

## Pathways to Success for Michigan's Opportunity Youth

- American Youth Policy Forum
- Michigan's Children

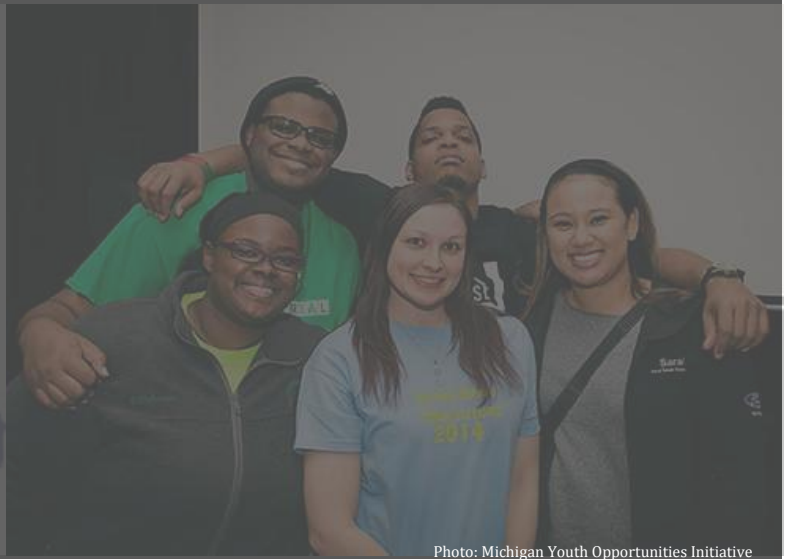


Photo: Michigan Youth Opportunities Initiative

*It is imperative that Michigan's advocates, policymakers, and leaders continue to build and sustain a robust pipeline to long-term success that includes a range of on-ramps for the Opportunity Youth population.*

### ***Project Overview***

With support from The C.S. Mott Foundation, the American Youth Policy Forum (AYPF) investigated and documented pathways into postsecondary education and the workforce for older, vulnerable youth<sup>1</sup> in Michigan with the goal of providing information to create a more robust dialogue amongst key state-level stakeholders.

### ***Pathways to Success***

Each young person must navigate his/her own pathway into and through postsecondary education and the workforce to long-term success personalized to his/her own unique needs and desires. The pathway to long-term success is often articulated as a straight road through K-12 education into postsecondary education

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<sup>1</sup> AYPF defines the older, vulnerable youth population to include young people aged 16-24 who are disengaged from education, workforce training, and career opportunities.

(either academic or technical training) and then into a job, yet this is not the reality for many. A range of barriers, obstacles, and realities of everyday life often turn a young person off this straight line trajectory. Thus, it is necessary to create a system of a variety of on-ramps allowing young people to re-enter education and/or employment training to create their own pathway to long-term success.

## ***AYPF's Efforts***

AYPF's efforts consisted of three phases:

1. Information gathering
2. Synthesis and analysis
3. Sharing knowledge and gathering feedback for documentation.

The information gathering began by identifying the demographics of Michigan's older, vulnerable youth population (see next section). Recognizing the diversity within this group and the wide range of needs helped guide our research towards the range of agencies and programs providing pathways to education and workforce development opportunities. We identified a number of programs operating at the local and regional level, but did not find many coordinated efforts statewide. Some exemplar pathways will be profiled in a later section.

## ***Identifying Common Elements of Practice***

From our analysis, we were able to identify common elements of practice across many of these pathways. Grounded in AYPF's understanding of the research, these common elements include a caring adult advisor, connections to a wide range of services, opportunities to express youth voice and ownership, and bridges between education and the workforce.

### *Convening Michigan Stakeholders*

Once we completed the first two phases, AYPF in collaboration with Michigan's Children hosted a day-long session to present our findings and gather feedback. Attendees included representatives from state agencies such as K12 and higher education, workforce, and economic development, along with statewide advocacy groups as well as local programs and providers. This session helped us refine the presentation of the population and common elements for a broader audience who might not be as familiar with the needs and opportunities of this population. Additionally, we developed a number of recommendations outlined in a later section aimed at building a broader awareness and understanding and leveraging resources to create a more coordinated statewide system of pathways and supports.

