results for foster youth, as of this writing, were for 2014-2015 (2015-2016 results did not delineate foster youth). Youth in 11th grade in 2014-2015 would, for the most part, be those expected to graduate in 2015-2016. Note that some students were not tested or scores were not available; this rate was higher for foster students compared to non-foster students. Among youth eligible to take the assessments, 70 percent of foster youth were tested compared to 90 percent of non-foster youth. ELA scores were available for a smaller proportion of eligible foster youth (61%) compared to eligible non-foster youth (87%).

Language Arts (ELA) test; this was half the proportion of the non-foster youth population (55%). On the Smarter Balanced Mathematics test, few foster youth demonstrated they met the standards (7%, vs. 28% non-foster youth).

Figure 2-7. LAC: Smarter Balanced Test Results for Foster and Non-Foster Students, English Language Arts (ELA) and Mathematics, 11th Grade in 2014 – 2015
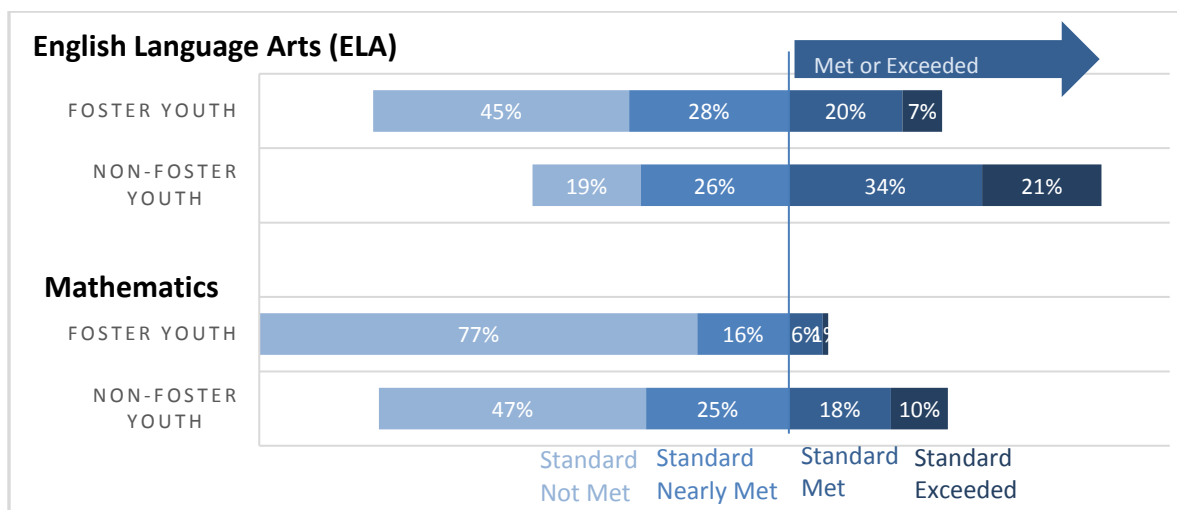
Data Source: California Department of Education (CDE) DataQuest, retrieved April 2017 from http://dq.cde.ca.gov/dataquest/dataquest.asp.

More than one-quarter of foster youth, (27%) were in the Special Education program, which suggests additional challenges that may help explain the disparity in test scores.[19] Yet, the differences between foster and non-foster youth achievement persisted in the special education population (Appendix Figure A-8). Only 7 percent of foster youth in the special education program met or exceeded the standard for the ELA test in 11th grade, half the proportion of non-foster youth in the special education program (14%). None of the foster youth in the special education program met the standard for math, whereas a small proportion (4%) of non-foster youth did. With more than one quarter (27%) of foster youth in the special education program in LAC public

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[19]   Test scores were available for a subset of the student population. Among youth with ELA scores, 22 percent of foster youth were in special education compared to 10 percent of non-foster youth. Among youth with Math scores, 17 percent of foster youth were in special education compared to 9 percent of non-foster youth (CDE, youth in 11th grade in 2014-2015).

high schools in 2014-2015 (CDE, 2017), and given the disparity in scores, there is a critical need for further services and advocacy to support the academic achievement of foster youth.

Although some foster youth successfully demonstrate achievement on standardized tests many foster youth are struggling academically. Moreover, half of foster youth in California (52%) are enrolled in low-performing schools, compared to 40 percent in the general population, increasing their risk for poor academic achievement (Frerer, Sosenko, & Henke, 2013). These findings underscore the need for continued supportive services and policies to improve education outcomes.

College Enrollment. Many foster youth aspire to attend college, and this may be an important step toward successful employment outcomes. Among LAC CalYOUTH participants in the Age 19 interview, most (88%) said they aspire to achieve at least a 2-year degree or more and 86 percent believe they will (Appendix Figure A-9; Courtney et al., 2017). Half (49.4%) wish to attain more than a 4-year degree, although just about one-third (34.2%) believe they will.

Just over half (53.5%) of CalYOUTH participants in LAC reported they were enrolled in school at the Age 19 interview (Courtney et al., 2017). Almost one-third said they were enrolled in a 2-year or community college (27%) or 4-year college (5%) (Figure 2-10) and a fifth (19%) had completed 1 or 2 years of college (Appendix, Figure A-10) (Courtney et al., 2017). About one-tenth (11%) were still enrolled in high school, and 7 percent were enrolled in vocational school at age 19 (Figure 2-8).

Figure 2-8. LAC CalYOUTH Participants' School Enrollment at Age 19 (n=84)
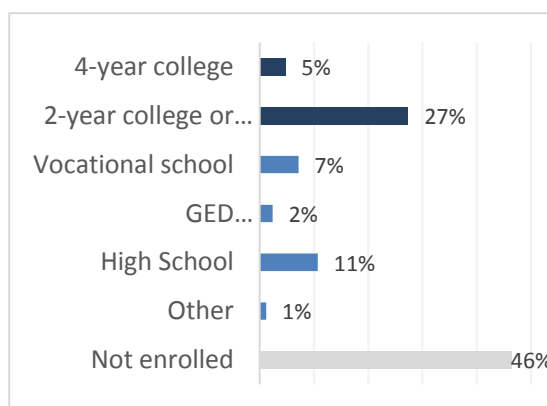
Data Source: CalYOUTH Study, Age 19: Selected findings for LAC, Table 24 (Courtney et al., 2017, p. 48). Percent of total youth calculated by Westat.

The total number of community college students identified as foster youth has grown in recent years (Figure 2-9). According to the California Community Colleges Chancellor's Office, the number grew from 931 in Fall 2012 to 2,472 in Fall 2016. For this count, foster youth is defined to include "students who have ever been in a court-ordered out-of-home placement," as reported by the community college. The increase in foster youth enrollment may reflect a combination of factors. Notably, data may have become more complete and accurate over the first several years, as mandatory reporting of foster youth status began in summer of 2012. It is also plausible that there has been an actual increase, which may reflect success of the series of recent legislation and associated funding to support foster youth to remain in care and to attend college.

Figure 2-9. LAC Community College Student Population: Foster Youth Population
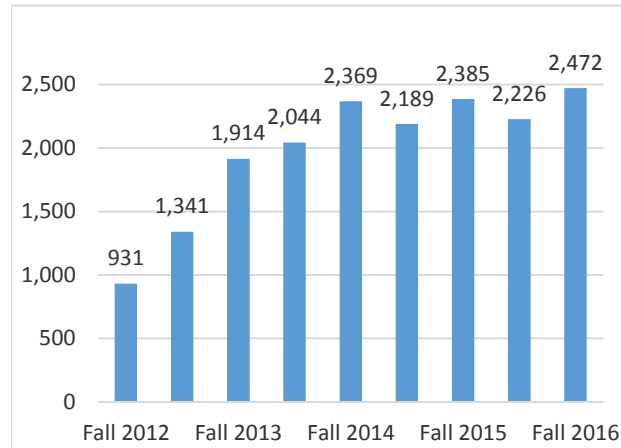
Data Source: California Community Colleges Chancellor's Office DataMart. Special Population/ Group Student Count. http://datamart.cccco.edu/Services/Special_Pop_Count.aspx.

Enrollment in college often requires substantial financial aid. Among CalYOUTH participants in LAC who graduated high school or attained a GED or other certificate (n=57), about one-third (32.1%) reported they received Chafee Educational and Training Vouchers (ETV; Courtney et al., 2017). Another third (32.1%) applied for but did not receive one, and a quarter (26.8%) were not familiar with ETVs, indicating a need to make more funding for education available and to provide more outreach to ensure foster youth are aware of this resource. Among 38 CalYOUTH participants in LAC who attend or have attended college, almost half (45.7%) used an ETV grant and 60.5 percent use some other scholarship, fellowship or grant to help pay for college; other sources included money from employment or savings, money from a relative or friend, student loans and other sources (Courtney et al., 2017). The CalYOUTH LAC

report contains additional details about college planning, transition to college, and reason for non-enrollment (Courtney et al., 2017).

College Achievement. About half (47%) of LAC CalYOUTH participants from the Age 19 interview reported they earned mostly B's in their college courses and 16 percent earned mostly A's (Courtney et al., 2017). Close to a third (29%) earned mostly C's, and 8 percent mostly D's or lower. About half (52.7%) said they participated in a campus support program for foster youth some or most of their time in college (Courtney et al., 2017). The CalYOUTH report provides additional information about student involvement in other college activities, difficulties in transition to college, and financial aid among those who enrolled in college, and college planning and reasons for non-enrollment among those not enrolled (Courtney et al., 2017).

Prior studies shed light on the persistence of foster youth in college in California. Once enrolled in community college, foster youth are less likely to persist beyond the first year compared to other disadvantaged students and the general population (California College Pathways, 2015; Frerer, Sosenko, & Henke, 2013). Foster youth in 4-year institutions had slightly lower course completion rates than non-foster youth (85% vs. 90% in 2013-2014), but first-time transfers were just as successful as non-foster youth in course completion (90% vs. 90% 2013-2014) and persistence across three terms or four quarters of school (84% vs 85%, starting in 2012-2013; California College Pathways, 2015). Foster youth were less likely to achieve a grade point average (GPA) of 3.0 or higher (36% vs. 52%), but more were successful (44%) when participating in campus-based support programs (California College Pathways, 2015).

Employment and Training. At the age 19 interview, one-quarter of youth indicated they were currently working 10 or more hours per week, and almost three-quarters (72.3%) said they had ever had a job (Courtney et al., 2017). Close to one-third (29.8%) said they had completed an apprenticeship, internship, or other on-the-job training during the past year.

TAY Preparation to Achieve Educational and Employment Goals. Most LAC CalYOUTH Study participants said, at age 19, that staying in extended foster care is helping them make progress towards their goal of independence (59.7% A lot, 30.7% Some); educational goals (61.3% A lot, 27.4% Some); and employment goals (40.3% A lot, 40.3% Some) (Courtney et al., 2017). Most also indicated they felt prepared (47.6%) or very prepared (39.3%) to achieve their educational goals (Courtney et al., 2017). Most also felt prepared (44.1%) or very prepared (35.7%) to meet their employment goals. The CalYOUTH Study will continue to follow this cohort of youth to learn their educational and employment outcomes at age 21.

Education Status of NYC TAY. In NYC, the ACS Preparing Youth for Adulthood (PYA) database[20] provides education and other wellbeing information on youth preparing to transition from care through the PYA initiative. A PYA checklist is completed every 6 months for youth in foster care (age 17-21) with a goal of APPLA (n=2,388 in 2016).[21] About 70 percent of youth in foster care age 17-21 had a goal of APPLA during the years the PYA checklist is available.[22] Like CalYOUTH Study participants, these TAY are largely enrolled in school. Based on the most recent checklist completed, in 2016 almost three-quarters of this foster youth population (71%) were either attending high school or a GED program (42%) or had graduated (29%), whereas 29 percent were not attending high school (Figure 2-10). These outcomes are similar to those observed in PYA data in prior years (2013-2015; Appendix Table A-3). The data includes older

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[20] The ACS PYA database provides worker-reported data on education and well-being, via a checklist completed every 6 months for youth in foster care age 17-21 with a goal of APPLA. Workers uses multiple sources of information when completing the checklist, with some pieces of information being more consistently reported than other pieces. There are also concerns that the data may not be completed in a timely manner, and some caseworkers may not know the status of the child, particularly in light of high staff turnover among frontline staff. At present, though, the PYA provides the best available education data.

[21] Five choices for permanency planning goals are specified in the Adoption and Safe Families Act: (1) return to parent, (2) adoption, (3) custody or guardianship, (4) placement with a fit and willing relative, and (5) another planned permanent living arrangement with connection to a significant adult in the community, also known as "APPLA."

[22] According to CCRS and Connections (CNNX) data provided by NYC ACS, about 70 percent of youth in foster care on 12/31 each year 2013 to 2016, excluding those absent or on trial discharge, had a permanency planning goal of APPLA (70.3% in 2013, 72.7% in 2014, 70.9% in 2015, and 69.7% in 2016). Most youth in care, age 18 or older, have a goal of APPLA.

youth who have moved beyond high school. Almost one-third (28%) were working or in an internship, and a small proportion were attending college (14%), attending a vocational or trade program (4%), or graduated from a vocational program (5%).

Figure 2-10. Education and Employment Outcomes for NYC Foster Youth Age 17-21 with a Goal of APPLA, 2016
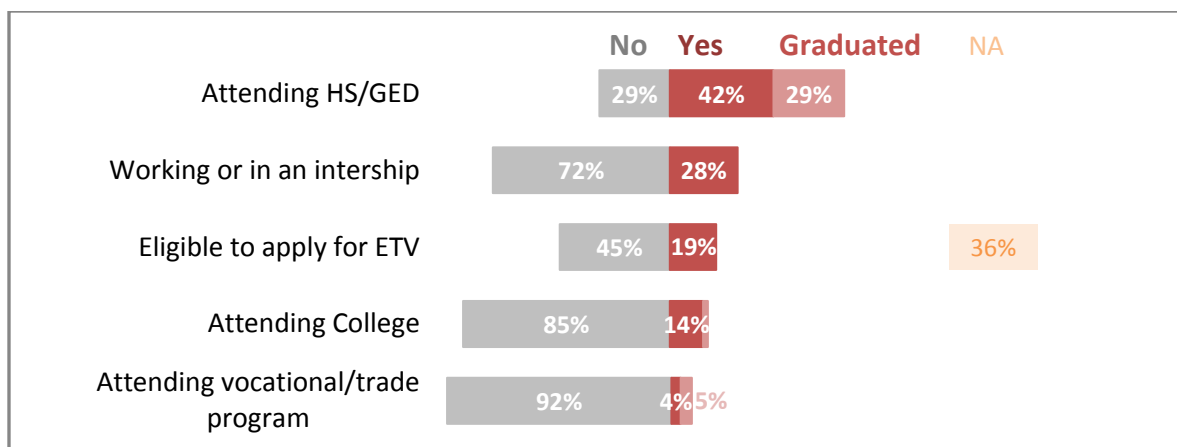
Data Source: ACS Preparing Youth for Adulthood (PYA) database. Prepared by the Management Analysis & Reporting Unit, ACS, Feb 22, 2016. CY 2016 data as of May 5, 2017. PYA data are collected twice a year for youth in foster care with APPLA. Answers are based on the last PYA form completed for the youth in a year. N=2,388.

PYA education data, taken together with data on the number of youth in foster care in NYC, suggests that more of the older TAY are opting to stay in care, or return to care, while working toward educational goals. This is similar to the findings for TAY in LAC.

PYA data by age. When examining the PYA high school education data by age (Table 2-1), there is some consistency across data years (2013-2016) among 17 and 19-year-olds. Specifically, among 17-year-old youth, more than three-quarters (77.5% on average) were attending high school. Among 19-year-old youth, 28 percent were still attending, on average, and almost 40 percent had graduated or obtained a GED; yet almost one-third (32%) of the 19-year-old youth were *not attending* and *had not* completed high school/GED. Interestingly, while the graduation rate for 19-year-olds stayed constant (around 40%); there was a slight increase over the 4 years (from 29.6% to 33.0%) in the proportion of 19-year-olds not attending school.

During the 4-year period (2013 to 2016), the number of 21-year-old foster youth in NYC with a goal of APPLA more than tripled, from 64 to 206 young adults. During this time, the proportion of 21-year-old youth who completed high school or a GED initially increased from 48 percent to 60 percent, but then declined to 54 percent; meanwhile the proportion not attending decreased from 39 percent to 30 percent, then increased again to 38 percent. The proportion of youth age 21 attending college (or graduated) increased between 2013 and 2015 from 23 percent to 30 percent, and then 26 percent in 2016.

Table 2-1.	NYC TAY High School Education Status, By Age: Foster Youth Age 17, 19, and 21 with a Goal of APPLA, 2013 – 2015				
	2013	2014	2015	2016	Average 2013-2016
Age 17 N	670	682	598	646	
% Graduated/GED	4.2	2.5	3.8	3.9	3.6
% Attending	**77.0**	**80.2**	**75.1**	**77.7**	**77.5**
% Not attending	18.8	17.3	21.1	18.4	18.9
Age 19 N	570	586	557	494	
% Graduated/GED	**40.2**	**37.5**	**40.2**	**40.5**	**39.6**
% Attending	30.2	30.4	26.6	26.5	28.4
% Not attending	29.6	32.1	33.2	33.0	32.0
Age 21 N	64	134	158	206	
% Graduated/GED	**48.4**	**57.5**	**60.8**	**54.4**	**55.3**
% Attending	12.5	10.4	9.5	7.8	10.1
% Not attending	39.1	32.1	29.7	37.9	34.7

Data Source: ACS Preparing Youth for Adulthood (PYA) database. Prepared by the Management Analysis & Reporting Unit, ACS, Feb 22, 2016. CY 2016 data as of May 5, 2017. PYA data are collected twice a year for youth in foster care with APPLA. Data provided are based on the last PYA completed for the youth in a year.

2.3 Improving Outcomes for Pregnant and Parenting and Crossover TAY

What We're Learning | Where We're Going

Learnings

There's positive news here. Birth rates are declining in both NYC and LAC and we're seeing fewer crossover youth as well. Several grantees continue to support pregnant, parenting and crossover TAY through direct services (e.g., supplemental payments), advocacy (via Youth Advocates), and research (CalYOUTH study).

Administrative and research grantee data provide a glimpse into what's happening for these youth:

- In LAC, the teen birth rate for foster youth age 15-17 and age 18-20 appears to have declined, a trend also seen in the general population.

- In NYC, the teen birth rate for foster youth age 11+ in NYC has trended downward, from 36.6 per 1,000 teens in 2011 to 29.9 in 2016.

- PYA data show pregnant and parenting youth do not fare as well on educational outcomes as those not parenting. Yet, these youth do have permanent connections, at a level that is similar to their non-pregnant and parenting peers

- CalYOUTH data show that at age 17, 42% of foster youth reported having been arrested, 26% have been convicted of a crime, and 26% have been confined in a facility such as jail or juvenile detention because they had committed a crime. At age 19, 16.7% had been arrested in the two years since the last interview, with 10% convicted and 11% confined.

- In NYC, the number of crossover youth declined between 2013 and 2016, while the proportion trended slightly downward from 17% to 15%.

What's next?

While declining birth rates are positive, they remain considerably higher for foster youth than those in the general population. In addition, while we're seeing fewer crossover youth, it's not clear why, and we still struggle to understand the factors that contribute to the crossover problem. These youth remain the most vulnerable subpopulations of foster youth and consistently show poorer outcomes in all categories than their non-pregnant, parenting or crossover counterparts. Sharing lessons learned from grantees that serve or research these populations will help pinpoint enduring barriers to their progress; grantees should be encouraged to continue to focus on understanding the unique risk and protective profiles of these youth, so we can identify how to reduce their risks and enhance their protective factors.

2.3.1 Grantee Activities: Progress Report Data on Pregnant and Parenting Youth

Pregnant and parenting TAY have unique needs and barriers that may not be met by traditional services for foster youth. Over the last 4 years, Initiative grantees have supported hundreds of individual pregnant and parenting youth with specialized services and resources, while also working to address their needs on a system level.

One of the most significant achievements has been the collaboration between **Alliance for Children's Rights** and the Los Angeles County Department of Children and Family Services (DCFS) in launching multi-disciplinary Pregnant and Parenting Teen (PPT) Conferences, which develop a PPT Plan to address the needs of parent and child. Alliance staff and peer advocates participate in the PPT conferences to ensure that the plan incorporates the needs of the youth. In a recent accomplishment, Alliance staff helped DCFS reduce the amount of time to disburse the Infant Supplement payments to young parents. Payments are supposed to begin immediately following the birth of a child. Alliance staff learned that payments were taking weeks or months to be disbursed and worked with DCFS to find a solution. DCFS has agreed to begin payment at the seventh month of pregnancy, which will help expectant parents to prepare for their baby's arrival.

At **First Place for Youth,** pregnant and parenting youth receive weekly one-on-one case management support from Youth Advocates to address family needs, provide life skills training, and also support the youth's education and employment goals. First Place also coordinated a legal rights training, and ongoing first aid and infant CPR classes, and has built relationships with community partners that can connect young parents to more resources (partners include fellow grantees **Alliance for Children's Rights, Public Counsel, and the Child Welfare Initiative**). Recently, First Place developed a memorandum of understanding with Imagine LA to provide ongoing support to parenting youth after they exit the First Place program.

2.3.2 Administrative and Secondary Data on Pregnant and Parenting Youth

Pregnancy and Parenting among TAY LAC. Though birth rates are considerably higher for foster youth than the general population, rates are declining in both populations. A study of foster youth in LAC between 2006 and 2010, before the Initiative began, found that females age 15-17 in foster care gave birth at a higher rate than females in the general population (with the former at 3.2 per 100 and the latter at 2.0 per 100, on average) (Putnam-Hornstein, Cederbaum, King, & Needell, 2013). A follow-up analysis of birth rates in 2011 and 2012, around the time the Initiative began, found an average 2-year birthrate of 2.8 per 100 for foster youth age 15-17 and 1.6 per 100 for the general population, a decline for both groups (Children's Data Network, n.d.). In the same follow-up analysis, though birth rates for youth age 18-20 in foster care in LAC from 2007 to 2012 were substantially higher than the general population, there was a decline in birth rates for both foster youth (from 16.3 to 9.9 per 100) and the general population (from 7.8 to 5.3 per 100).

In more recent data, from the CalYOUTH Study, about one-third (33.8%) of female participants in LAC reported they had ever been pregnant at the Age 17 interview, and more than half (58%) had ever been pregnant by age 19 (Table 2-2; Courtney et al., 2017). According to self-report at the age 19 CalYOUTH interview, one-quarter of female participants had given birth and one-fifth of male participants had ever gotten a female pregnant (Table 2-2 Courtney et al., 2017). One-fifth of youth had a living child at the time of the interview, and most of the children (76.5%) lived with the study participant; less than one-fifth were dependent of the court (Courtney et al., 2017).

> Though birth rates are declining, more than 25 percent of female foster youth in care in LAC gave birth to one or more children by age 20.

