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**An Employment Training  
and Job Placement  
Program for Foster Youth  
Making the Transition to  
Adulthood in Cook  
County, Illinois**

**Amy Dworsky  
Judy Havlicek**

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**Child  
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# Introduction

Since it was created in 1999 as part of the Foster Care Independence Act, the John H. Chafee Foster Care Independence Program has been providing states with funds to prepare foster youth for the transition to adulthood and help them become self-sufficient young adults. Among other things, young people who remain in foster care until age 18 or older are supposed to “receive the education, training and services necessary to obtain employment.”

Beginning in FY 2011, states will be required to provide the federal government with information about the independent living services they provide to youth in foster care on a semi-annual basis as part of the National Youth in Transition Database (NYTD).<sup>1</sup> Among the categories of services about which they will be required to report are career preparation, employment programs, and vocational training. For now, what little we know about the receipt of services and supports to prepare foster youth for employment comes from just a handful of studies (Courtney, Piliavin, Grogan-Taylor, & Nesmith, 2001; Courtney, Terao, & Bost, 2004; Courtney et al., 2005; Courtney et al., 2007; Pecora et al., 2006; Pecora et al. 2003; Singer, 2006). Likewise, few employment programs that specifically target foster youth making the transition to adulthood have been formally evaluated (Institute for Educational Leadership, 2008).

Research on the outcomes of former foster youth has clearly demonstrated that far too many of these young people are not stably employed, and that even when they do have jobs, their

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<sup>1</sup> NYTD was mandated by the Foster Care Independence Act of 1999. Proposed regulations were not published until July 2006, and the final rule was not published until February 2008.

earnings are very low (Courtney et al., 2001; Courtney & Dworsky, 2006; Courtney et al., 2007; Dworsky, 2005; Dworsky & Courtney, 2001; Goerge et al., 2002; Macomber et al., 2008). Taken together, these studies suggest that foster youth are not being adequately prepared to secure and maintain employment that pays a living wage.

This report describes the results of one study that used administrative data to better understand the need for employment-related services and supports among youth in foster care and how one community-based employment training and job placement program is trying to address those needs. It begins with a brief overview of the program and the data that we used. It then turns to the characteristics and placement histories of the foster youth the program serves, their engagement in employment training activities, and their placement in subsidized jobs.

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# CAPs Employment Training Program

Community Assistance Programs (CAPs) is a nonprofit agency that has provided employment training and job placement services to individuals in the Chicago area since 2006. The client populations CAPs has served include Temporary Assistance to Needy Families (TANF) and food stamp recipients as well as ex-offenders. In May 2007, CAPs expanded its target populations to include emancipating foster youth.

Foster youth are referred to CAPs by their Illinois Department of Children and Family Services (DCFS) or private agency caseworker. However, they can also refer themselves. Before foster youth can begin the program, their participation must be approved by the DCFS Education and Transition Coordinator. Although there are no clear guidelines as to when referrals should be made, foster youth are usually referred when they are between 18 and 20 years old.

There are three CAPs sites on the South Side of Chicago and one in the southern suburb of Chicago Heights. Employment training occurs over the course of 4 weeks and is classroom-based. The one exception is the time youth spend at an off-site educational simulation center known as Pretend Town. Pretend Town was designed to replicate a real community with a bank, other businesses, and social service agencies. Pretend Town provides an opportunity for youth to practice having jobs and managing money. Pretend Town staff also work with youth on emancipation planning.

Foster youth are provided with transportation assistance (i.e., public transit pass) to and from employment training and their subsidized job placements. They also receive a stipend of \$10 for each day of employment training completed during the second and third weeks. Referrals for other services and supports are provided on an individual basis (e.g., childcare, counseling, clothing, GED classes, etc.).

Table 1 summarizes the activities in which foster youth participate during the program’s first 4 weeks.

<b>Table 1. Summary of Program Activities during the First 4 Weeks</b>	
<b>Week 1</b>	
	Orientation/Intake (e.g., verify eligibility, explain the program, review expectations)
	General assessment of work readiness and employment skills
	Begin to develop an emancipation plan
	Youth meet individually with an employment counselor to identify and develop a plan to address barriers to employment.(e.g., educational deficits, childcare).
	Youth learn how to log into the Illinois Department of Employment Security system and access resources available for job searching.
	TABE testing to assess basic math and reading skills
	Computer literacy is offered on an as-needed basis.
<b>Week 2</b>	
	Classroom-based training in basic work and job search skills, including resume writing, interviewing, effective communication, conflict resolution, and time management
	Youth receive \$10 for each day completed.
	Electives are offered to youth with particular needs (e.g., parenting skills; anger management).
	Computer Literacy I (elective)
	Youth can participate in Job Club, an employment support group that provides opportunities to hear employers talk about specific jobs.
	Bank representative helps youth open bank accounts.
<b>Week 3</b>	
	Focus on personal development and self-marketing
	Youth learn about hygiene, dressing for success, and stress management.
	Teamwork training
	Youth work with a counselor to develop an employment plan.
	Job Club
	Computer Literacy II (elective)
<b>Week 4</b>	
	Three days of customer service training (optional, but strongly encouraged)
	Job Club
	Employment plan is finalized and youth review it with an employment placement specialist.
	Youth are placed in a subsidized job and receive a time card.

After 4 weeks of employment training, foster youth are placed in a subsidized job for a maximum of 2 months. Youth are expected to work 20 hours per week. CAPs staff monitor the placement, provide weekly supervision, and problem solve as needed. The goal is to be hired as an unsubsidized employee when the subsidized placement ends. Youth can be reassigned if the initial placement does not work out and their 2 months of subsidized employment has not expired.

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# Sample and Methods

In July 2009, we received individual-level program participation data for 352 foster youth, including information about orientation, employment training, and subsidized job placements. However, complete data were not available for all 352 foster youth. The period of time covered varied depending on the file, but the earliest records dated from May 2007 and the latest records dated from July 2009.

We used the DCFS case numbers in the CAPs program participation data to link those data to Child and Youth Centered Information System (CYCIS) records from DCFS. Matching records were found for 85 percent ( $n = 298$ ) of the 352 foster youth for whom we had program participation data.<sup>2</sup> These 298 foster youth are the focus of this analysis

The DCFS administrative records allowed for a closer examination of the foster care placement histories of the CAPs program participants.

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<sup>2</sup> The reasons for excluding the other 15 percent included not having a DCFS case number in the CAPs records ( $n = 24$ ); having an incomplete DCFS case number ( $n = 4$ ); having a case number for which there was no CYCIS match ( $n = 18$ ); and having a matching case number but nonmatching birth date ( $n = 8$ ).

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# Demographic Characteristics

Table 2 shows how the 298 foster youth who are the focus of our analysis were distributed across the four CAPs sites as well as the year in which they attended orientation.<sup>3</sup> The Roseland Office served the largest number of foster youth; the Kedzie Office served the smallest. The number of youth who attended orientation in 2008 was nearly double the number of youth who attended in 2007 and more than double the number who attended in 2009. This reflects the fact that 2008 is the only year for which we have 12 months of data.

**Table 2. Program Participants by Office and Year of Orientation (N = 298)**

	#	%
<b>CAPs Office</b>		
Cottage Grove	93	31.2
CAPS Kedzie	28	9.4
CAPS Roseland	125	41.9
CAPS South Suburbs	52	17.4
<b>Number of Youth Attending Orientation</b>		
2007 (June–December)	80	26.8
2008 (January–December)	149	50.0
2009 (January–July)	69	23.1

Table 3 shows the gender and race of these 298 foster youth according to their DCFS records. Females far outnumber males and almost all are African American. By comparison, in January 2010, 54 percent of the foster children in Cook County were male, and African American foster youth comprised 82.5 percent of the more than 2,500 Cook County foster youth who were at least 13 years old.

