

1-1-1996

A Statewide Comparative Study Of Enhanced Referral Services Given To Teenage Mothers Offered By The Illinois Child Care Resource And Referral System Through The Teen Parent Initiative Program And The Non-Enhanced Referral Services Given To Teenage Mothers Offered By The Illinois Child Care Resource And Referral System

Melissa M. Cruz

Eastern Illinois University

This research is a product of the graduate program in [Family and Consumer Sciences](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Cruz, Melissa M., "A Statewide Comparative Study Of Enhanced Referral Services Given To Teenage Mothers Offered By The Illinois Child Care Resource And Referral System Through The Teen Parent Initiative Program And The Non-Enhanced Referral Services Given To Teenage Mothers Offered By The Illinois Child Care Resource And Referral System" (1996). *Masters Theses*. 380.
<http://thekeep.eiu.edu/theses/380>

This Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

LB

1861

.C57x

F3

1996

C7

c. 3

A STATEWIDE COMPARATIVE STUDY OF ENHANCED
REFERRAL SERVICES GIVEN TO TEENAGE MOTHERS
OFFERED BY THE ILLINOIS CHILD CARE RESOURCE
AND REFERRAL SYSTEM THROUGH THE TEEN PARENT
INITIATIVE PROGRAM AND THE NON-ENHANCED
REFERRAL SERVICES GIVEN TO TEENAGE MOTHERS
OFFERED BY THE ILLINOIS CHILD CARE RESOURCE
AND REFERRAL SYSTEM

CRUZ

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates (who have written formal theses)

SUBJECT: Permission to Reproduce Theses

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

PLEASE SIGN ONE OF THE FOLLOWING STATEMENTS:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

Melissa M. Cruz
Author

12-11-96
Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis to be reproduced because:

Author

Date

A STATEWIDE COMPARATIVE STUDY OF ENHANCED REFERRAL SERVICES GIVEN TO
TEENAGE MOTHERS OFFERED BY THE ILLINOIS CHILD CARE RESOURCE AND REFERRAL
SYSTEM THROUGH THE TEEN PARENT INITIATIVE PROGRAM AND THE NON-ENHANCED
REFERRAL SERVICES GIVEN TO TEENAGE MOTHERS OFFERED BY THE ILLINOIS CHILD
CARE RESOURCE AND REFERRAL SYSTEM

(TITLE)

BY

MELISSA M. CRUZ

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF SCIENCE

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1996

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

12/11/96

DATE
12/11/96

12/11/96

12/11/96

DATE

D. Jayne Ozier

ADVISER
James H. Gosselin

James H. Gosselin

Walter S. Green

DEPARTMENT HEAD

A STATEWIDE COMPARATIVE STUDY OF
ENHANCED REFERRAL SERVICES GIVEN TO TEENAGE MOTHERS
OFFERED BY THE ILLINOIS CHILD CARE RESOURCE AND REFERRAL
SYSTEM THROUGH THE TEEN PARENT INITIATIVE PROGRAM AND
THE NON-ENHANCED REFERRAL SERVICES GIVEN TO TEENAGE MOTHERS
OFFERED BY THE ILLINOIS CHILD CARE RESOURCE AND REFERRAL
SYSTEM

by

Melissa M. Cruz

Eastern Illinois University

Abstract

The purpose of this study was to examine two types of parent referral services given to teenage mothers. Type I included those teenage mothers who were helped through enhanced referral services offered by Child Care Resource and Referral through the Teen Parent Initiative Program and Type II included those teenage mothers who were helped through non-enhanced referral services offered by Child Care Resource and Referral. A stratified proportionate sampling technique was utilized for this study. A survey was mailed to 380 teenage mothers in two sample groups; the first sample group included 190 teenage mothers who received enhanced referral services and the second sample group included 190 teenage mothers who received non-enhanced referral services. Data were collected through a questionnaire and a background information sheet. Of the 380 mailed surveys, 20 usable questionnaires were returned. The ages of the mothers were ages 15 to 21 years old. The ethnicity included Black respondents and White respondents. The geographical location included service delivery areas I, II, VI, XI, XII, XIV, and XV. The type of school attended included public, private, alternative, and college. The number of children born to the mothers included one child, two children, and one child and pregnant. The mothers' income level was up to 75% of the Illinois median and 75% to 100% of the Illinois median. A majority of the mothers were

"satisfied" with the helpfulness of the referral services. However, more mothers who received non-enhanced referral services were "satisfied" with the helpfulness of the referral services compared to the mothers who received enhanced referral services. Eighty percent (16) of the mothers were "satisfied" with their actual child care services and viewed their child care providers and child care arrangements as positive. The mothers who received enhanced referral services were happier with their child care providers and/or child care arrangements than the mothers who received non-enhanced referral services. The grades of the mothers had declined since their pregnancy and childbirth. The absenteeism of the mothers increased during their pregnancy and after childbirth. All of the mothers planned to graduate from high school and had either educational or occupational goals defined and set for their future. Fewer mothers who received enhanced referral services indicated a decline in their grades compared to the mothers who received non-enhanced referral services. The mothers who received enhanced referral services were absent more often while pregnant and after childbirth than the mothers who received non-enhanced referral services. The mothers who received enhanced referral services noted "work" more frequently as their future goal while the mothers who received non-enhanced referral services indicated "college" as their future goal.

DEDICATION

I dedicate this thesis to my loving husband Albert and precious daughter Candice. Without the love, support, and encouragement of my husband, this thesis may have never transpired. His advice and many words of encouragement kept me going when I did not think I could continue. Without the loving hugs and kisses of my daughter, my dreams would not have been worth the effort. Her smile and her belief in her mommy made me want to succeed even more. I sincerely love and thank both of them for being there when I needed them and for making my life a true joy.

ACKNOWLEDGMENTS

I would like to thank my thesis advisor, Dr. Jayne Ozier, for her continued support, guidance, and her confidence in me and my efforts. She believed in me and encouraged me to continue when other obstacles made things very difficult. I consider myself very fortunate to have worked with an individual like Dr. Ozier. She has touched my life in ways she will never know.

I would like to express my appreciation to Dr. Mary Lou Hubbard for serving on my committee and for making this educational process more fulfilling. I truly appreciated her advise, support, and encouragement. She always believed in me and my efforts.

I would like to thank Dr. Laurent Gosselin for being my academic advisor and for serving on my committee. His time, recommendations, and assistance is greatly appreciated.

I would like to express my gratitude to Elizabeth C. Smith, Public Service Administrator of the Child Care and Development Section of the Illinois Department of Public Aid, for allowing me to conduct this very important study. The study was funded by the Chicago Metropolitan Association for the Education of Young Children. Smith's knowledge and advise concerning teenage parents was priceless.

I would like to thank Doug Bower, Director of Testing Services, for assisting me in the preparation and analysis

of the statistical data. His recommendations in this very important area made a tremendous difference in my study.

I would like to thank the staff members of the Illinois Child Care Resource and Referral Agencies for assisting me with this study. Without their assistance in mailing the questionnaires and completing the background information sheets, this study would not have been possible.

I would also like to thank the staff of Child Care Resource and Referral at Eastern Illinois University for their encouragement and support. Jackie Schaefer, Assistant Director; Jackie Swango, Child Care Resource Specialist; Tami Duzan, Administrative Assistant; and Marty Hortenstine, Child Care Subsidy Specialist helped me find the answers to questions that seemed impossible.

I would like to thank Julie Anderson-Michael for all of her advise and assistance. Her experience with thesis research and writing really made my experience less difficult and more delightful.

I would like to express my sincerest appreciation to Dr. Joyce Crouse, a very dedicated professional, role model, and friend. She is the reason I decided to pursue my master's degree at Eastern Illinois University. I truly thank her for being my guardian angel.

Lastly, I would like to express my deepest appreciation and gratitude to my family. Family is extremely important to me and without my family I would not be where I am today.

My mother and father have always supported me and believed in me and my dreams. I am so thankful that they were a part of this special dream come true. My mother always insisted that I continue my education. Thank you Mom for being so persistent. My father always knew that I could succeed in whatever I attempted. Thank you Dad for believing in me. As my loving Papaw always said, "See that mountain over there, someday I am going to climb that mountain." Well Papaw, I think I have finally climbed that mountain.

A very special "thank you" goes to all who helped make this study possible. I also hope that the findings will assist others who are trying to help teenage mothers and their children.

TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
DEDICATION.....	iv
ACKNOWLEDGMENTS.....	v
LIST OF TABLES.....	x
CHAPTER	
I. INTRODUCTION.....	17
Purpose.....	18
Questions.....	19
Objectives.....	21
Hypotheses.....	23
Definitions.....	24
II. REVIEW OF LITERATURE.....	28
A Historical Overview of Teenage Pregnancy and Motherhood.....	28
Teenage Mothers and Education.....	30
Teenage Mothers and Child Care.....	34
Teenage Mothers and Welfare.....	38
Summary.....	45
Conclusion.....	46
III. METHODOLOGY.....	48
Design of the Study.....	48
Population.....	48
Sample.....	49
Data Collection Instruments.....	50
Procedure for Data Collection.....	53
Data Analysis.....	55
IV. RESULTS AND DISCUSSION.....	57
Objective One Analysis.....	60
Objective Two Analysis.....	73
Objective Three Analysis.....	82
Objective Four Analysis.....	86
Objective Five Analysis.....	118

Objective Six Analysis.....	133
Objective Seven Analysis.....	159
Objective Eight Analysis.....	178
Objective Nine Analysis.....	196
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	232
Summary.....	232
Conclusions.....	233
Recommendations.....	249
Limitations of the Study.....	253
APPENDICES.....	256
REFERENCES.....	269

LIST OF TABLES

Table	Page
01. Ages Of Teenage Mothers.....	61
02. Geographical Location Of Teenage Mothers By Service Delivery Area.....	63
03. Questionnaires Mailed To And Received From Service Delivery Areas.....	64
04. Type Of School Attended By Teenage Mothers....	67
05. The Number Of Children Born To Teenage Mothers.....	68
06. Level Of Satisfaction With Referral Services In Finding Child Care.....	74
07. Level Of Satisfaction With Referral Services In Finding Child Care More Quickly.....	76
08. Level Of Satisfaction With Referral Services In Finding Better And More Dependable Child Care.....	77
09. Level Of Satisfaction With Referral Services In Helping Find Child Care More Easily.....	78
10. Level Of Satisfaction With Referral Services When Considering Using The Service Again.....	80
11. Comparison By Age Of The Number And Percentage Of Teenage Mothers Who Received Enhanced Referral Services And Those Who Received Non-Enhanced Referral Services.....	88
12. Comparison Of Number And Percentage Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services By Geographical Location.....	91
13. Comparison Of The Number And Percentage Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services By The Type Of School Attended.....	93

14.	Comparison Of The Number And Percentage Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services By The Number Of Children Born To The Teenage Mothers.....	95
15.	Comparison Of Satisfaction With Referral Services In Finding Child Care Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	99
16.	Comparison of Satisfaction With Referral Services In Finding Child Care More Quickly Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	100
17.	Comparison Of Satisfaction With Referral Services In Finding Better And More Dependable Child Care Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	102
18.	Comparison Of Satisfaction With Referral Services In Helping Find Child Care More Easily Of Teenage Mothers Who Received Enhanced Referral Services Teenage Mothers Who Received Non-Enhanced Referral Services...	103
19.	Comparison Of Satisfaction With Referral Services In Using The Referral Services Again Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	105
20.	Comparison Of Satisfaction With Happiness Of Child Care Providers And/Or Child Care Arrangements Used By Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	106

21.	Comparison Of Satisfaction With Goodness Of Child Care Providers And/Or Child Care Arrangements Used By Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	110
22.	Level Of School Success Of The Teenage Mothers In Relation To Grades.....	119
23.	Level Of School Success In Relation To How The Teenage Mothers' Grades Changed.....	120
24.	Level Of School Success Of Teenage Mothers In Relation To Being Absent From School Because Of Child Care Problems.....	122
25.	Level Of School Success Of Teenage Mothers In Relation To Being Late For School Because Of Child Care Problems.....	122
26.	Level Of School Success Of Teenage Mothers In Relation To Leaving School Early Because Of Child Care Problems.....	123
27.	Number Of Days The Teenage Mothers Were Absent From School Before Their Pregnancy.....	125
28.	Number Of Days The Teenage Mothers Were Absent From School While Pregnant.....	125
29.	Number Of Days The Teenage Mothers Were Absent From School Since Childbirth.....	126
30.	Expected Graduation Dates Of The Teenage Mothers.....	128
31.	Comparison Of The Level Of School Success In Relation To Grades Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	135
32.	Comparison Of The Level Of School Success In Relation To How Grades Have Changed Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	136

33.	Comparison Of The Level Of School Success In Relation To Absenteeism Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	139
34.	Comparison Of The Level Of School Success In Relation To Being Late For School Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	140
35.	Comparison Of The Level Of School Success In Relation To Leaving School Early Because Of Child Care Problems Of Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	141
36.	Comparison Of The Number Of Days The Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services Were Absent From School Before Their Pregnancy.....	144
37.	Comparison Of The Number Of Days The Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services Were Absent From School During Their Pregnancy.....	145
38.	Comparison Of The Number Of Days The Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services Were Absent From School Since Their Baby Was Born.....	147
39.	Comparison Of The Expected Graduation Dates Of The Teenage Mothers Who Received Enhanced Referral Services And Teenage Mothers Who Received Non-Enhanced Referral Services.....	151
40.	The Relationship Of The Teenage Mothers' Age To The Teenage Mothers' Satisfaction With Referral Services.....	161

41.	The Relationship Of The Teenage Mothers' Ethnicity To The Teenage Mothers' Level Of Satisfaction With Referral Services.....	163
42.	The Relationship Of The Teenage Mothers' Geographical Location To The Teenage Mothers' Satisfaction With Referral Services.....	165
43.	The Relationship Of The Teenage Mothers' Grade Level To The Teenage Mothers' Satisfaction With Referral Services.....	168
44.	The Relationship Of The Teenage Mothers' Type Of School Attended To The Teenage Mothers' Satisfaction With Referral Services.....	170
45.	The Relationship Of The Number Of Children Born To The Teenage Mothers To The Teenage Mothers' Satisfaction With Referral Services..	172
46.	The Relationship Of The Teenage Mothers' Age To The Teenage Mothers' Satisfaction With The Actual Child Care Services.....	179
47.	The Relationship Of The Teenage Mothers' Ethnicity To The Teenage Mothers' Satisfaction With The Actual Child Care Services.....	182
48.	The Relationship Of The Teenage Mothers' Geographical Location To The Teenage Mothers' Satisfaction With The Actual Child Care Services.....	194
49.	The Relationship Of The Teenage Mothers' Grade Level To The Teenage Mothers' Satisfaction With The Actual Child Care Services.....	186
50.	The Relationship Of The Teenage Mothers' Type Of School Attended To The Teenage Mothers' Satisfaction With The Actual Child Care Services.....	188
51.	The Relationship Of The Number Of Children Born To The Teenage Mothers To The Teenage Mothers' Satisfaction With The Actual Child Care Services.....	190

52.	The Relationship Of The Teenage Mothers' Age To The Teenage Mothers' Success In School In Relation To Maintaining Or Improving Grades...	197
53.	The Relationship Of The Teenage Mothers' Age To The Teenage Mothers' Success In School In Relation To Defining And Setting Future Goals.....	200
54.	The Relationship Of The Teenage Mothers' Ethnicity To The Teenage Mothers' Success In School In Relation To Maintaining Or Improving Grades.....	202
55.	The Relationship Of The Teenage Mothers' Ethnicity To The Teenage Mothers' Success In School In Relation To Defining and Setting Future Goals.....	204
56.	The Relationship Of The Teenage Mothers' Geographical Location To The Teenage Mothers' Success In Relation To Maintaining Or Improving Grades.....	206
57.	The Relationship Of The Teenage Mothers' Geographical Location To The Teenage Mothers' Success In School In Relation To Defining and Setting Future Goals.....	208
58.	The Relationship Of The Number Of Children Born To The Teenage Mothers To The Teenage Mothers' Success In School In Relation To Maintaining Or Improving Grades.....	210
59.	The Relationship Of The Number Of Children Born To The Teenage Mothers To The Teenage Mothers' Success In School In Relation To Defining and Setting Future Goals.....	212
60.	The Relationship Of The Teenage Mothers' Grade Level To The Teenage Mothers' Success In School In Relation To Maintaining Or Improving Grades.....	214
61.	The Relationship Of The Teenage Mothers' Grade Level To The Teenage Mothers' Success In School In Relation To Defining And Setting Future Goals.....	216

62. The Relationship Of The Type Of School
Attended By The Teenage Mothers To The
Teenage Mothers' Success In School In
Relation To Maintaining Or Improving
Grades..... 218
63. The Relationship Of The Type Of School
Attended By The Teenage Mothers To The
Teenage Mothers' Success In School In
Relation To Defining And Setting Future
Goals..... 220

CHAPTER I

Introduction

Although adolescent parenthood is not a new phenomenon in the United States, there seems to be a growing concern about, and an interest in the increase of births to adolescents and the social and economic issues that follow. The United States' adolescent pregnancy rate continues to be high compared to other advanced countries in the Western world (Nath, Bokowski, Whitman, and Schellenbach, 1991). The rate of births to single adolescent girls has been increasing during the past 25 years. As of 1992, one out of every five births in the United States is born to an adolescent and a tenth of these adolescent mothers are 15 years of age or younger (Whitney & Rolfes, 1993). Approximately 1,300 infants are born daily to teenagers in the United States (Frankles & Owen, 1993). Across the United States too many adolescent girls are becoming mothers when they are still children themselves (Adams, Adams-Taylor, & Pittman, 1989).

Becoming a mother during adolescence may lead to a wide range of potential problems for young mothers. Researchers (Chase-Lansdale, Brooks-Gunn, & Paikoff, 1991) have identified some of the potential problems and outcomes of adolescent parenthood. Adolescent mothers are less likely to complete high school, attend college, find stable employment, or be self-supporting.

One of the major problems faced by adolescent mothers is being able to continue with their education or job training after the birth of the baby. Finding and obtaining stable, quality child care can sometimes make it impossible for adolescent mothers to continue their education, job training, or even work (Marshall & Marx, 1991).

To respond to the increasing numbers of teenage pregnancies, the state of Illinois instituted the Teen Parent Initiative Program. The Teen Parent Initiative Program provides services to promote the prevention of teen pregnancy, improve the health of young parents and their children, prevent school dropout, prevent child abuse and neglect, and reduce welfare dependency. The state of Illinois also had a limited contract with the statewide Child Care Resource and Referral system in order to offer enhanced child care referrals for teenage mothers involved in the Teen Parent Initiative Program (Illinois Department of Public Aid, 1994). The Teen Parent Initiative Program continues to provide a variety of services to adolescent parents. However, some Child Care Resource and Referral agencies no longer provide referral services as a part of the Teen Parent Initiative Program.

Purpose

The purpose of the study was to examine the effects of the type of parent referral services given to teenage mothers. Two types of services were compared. Type I

included those teenage mothers who were helped through enhanced referral services offered by Child Care Resource and Referral through the Teen Parent Initiative Program (TPI); and, Type II included those teenage mothers who were helped through non-enhanced referral services offered by Child Care Resource and Referral. More specifically, the purpose of the study was to examine the differences between the attitudes of teenage mothers related to (a) the helpfulness of the child care referral services, (b) satisfaction with the actual child care selected, and (c) their own school success (maintaining or improving grades, reduction of absenteeism, and defining and setting future goals). The study also examined the relationships of demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) with (a) the helpfulness of the child care referral services, (b) satisfaction with the actual child care selected, and (c) their own school success (maintaining or improving grades, reduction of absenteeism, and defining and setting future goals).

Research Questions

Five research questions were addressed within the study. The questions examined included the following:

1. Are the teenage mothers who received the enhanced referral services, offered by Child Care Resource and Referral through the Teen Parent Initiative Program,

more satisfied with the Child Care Resource and Referral services than those teenage mothers who did not receive the enhanced referral services?

2. Are the teenage mothers who used the enhanced referral services, offered by Child Care Resource and Referral through the Teen Parent Initiative Program, more satisfied with their actual child care providers and child care arrangements than those teenage mothers who did not receive the enhanced referral services?
3. Are the teenage mothers who received the enhanced referral services, offered by Child Care Resource and Referral through the Teen Parent Initiative Program, more successful in school, in relation to maintaining or improving grades, reduction of absenteeism, and defining and setting future goals, than those teenage mothers who did not receive the enhanced referral services?
4. Do demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) relate to the responses of all the teenage mothers who have used Child Care Resource and Referral services?
5. Do the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) relate to the

responses of the teenage mothers more than the type of referral services received?

Objectives

Nine research objectives were included within the study. The objectives upon which the research was based included:

1. To describe the sample through select demographic variables.
2. To determine the teenage mothers' level of satisfaction with the Child Care Resource and Referral services.
3. To determine the teenage mothers' level of satisfaction with their actual child care providers and/or child care arrangements.
4. To compare the findings between the teenage mothers who used the enhanced referral services, offered by Child Care Resource and Referral through the Teen Parent Initiative Program, and those teenage mothers who used the non-enhanced referral services offered by Child Care Resource and Referral.
5. To determine the level of school success, in relation to maintaining or improving grades, reduction of absenteeism, and defining and setting future goals, for all teenage mothers.
6. To compare the level of school success, in relation to maintaining or improving grades, reduction of

absenteeism, and defining and setting future goals, between the teenage mothers who used the enhanced referral services, offered by Child Care Resource and Referral through the Teen Parent Initiative Program, and those teenage mothers who used the non-enhanced referral services offered by Child Care Resource and Referral.

7. To determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' satisfaction with the referral services.
8. To determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' satisfaction with the actual child care services.
9. To determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' success in school, in relation to maintaining or improving grades, and defining and setting future goals.

Hypotheses

Six research hypotheses were proposed for this study.

The hypotheses included:

1. There will be a difference in the responses of the teenage mothers who received enhanced referral services, offered by Child Care Resource and Referral through the Teen Parent Initiative Program, from those teenage mothers who received non-enhanced referral services, offered by Child Care Resource and Referral, on their satisfaction with the referral services.
2. There will be a difference in the responses of the teenage mothers who received enhanced referral services, offered by Child Care Resource and Referral through the Teen Parent Initiative Program, from those teenage mothers who received non-enhanced referral services, offered by Child Care Resource and Referral, on their satisfaction with the actual child care services and/or arrangements.
3. There will be a difference in the responses of the teenage mothers who received enhanced referral services, offered by Child Care Resource and Referral through the Teen Parent Initiative Program, from those teenage mothers who received non-enhanced referral services, offered by Child Care Resource and Referral, on their success in school, in relation to grades, absenteeism, and future goals.

4. The demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) will be related to the teenage mothers' responses to the satisfaction with the referral services.
5. The demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) will be related to the teenage mothers' responses to the satisfaction with actual child care services and/or arrangements.
6. The demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) will be related to the teenage mothers' responses to success in school, in relation to grades, absenteeism, and future goals.

Definitions

In order to clarify frequently used terms within the study, it was necessary to provide the following definitions:

1. Child Care Resource and Referral: a service founded in 1990 to locate appropriate child care and to help providers and communities improve and expand their child care services. A network of community-based agencies, funded in part by the Department of Children and Family

Services, the Child Care Resource and Referral system services every county in Illinois (Corporate Parenting Association, 1991).

2. Enhanced Child Care Referral Services: a child care referral service offered by Child Care Resource and Referral in affiliation with the Department of Public Aid and the Teen Parent Initiative Program. The process requires that a child care specialist check the database for and contact a minimum of 25% of the total identified child care providers and to verify vacancies. Within 48 hours, the child care specialist must contact the teenage mother with a minimum of three names, addresses, and telephone numbers of those providers who indicated vacancies and a willingness to work with the teenage mother. The child care specialist will mail the names, addresses, and telephone numbers of the available providers along with the necessary brochures to the teenage mother. Within three working days the child care specialist will contact the teenage mother to determine if she found a child care provider. To be eligible to participate in the enhanced referral services, offered by Child Care Resource and Referral through the Teen Parent Initiative Program, the teenage mother must meet the following criteria: (a) the teenage mother must be a custodial parent, (b) the teenage mother must be 18 years of age or under when identified for

program participation, (c) the teenage mother must receive financial assistance through Aid to Families with Dependent Children, and (d) the teenage mother must live in the Illinois Child Care Resource and Referral service area (Children's Home & Aid Society of Illinois, 1994).

3. Non-Enhanced Child Care Referral Services: a child care referral service offered to parents who call Child Care Resource and Referral asking about available child care. A child care specialist interviews the parents to help identify their specific needs. Then the specialist checks the database for information on child care providers who can meet the parents' needs. The goal is to provide three referrals for each parent request. The specialist will mail names, addresses, and telephone numbers of the available providers along with the necessary brochures to the parent (Department of Children and Family Services, 1996). To be eligible to participate in the non-enhanced referral services the teenage mother must meet the following criteria: (a) the teenage mother must be a custodial parent, (b) the teenage mother must be 20 years of age or under for program participation, and (c) the teenage mother must live in the Illinois Child Care Resource and Referral service area (Corporate Parenting Association, 1991).

4. Teen Parent Initiative Program: the program offers services to promote teenage pregnancy prevention, improve

the health of young parents and their children, prevent school dropout, prevent child abuse and neglect, and reduce welfare dependency. The statewide case management services are provided under contract with the Department of Public Aid, by local agencies, organizations, entities, and institutions to teenage parents and their children who receive financial assistance through Aid to Families with Dependent Children. (Illinois Department of Public Aid, 1994).