Table 2-2.   Los Angeles County TAY Pregnancy and Parenting Status: CalYOUTH Sample of Foster Youth Age 17 and Age 19

	Age 17		Age 19	
	n	**%**	**n**	**%**
Pregnancy among female youth	n=65		n=50	
Ever been pregnant	22	33.8	29	58.0
Ever given birth to a child	5	7.7	12	24.0
Ever been pregnant since last interview	--	--	16	32.7
Female youth who were pregnant	n=22		n=16	
Number of times been pregnant				
1 time	14	63.6	14	87.5
2 or 3 times	6	27.3	2	12.5
Given birth to any children	5	22.7	9	56.3
Married to child's other parent at time child was born	0	0.0	0	0.0
History of impregnating females, Among Male Youth			n=34	
Ever gotten a female pregnant			6	20.0
Parenting (male and female)	n=106		n=84	
Has living children	6	5.7	17	20.0
Number of living children (among parents)	n=6		n=17	
1 child	6	100.0	17	100.0
2 children	0	0.0	0	0.0

Data Source: CalYOUTH Study: Selected findings for Los Angeles County at Age 17 (Courtney et al., 2014b) and Age 19, Tables 88 and 89 (Courtney et al., 2017). Don't know/Refused not reported in table.

Pregnancy and Parenting among TAY in NYC. Birth rates among NYC foster youth age 11+ have fluctuated over the past 6 years, but we can see a trend downwards over time, from 36.6 per 1,000 teens in 2011 to 29.9 in 2016 (Figure 2-11). This is consistent with a citywide trend downwards in teen birth rates in NYC.[23] If the trend continues, this will be a positive outcome for TAY in NYC.

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[23] According to data downloaded from: New York City Department of Health and Mental Hygiene. Epiquery: NYC Interactive Health Data System – Vital Statistics Birth Data 2000-2013. Birth Rate by Mother's Age Group (years), New York City, 2009-2013. http://nyc.gov/health/epiquery.

Figure 2-11. NYC TAY Childbearing: Birth Rate per 1,000 Female Teens in Foster Care (Age 11+), 2011 – 2016
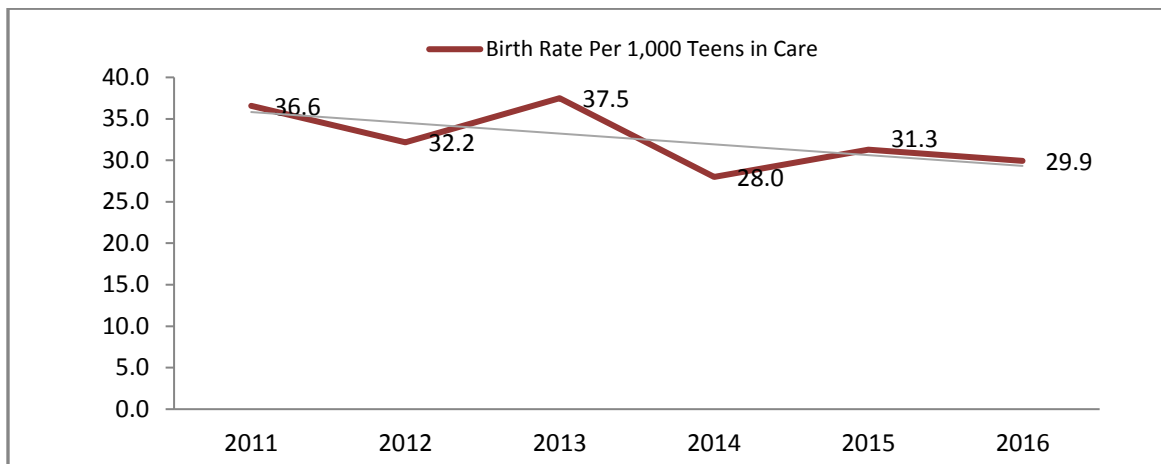
Data Source: New York State's CCRS database, as of March 23, 2016 (2009-2015) and as of May 9, 2017 (2016), provided by NYC ACS on May 15, 2017.

Based on the PYA data, which captures outcomes for foster youth age 17-21 with a goal of APPLA, pregnant and parenting youth do not fare as well on education outcomes as their APPLA peers who are not parenting. In 2016, a smaller proportion of pregnant and parenting youth were attending or completed high school or a GED (Figure 2-12). However, pregnant or parenting youth are similar to their non-parenting APPLA peers on another important metric, permanent connection with adults. Almost all youth have an adult identified as a permanent connection (Figure 2-13) although the nature and quality of these relationships is not reported.

Fewer pregnant or parenting youth in NYC completed or were attending high school or an equivalency program compared to non-parenting peers.

However, almost all NYC pregnant or parenting youth can identify an adult as a permanent connection.

Figure 2-12. NYC High School Outcomes for Pregnant and Parenting TAY: Youth (Age 17-21) is Currently Attending High School/GED or Graduated, 2016
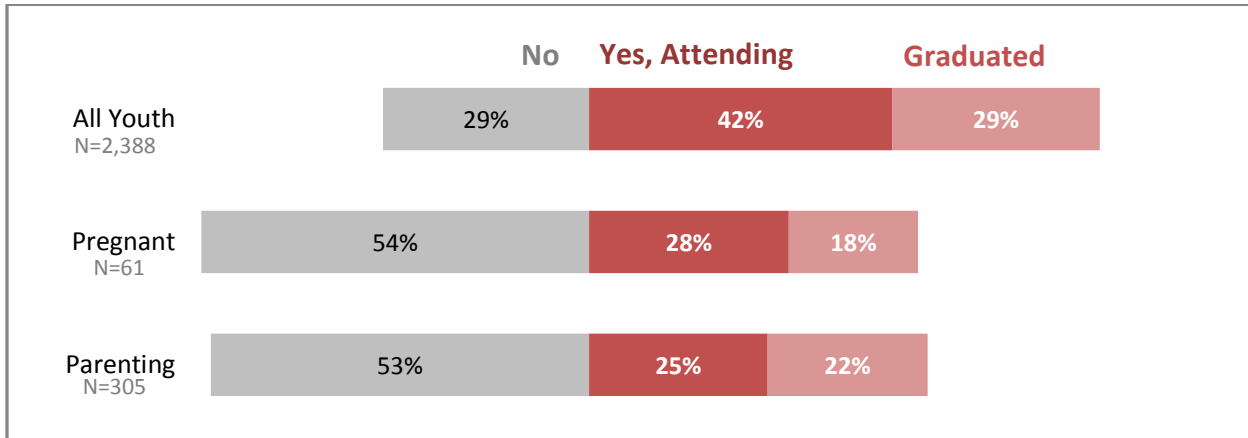
Data Source: ACS Preparing Youth for Adulthood (PYA) database. Prepared by the Management Analysis & Reporting Unit, ACS, Feb 22, 2016. CY 2016 data as of May 5, 2017. PYA data are collected twice a year for youth in foster care with APPLA. Answers are based on the last PYA form completed for the youth in a year.

Figure 2-13. NYC Permanent Connection for Pregnant and Parenting TAY: Youth (Age 17-21) has an Adult Identified as a Permanent Connection, 2016
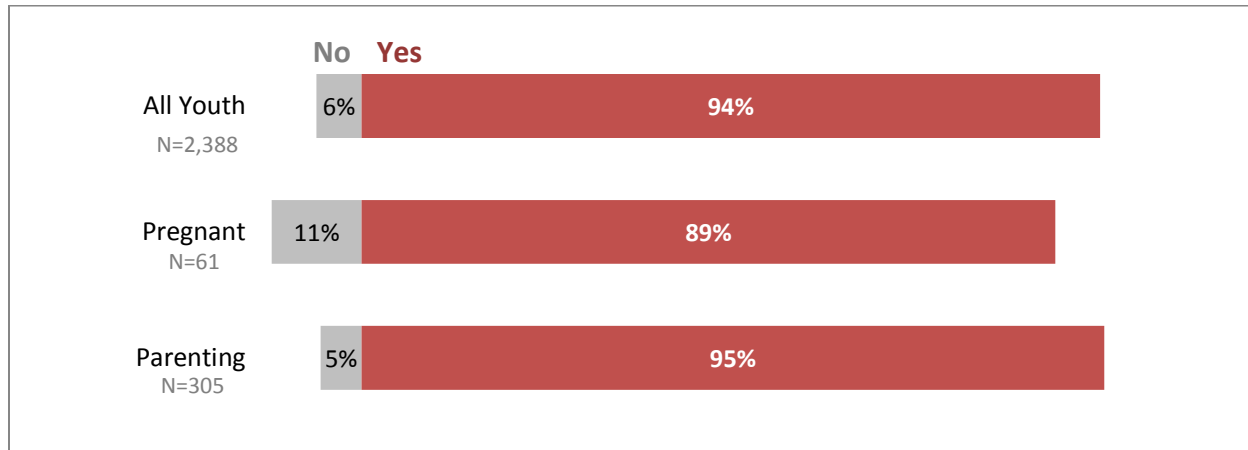
Data Source: ACS Preparing Youth for Adulthood (PYA) database. Prepared by the Management Analysis & Reporting Unit, ACS, Feb 22, 2016. CY 2016 data as of May 5, 2017. PYA data are collected twice a year for youth in foster care with APPLA. Answers are based on the last PYA form completed for the youth in a year.

2.3.3 Grantee Progress Report, Administrative and Secondary Data on Crossover Youth

Crossover youth[24] are a relatively small population of TAY in foster care; for example in NYC in 2016, crossover youth were approximately 15 percent (n = 318) of the population of TAY in foster care (n = 2,166).[25] Yet, they remain a very vulnerable subpopulation of foster youth, demonstrating poorer outcomes than non-crossover youth in almost every category (e.g., mental health, educational status).

Over the last 4 years, Initiative grantees have primarily focused on system reform and advocacy. The **Georgetown University Center for Juvenile Justice Reform (CJJR)** has worked to expand its the Crossover Youth Practice Model (CYPM) protocol in NYC and LAC. The CYPM outlines the process for identifying youth dually involved in the child welfare and juvenile justice systems and the overall case management practices for crossover youth. Other grantees, such as the **Anti-Recidivism Coalition and Public Counsel**, worked on policy reform, community advocacy, and training court; DCFS; probation; and direct service staff about issues related to working with crossover youth. On a direct service level, **Alliance for Children's Rights and Public Counsel** provided legal advocacy services, helping kids seal and purge their juvenile records and access critical legal documents.

Justice Involvement for LAC Youth. The CalYOUTH Study asked participants to report whether they had ever been arrested, convicted of a crime, or detained in a criminal justice facility. The data do not tell us specifically about crossover from one system to the other, but the data do speak more broadly to the proportion of foster youth with prior involvement in the criminal justice system. In LAC, 42 percent of foster youth respondents reported they had been arrested before their age 17 interview, 26 percent have been convicted of a crime, and 26 percent had been confined in a facility such as

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[24] For this statistic, crossover youth were defined as youth in foster care on December 31st who had at least one absence from foster care to detention prior to that date.

[25] Unfortunately, data is not yet available on the number of all crossover TAY in LAC. Initiative grantees are working towards documenting the number of crossover youth.

jail or juvenile detention as a result of allegedly committing a crime (Table 2-3; Courtney et al., 2014b). In the time between the Age 17 and Age 19 interviews, about one-sixth had been arrested and about one-tenth had been convicted of a crime (10%) or spent at least one night in jail, prison or other correctional facility (11%).

Table 2-3. Los Angeles County TAY Criminal Justice Involvement: CalYOUTH Participants at Age 17 (2013) and Age 19 (2015) Interview				
	Age 17 (N=104) Ever happened		Age 19 (N=80) Since last interview	
	n	%	n	%
Arrested	44	42.3	13	16.7
Convicted of a crime	27	26.0	8	10.0
Confined in jail, prison, correctional facility, or juvenile hall, other correctional facility	27	26.0	9	11.3

Data Source: CalYOUTH Study: Selected findings for Los Angeles County at Age 17 (Courtney et al., 2014b) and Age 19 (Courtney et al., 2017) interviews.

Looking from another perspective, in a study of youth and young adults (under 25) arrested in California, almost one-tenth (9%) had a history of placement in foster care (Eastman, Foust, Prindle, et al., under review). A large portion of arrested youth (43%) were the subject of a prior report of alleged maltreatment and 18 percent had a substantiated report (Eastman et al., under review). Moreover, most youth placed in probation-supervised foster care—due to delinquency, rather than child maltreatment—have maltreatment histories, and one-third have been the subject of six or more maltreatment reports (Eastman & Putnam-Hornstein, under review (a)). These probation-supervised youth in foster care had a higher likelihood of aging out, rather than achieving permanency, when they had more maltreatment reports (Eastman & Putnam-Hornstein, under review (b)).

Crossover Youth in NYC. In NYC the number of crossover youth—foster youth with at least one prior incident of absence to detention—remained relatively stable from 2009 to 2013 for youth age 16 and over, but declined somewhat between 2013 and 2016

(Figure 2-14). In contrast, the number of non-crossover youth has steadily declined from 2009 to 2016. During this time, the proportion of crossover youth has fluctuated somewhat (Table 2-4). The proportion was lowest in 2009 (12%), but the increase thereafter may reflect better data entry regarding detentions, as ACS created a unit devoted to entering court orders into the Child Care Review Service (CCRS) in 2010. The proportion peaked in 2013 (17%), followed by a slight trend downward between 2013 and 2016. As may be expected, the proportion of crossover youth was smaller, between 7 percent and 12 percent, among younger TAY, age 16-17. That proportion may continue to decline now that New York State is classifying 16- and 17-year-olds as juvenile defendants.[26]

Figure 2-14. NYC TAY by Crossover Status, 2009 – 2016
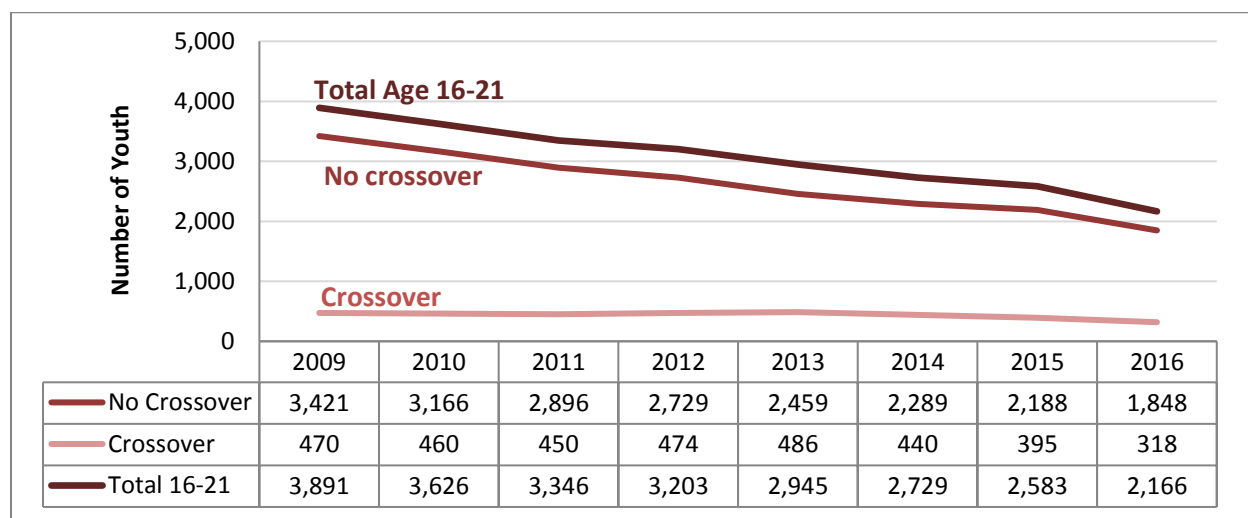
|	2009	2010	2011	2012	2013	2014	2015	2016
No Crossover	3,421	3,166	2,896	2,729	2,459	2,289	2,188	1,848
Crossover	470	460	450	474	486	440	395	318
Total 16-21	3,891	3,626	3,346	3,203	2,945	2,729	2,583	2,166

Data Source: New York State's Child Care Review Service (CCRS) database, as of March 23, 2016 (2009-2015) and as of May 9, 2017 (2016), provided by NYC ACS on May 15, 2017. CCRS is New York State's foster care management information system. CCRS data presented here exclude youth on trial discharge and youth absent from foster care. This figure provides the number in foster care on December 31st each year.

Crossover youth refers to youth in foster care on December 31st who had at least one incidence of absence to detention before that date.

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[26] In April of 2017, New York's Governor signed a law that raised the age of juveniles that would be treated as adults, for the purposes of almost all criminal proceedings. The new law diverts the majority of 16 and 17 year olds, with criminal cases, to juvenile courts. These courts typically have more diversion services. Previously, 16- and 17-year-olds were tried in adult criminal court.

Table 2-4.	Crossover Youth, as a Proportion of all Foster Youth in Care 2009 – 2016							
Age	2009	2010	2011	2012	2013	2014	2015	2016
16-17 yrs.	7%	8%	9%	11%	12%	12%	11%	10%
18-21 yrs.	17%	17%	17%	18%	20%	20%	19%	18%
Total 16-21	**12%**	**13%**	**13%**	**15%**	**1 7%**	**16%**	**15%**	**15%**

Data Source: New York State's Child Care Review Service (CCRS) database, as of March 23, 2016 (2009-2015) and as of May 9, 2017 (2016), provided by NYC ACS on May 15, 2017. CCRS is New York State's foster care management information system. CCRS data presented here exclude youth on trial discharge and youth absent from foster care. This figure provides the number in foster care on December 31st each year.

Crossover youth refers to youth in foster care on December 31st who had at least one incidence of absence to detention before that date.

2.4   Caregiver Capacity

What We're Learning   Where We're Going

Learnings

There's good news here! This year, grantees reported reaching over **5,756 caregivers, providers, and staff,** with much of this activity focused on trainings on how to provide educational support to TAY. Since the Initiative began, however, grantees have reached thousands of youth, caregivers, and youth-serving professionals to provide information and training on foster youths rights and resources, including training: over 2,200 caregivers in how to advocate for their foster children; 3,600 child welfare, school, court and other professional staff on how to serve the unique needs of TAY; and training or providing information to more than *25,000 youth* around specific services and resources available to them, and to understand their legal and educational rights. Also, PYA data show that 95 percent of foster youth report having a permanent connection to an adult, although the extent of the relationship is not known.

What's next?

Caregivers continue to be a critical role in preparing TAY for self-sufficiency, including enrolling and staying in college, an important indicator of later success for TAY. However, we know that caregivers need ongoing support and information to continue to address the challenges of parenting TAY; grantees should be supported to continue their important work in this area, including identifying evidence-based practices that have proven successful in recruiting and retaining stable caregivers and promoting positive outcomes for TAY.

2.4.1 Grantee Activities: Progress Report Data on Caregivers

Caregiver stability and support can be a critical factor in helping TAY make a successful transition to adulthood. Over the 4 years of the Initiative, several grantee programs have included recruiting, supporting, and educating caregivers as an important aspect of improving outcomes for the youth in their care. For example, **First Star** UCLA Academy involve all caregivers in education planning meetings with the youth and social worker and have held multiple workshops for caregivers that focused on foster youth rights, resources, and advocacy strategy. Similarly, the Foster Youth Higher Education Access Collaborative (FYHEAC) at **Pepperdine University** is engaging caregivers to help support the success of TAY students. Caregivers and students meet bi-monthly with FYHEAC coaches and staff for academic and personal support. On a wider scale, grantees such as the **Alliance for Children's Rights** have trained thousands of caregivers on the education rights of TAY, how to support them in school, and accessing available resources and supports for foster youth.

KNOWLEDGE IS POWER

Transition-age foster youth have many rights, services, and resources available to them.

However, many youth, caregivers, and other providers don't know about a youth's rights or how to access services and resources.

Since the start of the Foster Youth Strategic Initiative grantees have reached out to thousands of youth, caregivers, and youth-serving professionals to provide information and training on foster youth rights and resources

Nearly 20,000 youth received information on specific services and resources available to them

Over 2,600 youth were trained on understanding their legal and educational rights and how to advocate for themselves

Over 2,200 caregivers were trained on how to advocate for their foster children and support them in their goals

Over 3,600 child welfare, school, court, and other professional staff were trained on how to serve the unique needs of transition-age foster youth

In NYC, **FedCap** launched and is continuing to expand their PrepNOW! program, a professional development course for caregivers that offers guidance and support to help the caregiver better support their foster youth's education goals. In the last year, **Graham Windham** partnered with FedCap to offer the PrepNOW! curriculum. FedCap also launched PrepNOW! in LAC this year. FedCap is working on expanding the program nationwide.

Also in NYC, the **Children's Aid Society** is working to recruit and retain stable homes for teens with caregivers who understand and are capable of handling the special challenges that fostering TAY can provide. They report that their Model Approach to Partnerships in Parenting (MAPP) trainings are consistently well attended and receive positive feedback from caregivers. Another milestone was the hiring of a dedicated Teen Foster Parent Recruitment and Retention Specialist to recruit and train foster parents and a sociotherapist who works one-on-one with teens and caregivers to address potential problems before they disrupt the placement. Finally, this year, TAY foster parents requested that Children's Aid offer professional certification classes and additional training opportunities on issues particularly relevant to parenting teens. Children's Aid will begin offering these opportunities in the next grant year, and are encouraged by these requests as a sign that TAY caregivers are not shying away from the difficulties of fostering a teenager, but rather are committed to solving problems and building better relationships with their foster children.

2.4.2   Administrative and Secondary Data on Caregivers

CalYOUTH findings regarding caregiver support. Foster caregivers are an important source of support to youth as they work toward achieving their goals. As indicated in the 2016 MEL report, at age 17 CalYOUTH participants most often identified foster caregivers (foster parents, adoptive parents, or group home staff) as the most helpful in six of the goal areas (education, employment, independent living skills, physical health, family planning, relationship skills), and second most helpful in five others.

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Caregivers in NYC. The PYA database also provides information on the connections that transitioning youth have with adults. As reported in Table 2-5, from 2013-2016 almost all participating youth indicated they have a permanent connection to an adult. However, these data do not measure the extent of the relationship, and whether or not youth are actively engaged with a supportive adult.

Table 2-5.	PYA Outcomes for APPLA Youth Ages 17-21 in Out-of Home Placement in NYC, 2013 – 2016					
Outcome	**Answer**	**2013** (N=2,506)	**2014** (N=2,591)	**2015** (N=2,414)	**2016** (N= 2,388)	**Average 2013-2016**
Youth has permanent connection to adult	Yes	95.2%	94.9%	93.7%	94.2%	94.5%
	No	4.8%	5.1%	6.3%	5.8%	5.5%

Data Source: ACS Preparing Youth for Adulthood (PYA) database. Prepared by the Management Analysis & Reporting Unit, ACS, Feb 22, 2016. CY 2016 data as of May 5, 2017.PYA data are collected twice a year for youth in foster care with APPLA. Data provided are based on the last PYA completed for the youth in a year.

3. SYSTEMS CHANGE GOALS

Goals: The Initiative seeks to change TAY-serving systems by increasing collaboration among the systems and stakeholders. Such collaboration breaks down service silos and results in aligned services and funding, and improved outcomes. In addition, the Initiative funds grantees to engage in advocacy on behalf of TAY. This advocacy results in new and enhanced child welfare policies and services to improve outcomes for TAY.

