



CHILDREN'S
AID FOUNDATION
OF CANADA

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POST-SECONDARY EDUCATION PROGRAM REVIEW



BREANNA - funding recipient

AUTHORS

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THE IMPETUS FOR THIS STUDY came from a question posed by Children's Aid Foundation of Canada in the fall of 2016: *"What impact does our post-secondary funding have on the youth we serve?"* From that question, this evaluation emerged. The Child Welfare Institute is pleased and honoured to partner with the Foundation in examining this important query.

Many thanks go to the Foundation and its support in funding the study and report. Grateful thanks to Foundation staff Rebecca Green, Wendy Chan, and Denyse Gregory who provided many hours in reviewing and editing the survey tool and the final document. This is also an opportunity to thank all the donors who, through the years, have generously and continually given towards supporting our child welfare youth through post-secondary education supports.

Special thanks go to the Advocacy and Research Team (ART) for reviewing and testing the survey tool and adding their wise comments and good suggestions to improving it. ART is composed of human service professionals who bring research and evaluation expertise along with the lived experience of being in care. Their input and critical lens made this a better study.

Appreciative thanks to the other stakeholder groups who contributed their data to the study: foster parents, child welfare supervisors, as well as Foundation staff and volunteers. Your critique of what worked and what did not was invaluable.

Finally, to all the youth who so generously gave their time, their data, and their insight to this study - a thousand thanks. Each and every youth is remarkable in their grit, determination, and fortitude. The potential of these youth is limitless. While youth are a percentage of our population today, they are 100 per cent of our future. The report findings underscore that our role is to provide them with any and all the opportunities and supports that will aid them in reaching their goals.

Our task at the Child Welfare Institute was to analyze the data in order to understand what difference, if any, post-secondary funding makes to youth in permanent care. As the findings show, post-secondary supports make significant and important differences to the lives of these youth, to their future opportunities, as well as to improving their children's prospects.

Please note, all errors and omissions related to this report are mine alone.

Respectfully submitted,



Deborah Goodman, PhD.,
Director, Child Welfare Institute
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A MESSAGE FROM CHILDREN'S AID FOUNDATION OF CANADA

CHILDREN'S AID FOUNDATION OF CANADA is pleased to release this report examining our Post-Secondary Education (PSE) Program. The PSE Program is an integral part of our overall Education Strategy and our mission to improve the lives of children and youth in the child welfare system by removing barriers and providing access to opportunities. The program has been supporting young people in their academic pursuits in Toronto since 1995 and at a national level since 2008. Since 1995, the Foundation has awarded **\$12.3 million** to students through **4,304** donor-funded scholarships, bursaries and other awards from the Foundation.

At Children's Aid Foundation of Canada, we are committed to using evidence to inform high quality program development and execution. This evaluation of our Post-Secondary Education Program has been able to advance our understanding of the impact of post-secondary education funds for students and where program improvements could be made. The data and insights arising from this report will inform our fundraising, grants and programs for years to come.

The PSE Program would not be possible without the heartfelt and longstanding commitment of our donors who are empowering students to realize their dreams. The Foundation is committed to stewarding donor funds and ensuring that they are being invested in the best ways to help children and youth.

We hope that others within the field of child welfare will also be able to learn from the study and the data and that the report stimulates discussion on the importance of PSE supports for all youth in care.

Finally, we would like to thank the students who have shared their experiences with us through this study. The time and insights you have shared will help us to improve our programs to help you achieve your post-secondary education goals. You should be tremendously proud of your resilience and your accomplishments.

A copy of the full report can be found on our website cafdn.org/about-us/publications-and-financials or the Child Welfare Institute's website childwelfareinstitute.torontocas.ca

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EXECUTIVE SUMMARY

POST-SECONDARY EDUCATION PROGRAM REVIEW

WHAT WE DID

In 2017, Children's Aid Foundation of Canada (Foundation) partnered with the Child Welfare Institute to study the effects of Foundation support on young people who were in permanent care and who received donor funding to pursue a post-secondary education.

Since 1995, the Foundation has awarded **\$12.3 million** to students through **4,304** donor-funded scholarships, bursaries and other awards from the Foundation. The \$6.3 million in grants awarded to 903 students between 2005-2006 and 2014-2015 represent:

- 1,231 scholarships
- 638 bursaries
- 189 graduation awards
- 69 HSBC Youth Opportunity Fund grants
- 150 grants to students for textbooks, equipment or laptops

It is a well-known fact that education can elevate young people above the circumstances they were born into. Research also shows that an education is much more than better jobs and financial stability. Education is a protective factor and it can help young people overcome the devastating effects of childhood maltreatment on other markers of well-being, like their physical and mental health. For child welfare-involved youth who received post-secondary supports, the overarching study question was: **"What impact does our post-secondary funding have on the youth served by the Foundation?"**

To answer that question, the 903 youth who received Foundation support between 2005-2006 and 2014-2015 were surveyed and asked how funding helped them and how they're doing today. The study was limited to this time period due to the declining quality of contact information for students. Responses were received from a statistically valid sample of 182 youth. Also interviewed were foster parents, child welfare staff, Foundation staff and volunteers. The study found that donor support does make a difference academically and it makes a difference in other key ways. For example, the simple action of awarding support is significant in that the action sends an important message to the youth that somebody believes in them, someone sees their potential even when they may not see it in themselves. Social Determinants of Health factors were used to explore common indicators of health and well-being. The report has been written as a research summary of the evaluation and is organized by the five research questions that guided the study:

1. What are the characteristics of the population of youth receiving PSE support?
2. Where are the youth who received funding, today?
3. What is the impact on youth who receive PSE support?
4. How can the Foundation improve the PSE Program going forward?
5. Are there common indicators the Foundation can employ that aid in impact measurement of the PSE program going forward?

WHAT WE KNOW

A vast amount of literature exists on the very poor outcomes young people who grew up in care typically experience in comparison to their community peers.

YOUTH FROM CARE	OUTCOMES	COMMUNITY YOUTH
46% < 3%	Education Graduate from Secondary School [°] Earn a Post-Secondary Degree by age 25 *	83% 28%
46% 70%	Employment Employed at age 26 * At age 26 earned employment income in previous year *	80% 94%
45%	Income Experience at least 1 economic hardship *	18%
9%	Housing Have their own residence by age 26 *	30%

[°] OACAS Gateway to Success Cycle Three (2014)

* US data (Fraye, Jordan & DeVoght, 2017)

WHAT WE FOUND

The study results found donor support is transforming young people's lives. Areas explored were the journey students took through primary and secondary school, when and why they made the decision to attend post-secondary, their path transitioning out of care, and their experiences during post-secondary school.

• **Positive Impacts:** Overall, this research finds the Foundation programs yielded positive impacts in the lives of these youth. For example,

- **92%** of students graduated or are on track to graduate from post-secondary studies;
- **Foundation support had a transformative effect on young people's health and well-being;**
- **91%** describe themselves as thriving.

"Without the financial help I wouldn't have been able to pursue my Master's degree. [It was not] only the financial aspect [that helped] but also the feeling that someone is investing in me and cares and wants me to do well – [this] was a huge motivation to do well in school." Y184

• **Higher Academic Performance:** Students overwhelmingly reported that Foundation support made important and significant difference in their ability to succeed at school:

- **98%** reported support helped them academically
- **85%** reported support was critical to their ability to attend school
- **1.45** degrees/programs completed per youth (average)
- **18%** have completed a graduate program
- **92%** reported gains (e.g., improved school attendance & attitude to studies, fewer work hours)

• **Improved Quality of Life and Well-Being.** The support the youth received had a multiplying effect into other areas of their health and well-being today:

- **80%** reported better social connections
- **76%** of youth are either employed or in school
- For youth who are employed and not in school, **79%** describe their employment as stable
- **92%** describe their housing as stable
- **90%** have close friends they can count on
- **90%** describe their physical and mental health as good
- **81%** reported improved emotional well-being as a result of Foundation support
- **33%** said they would not have been able to attend school without Foundation support

"I would have been so stressed without Foundation support. It saved me financially. It helped me pay for school, transportation, food, housing and sustain a living since I was a sole support parent." Y137

In summary, this evaluation has provided the Foundation, its community partners, such as others in the child welfare sector, governments, philanthropists, policy makers, academics, the non-profit community, its donors and most importantly, the child welfare involved youth with research evidence on the key short-term and long-term benefits of post-secondary supports.

WHAT WE WILL DO

Informed by the findings, the Foundation crafted recommendations to better support youth from care to achieve their post-secondary education (PSE) goals and to help more youth reach this milestone.

R1 Increase secondary school graduation rates

Many more youth from care could benefit from PSE but currently only 46% in Ontario graduate from secondary school (national statistics for youth from care are unavailable). Results of the PSE Review highlight a number of factors that led students to graduate that could be expanded or built-upon for youth in care. It is recommended that the Foundation, its partners and supporters work to increase secondary school graduation rates.

R2 Provide flexible support to ensure post-secondary success

Youth from care face many barriers in their lives. We recommend that flexibility within PSE funding be applied to help address singular and intersecting barriers. Factors such as race and gender are important areas of consideration. Flexibility can be applied the following ways: how PSE dollars can be used by students, number of programs and schools that students can attend given that youth may have false starts or may attend both college and university, and the age of support given that youth may delay their PSE or return to school at a later age.

R3 Support progression from post-secondary into fulfilling careers

The report highlights that youth graduate with high debt and struggle to find work in their areas of study. The Foundation recommends maintaining Graduation Awards as a way of helping students manage debt. It is also recommended that the Foundation support employment programs to assist youth with the progression from post-secondary school into fulfilling careers.

R4 Support youth transitioning out of care

Leaving care is a difficult transition period for all youth. Transitioning from secondary school to PSE is a difficult period for all youth, and this is even more difficult for youth simultaneously transitioning from care. Those instrumental shifts are often made by the youth with little support. To ensure the success of more students at PSE and to help more students go on to PSE, we recommend that the Foundation continue to highlight transition funding (eg. housing, health, and life skills supports) as a priority, and to try to increase access to these supports outside of Toronto and across the country.

R5 Partner with child welfare and community agencies

Youth from care can only benefit from the Foundation's PSE support if they know that supports are available. We recommend that the Foundation work in partnership with child welfare and community agencies to ensure that students begin post-secondary with knowledge about the supports available.

R6 Explore research opportunities

We recognize that this comprehensive data set has the potential to illuminate many other issues and possibilities. We recommend that the Foundation set up a process to make the study data available to researchers interested in learning about this population and uncovering new insights.

FULL REPORT

POST-SECONDARY EDUCATION PROGRAM REVIEW

1.0 BACKGROUND



JADA - funding recipient

The Children's Aid Foundation of Canada's (Foundation) *Post-Secondary Education (PSE) Program* was established in 1995. The aim of the program, both then and now, is to provide essential financial support for education to young people in care and from permanent care, so they can earn a diploma or degree. The range of *PSE Program* supports include:

- Scholarships and bursaries
- Graduation awards
- HSBC Youth Opportunity Fund

Over the past 20 years, the PSE Program has been reaching more and more deserving youth across Canada. Since its inception in 1995/96 it has grown 500% from 250 students in Years 1 to 5 to 1,502 students by Years 16 to 20. In its inaugural year (1995-96), \$15,000 of support was distributed to nine Toronto-based youth; by 2014-15, the PSE Program has grown to over \$1.2 million (see Table 1 in Appendix B) and supported 395 youth across Canada (see Figure 1). The total number of unique youth who received PSE support from the 2005-2006 school year up to and including the 2014-15 school year is: 903.

1.1 STUDY PURPOSE

As part of the Foundation's commitment to ongoing evaluation of the effectiveness of the PSE Program it is keenly interested in evaluating the impact of PSE supports on the youth recipients. Has it made a positive difference in their lives? If yes, what differences are noted? If no, what can be done to elicit positive effects as a result of PSE Program supports?

The Foundation enlisted the evaluative services of the Child Welfare Institute, CAS Toronto to conduct the 2017 study.

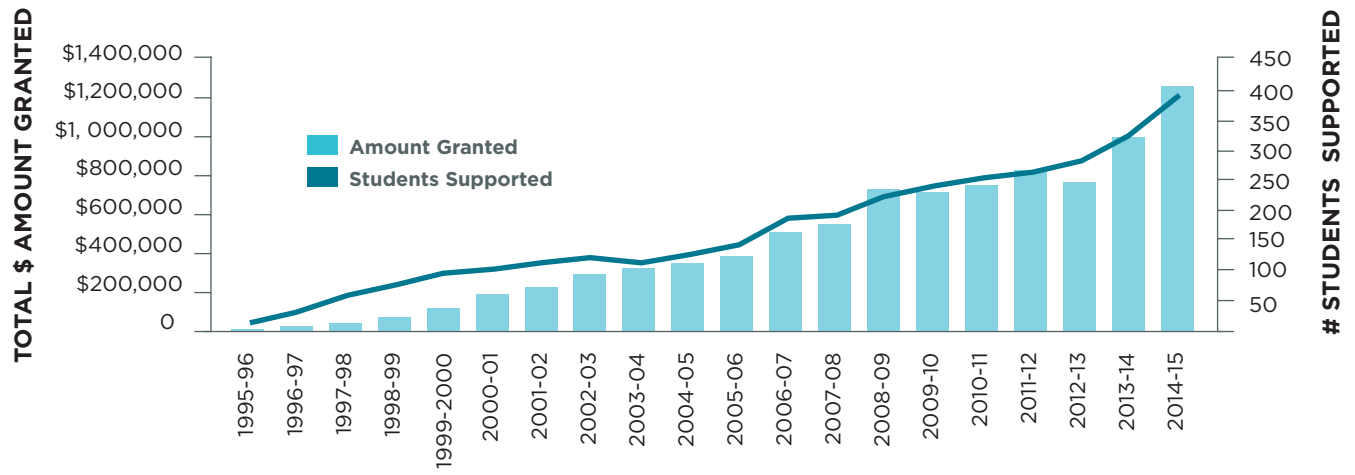
The main overarching study question: **"What impact does post-secondary funding have on the youth served by the Foundation?"**

1.2 STUDY QUESTIONS

Embedded in the guiding question were five study questions that informed the study.

1. What are the characteristics of the population of youth receiving PSE scholarships, bursaries, and graduation awards?
2. Where are the youth who received funding, today?
3. What is the impact on youth who receive a PSE scholarship, bursary, or graduation award?
4. How can the Foundation improve the PSE program going forward?
5. Are there common recipient indicators the Foundation can employ that will aid in impact measurement of the PSE program going forward?

Figure 1: PSE Program Growth 1995-2015



2.0 METHODOLOGY



JUSTIN - funding recipient

A mixed method approach was used to examine the study questions. Quantitative and qualitative data were collected from a number of key stakeholders and a variety of methods (i.e., survey, focus groups and interviews) were used. The data were further triangulated through inclusion of different data sources. Examples include: PSE youth recipients, Foundation staff responsible for both PSE fundraising and PSE fund distribution, Foundation volunteer leads for PSE Scholarship/Bursary Awards, and Children's Aid Society of Toronto supervisors and Pape Adolescent Resource Centre (PARC) program staff that refer youth to the PSE. The Foundation received ethics approval for the study on October 25, 2016 from the Child Welfare Institute (CWI).

2.1 METHODS

Obtaining data from the PSE funding recipients included conducting a population survey (N=903) via Survey Monkey and conducting 15-18 follow up interviews with a sample of youth. See Appendix A for a copy of the survey and Table 2 (Appendix B) for the interview questions by target group.

Youth:

- **Population survey used Survey Monkey; a link was sent to all 903 students with current email addresses** (FEB-APRIL/2017); consent to contact was provided to youth respondents at the end of the survey related to a request for follow-up phone interviews; the required sample size for 903 youth, with a confidence level of 95% and confidence interval of 5 to 7 is: 270 – 161;
- **Phone interviews were conducted with 15 to 16 youth representing 3 age groups:** ages 19-22 (n=5-6), ages 23-26 (n=5-6) and ages 27-41 (n=5-6). Sampling included half that had “moderate” post-secondary success (n=7-8) and half that had “low” post-secondary success (n=7-8). These youth were selected from a “consent to contact cohort” obtained via Survey Monkey.

Foundation Staff/Volunteers & CAS Supervisors/PARC staff & Foster Parents

- **Focus group with CAS supervisors** about overall referral experience, views on Foundation funding impact and criteria for participation;
- **Focus group with Foster Parents** about knowledge of PSE supports, barriers to youth and funding impact;
- **Focus group with Foundation fundraising and operational staff** on overall experience, and views on Foundation leads on funding impact;
- **Interviews with select CAS/Foundation staff** about youth recipients' experiences, barriers, impact of funding.

Social Determinants of Health:

To explore possible common measurement indicators, 13 of 14 areas were selected to be examined for impact (see below); these are based on the 14 *Canadian Social Determinants of Health Factors* (Mikkonen & Raphael, 2010). The factors in bold are relevant to demographic outcome effect and those underlined are relevant from an overall health factor outcome. Early life is excluded given all youth have maltreatment and/or trauma history and all had child welfare involvement.

- | | |
|--|---|
| 1. Aboriginal status | 8. <u>Housing</u> |
| 2. Gender | 9. <u>Employment and working conditions</u> |
| 3. Disability | 10. <u>Social exclusion</u> |
| 4. Race/Ethno Cultural | 11. <u>Food insecurity</u> |
| 5. <u>Early life</u> | 12. <u>Social safety net</u> |
| 6. <u>Income and income distribution</u> | 13. <u>Health services</u> |
| 7. <u>Education</u> | 14. <u>Unemployment and job security</u> |

2.2 DATA ANALYSIS PLAN

All quantitative survey data extracted from Survey Monkey were imported into SPSS v20 which allowed examination at the univariate (e.g., gender), bivariate (e.g., cross-tab, t-test, correlation, chi square) and multivariate (e.g., multivariate regression) levels. Where applicable, parametric (assumptions are made about the parameters of the population and test of group *means* occurs) and non-parametric tests (no assumptions are made and tests of group *medians* is used) were employed. When the assumptions of parametric tests and sample size guidelines are met, the parametric tests are used as they yield greater statistical power, which means detection of a significant effect is more likely if one exists. Additionally, there generally exists greater familiarity with parametric tests.

All qualitative data (i.e., obtained from Survey Monkey, interviews or focus groups) were sorted and coded for themes and underwent both thematic and content analysis; a peer review process tested for the validity of the themes.

Note, the term “youth” is used in a generic way to describe the participants.

Finally, to ensure a participatory action element underpinned the study and to know if any questions were potentially triggering for the youth respondent (e.g., elicits negative memories/trauma response), the youth survey was reviewed by three Advocacy & Research Team (ART) members. ART is composed of human service professionals who bring research and evaluation expertise along with the lived experience of being in care. ART reviewed the clarity, quality, appropriateness and sensitivity of the survey questions and provided recommendations on improvements to the questions.

2.3 STUDY STRENGTHS AND LIMITATIONS

Every study has its strengths and its limitations. *Strengths* of this study include the multi-method approach and triangulation of the data across sources. Also, the sample size requirement for the youth survey was met; a total of 182 unique youth completed the survey, resulting in a confidence interval of +/- 6.49, which is within the acceptable range (5 to 7). Level of significance for the analytic tests is set at $p < .05$. Also, 104 of the 182 youth provided their consent for follow up (57% response), which suggests that they want to share their experience, views and recommendations for improving PSE. All youth who completed the interview received a \$20 honorarium. Finally, including ART strengthened the study in that former youth in care informed the survey design.

Limitations with the study include that the survey sample was not random, but was limited to those who responded voluntarily, and that not all youth who received PSE funding actually received the survey. Some youth had inactive or wrong email addresses or, since some of the youth were last in touch with the Foundation over a decade ago, no email addresses. Thus, they could not be included. While 104 youth consented to the follow up segment of the study, only 20 interviews could be accommodated and of those, only 17 were able to be completed within the timeframe allotted. It would have strengthened the study and our understanding to be able to have included all youth who consented.

3.0 STUDY TOOLS



CHANA - funding recipient

While a number of tools were used, the main tool for the youth data was the Survey Monkey tool; it had eight sections and 78 questions, most were a “click” box option with some responses to be written (see Appendix A). Additional methods included five semi-standard interview/focus group questions see Table 2, Appendix B.

1. Interviews with youth
2. Focus group with foster parents
3. Focus group with CAST Supervisors
4. Focus group with Pape Adolescent Resource Centre (PARC) staff
5. Focus group/interview with Children's Aid Foundation of Canada staff groups
6. Interviews with Foundation volunteers

4.0 RESULTS



ANAYAH - funding recipient

The PSE results are presented in the following sections:

- Youth - Survey findings (n=182);
- Foundation Staff, Volunteers, CAST Supervisors, PARC staff and Foster Parent focus group or interview data (n= 34); and
- Youth Interview data (n=16).

4.1 Q1: POPULATION OF YOUTH RECEIVING PSE SUPPORTS

Data are reported from four survey sections: **Demographics** (Section 7); **Primary & Secondary School Experience** (Section 2); **Transition Out of Care** (Section 3); and **Post-Secondary School Education Experience** (Section 4).

Q1- What are the characteristics of the population of youth receiving bursaries, scholarship and graduation awards?

4.1.1 DEMOGRAPHICS

• Age Today (Q71)

A total of 133 of 182 youth provided age data (73%). Respondents ranged from 19 to 41 years of age. Median age was 25 and mean age was 25.31, indicating both accurately represent the centre of the data's distribution on age.

Nearly half of the respondents (n=62, 47%) were between age 22 and 26 at the time of the survey (Table 3).

Table 3: Age of youth today

AGE TODAY	N	%
19 - 21 years	26	20%
22 - 26 years	62	47%
27 - 41 years	45	34%
TOTAL	133	100%

• Gender (Q72)

Nearly eight-in-ten respondents identified as female (n=104, 78%), two-in-ten identified as male (n=29, 21%) and one youth preferred not to say (n=1, 1%); no one identified as *third gender or described self differently*. The dominance of females in the PSE program is well known. See Table 4.

Table 4: Gender of funding recipients

GENDER OF YOUTH	N	%
Female	104	78%
Male	29	21%
Two-spirit/ third gender	0	0%
Describes self differently	0	0%
Prefers not to say	1	1%
TOTAL	134	100%
Missing	48	

• Ethno-Cultural/Racial Identity (Q73)

The 134 youth who reported on this item reflect much ethno-cultural diversity. Less than one-third (29%) of PSE youth identify as white vs. two-thirds (64%) identify as white in the 2011 Canadian National Household Study (NHS). Examination of the data by gender finds no significant difference by cultural identity. There is over and under-representation by ethno-cultural groups in PSE (e.g., Black, Multiple ethnicities). See Table 5.

Table 5: Ethno-Cultural Identity

ETHNO/CULTURAL GROUPS	PSE N	PSE %	NHS* % 2011	PSE OVER/UNDER REPRESENTATION
Indigenous Aboriginal/Native/Metis/Inuit	6	4.5%	3%	Over
Asian Asian East (e.g., China, Japan, Korea, Taiwan)	12	9.0%	6%	Under
Asian South (e.g., India, Pakistan, Sri Lanka)	2	1.5%	10%	
Asian South East (e.g., Cambodia, Malaysia, Vietnam)	2	1.5%	3%	
Black Black African (e.g., Ghana, Kenya, Somalia, Uganda)	8	6.0%	6%	Over
Black Caribbean (e.g., Barbados, Jamaica, Trinidad)	31	23.1%		
Black North American (e.g., Canada, United States)	10	7.5%		
Black European (e.g., England, Germany)	0	0.0%		
L. America Latin American (e.g., Central America, Mexico, S. America)	3	2.2%	1%	Over
West Indian Indo-Caribbean (e.g., Guyanese with origins in India)	5	3.7%	1%	Over
Middle Eastern Middle Eastern (e.g., Armenia, Egypt, Iran, Palestine)	2	1.5%	2%	~
White White North American (e.g., Canada, United States)	33	24.6%	64%	Under
White European (e.g., England, Greece, Sweden, Russia)	6	4.5%		
Multiple Many ethnicities/races/cultural groups/Other	14	10.4%	2%	Over
TOTAL	134	100%	98%	
Missing	48 (26%)		2%	

*NHS, National Household Survey, 2011 (categories combined where applicable)

• Location (Q1)

At the time of the survey, respondents lived in eight provinces or territories and one lived abroad. Nine-in-ten respondents (n=165, 91%) lived in Ontario and of these, half (n=80) were in Toronto. See Table 6.

Table 6: Location of Respondents

PROVINCE	#	%
Ontario	165	91%
Manitoba	4	2%
Quebec	4	2%
Alberta	3	1.6%
British Columbia	2	1.4%
New Brunswick	1	.5%
Saskatchewan	1	.5%
Yukon	1	.5%
Abroad [Europe]	1	.5%
TOTAL	182	100%

→ Toronto (n=80 of 182, 44%)
Durham (n=26 of 182, 15%)
Peel (n=17 of 182, 9%)
Ontario Other (n=42 of 182, 23%)

• Status ~ Relationship, Parent (Q74, Q75)

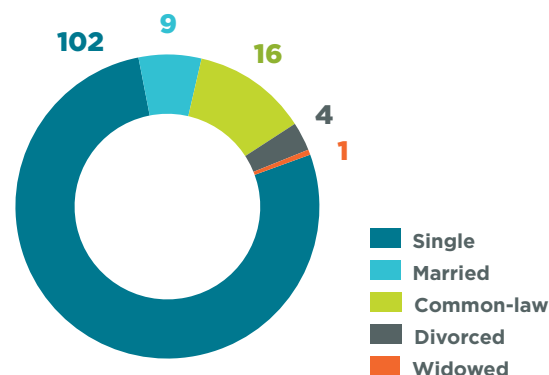
While 132 youth provided a response on *relationship status*, 50 youth had missing data so results need to be treated with caution; nearly three-quarters (n=102) identified that they were currently “single” (a few noted they were in a relationship), one-in-five (n=25, 19%) said they were either “married” or in a “common law” relationship and four percent said they were “divorced” or “widowed”. See Table 7 and Figure 2.