5. Carefinder 6.1: the computer database software used by the statewide Illinois Child Care Resource and Referral system to keep account of provider statistics and parent referrals.

6. Service Delivery Area (SDA): sixteen areas in Illinois in which Child Care Resource and Referral provides assistance to parents and child care providers. These 16 areas are represented as SDA I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, XIV, XV, and XVI.

7. Race: a family, tribe, people, or nation belonging to the same stock (Merriam-Webster's collegiate dictionary, 1993). The terms White, Black, American Indian, Asian, and Hispanic are words or expressions used by the United States Bureau of Census to relate to an ethnic group or race (United States Bureau of Census, 1994).

CHAPTER II

Review of Literature

The review of literature focuses on four areas related to the research study. The sections of the review of literature include: a historical overview of teenage pregnancy and motherhood; teenage mothers and education; teenage mothers and child care; and teenage mothers and welfare.

A Historical Overview of Teenage Pregnancy and Motherhood

In recent years, teenage childbearing has become a norm in many conditions and societies. Teenage pregnancy emerged as a social problem in the United States around 1970 (Freeman & Rickels, 1993). Within the past 25 years, the number of births to adolescent girls and the potentially negative consequences for adolescent girls and their children are growing concerns in the United States (Nath, Borkowski, Whitman, & Schellenbach, 1991). Out-of-wedlock births for teenage girls was almost nonexistent in 1960, when only 7% of the births were to teenage girls. However, by 1984 out-of-wedlock births accounted for 48% of the births to girls under the age of 20 (Clewell, Brooks-Gunn, & Benasich, 1989). By 1986, the percent of births to unmarried teenage girls had increased to 61%. In 1990, nearly 700,000 teenage girls became pregnant out-of-wedlock (An, Haveman, & Wolfe, 1993). The rate of births to single adolescent women doubled in 12 years. As of 1992, one out of 10 births in the United States was to a single adolescent

girl (National Center of Health Statistics, 1994).

According to the United States Department of Health and Human Services, 12.8% of the births in 1993 were to adolescent girls of all races; the percentage for Whites was 11%, for Blacks was 22.7%, for American Indians was 20.3%, for Asians was 5.7% and for Hispanics was 17.4% (Children's Defense Fund, 1996). "Moments in America for Children" stated that every one minute a baby is born to a teenage mother, every 9 seconds a youth drops out of school, and every 34 seconds a baby is born to a mother who did not graduate from high school (Children's Defense Fund, 1996). Although overall birthrates have been declining, teenage pregnancy birthrates have risen as adolescents of today are increasing sexual activity at a younger age, are sexually active without the use of contraceptives, and are more accepting of unmarried births (Freeman & Rickels, 1993). Voydanoff & Donnelly (1990) suggested that if the pattern of teenage pregnancy continues, 40% of all 14 year olds in the United States will be pregnant at least once before their 20th birthday and a large percentage of these pregnant adolescents will drop out of school.

When an unmarried adolescent is confronted with an early pregnancy, about half of the adolescents choose to carry their babies to term (Donnelly & Voydanoff, 1991). Results from previous studies (Murray, 1992; Murray, 1994) have shown that adolescents who choose to bring their pregnancy

to full term, to raise their children, and to become single parents tended to have the fewest economic resources, were more often from nonintact homes, and had lower levels of education. According to Upchurch & McCarthy (1990), adolescents who carry their pregnancies to full term are more likely to have lower grades in school, to be high school dropouts, and to be less career oriented. Ketterlinus, Lamb, & Nitz, (1991) indicated that adolescent pregnancy and parenthood most commonly occurred in impoverished fatherless families living in racially segregated neighborhoods. The adolescents who lived in such conditions typically attended racially segregated schools, performed poorly at school, were at high risk of dropping out of school, and had limited career options and expectations.

Teenage Mothers and Education

Teenage mothers have existed for many years, and there have always been school dropouts, early and unplanned job searches, and sudden marriage plans because of unintended adolescent pregnancies. However, as years pass there seems to be even more academic years lost, too few adequately paying jobs, and too few new and maintained marriages as a result of unintended adolescent pregnancies (Adams, Adams-Taylor, & Pittman, 1989).

Teenage mothers have always dropped out of school at fairly high rates. Half of the young girls who become

mothers before their senior year dropped out of school (Barro, 1984). Studies (Ventura, Taffel, Mosher, & Henshaw, 1992; Ventura, Martin, Taffel, Mathews, & Clarke, 1994) showed a significant relationship between teenage motherhood and decreased educational attainment. Teenage mothers had approximately a 60% chance of graduating from high school by age 25, compared to 90% of those who delay pregnancies (Leland, Peterson, Braddock, & Alexander, 1993). According to Leland, Peterson, Braddock and Alexander (1995), early pregnancy and childbearing reduced school attainment by one to three years.

The policy of the United States Office of Education indicated that pregnant adolescents had a right to continue their education. However, this policy did not lead to a substantial amount of facilities and services to ensure that every pregnant adolescent receives an education (Children's Defense Fund, 1974). Previous studies clearly demonstrate that teenage mothers who receive educational assistance in the form of a continuing educational program had better long-term prospects of attaining economic self-sufficiency. Young people with more education had a better chance of finding jobs, and high school dropouts were at a particular disadvantage in the job market (Children's Defense Fund, 1996). Without a high school diploma, teenage mothers are at greater risk of socioeconomic disadvantage throughout their lives (National Research Council, 1987).

The tendency to drop out of school has become more costly for the adolescent mother and the society. A high school diploma has become a prerequisite for economic survival and security. An adolescent mother's lacking of education means she is less able to compete in the labor market, which lessens her ability to support herself and her child(ren) (Adams, Adams-Taylor, & Pittman, 1989).

For high school dropouts, labor market opportunities are poor. Unemployment rates among high school dropouts are far higher than for high school graduates. High school dropouts tend to have lower earnings, are more likely to be in semi-skilled jobs, and report being in low paying occupations more often than high school graduates (Illinois State Board of Education, 1988). "In March 1995, one in every seven young men and women reported not being in school and not working at all in the previous years. In November of 1995, only 86% of all young people ages 20 years and under had graduated from high school." (Children's Defense Fund, 1996, p. 2). Due to these facts, the official total unemployment rate for teenagers ages 16 through 19 was 17.9% and the unemployment rate for youths ages 16 through 19 not enrolled in school with less than four years of high school was 23.1% in 1995. Unfortunately, job prospects for young people did not improve significantly during 1995; it was virtually identical to the 1994 average (Children's Defense Fund, 1996).

Upchurch and McCarthy (1990) noted adolescents with poor basic skills were more likely to become mothers before the age of 16 as those with average skills. Pregnancy may well be the final step which causes the adolescent to decide to leave school. Pregnancy was cited as the number one reason why girls dropped out of school (Illinois State Board of Education, 1988). Pregnancy and having a child while in high school appeared to lower the likelihood that a teenage mother would complete high school. School attendance may decline because of child care responsibilities, the need to work to support the new family, and other constraints that may make it difficult to study. For some teenage mothers, attending school may prevent full-time employment and for other teenage mothers, the demands of child care leaves little time to work outside of the home (Congress of the United States Congressional Budget Office, 1990).

In January 1988, the Illinois State Board of Education issued the following statement:

"The importance of education and training for the teenage single parent cannot be overstated. Only the truly exceptional student with high academic ability, the ability to handle the time demands of parenting, schooling, adolescence and those with support from family, friends, or a special program are the ones who successfully re-enter and graduate in the regular public school system. For some students, a return to the more traditional classroom will be a possibility. For other students, it is important to provide services outside of the public school system to help them pursue their education" (p. 10).

Unfortunately, with the exception of alternative schools designed specifically for pregnant adolescents, few programs have exclusively promoted educational or occupational advance among teenage mothers (Frustenberg, Brooks-Gunn, & Chase-Lansdale, 1989). However, many adolescent mothers eventually obtain diplomas or alternative forms of accreditation. Approximately half of the young women who were 15 to 17 when they gave birth obtained diplomas or alternative forms of accreditation by their twenties (Congress of the United States Congressional Budget Office, 1990).

Teenage Mothers and Child Care

One major barrier to education and job training for the adolescent mother is the need for and availability of adequate child care. If an adolescent mother has difficulties finding and obtaining child care, she may be prevented from continuing her education and/or job training program (Illinois State Board of Education, 1988).

Child care service is the most needed service by teenage mothers and the most difficult service to find. Adolescent mothers need affordable, quality child care that will enable them to continue their education or to gain work experience that they need to become self-sufficient (Adams, Adams-Taylor, & Pittman, 1989). The lack of affordable, accessible, quality child care services for teenage mothers and their child(ren) is a major obstacle to self-sufficiency

and adequate child development (Lawson & Rhode, 1993). The availability of affordable, quality child care is a crucial factor in an adolescent mother's decision to continue with her education and/or job training. The likelihood that a teenage mother will stay in school or obtain employment increases with the availability of affordable, quality child care (Clewell, Brooks-Gunn, & Benasich, 1989). Research (Meyers, 1993; Clewell, Brooks-Gunn, & Benasich, 1989) indicated that child care that is convenient, affordable, and high quality helps teenage mothers continue with and complete their education, job training, and succeed in their transition from school and/or training to work. According to a survey conducted by Marshall & Marx (1991), 45% of single mothers would work or continue with their education if they had adequate, affordable child care.

The desire and the demand for services that assist teenage mothers in finding affordable, convenient, and quality child care is increasing. Six percent of the parent callers to the Illinois Child Care Resource and Referral agencies are teenage mothers. In the fiscal year 1995, the Illinois Child Care Resource and Referral system served 2069 parents aged 20 and younger (Department of Children and Family Services, 1995).

There is a definite need for services to care for the infants and preschool children of adolescent mothers, and it is imperative that the services continue from secondary

school through vocational training, junior college, or other college programs (Lawson & Rhode, 1993). Unfortunately, many child care programs for adolescent mothers encounter a multitude of problems. The lack of funding, transportation, physical space, and resistance from those who believe that providing child care programs for teenage mothers encourages additional pregnancies are only a few of the problems the child care providers are faced with when they are confronted with the idea of providing care for the child(ren) of adolescent mothers (Children's Defense Fund, 1987).

Most child care is provided through a minimally regulated market of private child care centers, licensed family day care homes, and baby-sitters. Although the demand for child care has risen in the past 20 years, public investment in expanding the supply or quality of child care has been limited (Meyers, 1993). In 1990, there were about 18.6 million preschool children age newborn to four in the United States, and 9.3 million of them needed child care by someone other than their mothers. During this same time, child care centers had the capacity to care for only four to five million children; and of this amount, about 20% to 25% were preschool children. Also in 1990, there were estimated to be between 668,000 and 1.2 million licensed family child care providers, which had the capacity to care for approximately 700,000 children, with fewer than 20% being preschool children. Thus, only 50% to 60% of the preschool

children needing child care could be cared for in child care centers or in licensed family day care homes. The remainder had to be cared for by unlicensed family day care providers, by sitters, or by relatives (Hofferth, Brayfield, Deich, & Holcomb, 1991).

The lack of satisfactory child care is a significant problem for teenage mothers, especially teenage mothers with infants and toddlers. Searching and finding child care for children ages newborn to four can sometimes make it impossible for teenage mothers to locate adequate child care for their children, in turn this lessens the teenage mothers possibilities of continuing their education, job training, and/or even work (Marshall & Marx, 1991). Licensed infant child care providers do not exist in sufficient numbers to serve young children in areas where the majority of teenage mothers reside. Teenage mothers in urban areas have great difficulty locating day care centers or family day care homes with openings. Even with the help of social services, it may take two weeks to find an opening for a young child who needs child care (Illinois State Board of Education, 1988). The availability of child care center programs and licensed family day care programs for young children is very limited in the United States; therefore, the young children who are not in full-time care of their mother, a child care center program, or a family day care program are usually cared for by unrelated in-home providers, and/or by

relatives (Hofferth, Brayfield, Deich, & Holcomb, 1991).

Due to lack of affordable, quality child care, the majority of active teenage mothers rely on unpaid child care arrangements by a relative (Kisker & Silverberg, 1991). As reported in 1988, most of the child care services for teenage mothers were usually provided by the teen's mother or grandmother (Illinois State Board of Education, 1988). The responsibilities of child care may lead a teenage mother to rely on the family for assistance. Families often tended to share in caring for the baby in order for the teenage mother to continue with her education, job training, and/or employment (Illinois State Board of Education, 1988).

Teenage mothers are often extremely cautious about leaving their child in another's care. As new mothers, adolescents are inexperienced with child care. Searching for and finding child care can be a frightening experience for new teenage mothers (Aber, Brooks-Gunn, & Maynard, 1995). Before deciding on what type of child care they want for their child or on what facility to use, teenage mothers may need assistance with finding and selecting child care (Illinois State Board of Education, 1988).

Teenage Mothers and Welfare

Much attention has been devoted to the proportion of adolescent mothers who come to rely on public assistance. Soon after giving birth, usually within the first year, most of the adolescent mothers apply for and are awarded Aid to

Families with Dependent Children (AFDC) benefits (An, Haveman, & Wolfe, 1993). Teenage pregnancy is often viewed as the cause of long-term welfare dependency (Lawson & Rhode, 1993).

A 1986 national longitudinal survey of women ages 21 to 28 indicated that large numbers of adolescent mothers do not have incomes adequate enough to support themselves above the poverty line without some type of assistance. Poverty rates approach 90% for unmarried adolescents one year before childbirth and remain at that level one year following childbirth. By the third year after giving birth the percentage declines somewhat but remains at 73% for Whites, 88% for Blacks, and 85% for Hispanics. Unmarried teenage mothers have the highest rates of poverty compared to single mothers, married adolescents, and married older mothers (Danziger, 1989). The longitudinal survey also indicated that high percentages of unmarried adolescent mothers are receiving either AFDC, food stamps, or local general assistance one year following childbirth. The percentages range from 70% for Whites, 69% for Blacks, and 55% for Hispanics. After three years following childbirth, these figures decreased slightly to 55% for Whites, 62% for Blacks, and 50% for Hispanics (Danziger, 1989).

According to An, Haveman, and Wolfe (1993), three out of four recipients of AFDC benefits who are under age 30 first gave birth as an adolescent, and in most cases out of

wedlock. Approximately one third of adolescent mothers receive public assistance at some time in their life (Center of Population Options, 1989). In 1991, the estimated cost was over \$25 billion for Aid to Families with Dependent Children, Medicaid, and food stamps to families started by a teenage birth (Center of Population Options, 1992). In 1993, a single mother with two children on welfare in a state with median benefits received \$7,094 per year in AFDC and food stamp benefits (Bergman, 1994). In January 1995, the same family of three received a total of \$681 per month in AFDC and food stamp benefits, or 65% of the official poverty threshold (The Children's Defense Fund, 1996). The Center for Population Options estimates that public costs would be reduced 40% if teenage births were delayed until the mothers were in their twenties (Center for Population Options, 1990).

During the 1980s, welfare policy changes were focused toward teenage mothers and single parents. Many of these policy changes affected many teenage mothers, specifically teenage mothers already receiving welfare assistance. These changes restricted the income support, choice of living arrangements, and schooling and employment options for teenage mothers living at or below the poverty line (Lawson & Rhode, 1993).

One policy change classified a teenage mother who is living with her parents as a child. Up until 1984, it was

possible for a teenage mother to be eligible for income support through AFDC, regardless of whether she lived with her parents or elsewhere. Before the policy change, only her and her child's income would be counted toward eligibility. The policy change passed in 1984 instituted "grandparent deeming," which means that all of the household's resources be counted as available to support the child for whom AFDC eligibility is being requested (Lawson & Rhode, 1993). Many poor teenage mothers were forced to choose between what welfare provides and what living with their families offered (Lawson & Rhode, 1993).

Another policy change limited the number of single parents, especially teenage parents, who set up separate households, by requiring teenage parents to live with their own parents. This policy change was encouraged by policymakers who assumed that the tendency of women who go on welfare as teenagers and who become welfare dependent is encouraged by the formation of separate households. The concern with welfare dependency and the view that adolescent parents inappropriately engage in adult behavior, led to the Family Support Act of 1988 (Lawson & Rhode, 1993).

The Family Support Act of 1988 enacted policies that were intended to help the teenage mother and her family have a better future (Congress of the United States Congressional Budget Office, 1990). The Act allowed states to require minor parents to live with their parents in order to receive

AFDC assistance (Lawson & Rhode, 1993). The act should also increase the amount of child support young mothers receive from the absent fathers of their children (Congress of the United States Congressional Budget Office, 1990).

The Family Support Act of 1988 required all states to establish a Job Opportunities and Basic Skills Training (JOBS) program to help welfare families move toward self-sufficiency. JOBS was intended to transform the welfare system by refocusing the Aid to Families with Dependent Children program away from just providing cash benefits and toward helping families avoid long-term dependence (Peterson, 1995).

Project Chance and Opportunities are JOBS programs which offer education, job training, and job placement programs for people who live in Illinois and receive Aid to Families with Dependent Children. Project Chance and Opportunities are employment and training programs run by the Illinois Department of Public Aid for Aid to Families with Dependent Children\JOBS eligible clients (Department of Public Aid, 1996). Unfortunately, data from the Department of Health and Human Services indicated that only about 11% of all AFDC recipients participated in JOBS in fiscal year 1992 (United States House of Representatives, 1994).

Welfare to work programs have been largely unsuccessful in the past because welfare recipients have been placed in low wage jobs that do not provide sufficient financial

support or improve job skills (Block & Noakes, 1988). Most welfare mothers reported they would leave welfare for work if they could end up with significantly more disposable income as a result of working (Edin, 1991). Welfare mothers also indicated they would leave welfare for work if they could find affordable, accessible child care or receive some type of assistance to pay for child care. Once welfare mothers find and pay for the child care and transportation in order to work, they end up with less money to live on than if they remained on welfare (Edin, 1991).

The Family Support Act of 1988 expanded the work and training program participation requirements that mothers of children aged 2 years and older participate in education and/or employment programs in order to receive any assistance from the government. Some states had the option of further extending this requirement to the mothers of one year olds and some states can even lower the age of the child to less than one year which may require the teenage mother to participate in education activities immediately after their child's birth (Lawson & Rhode, 1993).

Due to the changes brought about by The Family Support Act of 1988, the Department of Public Aid offered a variety of programs that assist parents in paying for needed child care. The programs include Transitional Child Care (TCC), At Risk Child Care (ARCC), Aid to Families with Dependent

Children JOBS Child Care, and Initial Employment Expense (IEE) (Department of Public Aid, 1996).

Transitional Child Care is a twelve month entitlement for child care available to Department of Public Aid clients whose Aid to Families with Dependent Children cases have been cancelled due to an employment related reason.

Transitional Child Care helps low income working families make the transition from welfare to economic independence. Transitional Child Care guarantees child care assistance to all eligible applicants who wish to receive the benefit.

At Risk Child Care helps low income working parents who may become dependent on welfare due to the cost of child care related to their employment. At Risk Child Care serves Transitional Child Care clients whose twelve months entitlement period has expired and former Aid to Families with Dependent Children clients not eligible for Transitional Child Care (Department of Public Aid, 1996).

Aid to Families with Dependent Children JOBS Child Care pays for child care while Aid to Families with Dependent Children clients who are enrolled in Project Chance, Opportunities, or Young Parent Services/Teen Parent Initiative Programs attend school, job training, or seek employment. The Aid to Families with Dependent Children JOBS Child Care helps the majority of teenage mothers with assistance so they can continue with school, job training,

or while finding employment (Department of Public Aid, 1996).

Initial Employment Expense (IEE) pays for the initial expenses of employment for Aid to Families with Dependent Children clients. Initial employment expenses include child care for up to 60 days, special clothing, tools, license plate fees, auto liability insurance, and transportation (Department of Public Aid, 1996).

Teenage mothers may need assistance during some period of time after childbirth in order to continue with their educational/occupational goals and to become self-sufficient in the future, but long-term welfare dependency is not extremely common (Furstenberg, Brooks-Gunn, & Morgan, 1987).

Summary

The review of literature discussed the history of teenage pregnancy and motherhood with an emphasis on the rise of teenage pregnancy over the past years. The importance of education and the teenage mother was explained and the consequences of dropping out of school were presented. The significance that accessible, affordable, quality child care plays in a teenage mothers life was examined and clarified. Finally, teenage mothers and welfare was discussed while highlighting the services and programs offered to teenage mothers.

Conclusion

The increase in the number of teenage pregnancies is causing concern in the United States. The number of infants born to teenage mothers continues to rise and the social and economical consequences can be devastating for the family and the society. Many programs and services have been created and implemented to assist teenage mothers and their child(ren). Without these programs a majority of teenage mothers would not be able to continue with their education, job training, or be gainfully employed.

The area most affected by adolescent pregnancy and motherhood is education. Most teenage girls who become pregnant mothers while in high school tend to drop out at a fairly high rate. Without a high school diploma, economic survival and self-sufficiency becomes almost impossible. Education is the key to a future of becoming self-sufficient and less reliant on welfare.

Child care is a necessity for teenage mothers and their child(ren). If an adolescent mother is expected and desires to continue her education and/or job training, locating accessible, affordable, quality child care is crucial. While there is an increase in the demand for quality child care, the supply of quality child care is limited. The lack of adequate child care is a major problem for teenage mothers which forces them to look for alternative care or to drop out of school and/or job training to care for their

child(ren). The Illinois Child Care Resource and Referral System is one way of assisting teenage mothers with locating accessible, affordable, quality child care.

Welfare Reform is receiving an excessive amount of attention. Some individuals and policymakers believed adolescent mothers relied on public assistance and were viewed as becoming a long-term welfare dependent mother. Fortunately, not all teenage mothers relied on welfare for an extended period of time and not all teenage mothers became welfare dependent. The welfare programs and services offered to teenage mothers are available to assist these mothers work toward self-sufficiency not long-term dependency. Teenage mothers do not earn enough income to support themselves and their child(ren) above the poverty line without some type of assistance during some period of time. Public assistance that helps teenage mothers obtain their education and employment makes the idea of being self-sufficient a reality.

Adolescents are faced with many difficult obstacles and decisions after childbirth. However, the services and programs offered are available to assist not hinder the future of the adolescent mothers.

CHAPTER III

Methodology

The purpose of the study was to examine the type of parent referral services given to teenage mothers. Chapter III discusses the design of the study, the selected sample, the descriptions of the data collecting instruments, the procedure for collecting the data, and the data analysis used to attain the research objectives.

Design of the Study

An intact group, one test, quasi-experimental design was used for the study to determine the differences between the responses and attitudes of teenage mothers who received enhanced referral services offered by the Illinois Child Care Resource and Referral System and the responses and attitudes of teenage mothers who received non-enhanced referral services offered by the Illinois Child Care Resource and Referral System. The teenage mothers who received enhanced referrals offered by the Illinois Child Care Resource and Referral System were participants in the Teen Parent Initiative Program.

Population

The population consisted of teenage mothers ages 18 and under who received enhanced referral services offered by the Illinois Child Care Resource and Referral System through the Teen Parent Initiative Program and teenage mothers ages 20 and under who received non-enhanced referral services

offered by the Illinois Child Care Resource and Referral System during the period of July 1994 to August 1995.

Sample

A stratified proportionate random sampling technique was utilized for the study. The survey was mailed to 380 teenage mothers in two sample groups; the first sample group included 190 teenage mothers who received enhanced referral services offered by the Illinois Child Care Resource and Referral System through the Teen Parent Initiative Program, and the second sample group included 190 teenage mothers who received non-enhanced referral services offered by the Illinois Child Care Resource and Referral System.

Data Collection Instruments

The data were collected through a questionnaire and a background information sheet. Both instruments were compiled and produced by the researcher. The following sections describe and explain each instrument in detail.

Teenage Mothers and Child Care Questionnaire. The questionnaire (see Appendix A) was designed with 24 items that included closed- and open-ended questions and questions that asked for the attitudes and/or opinions of the participating teenage mothers. An ordinal scale of "I think so" to "I am not sure" and "very helpful" to "not helpful at all" were used for the questions related to the teenage mother's attitudes and/or opinions.

The questionnaire was divided in four sections. The first section consisted of questions that addressed demographics such as age, race, address, household composition, and school and/or work information. Section two contained questions that addressed child care needs and services such as types of child care used, number of hours that child care is needed, the quality of the child care used, and problems related to finding child care. Section three included questions concerning educational background such as school tardiness and/or absences, grades, graduation, and future plans. The fourth and last section addressed the opinions and/or attitudes concerning the referral services offered by Child Care Resource and Referral.

The questionnaires were color-coded in order to be readily identifiable. Green questionnaires were used for the teenage mothers who had received enhanced referral services offered by the Illinois Child Care Resource and Referral System through the Teen Parent Initiative Program and yellow questionnaires were used for the teenage mothers who had received non-enhanced referral services offered by the Illinois Child Care Resource and Referral System. In order to receive accurate scoring and accountability, the responses of the teenage mothers were recorded on the Eastern Illinois University T-10 scantron computer sheets (see Appendix B).

The questionnaire was designed to examine and compare the responses and the differences of the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services relating to (a) the helpfulness of the child care referral services, (b) satisfaction with the actual child care selected, and (c) their own school success, in relation to maintaining or improving grades, reduction of absenteeism, and defining and setting future goals. The questionnaire also examined the effects of demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) relating to (a) the helpfulness of the child care referral services, (b) satisfaction with the actual child care selected, and (c) their own school success (maintaining or improving grades, reduction of absenteeism, and defining and setting future goals). The information presented in relation to maintaining or improving grades, reduction of absenteeism, and defining and setting future goals was self reported by the participants of this study.