Measuring Progress: Each year, the MEL component has conducted policy tracking and assessed cross-sector coordination and collaboration to document changes across time. In Year 1, grantees participated in interviews focused on these issues; in them, they noted the importance of collaboration to improving TAY outcomes. In the spring of 2015, the evaluation team again examined changes in collaboration, but in a more quantitative way, through social network analysis (SNA I). SNA I found significant increases in the connections among grantees both within and across jurisdictions. In 2016, the second step in the SNA was conducted (SNA II); SNA II confirmed and extended SNA I findings. This year, the stakeholder survey captured the perspectives of Initiative grantees and stakeholders working with TAY on issues related to improving outcomes for TAY. Such perspectives help the MEL team and the Foundation

understand operations at a ground level. In addition, this survey built upon and confirmed social network analysis findings.[27]

Progress: Yes! Systems change through cross-sector coordination and collaboration, and advocacy, is a persistent strength of the grantees.

The first section focuses on stakeholder survey findings (3.1). The second provides updates on key changes in each jurisdiction with regard to advocacy efforts and resulting policies and the implications for each on Initiative goals and outcomes (3.2).

3.1 The Role of the Foster Youth Strategic Initiative in Systems Change: Stakeholder Survey Findings

What We're Learning · Where We're Going

Learnings

This year, we conducted a stakeholder survey with grantees and their partner agencies to capture their perspectives around key collaboration activities and outcomes. Findings indicate a robust network of grantees and partner agencies working together to achieve positive outcomes for TAY through direct services, but, more important, through advocacy and policy reform—Foundation grantees indicate impacting child welfare policy most commonly via advocating with public child welfare agencies (42%), testifying or submitting testimony regarding specific legislation (36%), and developing specific policies or protocols (28%). However, several important challenges were also noted.

What's next?

The stakeholder survey provides further evidence (first documented in the 2015 and 2016 social network analyses) of the Initiative's continuing role in strengthening the infrastructure by which child welfare serving agencies in LAC and NYC collaborate around shared interests; such collaboration should be encouraged in Phase II.

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[27] See Appendix B for survey questions.

3.1.1   Stakeholder Survey

The 2017 Stakeholder Survey captured the perspectives of Initiative grantees and other stakeholders working with TAY to improve their outcomes. Such perspectives help the MEL team and the Foundation understand how administrative data trends operate at a ground level. In addition, this survey examined the role of the Initiative in improving outcomes for TAY. Finally, the survey built upon and confirmed social network analysis findings.[28]

3.1.2   Participants

The survey sample was developed in cooperation with grantees, who were asked to nominate up to five individuals to participate, "*such as agency directors, business leaders, foster care providers, government staff, and elected officials that you regularly interact with for the purposes of your FYSI grant.*" Grantees were also asked to provide the name of two staff from their organization to participate in the survey. As expected, some individuals were nominated more than once. In all, 144 respondents completed a survey for a response rate of 77 percent. Of those 144 respondents, 82 self-identified as Initiative grantees and remaining respondents were TAY stakeholders.

3.1.3   Professional Domain of Survey Participants

In order to understand how the work of participants intersects with TAY, all respondents were asked to select one or more work descriptors (e.g., dependency court, government agency, direct services agency, etc.) from a list of 19 options. The most common descriptor selected by both grantees (60%) and TAY stakeholders (44%) was *nonprofit.*[29]

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[28]   See Appendix B for survey instrument.

[29]   See Appendix C, Table C-1.

3.1.4a   Collaboration: View of TAY Stakeholders

One of the Initiative's system change goals is to create and strengthen collaboration, especially cross-sector coordination, among TAY-serving agencies in LAC and NYC. The stakeholder survey presented an opportunity to look at collaboration among TAY stakeholders from such agencies (Q. 7-10). Overall, stakeholders displayed a remarkable consensus on the importance and common integration of collaboration to their work, 94 percent said collaboration with others outside their organizations was of *A lot of importance* or *An extreme amount of importance* to achieving their goals.[30] These findings buttressed the SNA I and SNA II findings showing that grantee organizations were clearly working together in a large, interconnected network of collaborative relationships, with those relationships including regional TAY-serving agencies.

3.1.4b   Collaboration and Child Welfare Policy

All respondents were asked if, through collaboration, they had been able to impact child welfare policy affecting TAY (e.g., modify existing policy, develop new policy, secure funding, etc.) and 79 percent answered yes (Figure 3-1), suggesting that participating grantees, and their TAY stakeholder partners, are achieving the desired result of the Initiative's goal, collaboration resulting in impacts on child welfare policy.

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[30] See Appendix C, Figure C-1.

Figure 3-1.   Q11. Have you been able to impact child welfare policy through collaboration (n=149)
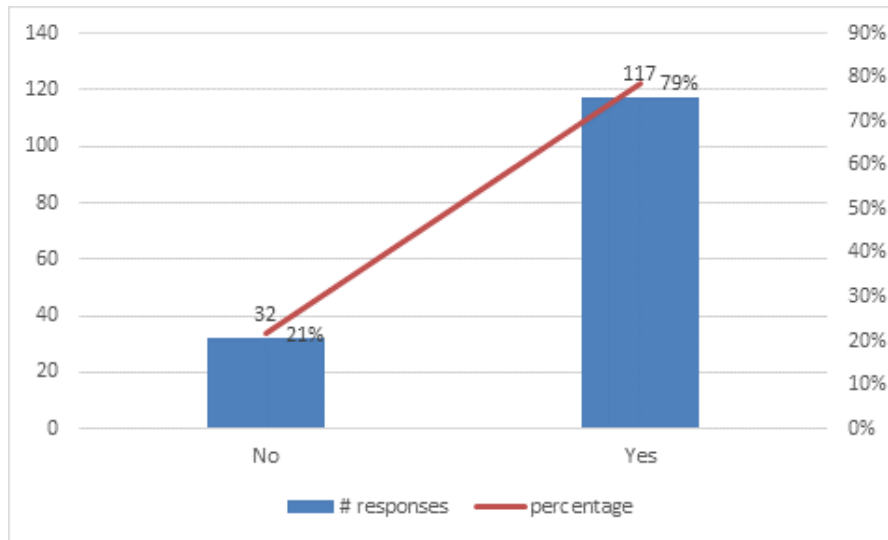
Respondents who answered yes to Q.11 were asked in *what ways* had they impacted policy, and were offered a list of ten options. Respondents could choose all options that applied, included other. Responses (Figure 3-2) show strength in impacting policy within child welfare agencies; 42 percent of respondents chose this option. Of the 20 percent of respondents that specified other, the most common response (30%) was impacting policy through research and by providing data. Again, these areas are exactly what the Initiative is focused on, moving the regional child welfare agency in a positive direction and using research and data for advocacy.

Figure 3-2. Q12. Ways respondents impacted policy (n=83)

Category	Percentage
Advocated with public child welfare agency	42%
Testified or submitted testimony	36%
Developed policy or protocol	28%
Modified or changed existing policy	27%
Established policy agenda	25%
Implemented policy	25%
Secured funding to support policy	23%
Sponsored legislation	18%
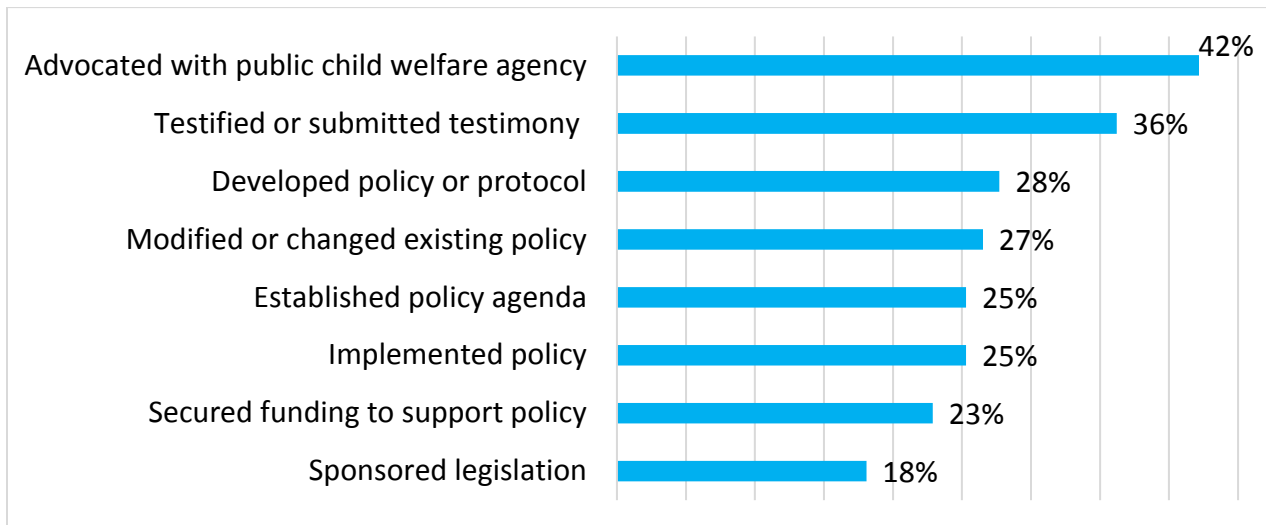
3.1.5 Opportunities for Continued Collaboration, Cross-Sector Coordination, and Advocacy

As described throughout the report, Initiative grantees strive to impact the lives of TAY through a range of strategies and activities, including collaboration with other grantees and TAY stakeholders, cross-sector coordination efforts, and advocacy. The Stakeholder Survey identified resources, partnerships, and innovations needed to improve TAY outcomes; this information can shape future collaborative and cross-sector work and focus advocacy efforts.

Needed Resources. Both grantees and TAY stakeholders (40%)[31] indicated that **TAY need more housing options**, **especially pregnant and parenting TAY**. Both types of respondents also confirmed a need mentioned previously in this report, **TAY specific mental health services.** Such services should also include caregivers. As one respondent noted, caregivers need these services "*to help them better understand mental health and TAY human behavior.*" Another respondent pointed out that crossover youth are also affected by a lack of mental health services, "*A lot of foster children end up in the juvenile justice system as a result of the behavioral*

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[31] See Appendix C, Figures C-2 and C-3.

manifestations of unmet mental health needs. Mental health could bridge the gaps noted above, but frequently does not and, in many counties, is loathe to come to the table, primarily as a function of funding silos."

As that respondent and many others pointed out, funding silos hamper collaborative efforts, and **non-profit funding set aside specifically for collaborative work** was cited as a needed resource. The Foundation is already a leader in this area. The comment of a respondent illustrates how the Foundation's focus on collaboration sets it apart, *"Funders often disincentive nonprofits to collaborate because outcomes are based on keeping participants in one organization rather than collaborating for impact."* However, the Foundation incentivizes collaboration by treating collaboration as an outcome. Further, dedicated funding, for collaborative work, helps non-profits obtain staff, or fund staff time, that can be focused on developing relationships. As one respondent noted, *"It* [collaboration] *needs to be someone's day job for it to happen better than it is."* Day-to-day focus is particularly needed when developing relationships with government agencies. As one government sector respondent wrote, *"Government agencies are burdened with a great deal of work, strict contracting requirements, and a culture that is oriented internally as opposed to externally. They want collaboration but it's not in their DNA."* However, grantees have helped change that "DNA" by doing the groundwork needed to establish relationships with government agencies. Finally, the Stakeholder Survey responses about funding underscore the critical need for this type of continued support. Wrote one respondent*, "Funding, though this is really part of what we expect will always be an issue that we will navigate. Rarely is there funding that is dedicated to supporting staff to work together in collaborative ways, this collaboration is often an add-on to an existing set of responsibilities."*

Specific Partnerships. Similar to needed resources, respondents identified specific partnerships that could improve TAY outcomes. Though grantees are making great strides in forming these partnerships, 32 percent of respondents stated that to improve TAY college and career readiness outcomes, **more partnerships are needed with businesses and employers, particularly for those working with crossover youth.**

One respondent wrote, *"Engaging business in building entry level career-oriented employment opportunities is a difficult process. Many companies do not have policies of long term investment in their work force, and thereby do not provide appropriate avenues for career growth for young people."* Close behind partnerships with business and employers was the need, cited by 29 percent of respondents, for broader involvement and **increased partnership with the education sector, from public schools to colleges and universities, as well as technical and vocational schools**. One respondent wrote, *"High school officials need to be more involved in assisting youth that are in high school and will transition out of care…From the teacher to the principal, they should know the youth in their building that are in care and work closely with the planning agency (as opposed to being involved when the child is misbehaving and feels defeated)."* One respondent stated why such partnerships are needed, *"The education sector often does not interact with foster parents in an informed manner. They often approach foster parents in the same way as they do biological parents."* Of course, foster parents are not in the same position as biological parents; they often have less information about the educational needs of youth in their care, and this lack of information can hamper their ability to provide their foster youth with appropriate support, and may prevent them for advocating for what their foster youth needs.

Future Innovations. When some respondents reflected on barriers to improving TAY outcomes, they identified several innovations with the potential to help collaboration and cross-sector coordination, and TAY self-sufficiency. We are reporting on the following innovations because they align with the current goals of the Initiative. Some respondents noted that innovations in data sharing regulations and confidentiality policies, and advances in data coordination mechanisms and technology used to record and share data could improve data sharing. Several Initiative grantees are already working towards such innovations. Lastly, some respondents mentioned that innovations are needed to support TAY relationship building.

3.1.6   Importance of the Foundation and the Initiative to TAY Work

Responses to several questions established the importance of the Foundation and the Initiative to TAY work in LAC and NYC.

Setting Priorities and a Common Agenda. When asked to agree or disagree with the statement, "The Hilton Foundation helps to set priorities for serving transition-age youth in my region," 84% of grantees agreed with the statement (see Figure 3-3).[32] Relatedly, 65 percent of grantees felt the Foundation was *very* or *extremely effective* in shaping a common agenda for TAY in their region. These findings support the influence of the Foundation in establishing priorities and shaping agendas for TAY stakeholders.

Figure 3-3.   Q26. How effective is the Foundation in shaping a common agenda for TAY in your region?

Extremely effective ■ Very effective ■ Moderately effective ■ Slightly effective
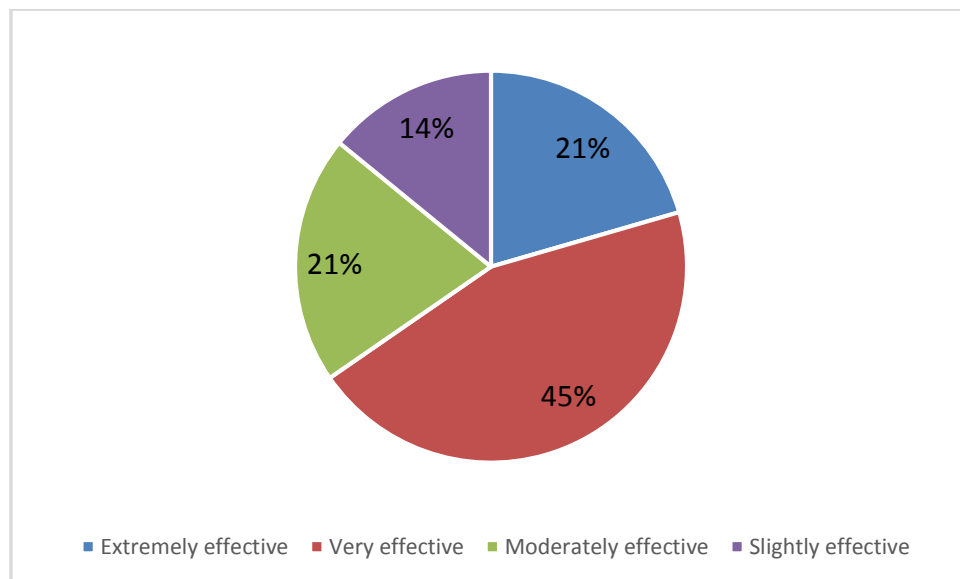
A total of 72 percent of grantees reported the Foundation is extremely or very effective in bringing essential leaders and other decisionmakers into conversations about improving outcomes for TAY (Item Q27, Figure 3-4). When moderately effective responses are added, the total comes to 94 percent.

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[32] See Appendix C, Figure C-4.

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Figure 3-4. Q27. How effective is the Foundation in bringing essential partners (e.g., leaders and decisionmakers) into conversations about improving outcomes for TAY?
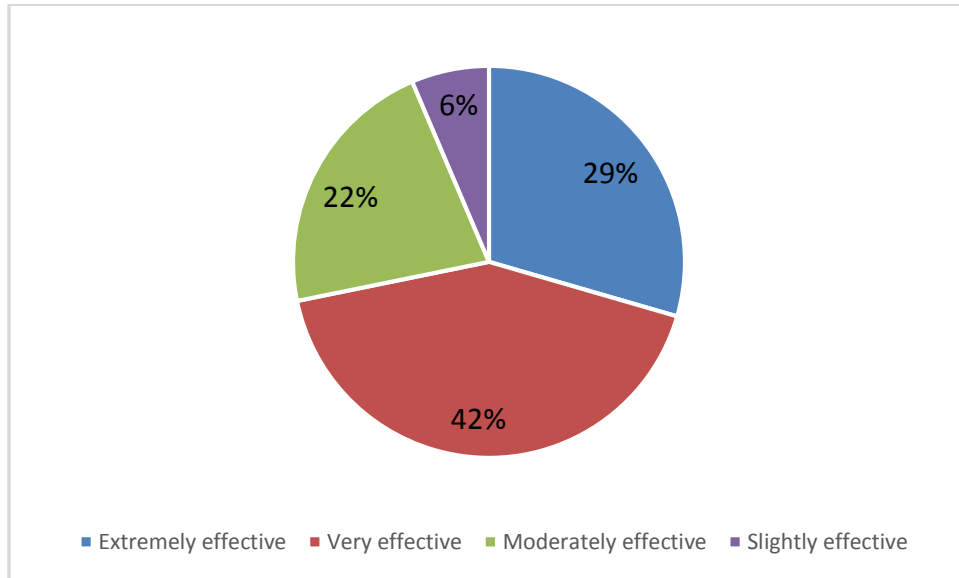
When asked in what way does the Initiative add value to their work (Item Q28, Figure 3-5), the majority of Initiative grantees chose all four options (Funding, 87%; Promoting service innovations, 71%; Facilitating new or better services, 61%; Supporting policies, 55%), suggesting a recognition of broad value for the Initiative.

Figure 3-5.   Q28. Thinking about the Initiative, in what way does the Initiative add value to your work of supporting TAY?
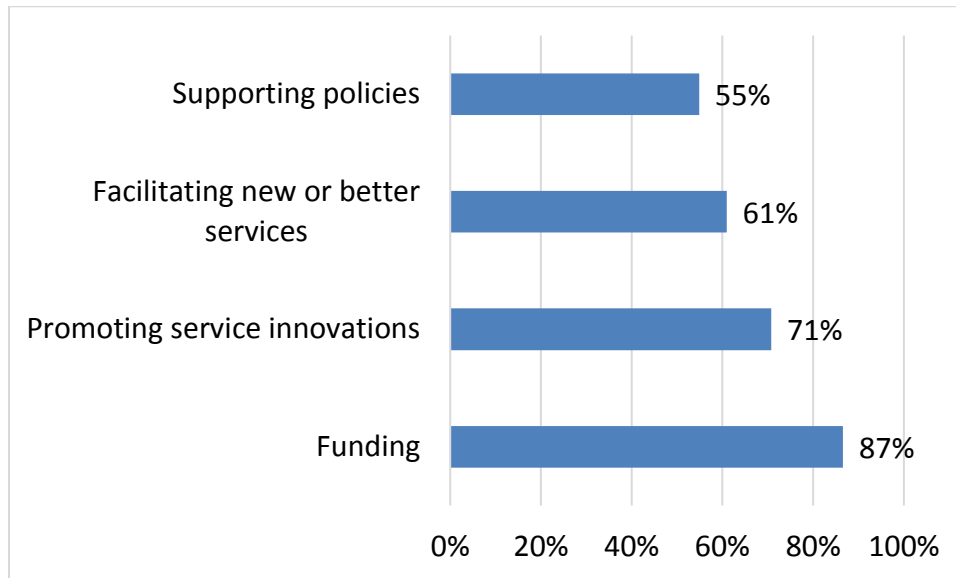
In reviewing data from grantee stakeholders, it was clear their working distance from the Foundation made it difficult for them to answer some items in the survey. Nevertheless, grantee stakeholder responses to the perceived main strength of the Initiative were in close agreement with grantees with regard to fostering connections between stakeholders and systems (grantees, 33.3%; grantee stakeholders, 31.7%). Again, this demonstrates a recognition of the role of the Foundation and Initiative in an area of real importance to stakeholders.

3.2 Progress on Advocacy on Behalf of TAY

What We're Learning | **Where We're Going**

Learnings

Advocacy remains one of the strongest areas of progress for the grantees. Grantees regularly participate in advocacy efforts to strengthen and improve child welfare (and related) systems (education, juvenile justice) locally and nationally. Grantees' advocacy work is important not only because it provides supports and services for TAY and their caregivers, but because it gives voice to TAY where it matters most—around policies that significantly impact their well-being. We present many important examples of advocacy efforts in this section.

What's next?

Foundation grantees in LAC continue to be more active in the political arena than those in NYC, but the Foundation is hoping to change that by promoting more advocacy in NYC in Phase II of the Initiative.

3.2.1 Advocacy at the National and Dual-Geography Level

Grantees regularly participate in advocacy efforts to strengthen and improve child welfare and related systems (juvenile justice, education, courts). Grantees understand that early work is critical to shaping these policies. For example, **iFoster** worked with legislators to draft the **Improved Employment Outcomes for Foster Youth Act H.R.2060**. Introduced in the U.S. House of Representatives by Congressman Dave Reichert, this bill would amend the Internal Revenue Code of 1986 to "include transition age foster youth as categorically eligible for purposes of the Work Opportunity Tax Credit (WOTC)" (iFoster, 2017). Employers would receive a credit of up to $2,400 annually for each foster youth hired. If passed, this bill will help increase employment opportunities for our most vulnerable population.

Jeremy Kohomban, President and CEO of **Children's Village** provided testimony before Congress and the state legislature regarding the Family First Prevention

Services Act. Mr. Kohomban authored an article in the Huffington Post titled, "House Puts Families First, Opponents Rally – But Why?"

Additionally, the **Aspen Institute supported the Opening Doors for Youth Act of 2017**, a bill introduced by Representative Bobby Scott. This bill would create grant programs to support youth employment and local community partnerships focused on improving educational outcomes and youth job opportunities. This important legislation creates opportunities for youth who are not attending school and are unemployed. The bill was referred to the House Committee on Education and Workforce. The **National Center for Youth Law** is currently conducting a **state study, for all 50 states, that will identify laws and regulations that assist or hinder TAY's placement** in safe homes before they age out of the system.

In May 2017, the **Aspen Institute Forum** released a 2-year implementation report of their Opportunity Youth Incentive Fund (OYIF), which focuses on education and employment opportunities for youth ages 16-24 who are not connected to education or a job, also referred to as "opportunity youth." LAC and NYC are two of the OYIF communities. Overall, the report had positive findings of systems changing. This report highlighted the following:

- "Collaboratives have developed strong partnerships driven by deep partner commitment to carrying out and sustaining the opportunity youth agenda."

- "Communities are seeing a shift in attitudes about opportunity youth and the systems that support them, evidenced by increased attention to opportunity youth needs and asset."

- "Nearly all collaboratives have created pilot programs to address gaps in services for opportunity youth, while more than two-thirds have broadened their reach by scaling pilot or existing programs."