### ***Population Overview***

In 2013, there were just over 1.4 million youth ages 15 to 24 in Michigan.<sup>1</sup> Many of these youth face barriers that make long-term success difficult. Looking across research, AYPF has identified a number of specific barriers that increase a young person's chances of becoming disconnected: these include facing disciplinary difficulties in school, involvement with the juvenile justice system, experience in foster care, coming from impoverished homes, being homeless, or having parents that have not earned a high school diploma.

Young people who do not earn a secondary credential are more likely to be jobless, earn less money, have more family and relationship struggles, and become incarcerated as compared to youth who do earn a high school diploma.<sup>2</sup> Youth who go on to earn a postsecondary degree are not only better off in these categories, but are also less likely to live in poverty than high school dropouts.<sup>3</sup> Youth who drop out of high school are less likely to have maintained long-term employment by age 22 than youth with more education.<sup>4</sup> More details about these Opportunity Youth and their barriers are documented later in the brief.

## ***Opportunity Youth***

Michigan's older, vulnerable youth are also their Opportunity Youth. These young people struggle to complete a secondary credential, continue on to earn a postsecondary certificate or degree, and find a stable career. However, there are many opportunities for these young people to find pathways to success despite their barriers.

Opportunity Youth – sometimes referred to as "disconnected youth" – are defined as people between the ages of 16 and 24 who are neither in school nor working. Out of the 38.9 million Americans who fall into the 16 - 24 age range, about 6.7 million can be described as Opportunity Youth. These young men and women represent a social and economic opportunity: many of them are eager to further their education, gain work experience, and help their communities. Failure to invest in the future of these youth means 6.7 million missed opportunities across the United States.

The term "Opportunity Youth" has recently been adopted by many youth organizations (see [Opportunity Nation Coalition](#)) focused on the promise and opportunity of reconnecting the older, vulnerable youth population. Young people still face many of the same obstacles, but their opportunities do not have to be limited.

## ***Michigan Youth: Potential Barriers to Long-Term Success***

There are many barriers that disconnected youth face on their pathway to success. Issues within school, the justice system, the foster care system, impoverished homes, lack of stable homes, and parents without a high school credential are just a few of the obstacles young people face.

When faced with these barriers, a young person's likelihood of success in postsecondary education and the workforce diminishes. Each barrier creates challenges that youth are often ill-equipped to overcome. In many cases, one barrier

can lead to multiple adverse experiences, ultimately disconnecting youth from the traditional pathway to postsecondary success.

*For more information on the figures included here, please see Appendix 1 for Opportunity Youth and Appendix 2 for Potential Barriers.*

## MICHIGAN'S OPPORTUNITY YOUTH

**17%**

of young adults age 18-24 were not in school, not working, and had no degree beyond high school in 2012. <sup>1</sup>

**17%**

of all youth age 16-24 in Michigan were unemployed in 2012. <sup>2</sup>

**44,000**

teens age 16-19 were not attending school and not working in 2013. <sup>3</sup>

**12.5%**

of youth age 18-24 completed part of high school, but did not receive a diploma in 2013. <sup>4</sup>

**23.5%**

of the 2011-2012 HS graduates in postsecondary education were enrolled in at least one remedial course in math, reading, science, and/or writing. <sup>5</sup>

**52%**

of returning first time undergraduates returned for their second year for Fall of 2010 at two-year schools. <sup>6</sup>

1. [Kidscount.datacenter.org](http://Kidscount.datacenter.org): Persons Age 18 to 24 Not Attending School, Not Working, And No Degree Beyond High School

2. [Governing.com](http://Governing.com): Youth Unemployment Rate, Figures by State

3. [Kidscount.org](http://Kidscount.org): Teens 16 To 19 Not In School And Not Working

4. U.S. Census Bureau: Table B15001 (Michigan)

5. [mischooldata.org](http://mischooldata.org): District Profiles, Postsecondary Outcomes, Remedial Courses by High School

6. [HigherEdInfo.org](http://HigherEdInfo.org): Retention Rates - First-Time College Freshmen Returning Their Second Year



## MICHIGAN: POTENTIAL BARRIERS



### School Discipline

**130,487**

instances of in-school/out-of-school suspensions, and/or expulsions in K-12 in 2009-2010. \*<sup>1</sup>

