



Arizona Youth Survey Project: 2022-2023

Memo Prepared for Compassionate Systems,
National Center for Youth Law

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Introduction

During the 2021-2022 and 2022-2023 school years, the National Center for Youth Law (NCYL) partnered with RTI International on a survey project aimed at better understanding the short-term outcomes for the young people supported by FosterEd Arizona, a Compassionate Education Systems Initiative of NCYL which serves students in foster care.

FosterEd Education Liaisons asked students who were age 13 or older, had been supported by the program for at least four months, and had at least five interactions with the Education Liaison to complete the survey. Program staff determined that some youth who met these criteria were nevertheless inappropriate to survey given their unique special needs (e.g., they are non-verbal or had developmental ages under 13). Others were determined to be ineligible to be surveyed because they were on AWOL status from their placement and unable to be contacted. Students were only asked to take the survey once: if they were served across both of the school years, met the criterion in during the 2021-2022 school year, and took that survey that year, then they were not asked to also take the survey the 2022-2023 school year.

Thirty-four of the 108 students (31%) who met the survey criteria completed the survey. We caution readers from assuming the results presented here are generalizable to all students served by FosterEd during these survey periods. It is possible that non-respondents had less positive or more positive experiences than their responding peers, and it is also possible that non-respondents were not able to complete the survey for reasons unrelated to their experiences in the program.

Survey Results

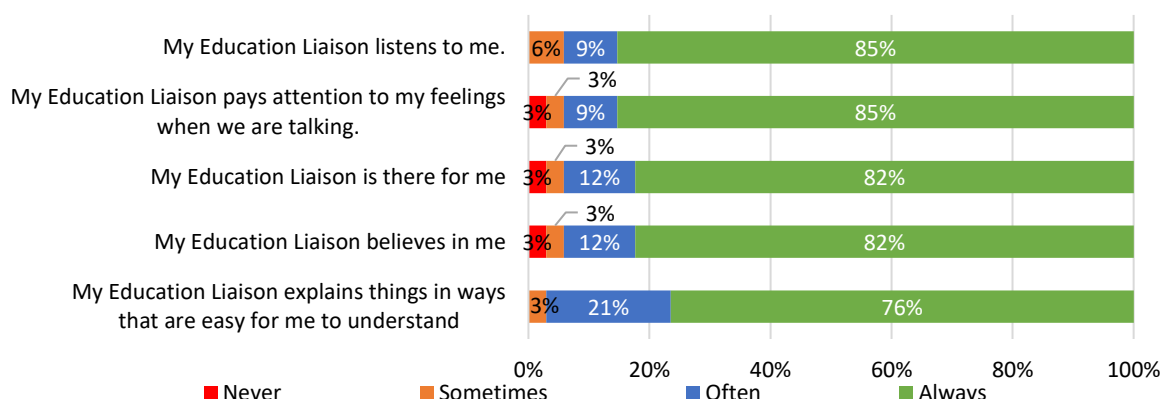
Education Liaison and Student Communication and Rapport

- About nine of ten youth (88%) had contact with their Education Liaison at least once a month, and 32% had contact 3 or more times per month (Table 1).
 - Almost all youth (94%) were satisfied with the amount of contact they had with their Education Liaison.
 - Students' perceptions of their Education Liaisons were generally positive, with at least three-fourths (76%) responding that they 'always' received support detailed in the statements shown in Figure 1: that their Education Liaison was there for them, believed in them, listens to them, pays attention to their feelings when they were talking, and explained things in ways that were easy for them to understand (Figure 1).
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Table 1. Education Liaison Contact Frequency and Level of Satisfaction

	Count	Percent
Frequency of contact		
Less than once a month	4	12%
1-2 times per month	19	56%
3 or more times per month	11	32%
Satisfied with amount of contact		
No, would like less	0	0%
Yes	32	94%
No, would like more	2	6%

Details may not sum to 100% due to rounding.

Figure 1. Students' Perceptions of Education Liaisons





Details may not sum to 100% due to rounding.

Education Liaison Supports

Students were presented with an open-ended question to describe a time that their Education Liaison helped them do, achieve, or learn something that was meaningful to them. Thirty of the 34 youth answered this open-ended question. Table 2 summarizes the most common types of support youth mentioned receiving from their Education Liaison.