To establish validity, the questionnaire was reviewed and approved by the following specialists: a professor with expertise in research methods, two professors in the School of Family and Consumer Sciences at Eastern Illinois University, a director and assistant director of Child Care Resource and Referral at Eastern Illinois University, and

the public service administrator of the Child Care and Development Section of the Illinois Department of Public Aid in Chicago, Illinois.

To establish readability, a pre-test of the questionnaire was conducted with a sample group of 20 high school home economics students on March 28, 1996. In order for the pre-test to be conducted, the questionnaires along with an instruction letter (see Appendix C) was given to the home economics teacher at Charleston High School by the researcher. After conducting the pre-test and analyzing the results, the questionnaire proved to be readable and understandable to the adolescent age group.

Background Information Sheet. The background information sheet (see Appendix D) was designed to inform the researcher of the teenage mother's family income level. The background information sheet offered four income levels from which to choose: (1) up to 75% of the Illinois median, (2) 75% to 100% of the Illinois median, (3) 100% to 125% of the Illinois median, and (4) above 125% of the Illinois median. The family income information was self reported by the participants when they contacted Child Care Resource and Referral for referral services.

The background information sheet was divided in two sections. The first section asked for the family income levels of the randomly selected teenage mothers who received

enhanced referral services offered by the Illinois Child Care Resource and Referral System through the Teen Parent Initiative Program. Section two asked for the family income levels of the randomly selected teenage mothers who received non-enhanced referral services offered by the Illinois Child Care Resource and Referral System. The family income level of the teenage mothers were obtained from existing data in the Carefinder 6.1 database which is used by the Illinois Child Care Resource and Referral System.

Procedure for Data Collection

Permission was obtained from the public service administrator of the Illinois Department of Public Aid, the state coordinator of the Illinois Child Care Resource and Referral System, and the directors of the sixteen Child Care Resource and Referral agencies prior to distributing the research instruments. The state coordinator of the Illinois Child Care Resource and Referral System and the directors of the Child Care Resource and Referral agencies were briefed by the researcher on April 18, 1996 during a Child Care Resource and Referral Director's Work Day. The briefing included the purpose of the study, the sample groups, the data collection procedure, and the distribution of the research instruments.

The researcher mailed the research instruments to the sixteen Child Care Resource and Referral agencies. The packets included individually sealed envelopes that

contained one color-coded questionnaire with a self-addressed stamped return envelope, a background information sheet with self-addressed stamped return envelope, address labels, and an instruction letter (see Appendix E). The researcher's telephone number was provided in the instruction letter in the event that a director had further questions and/or concerns. A date for the mailing of the questionnaires to the teenage mothers and a date for the return mailing of the completed background information sheet to the researcher was specified in the instruction letter. The same researcher was responsible for contacting each Child Care Resource and Referral director to verify that the mailing deadline of the questionnaires to the teenage mothers was met. The questionnaires also indicated a deadline date for the teenage mothers to return the completed questionnaire to the researcher. The same researcher was responsible for collecting the return mailings of the completed background information sheets and the completed questionnaires.

Due to the percentage of questionnaires being returned to the researcher because they were undeliverable as a result of address changes, the researcher used a computer locator information file to obtain the most recent addresses on the undeliverable questionnaires. Once new addresses were located, the researcher enclosed an updated instruction letter (see Appendix F) with the unopened questionnaires and

mailed the questionnaires to the participants' most recent addresses.

Confidentiality of the teenage mothers was assured by having a staff member of the Child Care Resource and Referral agencies address the envelopes containing the questionnaires. Confidentiality was also assured by instructing the teenage mothers not to write their names on the questionnaire, therefore, maintaining total anonymity.

Data Analysis

Once all quantitative information from the questionnaires were received, compiled, and coded on scantron sheets (see Appendix B) the data were analyzed by an Eastern Illinois University statistician using the Statistical Package for the Social Sciences (SPSS). The quantitative information from the background information sheets was hand tabulated by the researcher. The qualitative comments from the questionnaires were examined and identified in themes. The analyzed, qualitative comments from the questionnaires were recorded in full by the researcher.

Frequencies were calculated on all variables of the questionnaire and cross tabulations were calculated for comparisons of selected variables of the questionnaire. Frequencies were hand calculated by the researcher on the variables of the background information sheets. The results of this study were presented in tables to illustrate the

comparisons and frequencies calculated from the returned questionnaires and background information sheets.

CHAPTER IV

Results and Discussion

The purpose of this study was to examine the effects of the type of parent referral services provided to teenage mothers. More specifically, the purpose of the study was to examine the differences between the attitudes of teenage mothers related to (a) the helpfulness of the child care referral services, (b) satisfaction with the actual child care selected, and (c) their own school success (maintaining or improving grades, reduction of absenteeism, and defining and setting future goals). The study also examined the effects of demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income), on (a) the helpfulness of the child care referral services, (b) satisfaction with the actual child care selected, and (c) their own school success (maintaining or improving grades, reduction of absenteeism, and defining and setting future goals).

Six hypotheses were proposed for this study. The hypotheses included: (1) There will be a difference in the responses of the teenage mothers who received enhanced referral services from those teenage mothers who received non-enhanced referral services.

(2) There will be a difference in the responses of the teenage mothers who received enhanced referral services from those teenage mothers who received non-enhanced referral

services on their satisfaction with the actual child care services and/or arrangements. (3) There will be a difference in the responses of the teenage mothers who received enhanced referral services from those teenage mothers who received non-enhanced referral services in relation to maintaining or improving grades, reduction of absenteeism, and setting and defining future goals.

(4) The demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) will be related to the teenage mothers' responses to the satisfaction with the referral services. (5) The demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) will be related to the teenage mothers' responses to the satisfaction with actual child services and/or arrangements. (6) The demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) will be related to the teenage mothers' responses to success in school, in relation to maintaining or improving grades, reduction of absenteeism, and setting and defining future goals.

The data for this study were collected from questionnaires (see Appendix A), and background information sheets (see Appendix C). Of the 380 questionnaires, 190 were mailed to randomly selected teenage mothers who

received enhanced referral services and 190 were mailed to randomly selected teenage mothers who received non-enhanced referral services. A background information sheet was mailed to each of the 16 Child Care Resource and Referral agencies to obtain the income levels of the randomly selected teenage mothers.

Due to the percentage of questionnaires being returned to the researcher as undeliverable because of address changes, the researcher used a computer locator information file to obtain the most recent addresses on the undeliverable questionnaires. The researcher was able to locate address changes on 15 of the 38 undeliverable questionnaires. The 15 undeliverable questionnaires were mailed to the participants at the most current addresses with an updated instruction letter (see Appendix F).

Of the 380 questionnaires, 20 teenage mothers completed and returned the questionnaire by the original return date noted on the questionnaire (see Appendix A) indicating a 5% return rate. Ten completed questionnaires were returned by teenage mothers who received enhanced referral services, and 10 completed questionnaires were returned by teenage mothers who received non-enhanced referral services. Of the background information sheets mailed to the 16 Child Care Resource and Referral agencies, 12 background information sheets were completed and returned indicating a 75% return rate. Of the questionnaires that had address changes and

mailed a second time, three were again returned to the researcher because they were undeliverable, and none of the remaining twelve questionnaires were completed and returned. Due to this fact, the final number of returned completed questionnaires remained at 20.

The results of this study were analyzed by calculating frequencies on all variables of the questionnaire and by calculating cross tabulations for comparisons of selected variables of the questionnaires. Frequencies were hand tabulated by the researcher on the variables of the background information sheets and the researcher examined the qualitative data of the questionnaires and identified the data by themes. The results of this study were reported in the order of the nine research objectives.

Research Objective One

The first research objective was to describe the sample through select demographic variables, which included the age, ethnicity, geographical location, type of school, number of children, and income. Analysis of objective one is presented in the order given.

Age of the teenage mothers. The ages of the 20 participating teenage mothers ranged from 15 years old to 21 years old. The "age of the teenage mothers" was the mother's age during the time of completing the questionnaire not during the time they received the referral services.

Therefore, all of the mothers were teens when they received the services.

Table 1 indicates the number and percentage of the participating teenage mothers and their ages at the time of completing and returning the questionnaire.

Table 1
Ages of Teenage Mothers

Ages	Number	Percentage
15	3	15%
16	3	15%
17	2	10%
18	4	20%
19	4	20%
20	3	15%
21	1	5%
Total	20	100%

Of the 20 participating teenage mothers, three mothers (15%) were age 15, three mothers (15%) were age 16, two mothers (10%) were age 17, four mothers (20%) were age 18, four mothers (20%) were age 19, three mothers (15%) were age 20, and one mother (5%) was age 21.

According to the calculated frequencies, the largest number and percentage of mothers were ages 18 and 19 years old at the time of completing the questionnaire. These age groups were followed by 15, 16, and 20 year olds.

The ethnicity of the teenage mothers. The ethnicity of the 20 teenage mothers included Black respondents and White respondents. Of the 20 participating teenage mothers, eight mothers (40%) noted their race as Black, and eight mothers (40%) noted their race as White. Four mothers or 20% did not respond to the question concerning race.

An equal amount of Black respondents and White respondents completed and returned the questionnaire. But, four (20%) mothers did not indicate their race on the questionnaire.

The terms Black and White are words or expressions used by the United States Bureau of Census to relate to an ethnic group or race. These may not necessarily be the terms used to relate to an ethnic group or race in the professional, educational, and/or social sector.

The geographical location of the teenage mothers. The geographical location of the 20 teenage mothers included service delivery areas I, II, VI, XI, XII, XIV, and XV (see Appendix G). The Illinois Child Care Resource and Referral System contained 16 service delivery areas.

Table 2 indicates the number and percentage of the 20 teenage mothers and their geographical location by service delivery areas at the time of completing and returning the questionnaire. Completed questionnaires were received from teenage mothers residing in seven of the 16 service delivery areas.

Table 2
Geographical Location of Teenage
Mothers by Service Delivery Area

Service Delivery Area	Number	Percentage
I	2	10%
II	1	5%
VI	10	50%
XI	1	5%
XII	1	5%
XIV	2	10%
XV	3	15%
Total	20	100%

Of the 20 teenage mothers who participated in the study, two mothers (10%) lived in service delivery area I, one mother (5%) lived in service delivery area II, ten mothers (50%) lived in service delivery area VI, one mother (5%) lived in service delivery area XI, one mother (5%) lived in service delivery area XII, two mothers (10%) lived in service delivery area XIV, and three mothers (15%) lived in service delivery area XV.

A random stratified proportionate number of questionnaires were mailed to each Child Care Resource and Referral agency. A total of 380 questionnaires were sent to the 16 Child Care Resource and Referral service delivery areas; 190 were mailed to teenage mothers who received

enhanced referral services and 190 were mailed to teenage mothers who received non-enhanced referral services.

Table 3 illustrates the number of questionnaires mailed to and received from teenage mothers residing in seven of the 16 service delivery areas.

Table 3

Questionnaires Mailed To and Received
From Service Delivery Areas

Service Delivery Area	Number Mailed	Number Received	Percentage
I	10	2	20%
II	12	1	8%
VI	150	10	7%
XI	10	1	10%
XII	10	1	10%
XIV	30	2	7%
XV	20	3	15%
Total	242	20	8%

In service delivery area I, a total of 10 questionnaires were mailed; five questionnaires were mailed to teenage mothers who received enhanced referral services and five were mailed to mothers who received non-enhanced referral services. Two of the ten questionnaires were completed and returned, indicating a 20% return rate. In service delivery area II, a total of 12 questionnaires were

mailed; six to teenage mothers who received enhanced referral services and six to teenage mothers who received non-enhanced referral services. One of the 12 questionnaires was completed and returned, indicating an 8% return rate. A total of 150 questionnaires were mailed to the director of the Child Care Resource and Referral agency in service delivery area VI; 75 were mailed to teenage mothers who received enhanced referral services and 75 were mailed to teenage mothers who received non-enhanced referral services. Ten questionnaires were completed and returned, indicating a 7% return rate. The director of the Child Care Resource and Referral agency in service delivery area XI received 10 questionnaires; five were mailed to teenage mothers who received enhanced referral services and five were mailed to teenage mothers who received non-enhanced referral services. One questionnaire was completed and returned to the researcher, indicating a 10% return rate. Ten questionnaires were mailed to the director of the Child care Resource and Referral agency in service delivery area XII; five were mailed to teenage mothers who received enhanced referral services and five were mailed to teenage mothers who received non-enhanced referral services. The researcher received one completed questionnaire, indicating a 10% return rate. The director of the Child Care Resource and Referral agency in service delivery area XIV was mailed 30 questionnaires; 15 were mailed to teenage mothers who

received enhanced referral services and 15 were mailed to teenage mothers who received non-enhanced referral services. Two completed questionnaires were received by the researcher, indicating a 7% return rate. Twenty questionnaires were mailed to the director of the Child Care Resource and Referral agency in service delivery area XV; 10 questionnaires were mailed to teenage mothers who received enhanced referral services and 10 were mailed to teenage mothers who received non-enhanced referral services. Three questionnaires were completed and returned, indicating a 15% return rate.

The researcher received completed questionnaires from teenage mothers in seven of the 16 Child Care Resource and Referral service delivery areas. The total number of questionnaires sent to service delivery areas I, II, VI, XI, XII, XIV, and XV was 242. Twenty of the 242 questionnaires were completed and returned, indicating a 8% return rate for seven of the 16 service delivery areas.

The largest number of returns came from service delivery area VI. However, due to the number of questionnaires mailed to service delivery area VI there was only a 6% return rate. The large number of questionnaires mailed to and received from service delivery area VI is because service delivery area VI contains a large metropolitan city and the Child Care Resource and Referral

agency receives a larger amount of requests for services from teenage mothers than the other service delivery areas.

The type of school attended by the teenage mothers.

The type of school attended by the 20 respondents of the study included public, private, alternative, and college.

Table 4 shows the number and percentage of teenage mothers and the type of school attended. The "no response" category represents teenage mothers who did not respond to the question.

Table 4

Type of School Attended by Teenage Mothers

Type of School	Number	Percentage
Public	9	45%
Private	1	5%
Alternative	1	5%
College	1	5%
No Response	8	40%
Total	20	100%

Twelve of the 20 teenage mothers indicated the type of school attended. Nine mothers (45%) attended public schools, one mother (5%) attended a private school, one mother (5%) attended an alternative school, and one mother (5%) attended college. Eight mothers (40%) did not respond to the question concerning what type of school they attended

and/or did not indicate if they were or were not attending school.

The majority of teenage mothers who responded to the questionnaire attended public schools. However, a large number and percentage did not indicate what type of school they attended and/or did not indicate whether they were attending school. This may suggest that the teenage mothers who did not respond were not attending school at the time of completing the questionnaire or they may have not understood the question or did not choose to respond.

The number of children born to the teenage mothers.

The number of children born to the teenage mothers included one child, two children, and one child and pregnant. Table 5 illustrates the number and percentage of children born to the teenage mothers.

Table 5

The Number of Children Born to Teenage Mothers

<u>Number of Children</u>	<u>Number</u>	<u>Percentage</u>
One Child	13	65%
Two Children	6	30%
One Child & Pregnant	1	5%
Total	20	100%

At the time of completing the questionnaire, 13 mothers (65%) had one child, six mothers (30%) had two children, and one mother (5%) had one child and was pregnant.

As Table 5 shows, a majority of the teenage mothers had one child at the time of completing the questionnaire. The researcher expected this finding, because the teenage mothers must be a custodial parent to receive referral services.

The income level of the teenage mothers. The information on the income level of the teenage mothers was compiled, analyzed, and recorded from completed background information submitted from the directors of twelve of the 16 Child Care Resource and Referral agencies. The income levels of the teenage mothers who completed and returned the questionnaire do not correspond with income levels of the teenage mothers recorded from background information.

Income levels of 292 teenage mothers were reported on the background information sheets and received by the researcher. Two hundred ninety teenage mothers (99.3%) had an income level of up to 75% of the Illinois median. Two teenage mothers (.07%) had an income level of 75% to 100% of the Illinois median.

Summary of Objective One. Objective one of this study was to describe the sample through selected demographic variables, which included the sample's age, ethnicity, geographical location, type of school, number of children,

and income. Frequencies were calculated on select variables to examine and describe the sample.

When the ages of the teenage mothers were examined, the largest number and percentage of mothers were ages 18 and 19 years old at the time they completed the questionnaire. This study examined teenage mothers who received referral services during the period of July 1994 to August 1995; however, the questionnaire was not mailed until May 1996. Due to the time frame between receiving referral services and completing the questionnaire, there is a possibility the mothers received services when they were 16, 17, or 18 years old.

The mothers' ages could reflect the increase in teenage pregnancy and birthrates due to the increase of sexual activity at a younger age. It could also be a result of the greater acceptance of unmarried births to youths (Freeman & Rickels, 1993).

The described ethnicity of the teenage mothers included Black respondents and White respondents. An equal number of Black respondents (40%) and White respondents (40%) completed and returned the questionnaire. However, four mothers (20%) did not indicate their race on the questionnaire.

Even though, there were equal numbers of Black respondents and White respondents who responded and returned the questionnaire, according to the United States Department

of Health and Human Services (Children's Defense Fund, 1996), 22.7% of the births in 1993 were to Blacks, 20.3% were to American Indians, 17.4% were to Hispanics, 11% were to Whites, and 5.7% were to Asians. The terms used to describe the ethnic group and/or race are representative of the terms used by the United States Bureau of Census.

When the geographical location of the mothers was analyzed, seven of the 16 service delivery areas were represented by individuals who completed and returned the questionnaire. According to the analysis, the largest number of mothers receiving referral services resided in service delivery area VI. However, a greater number of questionnaires were mailed to teenage mothers in service delivery area VI because this service delivery area contains a large metropolitan city and the Child Care Resource and Referral receives a larger number of requests for services from teenage mothers. As Table 3 illustrates, service delivery area I had the highest percentage of returns. This is due to the fact that the director of the Child Care Resource and Referral agency in service delivery area I mailed 10 questionnaires to teenage mothers and two were completed and returned.

Most of the teen mothers noted they attended public schools. However, 40% did not note what type of school they attended. While research shows (Ketterlinus, Lamb, & Nitz, 1991), most adolescent pregnancy and parenthood occurs in

racially segregated neighborhoods and racially segregated public schools, the study does not reflect those findings. Furthermore, the Illinois State Board of Education (1988) stated, "Only the truly exceptional students are the ones who successfully re-enter and graduate in the regular public school system. For others it is important to provide services outside of the public school system to help them pursue their education" (p. 10). The researcher is curious about the eight mothers who did not identify the type of school attended.

A large number and percentage of the teenage mothers had one child at the time of completing the questionnaire. However, as Table 5 illustrates, 35% of the mothers had two children and one had one child and was pregnant.

Research shows adolescents who have their first child early in their adolescent years usually will have a second child before age 20 (Freeman & Rickels, 1993). As noted by Voydanoff and Donnelly (1990), about one-fifth of adolescent mothers have a second child within two years after the first birth compared to those having their first child at a later age.

The income level of the teenage mothers, calculated from the background information sheets, indicated a large majority of the mothers lived at or below the poverty line. Many adolescent mothers are poor both before and after giving birth. Evidence shows adolescent mothers have lower

earnings and higher rates of poverty than women bearing children after adolescence (Voydanoff & Donnelly, 1990).

Research Objective Two

The second objective was to determine the teenage mother's level of satisfaction with the Child Care Resource and Referral services. To determine the level of satisfaction, the researcher defined "satisfied" and "unsatisfied" according to the questions. Frequencies were calculated on questions 20 through 24 of the questionnaire (see Appendix A) to determine the level of satisfaction for the 20 participating teenage mothers. Analysis of research objective two is presented in the order given.

How helpful was the referral service in helping you find child care? To determine the level of satisfaction the researcher defined "satisfied" and "unsatisfied" for question 20 (see Appendix A). If the teenage mother answered "very helpful," "helpful," or "somewhat helpful," the mother was considered "satisfied" with the referral service. The teenage mother was considered "unsatisfied" with the referral service if she answered "not very helpful" or "not helpful at all."

Table 6 illustrates the level of satisfaction of the teenage mothers concerning how helpful the referral service was in helping find child care. The "no response" category represents the number of mothers who did not respond to question 20.

Table 6
Level of Satisfaction with Referral Services
in Finding Child Care

<u>Satisfaction Level</u>	<u>Number</u>	<u>Percentage</u>
Very Helpful	6	31.60%
Helpful	5	26.30%
Somewhat Helpful	4	21.10%
Not Very Helpful	1	5.30%
Not Helpful At All	3	15.70%
No Response	1	missing
Total	20	100%

Nineteen of the 20 participating teenage mothers responded to question 20 (see Appendix A). Of the 19 mothers, six mothers (31.6%) indicated the referral service was "very helpful" in helping find child care, five mothers (26.3%) indicated the referral service was "helpful" in helping find child care, four mothers (21.1%) indicated the referral service was "somewhat helpful" in helping find child care, one mother (5.3%) indicated the referral service was "not very helpful" in helping find child care, three mothers (15.7%) indicated the referral service was "not helpful at all" in finding child care, and one mother did not respond to question 20 of the questionnaire.

Therefore, in accordance with the researcher's definition of "satisfied" and "unsatisfied," 15 mothers

(78.9%) were "satisfied" with the helpfulness of the referral service. Four mothers (21.1%) were "unsatisfied" with the helpfulness of the referral services, and one mother did not respond.

Do you think the referral service helped you find child care more quickly? To determine the level of satisfaction of the teenage mothers, the researcher defined "satisfied" and "unsatisfied" for question 21 of the questionnaire (see Appendix A). If the teenage mother answered "I think so," the teenage mother was considered "satisfied" with the referral service; the teenage mother was considered "unsatisfied" with the referral service if she answered "I don't think so" or "I don't know."

Table 7 shows the level of satisfaction of the teenage mothers concerning whether the referral service helped find child care more quickly. The "no response" category represents the number of mothers who did not respond to question 21 of the questionnaire.

Of the 20 participating teenage mothers, 19 mothers responded to question 21 (see Appendix A). Eleven mothers (57.9%) answered "I think so" to the question which asked, "Do you think the referral service helped you find child care more quickly?" Five mothers (26.3%) answered "I don't think so," three mothers (15.8%) answered "I don't know," and one mother did not answer the question.

Table 7

Level of Satisfaction with Referral Services in
Finding Child Care More Quickly

<u>Satisfaction Level</u>	<u>Number</u>	<u>Percentage</u>
I Think So	11	57.90%
Don't Think So	5	26.30%
Don't Know	3	15.80%
No Response	1	missing
Total	20	100%

Therefore, according to the definition of "satisfied" and "unsatisfied," 11 mothers (57.9%) were "satisfied" with the referral service because they indicated the service helped them find child care more quickly. Eight mothers (42.1%) were "unsatisfied" with the referral service because they answered "I don't think so" or "I don't know" indicating that the service did not help them find child care more quickly, and one mother gave no response.

Do you think the referral service helped you find better and more dependable child care? To determine the level of satisfaction of the participating teenage mothers, the researcher had to define "satisfied" and "unsatisfied" for question 22 of the questionnaire (see Appendix A). If the teenage mother answered "I think so" to question 22 which asked, "Do you think the referral service helped you find better and more dependable child care," indicated the

teenage mother was "satisfied" with the service. If the teenage mother answered "I don't think so" or "I don't know" to question 22 indicated the teenage mother was "unsatisfied" with the service.

Table 8 illustrates the level of satisfaction of the teenage mothers in reference to the referral service helping to find better and more dependable child care. The "no response" category represents the teenage mothers who did not answer question 22.

Table 8

Level of Satisfaction with Referral Services in
Finding Better and More Dependable Child Care

<u>Satisfaction Level</u>	<u>Number</u>	<u>Percentage</u>
I Think So	6	31.60%
I Don't Think So	6	31.60%
I Don't Know	7	36.80%
No Response	1	missing
<u>Total</u>	<u>20</u>	<u>100%</u>

Of the 19 teenage mothers who responded to question 22, six mothers (31.6%) answered "I think so." Six mothers (31.6%) answered "I don't think so," and seven mothers (36.8%) answered "I don't know." One mother did not respond to question 22.

According to the researcher's definition of "satisfied"

and "unsatisfied," six mothers (31.6%) were "satisfied," and 13 mothers (68.4%) were "unsatisfied" with the referral service helping them find better and more dependable child care. One mother gave no response.

Do you think the referral service made finding child care easier? To determine the level of satisfaction of the participating teenage mothers, the researcher defined "satisfied" and "unsatisfied" for question 23 of the questionnaire (see Appendix A). If the mother answered "I think so," she was "satisfied" with the referral service; the mother was "unsatisfied" with the referral service if she answered "I don't think so" or "I don't know."

Table 9 illustrates the level of satisfaction with the referral service in helping find child care more easily. The "no response" category indicates question 23 was not answered by all participating teenage mothers.

Table 9

Level of Satisfaction with Referral Services in
Helping Find Child Care More Easily

Satisfaction Level	Number	Percentage
I Think So	14	73.70%
I Don't Think So	3	15.80%
I Don't Know	2	10.50%
No Response	1	missing
Total	20	100%

Of the 20 participating teenage mothers, 19 mothers answered question 23 (see Appendix A). Of the 19 teenage mothers, 14 mothers (73.7%) answered "I think so" to the question, "Do you think the referral service made finding child care easier?" Three mothers (15.8%) answered "I don't think so," two mothers (10.5%) indicated "I don't know," and one mother did not respond. Due to the definition of "satisfied" and "unsatisfied," 14 mothers (73.7%) were "satisfied" and five mothers (26.3%) were "unsatisfied" with the referral services.