Regarding *parenthood*, 33 of 132 youth (25%) indicated that they were parents during their post-secondary education. Currently, two-thirds of these parents (22 of 33, 67%) are between ages 25 and 30 and nearly nine-in-ten are female (n=29, 88%) vs. male (n=4, 12%). Analysis of being a parent by cultural groups found no significant differences (NS) by ethno-cultural groups.

Table 7: Status ~ Relationships and Parenting

PROVINCE	FREQUENCY		PARENT	
	N	%	Yes	No
Single	102	77%	23	77
Married	9	7%	5	4
Common-law	16	12%	1	15
Divorced	4	3%	3	1
Widow	1	1%	1	0
TOTAL	132	100%	33/25%	97/75%
Missing	50 (27%)		52 (29%)	

Figure 2: Relationship Status



• Status ~ Disability (Q76, Q77, Q78)

Just over one-quarter (n=36, 27%) of the 131 youth identify as having a *disability* and 6 (5%) were “unsure”. Nearly two-thirds (n=24 of 36, 61%) have a formal diagnosis for their disability(ies) and 39% have some diagnosis. Finally, 22 of 36 (61%) said they receive *accommodation* as a result of their disability. See Table 8.

Table 8: Status ~ Disability

DISABILITY	FREQUENCY	
	N	%
Yes	36	27%
No	89	68%
Unsure	6	5%
TOTAL	131	100%
Missing	51	

Of the youth with a disability, almost all identified as being *single* (n=31 of 36, 86%) and nearly half also identified as being a *parent of a child* (n=15 of 33, 45%). In sum, it suggests that for one-quarter of the youth who are *single* and a *parent*, for half of them they also have a disability. What is not known is whether these parents carry additional stressors of their child also having a disability.

4.1.2 PRIMARY & SECONDARY SCHOOL EXPERIENCE

• Primary & Secondary School Moves (Q3)

Respondents were asked to retrospectively identify the number of school moves they experienced during primary school (GrSK-Gr8) and secondary school (Gr9-Gr12). Half of the 153 respondents (n=77) noted *four or more school moves* during their primary school grades and over one-quarter (n=46 of 156, 29%) had *four or more school moves* during secondary school. See Table 9. The number of school moves is a known issue that adversely impacts learning and grades as each move has academic implications: a change in teachers, in rubric, in classmates, in testing, in supports and in venue. Given one-quarter (27%) have noted they have a disability (see Table 8), school moves can further complicate learning goals and school stability.

Table 9: School Moves

PROVINCE	PRIMARY GR SK - GR 8		SECONDARY GR 9 - GR 12	
	N	%	N	%
3 < schools moves	76	50%	110	71%
4-10 school moves	69	45%	41	26%
11 + school moves	8	5%	5	3%
TOTAL	153	100%	156	100%
Missing	29		26	

The adverse “move” effect is in evidence from JK through to Grade 12. A recent Canadian study by Calman & Crawford (2013) examined the data from 45,000 Ontario children’s Education Quality and Accountability Office (EQAO) scores at two time points: kindergarten and Grade 3. The researchers found “elevated risk” for children who switch schools during their early school years. In short, if the child moved schools, the overall result was lower math scores (over 10%), lower reading scores (9%) and lower writing scores (6%). In sum, a change in school worsens academic performance.

Despite the fact that a high percentage of school moves compromises learning, these PSE youth are among the most academically successful youth in care as they proceeded on to post-secondary education. So, how did they successfully manage multiple school moves? Is it the same youth experiencing multiple moves across elementary and secondary school? Review of the data finds that higher numbers of moves during elementary school corresponded to higher number of moves in secondary: of the youth with *4 or more moves during secondary school*, 19% had *3 or fewer moves in elementary school* (n=14 of 75), 38% had *4-10 moves during elementary school* (n=25 of 66) and 50% had *11 or more moves in elementary* (n=4 of 8).

Parametric and non-parametric correlation analysis examined the strength of the relationship between the number of school moves in elementary school with the number of school moves in secondary school and both find a weak but significant and positive correlation (Spearman's $r = .248$; $p = .000$). This cumulative risk effect suggests some youth are at higher risk for multiple school moves. See Table 10.

Table 10: School Moves By Elementary School & Secondary School

# ELEMENTARY SCHOOL MOVES (GRSK-GR8)	# SECONDARY SCHOOL MOVES (GR9 TO GR12)			TOTAL
	3 OR FEWER SCHOOLS MOVE	4 TO 10 SCHOOL MOVES	11 OR MORE SCHOOL MOVES	
3 or fewer school moves	81% (n=61)	19% (n=14)	0	75
4 to 10 school moves	62% (n=41)	36% (n=24)	2% (n=1)	66
11 or more school moves	50% (n=4)	25% (n=2)	25% (n=2)	8
TOTAL	106	40	3	149

• **Number of Years to Complete Secondary School (Q4)**

158 of 182 youth provided data (73%). Most youth (n=133, 84%) completed secondary school within the requisite 4 to 5 year period while one-in-seven (n=25, 16%) took six years or more to complete it. An important question is: do multiple school moves affect the time to secondary school graduation? To examine that query, youth who had *3 or fewer school moves* vs. *4 to 10 school moves* at both elementary school (SK-Gr8) and secondary school (Gr9-Gr12) were examined against number of years to complete secondary school. (Note, youth with 11+ moves were excluded due to too small a sample, n=8).

To examine the relationship between the number of school moves and the number of years to complete secondary school (1 = 4-5 years and 2 = 6+ years), both median and mean t-tests were calculated with mean scores reported given the large sample and normal data. While the number of school moves during elementary school did not impact the number of years to graduate (NS), the number of moves during secondary school did ($t = -4.995$, $p = .000$). In short, those youth who had 4 to 10 school moves during secondary school (n=39) were more likely to take six years or more to finish secondary school (*mean* 1.46) than youth with 3 or fewer school moves (*mean* 1.05). As illustrated in Table 9, 95% of the youth who moved 3 or fewer times in secondary school graduated in the requisite 4-5 year period. However, only about half of those who moved four or more times graduated in that timeframe. In sum, multiple school moves, especially during secondary school is likely to delay the youth graduating secondary school within the 4 to 5 year period. See Table 11.

Table 11: Number of School Moves During Secondary School By Years to Complete Secondary School

# SECONDARY SCHOOL MOVES (GR9-GR12)	N	YEARS TO COMPLETE SECONDARY SCHOOL	
		4-5 YEARS	6 OR MORE YEARS
3 or fewer school moves	110	95% (n=105)	5% (n=5)
4 to 10 school moves	39	54% (n=21)	46% (n=18)
11 or more	4	50% (n=2)	50% (n=2)
TOTAL	153	84% (n=128)	16% (n=25)

• Supports Used During Secondary School (Q5)

Youth were asked about the *supports they used or didn't use* during secondary school. There were four response options (*not applicable, unable to access it, available but didn't use it, and available and used it*) and 15 different types of supports. See Table 12. Chi-square analysis by gender finds no significant difference (NS). The supports that received the highest level of agreement in use are:

- 1) Access to medical/dental care (93%)
- 2) Having transportation to school (81%)
- 3) Friend/significant other (80%)
- 4) Activities outside of school (80%)

Table 12: Preferred Supports

	NOT APPLIC- ABLE	1. UNABLE TO ACCESS	2. AVAIL- ABLE & DIDN'T USE IT	3. AVAILABLE & DID USE IT	TOTAL 1, 2, & 3
1) Having a tutor/coach/homework club	51	18	38	52 48%	108
2) Teacher supported me	21	13	22	103 75%	138
3) Stayed in the same school	55	20	7	75 73%	102
4) Involved in sports/arts/hobbies	15	16	21	106 74%	143
5) Housing stability	21	34	5	97 71%	136
6) Worker support	11	22	14	110 75%	146
7) Foster parent support	35	27	19	79 63%	125
8) Birth family/kin support	41	52	18	46 40%	116
9) Friends/significant other	23	16	11	106 80%	133
10) Supportive adult	18	21	13	105 75%	139
11) Having transportation to/from school	24	20	5	108 81%	133
12) Access to medical/dental care	7	7	4	142 93%	153
13) Access to mental health support	27	23	34	73 56%	130
14) Stay In School Award	59	24	9	64 66%	97
15) Activities outside of school	22	9	19	109 80%	137

• Most Important Support During Secondary School (Q6)

Each youth identified the *most important support* to them. The top four account for over half (57%) of all supports listed and are rated below in order of importance (see Table 13):

- | | |
|-----------------------------|------------|
| 1) Foster parent | 17% |
| 2) Teacher supported me | 15% |
| 3) Friend/Significant other | 14% |
| 4) Worker support | 11% |
| TOTAL | 57% |

Chi-square analysis of the *most important support by gender* finds significant difference ($p=.009$) in types and amount of supports used; female youth tend to access all four of the top four supports vs. male youth appear to rely heavily on two supports: foster parent and teacher. It does raise a question if a male youth doesn't have foster parent support and/or a supportive teacher how much does that impact their ability to successfully graduate secondary school?

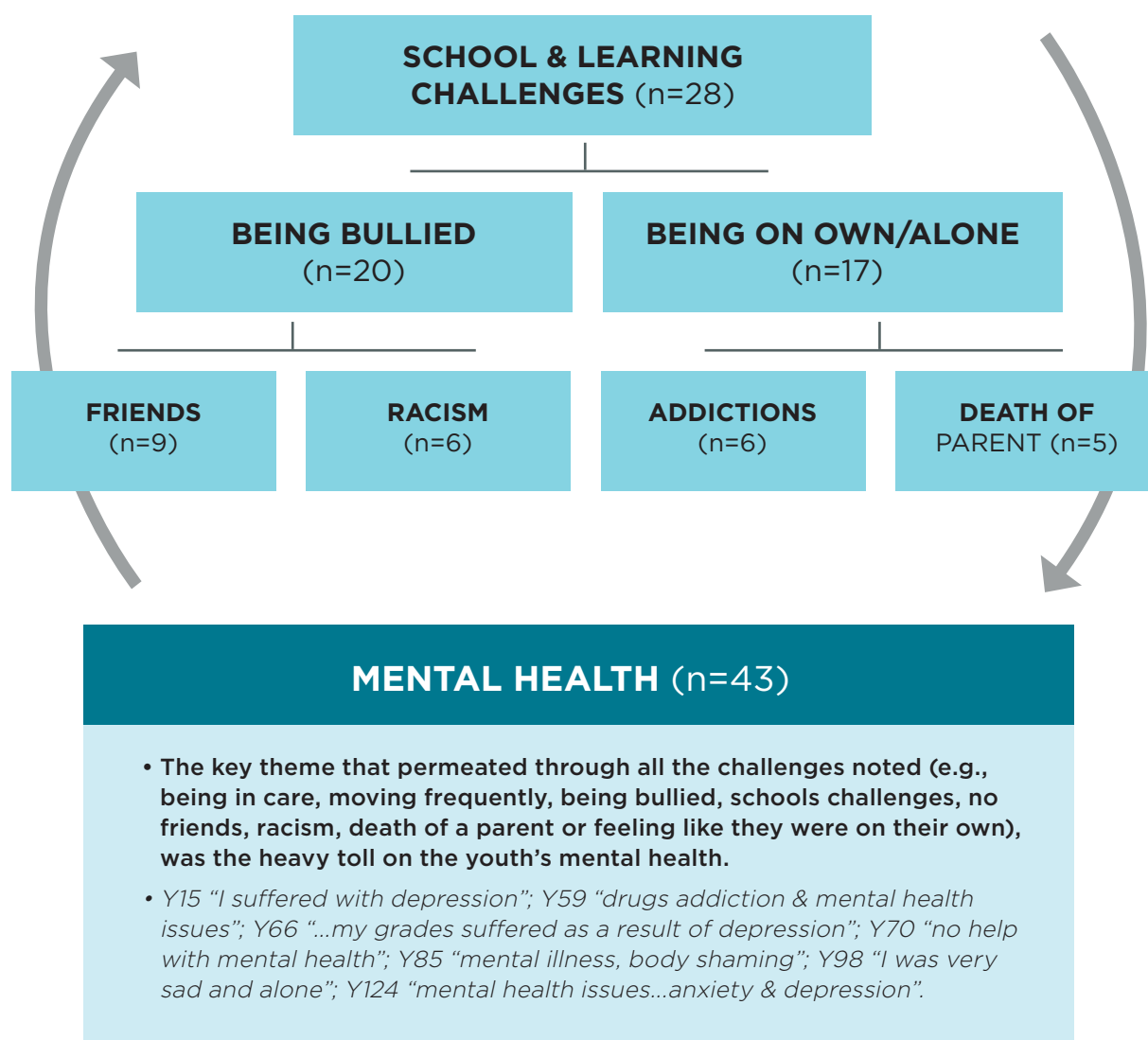
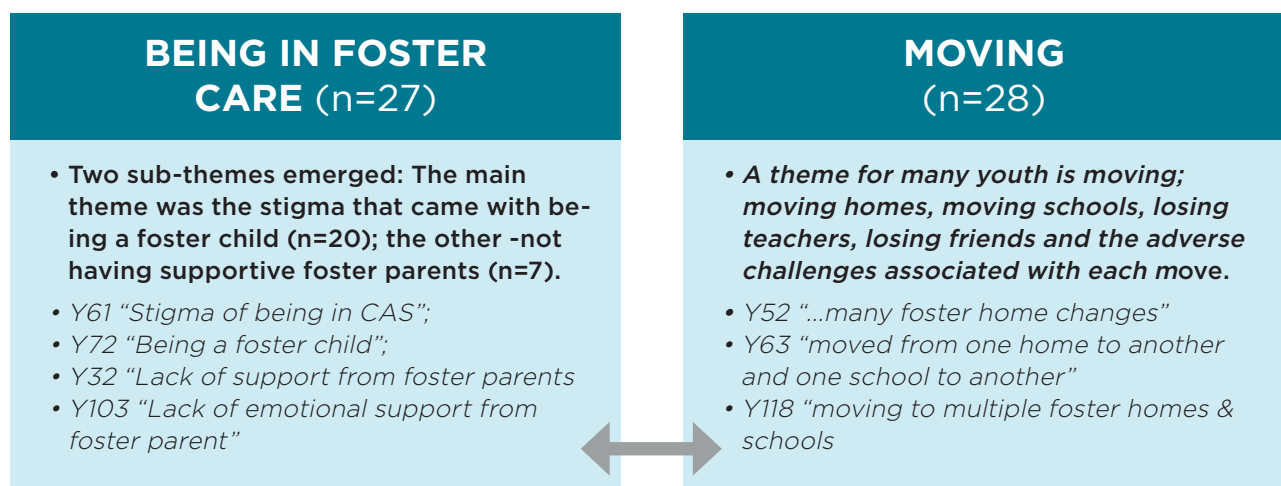
- Female youth appear to rely on seven supports (73%): 1. *Friend/Significant Other* (17%), 2. *Teacher* (12%), 3. *Foster Parent* (11%), 4. *Worker Support* (11%), 5. *Supportive Adult* (8%), 6. *Stayed in Same School* (7%) and 7. *Involved in Sports/Arts/Hobbies* (7%);
- Male youth tend to rely on two to three supports (71%): 1) *Foster Parent* (36%), 2. *Teacher* (21%); and 3) *Involved in Sports/Arts/Hobbies* (14%)

Table 13: Most Important Support

	MOST IMPORTANT		GENDER		TOTAL
	N	%	Female	Male	
1) Having a tutor/coach/homework club	8	5%	4	1	5
2) Teacher supported me	23	15%	12	6	18
3) Stayed in the same school	12	8%	7	2	9
4) Involved in sports/arts/hobbies	12	8%	7	4	11
5) Housing stability	9	6%	6	2	8
6) Worker support	16	11%	11	2	13
7) Foster parent support	25	17%	11	10	21
8) Birth family/kin support	6	4%	6	0	6
9) Friends/significant other	20	14%	16	1	17
10) Supportive adult	10	7%	8	0	8
11) Having transportation to/from school	1	0.5%	1	0	1
12) Access to medical/dental care	1	0.5%	1	0	1
13) Access to mental health support	4	2.5%	4	0	4
14) Stay In School Award	1	0.5%	1	0	1
15) Activities outside of school	2	1%	1	0	1
TOTAL	150	100%	96	28	124

• Challenges or Barriers During Secondary School (Q8 & Q9)

Regarding challenges experienced during secondary school (Q8), 160 youth provided responses. Overwhelmingly, most indicated “yes”, they had challenges during secondary school (n=124, 77.5%) vs. only 36 who said “no” (22.5%). Regarding what were the barriers (Q9), 126 youth provided written responses; many wrote lengthy, detailed stories. For many, there were **multiple barriers** noted (i.e., Y70 “*racism, poverty, bullies, no glasses...cultural barrier, no adult figures, no help with mental health, hungry at school*”); a number of youth identified just **one main barrier** (i.e. Y40 – “*moved homes*”) and a few noted **no barriers** (i.e., Y27 “*no challenges or barriers which are unique to the being in the system*”). All responses underwent thematic and content analyses in order to generate the dominant themes. Usually, qualitative data (which does not determine causation), are presented by theme, ordered sequentially by weight (dominant theme first followed by lesser themes). The youths’ multiple responses (189 coded themes) suggest a better approach is viewing the themes through a multi-dimensional lens, where barriers interact, cascade, cluster and expand.



4.1.3 TRANSITION OUT OF CARE

• Age Transitioned From Care (Q11)

As evident in Table 14, the largest portion of youth transitioned from care at age 21 (n=60, 41.7%), followed by age 18 (n=35, 25%). Of note, while 80% left from care between 18 and 21 (n=124) when this transition would be expected, 20% were under the age of 18 (n=29) when they transitioned to independence. Examination of age of transition by gender found no significance difference (NS).

Table 14: Age Transitioned From Care

AGE	N	%
16	14	9.7
17	15	10.4
18	36	25.0
19	9	6.3
20	5	3.5
21	60	41.7
22	5	3.5
TOTAL	144	100.0
Missing	38	

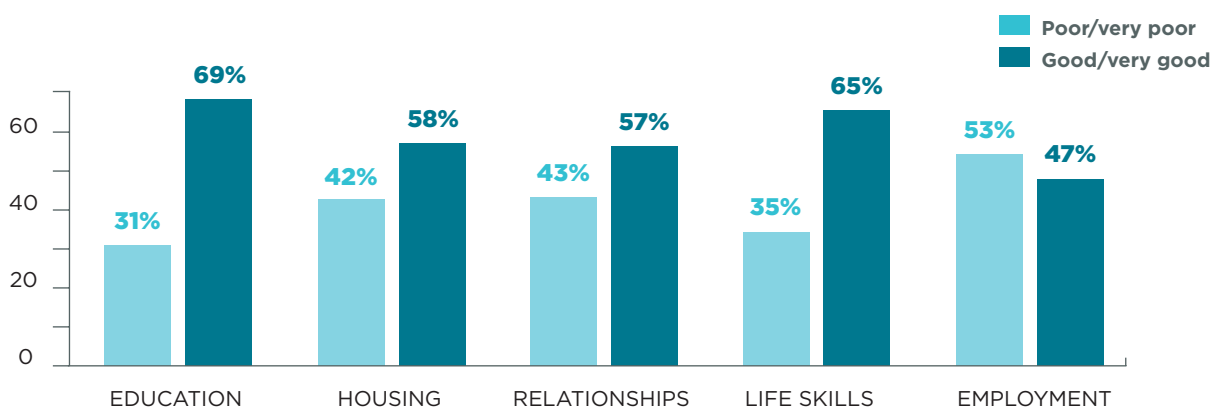
• Rate Transition from Care (Q12)

Using a 4-point Likert scale (*very poor, poor, good and very good*) youth rated their transition out of care in five areas: Education, Housing, Employment, Relationships and Life Skills. The largest response was consistently in the “good” category in each of the areas yet some areas were rated better and worse. For example, education (69%) and life skills (65%) received the highest ratings related feeling prepared to transition and employment (47%) was rated the area they felt least prepared in re- transition from care. Analysis by gender and race found no significant differences (NS). See Table 15 and Figure 3.

Table 15: Transition From Care Rating

	VERY POOR #	POOR #	GOOD #	VERY GOOD #	GOOD/ VERY GOOD SUBTOTAL %	TOTAL
Education	21	25	54	48	69%	148
Housing	17	45	54	32	58%	147
Employment	31	47	50	19	47%	147
Relationships	28	35	61	24	57%	148
Life Skills	20	32	54	42	65%	148

Figure 3: Transition From Care Rating



4.1.4 POST-SECONDARY EDUCATION EXPERIENCE

Eight questions posed to the youth about their post-secondary education experience provide a demographic picture. Examples of questions include: age they first received Foundation support, eligibility for an accommodation, their pathway to post-secondary and if they were a parent.

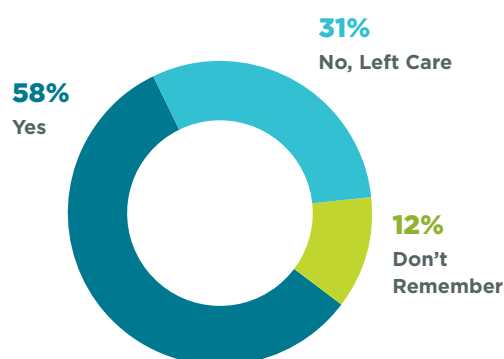
• Age First Received PSE (Q23), Under Child Welfare/Ministry Care (Q24), & # Years of Foundation PSE (Q25)

A total of 128 youth provided data (see Table 16) about the *age they first received PSE support*. While the age youth first received support ranged from before age 17 to age 26 and older, the largest proportion of youth (55%) first received PSE support between the ages of 18 and 20 (n=70). A small proportion (13%) were age 17 or younger (n=16) and one-third (33%) were 21 or older (n=42). See Table 16. When examined by gender, females (n=97, *mean* age 19-20) were significantly older than male youth applicants (n=26, *mean* age 18-19) on receipt of first PSE funding.

Table 16: Age First Received PSE Support

AGE FIRST RECEIVED PSE SUPPORT	N	%	AGE GROUPS
17 or earlier	16	13%	17 or under = 13% (n=16)
18	37	29%	18 to 20 = 55% (n=70)
19	20	16%	
20	13	10%	
21	16	13%	21 or older = 33% (n=42)
22	9	7%	
23	4	3%	
24	4	3%	
25	0	---	
26 and older	9	7%	
TOTAL	128	100.0	
Don't remember	11		
Missing	43		

Figure 4: Youth Under Child Welfare/Ministry Care When PSE Support Received



More than half (n=74, 58%) of the youth were in Child Welfare/Ministry Care at the time they first received PSE support and one-third (n=39, 31%) had transitioned out of care; 12% (n=15) were unsure. See Figure 4.

While almost one-in-five (22%) youth received only one year of support, most (78%) received PSE support for two or more years.

• Eligible for an Accommodation (Q26)

When asked if they were eligible for an accommodation, 138 (76%) youth provided data. Most (n=88, 64%) indicated “no – accommodation not required” and one-third indicated they were “eligible” (n=50, 36%). Of the one-third who were eligible for an accommodation, one-quarter “did not use it” (n=14, 28%) while three-quarters “were eligible and did use it” (n=36, 72%). Differences by gender were not significant.

• Pathway to PSE (Q29), Breaks During PSE (Q30) & Course Load (Q31)

Most youth who reported on this item indicated they attended PSE directly from secondary school (60%), 28% worked first before attending PSE, and 12% indicated “other” (which included having a child or doing volunteer work or working on upgrading their marks before PSE). See Table 17.

Four-in-ten of the respondents (n=54, 39%) took some form of a break during their PSE. See Table 18.

Four-in-ten had a reduced caseload (44%), while slightly more than half (56%) did not (Table 19).

Relationships between pathways, breaks and course load were explored using non-parametric correlational analysis (Spearman’s rho). Having a *different pathway* to PSE is not correlated with either *taking a break* or *having a reduced caseload*. However having a reduced caseload is moderately correlated with *taking a break* ($r = .347, p = .048$).

Table 17: Pathway to PSE

	N
I worked and then <i>later went on</i> to PSE	39
I went to PSE <i>directly from secondary school</i>	82
Other (i.e., 6 had a child, 5 went to PSE as a mature student, 3 did upgrades)	16
TOTAL	137
Missing	45

Table 18: Breaks During PSE

BREAKS AT PSE	N	NO VS YES	%
No	84	61%	61%
Yes – a short one (< 1 year)	19	39%	14%
Yes – a long one (> 1 year)	21		15%
Yes – 2 or more breaks	14		10%
TOTAL	138		100%
Missing	44		

Table 19: Course Load Reduced

	N	NO VS YES	%
No	77	56%	56%
Yes – for 1 semester	33	44%	24%
Yes – more than 1 semester	27		20%
TOTAL	137		100%
Missing	45		

• **Being a Parent During PSE (Q39) & Number of Dependent Children (Q40)**

The median length of time between secondary school graduation and start of a PSE program is 4 months (Hango, 2011). A review of the literature finds numerous reasons why youth delay the start of PSE, one of which is having a child early in life (Hango, 2011). From this survey 138 youth (76%) provided data regarding whether they had a child during their PSE. One-quarter of the youth (n=32) identified that they had a child they were caring for during their post-secondary schooling. Cross-tab analysis of *being a parent* by *gender* finds nearly nine-in-ten (87%) of the youth with a child identify as female (n=27, 87%) vs. male (n=4, 13%). See Table 20.

Of those youth (male and female) who had a child during PSE, 59% currently have one child (n=19); 28% have two children (n=9) and 13% (n=4) have three or more children. Only female youth have two or more children.

When *being a parent* is examined against *pathway to PSE, requiring breaks during PSE and reduced course load* no significance difference (NS) is noted between *being a parent* or *not being a parent*. See Table 21, Appendix B. What is significant (p=.000) is *being a parent* and *years to complete secondary school*, where being a parent is associated with taking 6 years or more to complete secondary school (*t-test* = -3.082).