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<sup>3</sup> Because we did not receive orientation data for 2009, we assumed that all of the foster youth for whom we had other program participation data for 2009, but not 2007 or 2008, completed their orientation in 2009.

**Table 3 Gender and Race (N = 298)**

	#	%
<b>Gender</b>		
Female	182	61.1
Male	116	38.9
<b>Race</b>		
African American	277	92.9
Other	22	7.0

Table 4 shows the age and current residence of the 229 foster youth who attended orientation in 2007 or 2008.<sup>4</sup> At orientation, two-thirds of these foster youth were 19 or 20 years old, and their mean age was 19. Nearly 70 percent lived in the city of Chicago; the other 30 percent lived in Chicago's south suburbs.

**Table 4. Age and Residence at Orientation (N = 229)**

	#	%
<b>Age at Orientation</b>		
Less than 17 years old	11	4.9
17 years old	15	6.7
18 years old	44	19.7
19 years old	66	29.6
20 years old	84	37.7
21 years old	3	1.3
Missing	6	---
	Mean = 18.9	Median = 19.0
<b>Residence</b>		
Chicago	154	69.4
South suburbs	68	30.6
Missing	7	

DCFS identified nearly two-thirds of these 298 foster youth as having a disability or special need (Table 5). Mental health service needs were, by far, the most frequent. However, 11 percent of these foster youth had some other type of disability. Among the most common were learning disabilities, autism, and language or speech impairments. The presence of these disabilities and other special needs is significant because they could potentially affect the ability of foster youth to find and keep a job.

<sup>4</sup> We were not provided with orientation data for 2009.

**Table 5. Disability or Special Needs (N = 298)**

	#	%
No identified disability or special need	107	35.9
Need for mental health services	165	55.4
Any other disability or special need	33	11.1
Note: Percentage sum to more than 100% because some foster youth who had disabilities or other special needs also needed mental health services.		

Another factor that could have an impact on the employability of these foster youth is level of .<sup>5</sup> The Test for Adult Basic Education (TABE) was administered to foster youth at orientation to measure their math and reading levels. Table 6 shows the grade equivalent scores for those who took the test. On average, these foster youth were performing at between a 5<sup>th</sup> and 6<sup>th</sup> grade level in math and were reading at just below a 7<sup>th</sup>-grade level. Other studies of foster youth making the transition to adulthood have found similarly low reading levels (Courtney et al. 2004).

**Table 6. TABE Math and Reading Grade Equivalent Levels (N = 229)**

	#	%
<b>Math Grade Equivalent Level</b>		
Below 5 <sup>th</sup> grade	59	45.4
5 <sup>th</sup> or 6 <sup>th</sup> grade	40	30.8
7 <sup>th</sup> or 8 <sup>th</sup> grade	18	13.8
9 <sup>th</sup> or 10 <sup>th</sup> grade	9	6.9
11 <sup>th</sup> or 12 <sup>th</sup> grade	4	3.1
Missing	99	
	Mean = 5.6	S.D. = 2.3
<b>Reading Grade Equivalent Level</b>		
Below 5 <sup>th</sup> grade	36	27.4
5 <sup>th</sup> or 6 <sup>th</sup> grade	37	28.0
7 <sup>th</sup> or 8 <sup>th</sup> grade	24	18.2
9 <sup>th</sup> or 10 <sup>th</sup> grade	20	15.1
11 <sup>th</sup> or 12 <sup>th</sup> grade	15	11.4
Missing	97	
	Mean = 6.9	S.D. = 3.0

Although more than two-thirds of these foster youth were at least 19 years old when they attended the CAPs orientation, only 38 percent reported having a high school diploma (Table 7).<sup>6</sup>

<sup>5</sup> CYCIS includes fields related to educational attainment and school enrollment. However, the data in those fields were of limited value because they were missing for more than half the 298 foster youth.

<sup>6</sup> It was not clear from the data whether foster youth reported that they had graduated from high school if they had a GED. Data were missing for six foster youth.

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# Placement History

To place the program experiences of these 298 foster youth into context, we examined their placement histories. Table 7 shows the types of placement in which these foster youth were living when they attended the CAPs orientation along with the duration of this placement.<sup>7</sup> Almost three-quarters were living in a transitional living program (TLP) or an independent living opportunity (ILO). Another 17 percent were living in either a traditional or a relative foster home. Most of these foster youth had not been in their current placement for very long. Forty-four percent had been in their current placement for no more than 3 months, whereas only 19 percent had been in their current placement for at least 1 year. In part, this reflects DCFS eligibility requirements for a TLP or an ILO. Foster youth must be between the ages of 17.5 and 19 to be placed in a TLP 1 or a TLP 2, and 19 years or older to be placed in a TLP 3 or an ILO.

**Table 7 Placement Type and Duration of Placement at Orientation (N = 298)**

Placement Type	#	%
Relative foster home	17	6.9
Traditional (nonrelative) foster home	25	10.1
Group home	14	5.7
Transitional living program (TLP)	101	40.9
Independent living opportunities (ILO)	82	33.2
Other	8	3.2
Missing	43	-----

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<sup>7</sup> We were missing orientation dates for 72 foster youth who attended orientation in 2009. However, we were able to determine placement type at orientation for 29 of those foster youth using other information.

<b>Months in Current Placement</b>		
0 to 3 months	95	43.6
3 to 6 months	34	15.6
6 to 9 months	32	14.7
9 to 12 months	15	6.9
12 to 18 months	18	8.3
18 months or longer	24	11.0
Missing	72	

In addition to looking at the placements in which these foster youth were currently living, we also examined the number of times they had entered care and the number of years they had been in care since their most recent entry (Table 8). Nearly one-third of these foster youth had entered care more than once. Although a majority had not been in their current placement for very long, their most recent entry into care had often been many years before. Over half had entered care more than 6 years ago, including close to one-third who had entered care 12 years ago or more. Their age at most recent entry also reflects this. Just over half of these foster youth were at least 12 years old when they last entered care, including nearly one-quarter who last entered care before their 6th birthday.

Other research on foster youth transitioning to adulthood has found a similar distribution of age at most recent entry. Most notably, 49 percent of the 732 young people in the Midwest Evaluation of the Adult Functioning of Former Foster Youth (the Midwest Study)—a longitudinal study following foster youth from Illinois, Iowa, and Wisconsin—were not yet 12 years old the last time they entered care.<sup>8</sup>

**Table 8. Foster Placement History (N = 298)**

	<b>#</b>	<b>%</b>
<b>Number of Entries</b>		
1	201	69.3
2	62	21.4
3 or more	27	9.3
Missing	8	

<sup>8</sup> Calculations by first author. For more information about the Midwest Study, see Courtney & Dworsky (2006).

<b>Years in Foster Care Since Most Recent Entry</b>		
0 to 2 years	13	5.9
2 to 4 years	38	17.4
4 to 6 years	32	14.6
6 to 8 years	22	10.0
8 to 10 years	24	11.0
10 to 12 years	20	9.1
12 years or more	69	31.6
Missing	72 <sup>a</sup>	
<b>Age at Most Recent Entry</b>		
0 to 3 years old	23	7.9
3 to 6 years old	44	15.2
6 to 9 years old	42	14.5
9 to 12 years old	42	14.5
12 to 15 years old	62	21.4
At least 15 years old	77	26.5
Missing	8	

a Data are missing for the 72 foster youth for whom we did not have an orientation date..