Do you think you would use the referral service again.
To determine the level of satisfaction of the participating mothers, "satisfied" and "unsatisfied" were defined by the researcher. If the mother's answer to question 24 (see Appendix A) was "I think so," the mother was considered satisfied with the referral service. If the mother's answer to question 24 was "I don't think so" or "I don't know," the mother was considered "unsatisfied" with the referral service.

Table 10 shows the level of satisfaction when considering using the referral service again. The "no response" category illustrates that not all mothers responded to question 24.

Nineteen teenage mothers responded to question 24. Of the 19 mothers, 13 mothers (68.4%) answered "I think so,"

indicating they were "satisfied" and would use the referral services again if needed. Four mothers (21.1%) answered "I don't think so," and two mothers (10.5%) indicated "I don't know," and were considered "unsatisfied" with the referral services. One teenage mother did not respond.

Table 10

Level of Satisfaction with Referral Services When
Considering Using the Service Again

<u>Satisfaction Level</u>	<u>Number</u>	<u>Percentage</u>
I Think So	13	68.40%
I Don't Think So	4	21.10%
I Don't Know	2	10.50%
No Response	1	missing
<u>Total</u>	<u>20</u>	<u>100%</u>

Nineteen teenage mothers responded to question 24. Of the 19 mothers, 13 mothers (68.4%) answered "I think so," indicating they were "satisfied" and would use the referral services again if needed. Four mothers (21.1%) answered "I don't think so," and two (10.5%) indicated "I don't know," and were considered "unsatisfied" with the referral services. One teenage mother did not respond.

As a total group, 13 mothers (68.4%) were "satisfied," and six (31.6%) were "unsatisfied" with the referral services by the definition of the researcher. Thirteen

teenage mothers responded they would use the referral services again in the future, four indicated they would not use the referral service again in the future, and two indicated they did not know if they would use the referral service again.

Summary of Objective Two. Research objective two was to determine the teenage mother's level of satisfaction with the Child Care Resource and Referral services. Frequencies were calculated on select variables to examine the level of satisfaction.

The analyzed results indicated a large number and percentage of the teenage mothers thought the referral service was helpful in finding child care, helped them find child care more quickly, made finding child care easier, and thought they would use the referral service again if they needed to find a new child care provider.

As defined by the researcher, the teenage mothers were "satisfied" with the referral service with the exception of the referral service helping them find better and more dependable child care. The results showed a majority of the teenage mothers did not think the referral service helped them find better and more dependable child care. These mothers were considered "unsatisfied" with the referral service in finding better and more dependable child care.

The teenage mothers may be "unsatisfied" with the referral service in finding better and more dependable child

care because they may have felt they chose the best and most dependable child care on their own. Another factor may be that teenage mothers may not conceptualize the meaning of quality and dependability.

Research Objective Three

The third research objective was to determine the teenage mothers' level of satisfaction with their actual child care providers and/or child care arrangements. To determine the level of satisfaction, "satisfied" and "unsatisfied" was defined by the researcher. Frequencies were calculated on questions 11 and 12 of the questionnaire (see Appendix A) to determine the level of satisfaction for the 20 participating teenage mothers. The qualitative data for question 11 were analyzed and categorized by themes. Frequencies were calculated on the qualitative data as themes. Analysis of research objective three is presented in the order given.

Are you happy with your child care? The teenage mothers indicated whether they were happy with their child care by answering "yes" or "no" to question 11. If the teenage mothers answered "yes," they were considered "satisfied" with their actual child care providers and/or child care arrangements. If the mother answered "no," they were considered "unsatisfied" with their actual child care providers and/or child care arrangements.

Fifteen mothers responded to question 11 on the questionnaire. Of the 15 responding mothers, twelve mothers (80%) indicated "yes," they were happy with their child care, three mothers (20%) indicated "no," they were not happy with their child care, and five mothers did not respond to question 11.

The teenage mothers were asked to explain what they liked or did not like about their child care. Eleven mothers responded to question 11 with the following comments:

1. "I like my day care. I think my children are happy there. I don't like the way they sometimes talk to the children. I have noticed they are very unpleasant sometimes."
2. "They take good care of my son."
3. "I like my baby-sitter because she's nice and talks alot and I feel like I can trust her."
4. "I don't like it because it is not a guaranteed baby-sitter."
5. "The learning she gets and she eats real good with her baby-sitter."
6. "My mother watches my daughter while I go to school and she gets a sitter if she goes to work."
7. "They have a good facility - clean, organized, several instructors and very good with children. I don't have to worry about his care."

8. "I like the way she takes care of my child. I don't like when she uses my baby things."
9. "My child care provider works with me in the development of my young child."
10. "I am unhappy because I have no child care. When I called your service you gave me no help."
11. "I like the fact that I am getting my child care from someone who I can trust with my child."

A majority of the comments concerning child care were positive and the teenage mothers seemed pleased with the care their child(ren) were receiving. Seven mothers wrote positive statements in relation to their child care. Three mothers indicated "trust" as one of the positive remarks and four mothers indicated "quality" as another positive comment. Negative comments and dissatisfaction were expressed by two mothers who noted a problem with locating child care and with having dependable "guaranteed" child care. Two mothers made both positive and negative comments concerning their child care. Their remarks indicated a sense of ambivalence; they seemed to like their child care, yet there was indication that they were not pleased with everything relating to their child care.

How good is your child care? To determine the level of satisfaction with the quality of child care the response was defined as "satisfied" if the mother answered question 12,

which asked how good is their child care, with "very good," "good," or "average." If the mother answered question 12 with "poor," or "very poor," they were classified as "unsatisfied."

Seventeen mothers responded to question 12; 15 mothers (88.2%) marked "very good," "good," or "average" which categorized them as "satisfied." Two mothers (11.8%) were "unsatisfied" because they marked "poor," or "very poor." Most of the mothers were "satisfied" and felt their child care was good.

Summary of Objective Three. The third research objective was to determine the teenage mothers' level of satisfaction with their actual child care providers and/or child care arrangements. Frequencies were calculated on select variables to examine the level of satisfaction.

The analyzed quantitative and qualitative data indicated a majority of the teenage mothers were "happy" with their child care providers and/or child care arrangements. The qualitative data, which was categorized in themes, showed that a greater number of the mothers viewed their child care providers and/or child care arrangements as positive. Statements made by the mothers indicated that "trust" and "quality" of the child care provider and/or arrangement was a definite indicator of satisfaction. Two mothers seemed uncertain about their

child care providers and/or child care arrangements. The two mothers made both positive and negative statements concerning their child care providers and/or arrangements.

Overall, the majority of the teenage mothers' responses suggested they were "satisfied" with their child care providers and/or child care arrangements. The idea of not being able to find child care and their child care arrangements were not "guaranteed" was the reason given by some mothers which caused them to be "unsatisfied."

Over 80% (12) of the teenage mothers rated their child care as "very good," "good," or "average." Only a small percentage rated their child care as "poor," or "very poor." These results show that a large percentage of the mothers view their child care as average or above average.

The quantitative and qualitative data revealed that most of the teenage mothers were "happy" with their child care providers and/or arrangements. The data also illustrated that a high percentage of the mothers thought their child care was "very good," "good," or "average."

Research Objective Four

The fourth research objective was to compare the findings between the teenage mothers who used the enhanced referral services and those teenage mothers who used the non-enhanced referral services offered by Child Care Resource and Referral.

Ages of the teenage mothers who received enhanced referral services compared to the ages of teenage mothers who received non-enhanced referral services. The ages of the teenage mothers who received enhanced referral services included mothers ages 15 to 18 years old and 20 years old. The ages of the teenage mothers who received non-enhanced referral services included mothers ages 15, 16, 18 and 21 years old. The "age of the teenage mother" was the mother's age during the time of completing the questionnaire not during the time she received the referral services. Therefore, the mothers were in their teens when they received the referral services.

Table 11 is a comparison by age of the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services.

Of the 10 teenage mothers who received enhanced referral services, two mothers (20%) were 15 years old, two mothers (20%) were 16 years old, two mothers (20%) were 17 years old, three mothers (30%) were 18 years old, none of the mothers were age 21. Of the 10 teenage mothers who received non-enhanced referral services, one mother (10%) was 15 years old, one mother (10%) was 16 years old, none of the mothers were 17 years old, one mother (10%) was 18 years old, four mothers (40%) were 19 years old, two mothers (20%) were 20 years old, and one mother (10%) was 21 years old.

According to the calculated frequencies and cross tabulations, the largest number and percentage of mothers who received enhanced referral services were 18 years old and the largest number and percentage of mothers who received non-enhanced referral services were 19 years old at the time of completing the questionnaire. The calculated frequencies and cross tabulations also showed the majority of the teenage mothers who received enhanced referral services were 18 years old and younger compared to the teenage mothers who received non-enhanced referral services who were 19 years and older.

Table 11

Comparison by Age of Teenage Mothers Who Received Enhanced Referral Services and Those Who Received Non-Enhanced Referral Services

Ages	Enhanced		Non-Enhanced	
	n	%	n	%
15	2	20%	1	10%
16	2	20%	1	10%
17	2	20%	0	00%
18	3	30%	1	10%
19	0	00%	4	40%
20	1	10%	2	20%
21	0	00%	1	10%
Total	10	100%	10	100%

The ethnicity of the teenage mothers who received enhanced referral services compared to the ethnicity of the teenage mothers who received non-enhanced referral services.

The ethnicity of the teenage mothers who received enhanced referral services and non-enhanced referral services included Black respondents and White respondents.

Of the 10 teenage mothers who received enhanced referral services, five mothers (50%) noted their race as Black, and three mothers (30%) noted their race as White. Two mothers (20%) did not respond to the question concerning race. Of the 10 teenage mothers who received non-enhanced referral service, three mothers (30%) noted their race as Black, and five mothers (50%) noted their race as White. Two mothers (20%) did not respond to the question concerning race.

In comparison, 50% of the teenage mothers who received enhanced referral services noted their race as Black; whereas, 30% of the teenage mothers who received non-enhanced referral services noted their race as Black. Thirty percent of the teenage mothers who received enhanced referral services indicated their race as White; whereas, 50% of the teenage mothers who received non-enhanced referral services noted their race as White.

According to the calculations, a larger percentage of Black respondents received enhanced referral services compared to the White respondents, and a larger percentage

of the White respondents received non-enhanced referral services compared to the Black respondents.

The geographical location of the teenage mothers who received enhanced referral services compared to the geographical location of the teenage mothers who received non-enhanced referral services. The geographical location of the mothers who received enhanced referral services included service delivery areas I, VI, XII, and XV. The geographical location of the mothers who received non-enhanced referral services included service delivery areas I, II, VI, XI, XIV, and XV.

Table 12 is a comparison of the number and percentage of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services by geographical location.

Ten teenage mothers who received enhanced referral services participated in the study. One mother (10%) lived in service delivery area I, no mothers from service delivery area II returned the questionnaire, six mothers (60%) lived in service delivery area VI, no mothers from service delivery area XI responded to the questionnaire, one mother lived in service delivery area XII, no mothers from service delivery area XIV completed the questionnaire, and two mothers (20%) lived in service delivery area XV.

Ten mothers who received non-enhanced referral services completed and returned the questionnaire. One mother (10%)

lived in service delivery area I, one mother (10%) lived in service delivery area II, four mothers (40%) lived in service delivery area VI, one mother (10%) lived in service delivery area XI, no mothers from service delivery area XII completed the questionnaire, two mothers lived in service delivery area XIV, and one mother (10%) lived in services delivery area XV.

Table 12

Comparison of Number and Percentage of Teenage Mothers
Who Received Enhanced Referral Services and
Teenage Mothers Who Received Non-Enhanced Referral Services
by Geographical Location

SDA	Enhanced		Non-Enhanced	
	n	%	n	%
I	1	10%	1	10%
II	0	0%	1	10%
VI	6	60%	4	40%
XI	0	0%	1	10%
XII	1	10%	0	0%
XIV	0	0%	2	20%
XV	2	20%	1	10%
Total	10	100%	10	100%

A stratified proportionate number of questionnaires were mailed to each Child Care Resource and Referral agency. A total of 380 questionnaires were sent to the 16 Child Care Resource and Referral service delivery area; 190

questionnaires were mailed to mothers who received enhanced referral services, and 190 questionnaires were mailed to mothers who received non-enhanced referral services.

Of the 190 questionnaires mailed to teenage mothers who received enhanced referral services, ten mothers from four service delivery areas responded. The service delivery areas included I, VI, XII, and XV. Of the 190 questionnaires mailed to teenage mothers who received non-enhanced referral services, ten mothers from six service delivery areas responded. The service delivery areas included I, II, VI, XI, XIV, and XV.

A large number and percentage of completed questionnaires were returned from mothers in service delivery area VI. Six of ten questionnaires received were from mothers who received enhanced referral services and four of 10 questionnaires were received from mothers who received non-enhanced referral services through the Child care Resource and Referral agency in service delivery area VI.

The type of school attended by the teenage mothers who received enhanced referral services compared to the type of school attended by the teenage mothers who received non-enhanced referral services. The type of school attended by the teenage mothers who received both enhanced and non-enhanced referral services included public, private, alternative, and college.

Table 13 is a comparison of the number and percentage of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services by the type of school attended. The "no response" category represents teenage mothers who did not respond to the question asking for the type of school attended.

Table 13

Comparison of the Number and Percentage of
Teenage Mothers Who Received Enhanced Referral Services
and Teenage Mothers Who Received Non-Enhanced Referral
Services by the Type of School Attended

Type of School Attended	Enhanced		Non-Enhanced	
	n	%	n	%
Public	6	60%	3	30%
Private	0	00%	1	10%
Alternative	0	00%	1	10%
College	1	10%	0	00%
No Response	3	30%	5	50%
Total	10	100%	10	100%

Seven teenage mothers who received enhanced referral services indicated the type of school they attended and five mothers who received non-enhanced referral services indicated the type of school they attended. Six mothers (60%) who received enhanced referral services attended public schools, one mother (10%) attended college, and three mothers (30%) did not answer the question asking the type of

school attended and/or did not indicate if they were or were not attending school. Of the teenage mothers who received non-enhanced referral services, three (30%) attended public schools, one mother (10%) attended a private school, one mother (10%) attended an alternative school, and five mothers (50%) did not indicate what type of school they attended and/or did not indicate if they were or were not attending school.

A majority (60%) of the teenage mothers who received enhanced referral services attended public schools compared with 30% of the mothers who received non-enhanced referral services. A larger percentage of the mothers who received enhanced referral services attended public schools. However, 50% of the mothers who received non-enhanced referral services did not respond to the question. The high percentage of "no response" for both groups of teenage mothers may support the idea that the mothers who did not respond to the question were not attending school at the time of completing the questionnaire or they may not have understood the question.

One mother (10%) who received non-enhanced referral services attended a private school, and one mother (10%) who received non-enhanced referral services attended an alternative school while none of mothers who received enhanced referral services attended private or alternative

schools. One mother (10%) who received enhanced referral services attended college while none of the teenage mothers who received non-enhanced referral services attended college.

The number of children born to teenage mothers who received enhanced referral services compared to the number of children born to teenage mothers who received non-enhanced referral services. The number of children born to both groups of teenage mothers included one child, two children, and one child and pregnant. Table 14 illustrates the number and percentage of children born to the mothers who received enhanced referral services and the number and percentage of children born to the mothers who received non-enhanced referral services.

Table 14

Comparison of the Number and Percentage of Teenage Mothers Who Received Enhanced Referral Services and Teenage Mothers Who Received Non-Enhanced Referral Services by the Number of Children Born to the Teenage Mothers

Number of Children	Enhanced		Non-Enhanced	
	n	%	n	%
One child	6	60%	7	70%
Two Children	4	40%	2	20%
One Child & Pregnant	0	00%	1	10%
Total	10	100%	10	100%

At the time of completing the questionnaire, six of the ten teenage mothers (60%) who received enhanced referral services had one child, four mothers (40%) had two children, and no mothers had one child and pregnant. In comparison, seven of the ten teenage mothers (70%) who received non-enhanced referral service had one child, two mothers (20%) had two children, and one mother (10%) had one child and was pregnant.

As Table 14 indicates, the highest number and percentage of both groups of teenage mothers had one child at the time of completing the questionnaire. This high number and percentage was expected due to the criteria of being a custodial parent in order to receive referral services. Six mothers (60%) who received enhanced referral services had one child in comparison to seven mothers (70%) who received non-enhanced referral services. Four mothers (40%) who received enhanced referral services had two children compared to two mothers (20%) who received non-enhanced referral services. One mother (10%) who received non-enhanced referral services had one child and was pregnant while no mothers who received enhanced referral services had one child and was pregnant.

The income level of the teenage mothers who received enhanced referral services compared to the income level of the teenage mothers who received non-enhanced referral services. The income level for both groups of

teenage mothers was compiled, analyzed, and recorded from the completed background information sheets submitted from twelve of the 16 Child Care Resource and Referral agencies. The income levels of the teenage mother who returned the completed questionnaires does not correspond with income levels of the teenage mothers recorded from the background information sheets.

Income levels of 146 teenage mothers who received enhanced referral services were reported and received by the researcher. All 146 teenage mothers (100%) who had received enhanced referral services had an income level of up to 75% of the Illinois median. However, one of the requirements for teenage mothers to participate in the Teen Parent Initiative program and receive enhanced referral services was to be receiving assistance from Aid to Families with Dependent Children, meaning they would have an income level of up to 75% of the Illinois median.

Income levels of 146 teenage mothers who received non-enhanced referral services were reported and received by the researcher. Of the 146 teenage mothers who received non-enhanced referral services, 144 mothers (98.6%) had an income level of up to 75% of the Illinois median and two teenage mothers (1.4%) had an income level of 75% to 100% of the Illinois median.

Comparison of the level of satisfaction with the referral services in finding child care of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services. To determine the level of satisfaction the researcher defined "satisfied" and "unsatisfied" for question 20 (see Appendix A). If the teenage mothers answered "very helpful," "helpful," or "somewhat helpful," the mothers were considered "satisfied" with the referral service. The teenage mothers were considered "unsatisfied" with the referral service if they answered "not very helpful," or "not helpful at all."

Table 15 illustrates the level of satisfaction concerning the helpfulness of the referral service in finding child care of the mothers who received enhanced referral services compared to the mothers who received non-enhanced referral services. The "no response" category represents the number of mothers who did not respond to question 20.

In comparison, six mothers (66.7%) who received enhanced referral services were "satisfied" with the referral services in finding child care and nine mothers (90%) who received non-enhanced referral services were "satisfied" with the referral services in finding child care. Three mothers (33.3%) who received enhanced referral services were "unsatisfied" with the referral services in finding child care compared to one mother (10%) who received

non-enhanced referral services. One mother who received enhanced referral services did not respond to question 20.

Table 15

Comparison of Satisfaction With Referral Services in Finding Child Care of Teenage Mothers Who Received Enhanced Referral Services and Teenage Mothers Who Received Non-Enhanced Referral Services

Satisfaction Level	Enhanced		Non-Enhanced	
	n	%	n	%
Satisfied	6	66.7%	9	90%
Unsatisfied	3	33.3%	1	10%
No Response	1	00.0%	0	00%
Total	10	100.0%	10	100%

Comparison of the level of satisfaction with the referral services in helping find child care more quickly of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services.

To determine the level of satisfaction, the researcher defined "satisfied" and "unsatisfied" for question 21 (see Appendix A). If the teenage mother answered "I think so," the mother was considered "satisfied" with the referral services; the teenage mother was considered "unsatisfied" with the referral service if she answered "I don't think so" or "I don't know."

Table 16 shows the level of satisfaction concerning whether the referral service helped the mother find child care more quickly of those who received enhanced referral services compared to the teenage mothers who received non-enhanced referral services. The "no response" category represents the number of mothers who did not respond to question 21.

Table 16

Comparison of Satisfaction With Referral Services in Finding Child Care More Quickly of Teenage Mothers Who Received Enhanced Referral Services and Teenage Mothers Who Received Non-Enhanced Referral Services

Satisfaction Level	Enhanced		Non-Enhanced	
	n	%	n	%
Satisfied	4	36.4%	7	70%
Unsatisfied	5	62.5%	3	30%
No response	1	00.0%	0	00%
Total	10	100%	10	100%

Of the participating teenage mothers, four mothers (40%) who received enhanced referral services were "satisfied" compared to seven mothers (70%) who received non-enhanced referral services in finding child care more quickly. Of the teenage mothers who received enhanced referral services, five mothers (62.5%) were "unsatisfied" in comparison to three mothers (30%) who received

non-enhanced referral services in relation to finding child care more quickly. One mother who received enhanced referral services did not respond to question 21.

Comparison of the level of satisfaction with the referral services in finding better and more dependable child care of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services. To determine the level of satisfaction, the researcher had to define "satisfied" and "unsatisfied" for question 22 (see Appendix A). If the mother answered "I think so" to question 22, she was considered "satisfied," and if the mother marked "I don't think so" or "I don't know" she was considered "unsatisfied" with the referral service.

Table 17 identifies the level of satisfaction of the mothers who received enhanced and non-enhanced referral services in relation to finding better and more dependable child care. The "no response" category represents the mother who did not answer question 22.

According to the researcher's definition of "satisfied" and "unsatisfied" two mothers (22.2%) who received enhanced referral services were considered "satisfied" with the referral services in finding better and more dependable child care. In comparison, four mothers (40%) who received non-enhanced referral services were considered "satisfied" with the referral services in finding better and more dependable child care.

Table 17

Comparison of Satisfaction With Referral Services in
Finding Better and More Dependable Child Care of Teenage
Mothers Who Received Enhanced Referral Services and
Teenage Mothers Who Received Non-Enhanced Referral Services

Satisfaction Level	Enhanced		Non-Enhanced	
	n	%	n	%
Satisfied	2	22.2%	4	40%
Unsatisfied	7	77.8%	6	60%
No Response	1	00.0%	0	00%
Total	10	100.0%	10	100%

According to the researcher's definition of "satisfied" and "unsatisfied," two mothers (22.2%) who received enhanced referral services were considered "satisfied" with the referral services in finding better and more dependable child care.

The majority of the teenage mothers who received enhanced and non-enhanced referral services were considered "unsatisfied" with the referral service in reference to finding better and more dependable child care. Seven mothers (70%) who received enhanced referral services and six mothers (60%) who received non-enhanced referral services were "unsatisfied." One mother who received enhanced referral services did not answer question 22.

Comparison of the level of satisfaction of referral services in finding child care more easily of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services. To determine the level of satisfaction for question 23 (see Appendix A) "satisfied" and "unsatisfied" were defined by the researcher. If the teenage mother indicated "I think so," she was "satisfied" and if she answered "I don't think so" or "I don't know," she was "unsatisfied."

Table 18 illustrates the level of satisfaction with the referral service in helping find child care more easily of teenage mothers who received enhanced and non-enhanced referral services.

Table 18

Comparison of Satisfaction With Referral Services in Helping Find Child Care More Easily of Teenage Mothers Who Received Enhanced Referral Service and Teenage Mothers Who Received Non-Enhanced Referral Services

Satisfaction Level	Enhanced		Non-Enhanced	
	n	%	n	%
Satisfied	6	66.7%	8	80%
Unsatisfied	3	33.3%	2	20%
No Response	1	00.0%	0	00%
Total	10	100.0%	10	100%

In comparison, six mothers (60%) who received enhanced referral services and eight mothers (80%) who received non-enhanced referral services were "satisfied" with the referral in relation to helping find child care more easily. Three mothers (30%) who received enhanced referral services and two mothers (20%) who received non-enhanced referral services were "unsatisfied" with the referral service in helping find child care more easily.

Comparison of the level of satisfaction with the referral services in using the referral service again if needed of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services. To determine the level of satisfaction, "satisfied" and "unsatisfied" were defined for question 24 (see Appendix A). If the teenage mother answered "I think so" she was "satisfied" with the referral service, and if the mother answered "I don't think so" or "I don't know" she was "unsatisfied" with the referral service.

Table 19 shows the level of satisfaction of both groups of teenage mothers in relation to using the referral service again if needed. The "no response" category represents the teenage mother who did not respond to question 24.

According to the definition of "satisfied" and "unsatisfied," five teenage mothers (55.6%) who received enhanced referral services and eight (80%) who received non-enhanced referral services were "satisfied" with the

referral services and would use the service again if needed. Four mother (44.4%) who received enhanced referral services and two mothers (20%) who received non-enhanced referral services were "unsatisfied" with the referral service and would no use the referral service again if needed.

Table 19

Comparison of Satisfaction With Referral Services in Using the Referral Service Again of Teenage Mothers Who Received Enhanced Referral Services and Teenage Mothers Who Received Non-Enhanced Referral Services

Satisfaction Level	Enhanced		Non-Enhanced	
	n	%	n	%
Satisfied	5	55.6%	8	80%
Unsatisfied	4	44.4%	2	20%
No Response	1	00.0%	0	00%
Total	10	100.0%	10	100%

Comparison of the level of satisfaction with happiness of the child care used by teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services. The teenage mothers noted their happiness with their child care by answering "yes" or "no" to question 11. If the mothers answered "yes," they were "satisfied" with their actual child care providers and/or child care arrangements. If the mothers answered "no," they were "unsatisfied" with their

actual child care providers and/or child care arrangements.

Table 20 is a comparison of the number and percentage of the teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services by the happiness with their child care providers and/or child care arrangements. The "no response" category represents the number of mothers who did not respond.