- "Collaboratives are showing promise toward important policy wins, having engaged key civic and institutional leaders; implemented organizational changes to better support opportunity youth; and had some success influencing public policy." (Aspen Institute, 2017)

3.2.2   Advocacy in LAC

Advocacy Trends. Over the past 4 years of the strategic initiative, state and local policy shifts and events have changed the context for foster youth in Los Angeles. The most important shift was marked by the passage of extended foster care under state law AB12, which grantees considered amongst the "greatest legislative accomplishments in foster care history." AB12 extended foster care benefits from age 18 to age 21 in the state, and set the stage to intersect with the Initiative in regards to improving outcomes for TAY through the integration of policy, systems changes, innovative practice, and new knowledge. Initiative grantees played a significant role in coordinating the implementation of AB12 in LAC, implementing new practices with older foster youth, and studying AB12 and its initial and longitudinal set of outcomes. AB12 also accounts for the growing proportion of older youth (ages 18-20) in foster care receiving services including college and career readiness and housing services, and benefits.

Another significant contextual change in California related to educational funding and accountability for foster youth. The Local Control Funding Formula (LCFF), signed by Governor Brown in 2013, increased local flexibility in spending education dollars while increasing school districts' accountability for improving the educational outcomes of designated student sub-groups who are considered to be disadvantaged or underperforming. Subsequent to LCFF implementation, foster care advocates including grantees played a major role in advocating for the passage of the school accountability Assembly Bill (AB) 2548, the Local Control Funding Formula (LCFF) and Every Student Succeeds Act (ESSA) (2016). This legislation required the State Board of Education to monitor educational outcomes of foster children and youth. AB854, approved by Governor Brown in November 2015, aligned the definitions of foster youth used in the LCFF and California's Foster Youth Services (FYS) program. The LCFF and this subsequent advocacy has produced a new system of gathering education data and monitoring the needs of foster youth in educational settings across the state, including in the Los Angeles Unified School District. Unfortunately, education also faced some

challenges; in particular, California's Department of Education (CDE) chose to submit their Every Student Succeeds Act plans in September of 2017 instead of April 2017. While the extension provides CDE and other stakeholders with more time to plan, it means that educational stability requirements for students in foster care will take longer to be implemented.

Another statewide change is gradually evolving through the Continuum of Care Reform (CCR). In 2015, Governor Brown signed this legislation (AB403) that comprehensively reforms placement and treatment options for youth in foster care. The CCR draws together a series of existing and new reforms to child welfare services to limit congregate care, place youth closer to family or family-like settings, and limit the trauma associated with multiple foster youth placements. For the Initiative, this means that the reform will significantly change the landscape of child welfare services, limiting available group homes, providing more support to foster family agencies, and more opportunity for training and recruitment of foster home providers, caregivers, and kin providers. This legislation is being implemented in phases from 2015-2021.

At the local level, Los Angeles County DCFS, one of largest child welfare agencies in the country, has continued to have both successes and challenges. The department retained a leader, Dr. Phillip Browning, for over 6 years, who retired in early 2017 after the agency had cycled through three directors in 9 months. Dr. Browning is lauded for bringing stability, reduced caseloads, and increased use of technology to DCFS. However, during his tenure, the department was under investigation for child deaths occurring among those who had prior child abuse or neglect reports, including one case in which social workers were criminally prosecuted. A Blue Ribbon Commission that investigated DCFS also ushered in the creation of the County Office of Child Protection (OCP), which is overseen by the former head of dependency court Judge Michael Nash. The relationship between the OCP and DCFS is still being ironed out as the county is seeking accountability and increased responsiveness for child welfare services.

In the midst of this reshuffling and reform, Initiative grantees were also drawing attention to the needs of older youth in foster care. More specifically in regard to TAY, the Initiative grantees have worked with DCFS over time to raise awareness among youth of extended foster care benefits, coordinate child welfare, education, probation, and mental health services, and implement special procedures for working with cross-over youth and pregnant and parenting foster youth. DCFS culture has had to shift to a more collaborative model in order to meet the needs of older foster youth under AB12.

There are several additional positive notes. LAC's 2017-2018 proposed budget increases funding for county's most vulnerable populations. The budget recommends expenditures of $45.1 million for DCFS, authorizes 220 new social workers, 107 support staff, and 58 mental health care positions. These positions will help reduce caseloads, increase child safety, and address therapeutic concerns. Additionally, the Approved Relative Caregiver program, a result of SB855 (effective January 1, 2015) was implemented. The implementation of this program helped hundreds of relative caregivers serving approximately 2,000 children by providing a total of $21 million (from January 2015-August 2016) in additional assistance for relative foster parents. Counties were able to use a retroactive option to pay relative caregivers who met eligibility requirements (DCFS Biennial Report, 2016).

Current Advocacy Efforts. Over the past year, LAC Initiative grantees have continued to advocate for policy and systems change towards improving TAY outcomes. Their advocacy efforts in the areas of education, pregnant/parenting, and crossover youth are summarized in Figure 3-6. Overall, LAC and the state of California have responded positively to LAC Initiative grantees efforts and progress continues to be made. A more detailed description of advocacy efforts in LAC is included below.

Figure 3-6.   Summary of LAC Grantees Advocacy Work in LAC and CA

1. **AB2506:** Protects TAY from "for profit" educational institutions

2. **AB1371:** Expands definition of "supervised independent living placement" to include college dorms and permits direct foster care payments.

3**. SB233:** Expands and defines individuals who may access the educational records of students in foster care.

1. **AB1371:** Ensures the rights of minors, nonminor dependents, and parents to have legal counsel consultation prior to their children being removed from custody.

1. **AB1164**: Ensures that parenting youth have access to child care vouchers.

2. **SB245:** Increases access to sexual health education and ensures that reproductive rights are met.

3. **Local LA County Board of Supervisors Motions:** Increases access to sexual health education and raises awareness of pressing issues for TAY.

Foster Care. On September 25, 2016, Governor Brown signed AB1849, a bill that ensures social workers inform foster youth about availability of health insurance until age 26. **Children Now** was an instrumental organization in this success as they sponsored this bill that advances health accessibility for transitional age youth.

Currently, the **Alliance for Children's Rights** is sponsoring *AB604 (Gipson): Non minor dependents: extended foster care benefits* which would increase the jurisdiction of the juvenile court over nonminors by allowing that court to have or resume its jurisdiction over a non-minor that was Title IV-E eligible, but was not a dependent or ward of the juvenile court, and who was subject to an order for foster care placement

when the youth was 18 years of age. Nonminors meeting these conditions would be eligible for extended foster care benefits. In July, the bill was re-referred to Committee on Appropriations.

Moreover, **Children's Law Center** is currently sponsoring *AB625 (Quirk Silva): Cal Fresh*. The bill would provide waivers to non-minor dependents residing in SILP homes allowing them to be eligible for CalFresh benefits regardless of income. Nonminor dependents would be allocated maximum benefits depending on their household size. This bill is currently in the Suspense File.

The **Alliance for Children's Rights** kick started Foster Care Awareness Month with a campaign titled "I Want You to Know." The campaign displays stories from foster youth speaking about justice, opportunity, and equity for their peers. This advocacy strategy brings awareness and momentum to the pressing issues that foster youth face. Additionally, it integrates foster youth in policy advocacy.

On the other hand, **PBS SoCal's KOCE** celebrated National Foster Care Month by discussing the status of Southern California's group homes and efforts to increase the rate of adoptions through their social impact initiative "To Foster Change." This media advocacy strategy will help increase awareness of the issues facing Los Angeles' child welfare system. Additionally, the organization hopes to share the ways that individuals can become foster parents. "To Foster Change" hopes to change the narrative about foster youth and increase community involvement. This initiative can help alleviate the shortage of foster homes in LAC and bring a sense of stability for our most vulnerable youth.

The Children's Data Network continues to work on the creation of a data analytics tool to assist child abuse investigators in determining the risk of maltreatment in a child abuse report. Emily Putnam-Hornstein, co-director of Children's Data Network stated in a news article "If there is information relevant to the screening of that allegation and the future safety and potential harm to that child that may exist in other data systems, that

can be really, really important to making good decisions," (Loudenback, 2017). The goal is for this predictive model to be completed and distributed in the next 18 months. This model would mark a great advancement in ensuring that children live in nurturing safe homes.

The **National Center for Youth Law** is currently conducting a state study for all 50 states that will help identify laws and regulations that assist or hinder foster teen placement in safe homes before aging out of the system. The long-term implications of foster youth aging out without a safe placement are devastating. The research findings will be used to guide future policy advocacy. The organization is working with University of California, Berkeley and the Child Family Policy Institute of California, with support from the Annie E. Casey Foundation.

Education. The **National Center for Youth Law** has long recognized the importance of education for the country's most vulnerable population. The organization took on the arduous work of sponsoring *AB2506: Financial Aid and Chaffee Grants Preventing "predatory" schools*, a bill that places stricter rules on Chafee grants to prevent for profit institutions to take advantage of foster youth. Governor Brown signed the bill in September 2016.

Additionally, the **Children's Law Center** is currently sponsoring *AB766: Foster Youth.* Under this bill, foster youth in postsecondary education will remain eligible for AFDC-FC if he or she agrees to work with social worker or probation officer to "facilitate implementation of the mutually developed placement agreement and transitional independent living plan." A college dormitory or other university housing may be counted as a SILP. As of July 1, 2017, this bill was re-referred to the Committee on Education.

The **National Center for Youth Law** is also working towards the passing of bill *SB233: Foster children records.* This bill would make changes to the information that may be accessed for a pupil. Additionally, a short-term residential treatment program staff

member will be responsible for the education or case management of a pupil and a caregiver, such as a licensed foster parent, could access this information regardless of whether or not they have been appointed as the Educational Rights Holder. This bill marks an important advancement in the education of minor dependents. As of July 1, 2017, this bill was re-referred to the Committee on Education.

Pregnant/Parenting Foster Youth. On February 2017, the Los Angeles County Board of Supervisors authorized a motion to implement a state program aimed at reducing teen pregnancies among foster youth. Supervisors Hilda Solis and Sheila Kuehl supported the motion's talking points using critical statistics researched by the **National Campaign for Unplanned Pregnancy.** Additionally, Supervisor Hilda Solis has filed another motion on May 2, 2017 that proclaims May as "Teen Pregnancy Prevention Month," urges stakeholders to prevent teen pregnancy, and directs the Departments of Health, Public Health, Mental Health, Children and Family Services and Probation to "publicize and utilize the materials made available by the National Campaign to Prevent Teen and Unplanned Pregnancy among clients and constituents throughout the month of May" in Los Angeles County (Solis, 2017). These motions highlight the importance of research and advocacy efforts by the National Campaign for Unplanned Pregnancy.

Children Now also focuses on improving the lives of pregnant and parenting youth through research, policy, and advocacy. Their current efforts include sponsoring AB1164: Emergency Child Care Bridge Program for Foster Children that will provide short-term emergency childcare vouchers to caregivers immediately upon taking in a child and to parenting youth as well. The bill was referred to the Committee on Education and Human Services and there are continued advocacy efforts being done by Children Now to pass this bill.

Additionally, the **Children's Law Center and the National Center for Youth Law** are sponsoring *SB245 (Leyva): Foster youth: sexual health education*. This bill aims to reduce the rate of unintended pregnancy among foster youth. The bill will help increase access to sexual health education, require sexual health training for Children's Social

Workers and ensure that youth's reproductive rights are met. The bill would require foster youth's case plan to have documentation showing the youth as receiving comprehensive sexual education. A curriculum for case management workers and foster care providers that addresses sexual and reproductive issues will be developed along with training for group homes and short-term residential therapeutic programs. This bill was referred to the Committee on Human Services and Judiciary.

The **National Center for Youth Law** has not only focused on state policy but also on local policy efforts. The organization is the backbone of a collective impact aimed at reducing unintended pregnancy amongst foster youth in LAC. This project titled the Los Angeles Foster Youth Reproductive Access Project aims to deliver evidence based health education to foster youth, caregivers, and even judicial officers amongst others. Their current leadership group includes the **John Burton Advocates for Youth, Children's Law Center, Public Counsel, Alliance for Children's Rights**, DCFS, and **Seattle Children's Hospital**. Although this collective impact project is in its beginning stages, it marks a vital step towards achieving long-term social change that can be replicated in other counties and ultimately improve foster youth outcomes.

Crossover Youth. In the area of crossover youth, the **Children's Law Center, and Public Counsel** are co-sponsoring *AB1371 (Stone) Juveniles, ward, dependent, and non-minor dependent parents.* This bill would expand and uphold the rights of minors, non-minor dependents, and parents whom are wards of the court, to have legal counsel consultation prior to their children being removed from custody. Specifically this bill adds a parent whom is a non-minor dependent or ward of the court to this provision. This bill was re-referred to the Committee on Judiciary.

3.2.3   The Policy Context in NYC

As mentioned in previous reports, only a few NYC grantees work on policy or advocacy efforts. With ACS building the infrastructure to enhance supervision of TAY practice, provider agencies sought to improve their outcomes. Thus, much of the Initiative's

funding during the first four years focused on grants to provider agencies to experiment with new approaches in TAY practice. Yet several NYC developments played important roles in shaping the local policy context and advocates continue to work on behalf of TAY.

Decline in Foster Care Populations. New York experienced a long-term decline in the foster care census.[33] The decline provided the opportunity to engage in new initiatives such as NYC's IV-E waiver ("Child Success NYC") that capped agency case worker caseloads, the Family Assessment Response differential response initiative, and other efforts, which in times that are more hectic, might not have launched. The decline also reduced the number of agencies providing foster care to TAY, as many providers either left this area of work or merged with other agencies. Now, approximately 26 contracted agencies provide foster care services. In addition, as the population declined, many providers disinvested in foster home recruitment. According to some public presentations, over the past 5 years the number of newly certified foster homes declined by a faster rate than the foster care census (39% vs. 30%).[34]

Teen Preventive Services. As mentioned in Chapter 2, in 2013, ACS overhauled its preventive services to incorporate more evidence-based and evidenced informed options. The initiatives included specific funding and evidence-based programming for families with teens. In concert with other efforts, the teen preventive services were associated with an immediate decline in teen entries.[35] As comparatively less challenging cases received preventive services instead of foster care, many believe that teens entering care had higher levels of need. In addition, with fewer teens entering

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[33] For an explanation of the decline in the census, see Allon Yaroni, Ryan Shanahan, Tim Ross, and Randi Rosenblum. "Innovations in NYC Health and Human Services Policy: Child Welfare Policy." (2014). Available at http://www.nyc.gov/html/ceo/downloads/pdf/policybriefs/child-welfare-brief.pdf last access June 30, 2017.

[34] ACS presentation to Agency Foster Care Directors, March 7, 2017, at John Jay College of Criminal Justice.

[35] See Allison Metz and David Collins. "Co-Creating the Infrastructure for Implementing Evidence-Based Practice: A Case Study of New York City's Child Welfare Preventive Services." Presented at the Blueprints Conference, Denver, CO, April 12, 2016. Available at http://blueprintsconference.com/presentations/T5-A.pdf last accessed June 23, 2017.

care, the TAY population includes a high proportion of youth who entered foster care many years ago.

Funds for Vulnerable Youth. The New York State fiscal year (FY) 2018 budget includes a new program that will eliminate tuition for students at the City University of New York and the State University of New York for families making under $125,000. While some existing programs support foster youth enrolling in college, tuition was not guaranteed. Mayor de Blasio's FY 2018 Executive budget includes $9.4 million in NYC funds for child welfare services including training, prevention and staff at the Children's Center, as well as a commitment of $68 million to offset New York State budget cuts to foster care, child welfare and childcare services. In NYC FY 2017 (which runs through June 30, 2017), the city budgeted $558.7 million for foster care services.[36] Further, the Fostering Youth Success Alliance helped develop and pass the Foster Youth Success Initiative, a $1.5 million allocation in the 2015-2016 New York State budget for foster youth enrolled in New York State post-secondary institutions; the 2016-2017 state budget sets aside $3 million for these youth. The Fostering Youth Success Alliance is an organizational coalition including current and previous NYC grantees **Children's Aid Society, Graham Windham, Good Shepherd Services, New Yorkers for Children, and The Door**.

Formal Partnership between ACS, CUNY, and Child Welfare Agencies as part of CUNY ASAP/START. In the first year of the CUNY Start ASAP Foster Care Initiative (FCI), CUNY facilitated several partnership meetings with staff from approximately 20 foster care agencies in NYC to develop effective relationships and coordinate efforts for student recruitment, program support and resource development. These meetings resulted in a formal partnership agreement with 12 community-based organizations, ACS, and New Yorkers for Children. CUNY also designed an online tool to allow

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[36] *ACS FY2017 Borough Budget Consultation Agenda. Available at* http://www.nyc.gov/html/mancb3/downloads/budget/2017/ACS-FY17-BudgetConsultation-Sept.-2015.pdf. Last accessed May 15, 2015. See also, Gewolb, Matthew. *Committee Report of the Human Services Division*. Council of the City of New York, December 14, 2016.

agencies to make referrals and streamline information sharing. CUNY intends to continue developing both the existing and new partnerships.

Advocates in NYC. The dearth of advocacy makes a difference and details about who does play key advocacy roles illustrates the importance of the role of independent advocates. In addition to governmental agencies themselves, NYC has many organizations that advocate in the child welfare arena. Most of these groups fall into three categories: child welfare service providers, lawyers for children and lawyers for parents, and independent advocacy groups. Below we describe each category and their advocacy profile.

Child Welfare Service Providers. ACS contracts with nonprofit organizations for almost all foster care and preventive services. Most of these organizations have longstanding roots in NYC and often have their origins in religious institutions. While individual leaders at these agencies engage in policy advocacy in many contexts, an influential association, the Council of Family and Child Caring Agencies (COFCCA), has played a longstanding role representing the interests and perspectives of providers at the city and state levels. With over 100 member organizations who employ over 50,000 staff statewide, COFCCA focuses many of its efforts advocating for resources for member agencies to provide quality services to children and families. Over the past several years, these efforts included lobbying to increase the foster care rate and funding for changes in work rules to help stabilize the child welfare work force. COFCCA also advocates for issues that focus more on TAY services, such as support for foster youth pursuing higher education.[37]

The Human Service Council (HSC) of New York also advocates for child welfare and other human services providers. HSC draws its membership from a broader pool of organizations than COFFCA, but has many of the same types of agenda items. The

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[37] See Council of Family and Child Caring Agencies Testimony Presented by James F. Purcell, CEO Before the Assembly Ways and Means and Senate Finance Committees Joint Legislative Hearing, February 8, 2017, available at http://www.cofcca.org/wp-content/uploads/2011/11/2-7-17-COFCCA-Human-Services-Budget-Testimony.pdf last accessed May 15, 2017.

Council advocates with executive and legislative bodies for improved services generally with a focus on budgets, contracts, and regulatory issues. For example, when a large human services nonprofit, FEGS, collapsed in 2015, HSC wrote an influential report on how city contracting processes and policies contributed to the financial difficulties of the nonprofit sector—and undermined services to children, youth, and families. The report prompted NYC to form the Nonprofit Resiliency Committee in 2016 to address these challenges.[38]

The **Children's Aid Society** leads the Fostering Youth Success Alliance (FYSA), a foster youth advocacy group that also includes current and former Initiative grantees **Graham Windham, New Yorkers for Children, The Door, and Good Shepherd Services**. FYSA successfully advocated to expand funding for the Foster Youth College Success Initiative, which is now included in the FY 2017 New York State budget ($3 million) and the Governor's Maintenance of Effort ($1.5 million). In November 2016, Mayor Bill de Blasio signed five bills into law to create a more comprehensive approach to addressing the various barriers foster youth face while in care and during the arduous transition to adulthood. These bills were a direct result of FYSA's Foster Youth Shadow Day, which connected youth advocates with city council representatives. Currently, FYSA is tackling the issue of housing for foster youth enrolling in college. FYSA is advocating increasing the city-level match of $300/month for 3 years and raising the age of eligibility for this match from age 21 to 24. Although FYSA has gained a great deal of support for this issue at the city and state levels, delays have occurred in the state legislature. FYSA continues advocating to resolve these delays so that NYC can move forward with increasing housing support for college-enrolled TAY.

Jeremy Kohomban, President and CEO of **Children's Village** provided testimony on interventions to improve outcomes for disconnected youth to the New York City Council. Following the tragic death of Zymere Perkins, Mr. Kohomban authored an article in the City & State New York Slant titled, "Zymere Perkins' case highlights harsh truths about

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[38] See *New York Nonprofits in the Aftermath of FEGS: A Call to Action.* (2015). Human Services Council: New York, NY. Available at http://www.humanservicescouncil.org/Commission/HSCCommissionReport.pdf last accessed May 16, 2017.

child welfare in New York City." In addition, Mr. Kohomban co-authored an article with Jess Dannhauser, President and CEO of **Graham Windham**, in the Huffington Post titled, "A Better, But Still Broken, NYC Child Welfare System Means Another Child Murdered."

Lawyers for Children and Lawyers for Parents. In NYC, virtually all parents and children involved in child welfare proceedings have attorneys provided at no cost. Most of the work of these organizations involves advocacy on individual cases.[39] Organizations and individual attorneys, however, are often involved in advocating for various policies, often by participating in class action lawsuits. The Legal Aid Society, for example, filed the 2011 class action lawsuit *DB v. Richter* on behalf of youth aging out of foster care who did not receive assistance finding appropriate housing. ACS settled the case by agreeing to establish a unit to provide housing assistance and to supervise young people discharged from care who are not yet age 21.[40] Leadership from institutional providers of lawyers for children and for parents participate frequently on advisory boards, committees, and in the public conversation concerning child welfare.

In 2014, for example, when the New York City Public Advocate and 10 youth with experience in foster care filed a Federal class action suit against ACS and New York State Office of Children and Family Services, a group of childrens' attorneys and parents' attorneys opposed the suit and a proposed settlement, with some arguing that the settlement "offered no clear benefit to our clients, failed to address the shortcomings in oversight of the foster care system, and also curtailed our ability as advocates to use impact litigation as a tool for fighting for our clients' rights."[41] ACS, in turn, established a

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[39] There are four nonprofit organizations that provide representation to parents under contract with New York City: the Center for Family Representation, the Brooklyn Family Defense Project, Neighborhood Defender Service, and Bronx Defenders. The Children's Law Center, Lawyers for Children, and the Legal Aid Society each represent children in child protective cases. In addition, individual attorneys often represent parents and children as part of the "18-b" panel attorney system.

[40] See http://www.legal-aid.org/en/mediaandpublicinformation/inthenews/judgeapproveslegalaidlawsuitrequiringcitytoassistyoungpeople.aspx last accessed May 15, 2017.

[41] See http://www.lawyersforchildren.org/settlement-curtail-advocates last accessed May 15, 2017.

committee of parent and child attorneys to help the agency improve services and agency oversight of contract providers.

Independent Advocacy Groups. While NYC has an abundance of well-organized institutions that provide a critical voice to the many needs in the child welfare system including TAY, this advocacy takes place within the constraints that impact organizations that rely on contracts with ACS and/or other city agencies. There are fewer independent advocacy groups devoted in whole or part to child welfare, and only one fledgling effort devoted to advocating on behalf of foster TAY. The Citizens Committee for Children (CCC), located in NYC but active on both the city and state levels, testifies regularly at city and state hearings concerning child welfare. Like the institutional advocates, the group weighs in on budget and finance, but CCC also addresses issues such as support for subsidized guardianship, Medicaid redesign for children in foster care, and programs and policies for youth who age out of care without a family.[42] CCC also addresses a wide range of other issues, including those related to juvenile justice, education, health, and housing.