In addition to looking at the number of times these foster youth had entered the child welfare system, we also examined the degree of placement instability they had experienced since their most recent entry. Table 9 shows the number of different foster homes and group-care settings in which they had been placed. We include placement with relatives in our count of foster homes. Because these counts do not include TLPs or ILOs, they generally exclude the placements foster youth were in when they attended the CAPs orientation.

The foster youth in this study experienced a high level of placement instability. Nearly two-thirds had been in five or more traditional or kinship foster homes and group-care settings, and more than one-third had been in nine or more. Particularly troubling is the number who had spent time in some type of group care. Almost 80 percent of these foster youth had been in at least one group-care setting, and over one-third had been in three or more. This placement instability is concerning not only because it can make it difficult for foster youth to form strong connections to supportive adults, but also because a change in placements may lead to a disruption in schooling.

It is also worth noting that although only 7 percent of these foster youth were placed in foster homes with relatives when they attended orientation, 72 percent ( $n = 210$ ) had spent some time in kinship care since their most recent entry.

**Table 9. Number of Placements Prior to Orientation (N = 293)**

	Foster Homes <sup>a</sup>		Group Care <sup>b</sup>		Total <sup>c</sup>	
	#	%	#	%	#	%
0	23	7.9	61	20.8	---	---
1 or 2	71	24.2	121	41.3	41	14.0
3 or 4	61	20.8	72	24.6	64	21.8
5 or 6	43	14.7	30	10.2	45	15.4
7 or 8	37	12.6	5	1.7	41	14.0
9 or 10	29	9.9	4	1.4	40	13.7
More than 10	29	9.9			62	21.2

a Includes traditional foster home, treatment foster homes, specialized foster homes and relative foster homes  
b Includes group homes and residential treatment facilities  
c Sum of a and b

Finally, as part of our examination of their placement histories, we looked at whether these foster youth had ever (1) run away from a placement, (2) spent time in juvenile detention, or (3) been in the custody of the Illinois Department of Corrections (IDOC) since their most recent entry into care. Prior to attending the CAPs orientation, approximately 17 percent of these foster youth had run away from a placement, 40 percent had spent time in juvenile detention, and 10 percent had been in IDOC custody (Table 10). However, males were significantly more likely to have spent time in juvenile detention or been in IDOC custody than were females.

**Table 10. Runaway, Detention, and IDOC Episodes Prior to Orientation (N = 298)**

	Total		Males		Females	
	#	%	#	%	#	%
Any runaway episode	50	16.8	21	18.3	29	15.9
Any detention episode	120	40.3	71	61.7	49	26.9
Any IDOC episode	30	10.1	21	18.3	9	5.0

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# Program Participation

During their first 4 weeks in the program, foster youth participate in various employment training activities. Table 11 shows the number of foster youth assigned to specific employment training activities and the number who engaged in those activities for at least 1 hour in 2007, 2008, and 2009. Tables with these same data broken down by month can be found in Appendices A through C.

Both the activities to which foster youth were assigned and the activities in which they engaged for at least 1 hour varied across the 3 years. That said, in all 3 years, Orientation and Computer Literacy were among the five activities to which foster youth were the most likely to have been assigned *and* the five activities in which they were the most likely to have engaged.<sup>9</sup> Job Club and the Illinois Employment and Training Center were among the five activities to which foster youth were the most likely to have been assigned *and* the five activities in which they were the most likely to have engaged in 2 of the 3 years.

Most striking, perhaps, is the difference between the activities to which foster youth were assigned and the activities in which they engaged for at least 1 hour. Regardless of the year, the number of foster youth who engaged in an activity for at least 1 hour was consistently lower than the number of foster youth assigned to that activity. In some cases, that difference was quite large.

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<sup>9</sup> Computer Literacy includes both Computer Literacy I and Computer Literacy II.

**Table 11. Number of Foster Youth Assigned to and Engaged in Employment Training Activities by Year**

	2007 (June–December)		2008 (January–December)		2009 (January–July)	
	Youth assigned	Youth engaged	Youth assigned	Youth engaged	Youth assigned	Youth engaged
Assessment	0	0	0	0	12	3
Career Coach	66	39	102	58	30	19
Certified Nursing Assistant Training	0	0	5	4	0	0
Clerical Training	0	0	12	0	0	0
Communication	0	0	12	4	70	28
Computer Literacy	75	50	127	72	81	33
Conflict Resolution	6	3	62	13	70	20
Customer Service	11	5	82	26	44	19
Dress for Success/Mock Interview	0	0	2	0	45	20
Education Coordination	1	0	0	0	0	0
Employment Counseling	44	3	68	1	0	0
Food Service Training	0	0	1	1	0	0
Illinois Employment and Training Center	69	36	110	61	27	11
Interviewing Techniques	0	0	4	0	72	29
Job Club	29	9	139	55	89	32
Job Readiness	71	37	85	42	0	0
Microsoft Application Training	0	0	0	0	1	0
Off-Site Interview	13	2	40	12	0	0
Orientation	77	67	130	116	73	59
Parenting and Stress Management	6	1	45	11	70	18
Personal Development	24	8	108	54	0	0
Placement Appointment	43	9	90	6	53	4
Resumes and Job Applications	0	0	17	8	66	26
Security Guard Training	1	0	1	0	0	0
Self-Marketing	13	2	43	10	69	27
Structured Job Search	5	4	21	10	0	0
TABE Testing	29	17	48	27	16	7
Time and Money Management/Goal Setting	6	2	46	12	71	31

Table 12 is similar to Table 11 except that it shows the number of hours to which foster youth were assigned and engaged in these activities.<sup>10</sup> Tables with these same data broken down by month can be found in Appendices D through F

In all 3 years, Orientation and Computer Literacy were among the five activities to which foster youth were assigned for the most hours *and* in which foster youth engaged for the most hours.<sup>11</sup> Job Club and Job Readiness were among the five activities to which foster youth were assigned for the most hours *and* in which foster youth engaged for the most hours in 2 of the 3 years.

Once again, we also see a difference between assignment to and engagement in these activities. The number of hours foster youth engaged in an activity was consistently much lower than the number of hours they were assigned to that activity.

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<sup>10</sup> Approximately 2% of the records indicate that a foster youth was assigned to an activity for more than 8 hours on a particular day. In those cases, we recoded the number of hours to be 8.

<sup>11</sup> Computer Literacy includes both Computer Literacy I and Computer Literacy II.

**Table 12. Number of Hours Assigned to and Engaged in Employment Training Activities by Year**

	2007		2008		2009	
	(June–December)		(January–December)		(January–July)	
	Hours assigned	Hours engaged	Hours assigned	Hours engaged	Hours assigned	Hours engaged
Assessment	0	0	0	0	65	9
Career Coach	334	180	495	260	151	69
Certified Nursing Assistant Training	0	0	70	64	0	0
Clerical Training	0	0	12	0	0	0
Communication	0	0	96	32	543	189
Computer Literacy	656	403	1252	574	686	214
Conflict Resolution	38	16	432	84	543	135
Customer Service	72	28	790	211	360	152
Dress for Success/Mock Interview	0	0	16	0	328	140
Education Coordination	4	0	0	0	0	0
Employment Counseling	188	12	295	4	0	0
Food Service Training	0	0	8	6	0	0
Illinois Employment and Training Center	296	148	558	282	167	46
Interviewing Techniques	0	0	32	0	582	222
Job Club	196	56	1512	374	1029	221
Job Readiness	610	321	696	326	0	0
Microsoft Application Training	0	0	0	0	2	0
Off-Site Interview	100	12	294	67.5	0	0
Orientation	930	670	1408	1110	595	453
Parenting and Stress Management	38	6	338	61	543	134
Personal Development	182	48	858	406	0	0
Placement Appointment	258	48	864	32	458	32
Resumes and Job Applications	0	0	129	64	34	180
Security Guard Training	8	0	5	0	0	0
Self-Marketing	100	12	322	53.5	531	174
Structured Job Search	42	28	176	84	0	0
TABE Testing	128	68	203	108	59	23
Time and Money Management/Goal Setting	38	12	339	72	582	218

For each month, we computed the number of foster youth assigned to an activity and the number of foster youth who engaged in that activity for at least 1 hour. We then aggregated those totals across months. Because of this aggregation, the unit of measure in Table 13 is *person-months*. The advantage of this measure is that it takes into account both the number of foster youth assigned to or engaged in an activity and the number of months for which they were assigned to or engaged in that activity. Nevertheless, the results are essentially the same as those shown in Table 11.