Table 2. Types of Support Provided by Education Liaisons

Support Provided	Representative quotes
Academic Advocacy and Resources	<p>"It was nice to have someone else there to talk and ask questions to the adults when I was nervous. She also helped me figure out what needed to get fixed so I could be in the classes, then she got those things fixed."</p> <p>"Enrolling into school and making me feel confident that we will have school supports and IEP needs would be met."</p>

Support Provided	Representative quotes
	<p>"Helping communicate with my teachers and councilors for problems or concerns I may have."</p>
<p>Support for Graduation and Student Achievement</p> 	<p>"My Education Liaison helped me pass four of my classes by helping me with my homework/"</p> <p>"My Education Liaison is very helpful with finding resource's, helping me understand graduation requirements, and set a plan for doing better in classes."</p> <p>"She helped me get back on track with my school credits."</p> <p>"I have learned about new ways to make me successful and she helps me stay motivated for school. i am always up to date with school, grades, attendance, assignments with her because i am bad with keeping track. she helped me change my schedule to improve my attendance and I really appreciate it"</p>
<p>College Planning and Post-Secondary Preparation</p> 	<p>"The time my Education Liaison was able to help me do something that was beneficial towards my future was when she helped me apply for the University Of Arizona and made it so much easier to see the resources I had available to me! She was very direct and explained things with ease and consistency."</p> <p>"My liaison helped me apply for college, and that is surprisingly difficult."</p> <p>"She helped me do my FASFA and also keep me on track with my grades attendance."</p>
<p>Emotional and Social Health</p> 	<p>"They helped my emotional health, helped with my class problems, and are helping me find a job and to not move schools."</p> <p>"I feel like my Education Liaison is a very important person to me because I feel like she understands me. she listens to me."</p> <p>"My education liaison has taught me to have more patience at what I do."</p>

Growth Since Working with Education Liaisons

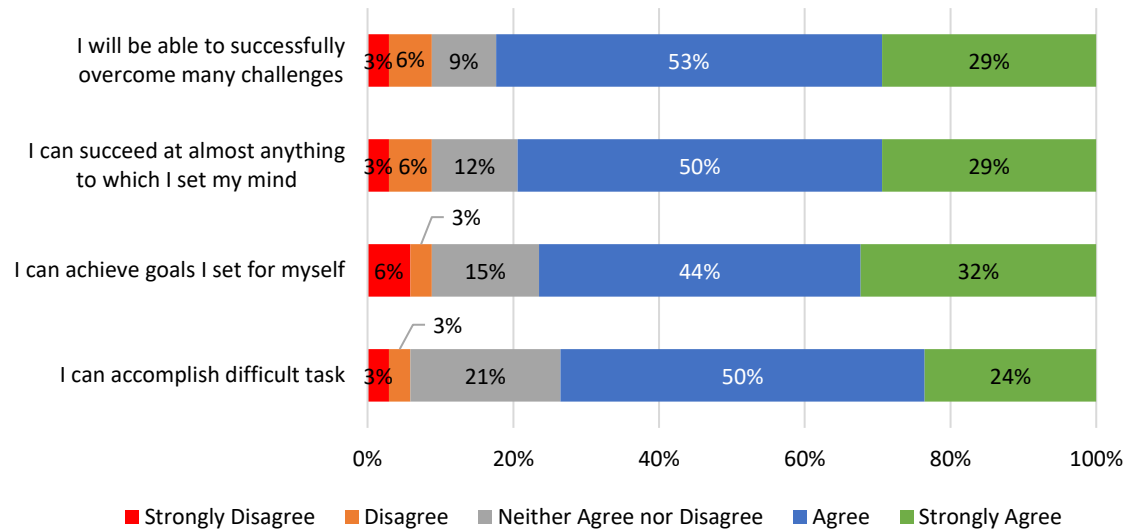
Most youth reported growth in aspects of self-efficacy after working with their Education Liaison.

- Self-efficacy is the youth's belief in their ability to produce certain outcomes through their behavior and actions. About eight out of ten of youth agreed or strongly agreed that after working with their Education Liaison, they were more confident in their ability

to successfully overcome many challenges and more confident they can succeed at most anything to which they set their mind, 82% and 79% respectively. Seventy-six percent reported being more confident that they can achieve goals they set for themselves. (Figure 2).

Figure 2. Students' Growth in Self-Efficacy Since Working with their Education Liaison

Since starting to work with my Education Liaison, I've become more confident that...