\* This number excludes students with disabilities



### Juvenile Justice

**10%**

of the arrests made in 2012 were young people under age 18.<sup>2</sup>



### Foster Care Youth

**25%**

of youth in the foster care system were age 16-20 in 2012.<sup>3</sup>



### Poverty

**28%**

of youth age 16-24 lived below the poverty line in 2013.<sup>4</sup>



### Homelessness

**12,235**

students in grades 9-12 were reported as being homeless during school year 2012-13.<sup>5</sup>



### Parental Credential

**10%**

of youth under 18 were part of a household where the head lacked a high school credential in 2012.<sup>6</sup>

1. Ed.gov Civil Rights Data Collection 2009-10 National and State Estimations

2. OJJDP Statistical Briefing Book

3. Kidscount.datacenter.org: Children In Foster Care By Age Group

4. U.S. Census Bureau: Table B17001

5. U.S. Department of Education: Consolidated State Performance Report

6. Kidscount.datacenter.org: Children In Families Where The Household Head Lacks A High School Diploma By Race And Ethnicity

## ***Potential Barriers to Success for Michigan's Opportunity Youth***

Below are brief descriptions of the barriers to success for Opportunity Youth.

### ***School Suspensions and Expulsions***

- When students are suspended and/or expelled from school, they spend less time in class, putting them “off track” to educational attainment.<sup>5</sup>
- There is a clear pathway that leads from suspension and/or expulsion to dropping out of school and increased likelihood of involvement with the criminal justice system.
- Zero tolerance policies like suspension and expulsion that were once reserved for the most serious, violent offenses are now sometimes used to remove students from the learning environment for minor infractions. This can range from excessive talking to disrespect, as defined by the teacher.
- Minority students and students with disabilities are disproportionately affected by the over use of suspensions and expulsions. African American students are suspended at a rate three times higher than their peers. Students with disabilities are more than twice as likely to be disciplined for the same offense as their peers.<sup>6</sup>

### ***Juvenile Justice***

- Once a young person comes into contact with the juvenile justice system, he or she faces increased and more pronounced obstacles to high school completion and postsecondary education and workforce opportunities due to:
  - Interruptions in education.
  - Difficulty finding employment because of a criminal record and limited access to social networks and community systems that are essential to completing education, job training, and finding employment.
- States are often ill-equipped to track recidivism and outcomes of youth who are involved with the justice system, thus unable to recognize the need to target services.
- States lack capacity to use data for early identification to effectively address recurring problems that land a young person back in the juvenile justice system.<sup>7</sup>



## ***Youth in Foster Care***

- Older youth in the foster care system face unique challenges as they transition into adulthood, as they are more likely to experience homelessness, unemployment, and mental health challenges because they lack a social support network.
- Nationwide, the college enrollment and completion rates for youth from foster care are well below their peers – less than 10% obtain a college degree.<sup>8</sup>
- Less than 35 percent of youth involved with the foster care system are employed by age 24 and these youth typically earn less than their peers.<sup>9</sup>
- Most states offer extended benefits to youth from foster care, like health insurance and education vouchers; however, information about these benefits is often not shared with young people, or with those who work with them.

## ***Poverty***

- Poverty has negative effects on children and youth at multiple points along their continuum of development and education, including abuse and neglect, behavioral and socio-emotional problems, developmental delays, physical health problems, and poor academic achievement, which can all lead to dropping out of school.<sup>10</sup>
- Those living in poverty are less likely to finish a secondary degree and more likely to receive public assistance as adults, receive more public assistance in later life, and experience adverse health outcomes.
- In school, children and youth who come from families living below the poverty line perform consistently below average on assessments of vocabulary, reading, and mathematics. This is in part due to chronic stress associated with living in poverty, which negatively affects children’s concentration and memory.<sup>11</sup>
- There is a strong correlation between high school students from poor households and performance on the SAT; students living below the poverty line are more likely to score in the lowest percentile.
- Students who grew up in poverty are least likely to enroll in and complete a college education.<sup>12</sup>