**Table 13. Number of Person-Months Assigned to and Engaged in Employment Training Activities by Year**

	2007 (June–December)		2008 (January–December)		2009 (January–July)	
	Person-Months assigned	Person-Months engaged	Person-Months assigned	Person-Months engaged	Person-Months assigned	Person-Months engaged
Assessment	0	0	0	0	12	3
Career Coach	71	41	110	59	30	19
Certified Nursing Assistant Training	0	0	9	8	0	0
Clerical Training	0	0	12	0	0	0
Communication	0	0	12	4	74	28
Computer Literacy	81	53	150	75	91	33
Conflict Resolution	6	3	69	13	74	20
Customer Service	11	5	98	26	45	19
Dress for Success/Mock Interview	0	0	2	0	47	20
Education Coordination	1	0	0	0	0	0
Employment Counseling	45	3	77	1	0	0
Food Service Training	0	0	1	1	0	0
Illinois Employment and Training Center	74	37	121	61	27	11
Interviewing Techniques	0	0	4	0	80	29
Job Club	32	9	226	57	139	38
Job Readiness	79	1	99	44	0	0
Microsoft Applications Training	0	0	0	0	1	0
Off-site Interview	13	2	48	12	0	0
Orientation	84	70	143	126	81	61
Parenting and Stress Management	6	1	52	11	75	18
Personal Development	24	8	122	56	0	0
Placement Appointment	66	12	220	6	107	7
Resumes and Job Applications	0	0	17	8	75	26
Security Guard Training	1	0	1	0	0	0
Self-Marketing	13	2	49	10	73	27
Structured Job Search	5	4	28	14	0	0
TABE Testing	31	17	51	27	17	7
Time and Money Management/Goal Setting	6	2	53	12	79	31

In addition to looking at the employment training activities to which foster youth were assigned and in which they engaged, we also examined their placement in subsidized jobs. Of the 298 foster youth who attended an orientation, 41.6 percent ( $n = 124$ ) were placed in at least one subsidized job, and 25.5 percent ( $n = 76$ ) worked at a subsidized job in which they were placed for at least 1 hour.

Table 14 shows the number of foster youth who were placed in subsidized jobs (P) in each month between June 2007 and July 2009. It also shows the number of foster youth who *worked* for at least 1 hour at the subsidized job in which they were placed (W). Both the number of foster youth who were placed in subsidized jobs (P) and the number who worked at their subsidized jobs varied greatly from month to month. For example, in 2008, the only year for which we have 12 months of data, the number of foster youth with subsidized jobs ranged from a low of 1 in December to a high of 38 in June. Likewise, the number of foster youth who worked at subsidized jobs for at least 1 hour ranged from a low of 0 in November and December to a high of 18 in May and October.

Particularly striking is the gap between the number of foster youth who were placed in subsidized jobs in a given month and the number who actually worked at their subsidized jobs for at least 1 hour. The number of foster youth who actually worked at their subsidized jobs for at least 1 hour was consistently lower than the number who placed in subsidized jobs.

**Table 14. Subsidized Job Placements**

	JAN		FEB		MAR		APR		MAY		JUN		JUL		AUG		SEP		OCT		NOV		DEC		TOTAL	
	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W	P	W
2007	-	-	-	-	-	-	-	-	-	-	6	3	11	5	8	0	4	1	13	7	12	1	5	1	32	17
2008	8	5	10	4	17	7	18	6	25	18	38	11	27	14	28	2	22	8	33	18	15	0	1	0	84	32
2009	2	1	1	1	12	9	8	3	18	10	14	8	4	1			-	-	-	-	-	-	-	-	34	14

P = Number of foster youth placed in a subsidized job

W = Number of foster youth who worked at a subsidized job for at least one hour

Table 15 shows the categories of subsidized jobs in which foster youth were placed between June 2007 and July 2009, the number of foster youth who were placed in each type of subsidized job, and the number of foster youth who worked for at least 1 hour at each type of subsidized job.<sup>12</sup> Foster youth were most likely to be placed in subsidized jobs involving custodial, janitorial, or maintenance work, followed by clerical work, data entry, or reception. Many foster youth were also placed in subsidized jobs as housekeepers, youth workers, and teachers' aides.

Table 15 also shows that the number of foster youth who worked for at least 1 hour at particular types of subsidized jobs was generally lower than the number of foster youth who were placed in those types of subsidized jobs. Indeed, in some cases, fewer than half of the foster youth who were placed in a particular type of subsidized job actually worked at that subsidized job for at least 1 hour.

**Table 15. Subsidized Job Type (N = 124)**

	<b>Number of youth who had a subsidized job</b>	<b>Number of youth who worked for at least 1 hour</b>
Assembly line worker/machine operator	5	3
Clerical/data entry/reception	31	13
Construction/labor	5	3
Cook/dietary aide/food preparation	9	6
Custodial/janitorial/maintenance	45	20
Customer service	9	4
Dental/nursing assistant	2	2
Furniture mover	3	1
Home health aide/attendant	4	3
Housekeeping	24	15
Inventory/stocker	6	2
School monitor/security guard	3	2
Store clerk/cashier	10	3
Teacher's aide	19	8
Youth worker	21	16
Job type missing	40	13

Table 16 is similar to Table 15 except that it shows the total number of months in which foster youth were placed in particular types of subsidized jobs and the total number of months in which

<sup>12</sup> Foster youth are represented more than once if they were placed in more than one category of subsidized job.

they worked for at least 1 hour at that type of subsidized job. Although some of the numbers are substantially higher, the rank order of the categories is basically the same.

**Table 15: Subsidized Job Type (N = 124)**

	<b>Total number of months placed</b>	<b>Total number of months worked for at least 1 hour</b>
Assembly line worker/machine operator	7	3
Clerical/data entry/receptionist	52	15
Construction/labor	8	3
Cook/dietary aide/food preparation	11	6
Custodial/janitorial/maintenance	100	37
Customer service	15	6
Dental/nursing assistant	2	2
Furniture mover	5	1
Home health aide/attendant	5	4
Housekeeping	45	19
Inventory/stocker	6	2
School monitor/security guard	4	3
Store clerk/cashier	18	4
Teacher's aide	27	9
Youth worker	35	18
Job type missing	56	19

We also compared these data to the types of jobs in which foster youth expressed an interest during orientation. Table 76 shows the responses of the 167 foster youth who identified a preference. By far the most popular, identified by nearly 40 percent of the foster youth, was customer service/hospitality. At least 10 percent identified only one other career option—child development. If we combine the categories clerical, secretary, and receptionist, this new category would be the third largest. Very few foster youth expressed an interest in janitorial work, although that was the type of subsidized job in which they were most likely to be placed.