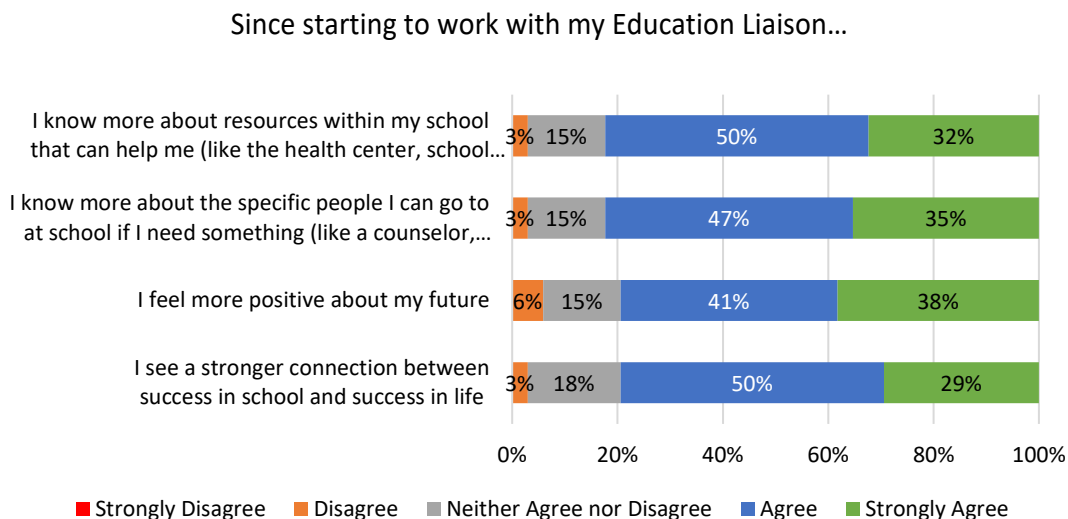


Details may not sum to 100% due to rounding.

Most youth reported future success orientation after working with their Education Liaison.

- Future success orientation is the ability to set future goals and plans and have a positive outlook on one's future. At least eight out of ten (79%) of youth agreed or strongly agreed to statements related to future success orientation (Figure 3). For example, 79% reported that they saw a stronger connection between success in school and success in life since working with their Education Liaison, and 79% answered that they feel more positive about their future. However, 6% (or 2 youth) disagreed that they feel more positive about their future and 15% (or 5 youth) neither agreed nor disagreed with this statement.

Figure 3. Students' Growth in Future-Success Orientation Since Working with their Education Liaison

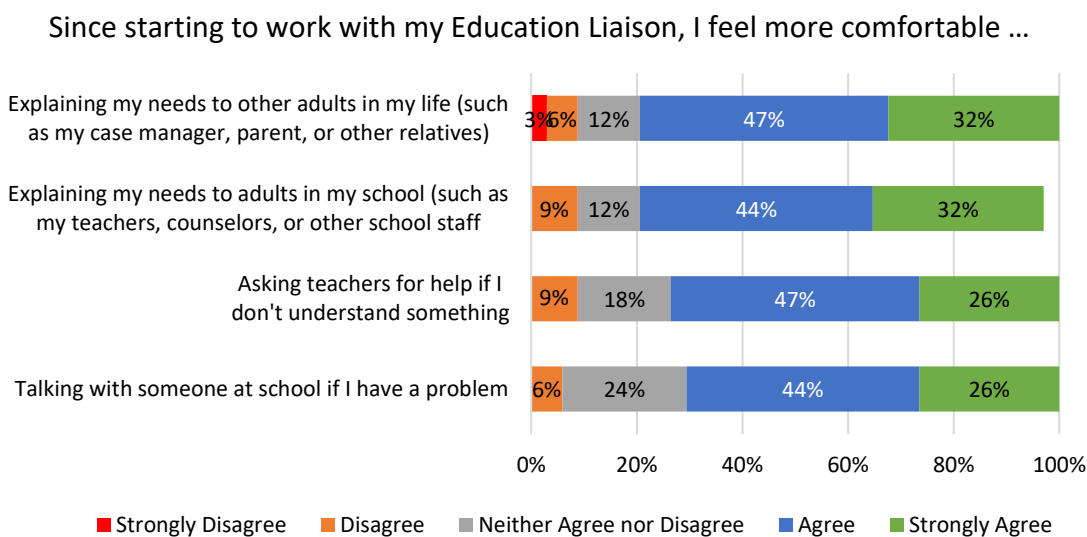


Details may not sum to 100% due to rounding.