Other than CCC, there are few other independent policy advocacy voices in child welfare and fewer still who focus on youth in foster care. *Represent*, a magazine written by and for foster youth, provides a forum for youth voices but does not play a role in shaping policy in the ways that the California Youth Connection or the Mockingbird Society play. The Center for New York City Affairs, which publishes *Child Welfare Watch*, focuses less on child welfare issues since a leadership change in 2014.

TAY might benefit from an independent organization that gives voice to the needs of TAY while in foster care and as they transition to adulthood. Established organizations have clout, but elected officials often see their efforts as biased toward narrower institutional issues. Independent groups, especially those in which young people play a leading role, are seen as more authentic. Indeed, there are many examples on both the state and federal levels of the voices of youth making a difference with legislators,

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[42] See https://www.cccnewyork.org/issues/child-welfare last accessed May 15, 2017.

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including on the 2008 federal Foster Connections Act.[43] This is an area in which Hilton, and other stakeholders concerned about the future of youth in foster care, might focus future efforts.

Recent NYC Policy Successes. NYC policy changes are bringing **parity to kin placements.** The Assembly passed a new bill, amending *Social Service Law Section 458-b.* Under the amendment, youth and their guardians can remain eligible for guardianship subsidies, until the youth turns age 21. The amendment aligns the KinGAP with the New York State's foster care and adoption subsidies, as both state subsidies continue until age 21. After years of advocacy, the legislature passed and Governor Cuomo signed a new **law that raises the age of criminal responsibility** from age 16 years to 18 years for most non-violent crimes. Prior to this legislation, only New York State and North Carolina set the age of criminal responsibility below age 18. As mentioned in Chapter 2, most 16- and 17-year-old youths in NYC foster care who are arrested will be processed through the juvenile court instead of adult criminal court. The number of youth spending time at NYC's adult jail on Rikers Island is expected to plummet. To better **support foster parents**, the New York State Office of Children and Family Services issued an administrative directive on February 17, 2017. This directive states that foster parents cannot be held liable for any injuries that may result when a child or youth in their care participates in everyday activities (i.e., age appropriate social and extracurricular activities). Foster parents are immune from liability if they use reasonable and prudent parenting standards, standards that incorporate the parent's assessment of whether the activity is appropriate, given the foster youth's developmental needs and stage. This directive should result in more foster youth being able to participate in the same types of activities as their non-foster peers. Finally, through legislation, NYC **established an interagency task force** charged with identifying ways that agencies can work together to improve outcomes for older youth leaving foster care without permanency. The task force met for the first time on June 26, 2017.

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[43] See the documentary *From Place to Place* for the influence of youth voice on the Fostering Connections legislation, available at fromplacetoplacemovie.com last accessed May 22, 2017.

4. KNOWLEDGE SHARING AND FUNDING GOALS

Goals: The Initiative seeks to contribute knowledge from the incredible work that grantees are doing to impact policy, practice, research innovation, and leverage $20 million in private funding.

Measuring Progress: As one of our evaluation tools, the Grantee Data Collection Form (GDCF) gathers data on dissemination activities and leveraged funding. Grantees have provided these data each year; therefore, we have a rich catalog of data to analyze. The GDCF collects data on dissemination activities in six areas: (1) presentations; (2) publications in the press, print, or online; (3) media citations of Foundation-related work; (4) multimedia products developed; (5) curricula, created or revised; and (6) leveraged-funding data. Data collected with this instrument represents an attempt to both quantify and inventory activities and outputs that may be overlooked and not captured elsewhere.

Progress: Yes! Grantees have made remarkable progress in sharing information about TAY practice and research. Grantees met and surpassed the funding goal with a reported **cumulative total of more than $45 million in leveraged funding from**

private sources and more than $16 million from public sources since the inception of the Initiative.

This chapter provides information to answer the following MEL questions:

- How is knowledge and research around programs to improve TAY outcomes expanded and shared at local and national levels?

- Are grantees leveraging funds?

The grantees excel in this area. As presented here, grantees continue to make unbelievable progress in disseminating the knowledge they generate and information they share. Grantees disseminate knowledge and research findings via numerous avenues, including presentations, publications, curricula, products, and social media.

4.1   Progress on Knowledge-Sharing Goal

What We're Learning   Where We're Going

Learnings

Grantees contribute innovatively to the field and disseminate their work with creative persistence. Social media enhances their capabilities monumentally as their reach continues to grow day-by-day with every new follower or "like" they receive. Grantees have gained recognition for their work, as the community, stakeholders, and others learn about the work they are doing. Grantees give credit to both their involvement in the Initiative and their successful dissemination strategies to their success in surpassing—actually more than doubling—leveraged funding goals.

> *"Additionally, the Hilton Foundation investment has allowed us to leverage more than $2 million in additional philanthropic investment."*

Grantees continue to make remarkable progress disseminating information about their work under the Initiative. Over the past 4 years, grantees have:

- Made 1,490 presentations,
- Authored 340 publications,
- Been cited in the media 1,849 times, and
- Produced 215 multimedia products and 453 curricula.

The research grantees alone have:

- Made 169 presentations,
- Authored 123 publications (reports, peer-reviewed journal articles, and newspaper articles),
- Been cited in the media 998 times, and
- Produced 27 multimedia products and created/revised four curricula.

Research grantees continue to diligently raise awareness of issues facing foster youth. The best and most commonly used forum to raise awareness is to hold public events where grantees can share, face-to-face with other grantees and stakeholders, information about their findings which drives cross-sector learning and informs policy agendas. Other grantees and stakeholders are then able to use the available data and findings to expand the reach of their own work.

What's next?

As with systems change, knowledge sharing is one of the Initiative's strongest areas of influence. As the Initiative moves forward, the Foundation should continue to support grantees to develop innovative dissemination strategies that can influence more and more audiences. Only in this way will their work continue to inform the child welfare arena and promote positive, long lastly outcomes for TAY.

Figure 4-1. Total Dissemination 2013 – 2017
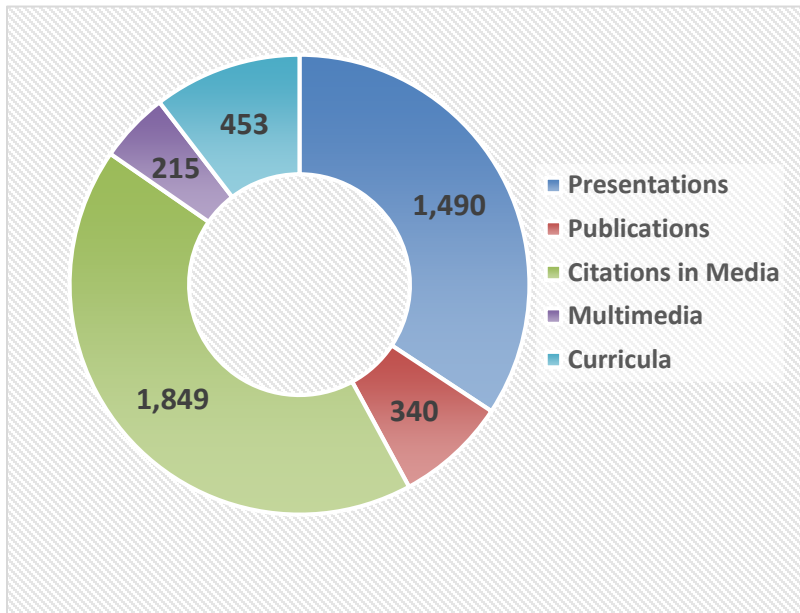
Four-Year Overview. Grantee dissemination activities are important for a number of reasons, but mostly because they further the reach of the Initiative. Over the past 4 years, grantees have made 1,490 presentations; authored 340 publications; been cited in the media 1,849 times; produced 215 multimedia products; and 453 curricula. The reach of dissemination activities is multiplied when social media is taken into account!

Research grantees, in particular, continue to contribute extraordinary knowledge through their study of TAY. In total, research grantees have made 166 presentations; authored 123 publications (the majority include reports, peer-reviewed journal articles, and newspaper articles); been cited in the media 998 times; produced 21 multimedia products; and created/revised 10 curricula. Research grantees are nationally recognized in the academic and research field. They are vital to the development and sharing of the most current knowledge regarding TAY outcomes. More information about research grantees can be found in Section 4.1.2.

4.1.1 Sharing Knowledge and Strengthening Networks: Dissemination Activities

To influence others, to promote systems collaboration, and encourage alignment requires the generation and sharing of ideas, knowledge, and experience through a variety of forms and avenues. Sometimes those avenues come from unique sources,

like a well-known musical. Relationships are the foundation of any collaborative effort, and grantees recognize that an important part of their work is to advocate and engage with others, actively moving within a network of interconnected systems. No one who works with TAY works alone.

All Initiative grantees are actively involved in numerous dissemination activities. These activities can range from publishing in a peer-reviewed journal, to posting videos on a variety of social networking sites such as Twitter, Facebook, and Instagram. In fact, the types and forms of information disseminated are as numerous and varied as the avenues through which information is passed or exchanged. For the past 4 years, the evaluation team has worked to quantitatively gauge the level of information dissemination among grantees, while focusing on counts and, where appropriate, the audience composition.

As with last year's data collection, the 2017 GDCF asked grantees to report titles of presentations (Q1b), publications (Q2b), multimedia products (Q4b), and curricula (Q5b), as well media citations (Q3b). The thousands of dissemination activity examples reported have provided a rich catalog of information and display the immense reach grantee materials have across the country and the world. Grantees continue to use creative innovative avenues to communicate their work into new and emerging media.

E-Impact. When we think of impact, we think of the hundreds of ripples in water expanding and moving outward caused by a single drop or we think of the impact one dominion creates on a complex domino design. It is nearly impossible to precisely calculate the reach grantees have when we take social media into account. Social media is one of the most revolutionary phenomena of our time

627,127 Followers
642,175 Likes

313,764 Followers
53,242 Likes

113,882 Followers

and its power is immeasurable. All grantees use social media as a tool to disseminate and share, but the exact number of individuals who view this information is extremely difficult to pin down. **The graphic displays a tally of the number of followers and likes all current grantees have cumulatively on the most popular social media outlets** (grantees also have a small presence on YouTube, LinkedIn, Google+, and Flickr). These numbers are multiplied indefinitely if an individual likes, shares, or follows a grantees post because that information then can be displayed to a whole new set of followers connected to that one individual. In addition, grantees are constantly working to extend their reach. On almost every grantee's home webpage, there are social media icons with encouraging phrases asking web page visitors to "Stay Connected," "Stay Updated," "Follow Us," and "Connect."

Presentations. Information about presentations was captured in two questions:

- Q1a. Number of presentations delivered between April 1, 2016 – March 31, 2017.

- Q1b. Provide the titles of up to five presentations delivered between April 1, 2016 – March 31, 2017, along with estimated attendance and audience composition.

Presentation was defined *to "include conferences, teleconferences, webinars or webcasts related to [Foundation] funding."* Grantees further interpreted presentation to include roundtables, panels, trainings, meetings, workshops, site visits, convenings, forums, information sessions, testimony, guest lectures, orientations and youth town halls.

Thirty grantees (93.9%) reported one or more presentations. Responses ranged from one presentation (one grantee) to a high of 112, with an average of 15.9 presentations reported. In addition, the 2017 GDCF asks grantees to provide the titles of up to five presentations. A total of 17 grantees (54.8%) listed five titles, the maximum requested.

Presentations: Audience Composition. The audience composition for the presentations cited (see graphic, below) displays the reach of the grantees as they interact and engage with a wide spectrum of public and private sector stakeholders and supporters. Reported audience composition can be broken down into four major categories: (1) child welfare, (2) education, (3) government, and (4) community.

The **COLLECTIVE SIZE OF THE AUDIENCE** for the presentations cited[44] this past year is, conservatively, well **OVER 11,830 PEOPLE.**

Child Welfare
- Former & current foster youth, TAY, foster parents, caregivers
- State and county social workers, administration, personnel, supervisors, experts
- ACS, DCFS, CDSS, Commissioners
- Service, health, housing, and technical assistance providers

Education
- Colleges, high schools, counselors, faculty, representatives, directors, staff, administrators
- State and county offices of education
- Students, educators, specialists, researchers, evaluators

Government
- Courts, attorneys, youth advocate lawyers, judges, CASA's, probation, legal services
- Congress, staffers, government officials
- Legislators, policymakers, policy staff

Community
- Leaders, advocates, advocacy organizations, supporters, partners, liaisons, stakeholders
- Grantees, foundations, collaboratives, non-profits, current and potential funders
- Employers, job services supporters

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[44] Note that the number of "titles" cited is frequently smaller than the number of presentations reported.

New Publications. Grantees completed two questions about publications.

- Q2a. Number of publications produced in press, print, or posted online from April 1, 2016 – March 31, 2017.

- Q2b. Provide the titles of up to five publications produced between April 1, 2016 – March 31, 2017, and how they were disseminated. Please include any feedback you received on the publications.

Examples of publications cited by grantees can be found below.

Publications were defined to *"include white papers, bulletins, issue briefs, pamphlets, and peer-to-peer reviewed articles that reference activities related to your [Foundation] funding."* Grantees further interpreted publications to include reports, manuals, flyers, toolkits, factsheets, policy briefs, handouts, newsletters and e-newsletters, brochures, and guides.

Twenty-two grantees (68.7%) reported one or more new publications in press, print, or posted online for the reporting period. A total of 15 grantees reported between 1-5 publications produced; and six grantees reported 6 or more publications, with one grantee reporting 29 publications.

"The Foster Youth Educational Planning Guide, a step-by-step guide for assisting foster youth to plan for college. It was posted on the CA College Pathways website and over 10,400 hard copies were disseminated through partner agencies in Los Angeles County".
– John Burton Advocates for youth
http://www.cacollegepathways.org/wp-content/uploads/2015/09/Ed-Planning-Guide-Final.pdf.
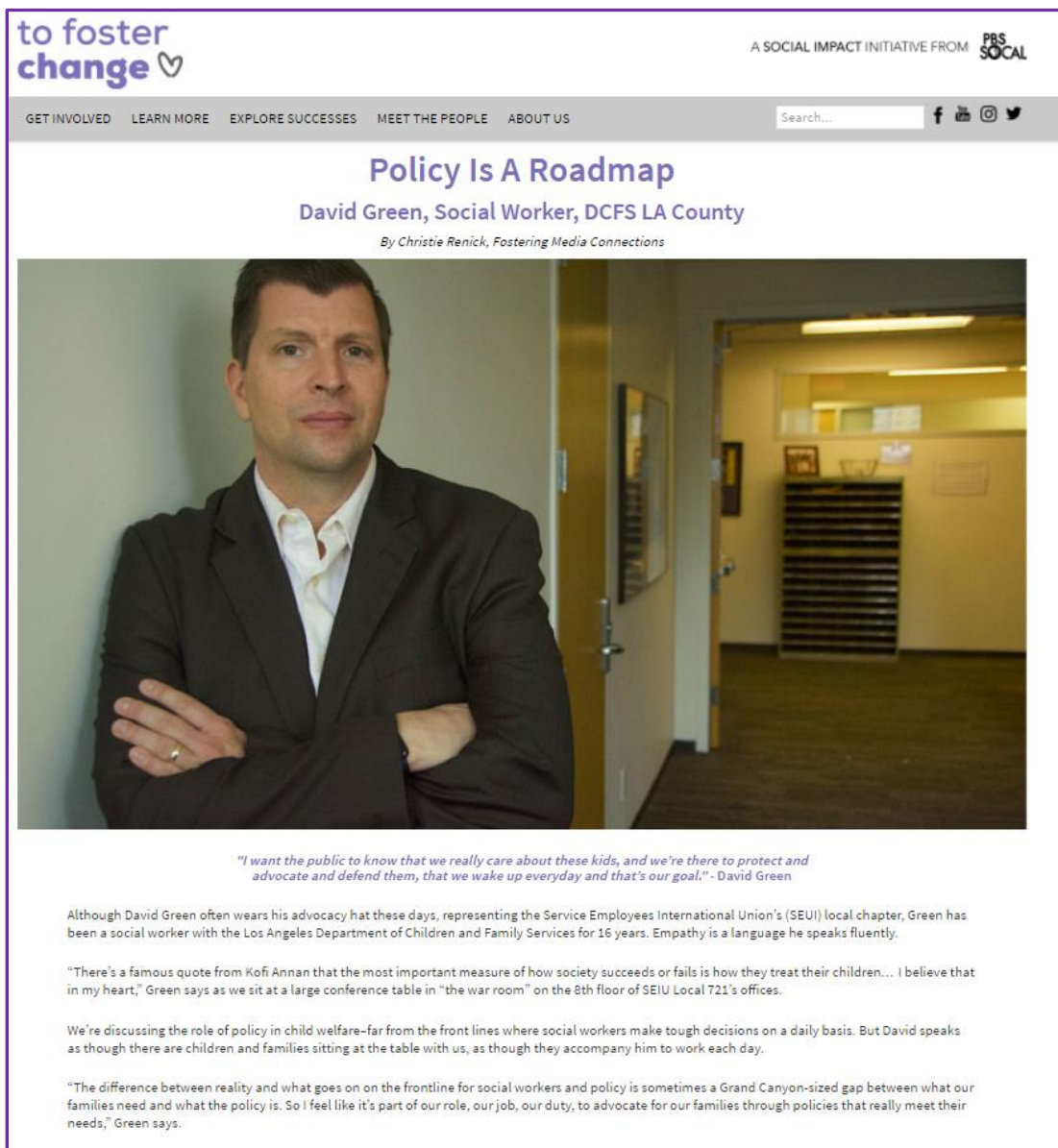
Digital article posted to PBS SoCal

"In social work, Green describes policy as a road map for social workers. It's a set of guiding principles that provides social workers with mile-markers and turning points, guiding them as they help birth families and children navigate the foster care system on their journey toward permanency. Whether that means reuniting a child with their parents, or placing the child with an adoptive family, Green believes a policy informs every decision a social worker makes about a family."

https://tofosterchange.org/meet/community-stories/policy-is-a-roadmap/

Foundation-Related Work Cited in Media. Grantees answered two questions about their work, which was cited in various types of media.

- Q3a. Number of times Foundation-related work cited in media from April 1, 2016 – March 31, 2017.

- Q3b. If known, list up to three media citations generating the greatest response between April 1, 2016 – March 31, 2017, and the number of responses.

Media was defined to *"include news articles, websites, Facebook, Twitter, journal articles, other publications."* Grantees further interpreted media to include television, grantee tools posted on external websites, Instagram, radio interviews, blog posts, and forums."

Nineteen grantees (59.3%) reported one or more times Foundation-related work was cited in the media, with a total of 189.

National Media Citations

PBS News Hour

"Can big data save these children?"

March 22, 2016

The Washington Post

"How children in foster care could benefit from the new federal education law"

June 23, 2016

The Huffington Post

"House Puts Families First, Opponents Rally – But Why?"

June 29, 2016

The New York Times

"Becoming a Confident College Student, With the Help of an 'Angel'"

January 10, 2017

Multimedia Products Developed. Information on multimedia products was captured with the questions below:

- Q4a. Number of multimedia products developed from April 1, 2016 – March 31, 2017.

- Q4b. Provide the titles of up to five multimedia products and how they were disseminated between April 1, 2016 – March 31, 2017. Please include any feedback you received on the products.

Multimedia products were defined to *"include podcasts and videos related to your Foundation funding."* Grantees further interpreted multimedia products to art exhibits, interactive maps, and digital shorts.

Ten grantees (31.2%) reported 56 multimedia products developed within the data collection period.

The Coalition for Responsible Community Development's (CRCD) Director of Education, Lesli LeGras was a guest writer for The Chronicle of Social Change. Lesli highlight's the CRCD's program called, Project Tipping Point that supports TAY in LA County to successfully enroll at Los Angeles Trade-Technical College, earn postsecondary credits in liberal arts or transportation manufacturing pathways, and exit prepared to pursue ongoing higher education and/or careers.

L.A. Clinic Map for Expectant and Parenting Youth

All clinics accept Medi-Cal, offer prenatal & pediatric care, and take walk-in appointments unless otherwise indicated.

East Valley CHC: West Covina

name
East Valley CHC: West Covina

description
Prenatal & Pediatric care | Medi-Cal
*call for appointments
(626) 919-4333
Bus Lines: 178, 281, 185, 488, 480, Silver Streak
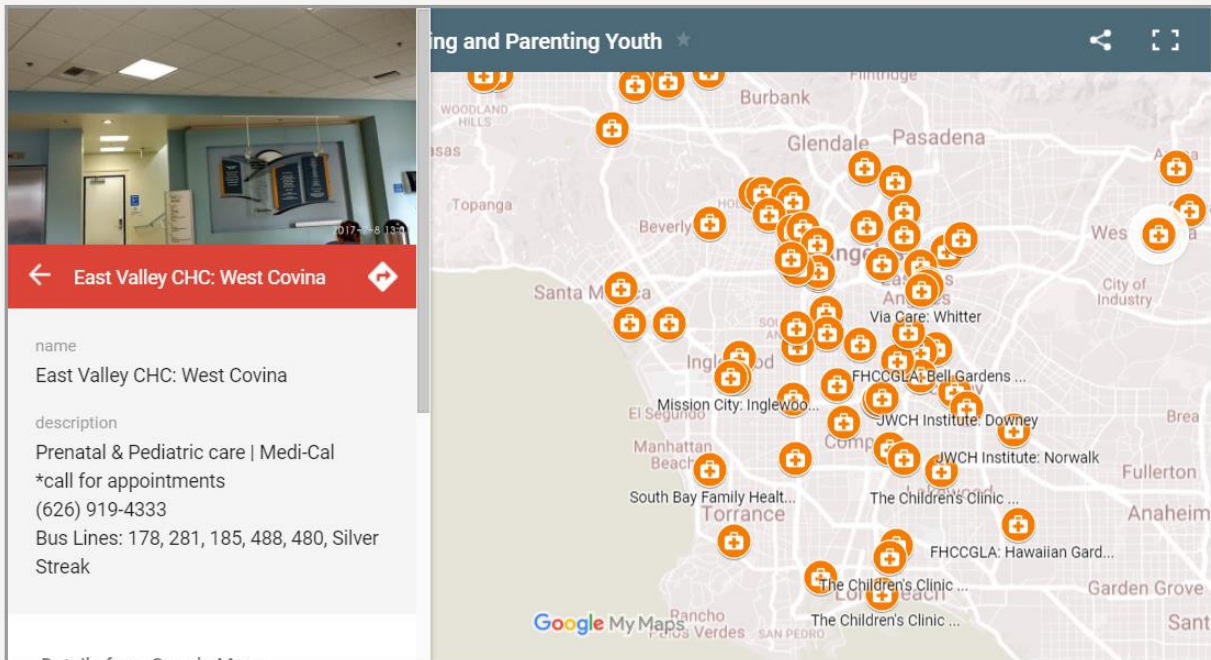
All the clinics on this map are members of the Community Clinic Association of Los Angeles County (CCALAC). Their mission is, "to promote community clinics and health centers as providers and advocates for expanding access to quality comprehensive health care for medically underserved people in Los Angeles County."