**Table 17. Careers of Interest Identified at Orientation (N = 167)**

	#	%
Banking	2	1.20
Certified nursing assistant	12	7.19
Carpentry	3	1.80
Child development	17	10.18
Clerical	12	7.19
Computer repair	1	0.60
Construction	5	2.99
Cook	1	0.60
Customer service	66	39.52
Food service	6	3.59
Hotel hospitality	1	0.60
Housekeeping	10	5.99
Janitorial	4	2.40
Manufacturing	3	1.80
Medical clerk	2	1.20
Receptionist	1	0.60
Secretary	2	1.20
Security guard	7	4.19
Truck driver	1	0.60
Warehousing	11	6.59

Finally, we looked at the types of employers providing foster youth with opportunities for subsidized employment. To do this, we grouped the employers into a dozen broad categories (i.e., childcare, faith-based organizations, health/nursing care, nonprofits, janitorial, construction, groceries, moving companies, restaurants, retail, other businesses, and miscellaneous) and counted the number of youth who were placed in subsidized jobs and the number of youth who worked for at least 1 hour at the subsidized jobs within each category of employer.

The results are presented in Table 18. By far, nonprofit organizations, social service agencies, and community centers account for the largest group of subsidized job placements. Foster youth are also commonly placed in healthcare facilities or nursing homes, in childcare centers and with faith-based organizations. A more detailed table can be found in Appendix G.

**Table 18. Employers (N = 124)**

	# Youth Placed	# Youth Worked
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Childcare	24	9
Construction	5	3
Faith based	20	9
Groceries	14	3
Health/Nursing care	37	27
Janitorial	3	2
Miscellaneous	4	2
Moving companies	6	1
Community centers, social service agencies, and nonprofit organizations	69	36
Other businesses	9	6
Restaurants	12	4
Retail	6	2

Table 19 is similar to Table 18 except that the numbers reflect the total number of months in which foster youth were placed with or worked for a particular category of employer. Taking the number of months into account had virtually no effect on either the rank order of the categories or the predominance of placements with nonprofit organizations, social service agencies, community centers, healthcare facilities, and nursing homes. A more detailed table can be found in Appendix H.

**Table 19. Employers (N = 124)**

	<b># Months Placed</b>	<b># Months Worked</b>
Child care	38	13
Construction	8	5
Faith based	39	14
Groceries	23	4
Health/nursing care	81	39
Janitorial	5	2
Miscellaneous	5	3
Moving companies	11	1
Community centers, social service agencies, and nonprofit organizations	144	53
Other businesses	12	6
Restaurants	18	6
Retail	6	2

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# Discussion

We used administrative data to examine the implementation of a community-based employment training and job placement program for foster youth in Cook County, Illinois. Two questions motivated our analysis of the data. First, what are the demographic characteristics and placement histories of the young people who participate in the program? And second, what is the program doing to prepare them for employment and place them in jobs?

With respect to the first question, the nearly 300 young people who were the focus of our study were, as a group, educationally disadvantaged. Although more than two-thirds were at least 19 years old when they attended orientation, only one-third had completed high school. Moreover, the vast majority lacked basic math and reading skills. Without additional training, these educational deficits would make it very difficult for these young people to secure employment that pays a living wage.

The Department of Children and Family Services identified 11 percent of these young people as having a learning or other disability, and more than half were thought to need mental health services. Importantly, this does not mean that a majority of these young people had been diagnosed with a psychiatric disorder, although some may have been. However, it does suggest that many of these young people had an emotional or psychological problem significant enough to merit professional attention.

Nearly one-third of these young people had entered foster care more than once, and just under half of them were not yet 12 years old at the time of their most recent entry into foster care. In

fact, one-quarter had last entered foster care before their 6<sup>th</sup> birthday. Not only had some of these young people spent a considerable proportion of their lives in foster care, but their living arrangements during that time were generally not very stable. More than one-half had been in their current placement for no more than 6 months, and nearly two-thirds had experienced five or more different placements since they last entered foster care. This placement instability may have contributed to their low level of educational attainment, particularly if their placement changes had also prompted a change in schools. It may also have made it difficult for these young people to form strong bonds with supportive and caring adults.

The sheer number of placements these young people had experienced is not the only concern. Equally troubling is the fact that nearly 80% had been placed in at least one group-care setting, and more than one-third had been placed in three or more. Foster youth are typically placed into group-care settings when they exhibit problem behaviors. That 41 percent (and 63.5% of males) had spent time in juvenile detention or a correctional facility also suggests that these foster youth may have experienced behavioral problems.

Although only 7 percent of these young people were currently living with relatives, nearly three-quarters had spent some time in kinship care since their most recent entry. Some of these family members may be a resource on which these young people can draw for support during the transition to adulthood.

To better understand what the program is doing to help prepare these young people for employment, we looked at both training activities and subsidized job placements. Foster youth participate in a wide range of training activities during their first 4 weeks in the program. We found some variation in the likelihood that foster youth were assigned to or engaged in different activities over the 3 years for which we had data. However, some activities were among the top five in at least 2 of those 3 years. These included Orientation, Computer Literacy, Job Club, and the Illinois Employment and Training Center.

Particularly striking was the discrepancy we observed between the number of foster youth who were assigned to an activity and the number of foster youth who actually engaged in that activity

for at least 1 hour. Across activities and over time, the number of foster youth who actually engaged in an activity for at least 1 hour was consistently lower than the number of foster youth who were assigned to that activity, and those differences were sometimes quite large.

We found a similar discrepancy between the number of foster youth who were placed in a subsidized job and the number who completed at least 1 hour of subsidized employment. Of the 298 foster youth who were the focus of our study, 42% were placed in at least one subsidized job but only 26 percent completed at least 1 hour of employment at subsidized jobs in which they were placed. We observed this same pattern when we looked at subsidized employment by job type. In some cases, the number of foster youth who completed at least 1 hour of employment at a particular type of subsidized job was less than half the number who were placed in that type of subsidized job.

These foster youth could be placed in many types of subsidized jobs. The most common placements involved custodial, janitorial, or maintenance work and clerical work, data entry, or reception. Many foster youth were also placed in subsidized jobs as housekeepers, youth workers, and teachers' aides. Generally speaking, the types of subsidized jobs in which foster youth were placed did not reflect their stated preferences. For example, nearly 40 percent of these foster youth expressed an interest in customer service/hospitality, but that was not among the types of subsidized jobs in which they were most likely to be placed. Conversely, although very few foster youth expressed an interest in janitorial work, placements involving that type of work were the most common.

Equally broad was the range of employers who provided opportunities for subsidized employment to these foster youth. Nonprofit organizations, social service agencies, and community centers accounted for the largest group of subsidized job placements. Healthcare facilities and nursing homes, childcare centers, and faith-based organizations were also major providers of opportunities for subsidized employment.

Our findings raise a number of questions. First, what might explain the low level of engagement in the training activities? Perhaps the activities to which the young people were assigned and

what they perceived their needs to be were mismatched. It could reflect a lack of effective communication by program staff about the purpose of the training or how the skills being taught will help foster youth become and remain employed. Another possibility is that the training, if classroom based, may feel too much like school.

Second, why did so many foster youth fail to work at the subsidized jobs in which they were placed? One possibility, alluded to above, is that the subsidized jobs in which they were placed did not match their interests. Alternatively, these foster youth may have encountered barriers at these subsidized job placements of which the program was unaware or could not address. Answering these questions will require qualitative data of the sort that we collected from the foster youth who participated in one of two focus groups. Those data will be presented in a subsequent report.

This research also raises the obvious question of whether participation in this employment training and job placement program is associated with better labor market outcomes. In other words, are foster youth more likely to become employed if they participate in this program than if they do not, all other things being equal? Presumably, the answer to this question would be of great interest to DCFS, which contracts with CAPs to provide employment training and job placement services to Cook County foster youth.