Youth reported positive changes in self-advocacy at school between when they started working with their Education Liaison and when they completed the survey.

- With respect to self-advocacy at school, 70% of youth reported feeling more comfortable since working with their Education Liaison talking with someone at school if they had a problem and 73% reported feeling more comfortable in asking a teacher for help if they didn't understand something (Figure 4).

Figure 4. Students' Growth in Self-Advocacy at School Since working with their Education Liaison

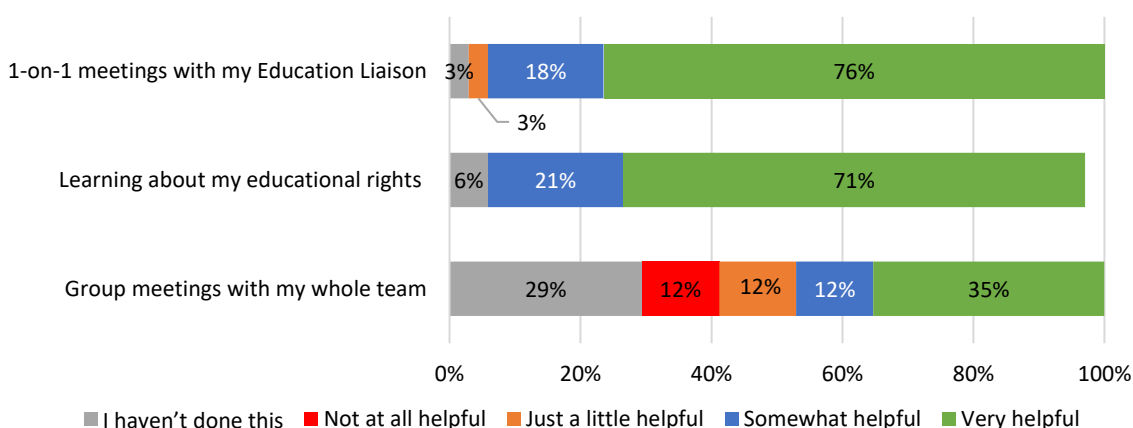


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Feedback on the Program

- The vast majority of youth (92%) reported that 1-on-1 meetings with their Education Liaison were somewhat or very helpful (Figure 5). Ninety-two percent reported working with their Education Liaison to learn about their education rights was somewhat or very helpful, and 6% reported that they hadn't done this with their Education Liaison.
- Three out of ten youth (29%) reported that they did not have group meetings with their "whole team." Among those that did, less than half (47%) found them to be very helpful or somewhat helpful.

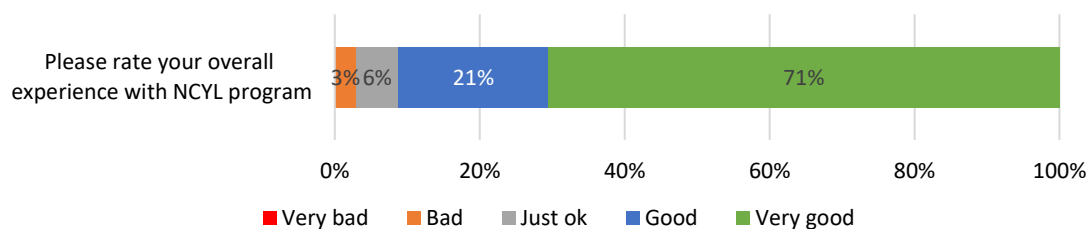
Figure 5. Students' Report of Helpfulness of Various Program Activities



Overall Experience: 2022-2023 Results

- Most of the youth (71%) reported that they had a very good experience with FosterEd, and 21% reported that they had a good experience (Figure 6).

Figure 6. Overall Experience with FosterEd



Students were asked how the program could improve to better support them. Many students did not have a recommendation, responding with comments such as, "I feel very supported already.," "Nothing, I believe my education liaison is very helpful.," and "This program is as good as it is." The recommendations that seven young people offered were:

- "Have more time with my Foster Ed [Education Liaison] so we can talk more about important stuff."
 - "I kind of wish I could keep working with her."
 - "Hands on learning."
 - "By giving me more resources."
 - "Great as it is maybe some more snacks though."
 - "I'm not sure if there is a class for this but, teaching kids how to do taxes is very important."
 - "See my liaison more and attend my IP meetings."
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