## ***Homeless Youth***

- “Homelessness” can look different for different young people. For some, this means spending several weeks in a shelter, while others may sleep in their car or “couch surf” with no permanent address.
- Without a safe, stable place to call home, youth trying to complete education or work face many obstacles such as hunger, poor physical and mental health, and lack of school consistency.
- Homeless children and youth often have interrupted and delayed schooling and are twice as likely to have a learning disability, repeat a grade, or to be suspended from school.<sup>13</sup>
- A quarter of homeless children have witnessed violence, which often leads to a number of emotional (anxiety, depression, withdrawal, etc.) and behavioral (acting out, aggression, etc.) psychosocial difficulties.<sup>14</sup>
- Increased exposure to trauma often leads youth to run away and become homeless. Forty-six percent of homeless youth left because of physical abuse and 17 percent left due to sexual abuse.<sup>15</sup>
- Lesbian, gay, bisexual, and transgender (LGBT) youth are the most vulnerable<sup>16</sup> and make up 40% of homeless teens.<sup>17</sup>
- Homelessness is associated with poor physical health for children, including malnutrition, ear infections, exposure to environmental toxins, and chronic illnesses such as asthma. They are also less likely than their peers to have adequate access to medical and dental care.<sup>18</sup>

## ***Parents’ Educational Status***

- Navigating high school graduation and postsecondary opportunities is difficult when you are the first and only person in your family to do so.
- Research shows that the lower a parent’s educational attainment, the less likely their child is to continue his or her education past high school.
- Higher parental education is linked to parents providing a more stimulating physical, cognitive, and emotional home environment, as well as more accurate beliefs about their children’s actual achievement.<sup>19</sup>

*In spite of these barriers, many youth are able to achieve success in part due to the multiple pathways to education, training, and careers that Michigan provides.*

### ***Pathways to Long-Term Success***

Detours off of the pathway to long-term success do not have to be permanent for youth. Programs and services can redirect them back to opportunity. Programs that reconnect young people with education and workforce opportunities should consider the reasons they became disconnected in the first place. Pathways that create access to education and workforce while providing supports to address other areas of need and an opportunity for a young person to shape their future are most successful.

There are many entry points for youth to access supports and programs in the K-12 education, adult education, higher education, and workforce systems, some of which are described later in this brief. Yet, we must acknowledge first that no system can do this work alone and second, that many of these young people have been involved with other systems such as child welfare, justice, or social services, which also should be considered critical partners in building pathways.

## How Do Opportunity Youth Reach Success?



## Pathway to Success Through Systems Coordination

## Long-Term Success



## ***Michigan Pathways for Opportunity Youth***

AYPF documented successful pathways to postsecondary education and the workforce for Opportunity Youth and has identified core elements of practice that contribute to their development and success. These pathways begin from and incorporate a range of systems, both public and private, as listed above. It is this range and diversity that has contributed to the comprehensive nature of the pathways available in Michigan and aided in the development of seamless transitions for many young people as they progress towards the goals of long-term success: lifelong learning, family sustaining wage careers, and civic engagement.

## ***Common Elements of Practice across all Pathways***

Educational attainment and sustainable employment are goals for all youth. Young people who have experienced barriers to success such as involvement with the justice system, homelessness, expulsion from school, or poverty need additional supports in order to reach those goals. Programs that successfully engage vulnerable youth on the path to postsecondary success employ four common elements:

- A Caring Adult Advisor
- Connections to a Wide Range of Services
- Opportunities to Express Youth Voice and Ownership
- Bridges Across Systems

Each element will be described below along with an example of a pathway in operation currently in the state of Michigan. The programs highlighted below are intended to showcase these elements in the pathway to postsecondary education and workforce that currently exist in Michigan. While not exhaustive, these are meant to be representative of both the multiple entry points that exist for

reconnection to the pipeline to long-term success and the common elements of practice observed across the range of entry points and strategies.

### ***A Caring Adult Advisor***

Relationships matter in youth development, especially for youth who have experienced adverse circumstances. Programs that facilitate one-on-one interactions between youth and a caring, supportive adult mentor are essential complements to other support systems. Additionally, adults placed with vulnerable youth should be highly qualified to respond to the complex issues these young people might be dealing with – psychologically, physically, and emotionally. Relationships that are cultivated on the pathway to postsecondary success should be long-term.

### ***MPowering My Success***

The MPowering My Success Program at the University of Michigan, Flint provides wrap-around supports to students who are in and transitioning out of foster care. The state-funded program offers students access to a clinically trained and certified life skills coach, academic tutoring, as well as housing and financial planning resources. MPowering My Success engages and is supported by multiple community partners, including the Ennis Center for Children.