Table 20: Being a Parent During PSE & # of Children

		GENDER		TOTAL N	%	# DEPENDENT CHILDREN (CURRENTLY)			TOTAL # CHILDREN
		MALE	FEMALE			1	2	3+	
Parent	No	80	26	106	77%	n/a	n/a	n/a	n/a
During PSE	Yes	28	4	32	23%	19	9	4	49
TOTAL		108	30	138	100%	19	9	4	49

• **Challenges or Barriers During Post-Secondary Education (Q41 & Q42)**

As noted earlier, three-quarters of the youth (78%) stated there were barriers for them during secondary school. Q41 asked about challenges with their PSE journey. A total of 135 youth responded to this question: 69% (n=93) indicated “yes”, there were barriers, while one-third (31%, n=42) said “no”. Q42 then asked them to identify those barriers; 92 youth provided data and 83 responses could be coded. Some were similar to the challenges experienced during secondary school, such as mental health challenges, however a number of new challenges arose during PSE, such as workload management, financial management, and their own family /child care challenges. Similar to secondary school, PSE challenges often over-lapped or ignited other challenge areas for the youth. One example frequently noted is child care which then caused workload management issues and financial challenges for the youth. The four main barriers identified during PSE:

- Health/Mental Health
- Family/Child Care Demands
- Financial Burdens
- Workload/Time Management

Determinants of Health (n=30/83, 36%)	Financial Burdens (n=27 of 83, 32%)	Family/Child Care Requirements (n=22 of 83, 26%)	Time Management/Academic Demands (n=16 of 83, 19%)
Health and mental health were intertwined; one impacted the other. Many stated they had anxiety and depression.	Financial worries impacted everything: housing, food, school, child care, school work, transportation. Some had provincial student loans (e.g. OSAP) and Foundation grants but had to work part-time (often precarious). Some struggled due to health, mental health and child care and were unable to work.	Over half (55%) spoke about being single parents, having adequate childcare and relief time to study and complete assignments.	Many stated that they had struggled with the content of their studies due to learning abilities, balancing work load and social isolation along with family demands or mental health took its toll.
<p>Y1: I became really sick...</p> <p>Y4: Mental Health, recovering from addiction and trauma</p> <p>Y24: I was suffering from chronic illness that made me miss classes and assignments at times</p> <p>Y51: Dealing with grief and depression</p> <p>Y76: Death of a family member, stress with family relations and diagnosis of general anxiety.</p> <p>Y77: Diabetes, depression and anxiety</p>	<p>Y18: I was not able to work so I had no income, I did not qualify for income therefore I was not able to complete my last year.</p> <p>Y32: Learning disability, financial instability, being a sole support parent</p> <p>Y47: Not enough money for food at times.</p> <p>Y73: It cost a lot; worked multiple jobs, in addition to OSAP & Foundation funding</p> <p>Y78: Managing living cost and school cost; deciding if buying books or eating was more important.</p>	<p>Y20: I struggled with childcare and the ability to have some relief to study and complete assignments.</p> <p>Y43: Not having support with my child made it very difficult to attend some classes and stay for full lectures at times.</p> <p>Y66: it was hard to balance between being a parent and school work load.</p> <p>Y93: No support from family, being a single mother. I was all alone trying to make ends meet.</p>	<p>Y1: It took a little longer for me to finish because I learn slower than others.</p> <p>Y11: I found it hard to get certain projects done by the due dates.</p> <p>Y38: Time management is one of the most difficult ones for me as I have a child.</p> <p>Y68: My first year was really bad; I didn't know the right people to talk to.</p> <p>Y83: Money. Working while in school; stressors of having to complete work on time and juggle life.</p>

4.1.5 SUMMARY YOUTH DEMOGRAPHICS

Informed by the above findings, an overall demographic profile of this youth cohort who completed the survey and received Foundation PSE support is suggested below answering study Question 1: *“What are the characteristics of the populations of youth receiving bursaries, scholarships and graduation awards?”*

- 20% are aged 19-21, 47% are aged 22-26 and 34% are aged 27-41;
- 78% are female;
- For ethno-cultural identity, the largest proportion identify as Black (37%, including 23% who identify as Black Caribbean), followed by White (29%);
- 91% are living in Ontario;
- 77% are currently single;
- 75% are currently not a parent but 23% were a parent during their PSE;
- During GrSK-Gr8 50% moved schools 3 or fewer times and 50% moved schools 4 times or more;
- During Gr9-Gr12 71% had 3 or fewer secondary school moves;
- Multiple intersecting challenges during secondary school impacted 78%;
- Multiple intersecting challenges during PSE affected 69%;
- 84% completed secondary school within 4-5 years;
- Of the 15 secondary school supports listed, 8 were used by more than 100 of the 138 youth;
- Most important support during secondary school: Foster Parent;
- Females tend to use twice the number of supports to male youth during secondary school;
- Two-thirds of youth transition from care at two time points: age 21 (42%) and age 18 (25%);
- In rating their transition from care, highest ratings were in education (69%) and life skills (65%); and lowest ratings were in employment (53%) and relationships (43%)
- 64% did not require an accommodation during their PSE;
- 60% went directly to PSE from secondary school; 61% did not take a break during their PSE, 44% required a course load reduction at some point.

4.2 Q2: WHERE ARE THE YOUTH TODAY?

Data used to answer this question are mostly drawn from Section 6: **Other Areas** (i.e., Canadian social determinants of health indicators). Examples of areas include: employment, income, housing type, housing stability, health and mental health, involvement in community and quality of relationships.

Q2- Where are the youth today who received PSE funding?

• What is Your Status Regarding Transitioning from Care (Q10)

156 youth responded to the question; at the time of this survey, 90% (n=141) had transitioned from care and 10% (n=15 had not).

• What Are You Doing Currently? (Q44)

Youth listed a wide range of other school/employment statuses, from working full-time to being on Employment Insurance. See Table 22, Appendix B. **In school:** The largest group of youth are currently in school or taking courses (n=70, 39%). These youth are also doing many other activities in addition to going to school. For example, 12 are also working full-time (17%), 51 are working part-time (73%), and 14 are volunteering (20%). **Employment:** When the youth currently in school/taking courses (38%) are removed, a more accurate picture emerges regarding those who are not in school. Of the youth not currently in school, 21% are working full-time (n=39); 17% are working part-time, part-time casual, odd jobs or multiple jobs (n=31); and 6% identified as unemployed (n=11). Of note, this proportion is lower than the national youth unemployment rate of 13.6%

• Is Current Employment Related to PSE Studies? (Q45) & Area Working In (Q46)

Similar to the analysis in Q44, the youth who are *currently a student/taking courses* are removed from the

respondents to better examine the question. About two-thirds (64%) of the respondents who are working and no longer in school indicated that their current employment is either “absolutely” or “somewhat” related to their PSE studies (n=38 of 59). The remaining third (n=21 of 59, 36%) indicate they are working outside of their field of study, which has longer-term impacts. A recent report by the Canadian Federation of Students (2015), finds post-secondary graduates who are not working in or close to their field have limited opportunity to network or gain relevant experience and tend to earn about 25% less than those working in their fields. In Canada, nearly one-in four (23%) post-secondary graduates are not working in or close to their field of study. See Table 23 for breakdown by percentage and see Table 24 for illustrations of the work areas by the youth’s rating on their link to their PSE studies.

Table 23: Employment Related to PSE

CURRENT EMPLOYMENT RELATED TO YOUR PSE?	# RESPONDENTS WORKING ONLY (NOT IN SCHOOL)
No, not at all	25% (n=15)
No, not really	10% (n=6)
Yes, somewhat	17% (n=10)
Yes, absolutely	48% (n=28)
TOTAL	54% (N=59)

Table 24: Work Areas Related to PSE Studies

N=109	NO, NOT AT ALL	NO, NOT REALLY	YES, SOMEWHAT	YES, ABSOLUTELY
Job Areas	Banking, Customer Service, Fast Food, General labour, IT, Mail delivery, Oil/ Gas, Marketing, Retail, Security, Warehouse distribution, Transportation	Accounting, Athletic Centre, Business, Pet Care, Food, Law Clerk, Retail, Wealth Management	Academic mentor, Advocacy, Analytics, Group home worker, Banking, Community Services, Educational Assistant, Real Estate, Social Work	Academic researcher, Accounting, Aviation, Child Care, Cleaning Service, ECE, Dental Hygiene, Education/ Teacher, Fashion, Health, Government, IT/ Technology, HR, Law, Financial Services, Social Work, Nursing, Office Management, Research, Photography, Youth Work
TOTAL	31	11	22	45
Missing	73			

• Employment Stability (Q47)

When asked about their employment stability (*youth in school* are removed) the data suggest that nearly half (47%) have “*very stable/secure*” employment and one-third (32%) have “*somewhat stable/secure*” employment (combination is 79%); one-in-five (22%) rated their employment as *not very stable* (10%) or *not at all stable* (12%). See Table 25.

Table 25: Employment Stability

	N	%	IN SCHOOL (REMOVED)	% NOT IN SCHOOL - EMPLOYMENT STABILITY	
No – not at all stable or secure	10	9%	3	7	12%
No – not very stable or secure	23	21%	17	6	10%
Yes – somewhat stable or secure	41	37%	22	19	32%
Yes – very stable or secure	36	33%	8	28	47%
TOTAL	110	100.0	50	60	100%
Missing	72				

• Foundation Support Contributed to Career Choice (Q48)

When asked whether Foundation support contributed to their career choice most youth indicated “no” (60%) and 40% said “yes”. Of note, when the types of employment are examined those who selected “no” the jobs appear to have fewer professional designations compared to those who indicated “yes”. See Table 26.

Table 26: Foundation Support Contributed to Career Choice

	N	%	EXAMPLES OF CURRENT EMPLOYMENT AREAS
No – not at all	47	39.0%	Accounting, Banking, Analytics, Child Care, Customer Services, Food, General Labour, Mail Delivery, Retail, Security, Hospitality
No – not really	26	21.5%	
Yes – somewhat	26	21.5%	Health, Education, Nursing, Law, Child/Youth Work, Social Work, Technology, Teaching/Education, Research, Financial Services
Yes – absolutely	22	18.0%	
TOTAL	121	100.0	
Missing	61		

• Length of Time Unemployed (Q49)

A total of 115 of 182 answered the question (63%); 79 indicated it was “not applicable” and were removed; of the 46 remaining youth a further 25 were removed *who are currently in school/taking courses*, which resulted in only 11 youth (11 of 115, 9.56%) identified as *unemployed*. Of those 11 youth, five have been *out of work less than 6 months* (46%), three (27%) have been unemployed for *6-11 months* and three (27%) said they had been *out of work for more than 24 months*.

• Main Source of Income (Q50)

These youth (especially those who are still students) rely on a number of income sources. *Employment* is the main source of income for 58% of the youth, followed by “*other*” (e.g., OSAP, savings, 18%) and *Foundation*, 8%. These three sources accounted for 84% of the “main” income sources. See Table 27.

Table 27: Main Source of Income

	N	%
Employment	77	58%
Partner/spouse/family	2	2%
Provincial Ministry support (e.g. Continued Care and Support for Youth)	4	3%
Foundation Support	11	8%
Social Assistance/Welfare (e.g., Ontario Works)	5	4%
Disability Program (e.g., ODSP)	8	6%
Employment Insurance (EI)	1	1%
Other: Provincial student loans, Savings, CAS, Maternity pay, First Nations Living Allowance, University Scholarships	24	18%
TOTAL	132	100%
Missing	50	

• Average Income Before Taxes (Q51)

The median amount of income for these 122 youth is \$10,000- \$19,999 (level 3) and it is the income level selected by the largest cohort of youth (n=37 of 122, 30%). This translates to 60% of the 122 respondents reporting their 2016 income is less than \$20K and 40% are reporting their income is above \$20K. Age is a common factor in explaining income difference across age cohorts. The non-parametric independent t-test of income levels by age finds significant difference (p=.001) where older survey respondents generally have higher the income (see age ranges). See Table 28.

Table 28: Average Income

LEVEL	\$ GROUPS	N	%	% BREAKDOWN	AGE RANGES
1	less than \$5,000	17	14%	60%	19 to 32
2	\$5,000 to \$9,999	20	16%		20 to 30
3	\$10,000 to \$19,999	37	30%		19 to 32
4	\$20,000 to \$29,999	12	10%		24 to 35
5	\$30,000 to \$39,999	13	11%		23 to 31
6	\$40,000 to \$49,999	10	8%		23 to 31
7	\$50,000 to \$59,999	4	3%		24 to 33
8	over \$60,000	9	8%		26 to 31
	TOTAL	122	100%		
	Prefer not to say	11			
	Missing	49			

• Current PSE Debt Load (Q52) & Completed PSE Debt Load (Q53)

Table 29 in Appendix B details the debt load for those currently engaged in PSE studies and debt load for those who have completed PSE. Overall, only 11% of respondents carry no debt load (n=18) and 10% carry debt load under \$5,000 (n=16). By comparison, according to the National Graduates Survey, 53% of Canadian post-secondary students graduating in 2009-10 did so without student debt.

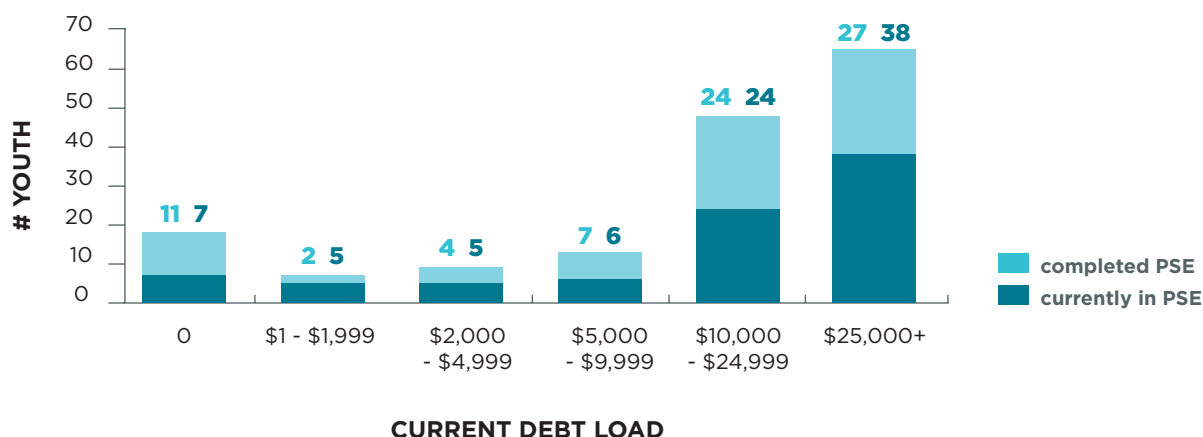
Of the PSE youth, almost one-third (30%) carry a debt load of between \$10,000 and \$24,999 and even more (41%) carry a debt load of greater than \$25k. See Table 30 and Figure 5.

Of note, the average debt load of Canadian graduates in 2014 was over \$28,000 (Canadian Federation of Students, 2015). High debt loads create additional challenges for graduates as they enter the work force, as the necessity to make loan payments means they are often forced to accept jobs unrelated to their field or jobs for which they are overqualified. Moreover, debt loads limits the opportunity for community involvement (e.g., volunteering, internships) or working at lower-paying jobs with high social impact.

Table 30: Current PSE Debt Load & Completed PSE Debt Load

DEBT LOAD	CURRENTLY IN PSE	COMPLETED PSE	TOTAL
	%	%	%
\$0	8% (n=7)	15% (n=11)	11% (n=18)
\$1. - \$1,999	6% (n=5)	3% (n=2)	4% (n=7)
\$2,000 - \$4,999	6% (n=5)	5% (n=4)	6% (n=9)
\$5,000 - \$9,999	7% (n=6)	9% (n=7)	8% (n=13)
\$10,000 - \$24,999	28% (n=24)	32% (n=24)	30% (n=30)
\$25,000 or more	45% (n=38)	36% (n=27)	41% (n=41)
TOTAL	85	75	100%

Figure 5: Number of Youth Carrying Student Debt Loads



• Current Housing Situation (Q54)

Over half the youth (52%) live in an apartment/house rental situation and one-in-five (22%) rent a room. A smaller percentage of youth (13%) stay with family, friends or a partner. See Table 31.

Table 31: Current Housing Situation

N=182		N	%
1	Homeless	2*	1.0%
2	Hostels/Shelters	1	0.5%
3	Couch Surfing	5*	30%
4	Stay with Friends/Family/Partner	18	12.5%
5	School Residence	1	0.5%
6	Rent room	35	22.0%
7	Rent/lease apartment/house	81	52.0%
8	Own my own house	7	4.0%
9	Use a number of housing types	1	0.5%
10	Other lives with foster parent, lives with boyfriend, half-way house, subsidized housing	7	4.0%
TOTAL		156	100%

*Note: 2 youth who couch surf also identified as homeless

• Primary Live With (Q55), Stability of Housing (Q56) & Times Moved in Past Year (Q57)

Overall, the results suggest that eight-in-10 youth either live on their own (26%), with a partner/child (34%) or with roommates (21%) and 17% live with either their birth, foster or adoptive families. Of note, recent Census data revealed that in 2016, 35% of young adults in Canada (aged 20-34 years) live with at least one parent. Across Canada, the proportions are higher in Ontario (42%) and highest in Toronto (47%).

The vast majority of the youth (92%) feel that their housing over the past year is either “very” (58%) or “somewhat” stable (34%); 8% are in “very” or “somewhat” unstable housing situations. And consistent with the high ratings of stability, three-quarters of the youth (77%) have moved only one time or less over the past year and just one-quarter (23%) have moved 2 or more times. Interestingly, stability ratings seem to be unaffected by the number of moves. See Table 32.

Table 32: Live With, Stability of Housing and Move Frequency

	LIVES ON OWN	PARTNER/ CHILDREN	ROOMMATE/ FRIENDS	BIRTH/ KIN	ADOPTIVE FAMILY	FOSTER FAMILY	COMBO OF OPTIONS	TOTAL
Q55 Primarily Lives With (N=132)	n=34 (26%)	n=45 (34%)	n=28 (21%)	n=11 (8%)	n=5 (4%)	n=6 (5%)	n=3 (2%)	132
	Three options account for 8 in 10; one-third (34%) “live with a partner &/or children”, one-quarter (26%) “live on their own”, and one-in-five (21%) “live with roommates/friends”.							
	VERY UNSTABLE	SOMEWHAT UNSTABLE	SOMEWHAT STABLE	VERY STABLE	TOTAL			
Q56 Stability of Housing (N=132)	n=5 (4%)	n=5 (4%)	n=45 (34%)	n=77 (58%)	132			
	Three-quarters of youth (77%) indicate they are “very stable” in their housing situation and one-quarter (25%) state they are “somewhat stable”.							
	0 MOVES	1 MOVE	2 MOVES	3 MOVES	4 OR MORE MOVES	TOTAL		
Q57 # Times Moved in Past Year (N=133)	n=60 (45%)	n=42 (32%)	n=21 (16%)	n=6 (4%)	n=4 (3%)	133		
	Nearly half (45%) had no moves in the past 12 months vs. one-third had 1 move. Three-quarters (77%) had 0 to 1 moves in the past 12 months, suggesting good stability.							

• Difficulty Making Ends Meet ~ Poverty (Q58)

The question posed to the youth respondents was: "Do you ever have difficulty making ends meet at the end of the month?" It is a proxy question for poverty. A total of 132 youth answered the question. Two-thirds (66%) of the youth expressed that they have had difficulty making ends meet at the end of the month. The amount of times they experienced this adverse event ranged from:

• Never	n=45	34%
• 1 to 3 times a year	n=46	35%
• 4 to 6 times a year	n=19	14%
• 7 or more times a year	n=22	17%
TOTAL	n=132	100%

Applying the non-parametric tests (Mann-Whitney U t-test and Spearman's correlation), *having difficulty making ends meet* is examined in relation to:

• <i>gender</i> (male vs. female) (<i>t-test</i>)	(NS)
• <i># times moved in the last year</i> (<i>correlation</i>)	(NS)
• <i>income</i> (<i>correlation</i>)	(NS)
• <i>race</i> (<i>correlation</i>)	(NS)
• <i>age in years today</i> (<i>correlation</i>)	(NS)
• <i>overall, how are you doing</i> (<i>moderate negative correlation</i> -.385)	<i>p</i> =.000

These findings suggest that factors such as *gender*, *race*, *income*, *frequency of moving* and *age* are not influencing the youth's *ability to make ends meet*. Not surprisingly, when the youth is having difficulty in making ends meet at the end of the month that overall, they also rate as *themselves not doing well*.

• **Health (Q59, Q60), Mental Health (Q61, Q62) & Overall Health/Mental Health (Q63)**

Overall, most youth indicated they had no known or diagnosed health (83%) or mental health issues (59%). Youth with a mental health issue were moderately correlated with also having a physical health issue; this correlation is well established in the literature where poor physical health can lead to an increased risk in developing mental health problems; the corollary is also true, poor mental health can adversely impact physical health, leading to an increased risk of some conditions. See Tables 33 and 34.

Table 33: Health/Mental Health Status

	KNOWN/DIAGNOSED ISSUES (Q59)		EXAMPLES (Q60)	TOTAL
	NO	YES		
Q59 Health Issues (N=133)	n=111 (83%)	n=45 (34%)	A total of 22 youth provided 38 responses. There was quite a range of issues – mostly ones unique to that youth. If a youth identified one physical issue – it was likely they'd identify a second one too. Top 3 responses: Back pain, Asthma & Migraines	133
	Back Pain (n=4 of 39, 10%); Asthma (n=3, 7%); Migraines (n=3, 7%); Scoliosis (n=2, 5%); the remaining 27 examples were n=1: anxiety, diabetes, ulcer, arthritis, sleep apnea, kidney disease, epilepsy, Irritable Bowel Syndrome, Polycystic Ovarian Syndrome, food allergies, vitamin deficiencies.			
	KNOWN/DIAGNOSED ISSUES (Q61)		EXAMPLES (Q62)	TOTAL
	NO	YES		
Q61 Mental Health Issues (N=133)	n=78 (59%)	n=55 (41%)	Participants were asked what mental health issues they faced while attending PSE; 111 participants responded and 3 chose not to disclose. Youth may have more than one type. Top three disorders: Anxiety, Depression & PTSD.	133
	Anxiety (n=36 of 111, 32%); 2. Depression (n=35 of 111, 31%); 3. PTSD (n=14 of 111, 13%); ADHD (n=5 of 111, 4.5%); 5. FASD (n=3 of 111, 3%); 6. OCD (n=3 of 111, 3%); 7. Bipolar (n=2 of 111, 2%); 8. Adjustment Disorder (N=2 of 111, 2%).			

Table 34: Overall Ratings of Health & Mental Health

	OVERALL RATINGS (Q63):				TOTAL
	VERY POOR	POOR	GOOD	VERY GOOD	
Health	n=1 (1%)	n=5 (4%)	n=73 (55%)	n=54 (40%)	133
Mental Health	n=1 (1%)	n=12 (9%)	n=84 (64%)	n=35 (26%)	
	Of the 22 youth with known physical health issues, 14 of 22 (64%) also indicated they have mental health issues. Correlation analysis finds overall mental health is moderately correlated to overall physical health (r=.501, p=.000)				

• **Prior Service Involvement (Q64) & Current Service Involvement (Q65)**

Table 35, details *prior* and *current service involvement*; prior use of services is greater than 100% as 10 youth selected a few options; findings suggest three groups of service involvement:

PRIOR INVOLVEMENT		CURRENT INVOLVEMENT
<ul style="list-style-type: none"> <i>Counseling support</i> (n=82, 45%); nearly half the youth indicated they utilized counseling support. However, when examined by <i>gender breakdown</i> in the study [female, 78% vs. male, 22%], the results suggest this service may be under-utilized by male youth (female n=70, 87% vs. male n=11, 13%); 	PREVAILING SERVICE USE	<ul style="list-style-type: none"> No Involvement (48%) was the dominant selection for half the youth, of which males were 29% and females were 71%.
<ul style="list-style-type: none"> <i>Spiritual/Cultural Support</i> (n=31, 17%), <i>Criminal/Youth Justice</i> (n=19, 19%) and <i>No Involvement</i> (n=41, 22%). Again, analysis finds gender differences that suggest dominance of use by one gender: female (<i>Spiritual Supports</i>, 87% and <i>Criminal/YJ</i>, 83%). It was only with No Involvement that there was an underrepresentation by female youth (63%) and over representation by male youth (37%). 	FRACTIONAL SERVICE USE	<ul style="list-style-type: none"> 15% (n=27) indicated they currently use <i>Counselling Support</i> and 11% use <i>Spiritual/Cultural Supports</i>; again, nine-in-ten of these users of these services are female.
<ul style="list-style-type: none"> Two services had limited use: <i>Help line</i> (n=11, 6%) and <i>Addictions Support</i> (n=8, 4%). Similar to the other services, predominantly these services were just used by female youth: <i>Help Line</i> (90%) and <i>Addictions Support</i> (87%). 	LIMITED SERVICE USE	<ul style="list-style-type: none"> <i>Addictions Support</i> (3%), <i>Criminal/ Youth Justice</i> (2%) and <i>Help Line</i> (1%) appear rarely used.