Table 20

Comparison Of The Satisfaction With Happiness Of
Child Care Providers And/Or Child Care
Arrangements Used By Teenage Mothers
Who Received Enhanced Referral Services and Teenage
Mothers Who Received Non-Enhanced Referral Services

Satisfaction Level	Enhanced		Non-Enhanced	
	n	%	n	%
Satisfied	7	87.5%	5	71.4%
Unsatisfied	1	12.5%	2	28.6%
No Response	2	00.0%	3	00.0%
Total	10	100.0%	10	100.0%

Eight mothers who received enhanced referral services, and seven mothers who received non-enhanced referral services responded to question 11. Seven mothers (87.5%) who received enhanced referral services were "satisfied" with their child care providers and/or child care

arrangements. In comparison, five mothers (71.4%) who received non-enhanced referral services were "satisfied" with their child care providers and/or child care arrangements. One mother (12.5%) who received enhanced referral services was "unsatisfied" with her child care providers and/or child care arrangements and two mothers (28.6%) who received non-enhanced referral services were "unsatisfied" with their child care providers and/or arrangements. Two mothers who received enhanced referral services and three mothers who received non-enhanced referral services did not respond to question 11.

The teenage mothers were asked to explain what they liked or did not like about their child care providers and/or child care arrangements. Refer to page 84 for the complete list of comments.

Six mothers who received enhanced referral services responded to question 11 with the following comments:

1. "My child care providers work with me in the development of my young child."
2. "I like the way she takes care of my child. I don't like when she uses my baby things."
3. "They have a good facility - clean, organized, several of the instructors and very good with children. Don't have to worry about his care."
4. "My mother watches my daughter while I go to school and she gets a sitter if she goes to work."

5. "I like the fact that I am getting my child care from someone who I can trust with my child."
6. "I am unhappy because I have no child care. When I called your services you gave me no help."

Of the six comments made by the teenage mothers who received enhanced referral services, five mothers seemed pleased with their child care providers and/or child care arrangements and one mother was "unhappy" with her child care providers and/or child care arrangements. One mother made both positive and negative comments concerning her child care. Her remarks indicated a sense of ambivalence; she was not pleased with everything relating to her child care.

Five mothers who received non-enhanced referral services responded to question 11 with the following comments:

1. "The learning she gets. She eats real good with her babysitter."
2. "I like my babysitter because she's nice and talks alot and feel like I can trust her."
3. "They take good care of him."
4. "I like my day care. I think my children are happy there. I don't like the way they sometimes talk to the children. I have noted they are very unpleasant sometimes."

5. "I don't like it because its not a guaranteed babysitter."

Of the five comments made by the teenage mothers who received non-enhanced referral services, four mothers seemed pleased with their child care providers and/or child care arrangements and one mother was not pleased with her child care providers and/or child care arrangements. One mother indicated both positive and negative comments about her child care; she liked her child care, yet she was not pleased with everything relating to her child care.

Comparison of the level of satisfaction with the goodness of the child care used by teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services. To determine the level of satisfaction the researcher defined "satisfied" and "unsatisfied." The teenage mothers were considered "satisfied" if they answered question 12 with "very good," "good," or "average." If the mothers answered question 12 with "poor," or "very poor," they were considered "unsatisfied."

Table 21 shows the level of satisfaction concerning the goodness of child care used by teenage mothers who received enhanced referral services compared to the teenage mothers who received non-enhanced referral services.

Table 21

Comparison of Satisfaction With Goodness of Child
Care Providers And/Or Child Care Arrangements Used
By Teenage Mothers Who Received Enhanced Referral
Services and Teenage Mothers Who Received
Non-Enhanced Referral Services

Satisfaction Level	Enhanced		Non-Enhanced	
	n	%	n	%
Satisfied	7	87.5%	8	88.9%
Unsatisfied	1	12.5%	1	11.1%
No Response	2	00.0%	1	00.0%
Total	10	100.0%	10	100.0%

Seven mothers (87.5%) who received enhanced referral services were "satisfied" with the goodness of their child care providers and/or child care arrangements compared to eight mothers (88.9%) who received non-enhanced referral services. One mother (12.5%) who received enhanced referral services and one mother (11.1%) who received non-enhanced referral services was "unsatisfied" with the goodness of the child care providers and/or child care arrangements. Two mothers who received enhanced referral services and one mother who received non-enhanced referral services did not respond.

Summary of Objective Four. Objective four of this study was to compare the findings between teenage mothers

who used enhanced referral services and teenage mothers who used non-enhanced referral services offered by Child Care Resource and Referral agencies. Frequencies were calculated on select variables to examine and compare the findings.

When the ages of the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services were examined and compared, the largest number (3) and percentage (30%) of mothers who received enhanced referral services were 18 years old and the largest number (4) and percentage (40%) of mothers who received non-enhanced referral services were 19 years old. However, a large number (6) and percentage (60%) of the mothers who received enhanced referral services were ages 15 to 17 years old, whereas, only two mothers (20%) who received non-enhanced referral services were ages 15 and 16 years old. Teenage mothers under the age of 18 tended to use enhanced referral services more than non-enhanced referral services.

The ethnicity of the teenage mothers who received enhanced referral services and non-enhanced referral services included Black respondents and White respondents. Of the responding mothers who received enhanced referral services, five mothers (50%) noted their race as Black and three mother (30%) noted their race as White. Of the responding mothers who received non-enhanced referral services, three mothers (30%) noted their race as Black and

five mothers (50%) noted their race as White. In comparison, more teenage mothers who received enhanced referral services were Black respondents and more mothers who received non-enhanced referral services were White respondents.

When the geographical locations of the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services were examined and compared, the largest number (6) and percentage (60%) of mothers who received enhanced referral services resided in service delivery area VI and the largest number (4) and percentage (40%) of the mothers who received non-enhanced also resided in service delivery area VI at the time of completing the questionnaire. However, the largest number of questionnaires were mailed to teenage mothers living in service delivery area VI. The researcher expected a larger return from the mothers living in service delivery area VI because the Child Care Resource and Referral agency in this area is located in a large metropolitan city and receives more requests for services from teenage mothers.

The comparison of the results relating to the type of school attended indicated that the type of school most attended by both groups of teenage mothers was public. Six mothers (60%) who received enhanced referral services and 3 mothers (30%) who received non-enhanced referral services attended public schools. However, 50% of the teenage

mothers who received non-enhanced referral services and 30% of the mothers who received enhanced referral services did not indicate the type of school attended and/or did not indicate if they were or were not attending school.

At the time of completing the questionnaire, the largest number and percentage of both groups had one child. Six teenage mothers (60%) who received enhanced referral services had one child and seven mothers (70%) who received non-enhanced referral services had one child. However, as Table 14 shows, a larger number (4) and percentage (40%) of the mothers who received enhanced referral services had two children, whereas, two mothers who received non-enhanced referral services had two children.

The income level of 146 (100%) teenage mothers who received enhanced referral services was up to 75% of the Illinois median. This income level was expected by the researcher due to the criteria needed to receive enhanced referral services. The income level of 144 (98.6%) teenage mothers who received non-enhanced referral services up to 75% of the Illinois median and two (1.4%) mothers had an income level of 75% to 100% of the Illinois median.

Most of the teenage mothers who received enhanced and non-enhanced referral services had an income level of up to 75% of the Illinois median. Due to the level of income of these teenage mothers, they are in need of government assistance and programs in order to continue their

education, employment, and care for their children.

In comparing the level of satisfaction with the referral services in finding child care of the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services indicated that the teenage mothers who received non-enhanced referral services were "satisfied" more often than the mothers who received enhanced referral services. Nine mothers (90%) who received non-enhanced referral services were "satisfied" compared to six mothers (66.7%) who received enhanced referral services. Three mothers (33.3%) who received enhanced referral services were "unsatisfied" compared to one mother (10%) who received non-enhanced referral services.

When comparing the level of satisfaction with the referral services in helping find child care more quickly of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services, the teenage mothers who received non-enhanced referral services were more "satisfied." Seven mothers (70%) who received non-enhanced referral services were "satisfied" with the referral service in finding child care more quickly compared to four mothers (36.4%) who received enhanced referral services. Three mothers (30%) who received non-enhanced referral services were "unsatisfied" and five mothers (62.5%) who received enhanced referral services were

"unsatisfied" with the referral services in finding child care more quickly.

The comparison of the level of satisfaction with the referral services in finding better and more dependable child care of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services showed that the majority of both groups were "unsatisfied." Seven teenage mothers (77.8%) who received enhanced referral services were "unsatisfied" and six mothers (60%) who received non-enhanced referral services were "unsatisfied" with the referral services in finding better and more dependable child care.

When the level of satisfaction of referral services in finding child care more easily was compared for teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services the majority of both groups were "satisfied." Of the teenage mothers who received enhanced referral services, six (66.7%) were "satisfied" and three (33.3%) were "unsatisfied" with the referral services in helping find child care more easily. Of the teenage mothers who received non-enhanced referral services, eight (80%) were "satisfied" and two (20%) were "unsatisfied" with the referral services in helping find child care more easily. As Table 18 shows, a larger number (8) and percentage (80%) of the teenage mothers who received non-enhanced referral services were

"satisfied" compared to the number (6) and percentage (66.7%) of mothers who received enhanced referral services.

The comparison of the level of satisfaction with the referral services in using the referral services again if needed of teenage mother who received enhanced referral services and teenage mothers who received non-enhanced referral services indicated that more mothers who received non-enhanced referral services were "satisfied" compared to the mothers who received enhanced referral services. Eight mothers (80%) who received non-enhanced referral services were "satisfied" compared to five mothers (55.6%) who received enhanced referral services. Four mothers (44.4%) who received enhanced referral services were "unsatisfied" compared to two mother (20%) who received non-enhanced referral services. The results show that a higher percentage of the mothers who received non-enhanced referral services were "satisfied" and would use the referral services again when needed compared to the mothers who received enhanced referral services.

In comparison of the level of satisfaction with happiness of the child care used by teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services, more mothers who received enhanced referral services noted they were "satisfied" with their child care providers and/or child care arrangements than the mothers who received non-enhanced

referral services. Seven mothers (87.5%) who received enhanced referral services noted that they were happy with their child care providers and/or child care arrangements. Five mothers (71.4%) who received non-enhanced referral services noted that they were happy with their child care providers and/or child care arrangements. One mother (12.5%) who received enhanced referral services and two mothers (28.6%) who received non-enhanced referral services indicated they were not happy with their child care providers and/or arrangements. The majority of the mothers wrote positive remarks concerning their child care providers and/or arrangements.

The level of satisfaction with the goodness of the child care used was compared for teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services. The comparison showed that both groups felt that their child care was "good" and they were "satisfied." Seven mothers (87.5%) who received enhanced referral services were "satisfied" with the goodness of their child care. Eight mothers (88.9%) who received non-enhanced referral services were "satisfied" with the goodness of their child care. One mother (12.5%) who received enhanced referral services and one mother (11.1%) who received non-enhanced referral services were "unsatisfied" with the goodness of their child care.

When comparing the level of satisfaction of both groups

the analyzed frequencies indicated that the teenage mothers who received non-enhanced referral services were "satisfied" more often with the goodness of their child care than the teenage mothers who received enhanced referral services.

Research Objective Five

The fifth research objective was to determine the level of school success, in relation to maintaining or improving grades, reduction of absenteeism, and defining and setting future goals, for all teenage mothers. Frequencies were calculated on questions 17 through 19 to determine the level of school success in relation to maintaining or improving grades, reduction of absenteeism, and defining and setting future goals for all participating teenage mothers. Analysis of research objective five is presented in the given order.

Have your grades changed since your baby was born? To determine if the teenage mothers' grades had changed, the teenage mothers were asked if their grades had changed since their baby was born. The mothers marked "yes" or "no" to the question. Next, the mothers were asked how their grades had changed. The mothers indicated if their grades "went up," "stayed the same," or "went down."

Table 22 shows the level of school success in relation to grades changing. The "no response/not applicable" category represents the number of mothers who did not

respond to question 17 and/or the number of mothers to which this question did not apply.

Table 22

Level Of School Success Of The Teenage Mothers
In Relation To Grades

Grades Changed	Number	Percentage
Yes	10	66.70%
No	5	33.30%
No Response/Not Applicable	5	missing
Total	20	100.00%

Ten teenage mothers (66.7%) noted their grades had changed since their baby was born and five mothers (33.3%) indicated their grades had not changed since their baby was born. Five mothers did not respond to the question.

If the teenage mothers indicated a change in their grades, the teenage mothers were then asked how their grades had changed. The choices for their response included "grades have gone up," "grades have stayed the same," and "grades have gone down."

Table 23 shows the level of school success in relation to how the teenage mothers' grades had changed. The "no response/not applicable" category represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 23
Level Of School Success In Relation
To How The Teenage Mothers' Grades Changed

How Grades Changed	Number	Percentage
Have Gone Up	4	28.60%
Stayed The Same	4	28.60%
Have Gone Down	6	42.80%
No Response/ Not Applicable	6	missing
Total	20	100.00%

Of the responding teenage mothers, four mothers (28.6%) indicated their grades "have gone up," four mothers (28.6%) noted their grades "have stayed the same," and six mothers (42.8%) answered their grades "have gone down" since their baby was born. Six mothers did not respond to the question.

The findings indicate that a majority (10) of the responding teenage mothers' grades had changed. Of the ten mothers who indicated their grades had changed, four mothers (28.6%) answered their grades "have gone up," and four mothers (28.6%) noted their grades "have stayed the same." These figures indicate that eight of the responding mothers (57.2%) were maintaining and/or improving their grades. However, six (42.8%) of the mothers grades went down.

Have you been absent from school, late for school, and/or left school early because of child care problems? To determine if there was a reduction in the teenage mothers' absenteeism, the mothers were asked if they had been "absent from school," "late for school," and/or "left school early" because of child care problems. The mothers answered "yes" or "no" to question 15.

Tables 24, 25, and 26 illustrate the level of school success in relation to absenteeism caused by child care problems. The tables show consecutively the number and percentage of teenage mothers who were "absent from school," "late for school," and "left school early" due to child care problems.

Table 24 shows the number and percentage of mothers who were "absent from school" because they did not have child care. The "no response/not applicable" category represents the mothers who did not respond to the question and/or the question did not apply to them.

Ten mothers (58.8%) noted they had been "absent from school" because of child care problems and seven mothers (41.2%) indicated they had not been "absent from school" because of child care problems. Three mothers did not respond to the question.

Table 25 shows the number and percentage of teenage mothers who were "late for school" because they had child care problems. The "no response/not applicable" category

represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 24

Level of School Success Of Teenage Mothers In Relation To
Being Absent From School Because of Child Care Problems

Absent From School	Number	Percentage
Yes	10	58.80%
No	7	41.20%
No Response/Not Applicable	3	missing
Total	20	100.00%

Table 25

Level Of School Success of Teenage Mothers
In Relation To Being Late For School
Because Of Child Care Problems

Late For School	Number	Percentage
Yes	6	37.50%
No	10	62.50%
No Response/ Not Applicable	4	missing
Total	20	100.00%

Six mothers (37.5%) indicated they had been "late for school" because they had child care problems and ten mothers

(62.5%) noted they had not been "late for school" because they had child care problems. Four mothers did not respond to the question.

Table 26 illustrates the frequencies of teenage mothers who had "left school early" because they had child care problems. The "no response/not applicable" category represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 26

Level of School Success Of Teenage Mothers
In Relation To Leaving School Early
Because Of Child Care Problems

Left School Early	Number	Percentage
Yes	6	40%
No	9	60%
No Response/ Not Applicable	5	missing
Total	20	100%

Six mothers (40%) noted they had "left school early" because they had child care problems and nine mothers (60%) indicated they had not "left school early" because they had child care problems. Five mothers did not respond to the question.

Tables 24, 25, and 26 illustrate that more teenage mothers tend to be "absent from school" rather than being

"late for school" and/or "leaving school early" when they had child care problems. Ten mothers (58.8%) noted they had been "absent from school," six mothers (37.5%) noted they had been "late for school," and six mothers (40%) noted they had "left school early" because of child care problems.

In order to compare the teenage mothers' past and present absenteeism history, the mothers were asked how many days they were absent before, during, and after having their baby. The responses to the question included "1 - 3 days," "4 - 6 days," "7 - 9 days," or "10 or more days."

Tables 27, 28, and 29 indicate the level of school success in relation to the reduction of absenteeism by examining the number of days the teenage mothers were absent before, during, and after having their baby.

Table 27 illustrates the number of days the mothers were absent from school before their pregnancy. The "no response/not applicable" category represents the mothers who did not answer the question.

Nine mothers (52.9%) indicated they were absent "1-3 days" before their pregnancy, five mothers (29.4%) answered they were absent "4-6 days" before their pregnancy, and three mothers (17.7%) stated they were absent "10 or more days" before their pregnancy. Three mothers did not respond to the question and/or the question did not apply to them.

Table 28 shows the number of days the teenage mothers were absent while they were pregnant. The "no response/not

applicable" category represents the mothers who did not answer the question.

Table 27

Number Of Days The Teenage Mothers Were Absent
From School Before Their Pregnancy

<u>Days Absent</u>	<u>Number</u>	<u>Percentage</u>
1 - 3	9	52.90%
4 - 6	5	29.40%
7 - 9	0	none
10 or more	3	17.70%
No Response/Not Applicable	3	missing
<u>Total</u>	<u>20</u>	<u>100.00%</u>

Table 28

The Number Of Days The Teenage Mothers
Were Absent From School While Pregnant

<u>Days Absent</u>	<u>Number</u>	<u>Percentage</u>
1 - 3	3	18.70%
4 - 6	1	6.30%
7 - 9	3	18.70%
10 or more	9	56.30%
No Response/Not Applicable	4	missing
<u>Total</u>	<u>20</u>	<u>100.00%</u>

Three mothers (18.7%) answered they were absent "1 - 3 days" while they were pregnant, one mother (6.3%) noted she was absent "4 - 6 days" while she was pregnant, three mothers (18.7%) stated they were absent "7 - 9 days" while they were pregnant, and nine mothers (56.3%) answered they had been absent "10 or more days" while they were pregnant. Four mothers did not respond to the question.

Table 29 illustrates the number of days the teenage mothers have been absent since their baby was born. The "no response/not applicable" category represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 29

The Number Of Days The Teenage Mothers
Were Absent From School Since Childbirth

<u>Days Absent</u>	<u>Number</u>	<u>Percentage</u>
1 - 3	5	33.30%
4 - 6	2	13.40%
7 - 9	0	0.00%
10 or more	8	53.30%
No Response/Not Applicable	5	missing
<u>Total</u>	<u>20</u>	<u>100.00%</u>

Five mothers (33.3%) indicated they had been absent "1 - 3 days" since their baby was born, two mothers (13.4%)

stated they had been absent "4 - 6 days" since their baby was born, none of the mothers answered "7 - 9 days," and eight mothers (53.3%) noted they had been absent "10 or more days" since their baby was born. Five mothers did not respond to the question.

As the numbers and percentages illustrate, the teenage mothers' absenteeism increased during their pregnancy and after their baby was born. A large number (9) and percentage (52.9%) of the mothers indicated they had missed "1 - 3 days" of school before they became pregnant. However, the number of absences increased during pregnancy and after the baby was born. Nine mothers (56.3%) stated they had missed "10 or more days" of school during their pregnancy and eight mother (53.3%) indicated they were absent "10 or more days" after the baby was born. In comparison, only three mothers (17.7%) noted they had missed "10 or more days" of school before they became pregnant.

Do you plan to graduate from high school? To determine the teenage mothers' future goals they were asked, "Do you plan to graduate from high school?" The mothers responded by marking "yes" or "no." If the mothers answered "yes," then they were asked, "When do you plan to graduate?"

Twelve mothers (75%) answered "yes" they planned to graduate from high school. Three mothers (18.8%) had graduated and one mother (6.2%) had her GED. Four mothers did not respond to the question.

Ten of the twelve responding mothers who indicated they planned to graduate, also noted the year they planned to graduate from high school. Table 30 shows the frequencies of the dates the mothers planned to graduate. The "no response/not applicable" response represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 30
Expected Graduation Dates Of The
Teenage Mothers

<u>Year Of Graduation</u>	<u>Number</u>	<u>Percentage</u>
1996	2	15.40%
1997	2	23.00%
1998	3	7.80%
1999	1	23.00%
2000	2	15.40%
Graduated	3	23.00%
No Response/Not Applicable	7	missing
Total	20	100.00%

Two mothers (15.4%) planned to graduate from high school in 1996, two mothers (15.4%) planned to graduate in 1997, three mothers (23%) planned to graduate in 1998, one mother (7.8%) planned to graduate in 1999, and two mothers

(15.4%) planned to graduate in 2000. Three mothers (23%) noted they had already graduated and seven mothers did not respond to the question.

What do you plan to do after you graduate? To determine the future goals of the teenage mothers, they were asked to describe what they planned to do once they graduated from high school.

Frequencies of the qualitative data categorized in themes were analyzed and calculated for question 19. Nineteen mothers responded to question 19 with the following comments:

1. "Hopefully I can get a job and make a better life for my son and I."
2. "Work, college."
3. "Computer Programming."
4. "First need to find a job where I can support my children and that's hard enough. When I do I would hope to find a good caring provider for my child."
5. "I plan to attend some type of training program."
6. "Work."
7. "Culver-Stockton College/Blessing-Rieman."
8. "Work and get married."
9. "I plan to go to college"
10. "Work."
11. "My plans our to finish school and go to college."

12. "Training to be a nurse."
13. "I graduate already I plan to go to college real soon."
14. "Work, college later."
15. "Go to hair school or college for law."
16. "Go to BAC. May need child care again."
17. "College."
18. "Finish college, and get a good job and get out on my own."
19. "I plane to work and when Damian (baby) gets older I'll go to college."

A majority of the comments indicated the teenage mothers planned to continue their education and/or training after graduation. Eleven mothers planned to attend college or training after graduation, six mothers planned to work after graduation, and two mothers planned to work and attended college.

As the numbers and percentages show, the majority of the mothers had defined and set future goals for themselves. Graduating from high school was a goal for all of the responding mothers. The positive remarks given by responding mothers indicate that they have defined and set their future goals.

Summary of Objective Five. Research objective five was to determine the level of school success in relation to maintaining or improving grades, reduction of absenteeism,

12. "Training to be a nurse."
13. "I graduate already I plan to go to college real soon."
14. "Work, college later."
15. "Go to hair school or college for law."
16. "Go to BAC. May need child care again."
17. "College."
18. "Finish college, and get a good job and get out on my own."
19. "I plane to work and when Damian (baby) gets older I'll go to college."

A majority of the comments indicated the teenage mothers planned to continue their education and/or training after graduation. Eleven mothers planned to attend college or training after graduation, six mothers planned to work after graduation, and two mothers planned to work and attended college.

As the numbers and percentages show, the majority of the mothers had defined and set future goals for themselves. Graduating from high school was a goal for all of the responding mothers. The positive remarks given by responding mothers indicate that they have defined and set their future goals.

Summary of Objective Five. Research objective five was to determine the level of school success in relation to maintaining or improving grades, reduction of absenteeism,

given for the number of days absent before the pregnancy was "1 - 3 days." The most frequent answer given for the number of days absent during the pregnancy was "10 or more days." A majority (8 or 53.3%) of the mothers also indicated missing "10 or more days" after the baby was born.

Absenteeism during pregnancy may be due to the medical related complications that teenage mothers may experience during pregnancy. "The potential for complications with pregnancy which lead to medical problems for both the mother and child is exceptionally high for adolescents" (Jones & Battle, 1990, p. 93). Some of the complications teenage mothers may experience due to their pregnancy include maternal mortality, iron deficiency anemia, pregnancy-induced hypertension, and maternal toxemia (Jones & Battle, 1990).

School attendance may also decline once a teenager has a baby. Child care responsibilities and other family constraints may prevent teenage mothers from studying and attending school at a much higher rate than before the baby was born (Congress of the United States Congressional Budget Office, 1990).

To examine the future goals of the teenage mothers, they were asked if they planned to graduate from high school. Twelve mothers (75%) did plan to graduate, three mothers (18.8%) had already graduated, and one mother (6.2%) had earned her GED. In spite of the many added responsibilities

and difficulties faced by teenage mothers, many teenage mothers plan to graduate and do eventually obtain diplomas or alternative forms of accreditation (Congress of the United States Congressional Budget Office, 1990).

A large percentage (75%) of the responding mothers expected to graduate from high school, while 25% had already graduated or obtained a GED. When the mothers were asked what they planned to do after graduating from high school, many mothers cited educational or training goals beyond high school and others cited occupational goals. Even though, adolescent parenthood is associated with not completing high school, working at low-paying jobs, and becoming dependent on welfare (Voydanoff & Donnelly, 1990), the responding mothers in this study seemed to have defined and set goals for their future. The goals mentioned by the mothers did not include dropping out of school or depending on welfare. Unfortunately, the defined and set goals of the responding teenage mothers may be unachievable due to the responsibilities and constraints of teenage motherhood.

Research Objective Six

The sixth objective of this study was to compare the level of school success in relation to maintaining and improving grades, reduction of absenteeism, and defining and setting future goals of teenage mothers who received enhanced referral services and teenage mothers who received

non-enhanced referral services. The analysis of research objective six is presented in the given order.

Grade changes of the teenage mothers who received enhanced referral services compared to grade changes of the teenage mothers who received non-enhanced referral services.

The changes in grades of the teenage mothers who received enhanced referral services and the grade changes of the teenage mothers who received non-enhanced referral services were analyzed and compared. To determine if grades had changed, the mothers were asked if their grades had changed since their baby was born. If the mothers indicated a change in their grades, they were asked how their grades had changed. The mothers indicated if their grades "went up," "stayed the same," or "went down."

Table 31 illustrates the comparison of the level of school success in relation to grade changes for teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services. The "no response/not applicable" category represents the mothers who did not respond to the question and/or the question did not apply to them.