### ***Connections to a Wide Range of Services***

Youth who have become disconnected from the pathway to postsecondary success often face more than one barrier. Programs and opportunities that connect youth to multiple services are important. This means that youth will be able to access academic supports along with life skills counseling, housing access, financial education, and others.

### ***Washtenaw Community College (WCC)***

WCC in Ann Arbor, Michigan uses a wrap-around approach for older youth and young adults who are need of an academic credential and workforce



training. The Adult Transitions – GED Plus program offers students the opportunity to earn their GED while also receiving job skills development, counseling, and academic support services. Many of Michigan’s community colleges offer similar programs.

### ***Opportunities to Express Youth Voice and Ownership***

Cultivating youth ownership and voice in the process of reconnection is essential to success. Too often youth have a process done *to* them; instead, young adults should be seen as partners in the planning process.<sup>20</sup> Counselors, programs, and systems should build opportunities for youth to provide input and feedback, and guide their pathway to postsecondary education and the workforce.

### ***Michigan Youth Opportunities Initiative (MYOI)***

MYOI is a partnership between the Michigan Department of Human Services, Jim Casey Youth Opportunities, and other local service agencies. The goal of MYOI is to support youth from foster care in Michigan as they transition into adulthood and self-sufficiency. MYOI provides resources and access to financial management, housing services, and life skills education. Youth are able to build leadership skills through Youth Boards, and are connected to local businesses and community partners through Community Partner Boards.

### ***Bridges Across Systems***

Programs that support youth on the path to educational attainment and workforce success cannot operate in silos. Students are most successful when they can access services that prepare them to seamlessly transition from one opportunity to the next. This means customizable, hands-on educational opportunities that allow young people to complete their credential while gaining on-the-job experience.

### ***Bridge Academy***

Michigan Works! officially created the Bridge Academy in the fall of 2010 by combining a variety of existing programs and services into one school. It is

uniquely designed to serve young adults ages 16-24 in a non-traditional, year-round setting using a project-based, career-focused learning environment. Students can earn either a high school diploma or general education diploma (GED). Bridge Academy specializes in training students in industries like construction, healthcare, hospitality, retail, and manufacturing. Bridge Academy is supported financially through a combination of corporate, state, and philanthropic funding, including the United Way and the Michigan Department of Labor.<sup>21</sup>

### ***Mott Middle College***

Mott Middle College (MMC) was established in 1991 as an early college high school, serving students in grades 9-12 who have difficulty succeeding in a traditional academic setting. MMC offers many advantages to students who would otherwise be at-risk of dropping out of high school. MMC combines a rigorous curriculum with an environment that is responsive to individual student needs. For example, each MMC staff member serves as a teacher as well as an advisor for a small group of students. MMC provides the opportunity for students to take college courses to count towards their diploma. The model has been replicated across the state through the Michigan Early Middle College Network.<sup>22</sup>

## ***Recommendations***

Upon completion of AYPF's synthesis and analysis, the findings were presented to a group of key stakeholders consisting of representatives from state agencies such K12 and higher education, workforce, economic development along with statewide advocacy groups as well as local programs and providers. These recommendations represent the consensus ideas from their reactions and feedback.

### ***Build consensus through use of similar language and desired outcomes***

Given the significant work under way in communities throughout Michigan to ensure all young people have access to education and opportunity, it would be

valuable to frame the needs and solutions for the Opportunity Youth population in the context and language currently in use to build upon the momentum of related efforts. Here are some examples of widely used language to include more specific language related to Opportunity Youth:

- The Michigan Department of Education is currently leading a broad-based coalition including business and industry entitled *Career and College Ready Michigan* that defines the skills necessary to earn a self-sustaining wage and participate in postsecondary opportunities without remediation. There is an opportunity to frame many of the pathways for Opportunity Youth as an important part of reaching college and career readiness for all young people.
- The Michigan College Access Network has set a big goal of increasing postsecondary credentials in the state to 60% by the year 2025. Increasing the number of Opportunity Youth who successfully transition into postsecondary education can move the needle on meeting this goal.
- Build upon the ten regional collaborations among economic and community development organizations to align programs serving Opportunity Youth with the regional defined economic needs.