Table 35: Service Involvement

PRIOR & CURRENT SERVICE INVOLVEMENT							
	NO INVOLVEMENT	COUNSELLING SUPPORT	HELPLINE SUPPORT	SPIRITUAL/CULT SUPPORT	ADDICTIONS SUPPORT	CRIMINAL YOUTH JUSTICE	TOTAL
Q64 Prior Involvement	n=41 (22%)	n=82 (45%)	n=11 (6%)	n=31 (17%)	n=8 (4%)	n=19 (10%)	192
Q65 Current Involvement	124 (68%)	n=27 (15%)	n=2 (1%)	n=21 (11%)	n=5 (3%)	n=3 (2%)	182
Regarding <i>prior service involvement</i> , male youth tended to select “no involvement” and female youth tended to choose different supports, with the highest use being “counselling services” (45%). Current service involvement finds two-thirds have “no involvement” with any services, followed by “counselling support” use (15%) and spiritual/cultural support (11%), both of which are predominantly used by females							

• Friends (Q66), Dependable Supports (Q67) & Community Involvement (Q67)

Most stated they have close trustworthy friends (90%) and at least one adult they can count on (83%). At this point in their lives, two-thirds are not involved in community activities (69%) as they are focused on employment, school, and job searches. See Table 36.

Table 36: Social Safety Net

	NO	YES	TOTAL
Q66 Close, Trustworthy Friends	n=13 (10%)	n=120 (90%)	133
	Nine-in-ten (90%) say they have close, trustworthy friends. Analysis by gender finds no difference.		
	NO	YES	TOTAL
Q67 Supports	n=23 (17%)	n=110 (83%)	133
	Eight-in-ten (83%) state they have at least one adult they can count on. Analysis by gender finds no difference.		
	NO	YES	TOTAL
Q68 Community Involvement	n=92 (69%)	n=41 (31%)	133
	With community involvement two-thirds (69%) state they are not involved while one-third are. Analysis by gender finds no difference.		

• Thriving (Q69)

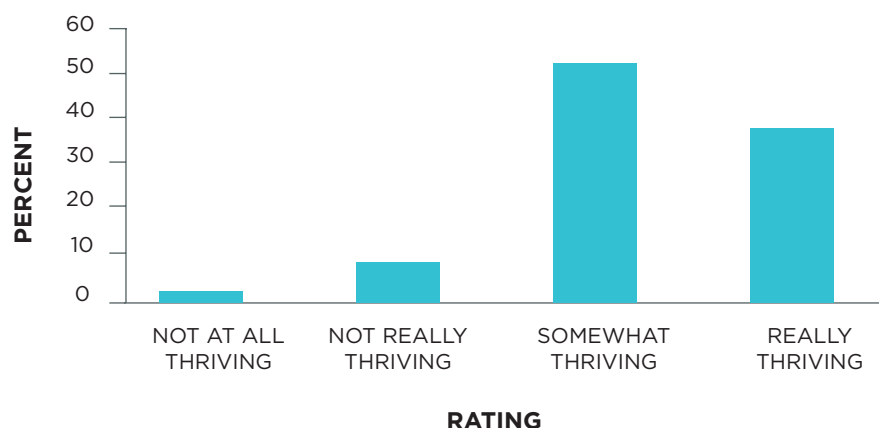
The final question in the Social Determinants of Health section asked youth, “Overall, how would you describe how you are doing?” 133 youth responded to the question (missing n=56) by rating themselves across four categories: *Not at all thriving*, *Not really thriving*, *Yes, somewhat thriving*, and *Yes, really thriving*.

Nine-in-ten (91%) either said they were “*somewhat thriving*” (n=72, 54%) or “*really thriving*” (n=49, 37%) vs. one-in-ten youth said they “*not really thriving*” (n=11, 8%) or were “*not at all thriving*” (n=1, 1%). See Figure 6. This rating is used in subsequent analyses as an indicator of perceived *functioning*. Applying the non-parametric test (Spearman’s correlation), *thriving* is examined by:

- *gender* (male vs. female) (*t-test*) (NS)
- *# times moved in the last year* (*correlation*) (NS)
- *income* (*correlation*) (NS)
- *race* (*correlation*) (NS)
- *age in years today* (*correlation*) (NS)
- *Foundation support* (*r*=.194 - *weak correlation*) *p*=.025

These findings suggest that factors such as *gender*, *race*, *income*, *frequency of moving* and *age* are not appearing influence the youth’s *ability to thrive*. Examination of the contribution of the Foundation support to how the youth is doing does find a weak but significant relationship (*p*=.025), suggesting Foundation support does positively contribute to the youth’s views on thriving.

Figure 6: Percentage Who Are Thriving



4.2.1 SUMMARY SOCIAL DETERMINANTS OF HEALTH

The Social Determinants of Health data do provide important information towards providing an overall picture of how the former and current PSE youth are doing today.

Education:

- 38% are either in school/taking course or working, of which 21% are working full-time;

Employment

- For those who are employed 61% indicated their employment is related to their PSE (vs 77% in Canada);
- For the youth who are employed and not in school (n=60), 79% said their employment is either “very stable” (47%) or “somewhat stable” (32%)

Unemployment and job security

- 6% were “unemployed” (and for nearly half (46%) it had been within the last 6 months);
- 58% of the youth rely on “employment” for their income, followed by “Other” (18%) and Foundation (8%);

Income and income distribution

- The *mean* income for the youth was \$10K-\$19.9K, which can be somewhat explained given a large portion of these youth (38%) are in school ; as they age, their income generally increases;
- 71% of youth carry a debt load of at least \$10K, including 41% with a debt load of greater than \$25K (Note – Among the 47% of Canadian post-secondary graduates who have student loan debt, the average debt is \$28,000)
- Making ends meet each month appears to be a challenge for two-thirds (66%) of the youth;

Housing

- 83% indicated that their housing is “somewhat” to “very” stable;
- 52% either rent/lease an apartment/house vs. 22% rent a room;
- 17% live with either their birth, foster or adoptive families, while 35% of young adults in Canada aged 20-34 years live with at least one parent (42% in Ontario and 47% in Toronto);
- 77% indicate they have had 1 or fewer moves in the past year.

Health Services

- 83% report no health issues and 59% report no mental health issues; nine-in-ten state their health (95%) and mental health (90%) are either “good” or “very good”;

Social safety net

- While 78% (predominantly female youth) used community services such as counseling in the past, 68% do not currently use community services;
- 90% have close friends and 83% have others they can rely on

Overall well-being

- 91% of these youth indicated that they are either “somewhat thriving” (n=72, 54%) or “really thriving” (n=49, 37%).

4.3 Q3: WHAT IS THE IMPACT ON YOUTH WHO RECEIVE PSE FUNDING?

Q3- What is the impact on youth who receive a bursary, scholarship or graduation award?

For decades, the Foundation has been supporting child welfare-involved youth by helping them achieve their post-secondary education goals. The third study question examines the impact of those funds on the youth/young adults who have received funding. The Foundation's analysis of their data identifies for the index period, **903 unique students**, who have received funding from one or more of the following post-secondary funding streams: Scholarships (n=1231), Bursaries (n=638), Graduation Awards (n=189) and Textbook/Equipment Grants (n=150) for a total of 2,208 awards across the 903 students.

A key question for the Foundation, its funders, those who refer youth to the program, and most importantly the youth recipients themselves, is the impact of such support on the youth, both in the short-term, and in the long-term. Survey data from Section 3 –Primary and Secondary School Experience and Section 5-Post-Secondary Education Experience were drawn on to answer the study question. Examples of questions included what supports PSE youth accessed in transitioning out of care and in transitioning to PSE, how the youth used Foundation funds, the number of undergraduate and graduate programs attended and completed, whether the youth felt Foundation support was a driver in their attending PSE, and to surmise what would have happened if Foundation support had not been available.

• Helpfulness of Supports in Transitioning from Care (Q13)

A number of supports are available specifically to help youth transitioning from permanent care. A number of factors influence a youth's ability to access supports including where they live and awareness. Youth were asked about the helpfulness of four different supports in their transition out of care: *Transition to Independence Program (TIP)*, *Youth Workers*, *Community Agencies* and *Supports by the Foundation through PARC*. Eighteen of the youth were unable to remember if they used the service or not and were excluded from the analysis. Half of the youth reported using the Foundation's transition supports, and 94% of those found them helpful. Use of the other transition supports was less (ranging from 31-41%), but were deemed helpful by at least three-quarters of the youth (ranging from 75%-82%). See Table 37.

Table 37: Helpfulness of Transition Supports

	TOTAL	DID NOT USE IT	DID USE IT	USED IT - DID NOT FIND IT HELPFUL	USED IT - DID FIND IT HELPFUL
1. Transition to Independence Program (e.g., Pape Adolescent Resource Centre, youth in care network)	131	63% (83)	37% (48)	25% (12)	75% (36)
2. Youth Workers	123	59% (72)	41% (51)	18% (9)	82% (42)
3. Community Agencies (e.g., YMCA, Youth Employment Services, Kids Help Phone)	135	69% (93)	31% (42)	21% (9)	79% (33)
4. Foundation Supports (e.g., Alumni Fund, Health, Well-Being, Home Base Fund)	129	49% (63)	51% (66)	6% (4)	94% (62)

*excludes those who could not recall whether or not they used the support

• Use of Foundation Funds (Q14)

Youth were asked what/how they spent their Foundation support funds on. Analysis finds nearly ninety per cent of the support funds were used towards tuition costs (50%), housing costs (31%), or “other” costs such as child care costs or clothing costs. See Table 38. Note: Some of the survey respondents would have gone to school before tuition waivers for those in permanent care were made available starting in 2012.

Table 38: Use of Foundation Funds

	N	%
Tuition costs	75	50%
Housing costs	46	31%
Food costs	3	2%
Transportation costs	3	2%
Textbooks costs	7	5%
Child care costs	3	2%
Other costs (e.g., clothing, child care)	12	8%
TOTAL	149	100%
Missing	33	

• Financial Supports Accessed (Q27 & Q28)

In Q27 respondents were asked as a young person from permanent care, whether they accessed specific funding support during their PSE. Financial supports for PSE available specifically for young persons from permanent care have been introduced in some areas of Canada since 2012. Some survey respondents may not have been able to take advantage of these programs. Current programs may include: full or partial tuition coverage via provincial or federal supports, academic waivers and other awards. While all options were accessed, use varied between the *most used* (Other government supports, 53%) to the *least used* (full tuition coverage, 11%). Of note, many youth “were not sure” what supports they accessed. See Table 39.

Table 39: Financial Supports Accessed During PSE

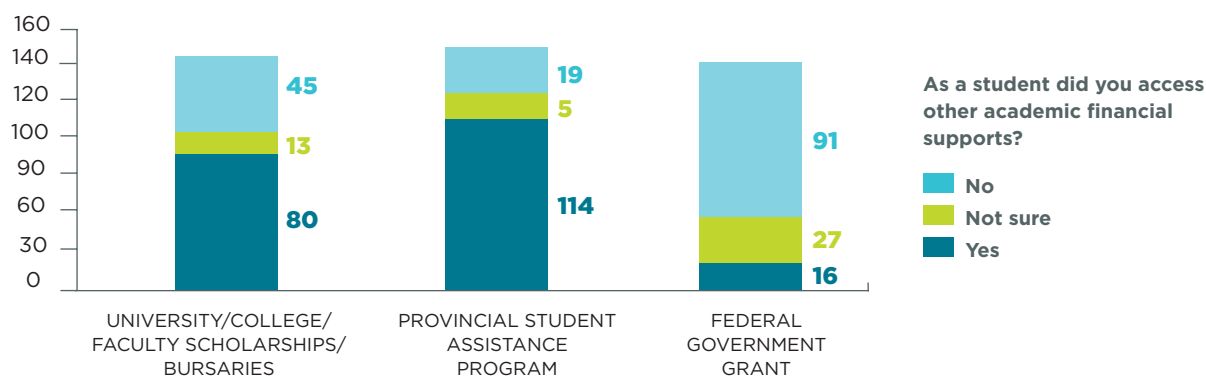
	NO	NOT SURE	YES	TOTAL
1. Full tuition coverage (e.g., paid by Province/Territory)	92	30	15	137
2. Partial tuition coverage (e.g., paid by Province/Territory)	57	41	39	137
3. Tuition waiver (e.g., paid by college/university)	98	24	14	136
4. Other government supports for youth in care for education (e.g., Living & Learning Grant, Advancing Futures Bursary)	40	25	73	138
5. Other awards for youth in care (e.g., Ken Dryden Scholarship, Clark Bursary)	62	29	47	138
TOTAL				138
Missing				44

Some survey respondents also received supports open to PSE Students outside of permanent care. Q28 asked, 'as a student did you access other academic financial supports?' Predominantly youth do appear to leverage other academic financial supports during their PSE. Eight-in-ten (82%) accessed provincial student assistance (such as OSAP or Student Aid BC) (114 youth) and 6-in-10 (58%) accessed University/college/faculty scholarships/bursaries (80 youth). See Table 40 and Figure 7 below.

Table 40: Academic Supports Accessed During PSE

	NO	NOT SURE	YES	TOTAL
1. University/college/faculty scholarships/bursaries	45	13	80	138
2. Provincial Student Assistance Program (e.g., OSAP, Student Aid-BC)	19	5	114	138
3. Federal Government Grant (e.g., Millennium Scholarship)	91	27	16	134
4. Accessed other supports: (Church Matching Fund, Local Community Agencies, Home CAS, Academic Student Grants)	n/a	n/a	11	11
TOTAL				138
Missing				44

Figure 7: Academic Financial Supports Accessed



• Graduation Rates

A case by case analysis of survey responses allowed for the calculation of graduation rates both by respondents and by program.

Graduation Rate by Respondent

When the data were examined on a case-by-case basis, 92% of youth (n=124 of 135) had either graduated or were on track to graduate. Of these, 70% of the respondents have graduated from at least one program (n=95) and an additional 22% have not yet graduated but are still in school and on track to graduate (n=29). Only 8% of the respondents left their programs without success and did not return to post-secondary (n=11). See Table 41.

As a group, the youth that have graduated have had diverse post-secondary experiences:

- As many as 45 youth graduated from more than one program and 14 have graduated from 3 or more programs.
- Together, these 95 graduates successfully completed 157 programs, for an average of 1.7 programs per graduate.
- 44 graduates are still in school and on track to graduate yet again.
- 22 have had unsuccessful experiences also, as they left programs without completing them.

Table 41: Graduation Rates by Respondent

# YOUTH	% YOUTH GRADUATED FROM AT LEAST ONE PROGRAM	+	% YOUTH ON TRACK (IN PROGRESS + HAD NOT PREVIOUSLY GRADUATED)	=	% YOUTH GRADUATED/ ON TRACK	% YOUTH LEFT PROGRAM (DID NOT COMPLETE/ DID NOT RETURN TO POST-SECONDARY)
135	70% (n=95)	+	22% (n=29)	=	92% (n=124)	8% (n=11)

Graduation Rate by Program

Many youth enrolled in multiple programs and so success rates by program was examined. See Table 42.

- Overall, three-quarters (76%) of the programs started by survey respondents were either successfully completed or on track for completion (n=232). Of these, respondents had graduated from 52% of the programs they started (n=157) and an additional 25% of programs were in progress and therefore on track for completion (n=75);
- One-quarter (24%) of programs attempted were unsuccessful (i.e., exited without completion) (n=72).
- The highest success rates were for University programs, as 84% were successfully completed or on track (n=103).

Table 42: Graduation Rates by Program

TYPE OF INSTITUTION	# PROGRAMS	% PROGRAMS GRADUATED	+	% PROGRAMS IN PROGRESS	=	% PROGRAMS GRADUATED/ ON TRACK	% PROGRAMS EXITED WITHOUT COMPLETION
College or Trade School	163	53% (n=87)	+	18% (n=29)	=	71% (n=116)	29% (n=47)
University	123	49% (n=60)	+	35% (n=43)	=	84% (n=103)	16% (n=20)
Other	18	56% (n=10)	+	17% (n=3)	=	72% (n=13)	28% (n=5)
OVERALL	304	52% (n=157)	+	25% (n=75)	=	76% (n=232)	24% (n=72)

• Transition Between Institutions

When those who transition or move from one type of institution to another (e.g., college to university) are examined, some patterns do emerge. While most (65%) select one educational program and remain there, one-third do change academic/learning settings, with the preponderance moving from college to university or vice versa (data cannot determine which direction the shift is). See Table 43.

Table 43: Staying vs. Moving Between Institutions

	N	%
Just one type: college or university or other	89	65%
College and university selected	36	26%
College and trade selected	3	2%
University and trade selected	1	1%
All three selected: college, university and trade	3	2%
No program attended	5	4%
TOTAL	137	100%
Missing	45	

• Outcomes as a Result of Foundation PSE Support (Q34 & Q35)

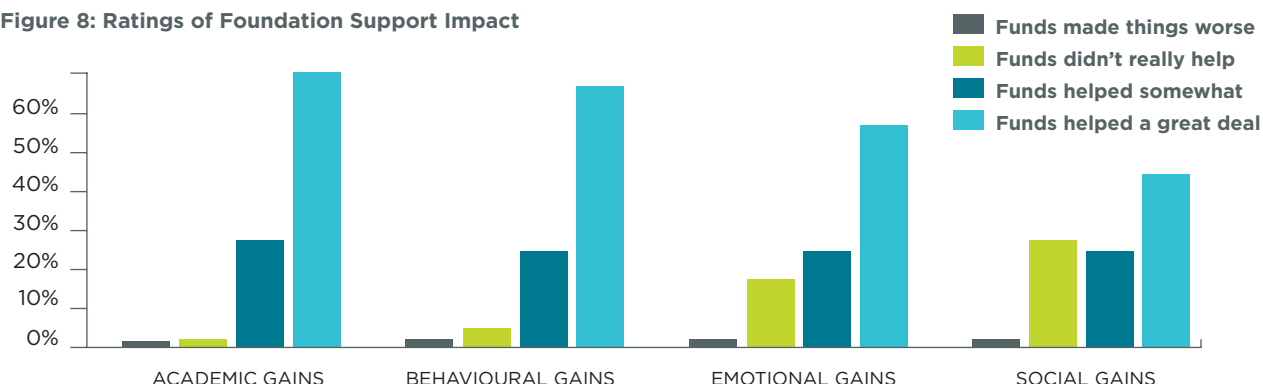
In Q34, youth were asked to rate if the Foundation's PSE support was helpful and rank it on a four-point scale. All "not applicable" responses were removed from the final analysis. Analysis shows in three areas, academic (70%), behavioural (68%) and emotional (56%), Foundation support was rated as *"helping a great deal"* in over half to nearly three-quarters of the youth, with social gains rated 44%. When *"somewhat helped"* is added, Foundation support was rated as *"helpful"* in all four areas by seven-in-ten to nine-in-ten youth, indicating support contributes well beyond academic gains alone. Spearman's correlation analysis examines the strength of the relationship between these areas. Results find all are significantly and positively correlated but with different strengths. The data suggests that when youth do better academically and behaviourally – that yields positive emotional gains too; as well, emotional gains positively impacts their social area and vice-versa. See Table 44 and Figure 8.

- "academic" gains are moderately and most strongly correlated with "emotional" gains ($r=.525, p=.000$)
- "behavioral" gains are moderately and most strongly correlated with "emotional" gains ($r=.579, p=.000$)
- "emotional" and "social" gains are strongly correlated with each other ($r=.658, p=.000$)

Table 44: Gains as a Result of Foundation PSE Support

GAINS	DID FOUNDATION SUPPORT HELP IN THESE AREAS?				MEAN SCORE /4	TOTAL	NOT APPLICABLE
	FOUNDATION SUPPORT MADE IT WORSE	FOUNDATION SUPPORT DIDN'T REALLY HELP	FOUNDATION SUPPORT HELPED SOMEWHAT	FOUNDATION SUPPORT HELPED A GREAT DEAL			
Academic	0 (0%)	3 (2%)	35 (28%)	89 (70%)	3.68	127	12
Behavioural	2 (1.5%)	8 (6.5%)	28 (24%)	80 (68%)	3.58	118	20
Emotional	0 (0%)	23 (19%)	30 (25%)	68 (56%)	3.37	121	18
Social	1 (1%)	33 (29%)	29 (26%)	50 (44%)	3.13	113	26

Figure 8: Ratings of Foundation Support Impact

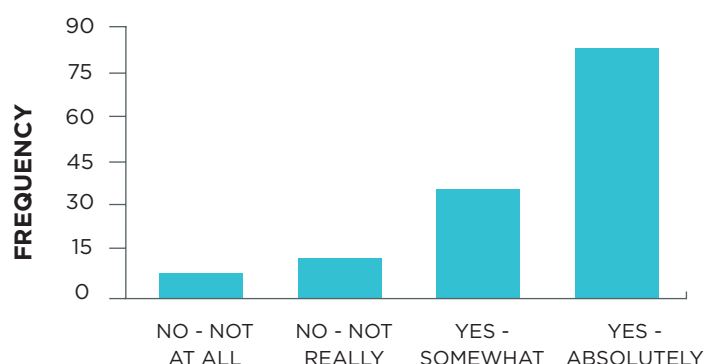


Q35 asked youth if Foundation support contributed to their ability to attend PSE. Over eight-in-ten (85%) youth said, “yes”, with 59% indicating “a great deal” and 26% stating “somewhat”. The data suggest the preponderance of youth view Foundation support as instrumental in attending PSE. See Table 45 and Figure 9.

Table 45: Foundation Contributed to Attending PSE

	N	%
No - not at all	8	6%
No - not really	12	9%
Yes - somewhat	36	26%
Yes - absolutely	82	59%
TOTAL	138	100.0
Missing	44	

Figure 9: Foundation Support Contributed to Ability to Attend PSE



• Graduate Education (Q36 & Q37)

As noted in Table 40, a number of youth have enrolled in more than one PSE program. Some of have completed a graduate level program or are in the process of planning for it. Q36 posed that question: *Have you started or completed a graduate level program?* A total of 101 youth responded affirmatively, with 33 (33%) youth indicating “Yes” and 68 (67%) stating they are “thinking/planning” to continue their schooling. Q37 then asked those who responded to Q36 with “yes”, to detail the type of program (e.g., Master’s, Ph.D., MD., post-graduate certificate) and what point they are in the process (preparing to apply, began program, completed program). The data finds there is an equal number preparing to apply (n=29) as there are who have graduated (n=30). See Table 46.

Table 46: Graduate Program Status

	PREPARING TO APPLY	STARTED PROGRAM	GRADUATED PROGRAM	TOTAL	GRADUATE PROGRAMS YOUTH GRADUATED FROM (EXAMPLES)
Master’s Program	12	3	15	30	Business Admin; CYW; ECE; Community Development; Library science, Social Work
PhD	5	~	~	5	Bio Chemistry; Math; Social Work; Education; Criminology
MD	1	1	1	3	
Post-graduate Certificate	11	13	14	38	Political Science; Teacher’s College; CYW; SSW; Recreation/Leisure; Paralegal
TOTAL	29	17	30	76	

• **Awarded Degrees, Diplomas, Certification, Licenses (Q38)**

Q38 asked the youth to list all the degrees, diplomas, certificates or license they achieved or graduated in while receiving Foundation support. A total of 96 youth responded, listing 140 degrees (*mean 1.45 degrees/awards per youth*). Illustrations by area are noted in Table 47.

Table 47: Degrees, Diplomas, Certification & License Awarded

TRADES	CERTIFICATES/ DIPLOMAS	COLLEGE/UNIVERSITY UNDERGRADUATE	COLLEGE/UNIVERSITY GRADUATE
<ul style="list-style-type: none"> • G3 Gas Fitter; • HVAC Gas 3 License; • Construction Trade Techniques; • ODP (Ozone Depletion); 	<ul style="list-style-type: none"> • NAIT-Railway Conductor Diploma; • Security & Private Investigator Certificate; • Pre Hospitality/ Tourism; • Animal Care Program; • Personal Support Worker; • Massage Therapy; • Esthetics & Spa; • Culinary Arts; • Entrepreneur/Small Business; • Para Legal; • CPR Certification; • Food Service Worker; • Fashion Arts; • Smart Serve Certification; • Emergency Management; • Alzheimer's Certification • A.C.E. Transitional Program • Travel & Tourism Diploma 	<ul style="list-style-type: none"> • ECE; • CYW; • CYC; • SSW; • BA; • BA-Science; • BA-Math; • BA-Social Work; • BA-Education; • BA-Psychology • BA-Physical Health/ Education • BA-Nursing • BA-Business Administration; • BA-Accounting; • BA-International Study • BA- Criminology • BA-Journalism; • BA- Political Science; • BA- English • BA- Sociology • BA-Music Education • Law • Acting for Camera & Voice; • Recreation & Leisure Services • Law Clerk; • Medical Laboratory Science; • Community Worker; • Mental Health/ Addiction • Music Production; • Police Foundations; • Rural Community Development; • Teachers College; • Dental Hygiene; • Therapeutic Recreation; • International Studies 	<ul style="list-style-type: none"> • Master of Social Work; • Post Graduate in Para Legal Studies; • TEFL Diploma; • Master of Education; • Medical Doctor • Master of Industrial Relations; • Juris Doctor (Law); • Masters of Arts in Critical Disability Studies; • Masters in Development & Emergency Practice • Master in Library & Information Science

• **What if – no Foundation Support? (Q43)**

The youth were asked to think about what would have happened if Foundation funding and support did not occur. A total of 123 youth responded. Through content analysis, two distinct themes emerged.

THEME 1: No Foundation = Creates financial hardship (n= 60 of 123, 49%)

Half of the youth (49%) state that without Foundation funding they would financially struggle more; they would be forced to make sacrifices, like go to half-time study; they would have to take on more part-time employment, which would impact their ability to focus on their school work; they would not be able to pursue their education; they would carry more debt; they would have a much more difficult time.

Y13: If I did not receive the funding I would have had to work more which would have put a strain on my schooling. I was able to pay for my books and food while in school without having the stress of how I am going to juggle everything. Foundation funding and support made it a relief for me to study and spend more time on my studies.

Y32: Without Foundation support I wouldn't have been able to studyI don't have family members to help me. I depend only on Foundation, government and school funding and external scholarships...