Answering this question will require an impact evaluation. One possibility would be to use unemployment insurance wage records from the Illinois Department of Employment Security to assess the employment outcomes of former foster youth who participated in the program. Another approach would be to collect survey data from former program participants. The latter approach would allow an examination of a much wider range of employment-related outcomes. In either case, a control, or, at minimum, a comparison group of former foster youth making the transition to adulthood who did not participate in the program should be included.

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# Limitations

Finally, we want to acknowledge the limitations of our study. These limitations should be kept in mind when interpreting the results. First, the foster youth who participated in this employment training and job placement program may not represent all young people aging out of foster care in Cook County, Illinois. Random assignment was not used to determine which foster youth would participate. Rather, these young people were referred to (or referred themselves to) the program because they were perceived to have a particular need.

Second, although the data we received from CAPs included records for 352 foster youth, we limited our analysis to the 298 young people (or 85% of the total) whose DCFS records we were able to locate. We have no *a priori* reason to believe that these foster youth were systematically different from the foster youth whose DCFS records we were unable to locate, but we cannot rule out this possibility. Third, as noted at several points throughout the presentation of the results, data were either missing or seemingly incorrect in a nontrivial number of cases.

And, finally, the CAPs program data are collected for administrative purposes rather than for research. This limits the range of questions that can be addressed. For example, although administrative data can tell us that program participants often failed to engage in the activities to which they were assigned or to work at the subsidized jobs in which they were placed, more qualitative data are needed to understand why.

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# Appendices

## Appendix A. Number of Foster Youth Assigned to and Engaged in Employment and Training Activities in 2007

	JUN		JUL		AUG		SEP		OCT		NOV		DEC	
	A	E	A	E	A	E	A	E	A	E	A	E	A	E
Career Coach	15	10	18	11	5	5	5	2	9	1	8	5	11	8
Computer Literacy	15	9	17	9	7	7	5	4	18	14	8	3	11	8
Conflict Resolution	0	0	0	0	0	0	2	0	0	0	0	0	4	3
Customer Service	3	1	2	0	3	2	2	3	0	0	0	0	1	0
Education Coordination	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Employment Counseling	6	3	12	0	3	0	2	0	13	0	5	0	4	0
Illinois Employment and Training Center	14	6	18	11	7	7	0	0	13	2	7	3	11	8
Job Club	0	0	0	0	0	0	5	1	15	3	8	1	4	4
Job Readiness	15	9	18	9	8	7	2	0	19	7	6	3	11	6
Off-Site Interview	0	0	0	0	0	0	2	0	7	1	0	0	4	1
Orientation	17	11	19	16	8	8	5	4	16	14	8	8	11	14
Parenting and Stress Management	0	0	0	0	0	0	2	0	0	0	0	0	4	1
Personal Development	0	0	0	0	0	0	2	0	14	4	7	4	1	0
Placement Appointment	7	3	15	0	15	4	3	0	14	4	7	0	5	0
Security Guard Training	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Self-Marketing	0	0	0	0	0	0	2	0	7	1	0	0	4	1
Structured Job Search	0	0	0	0	0	0	0	0	0	0	5	4	0	0
TABE Testing	3	3	13	9	1	1	2	2	7	1	3	1	2	0
Time and Money Management/Goal Setting	0	0	0	0	0	0	0	0	0	0	0	0	4	2

A = Number of foster youth assigned to activity

E = Number of foster youth engaged in activity

**Appendix B. Number of Foster Youth Assigned to and Engaged in Employment Training Activities in 2008**

	JAN		FEB		MAR		APR		MAY		JUN		JUL		AUG		SEP		OCT		NOV		DEC	
	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E
Career Coach	6	4	6	5	10	6	16	8	5	2	17	12	18	7	11	3	2	1	8	4	4	3	7	4
Certified Nursing Assistant Training	1	0	0	0	4	4	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clerical Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0
Communication	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	2	6	2
Computer Literacy	8	3	4	0	11	7	15	8	10	5	20	10	19	6	18	11	9	6	16	10	7	3	13	6
Conflict Resolution	5	1	0	0	67	2	8	4	6	1	4	1	21	0	3	1	4	1	2	0	6	2	4	0
Customer Service	1	0	2	1	5	2	8	3	10	1	7	3	21	5	11	2	8	3	11	1	7	3	7	2
Dress for Success/Mock Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0
Employment Counseling	9	0	0	0	4	0	13	0	11	0	11	0	16	0	7	0	4	1	2	0	0	0	0	0
Food Service Training	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Illinois Employment and Training Center	6	4	6	5	10	5	15	6	10	3	18	13	9	3	14	6	7	4	11	5	2	1	13	6
Interviewing Techniques	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0
Job Club	9	2	4	1	12	7	15	6	13	3	19	11	23	7	29	3	22	3	25	6	19	1	38	7
Job Readiness	13	7	6	2	11	9	5	0	10	3	9	7	15	23	7	3	8	2	6	4	9	5	0	0
Off-Site Interview	5	0	0	0	7	2	9	5	7	2	4	2	8	0	2	0	4	1	2	0	0	0	0	0
Orientation	6	6	6	6	11	10	16	16	10	9	19	16	20	16	15	12	7	7	15	14	5	4	13	10
Parenting and Stress Management	5	0	0	0	6	1	8	4	6	1	4	2	7	1	3	1	4	1	2	0	3	0	4	0
Personal Development	3	2	4	1	6	6	13	6	9	5	19	12	29	4	13	7	9	5	14	7	3	1	0	0
Placement Appointment	6	0	14	0	6	1	10	1	16	0	29	0	28	3	39	0	28	0	16	0	11	1	19	0
Resume and Job Applications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	3	11	5
Security Guard Training	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self-Marketing	2	0	0	0	6	3	8	3	6	2	4	1	7	0	3	0	4	1	2	0	3	0	4	0
Structured Job Search	0	0	4	2	2	0	1	0	0	0	8	4	7	5	6	3	0	0	0	0	0	0	0	0
TABE Testing	3	2	5	3	6	6	6	1	4	2	8	5	5	2	8	4	2	0	4	2	0	0	0	0
Time and Money Management/Goal Setting	5	1	0	0	6	2	8	5	6	2	4	0	7	0	3	1	4	0	2	0	3	1	5	0

A = Number of foster youth assigned to activity

E = Number of foster youth engaged in activity

**Appendix C. Number of Foster Youth Assigned to and Engaged in Employment Training Activities in 2009**

	JAN		FEB		MAR		APR		MAY		JUN		JUL	
	A	E	A	E	A	E	A	E	A	E	A	E	A	E
Assessment	0	0	0	0	0	0	5	2	1	0	2	1	4	0
Career Coach	5	3	4	3	8	6	5	5	4	1	4	1	0	0
Communication	10	7	7	5	21	5	11	2	5	1	6	1	14	7
Computer Literacy	13	6	7	2	20	5	11	5	10	2	11	6	19	7
Conflict Resolution	10	7	7	3	21	4	8	2	6	2	7	1	15	1
Customer Service	10	2	5	1	8	0	2	0	1	1	8	7	11	10
Dress for Success/Mock Interview	4	1	6	3	11	5	9	2	4	2	2	0	11	9
Illinois Employment and Training Center	5	3	3	1	6	5	5	1	3	0	5	1	0	0
Interviewing Techniques	10	3	18	4	16	3	11	2	8	2	12	7	15	10
Job Club	17	4	21	10	26	14	17	3	14	3	23	1	21	3
Microsoft Application Training	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Orientation	6	5	12	8	13	13	12	7	3	2	19	12	16	14
Parenting and Stress Management	11	4	8	3	21	5	6	1	4	1	10	4	15	0
Placement Appointment	19	0	7	0	22	3	19	2	18	2	15	0	7	0
Resume Writing and Job Applications	7	4	7	2	16	4	14	4	4	1	11	6	16	5
Self-Marketing	8	5	5	1	19	5	8	2	5	2	9	6	19	6
TABE Testing	1	1	2	2	3	1	5	1	2	1	2	1	2	0
Time and Money Management/Goal Setting	10	4	8	5	21	7	10	1	4	1	12	4	16	8