### ***Catalogue and understand the range of resources for Opportunity Youth in Michigan***

Having an understanding of both state-level programming and funding targeted at this population as well as the range of local/regional services and providers throughout the state would allow for greater collaboration across systems. A resource mapping exercise could initially focus on identifying the state-level funding streams and programs and then work to catalogue the variety of pathways that have been developed at the local and regional level. AYPF's efforts have begun to both identify key state-level stakeholders and some of the variety of local/regional programs and providers. There are many opportunities to collect this information working collaboratively with the systems outlined above as well as with many of the statewide intermediary partners such as Michigan's Voices for Children or Michigan College Access Network (MCAN).

***Using the resource mapping exercise, work to build a community of practice and shared understanding***

The value of the community of practice is both to share ideas to improve practice, but also more deeply understand needs of the field to inform policy. A resource map also helps identify overlaps in services as well as the unfilled needs. While we recognize there are a number of system-specific organizations that have created opportunities to share and learn from each other (e.g. Michigan Middle College Network or Michigan Works!), it appears time to consider more cross-system community practices focused on serving Opportunity Youth. For example, the Fostering Success Michigan Network Map has begun this process by mapping education resources for youth in the foster care system, along with resources for housing, employment, child welfare services, and more.<sup>23</sup> Additional cross-system resource mapping like this would provide Opportunity Youth with easier access to the services they need.

***Conclusion***

This report showcases several pathways to postsecondary education and the workforce for Opportunity Youth as a road to long-term success. AYPF and Michigan's Children believe this document can serve as a roadmap for stakeholders across the state of Michigan to coordinate and collaborate to build on current success and strengthen the pathways for Opportunity Youth.

## APPENDIX 1: Opportunity Youth Details

<u>Opportunity Youth</u>	<u>Year</u>	<u>Michigan</u>		<u>United States</u>		<u>Data Description</u>	<u>More Information</u>	<u>Source</u>
<b>Not in School, Not Working, and No Degree Beyond High School (ages 18-24)</b>	2012	17%	165,000	16%	5,044,000	Young adults age 18-24 who were not attending school, were not working, and had no degree beyond high school.		Kids Count Data Center: Persons Age 18 To 24 Not Attending School, Not Working, And No Degree Beyond High School
<b>Unemployed (ages 16-24)</b>	2012	16.9%	-	16.1% (April 2013)	-	Youth age 16-24 who were unemployed in 2012 in the states; US data is from April 2013.	Unemployment breakdown of youth age 16-19 and 20-24 available for states.	Governing Data: Youth Unemployment Rate, Figures by State (BLS Data)
<b>Not in School and Not Working (ages 16-19)</b>	2013	8%	44,000	8%	1,347,000	Teenagers age 16-19 who were not attending school and not working.	Congressional District breakdown available.	Kids Count Data Center: Teens 16 To 19 Not In School And Not Working
<b>High School Dropout (ages 18-24)</b>	2013	12.47%	125,537	12.88%	4,072,844	Youth age 18-24 who completed part of high school but did not receive a diploma.	Sex is available in addition to more breakdowns in age and education attainment.	Census 2013 ACS: Table B15001
<b>Post-Secondary Students in Need of Remediation</b>	2011-2012	23.5%	14,080	15.8%	-	<u>MICHIGAN:</u> Percentage and number of the 2011-12 HS graduates in postsecondary education (both 4 year colleges/universities and community colleges) who were enrolled in at least one remedial course.	<u>MICHIGAN:</u> ISD, district, and school data is available. Student data on race/ethnicity, gender, economically disadvantaged, English language learners, migrant students, and students with disabilities is available as are breakdowns of college type and subject of remediation.	<u>MICHIGAN:</u> MI School Data: 2011-12 College Remedial Coursework Enrollment Snapshot (2011-12, All College Types, All Subjects, All Students Taking Remedial Courses)
						<u>UNITED STATES:</u> Percentage of first- and second-year undergraduates who reported taking remedial courses in 2011-12 at any institution (public, private nonprofit, for-profit, less than two-year, two-year, and four-year)	<u>UNITED STATES:</u> Attendance intensity, class level, sex, race/ethnicity, dependency status, age, income group, highest education attained by either parent, disability status, and worked while enrolled data is available.	<u>UNITED STATES:</u> NCES: Profile of Undergraduate Students: 2011-12, Table 6.2 (Remedial Course Taking)

