

Improving Educational Well-being and Resilience Among Youth in Foster Care

Strolin-Goltzman, J., Woodhouse, V., Suter, J., & Werrbach, M. (2016). A mixed method study on educational well-being and resilience among youth in foster care. *Children and youth services review*, 70, 30-36.

What is this resource?

The article gives voice to the personal narrative and lived experiences of former youth in foster care to improve educational resiliency and outcomes. Educational resilience means that they have a heightened likelihood of school success despite adverse conditions.

What are the critical findings?

Youth who had been in foster care and were currently either in or on their way to college participated in a survey and interviews to gain their perspectives. 100 youth participated in the study and 46 youth qualified as educationally resilient. Strong statistically significant differences existed between the two groups leading to viable findings on how to promote educational resiliency.

Educationally resilient students:

- ✓ Had more engagement with teachers
- ✓ Befriended peers who were school-bound
- ✓ Experienced positive adult-youth relationships



Adults helped the youth by:

- ✓ Prioritizing education
- ✓ Providing emotional support

What are the implications for our work?

To help youth in foster care overcome the hurdles that they experienced growing up, programs should:

- Promote and invest in opportunities to build strong relationships with adults
- Encourage structured transitions in schools
- Promote positive peer relationships
- Offer positive adult mentoring

Local policies should support federal laws such as Fostering Connections and Increasing Adoptions Act to provide proven supports for youth in foster care.

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