Y62: I would not been able to learn how to be independent. This funding taught me a great deal on how to be independent and I really appreciate that. However it is not just the funding that foster kids who are aging out of the system need, it is the support from workers and foster parents. We need to know that we are supported even if we struggle in school and don't do well in our first year. We need some sort of support group we can access on line or something we just need someone to reach out to. It is so hard being all alone after 18 and having no one and just paying bills, trying to survive and doing well in classes all the while feeling that you have no one.

Y103: I feel that I would have been so stressed without the help from the Foundation's post-secondary educational support. There have been way too many times it has saved me financially. It helped me pay for school (tuition and books), transportation, food, and housing, and when I got my child, it helped me sustain our living and provided the things my child needed since I was a sole support parent.

THEME 2: No Foundation = Lack of Opportunity (n= 38 of 123, 31%)

One-third of youth said that if Foundation funding was not available it would preclude them from either attending or completing post-secondary education; that in turn would perpetuate other issues and negative images: poverty, low self-worth, lack of motivation.

Y5: I would not have been able to achieve post-secondary education. For a long time I was unable separate my self-worth from my achievements. So I likely would have remained in active addiction, not received help for trauma I experienced and ended my own life. I would likely have felt that my life had no purpose.

Y41: If I didn't receive the supports provided to me from Foundation I wouldn't be where I am today. I wouldn't have had the opportunity to gain a post-secondary education that has allowed me to become self-efficient and not reliant on others. I wouldn't have valued the significance of post-secondary education and or have been as optimistic as I am today. I've learned that with every journey in life it's not about the distance covered it's about the people you meet along the way and for that I will always be grateful to Foundation.

Y101: I would not have been able to attend school at all.

Y113: Without Foundation financial support, I do not believe that I would have a Master's degree and a stable, fulfilling job that I am passionate about. Without the funding ... I would have had to work much more and would have less time to dedicate to my studies. I may have had to study part-time and not been able to pursue the amount of education that I was able to with Foundation support.

• Effect of Foundation Support

In order to more fully examine the longitudinal influence of Foundation support across the four areas (i.e., academic, behavioral, emotional and social) other factors needed to be controlled for (e.g., well-being, social supports). Linear regression analysis allows us to examine the question: *Does higher levels of perceived Foundation support across the four areas of gain (i.e., academic, behavioural, emotional, and social) predict higher levels of perceived well-being from PSE youth?* To answer that question required additional variable construction that involved the following steps:

1. Step 1: Calculating the **Perceived Effect of Foundation Support on Four Key Areas**
 - Further analysis to examine Foundation effect required combining participants' responses across four items: academic, behavioural, emotional and social gains. There was a high internal consistency across items which allowed the creation of a mean score of overall Foundation support;
2. Step 2: Calculating **Overall Wellbeing**
 - This calculation was done by obtaining the mean score of self-perceived mental health and physical health wellbeing;
3. Step 3: Calculating **Total Social Supports**
 - This score was achieved through aggregating a score of total support from three sources: 1) friends, 2) community involvement and 3) support of a caring adult.

QUESTION #1:

Is there an association between Social Determinants of Health & Perceived Overall Wellbeing?
p is set at <.05 (level of significance)

Method:

The parametric Pearson correlation test is applied. It measures the strength and direction of a linear relationship between two variables (score is between +1 and -1). For detailed analysis output, see Table 48, Appendix B.

Answer #1:

Yes, weak associations were found between:

• Social Supports & Perceived Overall Wellbeing	r= .265(p=.002)
• Social Supports and Youth Thriving	r= .259 (p=.003)
• Overall Well Being and Youth Thriving	r = .268 (p=.002)
• Foundation Support and Youth Thriving	r= .315 (p=.001)

QUESTION #2:

Does higher levels of perceived Foundation support across the four areas of gain (i.e., academic, behavioural, emotional, and social) predict higher levels of perceived well-being from PSE youth?

Method:

To answer the question hierarchical regression analysis was used. The predictors (independent variables) are entered into the model and changes in regression coefficients are evaluated against changes to the dependent variable (Q69-Overall, how are you doing?). In order to examine whether *PSE youth's perception of Foundation support for PSE predicted their perceived functioning later on in adulthood*, other current indicators of wellbeing (e.g., concepts related to social determinants of health) had to first be accounted for. In testing the model, number of moves, stability of housing and physical/mental health wellbeing did not predict reported functioning in adulthood and these variables were removed from the

model. The total sample size was 108; model included (For detailed analysis output, see Tables 49 and 50, Appendix B).

- | | |
|-----------------|--|
| • Q58 | Difficulty making ends meet; |
| • Q51 | Average 2016 Income; |
| • Q66, Q67, Q68 | Aggregate Score Friends/Supportive Adult/Community |
| • Q34 | Aggregate Score of Foundation Support across 4 areas |

Answer #2:

- Yes, in Model 1 (Social Determinants of Health), the current indicators of wellbeing significantly predicted PSE youth's perception of functioning in adulthood.
 - The overall model for Step 1 was significant, $F(3,104)=10.82$, $p<.000$, with the indicators of wellbeing explaining 24% of the difference seen between functioning scores in adulthood;
 - PSE youth with more *social support* were more likely to report *higher levels of functioning in adulthood*;
 - PSE Youth with more *difficulty making ends meet at the end of the month* were more likely to report *lower levels of functioning in adulthood*
 - Income had no effect;
- Yes, in Model 2 (Foundation Support), PSE youth's perception of the effectiveness of post-secondary support from the Foundation predicted higher levels of functioning in adulthood.
 - The overall model for Step 2 was significant, $F(4,103)=10.92$, $p<.000$, with Foundation support explaining an additional 6% of the difference seen between functioning scores in adulthood;
 - PSE youth with *more social support* were more likely to report *higher levels of functioning in adulthood*;
 - PSE youth with *higher income* were more likely to report *higher levels of functioning in adulthood*;
 - PSE youth with *more difficulty making ends meet at the end of the month* were more likely to report *lower levels of functioning in adulthood*;
 - PSE youth who *reported more effective support from the Foundation* related to post-secondary education were more likely to report *higher levels of functioning in adulthood*.

4.3.1 SUMMARY FOUNDATION IMPACT

Informed by the above findings, the impact of the Foundation PSE support on youth is significant and valued by the youth:

- 45% used Foundation supports during their transition from care and 90% ranked Foundation supports as the most helpful support;
- 50% used Foundation PSE supports towards tuition payment and one-third used it to offset housing costs (31%);
- 53% used other government supports too (e.g., Living & Learning Grant);
- 83% access provincial funding support vs. 12% use federal funding support;
- Youth indicated "Foundation support helped a great deal" in realizing academic gains (70%), behavioural gains (68%), emotional gains (56%) and social gains (44%);
- 85% of youth said Foundation contributed to their ability to attend PSE (59%, yes-absolutely; 26%, yes-somewhat);
- To date, 135 youth started at least one post-secondary program and 95 have successfully completed at least one college/trade, university or "other" program (70%);
- Together, these 95 graduates completed 157 programs, for an average of 1.7 programs per graduate;
- An additional 29 youth are in school and on track to complete their programs (22%);
- 76 youth indicated they are either preparing to apply to graduate school (38%), have started it (22%) or have completed it (39%);

- No Foundation PSE support would create significant financial hardship and reduced opportunities;
- Receipt of Foundation support predicts higher levels of perceived well-being in adulthood

4.4 Q4: HOW CAN THE FOUNDATION IMPROVE THE PSE PROGRAM?

The fourth study question is answered through the responses to the final eight survey questions (**Transition Out of Care** - Section 3 and **Post-Secondary School Education Experience** - Section 4) along with the analyses of the focus group and interview data.

Q4- How can the Children's Aid Foundation of Canada improve the PSE program going forward?

4.4.1 FOUNDATION PSE SUPPORTS

• Helpfulness in Transitioning Out of Care (Q15, Q16 & Q17)

When asked about the helpfulness of Foundation supports as they transitioned out of care, over nine-in-ten youth (93%) either said, "yes-absolutely" (77%) or "yes-somewhat" (16%). See Table 51.

Table 51: PSE Supports Helpful in Transition from Care

	N	%
No -PSE supports not at all helpful	4	3%
No -PSE supports not really helpful	6	4%
Yes -PSE supports somewhat helpful	24	16%
Yes -PSE supports absolutely helpful	115	77%
TOTAL	149	100.0
Missing	33	

Q16 asked *what was not helpful* about Foundation PSE supports and only 10 indicated Foundation support wasn't helpful during their transition. Seven said they only received Foundation support *after* they had transitioned from care; the remaining youth indicated they hadn't been told about it while they were in care.

- Y2 "They weren't helpful to me because I didn't receive these supports while I was transitioning out of care"
- Y5 "I was already out of care by that point"
- Y12 "I just got the support funding now after care..."
- Y8 "I was told by CAS that they didn't pay for college"
- Y11 "...no one told me it existed"

Q17 queried what was *helpful* about Foundation supports? Of the 139 youth who indicated "yes" to Q15, 134 youth provided comments, of which 126 youth's 166 comments could be coded. "PSE Help" is defined differently by each youth and their situation, as is evident in the themes on the following page.

THEME 1: HELPFUL...

Assistance with Tuition, Rent, Books, Food, Child Care...(n=57, 34%)

- Y13 "It really helped me not worry throughout the year about how I'm going to pay for tuition or textbooks"
- Y21 "Without my scholarship I wouldn't have been able to afford getting all my textbooks on time, all the supplies"
- Y65 "Funding support for basic necessities"

THEME 2: HELPFUL...

Decrease in Financial Stress (n=36, 22%)

- Y76 "It took some of the financial burden off while I was in transition & being in school at same time"
- Y97 "The extra support helped me and my son in our time of need"
- Y105 "It took away a lot of the financial pressure so I could focus on my studies & personal well-being"

THEMES 3: HELPFUL...

Decrease in Stress/Mental Health Increase in Stability (n=21, 13%)

- Y84 "It gave me comfort knowing that I was able to participate fully in my education"

Decrease in Debt Load (n=18, 11%)

- Y1 "Helped me pay off some debt"

Allowed Increase in Study Focus (n=16, 10%)

- Y80 "Can focus on studying..."

THEME 4: HELPFUL...

Increased Self-Esteem/Confidence (n=12, 7%)

- Y10 "It helped me gain confidence in doing well in school..."

THEME 5: HELPFUL...

Focus on the Future (n=6, 3%)

- "It helped put my money towards future plans for post-secondary school"

Other Comments

- Y13 *"The grants helped me not have to worry and stress about how am I going to make it? ... I did not have support financially anywhere else; it was such a great relief for me to study without financial stress."*
- Y52 *"It was rewarding, special, great, reduced the OSAP spending to focus on my housing; I was feeling so special and this was so helpful"*
- Y72 *"Having stability, confidence in my education plan, validation of my work, congratulatory letters and emails and really just having finances, allowed me to focus on becoming a better person and working for a better community, instead of focusing on my own issues and marginalization all of the time"*
- Y73 *"Without the funds school would not have been an option. Without school there's no telling where I might have ended up and what I'd be doing currently with my life"*
- Y129 *"The Foundation post-secondary education supports I received have been extremely valuable. They alleviated some of the financial burden of tuition costs and allowed me to focus on my academic studies and extracurricular activities. Without these supports I likely would not have such an enriching university experience"*

4.4.2 FACTORS IN DECISION TO ATTEND PSE

• Key Factors in Decision to Attend PSE (Q18 & Q19)

Youth were asked about the factors that informed their decision to attend post-secondary (Q18); they could check the factors that they felt were relevant to them. Q19 asked which one was most important. Regarding the factors that influenced their decision to attend PSE, four groupings were noted:

- *Major Factor* - personal expectations (82% selected this factor);
- *Moderate-Major Factors* - personal career goal (66%) and Foundation PSE supports (50%);
- *Moderate-Minor Factors* - worker support (35%), foster parent support (30%); social /community expectations (30%); friend/significant other (29%); housing stability (25%); teacher/tutor support (23%); parent/family/kin support (23%);
- *Minor Factors* - Involvement in sports/arts (13%); Not sure what to do (11%); Other (11%) ; Non-Foundation Scholarships (9%); and Tuition Waivers (7%). See Table 52.

Table 52: Influential Factors in Reason to Attend PSE

	%	N
Personal expectations/inner drive	82.0%	123
Teacher/tutor	23.3%	35
Worker support	35.3%	53
Foster parent support	30.0%	45
Parent/family/kin support	23.3%	35
Friend/significant other	28.7%	43
Involvement in sports/arts	12.7%	19
Housing stability	25.3%	38
Personal career goal	66.0%	99
Social/community expectations	30.0%	45
Not sure what else to do	11.3%	17
Non Foundation Scholarships & post-secondary supports	8.7%	13
Foundation Scholarships & post-secondary supports	50.0%	75
Tuition waivers	6.7%	10
Other (please specify)	11.3%	17
TOTAL		150
Missing		32

The factor that was the most important one in their decision to attend PSE was:

- **Personal career goals/drive (59%, n=88);**

One-fifth of youth (21%, n=31) identified one of the three factors below as their most significant factor.

- Foster parent (9%, n=13),
- Foundation Supports (6%, n=9),
- Housing Stability (6%, n=9).

• **When Did Youth Decide to Attend PSE (Q20)**

Regarding when they decided to attend PSE, 85% of the youth responded in one of three ways:

1. Nearly one-in-two said “they always knew” (n=63, 42%);
2. One-in-four (n=41, 27%) said during “secondary school”
3. One-in-six (n=24, 16%) stated “as an adult”.

Analysis by gender and race did not find statistical significance however the cross-tab analysis suggests it may be area to explore further. As noted in Table 53, most males (41%) made the decision “during secondary school” vs. most females (45%) said they “always knew”.

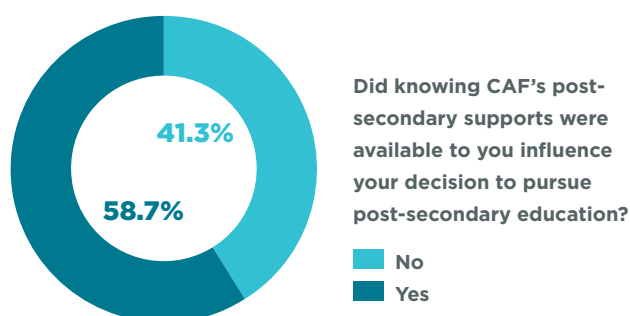
Table 53: When Decision to Attend PSE Was Made

	GENDER		TOTAL
	FEMALE	MALE	
I always knew	46	8	54
During primary school	5	1	6
During secondary school	26	12	38
After graduating secondary school	8	5	13
As an adult	18	3	21
TOTAL	103	29	132

• **Foundation PSE Supports Influence PSE Decision (Q21)**

Q21 asked the youth if knowing about the availability of Foundation PSE supports influenced their decision to attend PSE? A total of 150 youth responded to the question and 59% (n=88) said “yes” vs. 41% (n=62) said “no”. Examination by gender and race did not find significant differences. See Figure 10.

Figure 10: Foundation Supports Influenced Decision to Attend PSE



4.4.3 LEARNING ABOUT FOUNDATION PSE SUPPORTS

• **Main Way of Knowing about Foundation PSE Supports (Q22)**

Youth were provided with eight different ways of learning about Foundation PSE supports. 149 youth responded to the question. The dominant response: they learned about Foundation PSE supports from their worker (80.5%), followed by “Other” (10%) (Provincial Advocate most often cited). See Table 54.

Table 54: Source of Knowing About Foundation PSE

	%	N
Social worker/youth worker/other worker	80.5%	120
Foster parent	1.3%	2
Parent/family/kin	2.7%	4
Another youth	2.0%	3
Website for youth from care (e.g., YouthRAP)	1.3%	2
Foundation staff	0.0%	0
Foundation website	2.0%	3
Social media	0.0%	0
Other (e.g., mentor, Provincial Advocate, PARC, sibling who received it)	10.1%	15
TOTAL		149
Missing		33

4.4.4 YOUTH VIEWS

182 youth provided survey data and 104 youth (57%) gave consent to contact them to explore whether they would consent to do a follow up interview. A sample of 25 youth was selected by eight criteria (see below). Using theoretical sampling (sample until no new themes emerge), a total of 20 youth were sampled and 16 youth (nine females and seven males) were interviewed within the timeframe allotted using the standardized interview questions (see Tables 55 and 56, Appendix B). For doing an interview, each of the 16 youth was offered a \$20 honorarium or gift card.

1. Gender (male/female),
2. Ethno/racial identity (e.g., Black, Asian, Indigenous, Latino and White),
3. Are a parent (yes/no);
4. # years to complete secondary school (4-5 vs. 6+years);
5. Age left care (< age 18 vs. > age 19);
6. Housing stability (very unstable, somewhat unstable, somewhat stable, very stable);
7. Difficulty in making ends meet at month's end (never, 1-3x month, 4-6x month; 7+ x month);
8. Self-assessment re-'thriving' (no-not at all; no-not really; yes-somewhat; yes- really thriving).

• Comparing Interview Sample to Survey Sample

Table 57 included in Appendix B compares the demographics of the survey sample (n=182) to the interview sample (n=16) to check for relevance of interview sample to the survey sample. The intent was not to replicate the identical characteristics of the survey sample but to ensure that the ranges of experience – both positive and negative were included in the cohort of youth being interviewed.

In examining just the youth who identify as being visible minorities,

- 75% of the youth interviewed (n=12 of 16);
- 4 of 7 (57%) male youth interviewed identified as visible minorities and all indicated they were thriving (n=4);
- 8 of 9 (89%) female youth interviewed identified as being visible minorities (n=8) and most were thriving (n=7 of 8);
- Both males and females indicated that they had no contact with parents (n=12 of 16)
- For both males and females, most had achieved stable housing (n=12 of 16), most left care after the age of 19 (n=10 of 16), and most completed secondary school within 4-5 years (n=13 of 16)

The rationale to factor in visible minorities in addition to other factors (e.g gender) for the interviews stems not so much from the report findings but from general findings across all child welfare agencies on the disproportionality of visible minority youth in care - in particular, people who identify as Indigenous, Black, and Mixed. The survey sample did not match gender breakdown of the report findings (which would be 2/3 female) rather a more general population lens of gender breakdown was used of 50/50.

QUESTION #1:

What were some of the supports you had that you found most helpful for you during secondary school? In going to post-secondary?

SECONDARY SCHOOL: Identifying the supports that the youth found helpful during secondary school there was not a dominant one. Rather, a number of supports were noted as *most helpful*: foster parents, social worker, resources/supports and teacher/peers; the *most helpful* supports in PSE differed. See themes on next page.



• **FOSTER PARENTS (N=5 OF 16; 31%)**

Some said their secondary school successes were due to the support & guidance of their foster families, in assisting with getting school supports and with the youth's emotional/physiological needs

I-Y2: During my secondary school years, my foster parents were the most supportive if I encountered any challenges.

• **SOCIAL WORKERS (N=5 OF 16; 31%)**

Helpful support in secondary school was the social worker, who provided supports, services & helped in transitions.

I-Y6: Meetings with worker were very helpful. Met with her every 1-2 months; sit down with her, my foster parent; we'd go over my goals for school and education; write them down, talk about it every time, revise them; talk about current goals for the future...helpful to keep sight on goals. Helping me financially, showing tips, how to budget – I took courses to think of money differently, finding out what bills adults have to pay.

• **RESOURCES & SUPPORTS (N=5 OF 16; 31%)**

External supports/resources were an integral part of their academic successes in secondary school.

I-Y16: The resource Centre also acted as a great support. I found myself taking full advantage of what the resource Centre had to offer. I would have to say these two supports were vital for me to grow and be successful through my Secondary school experience.

• **TEACHERS, COUNSELLORS AND PEERS (N=4 OF 16; 25%)**

The importance of teachers, guidance counsellors and peer group.

I-Y15: Had access to my teachers. Two mentors who I looked up to and gave me guidance and advice. My guidance counsellor tends to talk to me about educational options and financial support, like scholarships/bursaries that were available – for me, that was helpful.

POST-SECONDARY: With PSE supports, two were dominant with over half of the youth identifying it as a support (i.e., financial supports and relationships) and two were noted as more minor supports (i.e., community resources and academic/institutional supports). See themes on next page.



• **FINANCIAL SUPPORTS (N=11 OF 16; 69%)**

Participants stated that one of the contributing factors to their academic successes in post-secondary was the financial supports that they received through Foundation scholarships and bursaries.

I-Y5: The financial support of Foundation – especially the first year –learning to budget the money really helped me with books. I didn't have to work as much. Not working as much I could focus on my education.

I-Y7: Fact that [the] Foundation supported me, giving me funds for going to school and pursuing my career.

• **RELATIONSHIPS (N=9 OF 16; 56%)**

Participants contend that personal relationships such as those with their foster families, social workers, friends and peer groups were an integral part of their post-secondary success.

I-Y10: I received a number of awards, some were Foundation awards; receiving a scholarship was a message to me that someone cared about my success; it held me accountable...

Acknowledging my successes was really important to me. No one was telling me 'way to go'... the awards did that. My biggest support during Post-secondary education was my partner... that was an avenue for me...who had family with two parents.

• **COMMUNITY RESOURCES (N=4 OF 16; 25%)**

Participants spoke about the assistance they received through external agencies such as PARC, OACAS, mental health and counselling & their help in navigating the system as a form of post-secondary supports.

I-Y3: When I moved to Toronto my greatest relationship was with PARC they helped navigate the system and helped me find resources such as the Foundation. They provided additional support by just being by my side when I was navigating through the system and filling out applications, as I never received that assistance in secondary school. Additional OACAS organization helped me navigate through the university to utilize all of the benefits I was entitled to as a Crown Ward, they communicated with the Financial Aid office to ensure that I received all of the benefits that I was entitled to as a Crown Ward.

• **ACADEMIC INSTITUTIONAL SUPPORTS (N=4 OF 16; 25%)**

Participants indicated that many of their successes during their post-secondary education came from the supports of their academic institution such as food bank access, academic resources and disability services.

I-Y11: I had the support of my friends with academic support around studying and assignments.

I-Y14: I visited the career centre, counseling at health services, centre for students with disabilities, I developed a mental illness during 2nd year I failed a course and they tried to help.

QUESTION #2:

What were some of the challenges for you in completing secondary school? During post-secondary?

SECONDARY SCHOOL & PSE: Of the 182 youth surveyed, most identified many challenges during secondary school (see Q8 and Q9). The responses of the 16 youth interviewed reflect those same findings (15 challenges are noted below); most of the youth identified four or more challenges during secondary school. PSE had half the challenges; four are the same and three new ones. See below.

CHALLENGES IN SECONDARY SCHOOL	CHALLENGES IN PSE
<ul style="list-style-type: none"> • Having to contend with past trauma <ul style="list-style-type: none"> • Being bullied by peers for being different • Unstable and transient housing • Abusive Relationships • Struggling with Mental Health Issues • Struggling with Addiction • Homelessness • Issues around self-discovery, self-esteem <ul style="list-style-type: none"> • Being away from family • Contentious relationships with foster parents • Frequent Foster home changes • Frequent school changes • Feelings of isolation and abandonment • Financial barriers <ul style="list-style-type: none"> • Negative peer group influences 	<ul style="list-style-type: none"> • Dealing with past trauma • Issues with self-esteem and self-image • Feelings of loneliness, isolation, being alone • Financial Barriers <ul style="list-style-type: none"> • Balancing school, work and personal life • Contending with a learning disability • Difficulty navigating the system re. receiving benefits as a Crown Ward
<p>I-Y1: I battled drug/alcohol addiction to cope with past trauma; I was receiving counselling but it was not addressing the issues. At one point, I stopped attending school, had to take a 5th year; my education was in crisis. My worker helped move me to a new foster home/school. I was challenged; it got me interested in PSE.</p> <p>I-Y9: Biggest area was transient. Sometimes I moved in the middle of exams and terms. I struggled to feel I had peers accept me. Being up-rooted as a kid from your peers is one of the most challenging things a youth can experience.</p> <p>I-Y12: I switched between a few foster homes. That was obviously challenging, getting to know new "mothers", was kind of hard. Being away from your own family, even when you're estranged. I have focus issues while in class – would've been helpful to have kids similar to me...</p> <p>I-Y11: My challenges had to do with self-discovery, dealing with past trauma with my childhood. I struggled with what I wanted to do, if I would be good at it, or if I could achieve my goals because of my childhood issues.</p>	<p>I-Y3: Having Crown ward status entitles us to receive benefits but because this is a fairly new concept it has been difficult to navigate how to receive services as Crown ward information is really new. Hard to get the services, utilize resources.</p> <p>U-Y11: In University my struggles were financial related, how I could afford things, learning to manage how to pay school, rent, and food while balancing the complexities of school. I also continued to struggle with issues of self-image and self-esteem.</p> <p>I-Y6: Balancing school & part time work. Having more responsibilities, more to do, managing my time, trying to find better ways to manage time, school & part time work and family and friends, pets, paying bills... I moved away from home 3 years ago; hard to get that started. Still, did well at school. Definitely a challenge.</p> <p>I-Y15: Not having someone to proof-read and edit my work. Not having academic support. I know every school has that, but it's not always accessible.</p>

QUESTION #3:

What would you tell current youth in care about what they need to know or do to successfully graduate secondary school? To go onto post-secondary education?

The youth had many suggestions, tips, recommendations and good ideas regarding how and what current youth in care can do to better navigate secondary school and PSE. The most dominant theme, in that half the youth mentioned it, was the ability to practice self-advocacy. The ability to advocate for oneself was viewed as a critical skill – both in transitioning through secondary school and PSE as well as beyond young adulthood. The four other, more minor themes were: having supportive a supportive adult, realizing the power of education, doing career planning and improving the transition from care.

THEME #1:

Self-Advocacy (n=8 of 16; 50%)

Of the 16 youth interviewed, half spoke about the importance of being able to practice self-advocacy. Most specifically, they talked in terms of being able to advocate for themselves in order to receive all of the supports they are entitled to as a Crown ward. They also wanted to relay to current youth the importance of connecting with community agencies to ensure a fruitful and meaningful outcome in PSE.