"This interactive map shows clinics serving pregnant and parenting teens and their babies throughout Los Angeles. This information is being distributed to teen parents online and in print by social workers, advocates, and providers who work with teen parents." – Alliance for Children's Rights http://kids-alliance.org/laclinics/

Curricula, Created or Revised. Grantees responded to the requests the below about created curricula.

- Q5a. Number of curricula created or revised from April 1, 2016 – March 31, 2017.

- Q5b. Provide the titles of up to five curricula created or revised from April 1, 2016 – March 31, 2017, along with the intended audience, number of persons using the curricula (if known), and any feedback received on the curricula.

A curriculum was defined as "*a specialized course of study, either print or electronic.*"

A total of 19 grantees (57.5 percent) reported 33 curricula created or revised for the reporting period.

As shown in Figure 4-2, audience composition reported by grantees included; staff, transition aged foster youth, school district personnel, volunteer job coaches, foster parents, college and high school students, tutors, advisors, and advocates.

Figure 4-2.   Audience Composition for Curricula Development

4.1.2   Research Grantees

As shown in below in Figure 4-3, research grantees had robust dissemination of their work this reporting period.

Figure 4-3.   Research Grantee Dissemination

Research grantees during this grantees period include:

- National Campaign for Unplanned Pregnancy;

- Regents of the University of California at Berkeley;

- Research Foundation of the City University of New York (CUNY);

- University of Chicago; and

- University of Southern California – Children's Data Network.

These grantees are contributing to the child welfare field scientific research to inform and influence stakeholders, such as the federal, state, and county governments, services providers, advocates, the community, and academia. The knowledge the research grantees are sharing plays an enormous role in informing policies and procedures as our country takes steps the necessary steps to keep children safe and cared for.

How Knowledge Grantees Are Making an Impact

<u>Raising Awareness</u>

Dr. Courtney of the School of Social Service at the University of Chicago presented CalYOUTH Study findings:

- In May 2016, Dr. Courtney was the keynote speaker at the Transition Aged Youth and ILP Youth Symposium in Davis, California. The event attracted more than 150 child welfare supervisors and workers. Dr. Courtney's topic addressed "Updates from the California Youth Transitions to Adulthood Study (CalYOUTH): Outcomes through Age 19."

- **CalYOUTH Study Findings three-part Web Series Webinar**

  – In July, September, and November 2016 the webinar featured Dr. Courtney, Laura Kappe with i.e., Communications and a representative from John Burton Advocates for Youth (the November webinar additionally featured Anna Johnson of the National Center for Youth Law). Findings were presented from the CalYOUTH Study in the area of housing (July), education (September), and physical and mental health (November).

  – In June, September and November 2016 John Burton Advocates for Youth's e-newsletters highlighted the three-part web series. It included a link to sign up for the webinar and links to the CalYOUTH Study. The e-newsletter has over 5000+ subscribers.

    1. U.C. Berkeley's California Social Work Education Center (CalSWEC) publicized CalYOUTH findings on their website for further exposure to the general public: http://calswec.berkeley.edu/toolkits/fostering-connections-after-18-ab-12/calyouth-evaluation

    2. Alliance for Children's rights posted on their website a summary of the CalYOUTH study and a link to the study website.

- In November 2016, the California Department of Social Services released survey findings for the first cohort of foster youth who completed surveys as part of the National Youth in Transition Database (NYTD). The surveys were conducted with youth in the child welfare system at ages 17, 19, and 21 in 2011, 2013, and 2015, respectively. The brief summarizes findings in the areas of financial self-sufficiency, education, connections with adults, access to health insurance and exposure to high-risk outcomes. "Results indicate that foster youth continue to struggle to accomplish critical developmental tasks and have high rates of homelessness, substance abuse referral, incarceration, and having children". However, youth who remained in foster care reported higher rates of educational participation, access to health insurance and lower exposure to high-risk outcomes, a finding that is consistent with Dr. Mark Courtney's CalYOUTH Study (http://thpplus.org/wp2/wp-content/uploads/2017/01/NTYD-DATA-BRIEF11.28-1.pdf).

Promoting Cross-Sector Learning

- The University of California at Berkeley's, Dr. Daniel Webster gave numerous presentations regarding his foundation-related project, California Child Welfare Indicators Project (CCWIP). LAC has largely driven the need to have the ability to look at child welfare data at the sub-county level or office-level and are able to do just that with the CCWIP LAC Office-Level reporting site. By disaggregating the child welfare data into "office-level, policy-makers, child welfare workers, researchers, and the public can use the data to identify geographic areas where child welfare system needs are greatest, to inform decisions regarding where services could be strategically deployed, and to monitor the impact of, and implement mid-course corrections to target reforms over time." (http://cssr-test.berkeley.edu/officedemo/LA/) Dr. Webster is working with LA County to integrate continuous quality improvement processes and county training of staff.

Informing Policy Advocacy

- Other grantees use research grantee findings such as those of the CalYOUTH study, Dr. Putnam-Hornstein's research on pregnant and parenting youth, and Dr. Daniel Webster's work as key reference points for their own publications and policy advocating.

  – Children Now published a child welfare policy brief titled, "Are There Too Many Children in Foster Care?" and cited the above referenced researchers.

Increasing Research and Data Awareness

Initiative research grantees have shared data and research, oftentimes to inform policymakers and stakeholders to take action. Examples in the graphic below show how important grantees are sharing data.

University of Southern California
- Dr. Emily Putnam-Hornstein's presentation, **Exploring the Intersection between Open Data and Linked Academic Research Data focused.**
- Discussed how to use data being collected to assemble statistical "stories", link records, and overcome both academic and public-sector challenges.

Regents of the University of California at Berkeley
- Dr. Daniel Webster, invited speaker for **Macguyvering Data Solutions Panel** at the National Council on Crime and Delinquency Conference. Panel members discussed creative ways to leverage administrative data and create an agency culture that incorporates results into both daily operations and agency research efforts.
- Dr. Webster continues to provide LAC data that can be compared across agencies and counties and can inform decision making and improve policies and service delivery for TAY.

New Yorkers for Children/ACS
- **Home Away from Home: Workshop 2: Using Data to Target Foster Home Recruitment Efforts,** an onsite training at each agency featuring a list of all the foster homes certified by that agency, characteristics of the homes, maps of their location, and training on how to use the list to inform practice, recruitment plans, and mutual support efforts. Following the training, many agencies began to use the list regularly.

John Burton Advocates for Youth
- Presented, **Understanding the Role of Data & CalPass Plus**. CalPass features a Foster Youth Dashboard that allows colleges to track foster youth outcomes and indicators. The presentation focused on three main points: 1) introducing colleges to CalPass, and teaching them how to use this data to inform their work; 2) providing recommendations and strategies for accurately identifying foster youth; and 3) educating schools about the cohort tracking feature, which allows colleges to upload a list of students and receive data on those specific youth.
- John Burton has recently used CalPass Plus data in their policy advocacy work.

Dr. Courtney delivered 22 presentations reaching over 805 attendees supporting his three publications on CalYOUTH. The focus of these publications include: (1) findings on extended foster care and legal permanency; (2) mental health, substance use problems, and service utility; and (3) perspectives of foster youth and caseworkers. All findings and other reports can be found on the website of Chapin Hall at the University of Chicago. Dr. Courtney estimated 100 Foundation-related citations in the media for the reporting period.

The University of Southern California's, Dr. Emily Putnam-Hornstein reported over twenty-five presentations reaching over 280 attendees and 12 publications related to her Foundation-supported work at the Children's Data Network. In addition, Dr. Putnam-Hornstein estimated 254 citations in the media. Dr. Putnam-Hornstein's innovative work about how big data can save children has been citied nationally by New York Post and PBS News Hour. She has worked with New Zealand economist Rhema Vaithianathan to develop Allegheny County's predictive analytics model. "We have 6 million children reported for abuse or neglect,
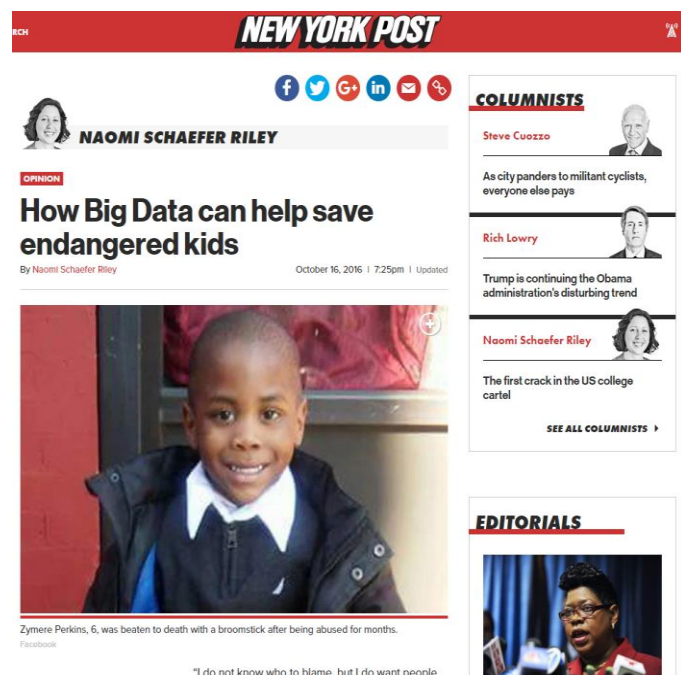
and how you make triaging decisions early on absolutely impacts outcomes for that child and family," she said. The use of predictive analytics in child welfare, she said, could "change the flow of children into the system" (http://nypost.com/2016/10/16/how-big-data-can-help-save-endangered-kids/).

4.2   Progress on Leveraged Funding Goal

What We're Learning   Where We're Going

Learnings

There is great news here! Grantees have more than surpassed leveraged funding expectations of $20 million by reporting more than $45 million in leveraged funding from private sources and almost $16 million from public sources cumulatively since implementation.

What's next?

The trend has been increasing since implementation in 2012. Grantees should be encouraged to continue their progress in this area and use the current momentum.

"Through our multi-year research, coalition-building, and policymaker education efforts, we successfully advocated for the state's increased investments in our child welfare system by more than $125 million, including an additional $43 million for Foster Parent Recruitment, Retention, and Support."

Figure 4-4. Private Leveraged Funding Since Inception
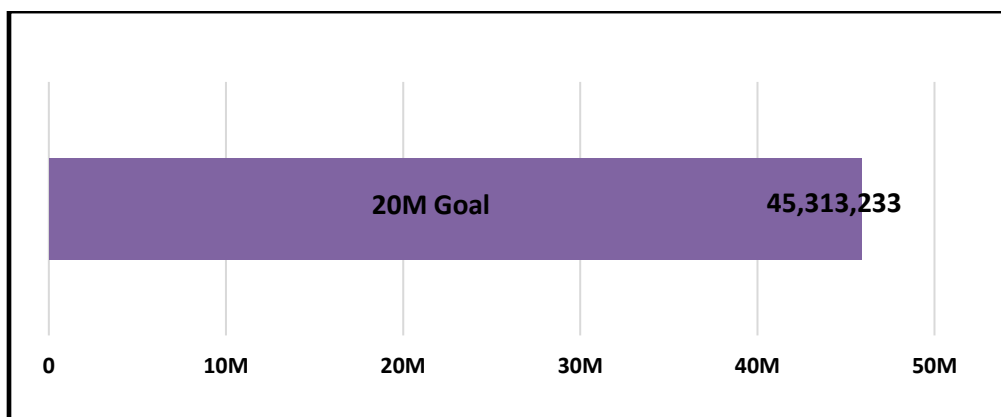
The inclusion of leveraged funding data in the GDCF provides the Foundation with a quantitative measure by which to assess the impact of funding on the supported organizations. The impact of the Initiative can be measured in part by assessing the leveraged funds—private and public—which attach to supported projects.

"Through this additional [leveraged] funding, we are now able to provide targeted support to help young people remain engaged in our programs and guide them on their pathway to our higher-level academic services."

The GDCF defines leveraged funding as using one source of funding (Conrad N. Hilton Foundation) to attract commitment of funds from other sources. These funds include private (corporate, foundation, individual) or public funding supporting the project that is a part of the Initiative.

Continuing grantees were provided with the list of funds that they reported last year and were instructed to review the list and make any necessary changes. All grantees were then instructed to: "List any committed or received funding (not projected) between April 1, 2016 – March 31, 2017 for your project."

Thirty-one grantees[45] submitted details on private- and public-leveraged funding for the period, with a total of $17,952,185 in private and public funds both committed and received from 93 unique funding sources.

Figure 4-5 below shows the increasing trend of both public and private leveraged funding since 2012.

Figure 4-5. Status of Leveraged Funds from All Sources (Private and Public) 2012 – 2017
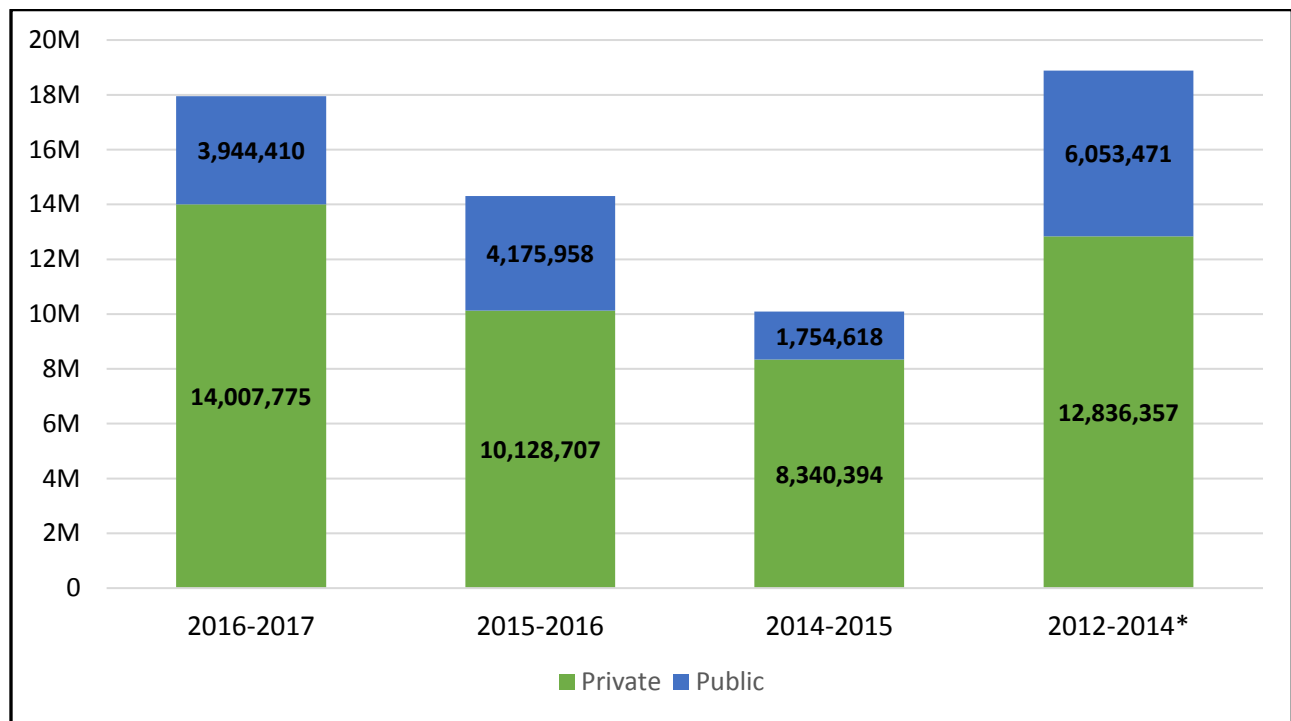
*First 2 years of implementation.

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[45] This includes only grantees with current funding.

5. RECOMMENDATIONS

While there is a lot to celebrate, there is still work to be done. Throughout the report, we have highlighted the successes that grantees have achieved both in the past year and across the full 4 years of the Initiative—and they are substantial. They have made great strides in achieving Initiative goals to increase TAY self-sufficiency; strengthen and increase cross-system collaboration and promote systems change; and develop and disseminate new knowledge about the needs of TAY and effective strategies for meeting those needs.

However, as the Initiative moves into Phase II, it is an appropriate time for the Foundation to both take stock of its achievements and determine how best to focus its future efforts; some of this work has already been done. Based on a variety of sources, including the 2016 MEL report, and interviews with grantees and other key stakeholders, the Foundation has built and received board approval for Phase II of the Initiative.

In this section, then, based on our experience and the information we have collected and reported on over the past 4 years, we make recommendations for taking the Initiative further and increasing its impact in the coming years. To round out the final recommendations, we integrate them with key components of the Phase II strategy, as developed and reported by the Foundation. To this end, we propose recommendations

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in the following four areas: (1) build the evidence base for *what works* to improve educational outcomes for TAY; (2) create more inroads into understanding the status of pregnant and parenting youth, including fathers, the factors that contribute to their status, and how best to serve them; (3) continue to promote advocacy with an eye towards increasing NYC advocacy capacity; and (4) improve the availability and accessibility of cross-system data to track outcomes for TAY.

Invest in building the evidence base around what works to promote positive educational outcomes for TAY. Recognizing education has the greatest impact on TAY self-sufficiency outcomes, in the Phase II strategy, the Foundation continues its commitment to these important areas. And rightly so. While grantees continue to make significant progress around educational and career outcomes for TAY, challenges continue. In 2017, in LAC, fewer than half of foster youth graduated high school in 4 years, while in NYC, more than one quarter of APPLA youth in care at age 19 were still in high school. In addition, dropout rates in both jurisdictions remain high (about 33%). Given the high risk associated with such negative events as criminal activity and homelessness for youth without a high school degree, this constitutes a considerable problem for TAY. In addition, a dearth of proven, evidence-based educational programs and interventions for TAY persist; grantees have also noted the challenges of engaging and serving TAY with trauma histories and mental health needs. Continuing to invest in self-sufficiency grantees to implement best practices in education (and employment and other related services), but also to carefully track participants and document outcomes at the service level, perhaps in collaboration with the MEL team, could make a substantial contribution to the evidence base about what works to promote positive educational (and other) outcomes for TAY.

Continue to focus on pregnant and parenting youth. As noted, pregnant and parenting youth continue to pose a challenge for all who serve and advocate for them. And while research grantees continue to build the knowledge base around these vulnerable subpopulations of foster youth, much of which has focused on moms, more work is required to better understand the factors that contribute to their circumstances

and how best to prevent them. In recognition of this, in Phase II of the strategy, the Foundation will expand its emphasis to include young fathers in foster care; an important, yet sometimes forgotten, piece of this puzzle. By supporting both research grantees and self-sufficiency grantees, the Foundation is uniquely positioned to further the cause and service of this population. The findings being generated by research can be used—is being used—by self-sufficiency grantees to adjust the focus of their efforts and, in turn, improve outcomes for parenting youth, to include fathers. Funding more grantees to work *specifically* with this vulnerable youth population will also continue to generate knowledge that can be used to improve outcomes for them.

Continue to promote advocacy with an eye towards increasing NYC advocacy capacity. This year, advocacy remains one of the strongest areas of progress for the grantees; their influence in this area has grown exponentially over the 4-year Initiative. Grantees regularly participate in advocacy efforts to strengthen and improve child welfare and related systems (education, juvenile justice) both locally and nationally— and with great impact. Starting with the passage of AB12 in California in 2012, grantees have consistently contributed to the legislative landscape around child welfare, in general, and TAY, in particular. This year's stakeholder survey confirmed that grantees have impacted policy in a variety of ways, most often by advocating with the public child welfare agency or testifying (or submitting testimony) to the legislature on key bills and other legislative reforms. However, for a variety of reasons, LAC grantees continue to be more active in this arena than NYC grantees. With this in mind, in Phase II of the strategy, the Foundation intends to increase NYC advocacy capacity to support more policy and system changes there, with the hope that, in doing so, NYC can begin to create a politically stable child welfare infrastructure from which grantees can build their future efforts.

Improve the availability and accessibility of cross-system data to track outcomes for TAY. There is a good deal of data presented in this report; however, as in previous years, it was culled from numerous sources with each data source using unique definitions and measures of similar constructs, and tracking progress across systems in

different ways. But, unlike last year, this is an exciting time for administrative data, as more data become available through new data sharing and data linking efforts. For example, the California Department of Education now links child welfare data with education data to identify foster youth in public schools and calculate their graduation rates and other education outcomes. Similarly, the Data Linkage Project has successfully linked data across multiple systems to build knowledge around birth rates among foster youth, and examine links between child welfare and juvenile justice. If such linkages continue—and expand further—they will offer a rich source of data for the MEL. To this end, the Foundation could support *new* systems reform or research grantees to focus specifically on ways to integrate data across systems. The Foundation might also think to use its current research grantees as "thought leaders" in this area, having them provide leadership around how to improve data systems to support the needs of both the Foundation and the larger child welfare and juvenile justice communities. An integrated data system would be an enormous contribution to the field.