A = Number of foster youth assigned to activity

E = Number of foster youth engaged in activity

**Appendix D. Number of Hours Assigned to and Engaged in Employment and Training Activities in 2007 (N = 124)**

	JUN		JUL		AUG		SEP		OCT		NOV		DEC	
	A	E	A	E	A	E	A	E	A	E	A	E	A	E
Career Coach	84	40	80	44	26	32	24	8	44	4	32	20	44	32
Computer Literacy	120	60	144	72	48	55	40	24	142	106	72	24	90	62
Conflict Resolution	0	0	0	0	0	0	14	0	52	8	28	12	24	16
Customer Service	20	4	16	0	12	8	16	16	0	0	0	0	8	0
Education Coordination	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Employment Counseling	24	12	48	0	10	0	12	0	0	0	0	0	16	0
Illinois Employment and Training Center	56	24	72	44	28	28	16	0	0	0	0	0	44	32
Interviewing Techniques	0	0	0	0	0	0	14	0	62	6	0	0	24	6
Job Club	0	0	0	0	0	0	28	6	96	20	48	6	24	24
Job Readiness	120	71	148	72	64	82.5	16	0	160	43	36	18	66	34.5
Time and Money Management	196	104	220	172	84	68	44	16	148	120	96	88	142	102
Off-Site Interview	0	0	0	0	0	0	14	0	62	6	0	0	24	6
Orientation	196	104	220	172	84	68	44	16	148	120	96	88	142	102
Parenting and Stress Management	0	0	0	0	0	0	14	0	0	0	0	0	24	6
Personal Development	0	0	0	0	0	0	16	0	114	24	46	24	6	0
Placement Appointment	28	12	64	0	58	16	12	4	50	16	26	0	20	0
Security Guard Training	0	0	0	0	8	0	0	0	0	0	0	0	0	0
Self-Marketing	0	0	0	0	0	0	14	0	62	6	0	0	24	6
Structured Job Search	0	0	0	0	0	0	0	0	0	0	42	28	0	0
TABE Testing	12	12	52	36	4	4	8	8	32	4	12	4	8	0
Time and Money Management/Goal Setting	0	0	0	0	0	0	14	0	0	0	0	0	24	12

A = Number of hours assigned to activity

E = Number of hours engaged in activity

## Appendix E. Number of Hours Assigned to and Engaged in Employment Training Activities in 2008

	JAN		FEB		MAR		APR		MAY		JUN		JUL		AUG		SEP		OCT		NOV		DEC	
	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E	A	E
Career Coach	24	16	24	20	40	24	64	32	18	8	66	46	82	27	45	11	8	4	48	24	32	24	44	24
Certified Nursing Assistant Training	6	0	0	0	32	32	32	32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Clerical Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0
Computer Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	48	16	48	16
Conflict Resolution	72	20	32	0	96	52	152	62	76	38	160	80	162	39	152	89	62	42	128	80	56	24	104	48
Customer Service	32	6	0	0	34	10	48	24	36	6	24	6	114	0	18	8	30	8	16	0	48	16	32	0
Dress for Success/Mock Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0
Employment Counseling	8	0	16	8	40	16	64	24	78	8	61	29	168	40	86	16	69	22	88	8	56	24	56	16
Food Service Training	0	0	0	0	0	0	0	0	0	0	0	0	8	6	0	0	0	0	0	0	0	0	0	0
Illinois Employment/ Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0
Interviewing Techniques	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24	0	0	0
Job Club	24	16	24	20	40	20	60	24	40	12	74	54	36	12	56	36	36	20	56	20	16	8	96	40
Job Readiness	28	0	0	0	40	10	54	28	42	12	24	9.5	46	0	12	0	32	8	16	0	0	0	0	0
Off-Site Interview	36	0	0	0	18	0	52	0	44	0	44	0	49	0	28	0	16	4	8	0	0	0	0	0
Orientation	64	60	68	60	96	80	162	128	92	80	212	152	188	134	168	116	72	68	136	120	46	32	104	80
Parenting/Stress Management	32	0	0	0	34	4	48	24	36	6	24	7	42	6	18	6	32	8	16	0	24	0	32	0
Personal Development	20	14	26	6	50	48	86	36	62	34	128	82	178	28	98	56	74	40	112	56	24	6	0	0
Placement Appointment	25	0	56	0	24	8	40	4	64	0	110	0	104	12	144	0	112	0	64	0	45	8	76	0
Security Guard Training	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Self-Marketing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	48	24	81	40
Structured Job Search	16	0	0	0	34	16	48	18	36	10	24	1.5	42	0	18	0	32	8	16	0	24	0	32	0
TABE Testing	12	8	20	12	24	24	24	4	16	8	32	20	20	8	32	16	7	0	16	8	0	0	0	0
Time/Money Management	32	6	0	0	34	10	48	30	36	12	24	0	42	0	18	6	32	0	16	0	24	8	33	0

A = Number of hours assigned to activity; E = Number of hours engaged in activity

**Appendix F. Number of Hours Assigned to and Engaged in Employment Training Activities in 2009**

	JAN		FEB		MAR		APR		MAY		JUN		JUL	
	A	E	A	E	A	E	A	E	A	E	A	E	A	E
Assessment	0	0	0	0	0	0	15	6	3	0	11	3	36	0
Career Coach	28	12	23	15	55	21	15	15	15	3	15	3	112	56
Communication	80	56	51	35	159	30	63	6	35	3	43	3	159	56
Computer Literacy	104	48	51	11	151	30	63	15	75	11	83	43	120	8
Conflict Resolution	80	56	51	19	159	27	39	6	43	16	51	3	88	64
Customer Service	80	16	40	8	64	0	16	0	8	8	64	56	88	56
Dress for Success/Mock Interview	32	8	43	19	75	30	52	16	27	11	11	0	120	64
Illinois Employment and Training Center	28	12	20	4	48	19	40	8	12	0	19	3	180	24
Interviewing Techniques	80	24	59	27	115	19	63	16	59	16	86	56	2	0
Job Club	132	32	125	53	218	72	115	12	108	24	151	4	120	112
Orientation	44	36	95	63	95	113	71	31	23	11	147	87	120	0
Parenting and Stress Management	84	32	59	24	155	35	23	3	27	8	75	32	30	0
Placement Appointment	76	0	28	0	104	16	80	8	76	8	64	0	128	40
Resume Writing	52	28	47	7	115	22	87	27	27	8	78	48	152	48
Self-Marketing	68	36	31	4	139	26	39	6	35	11	67	43	8	0
TABE Test	4	4	7	7	11	3	15	3	7	3	7	3	128	64
Time and Money Management	80	32	59	35	163	46	39	6	27	3	86	32	0	0