I-Y1: I would tell them not to be afraid, to go out and ask for help, to stand up for themselves, to stand up to social workers, to know their rights and to connect with agencies, groups, and advocates office and most importantly to be their own advocates. To understand what secondary school is - a struggle and once you get past that hurdle things will be better, it's only four years. I would tell them to let in the good people and remove the bad influences. Don't be afraid to reach out and branch out with organizations. And be good with your money; make sure you understand how to budget, speak to a professional, in whatever institution you plan to attend try to join and get to know the different organizations; a lot of supports can be found through them; you may feel alone, you will endure challenges, but be resilient. The end goal is more satisfying than running away from a problem. Try your best to be as strong and supportive to show others that if I can do it you can do it too.

I-Y3: My biggest advice - seek aid from agencies and community resources, like PARC; to build a really good support system for yourself; to find a mentor and to open up to all of your possibilities, everything will fall into place.

I-Y7: ...I think that talking to people and finding out what are some of the steps to potentially take in order to better yourself. Basically talking to people, communicate, and understand where you need to go from where you are at the moment. Ask: what would be a good way to getting help?

THEME #2:

Supportive Adults (n=6 of 16; 37.5%)

One-third felt that if youth in care want to achieve academic success in secondary school and into PSE it is important to be surrounded with supportive adults that you can trust and depend on. Examples included: social workers, teachers, foster parents and mentors as allies in their achievements. Their message: continue to seek out that important, supportive adult and keep searching until you find them.

I-Y4: Social workers and foster parents are good means of help.

I-Y10: Definitely ask. For me, I was close with my worker and being able and knowing I could go to someone, just needing to say I need help and what can I do, it's a huge thing. Knowing that help is there.

I-Y15: Go to your guidance counselor. If your guidance counselor is not too good, then your teacher, find a mentor. Ask questions, never be afraid to ask questions, ask as many questions as you like that comes to mind....

THEME #3:

Power of Education (n=5 of 16; 31%)

One-third said a post-secondary education is a tool to promote perseverance, resiliency, success and good outcomes. Suggested tips: apply for as many bursaries, scholarships, grants and OSAP grants as possible to ensure you can study without the added stresses of worrying about money.

I-Y6: In secondary school work hard, try to set a standard for yourself, for your studies. Not everybody can be an A or A+ student necessarily, but at least putting in the effort and not just following the cliché of math or science [being hard] and saying I'm not good at that and not put any effort. At least try things, put in the effort before backing out and saying not good enough. With PSE - plan ahead (as early as possible), save money up, consider all your options, not necessarily to follow what someone else wants you to do, do your research and follow what you really want to do, what you think you're good at and what makes you happy.

I-Y11: I would tell them that I truly believe that education is a very powerful tool and it will open more opportunities to pursue more jobs and increase chances for you to live a better life. The best way to achieve success is to take advantage of supports and resources that help you to be successful. It will be challenging but if you put the time in and do well you will have a better outcome.

I-Y12: For those who don't feel like they need help in secondary school, try to get to a place where you want to accept it. It is difficult to do anything without help, especially if you want to better yourself. Even if you don't think you need to better yourself, but people tell you that you should - that is a good indicator that you should. Also, go to class.

THEME #4:

Career Planning (n=5 of 16, 31%)

One-third also identified that education and career planning was a vital aspect of helping youth in care to plan for their future. Career counselling might help them learn about what they are passionate about and assist with selecting school programs.

I-Y3: They should incorporate program such as volunteer internships so that secondary school children can explore different careers to be able to find what they are truly passionate about.

I-Y11: The challenges I faced was around what I should pursue? What school to attend? How to afford it?

I-Y15: Tap into networks through the foundation, through school, meeting with as many people in field, what their job looks like, what their salary looks like...breaking things down. Gain realistic expectations of what they'll earn after the program. What's their day-to-day job going to look like - encouraging entrepreneurship, creating own businesses and self-employment.

THEME #5:

Improved Transition from Care (n=5, 31%)

Finally, another third spoke about how important it is to have a good transition from care. For many, the transition from care was challenging. In particular, the youth talked about how difficult it was losing the supports they had grown accustomed to, supports that were no longer available to them. Youth suggestions on how to improve that important but challenging process includes: more conversations with workers/ foster

I-Y2: Having someone to help talk to back then, would've been helpful.

I-Y5: Need reassurance that they can succeed; they need more than just scholarships as their social worker and all the supports are gone.

I-Y7: Definitely need some sort of social support. Once you have that, you can move forward.

I-Y13: Helping with confidence and security would help very much.

I-Y14: Mentors and role models...big brothers/big sisters...someone who is not in the system...it is hard to know what is normal and what is acceptable. Mentors could be former youth in care.

THEME #2:

Enhance Development of Independent Living Skills/Life Planning (n=6, 37.5%)

One-third of the youth shared they felt that learning how to navigate various systems would have been helpful as they learned how to function in society independently. They indicated things such as time management, community resources, employment strategies, and education would be helpful skills.

I-Y1: It is so important to be taught about how to prepare to age out; [youth] need to know how to function in the real world.

I-Y6: Learning time management, learning to work independently and keep up your own schedule.

I-Y11: Give them resources to apply for OSAP and other benefits, helping them navigate through the system. Focusing on issues such as how to live on your own, cook, budgeting and how to succeed in your first year.

I-Y13: Making sure everything in that community works for that child, no boundaries that would hold them back.

I-Y15: Helping them start a plan, putting it down, visualizing it, revisiting it. Can make it a collective group activity. Can hire an artistic facilitator to help lead that. Can be twice a year timeline - meet and start this plan, revisit, and see if anything changes.

THEME # 3:

Increase Foundation Financial Support (n=6, 37.5%)

In terms of financial supports, one-third of the youth indicated that they recognized and appreciated the importance and stability of being able to access the Foundation's funding support for living and educational expenses from the Foundation.

I-Y4: Having the allowance from the Foundation allowed me to pay for school, having the financial supports offered by the CAS and Foundation was helpful and lessened the burden with stresses in my life.

I-Y11: Largest barrier is financial. It would be helpful, if there are resources for tutoring, providing equipment such as laptop and books. In addition to ways to live on your own and manage finances.

THEME # 4:

Continued Assistance with Education and Career Planning (n=5, 31.25%)

One-third of youth also identified that education and career planning was a vital aspect to in creating a viable plan for their future. They indicated that career counselling might help them learn about what they are passionate about and thus assist with selecting school programs.

I-Y3: They should incorporate program such as volunteer internships so that secondary school children can explore different careers to be able to find what they are truly passionate about.

QUESTION #5:

The transition from care is a difficult time for many youth. What helped/would have helped you the most in your transition? What was not helpful?

The responses from the youth are ordered into three columns: what was identified as helpful, what was not helpful and what would help. See Table 58.

Table 58: Transition from Care: Helpful vs. Not Helpful

WHAT IS HELPFUL	WHAT IS NOT HELPFUL	WHAT WOULD HELP
<ul style="list-style-type: none"> ✓ Having a good support system ✓ Learning how to forge healthy relationships ✓ Level of support received on extended care maintenance ✓ The linkage to community agencies ✓ Foster parents – having a mother/father figure ✓ Feeling cared for ✓ Learning basic life skills (cooking, cleaning, finances, education) ✓ Fostering motivation/praise ✓ Receiving awards ✓ Having a worker who cares ✓ Foundation ✓ Learning how to navigate peer pressure ✓ Provision of funds for housing ✓ Access to social supports (housing, ODSP) ✓ Advocacy ✓ PARC 	<ul style="list-style-type: none"> ✗ Leaving a familiar system of care before you are ready ✗ Lack of investment by worker ✗ Being let go/removed from home/placement ✗ Not having a large system of family support ✗ Feeling as though the transition from care was not a supportive process ✗ Working multiple jobs yet still living off credit/unable to budget ✗ Transitioning out of care – it was an emotional experience ✗ Needing benefits but no longer being covered / unable to afford it ✗ Frequent change in workers ✗ Monetary support ending ✗ Lack of informed consent in sharing personal stories ✗ Supervisors/workers being constrained by ‘red tape’ 	<ul style="list-style-type: none"> ✓ Conversation with worker on where you want to be in life ✓ Matching workers based on their skill set (e.g., working with people with disabilities) ✓ Starting life skills planning earlier to help with transition ✓ Post-secondary funding should also include funding for trades, aesthetics, tattoo artistry etc. ✓ Allowing a change in worker if you don’t feel supported ✓ Being unaware of mental health supports; promote what is available ✓ Balancing safety assessments – look at the whole picture to figure out what is best for the child – use community resources, role models, adults that are not CAS related ✓ Keep youth involved after extended care maintenance ends
CODES USED IN QUOTES: Interview Youth Y Youth 1 to 16 1-16		

HELPFUL

I-Y2: The assistance program CAS was offering covered me until I was 21, which was great and helped me a lot. I would just like to say thank you to the Children's Aid Society (CAS) for the tremendous supports you gave me while I was under care.

I-Y5: I was grateful for the opportunity. I realized that at age 16 that CAS would help. There was something about CAS that made me feel good – it was a reassurance.

I-Y8: PARC was really important. Find another way to go to school. I felt a lot of support when they pushed me, by means of motivation. They praised me to work hard for the things that I thought were never in my reach or horizon.

I-Y10: All my life I had good workers that cared about me. Normally your worker is your go-to person, they play such a huge role in everything...elementary, secondary school, post-secondary...they're just sort of constantly there. Definitely a huge help.

I-Y13: Probably my foster family in general. We are all essentially family now, don't see each other as foster family. Even though I moved away from home 3 years ago, I still go back there, that's my home. I'm still very much involved with my biological family...foster family plays a huge role.

NOT HELPFUL

I-Y1: Leaving a system that is familiar to you I don't think that is right to do it until people are ready and they should determine when they are ready.

I-Y2: I always felt less then. Felt like a left over. I didn't have anyone to relate to. I would've liked if I had gotten a worker that was more invested in me.

I-Y9: I think I feel the transition from care wasn't supported by social worker/agency. I did a Casey Life Skills Assessment and got no feedback at all...maybe they felt I didn't need any support.

I-Y11: I found that after 21 was the most stressful period - I had to work 3 jobs to be able to pay my rent; I was living off of credit cards, up until then didn't know how to budget - it was very stressful and I did poorly in school. Transitioning out of care was a hard period emotionally, I never dealt with my child obstacles and how I came into care.

I-Y15: They were trying to tell stories but were not getting informed consent. It's getting better now, but not by any means informed consent in my opinion... Consent is not just yes or no. Being honest and transparent. Needing to be mindful about what they are [youth] going to feel...coming from a sensitive a vulnerable place.

4.4.5 FOUNDATION STAFF & VOLUNTEERS, CAST STAFF, PARC STAFF & FOCUS PARENT VIEWS

In addition to the youth interviews, five other stakeholder groups were also interviewed: CAST supervisors, PARC staff and supervisors, Foundation staff, Foundation volunteers and CAS Toronto foster parents. Interview questions were developed by the Foundation's research team for this study. A total of 34 adults were interviewed either through a focus group or interview format; each group was asked five standardized questions (see below). However, as noted in the colour-code chart below, some questions were unique to a group (i.e., Foundation - *What is the value of PSE to the Foundation?*) and some were relevant to a few groups (e.g., *Is there a typical profile?* asked of foster parents, CAS Toronto supervisors and PARC staff). While questions varied across the five groups, one question was posed to four groups: "What does it mean for young people in care to receive a scholarship or bursary from the Foundation?" The questions below were analyzed for themes and content and the results presented through the lens of two broad question areas: queries related to the youth and those specific to the Foundation about the PSE program.

	FOSTER PARENTS (n=7)	CAST SUPERVISORS (n=5)	PARC STAFF (n=7)	FOUNDATION STAFF (n=13)	FOUNDATION VOLUNTEERS (n=2)
QUESTION 1	What barriers have you seen young people face when completing secondary school?	Is there a typical profile of a young person that you do encourage to pursue college or university and to apply for Foundation post-secondary supports?	Is there a typical profile of a young person that you do encourage to pursue college or university and to apply for Foundation post-secondary supports?	If Foundation Scholarships and Bursaries weren't available – what would happen?	What does it mean for young people in care to receive a scholarship or bursary from the Foundation?
QUESTION 2	What is your experience on the youth who didn't graduate secondary school?	Is there a profile of a young person you don't encourage?	Is there a profile of a young person you don't encourage?	What other supports are needed for more youth in care to access PSE?	If Foundation Scholarships and Bursaries weren't available – what would happen?
QUESTION 3	What age should FP begin having the conversation/raising the topic of PSE?	What age/stage should workers to begin having conversations to raise the topic with young people re PSE?	What barriers have you seen young people face when wanting to attend PSE?	What is the value/importance of the PSE program to the Foundation?	Thinking about the role of workers in youth in care and PSE, what is their role in the PSE process?
QUESTION 4	What is your experience on the youth who didn't go onto PSE?	What role do supervisors have in promoting scholarships/bursaries? What role in helping write the worker reference?	What barriers do the young people face when they are in PSE?	Where does the PSE Program (Scholarships/ Bursaries, Tutor/HWC, YOF..) fit in ALL Foundation grants/ programs?	Thinking about the Award Committee (AC), any suggested changes to improving its process or decisions outside of the AC?
QUESTION 5	For the youth in your care who received a scholarship/ bursary, what did it mean to them? To you?	For the youth you work with who received a scholarship/ bursary, what did it mean to them? To your worker?	For the youth you work with who received a scholarship/ bursary, what did it mean to them? To you?	What can be done to improve PSE?	Thinking about the near future – 20 years from now - where should the PSE program go? What is the vision?

YOUTH FOCUSED QUESTIONS	GROUP	FOUNDATION FOCUSED QUESTIONS	GROUP
YQ1 - What barriers do young people face when completing secondary school?	<ul style="list-style-type: none"> • Foster parents 	FoundationQ1 - What is the value/ importance of the PSE program to the Foundation?	<ul style="list-style-type: none"> • Foundation staff
YQ2 - Is there a typical profile of a young person that you do encourage to pursue college or university and to apply for Foundation PSE supports?	<ul style="list-style-type: none"> • CAST supervisors • PARC 	FoundationQ2 - Where does the PSE Program (Scholarships/ Bursaries, Tutor/ HWC, YOF..) fit within ALL of the Foundation's grants and programs?	<ul style="list-style-type: none"> • Foundation staff
YQ3 - Is there a profile of youth who didn't graduate secondary school/who aren't encouraged to go to PSE?	<ul style="list-style-type: none"> • Foster parents • CAST supervisors • PARC 	FoundationQ3 - Improvements to PSE?	<ul style="list-style-type: none"> • Foundation staff • Foundation volunteers
YQ4 - What age should one begin to have a conversation with youth people re PSE?	<ul style="list-style-type: none"> • Foster parents • CAST supervisors 	CODES USED IN QUOTES: Foster Parents CAS-Toronto Supervisors Pape Adolescent Resource Centre Staff Foundation Staff Foundation Volunteer	FP
YQ5 - What barriers do youth face when wanting to attend/attending PSE?	<ul style="list-style-type: none"> • PARC 		CAS-S
YQ6 - What role do supervisors/ workers have in promoting scholarships/ bursaries?	<ul style="list-style-type: none"> • CAST supervisors • Foundation volunteers 		PARC
YQ7 - What other supports are needed for more youth in care to access PSE?	<ul style="list-style-type: none"> • Foundation staff 		CAFC-S
YQ8 - For the youth in your care who received a scholarship/ bursary, what did it mean to them? To you?	<ul style="list-style-type: none"> • Foster parents • CAST supervisors • PARC • Foundation volunteers 		CAFC-V
YQ9 - If Foundation Scholarships and Bursaries weren't available - what would happen?	<ul style="list-style-type: none"> • Foundation staff • Foundation volunteers 		

YOUTH FOCUSED QUESTIONS

YQ1 – What barriers do young people face when completing secondary school?

Analysis: Only foster parents were asked this question. The main theme that emerged from the foster parents' responses suggests that there are many youth in care who are academically behind and need additional supports, such as tutoring. Foster parents suggested factors such as past trauma, lack of permanency, learning challenges and mental health issues as contributing to the challenges many youth in care have in completing secondary school.

FP3: "The boys are way behind".

FP7: "I have an 18-year man needing 2 credits, heading to university; I'm putting in a plan for when he fails (he has PTSD)...I have another young man, age 18, who is going to college and he has special needs"

YQ2 - Is there a typical profile of a young person that you do encourage to pursue college or university and to apply for Foundation post-secondary supports?

Analysis: CAST supervisors and PARC staff were asked this question. Both groups indicated, 'No, there is no profile of youth identified to go to PSE'. Overall, all youth are encouraged to enroll in post-secondary studies despite any challenges they might have. Respondents underscored the worker's assessment plus vocational/educational assessments determine which path is most suitable for youth who proceed into PSE. The assessment informs workers in helping them create a realistic plan that ultimately maximises the youth's full potential. That said, these two groups also noted that educational planning for boys is sometimes difficult as they often are involved with youth justice.

CAS-S1: Our workers are good at planning with schools, looking at credit recovery, expecting some won't finish secondary school and develop a supportive plan.... the gender bias in education is showing with boys.

CAS-S3: We have DSO (developmentally delayed) kids in community to go to school to be a librarian"

CAS-S13: All kids are encouraged.

CAS-S14: Vocational Assessment... creating realistic goals.

PARC2: And if they apply earlier it is advantageous...as it is ranked and first come first serve.

PARC8: We encourage everyone, even in hindsight, who may not be successful but we give them that hope.

YQ3 - Is there a profile of youth who didn't graduate secondary school/who aren't encouraged to go to PSE?

Analysis: Three groups provided responses to this question: PARC staff, CAST supervisors, and foster parents. The short answer is: yes. From the lens of the CAS supervisors and PARC staff, it is youth who are medically fragile and/or complex, youth who don't want to go, and older-age youth with very few credits are not encouraged. The foster parents' view is the youth who do not attend post-secondary education do so because they did not receive the supports needed from the school system; more specifically they see the school system with many gaps for children who require additional supports.

CAS-S2: Medically complex, fragile youth...we don't have expectations of them to go to school.

CAS-S5: [Youth] ages 19 or 20 with only a few secondary school credits.

PARC4: I wonder what messages the boys are getting in secondary school.

PARC6: Young black boys are streamed in school to sports not academic.

PARC9: If they decide not to go [to PSE] it is not a big deal.

FP5: They are failing because the teachers are more focused on the curriculum and the students/children.

YQ4 – What age should one begin to have a conversation with youth people re PSE?

Analysis: Both foster parents and CAST supervisors were asked this question and both agree that having the conversation about post-secondary education is: a) important and b) it should be discussed as early as possible in order to foster a sense of future accomplishments and supports especially with children who may face barriers such as learning challenges. That said, they also acknowledged it is not always an easy conversation and it may not be a consistently applied step.

FP3: As early as possible...some kids with learning disabilities when they come into care is a big struggle...you need to build in little steps, going to school is a step, coming back home on time is another time"

FP7: You need to build in successes.

CAS-S1: In the AAR [start to discuss it] it is age 10... and then greater focus in middle school.

CAS-S4: [Start] in elementary school.

CAS-S5: [There] is a lack of role models – like kids in group homes; they say, 'I want to be a SWK or CYW' but that is all they know...and some of our foster parents haven't gone to PSE - so that also influences youth.

YQ5 – What barriers do youth face when wanting to attend/attending PSE?

Analysis: Only PARC staff responded to this question. A number of barriers were noted regarding youth wanting to attend: youth's trauma history, rising costs of tuition, immigration, child care, transportation costs and racism, as well as the youth's fears– fear of failing, lack of confidence in their ability, lack of support from their families and/or no one in their family has ever attended PSE; PARC staff also noted the belief that youth often think college is less expensive, easier, and safer for them with smaller classes.

PARC1: Lack of child care, pressures of going to school, their criminal past comes up – and it traumatic.

PARC2: Immigration is a barrier and because of his status - he can't be certain of funding...and college programs have jumped from \$2K and now up to \$5K.

PARC2: A lot think it is safer to go to college – more support, smaller class sizes.

PARC4: We find a lot won't take on their trauma history until they are 26.

PARC4: A lot want to go into caring work (YW, SW, CYW, PSW, ECE, nurse) and often our kids have charges from being in care – altercations with group home staff.

PARC4: In my family, no one went to university. For our youth, a lot don't have core classes to get into university.

PARC6: Yes. They need permission to do better than others in their family/community.

PARC6: CAS kids feel they need to go to college first and then university...Our kids face a stigma from being in school and being racialized... puts a double whammy.

Regarding the challenges they face in attending PSE, the issues are noted below. PARC staff underscored the need to connect youth to other youth who have succeeded, to encourage the youth to dream big, and to remind the youth to have PARC staff more involved in their applications to help ensure success.

PARC4: It is not just doing the application but connecting them to Disability Area and they need financial literacy – they have to survive between pay checks – Foundation only pays two times a year.

PARC6: Don't place them in small towns where they don't fit in and don't get the support they need.

PARC6: Youth with English as a second language and youth who are Black.

YQ6 – What role do supervisors/ workers have in promoting scholarships/bursaries?

Analysis: CAST Supervisors and Foundation Volunteers responded to this question. Both relayed how important the worker is in promoting PSE supports and in supporting the youth in their application. Supervisors viewed their role as minor – mostly seeing their function as reminding workers of upcoming deadlines.

CAFC-V1: [Worker] reference is critical; PSE reviewers rely on it a lot. I often felt the applicant was at a disadvantage if the worker didn't know the youth. There are four areas the applicant is graded on and the worker is one area; it provides a frame of reference about who this youth is.

CAFC -V1: ...it should be a protocol for workers to do this; this has such a value in the future of these children"

CAFC -V2: Youth shouldn't have to tell so much of their story – it is not fair – as some want to tell and some don't. Which is why the worker reference fills in the gaps...How to ethically use the stories?

CAS-S5: Our role is the letting the workers know the deadline is coming; I don't see the reference letter...we don't have much of a role.

With regards to the Foundation requirement that the young people who have left care have to provide a worker reference for scholarship and bursary applications, the supervisors had clear views.

CAS-S2: It is very challenging... there's probably a quality difference in those references.

CAS-S4: Get rid of the worker reference for youth who have left/aged out of care. Why have a worker reference? Allow youth to choose who they wish...but allow contact with the Foundation to confirm they were a Crown Ward.

YQ7 – What other supports are needed for more youth in care to access PSE?

Analysis: Only CAS Supervisors responded to this question. Responses ranged from increased supports in helping the youth in the writing of their application to more functional supports and recognition that our system requirements can be problematic in the pre-entry stage; delays and system barriers can add considerable stress to our youth as they try and navigate between meeting the two systems' needs. In short, there needs to be a general recognition that there are different barriers and rules by different colleges and universities and it is incumbent on the organization as the "parent" to help the youth manage this.

CAS-S4: In trying to build the application process – how to make it as easy as possible... recognize that our kids don't have parents like other kids do (like writing a cheque)...we don't have the processes to make it easy for them.

CAS-S5: Have volunteers help the youth complete the Foundation Scholarships and OSAP and application.

CAS-S5: [They] need support with the funding piece...the kids need to make a deposit before they get into residence...some schools only take on a credit card/debit card – not a cheque.

YQ8 - For the youth in your care who received a scholarship/ bursary, what did it mean to them? To you?

Analysis: Four of the five stakeholder groups provided responses to the question: CAS Supervisors, Foster Parents, Foundation volunteers and PARC staff. The most frequent description used on what it meant to youth to receive a scholarship or bursary: HUGE.

CAS-S1: Getting the award is the validation of the youth.

CAS-S2: It is a big deal.

CAS-S3: The staff are very proud.

CAS-S4: It is wonderful, kids call their worker.

FP7: My foster son is special needs and he got a bursary and is going to college. It was HUGE for him”

CAFC-V1: I think there are many benefits; it is not just financial. There's an emotional recognition – someone has confidence, faith in them – they matter.

CAFC-V2: It is more than just the money. It is an encouragement, a validation of their efforts.

PARC2: It is huge...for my youth... seeing their faces. They are on an equal playing field with their classmates – it means someone believes in them.

PARC4: It normalizes them...they can go somewhere and practically it means they don't have to work so much.

Analysis: And the impact on you?

PARC1: I am proud of their accomplishments.

PARC2: It meant we played a role in helping them get to success...we played an instrumental role – it feels great”

PARC4: Thinking of the equity box – it gives them one more box.

PARC6: A lot of our youth keep in touch. It is humbling. This kid went through the worst abuse, is one of these kids who is centered, kind and completed their college degree and is now going onto York University.

YQ9 - If Foundation Scholarships and Bursaries weren't available – what would happen?

Analysis: Foundation staff and volunteers provided their views to this question. Uniformly they stated it would result in a significant loss to our youth. Loss of opportunity, loss of growth, loss of achievements, loss of contributions, loss of learning, loss of reaching for and achieving their goals. And it is not just the youth who loses. It is CAS/PARC staff – they don't get to feel pride in their youth's accomplishments; it is our foster parents – they don't get to know that their support helped the youth achieve their goals; it is the Foundation – their staff, volunteers and donors do not get to see the life-changing impact the funds have; it is society – as

the full potential of these youth is not met; and it is the next generation who won't benefit when their parents graduate secondary school and attend PSE. So what would happen without the scholarships and bursaries?

CAFC-V1: I think that as a society we would suffer; these young people have a lot to contribute; they become a contributing member of society; and without that opportunity they would be the people we see in our Criminal justice our mental health wards.

CAFC-V2: I believe that without the scholarships and bursaries from the Foundation that many of the youth that we serve, who beat the odds, as they are today, and aspire to attend post-secondary, would not be able to attend school....they would go straight into the workforce.

CAFC-S3: "It is the only program we have with a direct link between the program and the recipient...because of this program it opens up the [donors] eyes to other programs.

CAFC-S7: Historically, PSE has been a good way to introduce donors to the cause ...so the Foundation has used PSE to attract donors to other programs and other things start...like the Award Committee, which is another way of onboarding for donors/volunteers.