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APPENDIX A
SUPPLEMENTAL TABLES AND FIGURES

Youth in Foster Care by Age and Placement Type

Figure A-1. Youth Age 18-21 Exiting from Foster Care in Los Angeles County by Age, 2006 – 2016

Data Source: CWS/CMS 2016 Quarter 4 Extract, Children in Foster Care, California Child Welfare Indicators Project (CCWIP). University of California at Berkeley (Webster et al., 2017). Exits are for federal fiscal year (e.g., October 2015-September 2016).
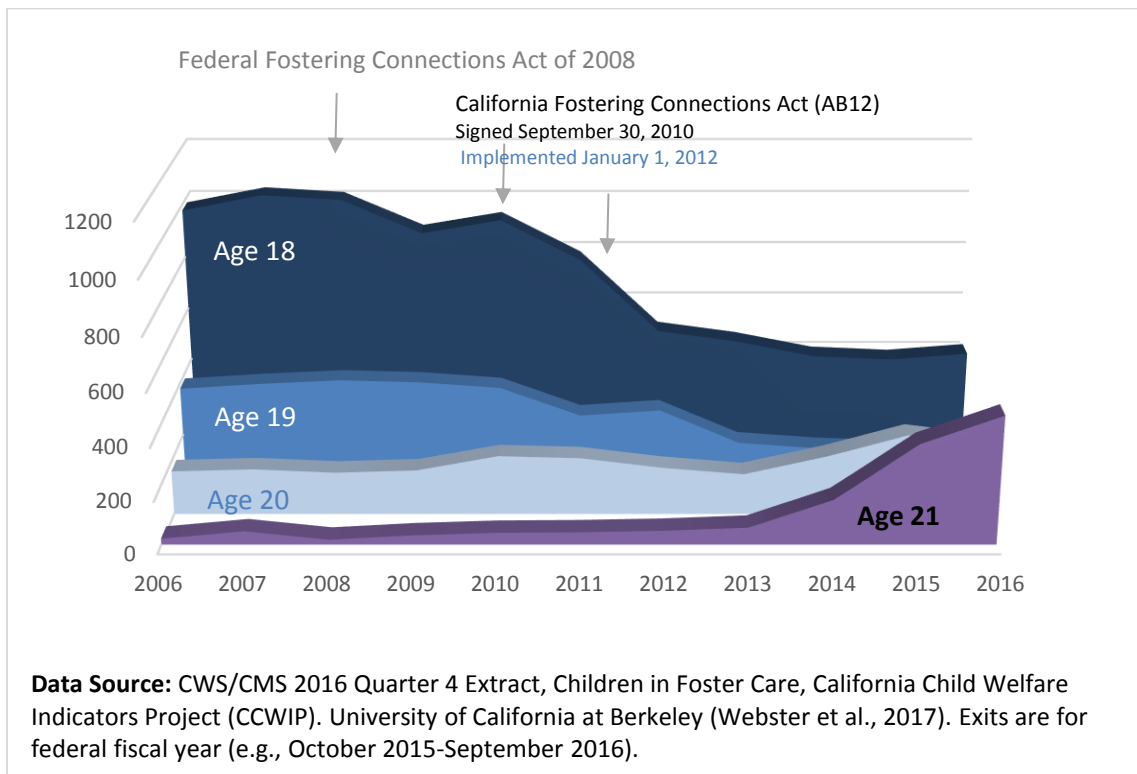
Figure A-2. LAC TAY Placements (Age 16-21), October 1, 2016 (N=4,397)

Data Source: CWS/CMS 2016 Quarter 4 Extract, Children in Foster Care, California Child Welfare Indicators Project (CCWIP). University of California at Berkeley (Webster et al., 2017). **Other** includes pre-adopt homes, court-specified homes, non-FC, trial home visit, and other.
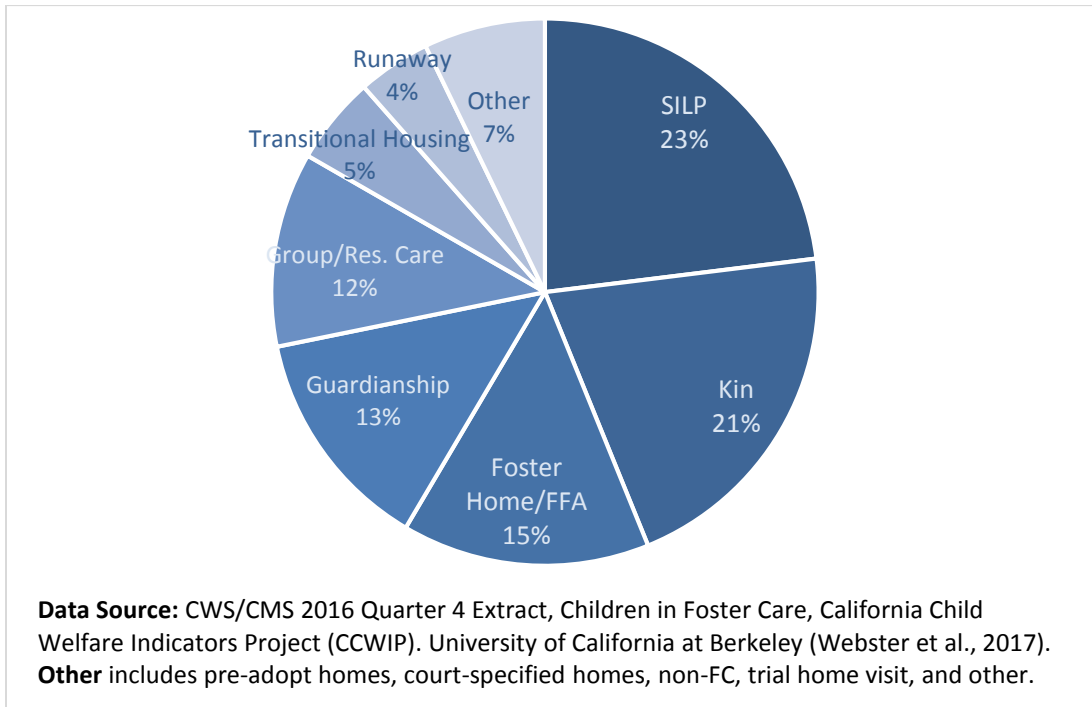
Figure A-3. LAC: Number of TAY by Placement Type, 2009 – 2016

Data Source: CWS/CMS 2016 Quarter 4 Extract, Children in Foster Care, California Child Welfare Indicators Project (CCWIP). University of California at Berkeley (Webster et al., 2017). Data are as of October 1 each year. **Other** includes pre-adopt homes, court-specified homes, non-FC, trial home visit, and other.
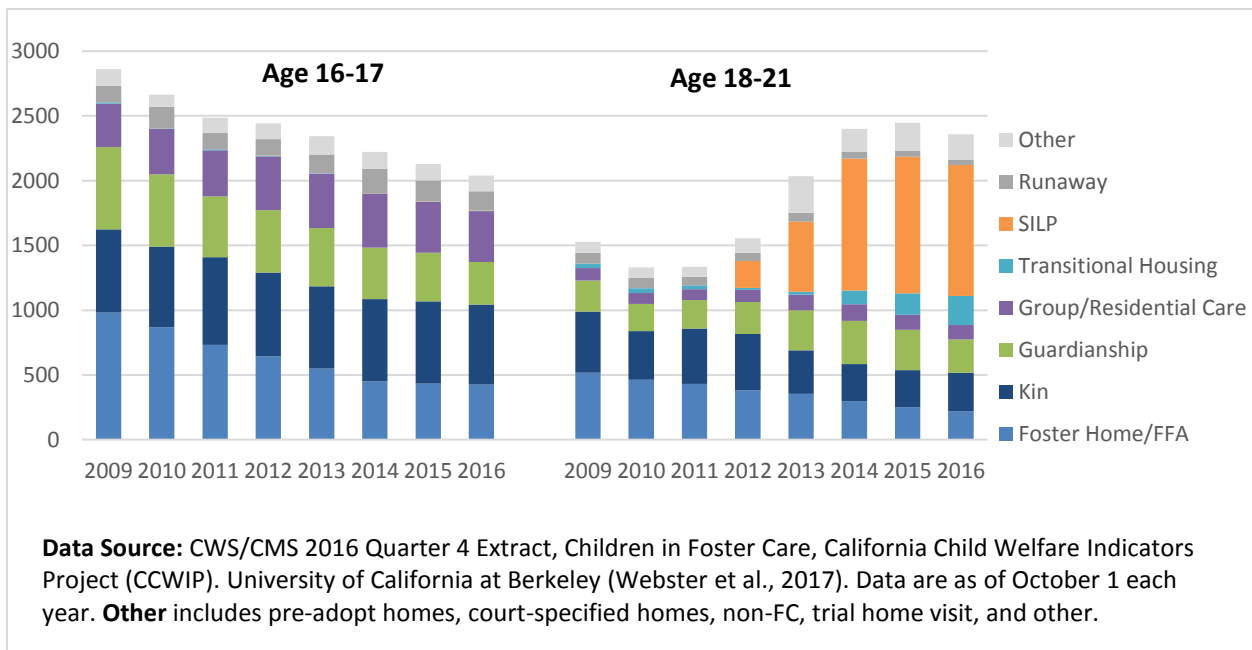
Figure A-4. NYC TAY Placements as of December 31, 2016 N=2,166

Data Source: New York State's CCRS database, as of March 23, 2016 (2009-2015) and as of May 9, 2017 (2016), provided by NYC ACS on May 15, 2017.
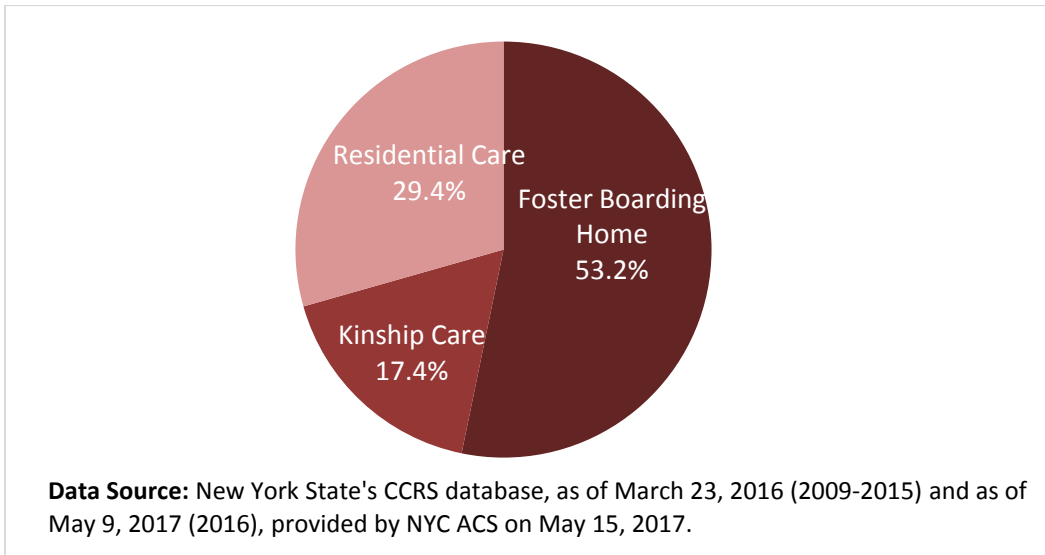
Figure A-5. NYC: Number of TAY by Placement Type, 2009 – 2016

Data Source: New York State's CCRS database, as of March 23, 2016 (2009-2015) and as of May 9, 2017 (2016), provided by NYC ACS on May 15, 2017.
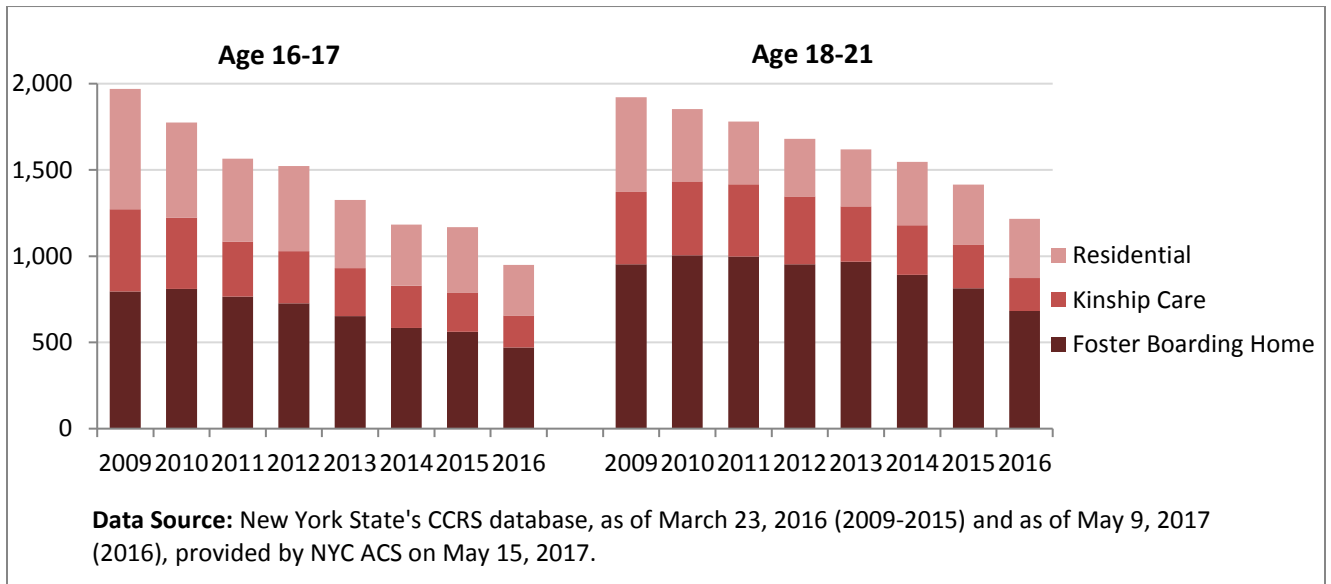
Education

Table A-1. LAC TAY Educational Disruptions

	n	%
Educational Disruptions		
Ever stopped attending high school/junior high school for at least 1 month due to foster care placement change	39	36.8
Ever repeated or been held back a grade	32	30.2
Ever expelled[a]	32	30.2
Ever received an out-of-school suspension	65	61.3
Ever skipped a full day without an excuse[a]	45	42.5

Data Source: CalYOUTH Study: Selected findings for Los Angeles County (Courtney et al., 2014b).

[a] Item is dichotomous (yes/no), but the response for n=1 (0.9%) was Don't know/refused; the % "yes" is provided.

Table A-2. LAC TAY High School Grades and Reading Proficiency: CalYOUTH Sample of Foster Youth Age 17 in 2013

	n	%
Grades earned in high school	**106**	
Mostly A's	12	11.3
Mostly B's	38	35.8
Mostly C's	43	40.6
Mostly D's or lower	12	11.3
Reading level, based on WRAT scores[a]	**103**	
Below 6th grade	27	26.2
6th to 8th grade	26	25.2
9th to 12th grade	49	47.6
Above 12th grade	1	1.0

Data Source: CalYOUTH Study, Age 17 interview: Selected findings for Los Angeles County (Courtney et al., 2014b).

[a] In this table reading level refers to the approximate grade level reading group, based on WRAT scores. When converted to standardized WRAT scores, CalYOUTH participants had a mean score of 89.0 (SD=10.94). Three youth did not complete the entire WRAT and are not included.

Figure A-6. LAC: 4-Year High School Education Outcomes for Foster Youth vs. Other Student Populations, Class of 2015 – 2016
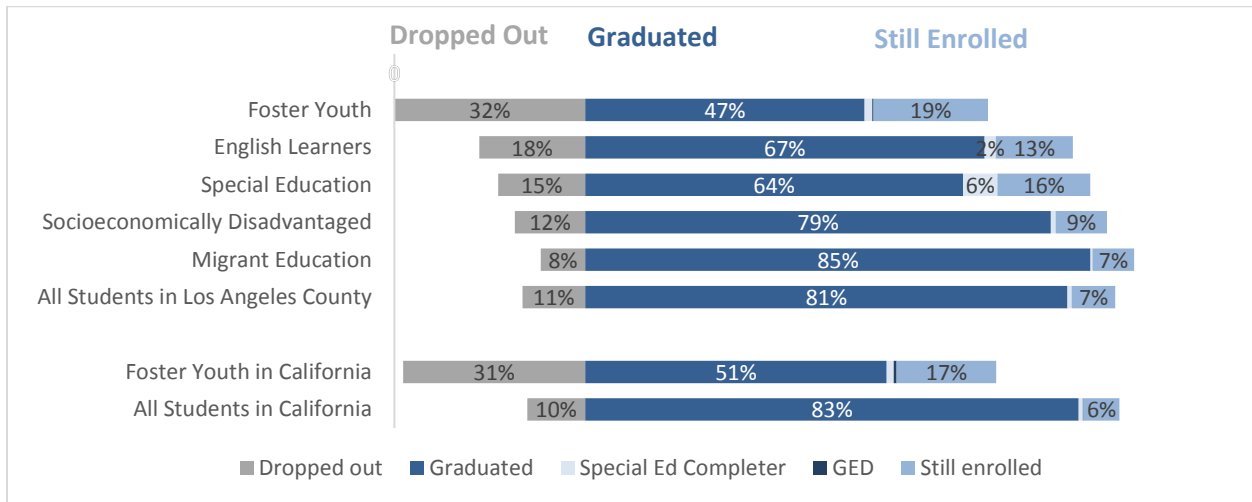
Data Source: California Department of Education (CDE) DataQuest, retrieved April 2017 from http://dq.cde.ca.gov/dataquest/dataquest.asp.

Figure A-7. High School Diploma/Certificate, Age 19, LAC CalYOUTH Participants (n=84)
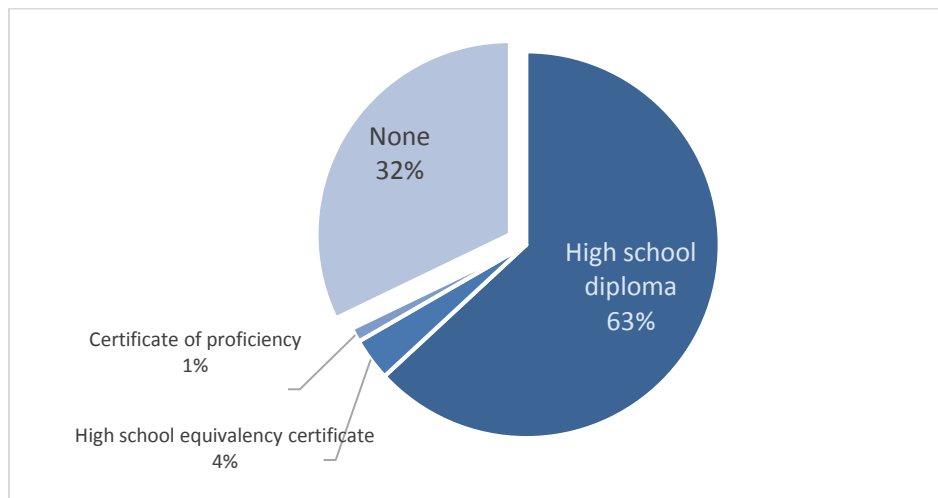
Data Source: CalYOUTH Study (Courtney et al., 2017).

Figure A-8.   LAC: Smarter Balanced Test Results for Foster and Non-Foster Students in the <u>Special Education Program</u>, ELA and Mathematics, 11th Grade, 2014 – 2015
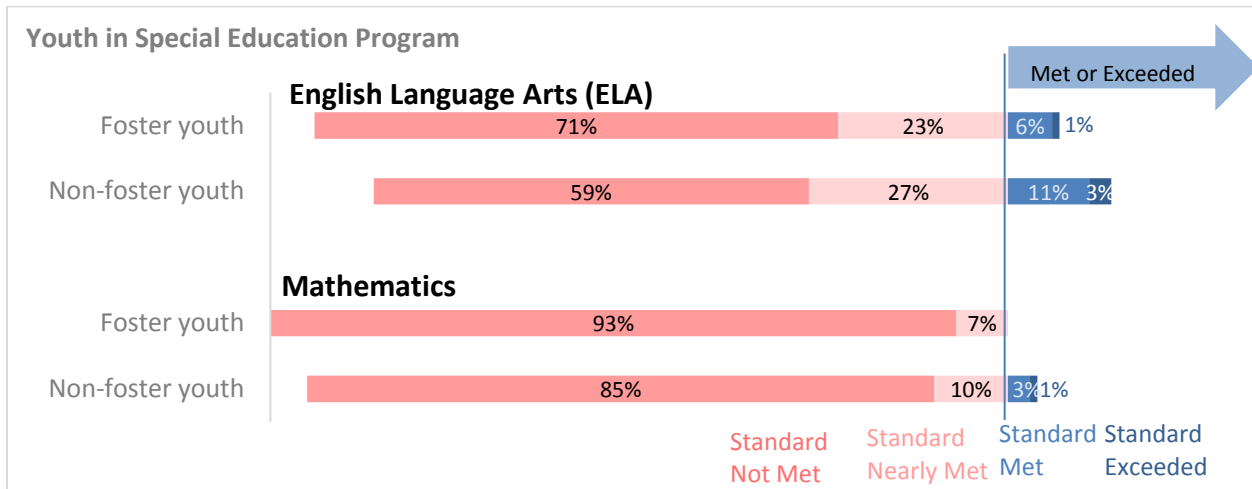
Data Source: California Department of Education (CDE) DataQuest, retrieved April 2017 from http://dq.cde.ca.gov/dataquest/dataquest.asp.

Figure A-9.   LAC TAY Educational Aspirations and Expectations: LAC CalYOUTH Study Participants, Age 19, 2015 (n=84)
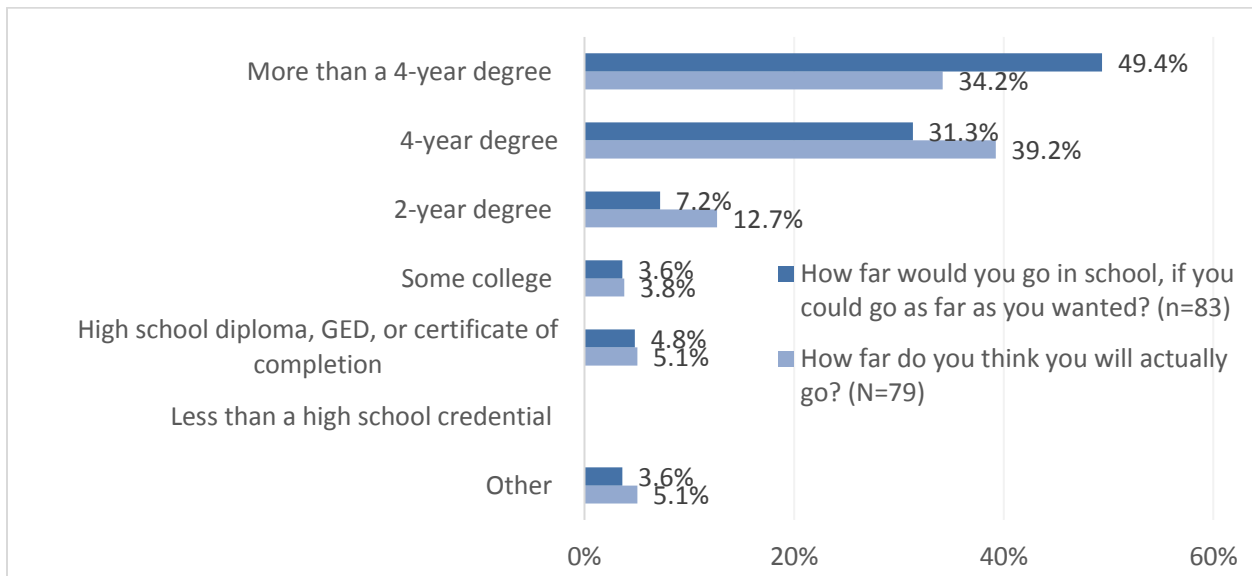
Data Source: CalYOUTH Study, Age 19: Selected findings for Los Angeles County, Table 34 (Courtney et al., 2017, p. 58).

Figure A-10. LAC Highest Grade Completed: LAC CalYOUTH Study Participants, Age 19, 2015 (n=84)
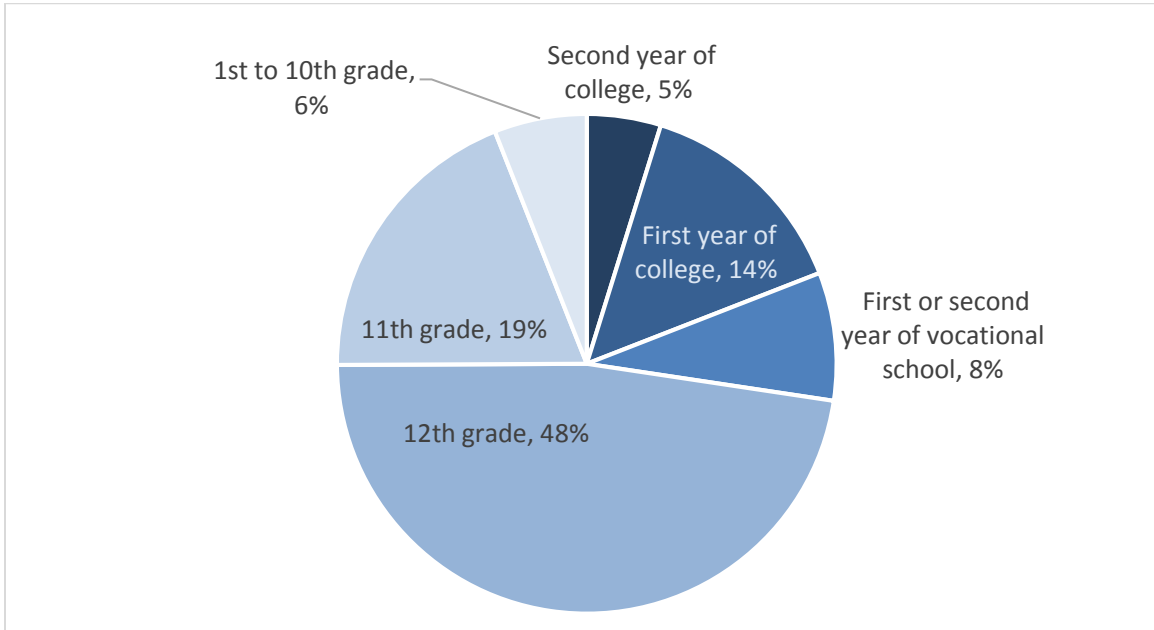
Data Source: CalYOUTH Study, Age 19: Selected findings for Los Angeles County, Table 34 (Courtney et al., 2017, p. 58).