Four mothers (50%) who received enhanced referral services noted their grades had changed compared to six mothers (85.7%) who received non-enhanced referral services. Four mothers (50%) who received enhanced referral services indicated no change in their grades compared to one mother

(14.3%) who received non-enhanced referral services. Two mothers did not respond to the question and/or the question did not apply to them.

Table 31

Comparison Of The Level of School Success In Relation
To Grades Of Teenage Mothers Who Received
Enhanced Referral Services And
Teenage Mothers Who Received Non-Enhanced
Referral Services

Grades Changed	Enhanced		Non-Enhanced	
	n	%	n	%
Yes	4	50%	6	85.7%
No	4	50%	1	14.3%
No Response/Not Applicable	2	00%	3	00.0%
Total	10	100%	10	100.0%

The teenage mothers who indicated a change in their grades continued by responding how their grades had changed. The responses included "grades have gone up," "grades have stayed the same," or "grades have gone down."

Table 32 shows the comparison of the level of school success in relation to how the grades of the teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services. The "no response/not applicable" category represents the mothers who

did not respond to the question and/or the question did not apply to them.

Table 32

Comparison Of The Level Of School Success In Relation
To How Grades Have Changed Of Teenage Mothers
Who Received Enhanced Referral Services
and Teenage Mothers Who Received
Non-Enhanced Referral Services

How Grades Changed	Enhanced n	%	Non-Enhanced n	%
Have Gone Up	0	00.0%	4	57.1%
Stayed The Same	3	42.9%	1	14.3%
Have Gone Down	4	57.1%	2	28.6%
No Response/Not Applicable	3	00.0%	3	00.0%
Total	10	100.0%	10	100.0%

Of the responding teenage mothers who received enhanced referral services, none of the mothers (0%) indicated their grades "have gone up," three mothers (42.9%) noted their grades "have stayed the same," and four mothers (57.1%) stated their grades "have gone down" since their baby was born. Of the responding teenage mothers who received non-enhanced referral services, four mothers (57.1%) noted their grades "have gone up," one mother (14.3%) stated her grades "have stayed the same," and two mothers (28.6%)

indicated their grades "have gone down" since their baby was born. Three mothers who received enhanced referral service and three mothers who received non-enhanced referral services did not respond to the question and/or the question did not apply to them.

The frequencies and cross tabulations show that a larger number (6) and percentage (85.7%) of the teenage mothers who received non-enhanced referral services had a change in their grades compared to the number (4) and percentage (50%) of mothers who received enhanced referral services. Also, the numbers and percentages indicated that more mothers (5 or 71.4%) who received non-enhanced referral services noted their grades "have gone up" or "stayed the same" since their baby was born. Whereas, fewer mothers (3 or 42.9%) who received enhanced referral services stated their grades had "stayed the same" since their baby was born. Two mothers (28.6%) who received non-enhanced referral services noted their grades "have gone down" compared to four mothers (57.1%) who received enhanced referral who stated their grades "have gone down" since their baby was born. The figures indicate that a greater number and percentage of mothers who received non-enhanced referral services are maintaining and/or improving their grades.

Absenteeism reduction of the teenage mothers who received enhanced referral services compared to the absenteeism reduction of the teenage mothers who received non-enhanced referral services. To determine a reduction in absenteeism in school the teenage mothers were asked if they had been "absent from school," "late for school," and/or "left school early" because of child care problems. The mothers responded "yes" or "no" to each of the questions.

Table 33, 34, and 35 illustrate the level of school success in relation to absenteeism of the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services. The following three tables show the comparison of the numbers and percentages of teenage mothers who received enhanced referral services who were "absent from school," "late for school," and/or "left school early" and teenage mothers who received non-enhanced referral services who were "absent from school," "late for school," and/or "left school early."

Table 33 shows the number and percentage comparisons of teenage mothers who received enhanced referral services who were "absent from school" and teenage mothers who received non-enhanced referral services who were "absent from school." The "no response/not applicable" category represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 33

Comparison Of The Level Of School Success In
Relation To Absenteeism Of Teenage Mothers Who Received
Enhanced Referral Services And Teenage Mothers
Who Received Non-Enhanced Referral Services

Absent From School	Enhanced n	%	Non-Enhanced n	%
Yes	7	70%	3	42.9%
No	3	30%	4	57.1%
No Response/Not Applicable	0	00%	3	00.0%
Total	10	100%	10	100.0%

Seven mothers (70%) who received enhanced referral services and three mothers (42.9%) who received non-enhanced referral services noted they had been absent from school because of child care problems. Three mothers (30%) who received enhanced referral services and four mothers (57.1%) who received non-enhanced referral services indicated they had not been absent from school because of child care problems. Three mothers who received non-enhanced referral services not respond to the question and/or the question did not apply to them.

Table 34 illustrates the comparison of the numbers and percentages of teenage mothers who received enhanced referral services who were "late for school" and teenage mothers who received non-enhanced referral services who were

"late for school" because of child care problems. The "no response/not applicable" category represents the mothers who did not respond and/or the question did not apply to them.

Table 34

Comparison Of The Level Of School Success In
Relation To Being Late For School Of
Teenage Mothers Who Received Enhanced Referral
Services And Teenage Mothers Who Received
Non-Enhanced Referral Services

Late For School	Enhanced		Non-Enhanced	
	n	%	n	%
Yes	4	44.4%	2	28.6%
No	5	55.6%	5	71.4%
No Response/Not Applicable	1	00.0%	3	00.0%
Total	10	100.0%	10	100.0%

Four mothers (44.4%) who received enhanced referral services indicated they had been "late for school" due to child care problems compared to two mothers (28.6%) who had received non-enhanced referral services. Five mothers (55.6%) who received enhanced referral services and five mothers (71.4%) who received non-enhanced referral services stated they had not been "late for school" because of child care problems. One mother who received enhanced referral services and three mothers who received non-enhanced

referral services did not respond to the question and/or the question did not apply to them.

Table 35 illustrates the numbers and percentages of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services who "left school early" because of child care problems. The "no response/not applicable" category represents the mothers who did not respond and/or the question did not apply to them.

Table 35

Comparison Of The Level Of School Success
In Relation To Leaving School Early Because Of
Child Care Problems Of Teenage Mothers Who Received Enhanced
Referral Services and Teenage Mothers Who Received Non-
Enhanced Referral Services

Left School Early	Enhanced n	%	Non-Enhanced n	%
Yes	2	25%	4	57.1%
No	6	75%	3	42.9%
No Response/Not Applicable	2	00%	3	00.0%
Total	10	100%	10	100.0%

Two mothers (25%) who received enhanced referral services noted they had "left school early" due to child care problems compared to four mothers (57.1%) who received non-enhanced referral services. Six mothers (75%) who

received enhanced referral services indicated they had not "left school early" due to child care problems compared to three mother (42.9%) who received non-enhanced referral services. Two mothers who received enhanced referral services and three mothers who received non-enhanced referral services did not respond to the question and/or the question did not apply to them.

Tables 33, 34, and 35 illustrate that more mothers who received enhanced referral services tend to be "absent from school" and "late for school" due to child care problems compared to the mothers who received non-enhanced referral services. Three mothers (42.9%) who received non-enhanced referral services indicated being "absent from school" because of child care problems. In comparison, seven mothers (70%) who received enhanced referral services noted being "absent from school" due to child care problems. Two mothers (28.6%) who received non-enhanced referral services noted being "late for school" whereas, four mothers (44.4%) who received enhanced referral services indicated being "late for school."

The frequencies also indicated that mothers who received enhanced referral services tend not to "leave school early" due to child care problems compared to the mothers who received non-enhanced referral services. Six mothers (75%) who received enhanced referral services indicated not "leaving school early" compared to three

mothers (42.9%) who received non-enhanced referral services.

In order to compare the teenage mothers who received enhanced referral services past and present absenteeism history to the teenage mothers who received non-enhanced referral services, their answers concerning how many days they were absent from school before, during, and after having their baby were examined. The responses to the question included "1 - 3 days," "4 - 6 days," "7 - 9 days," and "10 or more days."

Tables 36, 37, and 38 illustrate the level of school success in relation to the reduction of absenteeism by examining and comparing the number of days the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services were absent from school before, during, and after having their baby.

Table 36 shows the number of days the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services were absent from school before their pregnancy. The "no response/not applicable" category represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 36

Comparison Of The Number Of Days The Teenage Mothers
Who Received Enhanced Referral Services and Teenage
Mothers Who Received Non-Enhanced Referral Services
Were Absent From School Before Their Pregnancy

Days Absent	Enhanced		Non-Enhanced	
	n	%	n	%
1 - 3	6	66.7%	3	37.5%
4 - 6	2	22.2%	3	37.5%
7 - 9	0	00.0%	0	00.0%
10 or more	1	11.1%	2	25.0%
No Response/Not Applicable	1	00.0%	2	00.0%
Total	10	100.0%	10	100.0%

Six mothers (66.7%) who received enhanced referral services indicated they were absent "1 - 3 days" before their pregnancy compared to three mothers (37.5%) who received non-enhanced referral services. Two mothers (22.2%) who received enhanced referral services stated they had been absent "4 - 6 days" before their pregnancy while three mothers (37.5%) who received non-enhanced referral services noted missing "4 - 6 days" of school before their pregnancy. None of the mothers (00.0%) from either group noted missing "7 - 9 days." One mother (11.1%) who received enhanced referral services indicated being absent "10 or more days" before her pregnancy and two mothers (25.0%) who

received non-enhanced referral services stated being absent "10 or more days" before their pregnancy. One mother who received enhanced referral services and two mothers who received non-enhanced referral services did not respond to the question and/or the question did not apply to them.

Table 37 illustrates the number of days the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services were absent from school while they were pregnant. The "no response/not applicable" category represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 37

Comparison Of The Number Of Days The Teenage Mothers
Who Received Enhanced Referral Services and The
Teenage Mothers Who Received Non-Enhanced Referral
Services Were Absent From School During Their Pregnancy

Days Absent	Enhanced		Non-Enhanced	
	n	%	n	%
1 - 3	3	33.3%	0	00.0%
4 - 6	1	11.1%	0	00.0%
7 - 9	0	00.0%	3	42.9%
10 or more	5	55.6%	4	57.1%
No Response/Not Applicable	1	00.0%	3	00.0%
Total	10	100.0%	10	100.0%

Three mothers (33.3%) who received enhanced referral services noted they were absent "1 - 3 days" during their pregnancy while no mothers (00.0%) who received non-enhanced referral services indicated being absent "1 - 3 days" during their pregnancy. One mother (11.1%) who received enhanced referral services stated she was absent "4 - 6 days" during her pregnancy and no mothers (00.0%) who received non-enhanced referral services indicated being absent "4 - 6 days" while pregnant. Three mothers (42.9%) who received non-enhanced referral services noted being absent "7 - 9 days" during their pregnancy while no mothers (00.0%) who received enhanced referral services indicated missing "7 - 9 days" during their pregnancy. The highest number and percentage of both groups of mothers indicated being absent "10 or more days" during their pregnancy. Five mothers (55.6%) who received enhanced referral services answered being absent "10 or more days" and four mothers (57.1%) who received non-enhanced referral services answered being absent "10 or more days" while pregnant. One mother who received enhanced referral services and three mothers who received non-enhanced referral services did not respond to the question and/or the question did not apply to them.

Table 38 shows the number of days the teenage mothers who received enhanced referral services were absent from school since their baby was born compared to the number of days the teenage mothers who received non-enhanced referral

services were absent from school since their baby was born. The "no response/not applicable" category represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 38

Comparison Of The Number Of Days The Teenage Mothers
Who Received Enhanced Referral Services And The
Teenage Mothers Who Received Non-Enhanced
Referral Services Were Absent From School
Since Their Baby Was Born

Days Absent	Enhanced		Non-Enhanced	
	n	%	n	%
1 - 3	2	25.0%	3	42.9%
4 - 6	1	12.5%	1	14.2%
7 - 9	0	00.0%	0	00.0%
10 or more	5	62.5%	3	42.9%
No Response/Not Applicable	2	00.0%	3	00.0%
Total	10	100.0%	10	100.0%

Two mothers (25.0%) who received enhanced referral services indicated missing "1 - 3 days" of since their baby was born while three mothers (42.9%) who received non-enhanced referral services noted being absent "1 - 3 days." One mother (12.5%) who received enhanced referral services and one mother (14.2%) who received non-enhanced referral services noted being absent "4 - 6 days" since

their baby was born. No mothers in either group indicated being absent "7 - 9 days" since their baby was born. Five mothers (62.5%) who received enhanced referral services marked "10 or more days" compared to three mothers (42.9%) who received non-enhanced referral services marked "10 or more days" of being absent since their baby was born. Two mothers who received enhanced referral services and three mothers who received non-enhanced referral services did not respond and/or the question did not apply to them.

The frequencies and cross tabulations illustrated that both groups of teenage mothers were absent fewer days before their pregnancy and the birth of their baby. Six mothers (66.7%) who received enhanced referral services and three mothers (37.5%) who received non-enhanced referral services indicated they had only missed "1 - 3 days" of school before they became pregnant. Two mothers (22.2%) who received enhanced referral services and three mothers (37.5%) who received non-enhanced referral services noted missing "4 - 6 days" before becoming pregnant.

The number of days absent from school increased for both groups during pregnancy and after their baby was born. Five mothers (55.6%) who received enhanced referral services and four mothers (57.1%) who received non-enhanced referral services indicated missing "10 or more days" of school during their pregnancy. Five mothers (62.5%) who received enhanced referral services and three mothers (42.9%) who

received non-enhanced referral services noted missing "10 or more days" of school since their baby was born.

The figures clearly show that pregnancy and having a baby increased the number of days absent. In comparison, the mothers who received non-enhanced referral services missed fewer days of school while pregnant and after having their baby than the mothers who received enhanced referral services.

Do you plan to graduate from high school? To determine the teenage mothers' who received enhanced referral services and the teenage mothers' who received non-enhanced referral services future goals, the mothers were asked, "Do you plan to graduate from high school?" The responses included "yes" and "no." The mothers who indicated "yes" they did plan to graduate were then asked, "When do you plan to graduate?"

Eight mothers (88.9%) who received enhanced referral services responded "yes" they did plan to graduate and four mothers (57.1%) who received non-enhanced referral services indicated "yes" they planned to graduate. One mother (11.1%) who received enhanced referral services and two mothers (28.6%) who received non-enhanced referral services had already graduated. One mother (14.3%) who received non-enhanced referral services had received her GED. One mother who received enhanced referral services and three mothers who received non-enhanced referral services did not respond to the question.

None of the mothers from either group indicated "no" they did not plan to graduate. However, the mothers from both groups who did not respond to the question may include those who do not plan to graduate.

In comparison, the number and percentage of mothers who received enhanced referral services who planned to graduate or had already graduated and the number and percentage of mothers who received non-enhanced referral services who planned to graduate or had already graduated were high and fairly equal. Nine mothers (100%) who received enhanced referral services planned to graduate or had already graduated and six mothers (85.7%) who received non-enhanced referral services planned to graduate or had already graduated. More mothers who received enhanced referral services indicated they planned to graduate or had already graduated compared to the mothers who received non-enhanced referral services. However, three mothers who received non-enhanced did not respond to the question compared to only one mother who received enhanced referral services.

Seven mothers who received enhanced referral services and six mothers who received non-enhanced referral services responded to the question, "When do you plan to graduate?" Table 39 illustrates the frequencies of the dates the mothers who received enhanced referral services and the mothers who received non-enhanced referral services planned to graduate. The "no response/not applicable" category

represents the mothers who did not respond to the question and/or the question did not apply to them.

Table 39

Comparison Of The Expected Graduation Dates Of The
Teenage Mothers Who Received Enhanced Referral Services
And The Teenage Mothers Who Received
Non-Enhanced Referral Services

Expected Year Of Graduation	Enhanced		Non-Enhanced	
	n	%	n	%
1996	1	14.3%	1	16.7%
1997	1	14.3%	1	16.7%
1998	2	28.5%	1	16.7%
1999	1	14.3%	0	00.0%
2000	1	14.3%	1	16.7%
Graduated	1	14.3%	2	33.3%
No Response/Not Applicable	3	00.0%	4	00.0%
Total	10	100.0%	10	100.0%

The frequencies of the expected graduation dates of the teenage mothers who received enhanced referral services are as follows: one mother (14.3%) planned to graduate in 1996, one mother (14.3%) planned to graduate in 1997, two mothers (28.5%) planned to graduate in 1998, one mother (14.3%) planned to graduate in 1999, one mother (14.3%) planned to graduate in 2000, and one mother (14.3%) had graduated. Three mothers who received enhanced referral services did

not respond to the question and/or the question did not apply to them.

In comparison, the frequencies for the teenage mothers who received non-enhanced referral services were similar to the mothers who received enhanced referral services. The numbers and percentages of the expected graduation dates of the teenage mothers who received non-enhanced referral services are as follows: one mother (16.7%) planned to graduate in 1996, one mother (16.7%) planned to graduate in 1997, one mother (16.7%) planned to graduate in 1998, no mothers planned to graduate in 1999, one mother (16.7%) planned to graduate in 2000, and two mothers (33.2%) had graduated. Four mothers who received non-enhanced referral services did not respond to the question and/or the question did not apply to them.

What do you plan to do after you graduate? To determine the future goals of the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services, both groups were asked to describe what they planned to do after graduating from high school.

Frequencies of the qualitative data categorized in themes were analyzed and compared for question 19. Ten mothers who received enhanced referral services responded to the question with the following comments:

1. "Work."

2. "I plan to go to college."
3. "Work and get married."
4. "Culver-Stockton College/Blessing-Rieman."
5. "Work."
6. "I plan to attend some type of training program."
7. "First need to find a job where I can support my children and that's hard enough. When I do I would hope to find a good caring provider for my child."
8. "Computer programming."
9. "Work, college."
10. "Hopefully I can get a job and make better life for my son and I."

Nine mothers who received non-enhanced referral services responded to the question with the following comments:

1. "I plane to work and when Damian (baby) gets older I'll go to college."
2. "Finish college, and get a good job and get out on my own."
3. "College."
4. "Go to BAC. May need child care again."
5. "Go to hair school or college for law."
6. "Work, college later."
7. "I graduate already. I plan to go to college real soon."

8. "Training to be a nurse."
9. "My plans our to finish school (GED) and go to college."

The mothers who received enhanced referral services indicated "work" as the most frequent answer while mothers who received non-enhanced referral services indicated "college" as the most frequent answer. Six mothers who received enhanced referral services noted "work" as their future plans and seven mothers who received non-enhanced referral services answered "college" as their plans for the future. Three mothers who received enhanced referral services noted "college" as a future goal compared to seven mothers who received non-enhanced referral services. Three mothers who received non-enhanced referral services indicated "work" as a future goal compared to six mothers who received enhanced referral services. One mother who received enhanced referral services noted "work and getting married" as a future goal while no mothers who received non-enhanced referral services mentioned "getting married." Two mothers who received enhanced referral services and two mothers who received non-enhanced referral services stated "training and/or training programs" as a future goal.

The comments made by both groups indicated the teenage mothers had defined and set future goals. In comparison, "work" tended to be the most frequent goal set by the teenage mothers who received enhanced referral services

while "college" tended to be the most frequent goal set by the teenage mothers who received non-enhanced referral services.

Summary of Objective Six. The sixth objective was to compare the level of school success in relation to maintaining and improving grades, reduction in absenteeism, and defining and setting future goals of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services.

The grade changes of the teenage mothers who received enhanced referral services were compared to the grade changes of the teenage mothers who received non-enhanced referral services. Four mothers (50%) who received enhanced referral services indicated a change in their grades compared to six mothers (85.7%) who received non-enhanced referral services. In comparison, only one mother (14.3%) who received non-enhanced referral services indicated that her grades had not changed while four mothers (50%) who received enhanced referral services indicated their grades had not changed.

The mothers who indicated a change in their grades were asked how their grades had changed. None of the mothers who received enhanced referral services who had indicated a change in their grades stated that their grades had gone up while four (57.1%) had gone down. Four (57.1%) of the six mothers who received non-enhanced referral services and who

noted their grades had changed indicated their grades had gone up and two mothers (28.6%) noted their grade had gone down.

The figures indicated that the mothers who received non-enhanced referral services were improving their grades while the mothers who received enhanced referral services were not improving their grades. However, mothers who received enhanced referral services were maintaining their grades. Three mothers (42.9%) who received enhanced referral services indicated that their grades had stayed the same while only one mother (14.3%) stated that her grades had stayed the same.

To determine a reduction in the absenteeism of the teenage mothers who received enhanced referral services compared to the mothers who received non-enhanced referral services, the mothers were asked if they had been absent from school, late for school, or left school early because of child care problems.

More mothers (7 or 70%) who received enhanced referral services indicated being absent from school due to child care problems while fewer mothers (3 or 42.9%) who received non-enhanced referral services indicated being absent because of child care problems. Four mothers (44.4%) who received enhanced referral services noted being late for school because of child care problems compared to two mothers (28.6%) who received non-enhanced referral services.

More mothers (57.1%) who received non-enhanced referral services indicated leaving school early because of child care problems while two mothers (25%) who received enhanced referrals noted leaving school early due to child care problems.

More mothers who received enhanced referral services were absent from school and late for school compared to the mothers who received non-enhanced referral services. More mothers who received non-enhanced referral services left school early compared to the mothers who received enhanced referral services.

Child care problems and child care responsibilities are one of the main reasons teenage mothers are absent from school and may lead the teenage mother to eventually drop out of school (Congress of the United States Congressional Budget Office, 1990).

The absenteeism history of the teenage mothers who received enhanced referral services were compared to the absenteeism history of the teenage mothers who received non-enhanced referral services. The mothers were asked how many days they were absent from school before, during, and after having their baby.

The figures indicated that both groups of mothers were absent fewer days before their pregnancy and the birth of their baby. The number of absences increased for both groups of mothers during pregnancy and after childbirth. In

comparison, the mothers who received enhanced referral services missed more days of school while pregnant and after childbirth than the mothers who received non-enhanced referral services.

Graduating from high school was a defined and set goal for both groups of mothers. Eight mothers (88.9%) who received enhanced referral services planned to graduate from high school and four mothers (28.6%) who received non-enhanced referral services planned to graduate from high school. None of the mothers in either group indicated that they did not plan to graduate from high school. However, one mother who received enhanced referral services and three mothers who received non-enhanced referral services did not respond to the question. The no response may be an indication that graduating from high school was not a defined or set future goal.

To determine and compare the future goals of the teenage mothers who received enhanced referral services and the teenage mothers who received non-enhanced referral services, the mothers were asked to explain what they planned to do after graduating from high school. The mothers who received enhanced referral services indicated "work" as the most frequent answer while mothers who received non-enhanced referral services indicated "college" as the most frequent answer.

The fact that more mothers who received enhanced referral services indicated "work" as their future plans instead of "college" may be due to their economic status. Mothers who received enhanced referral services had to be receiving assistance from AFDC and have an income level of up to 75% of the Illinois median. Working for these mothers may be the only way they see as becoming self-sufficient and to provide for their family.

Both groups of mothers did indicate that they had plans for the future. Most importantly, the mothers intended on graduating from high school and had educational or occupational goals set for after graduation.

Research Objective Seven

Objective seven was to determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' satisfaction with referral services. Analysis of objective seven is presented in the given order.

The relationship of the teenage mothers' age to the teenage mothers' satisfaction with the referral services.

In order to determine the relationship of the teenage mothers' age to the teenage mothers' satisfaction with referral services, frequencies and cross tabulations were calculated on question one concerning age and question 20.

The ages of the responding mothers ranged from 15 years old to 21 years old. The "age of the teenage mothers" was the mothers' age during the time of completing the questionnaire not during the time of receiving the referral services. Therefore, all of the mothers were teens when they received the services.

To determine the level of satisfaction the researcher define "satisfied" and "unsatisfied" for question 20. If the teenage mothers answered "very helpful," "helpful," or "somewhat helpful," the mothers were considered "satisfied" with the referral services. The teenage mothers were considered "unsatisfied" with referral services if they answered "not very helpful" or "not helpful at all."

Table 40 shows the numbers and percentages of the responding mothers' ages and if they were "satisfied" or "unsatisfied" with the referral services.

Of the three teenage mothers who were 15 years old, two mothers (66.7%) were "satisfied" with the referral services and one mother (33.3%) was "unsatisfied" with the referral services. Two mothers (66.7%) who were 16 years old were "satisfied" and one 16 year old mother (33.3%) was "unsatisfied" with the referral services. One mother (50.0%) age 17 was "satisfied" and one mother (50.0%) age 17 was "unsatisfied" with the referral services. The three responding mothers (100.0%) who were 18 years old were "satisfied" with the referral services. The four responding

mothers (100.0%) who were age 19 were "satisfied" with the referral services. Of the three responding 20 year old mothers, two mothers (66.7%) were "satisfied" and one mother (33.3%) was "unsatisfied" with the referral services. The responding 21 year old mother (100.0%) was "satisfied" with the referral services. One mother did not respond to question 20.