CAFC-S12: They [youth] do not have room to explore their goals, have fun, make mistakes, and go on adventures because they have to focus on developing skills and income to survive.

CAFC-S13: The feedback that I have received suggests that our youth would have to take a job, or work more hours at a current job; with the result that their academics would suffer. Also, the drive to continue in school, when it is difficult to see the future benefits, with so many bills to cover has resulted in youth withdrawing from school.

FOUNDATION FOCUSED QUESTIONS

This information can be found in Appendix B.

4.5 Q5: WHAT MEASURES TO USE TO HELP EXAMINE IMPACT OF PSE?

Q5- Are there common recipient indicators the Foundation can employ that aid in impact measurement of the PSE program?

One of the aims of the PSE survey was test of the use of more common Canadian indicators in order to accurately measure change across time in the youth's lives. As the Children's Aid Foundation of Canada shifts to greater emphasis on evidence-based decision making it is imperative that more rigorous as well as available and reliable measurements be used so the information can position the Foundation in both national and international arenas. In short, the PSE survey allowed the Foundation to reflect on the types of data collected in its gathering, analysis, reporting and communication to ensure it is best aligned to support the Foundation's work and mission.

The PSE Survey drew on the work of Juha Mikkonen and Dennis Raphael (2010) from York University's School of Health Policy and Management, where 13 of their 14 indicators were used in the PSE survey (see below, #5 Early childhood development was not used since all youth in the PSE survey have a child maltreatment history). The 13 social determinants of health used all have strong research evidence regarding the effect of the factor and the interactions of the factors on one's health (Mikkonen & Raphael, 2010).

- | | |
|-----------------------------------|--------------------------------------|
| 1. Aboriginal status | 8. Housing |
| 2. Gender | 9. Employment and Working conditions |
| 3. Race | 10. Social exclusion |
| 4. Disability | 11. Food insecurity |
| 5. Early life | 12. Social safety net |
| 6. Income and income Distribution | 13. Health services |
| 7. Education | 14. Unemployment and Job security |

Review of this approach finds the use of these indicators was a key strength of the study. In sum, the 13 indicators allowed for a better examination of how individual factors (e.g., Aboriginal status, gender, race, disability) intersect with social factors (e.g., education, employment, income and job security, food security, access to services) and structural factors (e.g., physical, social, that may foster or hinder health and quality of living). Given there is robust evidence that higher social and economic status are the most important determinants of health - it makes good sense to collect this data going forward. Since it is well established in practice, policy and research that the impact of education on children/youth is a key indicator for future success, it makes sense to collect that data too. And since youth don't lead singular lives but many factors intersect to affect their trajectories, it makes good sense to collect that data. Hence, it is recommended that the social determinants of health indicators be included for future Foundation studies.

5.0 SUMMARY & RECOMMENDATIONS



JEMAL - funding recipient

Children's Aid Foundation of Canada strives to provide support to youth in and from care that addresses their needs and provides them with the supports they need to achieve their goals. The study achieved its objective through answering the question: **"What impact does our post-secondary funding have on the youth served by the Foundation?"** Results from this evaluation find the Foundation's post-secondary education supports are effective in supporting students' ability to attend and complete a post-secondary diploma or degree. The analysis also finds that PSE support has a compound effect in that it has a longer-term impact in increasing the youth's likelihood of thriving.

So why are PSE supports so important and particularly key for youth in care? A large body of research has found adding levels of education clearly benefits the individual through higher pay; studies also show there are critical fringe benefits such as: longer vacation time, improved work conditions, better health care, superior options in finding other employment, and a greater ability to save. The element of social impact of education is also a factor as there are public benefits through having a skilled labour force, higher tax payment contributions and a general public economic gain in reduction of programming costs (e.g., social assistance) (Williams & Swail, 2005). As Malcolm X wisely said, *"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today"*.

For the students who receive the Foundation's post-secondary supports they have already realized two important educational achievements, as individuals and as youth from care. They have graduated from secondary school and they have enrolled in college or university or post-secondary training program. Yet, with a current secondary school graduation rate for youth in care of only 46%, the fact is the preponderance of youth from care *do not* graduate secondary school or go on to post-secondary education. Hence, this study highlights the following key takeaways:

- Youth in care are resilient and despite facing significant challenges and barriers, when their own grit and determination is coupled with supports including PSE funding, they can make significant educational gains that positively impact their long-term health, quality of life and well-being;
- At this time, there is a much larger proportion of youth in care that do not graduate secondary school or have the opportunity to attend PSE and need significantly more support to attain a healthy and fulfilling adulthood.
- Foundation support was critical to academic success for survey respondents
- Foundation support is directly correlated to improved graduation rates
- Foundation support has a cascade effect on social, economic and psychosocial benefits

- And yet students continue to lag behind their peers in the general population related to post-secondary success. This highlights the need to continue and accelerate education supports.
 - There remain a significant number of youth in child welfare who do not graduate secondary school, indicating an opportunity for further and earlier support of students' academic journeys
- Even though this population has reached post-secondary and in some cases graduated and self-identify as "thriving", the data points to ongoing struggles that may affect their well-being.
 - The study shows lower levels of income, struggles with poverty and mental health, indicating an opportunity for funding during and following post-secondary education as they transition into adulthood.

The findings inform the following six recommendations that the Foundation aims to implement over time working in partnership with child welfare partners, private donors and Government .

- | | |
|--------------------|--|
| • Recommendation 1 | Increase Secondary School Graduation Rate |
| • Recommendation 2 | Provide flexible supports to youth to ensure PSE success |
| • Recommendation 3 | Support students' progression from PSE into fulfilling careers |
| • Recommendation 4 | Support youth transitioning out of care |
| • Recommendation 5 | Partner with child welfare and community agencies to advance PSE options for all youth from care |
| • Recommendation 6 | Continue to explore research opportunities |

RECOMMENDATION 1	GOAL	METHODS
Increase Secondary School Graduation Rate	The Foundation will continue to offer and expand PSE support for youth from care, while also exploring ways to promote secondary school graduation among youth from care	<ul style="list-style-type: none"> • Tutoring and coaching • Offer supports to promote stability in secondary school and minimize school moves • Examine alternative methods of secondary school completion (CAST - Ambassador program) • Offer programs that help youth develop relationships with supportive adults who can act as a motivating and protective factors in their lives • Provide supports that encourage youth to think about their PSE career earlier to foster their inner drive to attend PSE • Offer programs to groups who are underrepresented in PSE (e.g., male and Indigenous students) • Offer mental health supports starting in secondary school and continuing after graduation • Explore career options so students can choose programs suited to their abilities and to the labour market. • Be open to creative solutions so PSE supports are accessed by the full diversity of youth regardless of ethnicity, gender, disability or location.

RECOMMENDATION 2	GOAL	METHODS
Provide flexible supports to youth to ensure PSE success	The Foundation will continue to offer and develop flexible guidelines that allow support for the following:	<ul style="list-style-type: none"> • Students to be able to take subsequent PSE after completing a program • Examine pathways to support students who do not go straight into PSE from secondary school • Ensure flexibility of funding use so students can allocate award money to reasonable expenses (e.g., transportation, child care costs, technology) while in school • Flexibility on transfers across programs even if index program is not complete or they begin a new program • A wide age range of support for youth who go to PSE later than their peers

RECOMMENDATION 3	GOAL	METHODS
Support students' progression from PSE into fulfilling careers	The Foundation recognizes the heavier student debt burden youth in care have and will examine ways to help reduce it as well as provide supports to aid in the transition from PSE to career	<ul style="list-style-type: none"> • To continue to offer Graduation Awards which both celebrate student success and provide some funding to assist in student loan repayment upon program completion. • To continue to support and explore youth employment programs to help students take the next steps in their careers. • Advocate for federal and provincial increases for student PSE grants and decreases for loan portions

RECOMMENDATION 4	GOAL	METHODS
Support youth transitioning out of care	The Foundation will continue to highlight transition funding as a priority to youth from care from the GTA and beyond	<ul style="list-style-type: none"> • Focus on offering supports that increase skills/confidence in the areas of housing, employment and relationships by: <ul style="list-style-type: none"> • Offering housing supports that assist with housing navigation, rent, supplies to set up an apartment • Offering mental/physical health and wellness supports • Offering programming to help youth identify and succeed in their career path • Offering support in developing healthy relationships • Develop for transitioning youth ages 16-17, a roster of supports that offer an 'early engagement' focus • Explore programs and initiatives that help youth develop relationships with supporting adults

RECOMMENDATION 5	GOAL	METHODS
The Foundation to partner with child welfare and community agencies to advance PSE option for all youth from care	The Foundation will work with current and new community partners to develop flexible supports with few barriers that meet the youth's needs	<ul style="list-style-type: none"> • Expand the child welfare and community partner network, specifically, those agencies that serve youth from care before/during PSE and their transition from care • Ensure students have full knowledge about Foundation PSE supports and it is provided early (e.g., Gr9) • Provide information regarding post-secondary so that agencies can work with students starting secondary school with long-term educational planning • Address the unique needs of the full diversity of children and youth in the child welfare sector • Encourage sharing information about supports for youth leaving care starting at 14 or younger • Expand the communication methods with youth and agencies across a wider variety of platforms • Increase the likelihood of youth leaving care with a broad, integrated support network • Explore an alumni network of youth who have received Foundation PSE support to help promote PSE to those still in care

RECOMMENDATION 6	GOAL	METHODS
The Foundation to continue to explore research opportunities	The Foundation will continue to expand its purview as a thought leader in the child welfare philanthropy field through use of research, data and analysis	<ul style="list-style-type: none"> • Make available to other researchers through a standardized application/review process the PSE data set to advance further analyses • Link PSE study results to comparable studies on the social determinants of health for student, youth from care or other populations (e.g., young parent, male students) • Align current and future evaluation/research with questions demonstrating social determinants of health outcomes • Explore cost-benefit analyses

NOTE: For researchers interested in applying to access this dataset, please contact Ms. Rebecca Green at rgreen@cafdn.org

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APPENDIX A



TROY - funding recipient



Children's Aid Foundation: Post Secondary Education Supports ~ Youth Feedback

Section 1: Introduction

Welcome current and former students!

Over the past 10 years, the Children's Aid Foundation (CAF) has supported 903 current and former young people from permanent care with scholarships, bursaries and other supports to pursue their post-secondary goals.

We would like to hear from every one of you! How are you doing? What are you up to? Where are you living? Are you working, in school, raising a family, volunteering? If you are working, which field of work are you in? How are *you* doing? Are you thriving, struggling or a mix of both? Looking back, was the CAF post-secondary educational funding helpful or not in helping you with your educational goals? Your feedback is very important as it will help us improve the program and supports we offer; it could also encourage more people to support the education of young people in care.

The survey has 8 sections and about 70 questions; most are "tick-box" - to make it as easy and quick for you as possible. It takes 15-30 minutes to complete the survey and required questions are flagged with * There is a bar at the bottom of each page that shows you how far along you are in the survey.

To thank you for participating in the survey your name will automatically be entered in a draw for one of 30 gift cards of \$50 each.

Only the Child Welfare Institute staff evaluating the data will see your responses. No individual or identifying information is reported. CAF only receives a summary report. The feedback you provide will in no way influence current or future grants you may be eligible for. If you have any questions about the survey, please call Dr. Deb Goodman at the Child Welfare Institute at 416-924-4640 x 2792 or <dgoodman@torontocas.ca>

Thank you in advance for your time, your views, your insight and your feedback!

* 1. Your name, the city you live in and your postal code

First Name

Last Name

City/Town you live in

Postal Code

* 2. What is the name of the child welfare agency you were associated with?

Other (please specify)



Children's Aid Foundation: Post Secondary Education Supports ~ Youth Feedback

Section 2: Primary and Secondary School Experience

Section 2 asks 7 questions about your primary school and secondary school experiences, such as the number of schools you attended, what supports you found helpful and some of the challenges and barriers you faced.

3. Regardless if you were in care or not in care, your total number of school moves for...

	3 or fewer schools moves	4 to 10 school moves	11 or more school moves
Grades SK to Grade 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 9 to 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The total number of years for you to complete high school (Grade 9-12)

- ☐ 4 to 5 years
- ☐ 6 years or more

5. What SUPPORTS did you use during secondary school (Grade 9-12) that helped you achieve your Grade 12/GED? [Select one response per row]

	Not applicable to me	I was unable to access it	Available but I DID NOT use it	Available and I DID use it
Tutor/coach/homework club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher supported me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed in the same school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved in sports/arts/hobbies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had stable housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worker support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foster parent support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Birth family/kin support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends/significant other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had transportation to/from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to medical/dental care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to mental health support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay In School Award	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities outside of school (e.g., volunteer work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

6. From the list in Q.5 which support was most important to you during secondary school (Grade 9-12) that helped you graduate? [Select one]

Other (please specify) | Autre (veuillez préciser)

7. Were there supports that you could have used to help you graduate but weren't available to you? If yes, please identify them.

Support 1

Support 2

Support 3

Support 4

Support 5

8. Were there challenges or barriers you experienced during high school?

- ☐ No
- ☐ Yes

9. If yes, what were they?



Children's Aid Foundation: Post Secondary Education Supports ~ Youth Feedback

Section 3: Transition out of care

This section asks about your transition out of care. For those who have not transitioned from care, after answering Question 10, you will skip ahead to Section 4. For those who have transitioned from care - there are 6 questions that ask how the transition out of care was for you.

* 10. Have you transitioned out of government care (e.g., CAS care, Ministry care)?

- ☐ No
- ☐ Yes

11. How old were you when you transitioned from care?

12. Overall, how would you rate your transition out of care in the following five areas?

	Very poor	Poor	Good	Very good
EDUCATION (e.g., primary & secondary support, post-secondary supports available, career planning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOUSING (e.g., stable housing plan in place after leaving care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMPLOYMENT (e.g., help with CV, mentoring, entrepreneurship, work practicum supports)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RELATIONSHIPS (e.g., mentor/peer-mentor, assist with strengthening long-term family/friend relations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LIFE SKILLS (e.g., financial literacy, cooking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. In your transition out of care, what supports did you use and which ones did you find helpful or not helpful?

	I don't remember	I DID NOT use it	I did use it but DID NOT find it helpful	I did use it and DID find it helpful
Transition to Independence Program (e.g., Pape Adolescence Resource Centre, youth in care network/group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth Workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Agencies (e., YMCA, Youth Employment Services (YES), Kids Help Phone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAF Supports (e.g., Alumni Fund, Health & Well-Being, Home Base Fund, camp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If other, please specify

14. On what did you primarily spend the CAF post-secondary supports? [Select one]

- ☐ Tuition costs
- ☐ Housing costs
- ☐ Food costs
- ☐ Transportation costs
- ☐ Textbooks costs
- ☐ Child care costs
- ☐ Other costs (please specify)

15. Thinking about the CAF post-secondary education supports, such as scholarships, bursaries, graduation awards and grants for textbooks and equipment, were they helpful in your transition out of care?

- ☐ No - not at all
- ☐ No - not really
- ☐ Yes - somewhat
- ☐ Yes - absolutely

16. If "no", what was not helpful?

17. If "yes", what was helpful?



Children's Aid Foundation: Post Secondary Education Supports ~ Youth Feedback

Section 4: Decision to attend Post-Secondary

Section 4 asks 5 questions about the factors that led you to pursue post-secondary education.

* 18. What are the factors that led you to pursue post-secondary education? [Select all that apply]

- ☐ Personal expectations/inner drive
- ☐ Teacher/tutor
- ☐ Worker support
- ☐ Foster parent support
- ☐ Parent/family/kin support
- ☐ Friend/significant other
- ☐ Involvement in sports/arts
- ☐ Housing stability
- ☐ Personal career goal
- ☐ Social/community expectations
- ☐ Not sure what else to do
- ☐ Non CAF Scholarships & post-secondary supports
- ☐ CAF Scholarships & post-secondary supports
- ☐ Tuition waivers
- ☐ Other (please specify)

* 19. From the above list, which factor was the most important one in you deciding to pursue post-secondary education?

If you had "other" supports, please note them below in the box.

20. At what point did you decide to attend post-secondary education?

- ☐ I always knew
- ☐ During primary school
- ☐ During high school
- ☐ After graduating high school
- ☐ As an adult

* 21. Did knowing CAF's post-secondary supports were available to you influence your decision to pursue post-secondary education?

- ☐ No
- ☐ Yes

22. What was the main way you learned about CAF post-secondary supports? [Select one].

- ☐ Social worker/youth worker/other worker
- ☐ Foster parent
- ☐ Parent/family/kin
- ☐ Another youth
- ☐ Website for youth from care (e.g., youthRAP)
- ☐ CAF staff
- ☐ CAF website
- ☐ Social media
- ☐ Other (please specify)



Children's Aid Foundation: Post Secondary Education Supports ~ Youth Feedback

Section 5: Post Secondary Education Experience

Section 5 asks 19 questions about your post-secondary education experience.

* 23. Age when you *first* received a CAF Scholarship/post-secondary support.

24. Were you still under child welfare/Ministry care (e.g., foster, extended care) when you *first* applied for CAF post-secondary education support?

- ☐ I don't remember
- ☐ No, I had left child welfare/Ministry care when I first applied
- ☐ Yes, I was in child welfare care/extended care (e.g., continued care & support (CCSY) when I first applied

25. Did you receive *more* than one year of CAF post-secondary education support funding?

- ☐ I don't remember
- ☐ No - I just received 1 year of funding
- ☐ Yes - I received more than 1 year of funding

26. Were you eligible for an accommodation during your post-secondary education? (e.g., allowed extra time to complete assignments, could defer exams to a later date without penalty, allowed assistant devices)

- ☐ No - did not require accommodation
- ☐ Yes - but did not use accommodation
- ☐ Yes - did use accommodation

27. As a young person from permanent care did you access?

	No	Not sure	Yes
Full tuition coverage (e.g., paid by Province/Territory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partial tuition coverage (e.g., paid by Province/Territory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition waiver (e.g., paid by college/university)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other government supports available to youth in care for education (e.g., Living & Learning Grant, Advancing Futures Bursary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other awards for young people from care (e.g., Ken Dryden Scholarship, Clark Bursary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. As a student did you access other academic financial supports?

	No	Not sure	Yes
University/college/faculty scholarships/bursaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provincial Student Assistance Program (e.g., OSAP, StudentAid-BC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal Government Grant (e.g., Millennium Scholarship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you accessed other supports (please specify)

29. After high school what pathway did you take to go to post-secondary education?[Select one]

- ☐ I worked and then later went on to post-secondary education
- ☐ I went to post-secondary education directly from high school
- ☐ Other (please specify)

30. Did you need to take breaks or have time away from school during your post-secondary education (not including your summer holidays)? [Select one]

- ☐ No
- ☐ Yes - I needed to take 1 short break (less than one year)
- ☐ Yes - I needed to take 1 long break (1 year or more)
- ☐ Yes - I needed to take 2 or more breaks (short or long)

31. At any time, did you take a reduced course load during school your post-secondary education? [Select one]

- ☐ No
- ☐ Yes - for 1 semester/term
- ☐ Yes - for more than 1 semester/term

32. The total number of *undergraduate* post-secondary degree/certificate programs you attended or started?

	Not applicable	1	2	3	4 or more
College / Trade School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other training (e.g., hairdressing, dog grooming, tattoo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. The total number of *undergraduate* post-secondary degree/certificate programs from which you graduated?

	Not applicable	1	2	3	4 or more
College / Trade School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other training (e.g., hairdressing, dog grooming, tattoo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 34. What were the outcomes or benefits to you from receiving CAF post-secondary education support?

	NO- Foundation support made it worse	NO- Foundation support didn't really help	YES - Foundation support helped somewhat	YES - Foundation support helped a great deal	N/A -this was not an area I needed to make gains in
ACADEMIC GAINS (e.g., helped complete a course, improve a grade, increased likelihood of graduating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BEHAVIOURAL GAINS (e.g., helped improve school attitude, school attendance, reduced # hours you had to work, helped save money)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMOTIONAL GAINS (e.g., more confident in school, in self, helped knowing others believed in me)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SOCIAL GAINS (e.g, helped improve peer relations, helped improve instructor interactions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Did CAF's support contribute to your ability to attend post-secondary school education?

- ☐ No - not at all
- ☐ No - not really
- ☐ Yes - somewhat
- ☐ Yes - absolutely

36. Have you started or completed a *graduate level program* (e.g., Master's, PhD, MD, post-graduate certificate or diploma including law school or teachers college)?

- ☐ No - not planning to
- ☐ No - but thinking/planning to
- ☐ Yes

37. If yes, at what level is your *graduate level program*?

	Not Applicable	Preparing to apply to program	Started program	Graduated program
Master's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-graduate certificate or diploma including law school or teachers college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Please list all the degrees, certificates or certifications from which you graduated while receiving CAF post-secondary supports.

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>

39. Were you a parent during your post-secondary education?

- ☐ No
- ☐ Yes

40. If yes, how many dependent children are/were you caring for?

- ☐ 1
- ☐ 2
- ☐ 3 or more

41. Were there any challenges or barriers you experienced during your post-secondary education?

- ☐ No
- ☐ Yes

42. If yes, what were they?

* 43. Thinking about the CAF post-secondary education support, what would have happened if you did not receive this funding? (200 words maximum)



Children's Aid Foundation: Post Secondary Education Supports ~ Youth Feedback

Section 6: Other Areas

Section 6 asks about other key areas of your life. Examples of areas include: employment, health, income, social relationships. These areas are based on the *Social Determinants of Health Indicators* for Canadians. There are 26 questions and almost all are "tick-box" type.

44. Are you currently...[Select all that apply]

- ☐ In school/taking courses
- ☐ Working full time
- ☐ Working part time
- ☐ Working part time casual
- ☐ Working odd jobs/paid under the table
- ☐ Working multiple jobs
- ☐ Employment insurance (EI)
- ☐ Disability Support Programs (e.g., Ontario Disability Support Program (ODSP))
- ☐ Social Assistance/Welfare (e.g., Ontario Works)
- ☐ Not seeking work (e.g., at school, stay-at-home parent, health leave)
- ☐ Not working - unemployed
- ☐ Volunteering
- ☐ Other (please specify)

45. If you are working, is your current employment related to your post-secondary studies?

- ☐ No - not at all
- ☐ No - not really
- ☐ Yes - somewhat
- ☐ Yes - absolutely

46. If you are working, in what area are you working now? (e.g., banking, retail, music, fashion, child care, social work, health, food industry, trades...)

47. How stable/secure is your work?

- ☐ No - not at all stable or secure
- ☐ No - not very stable or secure
- ☐ Yes - somewhat stable or secure
- ☐ Yes - very stable or secure

48. Did CAF's support contribute to your career choice/employment?

- ☐ No - not at all
- ☐ No - not really
- ☐ Yes - somewhat
- ☐ Yes - absolutely

49. If you are not working now, how long have you been unemployed?

- ☐ NOT APPLICABLE (I am working)
- ☐ less than 6 months
- ☐ 6 months to 11 months
- ☐ 12 months to 23 months
- ☐ more than 24 months

50. What is your main source of income? [Select one].

- ☐ Employment
- ☐ Partner/spouse/family
- ☐ Provincial Ministry support (e.g. Continued Care and Support for Youth or Agreements with Young Adults)
- ☐ CAF Support
- ☐ Social Assistance/Welfare e.g., Ontario Works)
- ☐ Disability Program (e.g., ODSP)
- ☐ Employment Insurance (EI)
- ☐ If other (please specify)

51. What was your average income last year (2016) before taxes? [Just your income; do not include a partner/spouse]

- ☐ less than \$5,000
- ☐ \$5,000 to \$9,999
- ☐ \$10,000 to \$19,999
- ☐ \$20,000 to \$29,999
- ☐ \$30,000 to \$39,999
- ☐ \$40,000 to \$49,999
- ☐ \$50,000 to \$59,999
- ☐ over \$60,000
- ☐ Prefer not to say

52. For those who are currently attending post-secondary education, what is your current debt-load related to school?

- ☐ Not Applicable - I have completed my post-secondary education
- ☐ \$0
- ☐ \$1. to \$1,999
- ☐ \$2,000 to \$4,999
- ☐ \$5,000 to \$9,999
- ☐ \$10,000 to \$24,999
- ☐ \$25,000 or more
- ☐ Prefer not to say

53. For those who have completed post-secondary education, what was your current debt-load related to school when you finished?

- ☐ Not Applicable - I am still attending post-secondary education
- ☐ \$0
- ☐ \$1. to \$1,999
- ☐ \$2,000 to \$4,999
- ☐ \$5,000 to \$9,999
- ☐ \$10,000 to \$24,999
- ☐ \$25,000 or more
- ☐ Prefer not to say

54. Which of the following best describes your housing over the past year?[Select all that apply].

- ☐ Homeless
- ☐ Hostels/shelters
- ☐ Couch-surfing
- ☐ Stay with friends/family
- ☐ School residence
- ☐ Rent - room
- ☐ Rent/lease - apartment/house
- ☐ Own my home
- ☐ Use a number of housing types
- ☐ If other (please specify)

55. Do you primarily live...[Select one].

- ☐ On your own
- ☐ With a partner/children
- ☐ With friends/roommates
- ☐ With birth/kin family
- ☐ With adoptive family
- ☐ With foster family
- ☐ I use more than one of these options
- ☐ If other (please specify)

56. How would you describe the stability of your housing over the past year?

- ☐ Very unstable / precarious (day to day)
- ☐ Somewhat unstable (stable for the next few weeks to months)
- ☐ Somewhat stable (stable for the next 6-12 months)
- ☐ Very stable (stable and secure for next 13 or more months)

57. Over the last 12 months, the total number of times you moved (e.g., from an apartment to a home, from living on your own to living with your birth family, from living with friends to living with a partner)?