NYC ACS PYA Education Data

Table A-3. PYA Outcomes for APPLA Youth Ages 17-21 in Out-of Home Placement in NYC, 2013 – 2015

Outcome	Answer	2013 (N=2,506) %	2014 (N=2,591) %	2015 (N=2,414) %	2016 (N=2388) %	Average 2013-2015 %
Youth is currently attending high school/GED	Graduated	28.1	27.9	29.7	28.9	28.6
	Yes	45.0	45.1	41.8	42.3	44.0
	No	26.9	27.0	28.4	28.8	27.4
Youth is currently attending college	Graduated	1.3	1.7	1.6	1.8	1.5
	Yes	14.2	13.6	15.1	13.6	14.3
	No	84.5	84.6	83.3	84.5	84.2
Youth is currently attending vocational/trade program	Graduated	3.4	3.9	4.3	4.6	3.8
	Yes	5.5	4.7	4.5	3.9	4.9
	No	91.1	91.5	91.2	91.6	91.3
Youth is eligible to apply for ETV	Not in school	34.6	34.2	32.4	36.1	33.7
	Yes	22.0	21.1	20.4	19.0	21.2
	No	43.4	44.7	47.2	45.0	45.1
Youth is currently working or in an internship	Yes	26.8	26.6	27.1	27.7	26.8
	No	73.2	73.4	72.9	72.3	73.2

Data Source: ACS PYA database. Prepared by the Management Analysis & Reporting Unit, ACS, February 22, 2016.

Notes: PYA data are collected twice a year for youth in foster care with APPLA. Answers are based on the last PYA form completed for the youth in a year. The number of APPLA youth age 21 increased substantially between 2013 (N=64) and 2015 (N=158), whereas the number of youth age 17-20 declined slightly (2013 N=2,442 to 2015 N=2,256). Data include duplicate youth across data years, as some youth remained in care for 2 or 3 of these years.

APPENDIX B
2017 CONRAD N. HILTON STAKEHOLDER SURVEY

Thank you for participating in our survey.

First, please help us understand the scope of your current work and how it intersects with Transition Age Youth (TAY). <u>TAY</u> **are those youth, ages 16 – 24, who have been in long-term foster care (including residential or congregate care) and will likely "age out" of the child welfare system.**

1. <u>Please select one or more </u>**descriptors from the list below to describe your work now.** <u>Choose ALL that apply.</u>

Government agency/department – Federal	1
Government agency/department – County	2
Government agency/department – City	3
Dependency court	4
Juvenile justice	5
Foster Care provider	6
Nonprofit	7
University or college	8
Faith-based institution/organization	9
Private philanthropy/Funder	10
Individual Consultant	11
Direct services agency	12
Advocacy organization	13
Research organization	14
Education agency	15
Training resource	16
Workforce organization	17
Comprehensive community-based agency	18
Other (please specify_____)	19

2. **What geographic region is the <u>primary</u> focus of your work?**

California	1
New York	2
Somewhere else (please specify_____)	3

3.   **Are you currently a Hilton grantee? A grantee is an organization that receives funding either directly from Hilton or through a pass-through organization.**

Yes .... 1 → SKIPS TO Q. 11

No 0

4.   **How familiar are you with work of the Hilton Foundation?**

Very familiar 1

Moderately familiar 2

A little familiar 3

Not at all familiar 0

5.   **How familiar are you with the Hilton Foundation's Foster Youth Strategic Initiative [i.e., goals, target population]?**

Very familiar 1

Moderately familiar 2

A little familiar 3

Not at all familiar 0

6.   **Do you know or are you aware of any Hilton Foster Youth Strategic Initiative grantees?**

I know/am aware of one grantee 1

I know/ am aware of more than one grantee 2

I do not know/ am not aware of any grantees........................ 0

We are interested in learning more about collaboration between transition-age youth (TAY) stakeholders and across systems that serve TAY.

Collaboration is the process of two or more people or organizations working together to realize or achieve a common goal or outcome.

7.   **Thinking about your work with transition-age youth, how important is collaboration (outside your organization) to your goals?**

No importance 1

A little importance 2

A moderate amount of importance 3

A lot of importance 4

An extreme amount of importance.. 5

Collaboration can be formal (e.g., directed via an MOU) or informal (meeting informally to discuss common goals or referring clients to each other).

8. **How structured is your collaborative work? Would you say my collaborative work is…?**

Mostly formal (e.g., committee, membership group) ....…	1
More often formal than informal	2
Equally formal and informal	3
More often informal than formal	4
Mostly informal (no set structure	5

Collaboration may occur among a large number of people and entities within one sector, or it may occur among a small number of people and entities across multiple sectors and disciplines.

9. **Do you collaborate across sectors?**

Yes..	1
No..	0

10. **How integrated is collaboration into your work?**

Very little integration ....….	1
A moderate level of integration	2
A good deal of integration	3
A high level of integration	4

11. **Through collaboration, have you been able to impact child welfare policy for transition-age youth (e.g., modify existing policy, develop new policy, secure funding, etc.)?**

Yes..	1
No..	0 → SKIPS TO Q. 13

12. **In what way(s) have you been able to impact policy? (Choose all that apply.)**

Sponsored legislation..	1
Developed policy or protocol	2
Implemented policy...	3
Modified or changed existing policy	4
Established policy agenda...	5
Secured funding to support policy	6
Testified or submitted testimony to city council or board of supervisors hearing...	7
Testified or submitted testimony to state legislative panel or committee..	8
Advocated with public child welfare agency	9
Other (please specify_____)...	10

It is well known in the child welfare field that issues affecting transition-age youth are often interrelated.

13. **What do you feel are <u>the top three (3) issues</u> affecting the ability of service providers to effectively serve transition-age youth in your region?**

Increasing access to programs and services.. 1

Assisting with basic needs/transition resources 2

Training in life skills... 3

Building supportive relationships... 4

Developing partnerships with colleges.. 5

Developing partnerships with private partners...................................... 6

Developing partnerships with government agencies 7

Building upon evidence-based programs... 8

Supporting caregivers 9

Obtaining permanency... 10

Increasing college readiness 11

Increasing career readiness 12

Providing reproductive health/pregnancy prevention......................... 13

Supporting crossover youth 14

Supporting pregnant and parenting teens 15

Providing or assisting with housing 16

Engaging employers 17

Tracking outcomes 18

Other (please specify_____)................................ 19

14. **Is improving college and career readiness for transition-age youth central to the mission of your organization?**

Yes... 1

No... 0 → SKIPS TO Q. 15

14a. **Thinking about the public and private organizations and individuals interested in transition-age youth (TAY) issues in your region, what is the current overall level of support around college and career readiness for TAY?**

Very little support ....… 1

A moderate level of support 2

A good deal of support.. 3

A high level of support 4

14b. Thinking about the support for college and career readiness for transition-age youth in your region, is there any sector that is missing or not supportive currently that you would like to see involved in this work?

Yes 1

No .... 0 → SKIPS TO Q. 15

14c. What sector is that?
<<<OPEN ENDED>>>

15. Is providing support for caregivers of transition-age youth central to the mission of your organization?

Yes 1

No .... 0 → SKIPS TO Q. 16

15a. Thinking about the public and private organizations and individuals interested in transition-age youth (TAY) issues in your region, what is the current overall level of support around providing support for TAY caregivers?

Very little support 1

A moderate level of support 2

A good deal of support 3

A high level of support 4

15b. Thinking about the support for strengthening caregivers for transition-age youth in your region, is there any sector that is missing or not supportive currently that you would like to see involved?

Yes 1

No .... 0 → SKIPS TO Q. 16

15c. What sector is that?
<<<OPEN ENDED>>>

16. Are providing services for pregnant and parenting youth central to the mission of your organization?

Yes 1

No .... 0 → SKIPS TO Q. 17

16a. Thinking about the public and private organizations and individuals interested in transition-age youth (TAY) issues in your region, what is the current overall level of support around providing services for pregnant and parenting youth?

Very little support 1

A moderate level of support 2

A good deal of support 3

A high level of support 4

16b. **Thinking about the support for services for pregnant and parenting youth in your region, is there any sector that is missing or not supportive currently that you would like to see involved?**

Yes 1

No .... 0 → SKIPS TO Q. 17

16c. **What sector is that?**
<<<OPEN ENDED>>>

17. **Are services for youth involved in both the juvenile justice system and the foster care system (aka, crossover youth) central to the mission of your organization?**

Yes 1

No .... 0 → SKIPS TO Q. 18

17a. **Thinking about the public and private organizations and individuals interested in transition-age youth (TAY) issues in your region, what is the current overall level of support around services for youth involved in both the juvenile justice system and the foster care system (aka, crossover youth)?**

Very little support 1

A moderate level of support 2

A good deal of support 3

A high level of support 4

17b. **Thinking about the support for services for youth involved in both the juvenile justice system and the foster care system (aka, crossover youth) in your region, is there any sector that is missing or not supportive currently that you would like to see involved?**

Yes 1

No .... 0 → SKIPS TO Q. 18

17c. **What sector is that?**
<<<OPEN ENDED>>>

When we talk about systems alignment, we are referring to the fact that foster youth are interacting with multiple public systems which do not talk to each other. The idea behind systems alignment is to have more public systems connected; for example, connecting child welfare and education systems can make records more easily accessible to case workers and educators.

18. **Is strengthening collaboration and alignment across systems central to the mission of your organization?**

Yes 1

No .... 0 → SKIPS TO Q. 19

18a. **Thinking about the public and private organizations and individuals interested in transition-age youth issues (TAY) in your region, what is the current overall level of support around strengthening collaboration and alignment across systems for TAY?**

Very little support 1

A moderate level of support 2

A good deal of support 3

A high level of support 4

18b. **Thinking about support around strengthening collaboration and alignment across systems for transition-age youth in your region, is there any sector that is missing or not supportive currently that you would like to see involved?**

Yes 1

No .... 0 → SKIPS TO Q. 19

18c. **What sector is that?**
<<<OPEN ENDED>>>

19. **Is developing and disseminating knowledge in the field of transition-age youth central to the mission of your organization?**

Yes 1

No .... 0 → SKIPS TO Q. 20

19a. **Thinking about the public and private organizations and individuals interested in transition-age youth (TAY) issues in your region, what is the current overall level of support around developing and disseminating knowledge in the field of TAY?**

Very little support 1

A moderate level of support 2

A good deal of support 3

A high level of support 4

19b. **Thinking about support for developing and disseminating knowledge in the field of transition age youth in your region, is there any sector that is missing or not supportive currently that you would like to see involved?**

Yes 1

No .... 0 → SKIPS TO Q. 20

19c. **What sector is that?**
<<<OPEN ENDED>>>

20. **Have you encountered any barriers to collaboration with non-profit organizations?**

Yes 1

No .... 0 → SKIPS TO Q. 21

20a. **What barrier(s) have you encountered?**
<<<OPEN ENDED>>>

21. **Have you encountered any barriers to collaboration with government organizations?**

Yes 1

No .... 0 → SKIPS TO Q. 22

21a. **What barrier(s) have you encountered?**
<<<OPEN ENDED>>>

22. **Have you encountered any barriers to collaboration across sectors (for example, the child welfare sector and the juvenile justice sector, or the public sector and the private sector)?**

Yes 1

No .... 0 → SKIPS TO Q. 23

22a. **What barrier(s) have you encountered?**
<<<OPEN ENDED>>>

23. **How important is the Hilton Foundation's Foster Youth Strategic Initiative in connecting your organization with other organizations that are focused on transition-age youth?**

Not important 1

A little important 2

Somewhat important 3

Very importance 4

Extremely important 5

24. **How important is the Hilton Foundation's Foster Youth Strategic Initiative support in helping your organization address challenges experienced by transition-age youth?**

Not important 1

A little important 2

Somewhat important 3

Very importance 4

Extremely important 5

How much do you agree or disagree with the following statements:

25a. **[The Hilton Foundation/The Hilton Foundation's Foster Youth Strategic Initiative grantees] actively encourage(s) and/or facilitate(s) the sharing of information between my organization and other entities.**

Strongly agree 1

Slightly agree 2

Neither agree nor disagree... 3

Slightly disagree 4

Strongly disagree 5

25b. **[The Hilton Foundation/The Hilton Foundation's Foster Youth Strategic Initiative grantees] work(s) to strengthen the capacity of my organization and partner organizations.**

Strongly agree 1

Slightly agree 2

Neither agree nor disagree... 3

Slightly disagree 4

Strongly disagree 5

25c. **[The Hilton Foundation/The Hilton Foundation's Foster Youth Strategic Initiative grantees] help(s) to set priorities for serving transition-age youth in my region.**

Strongly agree 1

Slightly agree 2

Neither agree nor disagree... 3

Slightly disagree 4

Strongly disagree 5

25d. **The Hilton Foundation's investment in transition-age youth in my region have spurred other funders to invest in transition-age youth (services, research, supports).**

Strongly agree 1

Slightly agree 2

Neither agree nor disagree... 3

Slightly disagree 4

Strongly disagree 5

25e. **[The Hilton Foundation/The Hilton Foundation's Foster Youth Strategic Initiative grantees] promotes development of new interventions that benefit transition-age youth.**

Strongly agree 1

Slightly agree 2

Neither agree nor disagree... 3

Slightly disagree 4

Strongly disagree 5

26. **How effective is [the Hilton Foundation/the Hilton Foundation's Foster Youth Strategic Initiative grantees] in shaping a common agenda for transition-age youth issues in your region? Would you say…?**

Not all effective... 1

Slightly effective 2

Moderately effective 3

Very effective.. 4

Extremely effective... 5

27. **How effective is [the Hilton Foundation/the Hilton Foundation's Foster Youth Strategic Initiative grantees] in bringing essential partners (e.g., leaders and decision makers) into conversations about improving outcomes for TAY? Would you say…?**

Not all effective... 1

Slightly effective 2

Moderately effective 3

Very effective.. 4

Extremely effective... 5

28. **Thinking about the Hilton Foundation's Foster Youth Strategic Initiative (FYSI), in what way does FYSI add value to your work of supporting transition-age youth? (Choose ALL that apply.)**

Funding.. 1

Facilitating new or better services 2

Promoting service innovations 3

Supporting policies 4

Other (please specify_____)................................. 5

Don't know 6

29. **What do you perceive as the main strength of the Foster Youth Strategic Initiative?**

Responsiveness to TAY needs... 1

Convening stakeholders to plan a TAY agenda...................................... 2

Fostering connections between stakeholders and systems 3

Other (please specify_____)................................. 4

I don't know 5

*********************END****************

APPENDIX C
SUPPLEMENTAL TABLES AND FIGURES FROM THE 2017 STAKEHOLDER SURVEY

Table C-1. Q.1. <u>Please select one or more</u> descriptors from the list below to describe your work now. <u>Choose ALL that apply.</u>

Q.1 – CURRENT WORK DESCRIPTORS	% OF GRANTEES (N=84)	% OF TAY STAKEHOLDERS (N=69)
Government agency/department – Federal	1%	3%
Government agency/department – County	5%	23%
Government agency/department – City	12%	6%
Government agency/department – State*	0%	4%
Dependency court	4%	0%
Juvenile justice	10%	7%
Foster Care provider	23%	13%
Nonprofit	60%	44%
University or college	19%	10%
Faith-based institution/organization	5%	0%
Private philanthropy/Funder	4%	7%
Individual Consultant	4%	4%
Direct services agency	30%	17%
Advocacy organization	19%	26%
Research organization	14%	12%
Education agency	20%	15%
Training resource	16%	12%
Workforce organization	13%	6%
Comprehensive community-based agency	16%	4%
Intermediary*	4%	0%
Media*	2%	0%
Healthcare*	0%	2%
Bank*	0%	2%
Collective impact*	1%	0%
Commission*	0%	2%

*Denotes Other Specify.

Figure C-1. Q.7. Thinking about your work with transition-age youth, how important is collaboration (outside your organization) to your goals? (n = 69, TAY stakeholders only)

Legend:
- A moderate amount of importance
- A lot of importance
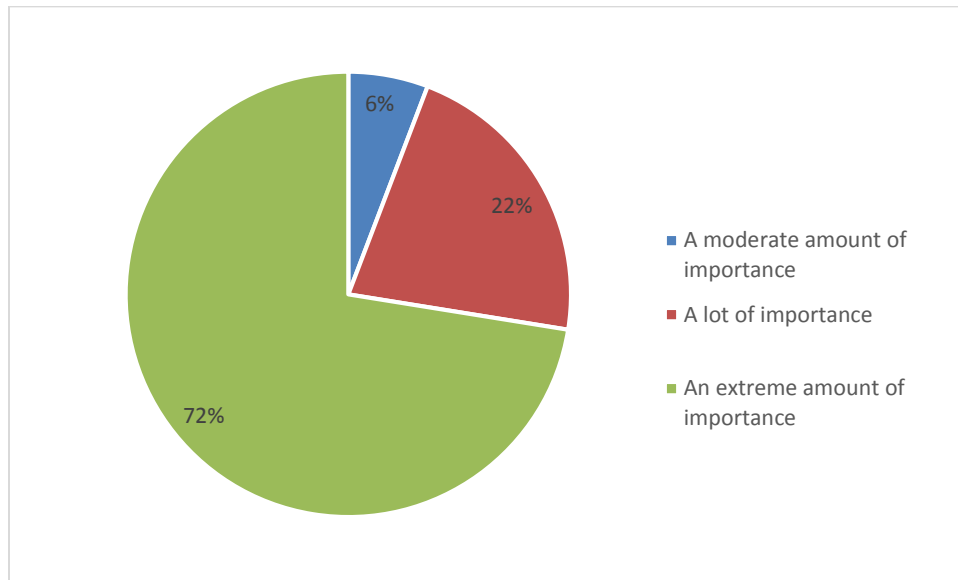- An extreme amount of importance

Values: 6%, 22%, 72%

Figure C-2. Q.13. What do you feel are the top three (3) issues affecting the ability of service providers to effectively serve transition-age youth in your region? (n=154)
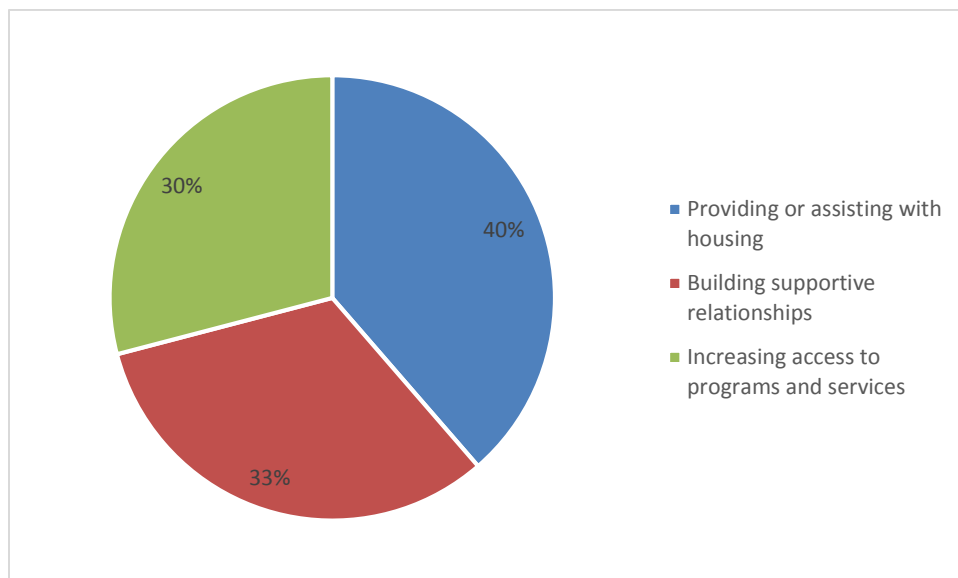

Legend:
- Providing or assisting with housing
- Building supportive relationships
- Increasing access to programs and services

Values: 40%, 33%, 30%

Figure C-3. Q.20, 21, 22. Have you encountered any barriers to collaboration with [non-profit organizations/government organizations/across sectors]? (n=143)
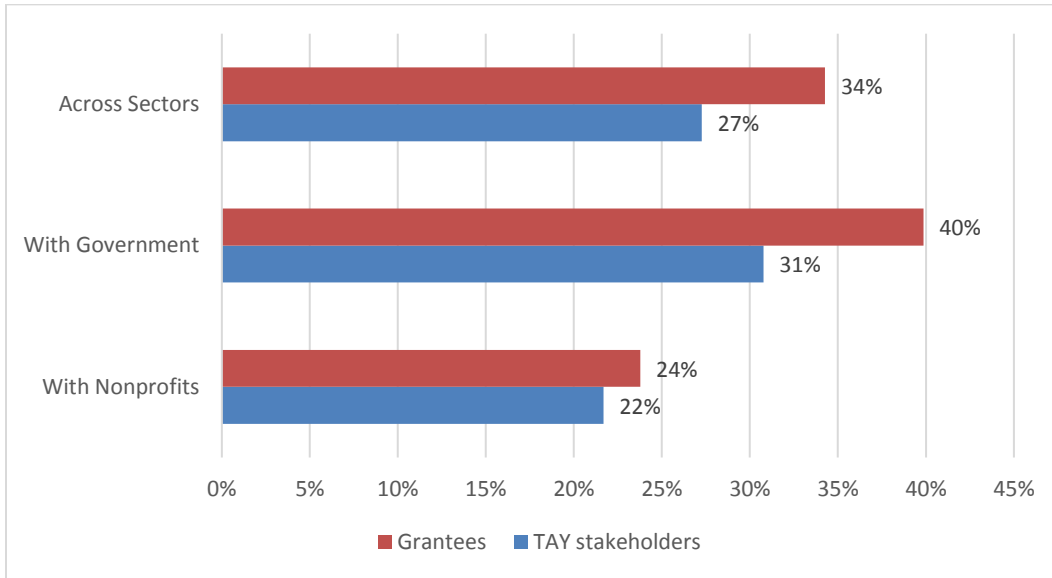

Figure C-4. Q.25c. The Hilton Foundation helps to set priorities for serving transition-age youth in my region. (n=81; grantees only)