Table 40

The Relationship Of The Teenage Mothers' Age To
The Teenage Mothers' Satisfaction With
Referral Services

Ages	Satisfied		Unsatisfied		Total	
	n	%	n	%	n	%
15	2	66.7%	1	33.3%	3	100.0%
16	2	66.7%	1	33.3%	3	100.0%
17	1	50.0%	0	00.0%	1	100.0%
18	3	100.0%	0	00.0%	3	100.0%
19	4	100.0%	0	00.0%	4	100.0%
20	2	66.7%	1	66.7%	3	100.0%
21	1	100.0%	0	00.0%	1	100.0%
Total	15	78.9%	4	21.1%	19	100%

*Due to one "no response," the total does not equal 20

The numbers and percentages illustrate that a majority (15 or 78.9%) of the teenage mothers were "satisfied" with the referral services while four mothers (21.1%) were

"unsatisfied" with the referral services. The frequencies and cross tabulations indicate that the older the teenage mother was the more likely she was to be "satisfied" with the referral services. One hundred percent of the responding mothers who were age 18, 19, and 21 were "satisfied" with the referral services. However, when examining the figures the total number of mothers that were "unsatisfied" was low (4 or 21.1%).

The relationship of the teenage mothers' ethnicity to the teenage mothers' satisfaction with the referral services. In order to determine the relationship of the teenage mothers' ethnicity to the teenage mothers' level of satisfaction with the referral services, frequencies and cross tabulations were calculated on question one concerning ethnicity and question 20.

The ethnicity of the teenage mothers included Black respondents and White respondents. Of the 20 mothers, eight mothers (40%) were Black respondents and eight mothers (40%) were White respondents. Four mothers (20%) did not respond to the question concerning race.

To determine the level of satisfaction the researcher defined "satisfied" and "unsatisfied" for question 20. If the responding mothers answered "very helpful," "helpful," or "somewhat helpful," the mothers were considered "satisfied" with the referral services. The responding mothers were considered "unsatisfied" with the referral

services if they answered "not very helpful" or "not helpful at all" to question 20.

Table 41 illustrates the teenage mothers' ethnicity and their level of satisfaction with the referral services.

Table 41

The Relationship Of The Teenage Mothers'
Ethnicity To The Teenage Mothers' Level Of Satisfaction With
The Referral Services

Ethnicity	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
Black	5	62.5%	3	37.5%	8	42.1%
White	6	85.7%	1	14.3%	7	36.8%
No Response	4	100.0%			4	21.1%
Column Total	15	78.9%	4	21.1%	19	100.0%

*Due to one "no response," the total does not equal 20.

Five Black respondents (62.5%) were "satisfied" with the referral services and six White respondents (85.7%) were "satisfied" with the referral services. Three Black respondents (37.5%) were "unsatisfied" with the referral services and one White respondent was "unsatisfied" with the referral services. Four mothers (100%) were "satisfied" with the referral services but they did not respond to the question concerning race. One mother did not respond to the

question concerning the satisfaction with the referral services.

A large number (15) and a large percentage (78.9%) of both Black and White respondents were "satisfied" with the referral services. However, the frequencies indicate that more (6 or 85.7%) White respondents were "satisfied" with the referral services compared to the Black respondents (5 or 62.5%). One White respondent (14.3%) was "unsatisfied" while three Black respondents (37.5%) were "unsatisfied" with the referral services.

The relationship of the teenage mothers' geographical location to the teenage mothers' satisfaction with referral services. In order to determine the relationship of the mothers' geographical location to the mothers' satisfaction with the referral services, cross tabulations and frequencies were calculated and analyzed on question two and question 20.

The geographical location of the responding mothers included service delivery area (SDA) I, II, VI, XI, XII, XIV, and XV. The Illinois Child Care Resource and Referral System contains 16 services delivery areas.

To determine the level of satisfaction, "satisfied" and "unsatisfied" were defined for question 20. The mothers were considered "satisfied" if they responded with "very helpful," "helpful," or "somewhat helpful" to question 20. If the mothers responded with "not very helpful" or "not

helpful at all," the mothers were considered "unsatisfied" with the referral services.

Table 42 shows the frequencies of the geographical location of the responding teenage mothers and their satisfaction level with the referral services.

Table 42

The Relationship Of The Teenage Mothers' Geographical
Location To The Teenage Mothers' Satisfaction
With Referral Services

Geographical Location	Satisfied n %	Unsatisfied n %	Row Total n %
SDA I	1 100.0%	0 00.0%	1 5.3%
SDA II	1 100.0%	0 00.0%	1 5.3%
SDA VI	7 70.0%	3 30.0%	10 52.6%
SDA XI	1 100.0%	0 00.0%	1 5.3%
SDA XII	0 00.0%	1 100.0%	1 5.3%
SDA XIV	2 100.0%	0 00.0%	2 10.5%
SDA XV	3 100.0%	0 00.0%	3 15.3%
Column Total	15 78.9%	4 21.1%	19 100.0%

*Due to one "no response," the total does not equal 20

Of the responding teenage mothers, one mother (100%) from SDA I was "satisfied" with the referral services, one mother (100%) from SDA II was "satisfied" with the referral services, seven mothers (70%) from SDA VI were "satisfied"

and three mothers (30%) from SDA VI were "unsatisfied" with the referral services, one mother (100%) from SDA XI was "satisfied" with the referral services, one mother (100%) from SDA XII was "unsatisfied" with the referral services, two mothers (100%) from SDA XIV were "satisfied" with the referral services, and three mothers (100%) were "satisfied" with the referral services. One mother did not respond to question 20.

The numbers and percentages show that 15 mothers (78.9%) were "satisfied" and four mothers (21.1%) were "unsatisfied" with the referral services. Of the four mothers who were "unsatisfied" with the referral services three resided in SDA VI and one resided in SDA XII. All of the remaining mothers who resided in SDA I, II, XI, XIV, and XV were "satisfied" with the referral services. The largest number (3) and percentage (30%) of mothers who were "unsatisfied" lived in SDA VI. However, the largest number of returns came from SDA VI causing the numbers and percentages of "satisfied" and "unsatisfied" mothers to be higher.

The relationship of the teenage mothers' education level to the teenage mothers' satisfaction with referral services. In order to determine the relationship of the mothers' education level to the mothers' satisfaction with the referral services, cross tabulations and frequencies were calculated and analyzed on question 5 and question 20.

The grade level of the responding mothers included eighth grade, tenth grade, eleventh grade, twelfth grade, and college. Twelve mothers indicated they were attending school and what grade level they were attending. Eight mothers indicated they were not attending school.

To determine the level of satisfaction of the teenage mothers the researcher defined "satisfied" and "unsatisfied." If the mother answered question 20 with "very helpful," "helpful," or "somewhat helpful," the mother was "satisfied" with the referral services. If the mother answered the question with "not very helpful" or "not helpful at all," the mother was "unsatisfied" with the referral services.

Table 43 illustrates the grade level of the teenage mothers and their level of satisfaction with the referral services.

Of the twelve teenage mothers who were attending school, ten (83.3%) were "satisfied" with the referral services while two mothers (16.7%) were "unsatisfied" with the referral services. One mother (100%) indicated she was in the eighth grade and was "satisfied" with the referral services. One mother (100%) noted she was in the tenth grade and she was "satisfied" with the referral services. Five mothers (100%) indicated they were in the eleventh grade and they were all "satisfied" with the referral services. Three mothers stated they were in the twelfth

grade; two mothers (66.7%) indicated they were "unsatisfied" with the referral services while one mother (33.3%) noted who was "satisfied" with the referral services. Two mothers (100%) were attending college, and both were "satisfied" with the referral services.

Table 43

The Relationship Of The Teenage Mothers' Grade Level
To The Teenage Mothers' Satisfaction With
Referral Services

Grade Level	Satisfied n %	Unsatisfied n %	Row Total n %
8th	1 100.0%	0 00.0%	1 8.3%
10th	1 100.0%	0 00.0%	1 8.3%
11th	5 100.0%	0 00.0%	5 41.7%
12th	1 33.3%	2 66.7%	3 25.0%
College	2 100.0%	0 00.0%	2 16.7%
Column Total	10 83.3%	2 16.7%	12 100.0%

*Due to eight mothers not attending school,
the total does not equal 20

The largest number (5) of the responding mothers were in the eleventh grade and all of the five mothers were "satisfied" with the referral services. The teenage mothers who were "unsatisfied" were in the twelfth grade. Three mothers indicated they were in the twelfth grade and two of

the three mothers (66.7%) were "unsatisfied" with the referral services.

The relationship of the teenage mothers' type of school attended to the teenage mothers' satisfaction with referral services. In order to determine the relationship of the type of school attended by the teenage mothers to the teenage mothers' satisfaction with the referral services, cross tabulations and frequencies were calculated and analyzed on question six and question 20.

The type of school attended by the twelve mothers who were attending school included public, private, alternative, and college. Eight mothers responded to question six by indicating they were not attending school.

The level of satisfaction of the teenage mothers was defined by the researcher. The mothers were considered "satisfied" if they responded to question 20 with "very helpful," "helpful," or "somewhat helpful." The mothers were considered "unsatisfied" if they responded with "not very helpful" or "not helpful at all."

Table 44 shows the type of school the teenage mothers attended and their level of satisfaction with the referral services.

Ten of the twelve mothers (83.3%) were "satisfied" with the referral services while two mothers (16.7%) were "unsatisfied" with the referral services. The majority (9 or 75%) of the mothers attended public schools. Seven of

the nine mothers (77.8%) who attended public school were "satisfied" and two mothers (22.2% who attended public schools were "unsatisfied" with the referral services. One mother (100%) who attended a private school was "satisfied," one mother (100%) who attended an alternative school was "satisfied" and one mother (100%) who attended college was "satisfied" with the referral services.

Table 44

The Relationship Of The Teenage Mothers' Type
Of School Attended To The Teenage Mothers'
Satisfaction With Referral Services

Type of School	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
Public	7	77.8%	2	22.2%	9	75.5%
Private	1	100.0%	0	00.0%	1	8.3%
Alternative	1	100.0%	0	00.0%	1	8.3%
College	1	100.0%	0	00.0%	1	8.3%
Column Total	10	83.3%	2	16.7%	12	100.0%

*Due to eight mothers not attending school, the total does not equal 20

The numbers and percentages illustrate that more mothers (10 or 83.3%) were "satisfied" with the referral services than "unsatisfied." The figures also show that nine or 75% of the mothers who were attending school attended public schools. Of these mothers attending public

the nine mothers (77.8%) who attended public school were "satisfied" and two mothers (22.2% who attended public schools were "unsatisfied" with the referral services. One mother (100%) who attended a private school was "satisfied," one mother (100%) who attended an alternative school was "satisfied" and one mother (100%) who attended college was "satisfied" with the referral services.

Table 44

The Relationship Of The Teenage Mothers' Type
Of School Attended To The Teenage Mothers'
Satisfaction With Referral Services

Type of School	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
Public	7	77.8%	2	22.2%	9	75.5%
Private	1	100.0%	0	00.0%	1	8.3%
Alternative	1	100.0%	0	00.0%	1	8.3%
College	1	100.0%	0	00.0%	1	8.3%
Column Total	10	83.3%	2	16.7%	12	100.0%

*Due to eight mothers not attending school, the total does not equal 20

The numbers and percentages illustrate that more mothers (10 or 83.3%) were "satisfied" with the referral services than "unsatisfied." The figures also show that nine or 75% of the mothers who were attending school attended public schools. Of these mothers attending public

schools, two mothers (22.2%) were "unsatisfied" with the referral services. These two mothers (22.2%) who attended public schools were the only mothers "unsatisfied" with the referral services.

The relationship of the number of children born to the teenage mothers to the teenage mothers' satisfaction with referral services. In order to determine the relationship of the number of children born to the teenage mothers to the teenage mothers' satisfaction with the referral services, cross tabulations and frequencies were calculated and analyzed on question three and question 20. The number of children born to the teenage mothers included one child, two children, and one child and pregnant.

The level of satisfaction of the teenage mothers was defined. The mothers were considered "satisfied" if they responded to question 20 with "very helpful," "helpful," or "somewhat helpful." The mothers were considered "unsatisfied" if they responded to question 20 with "not very helpful" or "not helpful at all."

Table 45 illustrates the number of children born to the teenage mothers and their level of satisfaction with the referral services.

Table 45

The Relationship Of The Number Of Children Born To The
Teenage Mothers To The Teenage Mothers' Satisfaction
With Referral Services

Number of Children	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
One Child	10	83.3%	2	16.7%	12	63.2%
Two Children	5	83.3%	1	16.7%	6	31.6%
One Child & Pregnant	0	00.0%	1	100.0%	1	5.3%
Column Total	15	78.9%	4	21.1%	19	100.0%

*Due to one "no response," the total does not
 equal 20

Fifteen teenage mothers (78.9%) were "satisfied" with the referral services while four mothers (21.1%) were "unsatisfied" with the referral services. Twelve mothers (63.2%) had one child; ten mothers (83.3%) were "satisfied" with the referral services while two mothers (16.7%) were "unsatisfied" with the referral services. Six mothers (31.6%) had two children; five mothers (83.3%) were "satisfied" and one mother (16.7%) was "unsatisfied" with the referral services. One mother (5.3%) had one child and she (100%) was "unsatisfied" with the referral services. One mother did not respond to question 20.

The relationship of the teenage mothers' income level to the teenage mothers' satisfaction with referral services.

The income level of the teenage mothers was compiled, analyzed, and recorded from the completed background information sheets submitted from 12 Child Care Resource and Referral agencies. The income levels of the teenage mothers who completed and returned the questionnaires do not correspond with the income levels of the teenage mothers recorded from the background information sheets.

Due to the fact that the income levels of the mothers who completed and returned the questionnaires do not correspond with the mothers' income levels recorded from the background information sheets, cross tabulations and frequencies could not be calculated and analyzed on the relationship between the teenage mothers' income level and satisfaction with the referral services.

Summary of Objective Seven. Objective seven was to determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' satisfaction with the referral services.

The relationship of the teenage mothers' age to the teenage mothers' satisfaction with the referral services was examined. The ages of the responding mothers ranged from 15 years old to 21 years old. The researcher defined "satisfied" and "unsatisfied" to determine the teenage

mothers' level of satisfaction with the referral services.

The figures illustrate that 15 teenage mothers (78.9%) were "satisfied" with the referral services while four mothers (21.1%) were "unsatisfied" with the referral services. The frequencies and cross tabulations show that the older the teenage mother was the more likely she was to be "satisfied" with the referral services. One hundred percent of the responding mothers who were age 17, 18, 19, and 21 were "satisfied" with the referral services. The mothers who were "unsatisfied" with the referral services were age 15, 16, and 20.

The relationship of the teenage mothers' ethnicity to the teenage mothers' satisfaction with the referral services was examined. The ethnicity of the teenage mothers included Black respondents and White respondents. The satisfaction level of the teenage mothers was defined by the researcher.

Eight mothers (40%) were Black respondents, eight mothers (40%) were White respondents, and four mothers (20%) did not indicate their race. A large number (15) and percentage (78.9%) of both Black and White respondents were "satisfied" with the referral services. However, the frequencies indicated that more White respondents (6 or 85.7%) were "satisfied" with the referral services compared to the Black respondents (5 or 62.5%). More Black respondents (3 or 37.5%) were "unsatisfied" with the

referral services compared to the White respondents (1 or 14.3%).

The relationship of the teenage mothers' geographical location to the teenage mothers' satisfaction with the referral services was examined. The geographical location of the responding mothers included service delivery area I, II, VI, XI, XII, XIV, and XV. The researcher defined "satisfied" and "unsatisfied" to determine the teenage mothers' level of satisfaction with the referral services.

The calculations show that 15 mothers (78.9%) were "satisfied" while four mothers (21.1%) were "unsatisfied" with the referral services. Of the four mothers who were "unsatisfied," three lived in SDA VI and one lived in SDA XII. The remaining "satisfied" mothers resided in SDA I, II, XI, XIV, and XV. The majority of the "satisfied" mothers (7 or 70%) lived in SDA VI and the majority of the "unsatisfied" mothers (3 or 30%) also lived in SDA VI. This was expected due to the number of questionnaires mailed to teenage mothers living in this area and also the number of returned questionnaires from this area was high.

The relationship of the teenage mothers' education level to the teenage mothers' satisfaction with the referral services was examined. The grade level of the teenage mothers included eighth grade, tenth grade, eleventh grade, twelfth grade, and college. Twelve mothers were attending school and eight mothers were not attending school at the

time of completing the questionnaire. The researcher defined "satisfied" and "unsatisfied" to determine the level of satisfaction.

Of the twelve mothers who were attending school, ten (83.3%) were "satisfied" with the referral services while two mothers (16.7%) were "unsatisfied" with the referral services. The two mothers who were "unsatisfied" with the referral services were in the twelfth grade. The largest number (5) and percentage (41.7%) of mothers were in the eleventh grade, and they were all "satisfied" with the referral services. The remaining four "satisfied" mothers were in the eighth grade (1 mother), tenth grade (1 mother), twelfth grade (1 mother), and college (1 mother).

The relationship of the teenage mothers' type of school attended to the teenage mothers' satisfaction with the referral services was examined. The type of schools attended by the twelve mothers who were attending school included public, private, alternative, and college. The researcher defined "satisfied" and "unsatisfied" to determine the teenage mothers' level of satisfaction with the referral services.

The majority (9 or 75%) of the mothers attended public schools. Seven (77.8%) of the nine mothers who attended public schools were "satisfied" and two (22.8%) of the nine mothers were "unsatisfied" with the referral services. The remaining three mothers (25%) were "satisfied" with the

referral services. Of the three remaining "satisfied" mothers, one attended a private school, one attended an alternative school, and one attended college.

The relationship of the number of children born to the teenage mothers to the teenage mothers' satisfaction with the referral services was examined. The number of children born to the teenage mothers included one child, two children, and one child and pregnant. The researcher defined "satisfied" and "unsatisfied."

Twelve mothers (63.2%) had one child, six mothers (31.6%) had two children, and one mother (5.3%) had one child and pregnant. Fifteen mothers (78.9%) were "satisfied" and four mothers (21.1%) were "unsatisfied" with the referral services. Ten of the fifteen "satisfied" mothers had one child and five of the fifteen "satisfied" mothers had two children. Of the four "unsatisfied" mothers, two mothers had one child, one mother had two children, and one mother had one child and pregnant.

The relationship of the teenage mothers' income level to the teenage mothers' satisfaction with the referral services could not be examined. The income level of the teenage mothers was compiled and recorded from background information sheets not from the completed and returned questionnaires.

The income levels of the mothers who completed and returned the questionnaires do not correspond with the

mothers' income level recorded from the background information sheets. Due to this fact, cross tabulations and frequencies could not be calculated and analyzed on the relationship of the teenage mothers' income level to the teenage mothers' satisfaction with the referral services.

Research Objective Eight

The eighth research objective was to determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' satisfaction with the actual child care services. Analysis of objective eight is presented in the given order.

The relationship of the teenage mothers' age to the teenage mothers' satisfaction with the actual child care services. The ages of the responding teenage mothers ranged from 15 years old to 21 years old. The "age of the teenage mothers" was the mother's age during the time of completing the questionnaire not during the time they received the referral services. Therefore, all of the mothers were teens when they received the services.

To determine the level of satisfaction the researcher defined "satisfied" and "unsatisfied" for question 11. The mothers were considered "satisfied" with the actual child care services if they answered "yes" to the question. The mothers were considered "unsatisfied" with the actual child care services if they answered "no" to the question.

In order to determine the relationship of the teenage mothers' age to the teenage mothers' satisfaction with the actual child care services, frequencies and cross tabulations were calculated on question one concerning age and question 11.

Table 46 illustrates the number and percentage of the teenage mothers' age to the teenage mothers' satisfaction with the actual child care services.

Table 46

The Relationship Of The Teenage Mothers' Age To
The Teenage Mothers' Satisfaction With The
Actual Child Care Services

Ages	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
15	3	100.0%	0	00.0%	3	20.0%
16	1	33.3%	2	66.7%	3	20.0%
17	2	100.0%	0	00.0%	2	13.3%
18	2	100.0%	0	00.0%	2	13.3%
19	3	100.0%	0	00.0%	3	20.0%
20	1	50.0%	1	50.0%	2	13.3%
Column Total	12	80.0%	3	20.0%	15	100.0%

*Due to five "no responses" the total does not equal 20

The three mothers who were 15 years old were all (100%) "satisfied" with their actual child care services. Of the

three mothers who were 16 years old, one mother (33.3%) was "satisfied" with her actual child care services while two mothers (66.7%) were "unsatisfied" with their actual child care services. Two mothers (100%) who were 17 years old were "satisfied" with their actual child care services, two mothers (100%) who were 18 years old were "satisfied" with their actual child care services, and three mothers (100%) who were 19 years old were "satisfied" with their actual child care services. Of the two mothers who were 20 years old, one mother (50.0%) was "satisfied" with her actual child care services and one mother (50.0%) was "unsatisfied" with her actual child care services. Five mothers did not respond to question 11.

The numbers and percentages illustrate that twelve mothers (80.0%) were "satisfied" with their actual child care services while three mothers (20.0%) were "unsatisfied" with their actual child care services. Frequencies and cross tabulations indicate that two age groups contained mothers who were "unsatisfied" with their actual child care services. The 16 year old age group had two mothers (66.7%) who were "unsatisfied" with their actual child care services and the 20 year old age group had one mother (50.0%) who was "unsatisfied" with her actual child care services. All of the mothers (100.0%) in the remaining age groups were "satisfied" with their actual child care services.

The relationship of the teenage mothers' ethnicity to the teenage mothers' satisfaction with the actual child care services. The ethnicity of the teenage mothers included Black respondents and White respondents. Of the 20 responding teenage mothers, eight mothers (40%) were Black respondents and eight mothers (40%) were White respondents. Four mothers (20%) did not respond to the question concerning race.

To determine the level of satisfaction "satisfied" and "unsatisfied" were defined. If the mothers answered "yes" to question 11, they were considered "satisfied" with the actual child care services. If the mothers answered "no" to the question, they were considered "unsatisfied" with the actual child care services.

In order to determine the relationship of the teenage mothers' ethnicity to the teenage mothers' level of satisfaction with the actual child care services, frequencies and cross tabulations were calculated on question one concerning ethnicity and question 11.

Table 47 shows the frequencies of the teenage mothers' ethnicity and their level of satisfaction with the actual child care services.

Twelve mothers (80%) were "satisfied" with their actual child care services and three mothers (20%) were "unsatisfied" with their actual child care services. Three Black respondents (50%) were "satisfied" with their actual

child care services and seven White respondents (100%) were "satisfied" with their actual child care services. Two mothers (100%) who did not indicate their race did indicate that they were "satisfied" with their actual child care services. Three Black respondents (50%) were "unsatisfied" with their actual child care services and none of the White respondents were "unsatisfied" with their actual child care services. Two mothers (100%) who did not indicate their race did indicate that they were "satisfied" with their actual child care services. Five mothers did not respond to the question.

Table 47

The Relationship Of The Teenage Mothers' Ethnicity To
The Teenage Mothers' Satisfaction With The
Actual Child Care Services

Ethnicity	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
Black	3	50.0%	3	50.0%	6	40.0%
White	7	100.0%	0	00.0%	7	46.7%
No Response	2	100.0%	0	00.0%	2	13.3%
Column Total	12	80.0%	3	20.0%	15	100.0%

*Due to five "no responses," the total does
 not equal 20

The frequencies illustrate that all White respondents (7 or 100%) were "satisfied" with the actual child care services. One half of the Black respondents (50%) were "satisfied" with the actual child care services while one half of the Black respondents (50%) were "unsatisfied" with the actual child care services.

The relationship of the teenage mothers' geographical location to the teenage mothers' satisfaction with the actual child care services. The geographical location of the responding mothers included service delivery areas I, II, VI, XI, XII, XIV, and XV. The Illinois Child Care Resource and Referral System contains 16 service delivery areas.

To determine the level of satisfaction, "satisfied" and "unsatisfied" were defined for question 11. The mothers were considered "satisfied" if they responded with "yes" to the question and were considered "unsatisfied" if they responded with "no" to question.

In order to determine the relationship of the mothers' geographical location to the mothers' satisfaction with the actual child care services, cross tabulations and frequencies were calculated and analyzed on question two and question 11.

Table 48

The Relationship Of The Teenage Mothers' Geographical
Location To The Teenage Mothers' Satisfaction With
The Actual Child Care Services

Geographical Location	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
SDA I	2	100%	0	00%	2	13.3%
SDA II	1	100%	0	00%	1	6.7%
SDA VI	3	50%	3	50%	6	40.0%
SDA XI	1	100%	0	00%	1	6.7%
SDA XII	1	100%	0	00%	1	6.7%
SDA XIV	2	100%	0	00%	2	13.3%
SDA XV	2	100%	0	00%	2	13.3%
Column Total	12	80%	3	20%	15	100.0%

*Due to five "no responses," the total
does not equal 20

Of the mothers responding from seven service delivery areas, twelve mothers (80%) were "satisfied" with the actual child care services and three mothers (20%) were "unsatisfied" with the actual child care services. Of the responding 15 mothers, two mothers (100%) from SDA I were "satisfied" with the actual child care services, one mother (100%) from SDA II was "satisfied" with the actual child care services, three mothers (50%) from SDA VI were "satisfied" and three mothers (50%) from SDA VI were

"unsatisfied" with the actual child care services, one mother (100%) from SDA XI was "satisfied" with the actual child care services, one mother (100%) from SDA XII was "satisfied" with the actual child care services, two mothers (100%) from SDA XIV were "satisfied" with the actual child care services, and two mothers (100%) from SDA XV were "satisfied" with the actual child care services. Five mothers did not respond.

The mothers who were "unsatisfied" with the actual child care services resided in service delivery area VI. All of the other mothers residing in the remaining service delivery areas were "satisfied" with the actual child care services. However, six or forty percent of the responses came from SDA VI while the all of the other service delivery areas had lower numbers and percentages of returns.