- ☐ 0 moves / no moves
- ☐ 1 move
- ☐ 2 moves
- ☐ 3 moves
- ☐ 4 or more moves

58. Do you ever have difficulty *making ends meet* at the end of the month?

- ☐ Never
- ☐ 1 to 3 times a year
- ☐ 4 to 6 times a year
- ☐ 7 or more times a year

59. Do you have known/diagnosed physical health issues?

- ☐ No
- ☐ Yes

60. For physical health issues, please list

Issue 1	<input type="text"/>
Issue 2	<input type="text"/>
Issue 3	<input type="text"/>
Issue 4	<input type="text"/>
Issue 5	<input type="text"/>

61. Do you have known/diagnosed mental health issues?

- ☐ No
- ☐ Yes

62. For mental health issues, please list

Issue 1	<input type="text"/>
Issue 2	<input type="text"/>
Issue 3	<input type="text"/>
Issue 4	<input type="text"/>
Issue 5	<input type="text"/>

63. Overall, how do you rate your health and mental health?

	Very poor	Poor	Good	Very good
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

64. Have you had *prior* involvement with... [Select all that apply]

- ☐ Counselling support
- ☐ Help-Line support
- ☐ Spiritual/cultural support
- ☐ Addictions support
- ☐ Criminal/youth justice/legal system
- ☐ No involvement

65. Do you have *current* involvement with...[Select all that apply]

- ☐ Counselling support
- ☐ Help-Line support
- ☐ Spiritual/cultural support
- ☐ Addictions support
- ☐ Criminal justiceyouth justice/legal system
- ☐ No involvement

66. Do you have close and trustworthy friend(s)?

- ☐ No
- ☐ Yes

67. Do you have one adult you can count on?

- ☐ No
- ☐ Yes

68. Are you involved in community activities, including support groups?

- ☐ No
- ☐ Yes

69. Overall, how would you describe how you are doing?

- ☐ Not at all thriving
- ☐ Not really thriving
- ☐ Yes, somewhat thriving
- ☐ Yes, really thriving



Children's Aid Foundation: Post Secondary Education Supports ~ Youth Feedback

Section 7: Demographics

Section 7 asks demographic questions, such as: your age, whether you are now a parent and how you identify regarding your gender and ethno-cultural background. We do not share this data with anyone and no individual data are reported. What is reported are summary results of everyone who participates in the survey. There are 8 questions.

* 70. Your date of birth

DOB DD MM YYYY
 / /

71. Your age in years, today (e.g., 18, 21, 35, 42)

* 72. Your gender

- ☐ Female
- ☐ Male
- ☐ Two-Spirit/third gender
- ☐ Prefer to self-describe (e.g., trans-male, trans-feminine, gender fluid, gender queer, non-binary)
- ☐ Prefer not to say

* 73. The ethnic/cultural/racial background that best describes you. [Select one].

- ☐ Aboriginal/Native/Metis/Inuit
- ☐ Asian East (e.g., China, Japan, Korea, Taiwan)
- ☐ Asian South (e.g., India, Pakistan, Sri Lanka)
- ☐ Asian South East (e.g., Cambodia, Malaysia, Vietnam)
- ☐ Black African (e.g., Ghana, Kenya, Somalia, Uganda)
- ☐ Black Caribbean (e.g., Barbados, Jamaica, Trinidad)
- ☐ Black North American (e.g., Canada, United States)
- ☐ Black European (e.g., England, Germany)
- ☐ Latin American (e.g., Central America, Mexico, Nicaragua, South America)
- ☐ Indo-Caribbean (e.g., Guyanese with origins in India)
- ☐ Middle Eastern (e.g., Armenia, Egypt, Iran, Iraq, Lebanon, Palestine)
- ☐ White North American (e.g., Canada, United States)
- ☐ White European (e.g., England, Greece, Sweden, Russia)
- ☐ Many ethnicities/races/cultural groups
- ☐ Other (please specify)

74. Your current status

- ☐ Single
- ☐ Married
- ☐ Common-law
- ☐ Divorced
- ☐ Widow
- ☐ Other (please specify)

75. Are you a parent?

- ☐ No
- ☐ Yes

76. Do you identify as having a disability? Examples include: *developmental disability* (e.g., autism, cerebral palsy, FASD), *physical disability* (e.g., mobility, flexibility, hearing, seeing), *mental health related*, *learning disability* (e.g., dyslexia) and *pain-related disability*.

- ☐ No
- ☐ Not sure
- ☐ Yes

77. If yes to identifying as having a disability, has your disability or disabilities been formally diagnosed?

- ☐ No
- ☐ Yes -some
- ☐ Yes- all

78. If yes to identifying as having a disability, do you require accommodations for your disability?

- ☐ No
- ☐ Yes



Children's Aid Foundation: Post Secondary Education Supports ~ Youth Feedback

Section 8 ~ Request for a phone interview

We want to ask more in-depth questions on your views and experiences with receiving CAF post-secondary education supports. What worked well? What did not work well? What can CAF change to improve support? The evaluator's at the Child Welfare Institute will be conducting 20-30 phone interviews with survey participants.

If you are interested and consent to be contacted by the Child Welfare Institute regarding participating in a 15-minute phone interview, please provide your phone (text) and email contact information below. The interview will be at a time and method (e.g., phone, Skype, text) that is good for you. Regardless if you found the support helpful or not - we want to hear from you. CAF will not know who is interviewed. Each person interviewed will receive an honorarium of \$20.

79. Phone number:

80. Email:



Children's Aid Foundation: Post Secondary Education Supports ~ Youth Feedback

THANK YOU!

You have completed this survey! Many thanks.

Your experience counts and your voice matters, so thank you again for sharing yours with us. We will use your data wisely and well to tell the story about how youth who received CAF post-secondary supports are doing: 2 years, 5, years, even 10 years later.

Check CAF's web-site in late August 2017 - we will post the *CAF Post-Secondary Education Supports ~ Youth Feedback Report!*

APPENDIX B



KATE - funding recipient

Table 1: PSE \$ Granted by # Students Supported 1995-2015


YEAR #	FISCAL YEAR	TOTAL AMOUNT GRANTED	STUDENTS SUPPORTED	# OF STUDENTS BY 5 YEARS
Year 20	2014-15	\$1,247,696.07	395	
Year 19	2013-14	\$995,949.72	325	
Year 18	2012-13	\$761,039.48	269	
Year 17	2011-12	\$804,565.50	262	
Year 16	2010-11	\$750,365.48	251	
Year 15	2009-10	\$725,313.77	248	
Year 14	2008-09	\$739,017.07	226	
Year 13	2007-08	\$550,821.00	187	
Year 12	2006-07	\$515,310.00	178	
Year 11	2005-06	\$411,498.00	138	
Year 10	2004-05	\$368,444.40	123	
Year 9	2003-04	\$327,044.14	108	
Year 8	2002-03	\$289,621.25	117	
Year 7	2001-02	\$215,911.11	105	
Year 6	2000-01	\$194,368.46	100	
Year 5	1999-00	\$115,066.24	95	250
Year 4	1998-99	\$60,168.71	67	
Year 3	1997-98	\$40,922.73	52	
Year 2	1996-97	\$30,000.00	27	
Year 1	1995-96	\$15,000.00	9	
		\$9,158,123.13	N=3,282	

Table 2: Qualitative Interview Questions by Target Group

	1. YOUTH	2. FOSTER PARENTS	3. CAST SUPERVISORS	4. PARC STAFF	5. FOUNDATION STAFF	6. FOUNDATION VOLUNTEERS
QUESTION 1	What were some of the supports you had that you found most helpful for you during secondary school? In going to post-secondary?	What barriers have you seen young people face when completing secondary school?	Is there a typical profile of a young person that you encourage to pursue college or university and to apply for Foundation post-secondary supports?	Is there a typical profile of a young person that you encourage to pursue college or university and to apply for Foundation post-secondary supports?	If Foundation Scholarships and Bursaries weren't available - what would happen?	What does it mean for young people in care to receive a scholarship or bursary from Foundation?
QUESTION 2	What were some of the challenges for you in completing secondary school? During post-secondary?	What is your experience with the youth who didn't graduate secondary school?	Is there a profile of a young person you don't encourage?	Is there a profile of a young person you don't encourage?	What other supports are needed for more youth in care to access PSE?	If Foundation Scholarships/ Bursaries weren't available, what would happen?
QUESTION 3	What would you tell current youth in care about what they need to know or do to successfully graduate secondary school? To go onto post-secondary education?	What age should FP begin having the conversation/ raising the topic of PSE?	What age/stage should workers to begin having conversations to raise the topic of PSE with young people?	What barriers you have seen young people face when wanting to attend PSE?	What is the value/importance of PSE program to Foundation?	Thinking about the role of workers in youth in care and PSE, what is their role in the PSE process?
QUESTION 4	There are 3 key educational transition periods for youth in care: moving from grade school to secondary school; moving from secondary school to post-secondary; and moving through post-secondary. If you could tell the Foundation one thing about what youth in care need the most during those periods what would it be?	What is your experience with the youth who didn't go onto PSE?	What role do supervisors have in promoting scholarships/ bursaries? What role in helping write the worker reference?	What barriers do the young people face when they are in PSE?	Where does the PSE Program (Scholarships/ Bursaries, Tutor/ HWC, YOFE..) fit within ALL of Foundation's grants and programs?	Thinking about the Award Committee, are there any suggested changes to improving its process or decisions outside of the AC?
QUESTION 5	The transition from care is a difficult time for many youth. What helped/would have helped you the most in your transition? What was not helpful?	For the youth in your care who received a scholarship/bursary, what did it mean to them? To you?	For the youth you work with who received a scholarship/bursary, what did it mean to them? To your worker?	For the youth you work with who received a scholarship/ bursary, what did it mean to them? To you?	What can be done to improve PSE?	Thinking about the near future - 20 years from now - where should the PSE program go? What is the vision?

Table 21: Correlations Between Taking a Break, Reduced Course Load & Being a Parent During PSE

SPEARMAN'S RHO		Q30 BREAK DURING PSE	Q31 REDUCED COURSE LOAD DURING PSE	Q39 PARENT DURING PSE
q30 Break during PSE	Correlation Coefficient	1.000	.347*	.091
	Sig. (2-tailed)		.048	.513
	N	54	33	54
q31 Reduced course load during PSE	Correlation Coefficient	.347*	1.000	.212
	Sig. (2-tailed)	.048	.	.104
	N	33	60	60
q39 Parent during PSE	Correlation Coefficient	.091	.212	1.000
	Sig. (2-tailed)	.513	.104	.
	N	54	60	138

*. Correlation is significant at the 0.05 level (2-tailed).

Table 22: Current School/Work Status

N=182	YES	N=182	IN SCHOOL & ...	% IN SCHOOL & OTHER ACTIVITIES	IN SCHOOL REMOVED	
1 In school/taking courses	70	38%	70/70		70	38%
2 Working full time	51	28%	12/51	23%	39	21%
3 Working part time	43	24%	27/43	63%	16	9%
4 Working part time casual	19	10%	15/19	79%	4	2%
5 Working odd jobs/under the table	7	4%	3/7	43%	4	2%
6 Working multiple jobs	13	7%	6/13	46%	7	4%
7 Employment insurance (EI)	3	2%	2/3	67%	1	0.5%
8 Disability Support Programs	10	5%	6/10	60%	4	2%
9 Social Assistance	7	4%	4/7	57%	3	1.5%
10 Not seeking work (at school, parent)	7	4%	5/7	71%	2	1%
11 Not working - unemployed	13	7%	8/13	61%	5	3%
12 Volunteering	23	13%	14/23	61%	9	5%
Other	14	* e.g., Co-Op program; maternity leave, self-employed, parenting, seeking internships.			14	8%
TOTAL					178	97%
Missing					4	3%

Table 29: Current PSE Debt Load & Completed PSE Debt Load - Detailed

	CURRENT PSE DEBT LOAD		COMPLETED PSE DEBT LOAD		STUDENTS WITH BOTH CURRENT & COMPLETED PSE DEBT LOAD		
	N	%	N	%	# STUDENTS	CURRENT	COMPLETED
\$0	5	7.5%	11	15%	2	\$0	\$0
\$1. to \$1,999	4	6.0%	2	3%	1	\$1-\$1,999	\$1-\$1,999
\$2,000 to \$4,999	5	7.5%	4	5%	0	~	~
\$5,000 to \$9,999	6	9.0%	7	9%	0	~	~
\$10,000 to \$24,999	21	31.0%	24	32%	3	\$10-\$24,999	\$10-\$24,999
\$25,000 or more	26	39.0%	27	36%	12	1 student owes \$10K-\$24.9K	11 students owe \$25K or more
TOTAL	67	100%	75	100%	18		
NA -going/done PSE	55		47				
Prefer not to say	5		2				
Missing	55		58				

Table 48: Correlation Analysis

		AGGREGATE MEAN SCORE OF TOTAL SUPPORT FROM FRIENDS (Q66), CARING ADULT (Q67) & COMMUNITY(Q68)	DIFFICULTY MAKING ENDS MEET AT MONTHS END (Q58)	MEAN SCORE OF PHYSICAL & MENTAL HEALTH WELLBEING (Q63A,B)	MEAN SCORE OF FOUNDATION SUPPORT ACROSS 4 AREAS OF GAIN (Q34A,B,C,D)	AVERAGE INCOME 2016 BEFORE TAXES (Q51)
Aggregate score of total support from friends, community and caring adult	Pearson Correlation Sig. (2-tailed) N	1 133	-.213* .014 132	.265** .002 132	.218* .017 118	-.020 .824 122
q58 Difficulty making ends meet at months end	Pearson Correlation Sig. (2-tailed) N	-.213* .014 132	1 132	-.306** .000 131	-.141 .129 117	-.150 .099 121
Average score of physical and mental health wellbeing	Pearson Correlation Sig. (2-tailed) N	.265** .002 132	-.306** .000 131	1 132	.228* .014 117	.022 .812 121
Mean score of Foundation support across 4 areas of gain	Pearson Correlation Sig. (2-tailed) N	.218* .017 118	-.141 .129 117	.228* .014 117	1 124	-.214* .025 109
q51 Average income 2016 before taxes	Pearson Correlation Sig. (2-tailed) N	.020 .824 122	-.150 .099 121	.022 .812 121	-.214* .025 109	1 122
q69 Overall, how you are doing	Pearson Correlation Sig. (2-tailed) N	.259** .003 133	-.366** .000 132	.268** .002 132	.314** .001 118	.176 .053 122

Table 49: Model Summary

MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE	CHANGE STATISTICS				
					R SQUARE CHANGE	F CHANGE	df1	df2	SIG. F CHANGE
1	.488a	.238	.216	.579	.238	10.823	3	104	.000
2	.546b	.298	.271	.558	.060	8.781	1	103	.004

- a. Predictors: (Constant), q58 Difficulty making ends meet at months end, q51 Average income 2016 before taxes, Aggregate score of total support from friends, community and caring adult;
- b. Predictors: (Constant), q58 Difficulty making ends meet at months end, q51 Average income 2016 before taxes, Aggregate score of total support from friends, community and caring adult, Mean score of Foundation support across 4 areas of gain

Table 50: ANOVA^c

MODEL		SUM OF SQUARES	df	MEAN SQUARE	F	SIG.
1	Regression	10.883	3	3.628	10.823	.000 ^a
	Residual	34.858	104	.335		
	Total	45.741	107			
2	Regression	13.621	4	3.405	10.920	.000 ^b
	Residual	32.119	103	.312		
	Total	45.741	107			

Table 55: Sample Frame for Interviewed Youth

YOUTH CAS		MALE (M) FEMALE (F) TRANS (T)	ETHNO/ RACE	ARE A PARENT	YRS TO DO SECONDARY SCHOOL	AGE LEFT CARE	HOUSING	THRIVING	DIFFICULTY IN MAKING ENDS MEET	
1	F1	CAST	Female	White	No	4-5	<18	Very unstable	Yes- really	Never
2	F2	CAST	Female	Black Caribbean	Yes	4-5	<18	Very unstable	Yes- really	Yes -7+/yr
3	F3	CAST	Female	Latino	No	6+	<18	SWhat unstable	No-not really	Never
4	F4	CAST	Female	Aboriginal	No	4-5	>19	SWhat stable	Yes-somewhat	Yes-4-6x yr
5	F5	CAST	Female	Asian East	No	4-5	>19	Very stable	Yes -really	Never
6	F6	CAST	Female	Black Caribbean	Yes	4-5	>19	SWhat unstable	No-not at all	Yes-7+/yr
7	F7	CAST	Female	Indo- Caribbean	No	6+	<18	SWhat stable	Yes- somewhat	Yes -4-6x yr
8	F8	CAST	Female	Black African	No	4-5	>19	Very stable	Yes -really	Never
9	F9	CAST	Female	Asian East	No	4-5	>19	SWhat stable	Yes- really	Yes- 7+/yr
10	M1	CAST	Male	White	No	4-5	>19	SWhat unstable	No- not really	Yes-1-3x/yr
11	M2	JFCS	Male	Aboriginal	No	4-5	>19	SWhat stable	Yes- really	Never
12	M3	CAST	Male	Black Caribbean	Yes	6+	<18	Very stable	Yes- really	Yes-1-3x/yr
13	M4	CAST	Male	White	Yes	4-5	>19	Very stable	Yes-somewhat	Never
14	M5	CAST	Male	Asian East	No	4-5	>19	Very stable	Yes-somewhat	Never
15	M6	CAST	Male	Asian East	No	4-5	>19	SWhat stable	Yes-somewhat	Never
16	M7	CAST	Male	White	No	4-5	<18	Very stable	Yes-somewhat	Yes-1-3x/yr

Table 56: Qualitative Interview Questions for Youth

Question 1	What were some of the supports you had that you found most helpful for you during secondary school? In going to post-secondary?
Question 2	What were some of the challenges for you in completing secondary school? During post-secondary?
Question 3	What would you tell current youth in care about what they need to know or do to successfully graduate secondary school? To go onto post-secondary education?
Question 4	There are three key educational transition periods for youth in care: moving from grade school to secondary school; moving from secondary school to post-secondary; and moving through post-secondary. If you could tell the Foundation one thing about what youth in care need the most during those periods what would it be?
Question 5	The transition from care is a difficult time for many youth. What helped/would have helped you the most in your transition? What was not helpful?

Table 57: Demographic Characteristics of Interview Sample to Survey Sample

	SURVEY SAMPLE N=182	INTERVIEW SAMPLE N=16
# Youth	182	16
CAS	83% CAST 14% CCAS 1% JFCS 0.5% NCFST 1.5% Other CASs	94% CAST 0% CCAS 6% JFCS 0% NCFST 0% Other CASs
Gender	78% female 21% male	56% female 44% male
Ethno-Racial	36% Black 12% Asian 4.5% Indigenous 2% Latin American 29% White 10.5% Mixed White 29%: Person of Colour 71%	31% Black 25% Asian 12% Indigenous 6% Latin American 25% White 0% Mixed White 25%: Person of Colour 75%
Parent	77% No 23% Yes	75% No 25% Yes
Years to complete secondary school	84% 4-5 Yrs 16% 6+ Yrs	81% took 4-5 Yrs 19% took 6+ Yrs
Age left care	45% < age 18 55% > age 19	37% left care < age 18 63% left care > age 19
Housing Stability	4% Very unstable 4% Somewhat unstable 25% Somewhat stable 58% Very stable	13% Very unstable 19% Somewhat unstable 31% Somewhat stable 37% Very stable
Difficulty Making Ends Meet	34% No 35% Yes-1-3 x/yr 14% Yes-4-6 x/yr 17% Yes-7+ x/yr	50% No difficulty 19% Yes-1-3 x/yr 12% Yes-4-6 x/yr 19% Yes-7+ x/yr
Thriving	No-not at all No-not really Yes- somewhat Yes-really thriving	6% No-not at all 12% No-not really 38% Yes- somewhat 44% Yes- really thriving

FOUNDATION FOCUSED INTERVIEW QUESTIONS

Foundation Q1- What is the value/importance of the PSE program to the Foundation?

Analysis: The focus groups and survey responses from Foundation staff were the respondent group for this question. Analysis of the data finds Foundation staff view the PSE program as beneficial to five stakeholder groups: *Primary* (child welfare youth, donors, and Foundation) and *Secondary* (CASs and society).

Primary Beneficiaries

Youth - PSE funds are essential for youth in care/youth transitioned from care. The longitudinal post-secondary funding allows these youth to further their skill development, academic and career goals. Gains to education and employment skills are known to positively improve long-term quality of living and raise income levels of not only the youth but their future children. Additionally, the PSE fosters opportunities for growth for Youth Ambassadors.

Donors - The PSE program offers a unique option for donors - a direct link between the donor and the beneficiary; this approach emphasizes the personal connections and individual commitment by both parties: the youth recipient and the individual donor.

Foundation - PSE affords the Foundation a national presence on the Canadian fundraising landscape. As the distributor of education/support awards the PSE program highlights the Foundation as an expert and a leader in the area of child welfare youth. As a core fundraising function of the Foundation, the PSE program is a flagship program that over the past two decades has been an effective gateway to introducing donors to the Foundation's cause and impact. As well, the PSE program is used to attract donors to other Foundation programs. Additionally, for the Foundation staff -their relationships with the students and ability to see the positive impact of the funds on the youth is a factor in job retention and satisfaction.

Secondary Beneficiaries

CAS - The PSE program reduces the financial pressures on CASs to provide this type of funding.

Society - Improving the long-term outcomes of vulnerable youth benefits society in the near future and it benefits the youths' future children in the far future.

CAFC-S5 *The Foundation's [PSE] program is national - we have our own set of expertise.*

CAFC-S6 *...education is a pillar to adult success then employment and life skill.*

CAFC-S1 *The donor can be that 'change agent'. It can be powerful; they can see the difference [their donation] made in a youth's life.*

CAFC-S3 *[PSE] is the only program we have with direct link between program and recipient.*

CAFC-S1 *[PSE] provides an entry point to the youth for being a Youth Ambassador; youth engagement helps amplify their voices and their stories from a marketing perspective...it is impactful.*

CAFC-S6 *[PSE] brings it from the intellectual, financial benefits and philanthropic endeavors and connects them [donors] to empathy and emotionally connects them to changing a life.*

CAFC-S9 *Getting to know students is a strong motivator for keeping staff from a retention perspective and job satisfaction - - they can see the impact.*

Foundation Q2 - Where does the PSE Program (Scholarships/Bursaries, Tutor/HWC, YOF..) fit within all of the Foundation's grants and programs?

Analysis: As noted above, the PSE program has a long history of being a core program in the Foundation's suite of options. In many ways the PSE program exemplifies the Foundation's mission: "to improving the lives children and youth growing up in the child welfare system". Often described as the Foundation's flagship program, the PSE program is one of the centrepieces for the Foundation's fundraising work with child welfare involved youth.

- CAFC-S1 *[PSE] is a robust program – there is a clear structure and donors know what to expect.*
- CAFC-S3 *The youth feel good that people supported them, someone believed in them, there are people that care.*
- CAFC-S5 *[PSE] support is tailored in a structured way...it is easy to replicate – so stewardship isn't a lot of work and not hugely taxing...there's one stage in the year that we send out impact reports...lots of individual touch points...given so many are major gift projects.*
- CAFC-S4 *[Foundation] Board members, long-term donors, legacy donors...and we know when we get those donors and they get top level stewardship; they get reports on time, they will have a great time and they will get the personal notes from the youth.*
- CAFC-S8: *It is easy to sell PSE...it is the entry point for donors and the flagship for the Foundation.*
- CAFC-S11 *It is core. It should stay prominent but we could do a better job of raising funds and creating programs that wrap around youth in all their goals, especially outside of Toronto (i.e. a national Alumni Fund).*

CQ3- Improvements to PSE

Analysis: Examination of the staff views finds three main themes: Theme 1 - Expansion of the direct support part of the PSE Program; Theme 2 - Development of the Alumni part of the PSE Program; and Theme 3 - Review of the administration of the PSE Program.

EXPAND COHORTS, SUPPORTS & OUTREACH of PSE PROGRAM

- CAFC-S6 *NEED ~ It is the other things that need to be addressed vs. PSE which addresses education but that may not be their primary need.*
- CAFC-S7 *NEED ~ To have a suite of options...someone helps with housing, employment and when you are ready come see us for PSE.*
- CAFC-S8 *NEED ~ Wraparound supports – supports for counseling, mental health supports.*
- CAFC-S11 *NEED ~ Scholarship-level support for non-full-time students with scholarships.*
- CAFC-S10 *NEED ~ Greater effort to reach communities and demographics that we have not had a lot of success with attracting to our program (Indigenous youth, isolated communities, national scope)*
- CAFC-S11 *NEED ~ Provide support for our students and others from care to connect on campuses to help youth feel less alone and advocate for our needs.*

DEVELOP ALUMNI SERVICE OPTIONS of PSE PROGRAM

- CAFC-S1 *NEED ~ Offer more...they [the youth] can be mentors.*
- CAFC-S5 *NEED ~ We need an Alumni Network so we can stay in touch. And as adults, as future donors, they can give back.*
- CAFC-S10 *NEED ~ See all of our students get education mentors/tutors who are trained on issues facing young people and can help provide the kind of wraparound coaching that families normally provide to help make that bridge to adulthood including: prepare them for adjusting to school life and hold them accountable to their goals while in school and help them make the bridge to their careers.*

REVIEW ADMINISTRATION of PSE PROGRAM

- CAFC-S10 *NEED ~ The focus needs to pivot a little bit. I think at the moment the organization is focused on how the program can be used to attract and keep donors when the focus should be instead on supporting the most youth possible and making them the focus.*
- CAFC-S2 *NEED ~ Make it less work. Stewardship is a lot of work, sometimes at the detriment of other programs*
- CAFC-S10 *NEED ~ There are certainly limitations to the program as it exists right now. Administratively there is a lot of work. The basic model for the program is more or less unchanged from when this program served only a small number of youth in the GTA- now we receive close to 400 applications a year and are receiving more every year.*