<b>Second Year Retention Rate (two-year schools)</b>	<i>Fall 2010</i>	<i>51.6%</i>	<i>23,078</i>	<i>54.3%</i>	<i>758,822</i>	Total retention rate of first time students in Fall 2010, and students from the total adjusted fall 2009 cohort enrolled in fall 2010 at two-year schools.	Attendance type and breakdowns about two-year, four-year, public, private, nonprofit, and for-profit are available.	NCHEMS Information Center: Retention Rates - First-Time College Freshmen Returning Their Second Year for Two-Year Total in 2010
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## APPENDIX 2: Potential Barriers Details

<b>Potential Barriers</b>	<b>Year</b>	<b>Michigan</b>		<b>United States</b>		<b>Data Description</b>	<b>More Information</b>	<b>Source</b>
<b>Suspended and Expelled (grades K-12)</b>	<i>SY 2009-2010</i>	-	130,487	-	5,546,735	The number of instances of in-school/out-of-school suspensions, and expulsions in K-12 public schools (without disabilities).	Data on type of expulsions and suspensions, and students with disabilities available.	2009 Civil Rights Data Collection: Estimated Values for United States; Estimated Values for Michigan
<b>Juvenile Justice (under age 18)</b>	2012	9.9%	27,133	10.8%	1,319,700	Percent reflects juvenile, under age 18, representation of all arrests and the number represents the estimated arrest count of persons under age 18.	County data is available.	OJJDP: Juveniles 2006-2012
<b>Foster Care Youth (ages 16-20)</b>	2012	25%	3,552	19%	73,900	Amount of youth age 16-20 who represent part of the foster care system.		Kids Count Data Center: Children in Foster Care by Age Group
<b>Poverty (ages 16-24)</b>	2013	27.59%	328,017	23.95%	8,770,993	Youth age 16-24 who live below the poverty line.	Age breakdown of 16-17 and 18-24 is available, as is sex.	Census 2013 ACS: Table B17001
<b>Homeless (grades 9-12)</b>	<i>SY 2012-2013</i>	-	12,235	-	317,081	Number of public school students in grades 9-12 who reported being homeless during the school year.	State testing achievement available.	Consolidated State Performance Report Parts I & II: Table 1.9.1.1 Homeless Children & Youths (states) & Table 8 (USA)
<b>Parents Without a High School Diploma (under age 18)</b>	2012	10%	233,000	15%	10,887,000	Young people under age 18 who are part of a family where the household head lacks a high school diploma or equivalent.	Race and ethnicity available.	Kids Count Data Center: Children In Families Where The Household Head Lacks a High School Diploma By Race And Ethnicity



American Youth  
Policy Forum



Public policy  
in the best interest  
of children

### **About AYPF:**

*Founded in 1993, AYPF brings policymakers, practitioners, and researchers together to frame issues, inform policy, and create conversations about improving education and young people's lives.*

### **About Michigan's Children:**

*Michigan's Children works to ensure that public policies are made in the best interest of children from cradle to career. Michigan's Children focus on influencing public policies to reduce disparities in child outcomes.*

### **With Support From:**



- <sup>1</sup> Census ACS 2013: Calculations Table B01001. [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_13\\_1YR\\_B01001&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_13_1YR_B01001&prodType=table).
- <sup>2</sup> "Graduated High School Students vs. Dropouts." Synonym. <http://classroom.synonym.com/graduated-high-school-students-vs-dropouts-1483.html>.
- <sup>3</sup> "By the Numbers: Dropping Out of High School." PBS. <http://www.pbs.org/wgbh/pages/frontline/education/dropout-nation/by-the-numbers-dropping-out-of-high-school/>.
- <sup>4</sup> "America's Youth at 22: School Enrollment, Training, And Employment Transitions Between Ages 21 and 22." Bureau of Labor Statistics. [http://stats.bls.gov/news.release/archives/nlsyth\\_01282010.pdf](http://stats.bls.gov/news.release/archives/nlsyth_01282010.pdf).
- <sup>5</sup> Losen, Dan and Martinez, Tia Elena. "Out of School and Off Track: The Overuse of Suspensions in American Middle and High Schools." <http://files.eric.ed.gov/fulltext/ED541735.pdf>.
- <sup>6</sup> "Civil Rights Data Collection Data Snapshot: School Discipline." United States Department of Education, Office for Civil Rights, Issue Brief No. 1, March 2014. <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>.
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