A = Number of hours assigned

E = Number of hours engaged

## Appendix G. Unweighted Employers

		# Youth Placed	# Youth Worked
<b>Health care and nursing homes</b>			
	Avenue Care Center	7	5
	Bronzeville Park Skilled Nursing and Rehab Center	1	1
	Chatham Dental Care	4	3
	Chicago Home Healthcare Agency	2	1
	Christian Community Health Center	4	4
	Georgia Doty Health Education Fund	1	0
	Grasmere Place LLC	3	2
	Medical Professionals for Home Healthcare	4	2
	Monroe Pavillion Health and Treatment Center	1	1
	Park House Nursing Home	3	2
	Rainbow Beach Nursing Center	7	3
	South Shore Hospital	13	9
<b>Childcare</b>			
	Auntie Day Care	2	0
	Boulevard Care Center	5	1
	Children's Depot	6	2
	Grace's Kindercare	1	0
	Humpty Dumpty Day Care	1	0
	Imani Children's Academy Inc.	3	2
	Henry Booth House Hegewisch Head Start	1	0
	Kiddie Kottage Day Care	1	1
	Pyramid to Success Day Care	1	0
	Rainey's Day Care	1	0
	Rodia's Motherly Touch Childcare	1	1
	Turner Daycare	1	1
	Universal Child Daycare	1	1

<b>Community centers, social service agencies, and nonprofit organizations</b>			
	Chicago South Community Development Organization	12	4
	City of Chicago	2	1
	Community Assistance Programs	26	6
	Community Learning Center	3	2
	Garth Community Services	4	2
	Greater Roseland Teen Reach Program	15	8
	KAZ Community Development Corp.	1	1
	Metro Area African American Senior Resource Network	2	2
	Pretend Town	22	18
	Robbins Community Center	2	0
	South Chicago Parents and Friends Inc.	5	2
	South Chicago YMCA	2	0
<b>Faith-based organizations</b>			
	Bethlehem Church	1	1
	Fernwood Methodist Education	2	0
	Holy Bible Missionary Baptist Church	4	2
	Joy Fellowship	7	3
	MBC Christian Community Outreach	1	1
	Repair of the Breach Ministries	1	1
	Rose of Sharon C.O.G.I.C.	3	1
	Sheldon Heights Church of Christ	1	0
	Victory Christian Assembly Church	1	0
<b>Groceries</b>			
	Buy N Save Supermarket	10	1
	Dimitri Best Foods	1	0
	Eddie Foods	4	2

<b>Restaurants/food service</b>			
	Angelica's Bakery	2	0
	Hoagy Town	1	1
	New Look Restaurant and Bar	1	0
	Popcorn and More	3	1
	Porter Grill and Preferred Catering	1	1
	Sir Chicken	1	0
	Tedro's Flavors	3	1
<b>Construction</b>			
	L and M Construction	4	3
	Najlia International Decorating Inc.	1	0
<b>Maintenance/janitorial</b>			
	CTH Maintenance Co. Incorporation	1	1
	Ruby Jones Environmental Janitorial Services	3	0
	Zenon Orlinsky Group	1	1
<b>Moving companies</b>			
	King Kong Movers Corporation	3	0
	Medley's Moving and Storage Inc.	1	0
	Reo Movers	2	1
<b>Retail</b>			
	Gear Shop	2	1
	Halsted Indoor Mall	1	0
	Reda's Boutique	3	1
<b>Other businesses</b>			
	All American Insurance Group	1	1
	Chatham Business Association	1	1
	Ink Spots Printing	1	1
	Lake Front Realty LLC	3	2
	Magnum Security	1	0
	MicroTrain Technologies	1	0
	Temp-Tee's Inc.	1	1

<b>Miscellaneous</b>			
	3 Circles School of Karate and Physical Fitness	1	0
	Climb Up Program	1	1
	Home Alone with Home	1	1
	Luv 4 U	1	0

**Appendix H. Weighted Employers (N = 124)**

		<b># Person Months Placed</b>	<b># Person Months Worked</b>
<b>Health care and nursing homes</b>			
	Avenue Care Center	8	5
	Bronzeville Park Skilled Nursing and Rehab Center	1	1
	Chatham Dental Care	6	3
	Chicago Home Healthcare Agency	5	1
	Christian Community Health Center	11	6
	Georgia Doty Health Education Fund	1	0
	Grasmere Place LLC	5	2
	Medical Professionals for Home Healthcare	8	4
	Monroe Pavillion Health and Treatment Center	2	1
	Park House Nursing Home	5	2
	Rainbow Beach Nursing Center	9	4
	South Shore Hospital	23	11
<b>Childcare</b>			
	Auntie Day Care	2	0
	Boulevard Care Center	9	2
	Children's Depot	9	3
	Grace's Kindercare	2	0
	Humpty Dumpty Day Care	1	0
	Imani Children's Academy Inc.	6	3
	Henry Booth House Hegewisch Head Start	1	0
	Kiddie Kottage Day Care	1	1
	Pyramid to Success Day Care	1	0
	Rainey's Day Care	1	0
	Rodia's Motherly Touch Childcare	2	1
	Turner Daycare	2	2
	Universal Child Daycare	1	1

<b>Community centers, social service agencies, and nonprofit organizations</b>			
	Chicago South Community Development Organization	22	7
	City of Chicago	2	1
	Community Assistance Programs	34	7
	Community Learning Center	6	3
	Garth Community Services	6	2
	Greater Roseland Teen Reach Program	21	10
	KAZ Community Development Corp.	1	1
	Metro Area African American Senior Resource Network	2	2
	Pretend Town	35	19
	Robbins Community Center	3	0
	South Chicago Parents and Friends Inc.	7	2
	South Chicago YMCA	2	0
<b>Faith-based organizations</b>			
	Bethlehem Church	2	1
	Fernwood Methodist Education	3	0
	Holy Bible Missionary Baptist Church	9	3
	Joy Fellowship	17	7
	MBC Christian Community Outreach	1	1
	Repair of the Breach Ministries	1	1
	Rose of Sharon C.O.G.I.C.	4	1
	Sheldon Heights Church of Christ	1	0
	Victory Christian Assembly Church	1	0
<b>Groceries</b>			
	Buy N Save Supermarket	12	1
	Dimitri Best Foods	1	0
	Eddie Foods	10	3

<b>Restaurants/food service</b>			
	Angelica's Bakery	2	0
	Hoagy Town	1	1
	New Look Restaurant and Bar	3	0
	Popcorn and More	5	2
	Porter Grill and Preferred Catering	2	2
	Sir Chicken	1	0
	Tedro's Flavors	4	1
<b>Construction</b>			
	L and M Construction	6	5
	Najlia International Decorating Inc.	2	0
<b>Maintenance/janitorial</b>			
	CTH Maintenance Co. Incorporation	1	1
	Ruby Jones Environmental Janitorial Services	3	0
	Zenon Orlinsky Group	2	1
<b>Moving companies</b>			
	King Kong Movers Corporation	6	0
	Medley's Moving and Storage Inc.	1	0
	Reo Movers	4	1
<b>Retail</b>			
	Gear Shop	2	1
	Halsted Indoor Mall	1	0
	Reda's Boutique	3	1
<b>Other businesses</b>			
	All American Insurance Group	1	1
	Chatham Business Association	1	1
	Ink Spots Printing	1	1
	Lake Front Realty LLC	5	2
	Magnum Security	1	0
	MicroTrain Technologies	1	0
	Temp-Tee's Inc.	2	1

<b>Miscellaneous</b>			
	3 Circles School of Karate and Physical Fitness	1	0
	Climb Up Program	1	1
	Home Alone with Home	2	2
	Luv 4 U	1	0

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### **About Chapin Hall**

Established in 1985, Chapin Hall is an independent policy research center whose mission is to build knowledge that improves policies and programs for children and youth, families, and their communities.

Chapin Hall's areas of research include child maltreatment prevention, child welfare systems and foster care, youth justice, schools and their connections with social services and community organizations, early childhood initiatives, community change initiatives, workforce development, out-of-school time initiatives, economic supports for families, and child well-being indicators.