The relationship of the teenage mothers' education level to the teenage mothers' satisfaction with the actual child care services. The grade level of the responding mothers included eighth, tenth, eleventh, twelfth, and college. Twelve mothers indicated they were attending school and what grade level they were in. Eight mothers indicated they were not attending school.

To determine the level of satisfaction of the teenage mothers the researcher defined "satisfied" and "unsatisfied." If the mothers responded with "yes" to question 11, they were considered "satisfied." If the

mothers responded with "no" to question 11, they were considered "unsatisfied". Two mothers did not respond to question 11.

In order to determine the relationship of the mothers' education level to the mothers' satisfaction with the actual child care services, cross tabulations and frequencies were calculated on question five and question 11.

Table 49 shows the grade level of the teenage mothers and their level of satisfaction with the actual child care services.

Table 49

The Relationship Of The Teenage Mothers' Grade
Level To The Teenage Mothers' Satisfaction
With The Actual Child Care Services

Grade Level	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
8th	1	100%	0	00%	1	10%
10th	0	00%	1	100%	1	10%
11th	4	100%	0	00%	4	40%
12th	3	100%	0	00%	3	30%
College	1	100%	0	00%	1	10%
Column Total	9	90%	1	10%	10	100%

*Due to eight mothers not attending school and two mothers not responding, the total does not equal 20

Of the ten responding mothers who were attending school, nine mothers (90%) were "satisfied" with the actual child care services and one mother (10%) was "unsatisfied" with the actual child care. One eighth grade mother (100%) was "satisfied," four eleventh grade mothers (100%) were "satisfied," three twelfth grade mothers (100%) were "satisfied," and one college mother (100%) was "satisfied" with the actual child care services. One tenth grade mother (100%) was "unsatisfied" with the actual child care services.

The majority (7 or 70%) of the "satisfied" mothers were in the eleventh grade (4 or 40%) and twelfth grade (3 or 30%). The only "unsatisfied" mother (10%) was in the tenth grade.

The relationship of the type of school attended by the teenage mothers to the teenage mothers' satisfaction with the actual child care services. The type of school attended by the twelve mothers who were attending school included public, private, alternative, and college. Eight mothers responded that they were not attending school.

The teenage mothers' level of satisfaction was defined by the researcher. The mothers were considered "satisfied" with the actual child care services if they answered "yes" to question 11. The mothers were considered "unsatisfied" with the actual child care services if they answered "no" to question 11.

In order to determine the relationship of the type of school attended by the teenage mothers to the teenage mothers' satisfaction with the actual child care services, cross tabulations and frequencies were calculated on question six and question 11.

Table 50 illustrates the type of school the teenage mothers attended and their level of satisfaction with the actual child care services.

Table 50

The Relationship Of The Teenage Mothers' Type Of School Attended To The Teenage Mothers' Satisfaction With The Actual Child Care Services

Type Of School	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
Public	8	100%	0	00%	8	80%
Private	1	100%	0	00%	1	10%
Alternative	1	100%	0	00%	1	10%
Column Total	10	100%	0	00%	10	100%

* Due to eight mothers not attending school and two mothers not responding, the total does not equal 20

Ten teenage mothers (100%) were "satisfied" with the actual child care services while no mothers were "unsatisfied" with the actual child care services. Eight

mothers (80%) who attended public schools were "satisfied," one mother (10%) who attended a private school was "satisfied," and one mothers (10%) who attended an alternative school was "satisfied" with the actual child care services. Two of the twelve mothers who indicated they were attending school did not respond to question 11. Eight mothers indicated they were not attending school at the time of completing the questionnaire.

The relationship of the number of children born to the teenage mothers to the teenage mothers' satisfaction with the actual child care services. The number of children born to the teenage mothers included one child, two children, and one child and pregnant.

The level of satisfaction was defined by the researcher. The mothers were considered "satisfied" if they answered "yes" to question 11. The mothers were considered "unsatisfied" if they answered "no" to question 11.

In order to determine the relationship of the number of children born to the teenage mothers to the mothers' satisfaction with the actual child care services, cross tabulations and frequencies were calculated and analyzed on question three and question 11.

Table 51 shows the number of children born to the teenage mothers and their level of satisfaction with the actual child care services.

Table 51

The Relationship Of The Number Of Children Born To
The Teenage Mothers To The Teenage Mothers'
Satisfaction With The Actual Child Care Services

Number Of Children	Satisfied		Unsatisfied		Row Total	
	n	%	n	%	n	%
One Child	9	81.8%	2	18.2%	11	73.3%
Two Children	3	100.0%	0	00.0%	3	20.0%
One Child & Pregnant	0	00.0%	1	100.0%	1	6.7%
Column Total	12	80.0%	3	20.0%	15	100.0%

*Due to five "no responses," the total does not equal 20

Of the eleven mothers (73.3%) who had one child, nine mothers (81.8%) were "satisfied" with the actual child care services while two mothers (18.2%) were "unsatisfied" with the actual child care services. The three responding mothers (20.0%) who had two children were all "satisfied" with the actual child care services. The one responding mother (6.7%) who had one child and pregnant was "unsatisfied" with the actual child care services. Five mothers did not respond.

The relationship of the teenage mothers' income level to the teenage mothers' satisfaction with the actual child care services. The income level of the teenage mothers was

compiled, analyzed, and recorded from the completed background information sheets submitted from the directors of 12 Child care Resource and Referral agencies. The income level of the teenage mothers who completed and returned the questionnaires do not correspond with the income levels of the teenage mothers recorded from the background information sheets.

Due to the fact that the income levels of the mothers who completed and returned the questionnaires do not correspond with the mothers' income levels recorded from the background information sheets, cross tabulations and frequencies could not be calculated and analyzed on the relationship between the teenage mothers' income level and satisfaction with the actual child care services.

Summary of Objective Eight. The eighth objective was to determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' satisfaction with the actual child care services.

The relationship of the teenage mothers' age to the teenage mothers' satisfaction with the actual child care services was examined. The ages of the responding teenage mothers ranged from 15 years old to 21 years old. To determine the level of satisfaction, the researcher defined "satisfied" and "unsatisfied."

The frequencies illustrated that twelve mothers (80%) were "satisfied" with their actual child care services while three mothers (20%) were "unsatisfied" with their actual child care services. Frequencies and cross tabulations indicated that two age groups contained mothers who were "unsatisfied" with their actual child care services. The 16 year old age group had two mothers who were "unsatisfied" with their actual child care services and the 20 year old age group had one mother who was "unsatisfied" with her actual child care services. The remaining twelve mothers in age groups 15, 16, 17, 18, 19, and 20 were "satisfied" with their actual child care services.

The relationship of the teenage mothers' ethnicity to the teenage mothers' satisfaction with the actual child care services was examined. The ethnicity of the teenage mothers included Black respondents and White respondents. To determine the level of satisfaction "satisfied" and "unsatisfied" were defined by the researcher.

Twelve mothers (80%) were "satisfied" with the child care services and three mothers (20%) were "unsatisfied" with their actual child care services. Three Black respondents (50%) were "satisfied" with their actual child care services and seven White respondents (100%) were "satisfied" with their actual child care services. Three Black respondents (50%) were "unsatisfied" with their actual child care services while none of the White respondents were

"unsatisfied" with their actual child care services. Two mothers (100%) who did not indicate their race were "satisfied" with their actual child care services. The numbers and percentages indicated that the White respondents were "satisfied" more often than the Black respondents.

The relationship of the teenage mothers' geographical location to the teenage mothers' satisfaction with the actual child care services was examined. The geographical location of the mothers included service delivery area I, II, VI, XI, XII, XIV, and XV. The researcher defined the level of satisfaction of the teenage mothers.

Twelve mothers from the seven service delivery areas were "satisfied" with their actual child care services while three mothers from the seven service delivery areas were "unsatisfied" with their actual child care services. The three mother who were "unsatisfied" with their actual child care services resided in SDA VI. However, the teenage mothers in SDA VI received and returned more questionnaires than the other teenage mothers living in the other service delivery areas.

The relationship of the teenage mothers' education level to the teenage mothers' satisfaction with the actual child care services were examined. The grade levels of the responding mothers included eighth grade, tenth grade, eleventh grade, twelfth grade, and college. Twelve mothers

indicated they were attending school and what grade level they were in. Eight mothers indicated they were not attending school. The researcher defined "satisfied" and "unsatisfied."

Of the responding mothers who were attending school, nine mothers (90%) were "satisfied" with their actual child care services and one mother (10%) was "unsatisfied" with her actual child care services. The majority (7 or 70%) of the "satisfied" mothers were in the higher grades. Four mothers (40%) were in the eleventh grade and three mothers (30%) were in the twelfth grade. The remaining "satisfied" mothers were in the eighth grade and college. The only "unsatisfied" mother was in the tenth grade.

The relationship of the type of school attended by the teenage mothers to the teenage mothers' satisfaction with the actual child care services was examined. The type of school attended by the mothers included public, private, alternative, and college. The teenage mothers' level of satisfaction was defined by the researcher.

All of the responding mothers were "satisfied" with their actual child care services. The "satisfied" mothers attended public, private, and alternative schools. The eight mothers who attended public schools were all "satisfied." One mother who attended a private school and one mother who attended an alternative school were "satisfied" with their actual child care services.

The relationship of the number of children born to the teenage mothers to the teenage mothers' satisfaction with the actual child care services was examined. The number of children born to the teenage mothers included one child, two children, and one child and pregnant. The level of satisfaction was defined by the researcher.

Twelve mothers (80%) were "satisfied" and three mothers (20%) were "unsatisfied" with their actual child care services. Eleven mothers had one child, three mothers had two children, and one mother had one child and was pregnant. Nine mothers with one child and three mothers with two children were "satisfied" with their actual child care services. Two mothers with one child were "unsatisfied" and one mother with one child and pregnant was "unsatisfied" with their actual child care services.

The relationship of the teenage mothers' income level to the teenage mothers' satisfaction with the actual child care could not be examined. The income level of the teenage mothers was compiled and recorded from background information sheets not from the completed and returned questionnaires.

The income levels of the mothers who completed and returned the questionnaires do not correspond with the mothers' income level recorded from the background information sheets. Due to this fact, cross tabulations and frequencies could not be calculated and analyzed on the

relationship of the teenage mothers' income level to the teenage mothers' satisfaction with the actual child care services.

Research Objective Nine

The ninth research objective was to determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' success in school, in relation to maintaining or improving grades, and defining and setting future goals.

The relationship of the teenage mothers' age to the teenage mothers' success in school in relation to maintaining or improving grades. The ages of the responding teenage mothers ranged from 15 years old to 21 years old. The "age of the teenage mother" was the mother's age during the time of completing the questionnaire not during the time they received the referral services. Therefore, all of the mothers were teens when they received the services.

To determine if the teenage mothers were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born. The mothers answered "yes" or "no" to the question.

In order to determine the relationship of the teenage mothers' age to the teenage mothers' success in school in relation to maintaining or improving grades, frequencies and

cross tabulations were calculated on question one concerning age and question 17.

Table 52 illustrates the numbers and percentages of the responding teenage mothers' ages and if their grades had changed since their baby was born.

Table 52

The Relationship Of The Teenage Mothers' Age To The
Teenage Mothers' Success In School In Relation
To Maintaining Or Improving Grades

Age	Grades Did Change		Grades Did Not Change		Row Total	
	n	%	n	%	n	%
15	3	100.0%	0	00.0%	3	20.0%
16	1	33.3%	2	66.7%	3	20.0%
17	1	50.0%	1	50.0%	2	13.3%
18	1	50.0%	1	50.0%	2	13.3%
19	3	75.0%	1	25.0%	4	26.7%
20	1	100.0%	0	00.0%	1	6.7%
Column Total	10	66.7	5	33.3%	15	100.0%

*Due to five "no responses," the total does not equal 20

Ten mothers (66.7%) indicated that their grades had changed since their baby was born, and five mothers (33.3%) indicated their grades had not changed since their baby was born. Of the 15 responding teenage mothers, three 15 year old mothers (20%) noted that their grades had changed, one

16 year old mother (33.3%) indicated that her grades had changed, one 17 year old mother (50%) stated that her grades had changed, one 18 year old mother (50%) noted that her grades had changed, three 19 year old mothers (75%) indicated their grades had changed, and one 20 year old mother (6.7%) indicated that her grades had changed since the baby was born. Of the 15 responding mothers, two 16 year old mothers (66.7%) noted that their grades had not changed, one 17 year old mother (50%) indicated her grades had not changed, one 18 year old mother (50%) stated her grades had not changed, and one 19 year old mother (25%) said her grades had not changed.

The age groups that contained the largest number of mothers who indicated a change in their grades since the baby was born was the 15 year old group and the 19 year old group. The age group that contained the largest number of mothers who indicated that their grades had not changed since the baby was born was the 16 year old group. The 17 and 18 year old age groups were divided equally, one half indicating a change in grades and one half indicated no change in grades. The 20 year old age group had one mother who indicated her grades had changed since the baby was born.

The relationship of the teenage mothers' age to the teenage mothers' success in school in relation to defining and setting future goals. The ages of the responding

teenage mothers ranged from 15 year old to 21 years old. The "age of the teenage mothers" was the mothers' age during the time of completing the questionnaire not during the time of receiving referral services.

To determine the teenage mothers' success in school in relation to defining and setting future goals, they were asked if they planned to graduate from high school. Of the responding mothers, twelve mothers did plan to graduate, three mothers had graduated and one mother had her GED. The mothers were also asked to explain what they planned to do after they graduate.

To determine the relationship of the teenage mothers' age to the teenage mothers' success in school in relation to defining and setting future goals, cross tabulations and frequencies were calculated on question one concerning age and question 19.

Table 53 illustrates the frequencies of the teenage mothers' age and the frequencies of the teenage mothers' future plans.

Nineteen mothers responded to question 19. The mothers were asked what they planned to do after they graduated from high school. Three 15 year olds indicated what they planned to do in she future; one (33.3%) planned to attend college, one (33.3%) planned to attend training, and one (33.3%) planned to work and attend college. Three 16 year olds stated what their future plans were; one 16 year old (33.3%)

planned to work, one (33.3%) planned to attend college, and one planned to work and attend college. Two 17 year olds indicated their future plans; one (50%) planned to work and one (50%) planned to attend college. Four 18 year olds noted their plans for the future; one (25.0%) planned to work and two (75.0%) planned to attend training, and one (25.0%) planned to work and get married. Four 19 year olds stated what they planned to do in the future; two (50%) planned to attend college and two (50%) planned to work and attend college. Two 20 year olds indicated their future plans; one (50%) planned to attend college and one (50%) planned to work and attend college. One 21 year old (100%) planned to attend college. One mother did not respond.

Table 53

The Relationship Of The Mothers' Age To The Mothers' Success In School In Relation To Defining And Setting Future Goals

Age	Work		College		Training		Work & College		Work & Marriage	
	n	%	n	%	n	%	n	%	n	%
15			1	33.3%	1	33.3%	1	33.3%		
16	1	33.3%	1	33.3%			1	33.3%		
17	1	50.0%	1	50.0%						
18	1	25.0%			2	50.0%			1	25.0%
19			2	50.0%			2	50.0%		
20			1	50.0%			1	50.0%		
21			1	100.0%						
Total	3	15.8%	7	36.8%	3	15.8%	5	26.3%	1	5.3%

Twelve mothers (63.1%) mentioned college in their future plans. Seven mothers (36.8%) indicated attending college and five mothers (26.3%) indicated working and attending college as their future plans after graduation.

The relationship of the teenage mothers' ethnicity to the teenage mothers' success in school in relation to maintaining or improving grades. In order to determine the relationship of the teenage mothers' ethnicity to the teenage mothers' success in school in relation to maintaining and improving grades, frequencies and cross tabulations were calculated on question one concerning ethnicity and question 17.

The ethnicity of the teenage mothers included Black respondents and White respondents. Of the 15 responding mothers, six mothers (40.0%) were Black respondents, six mothers (40.0%) were White respondents, and three mothers (20.0%) did not respond to the question concerning race.

To determine if the teenage mothers' were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born. The answers to the question included "yes" or "no."

Table 54 shows the frequencies of the teenage mothers' ethnicity and if their grades had changed since the baby was born. The "no response" category represents the mothers who did not respond to the question.

Table 54

The Relationship Of The Teenage Mothers' Ethnicity
To The Teenage Mothers' Success In School In
Relation To Maintaining Or Improving Grades

Ethnicity	Grade Changed		Grades Did Not Change		Row Total	
	n	%	n	%	n	%
Black	4	66.7%	2	33.3%	6	40.0%
White	4	66.7%	2	33.3%	6	40.0%
No Response	2	66.7%	1	33.3%	3	20.0%
Column Total	10	66.7%	5	33.3%	15	100.0%

*Due to five "no responses" the total does not equal 20

Six Black respondents (66.7%) indicated that their grades had changed since the baby was born, and six White respondents (66.7%) indicated that their grades had changed since the baby was born. Two Black respondents (33.3%) noted their grades had not changed since the baby was born, and two White respondents (33.3%) noted their grades had not changed since the baby was born. Three mothers (20.0%) did not indicate their ethnicity. However, they did answer the question concerning grade changes. Two (66.7%) of the three mothers noted their grades had changed since the baby was born and one (33.3%) of the three mothers noted her grades had not changed since the baby was born.

The relationship of the teenage mothers' ethnicity to the teenage mothers' success in school in relation to defining and setting future goals. In order to determine the relationship of the teenage mothers' ethnicity to the teenage mothers' success in school in relation to defining and setting goals, frequencies and cross tabulations were calculated on question one concerning ethnicity and question 19.

The ethnicity of the teenage mothers included Black respondents and White respondents. Eight mothers (42.1%) were Black respondents, seven mothers (36.8%) were White respondents, and four mothers (21.1%) did not respond to the question concerning race.

To determine the teenage mothers' success in school in relation to defining and setting future goals, the mothers were asked if they planned to graduate from high school. Of the responding mothers, twelve mothers did plan to graduate, three mothers had graduated and one mother had her GED. The mothers were also asked to explain what they planned to do after they graduated.

Table 55 shows the frequencies of the teenage mothers' ethnicity and the frequencies of the teenage mothers' future plans after graduation.

Table 55

The Relationship Of The Teenage Mothers' Ethnicity To
The Teenage Mothers' Success In School In Relation
To Defining And Setting Future Goals

Ethnicity	Work		College		Training		Work & College		Work & Marriage	
	n	%	n	%	n	%	n	%	n	%
Black	2	25.0%	3	37.5%	3	37.5%				
White	1	14.3%	2	28.6%			4	57.1%		
No Response			2	50.0%			1	25.0%	1	25.0%
Column Total	3	15.8%	7	36.8%	3	15.8%	5	26.3%	1	5.3%

*Due to one "no response" the total does not equal 20

Of the eight Black respondents (42.1%), two mothers (25.0%) planned to work, three mothers (37.5%) planned to attend college, and three mothers (37.5%) planned to attend training after graduating from high school. Of the seven White respondents (36.8%), one mother (14.3%) planned to work, two mothers (28.6%) planned to attend college, and four mothers (57.1%) planned to work and attend college. Of the four respondents (21.1%) who did not indicate their ethnicity, two mothers (50.0%) planned to attend college, one mother (25.0%) planned to work and attend college, and one mother (25.0%) planned to work and get married. One mother did not respond to either of the questions. College or training was the most popular answer given by the Black

respondents. Work and college was the most popular answer given by the White respondents.

The relationship of the teenage mothers' geographical location to the teenage mothers' success in school in relation to maintaining or improving grades. In order to determine the relationship of the teenage mothers' geographical location to the teenage mothers' success in school in relation to maintaining and improving grades, frequencies and cross tabulations were calculated on question two and question 17.

The geographical location of the responding teenage mothers included service delivery area I, VI, XI, XII, XIV, and XV. To determine if the teenage mothers were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born.

Table 56 illustrates the frequencies of the teenage mothers' geographical location and if the teenage mothers' grades had changed since the baby was born.

Ten mothers (66.7%) indicated their grades had changed and five mothers (33.3%) indicated their grades had not changed since their baby was born. One mother (100%) residing in SDA I indicated her grades had changed since her baby was born. Five mothers (71.4%) residing in SDA VI noted their grades had changed, and two mothers (28.6%) residing in SDA VI indicated their grades had not changed since their baby was born. One mother (100%) from SDA XI

and one mother (100%) from SDA XII stated their grades had changed since their baby was born. One mother (50%) from SDA XIV noted her grades had changed, and one mother (50%) residing in SDA XIV indicated her grades had not changed since her baby was born. One mother (33.3%) from XV noted her grades had changed, and two mothers (66.7%) from SDA XV noted their grades had not changed since their baby was born.

Table 56

The Relationship Of The Teenage Mothers' Geographical Location To The Teenage Mothers' Success In School In Relation To Maintaining Or Improving Grades

Geographical Location	Grades Changed		Grades Did Not Change		Row Total	
	n	%	n	%	n	%
I	1	100.0%	0	00.0%	1	6.7%
VI	5	71.4%	2	28.6%	7	46.7%
XI	1	100.0%	0	00.0%	1	6.7%
XII	1	100.0%	0	00.0%	1	6.7%
XIV	1	50.0%	1	50.0%	2	13.3%
XV	1	33.3%	2	66.7%	3	20.0%
Column Total	10	66.7%	5	33.3%	15	100.0%

*Due to five "no responses" the total does not equal 20

The largest number of mothers (5) who indicated a change in their grades resided in SDA VI. One mother from

each of the other SDA areas indicated a change in their grades. A much larger number (10) and percentage (66.7%) of mothers noted a change in their grades compared to the mothers who indicated no change in their grades/

The relationship of the teenage mothers' geographical location to the teenage mothers' success in school in relation to defining and setting future goals. In order to determine the relationship of the teenage mothers' geographical location to the teenage mothers' success in school in relation to defining and setting future goals, frequencies and cross tabulations were calculated on question two and question 19.

The geographical location of the responding teenage mothers included SDA I, VI, XI, XII, XIV, and XV. To determine the teenage mothers success in school in relation to defining and setting future goals, the mothers were asked if they planned to graduate from high school and were asked to explain what they planned to do after they graduated.

Table 57 illustrates the frequencies of the teenage mothers' geographical location and the frequencies of the teenage mothers' future plans after graduation.

Table 57

The Relationship Of The Teenage Mothers' Geographical
Location To The Teenage Mothers' Success In School
In Relation To Defining And Setting Future Goals

Location	Work		College		Training		Work & College		Work & Marriage	
	n	%	n	%	n	%	n	%	n	%
I	1	50.0%	0	00.0%	0	00.0	1	50.0	0	00.0%
VI	2	20.0%	4	40.0%	3	30.0	1	20.0	0	00.0%
XI			1	100.0%	0	00.0	0	00.0	0	00.0%
XII			1	100.0%	0	00.0	0	00.0	0	00.0%
XIV			1	50.0%	0	00.0	1	50.0	0	00.0%
XV			0	00.0%	0	00.0	2	66.7	1	33.3%
Column Total	3	15.8%	7	36.8%	3	15.8	5	26.3	1	5.3%

*Due to one "no response," the total does not equal 20

Of the two mothers residing in SDA I, one mother (50%) planned to work, and one mother (50%) planned to work and attend college. Of the ten mothers living in SDA VI, two mothers (20%) planned to work, four mothers (40%) planned to attend college, three mothers (30%) planned to attend training, and one mother (10%) planned to work and attend college. One mother (100%) from SDA XI planned to attend college. One mother (100%) from SDA XII planned to attend college. Of the two mothers living in SDA XIV, one mother (50%) planned to attend college and one mother (50%) planned to attend college and work. Of the three mothers residing

in SDA XV, two mothers (66.7%) planned to work and attend college and one mother (33.3%) planned to work and get married. The most frequent goals given by teenage mothers in all service delivery areas included work and work/college. One mother did indicate getting married as a future goal.

The relationship of the number of children born to the teenage mothers to the teenage mothers' success in school in relation to maintaining or improving grades. In order to determine the relationship of the number of children born to the teenage mothers to the teenage mothers' success in school in relation to maintaining and improving grades, frequencies and cross tabulations were calculated on question three and question 17.

The number of children born to the responding mothers included one child and two children. To determine if the teenage mothers were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born.

Table 58 shows the frequencies of the number of children born to the teenage mothers and if their grades had changed since the baby was born.

Table 58

The Relationship Of The Number Of Children Born
To The Teenage Mothers To The Teenage Mothers'
Success In School In Relation To
Maintaining Or Improving Grades

Number Of Children	Grades Changed		Grades Did Not Change		Row Total	
	n	%	n	%	n	%
One Child	8	66.7%	4	33.3%	12	80%
Two Children	2	66.7%	1	33.3%	3	20%
Column Total	10	66.7%	5	33.3%	15	100%

*Due to five "no responses," the total
does not equal 20

Twelve mothers (80%) had one child, and three mothers (20%) had two children. Ten (66.7%) of the fifteen responding mothers indicated a change in their grades while five mothers (33.3%) indicated no change in their grades since the baby was born.

Of the twelve mothers who had one child, eight mothers (66.7%) indicated their grades had changed since the baby was born, and four mothers (33.3%) indicated their grades had not changed since the baby was born. Of the three mothers who had two children, two mothers (66.7%) noted their grades had changed since the baby was born, and one

mother (33.3%) noted her grades had not changed since the baby was born.

The relationship of the number of children born to the teenage mothers to the teenage mothers' success in school in relation to defining and setting future goals. In order to determine the relationship of the number of children born to the teenage mothers to the teenage mothers' success in school in relation to defining and setting future goals, frequencies and cross tabulations were calculated on question three and question 19.

The number of children born to the responding mothers included one child and two children. To determine the teenage mothers' success in school in relation to defining and setting future goals, the mothers were asked if they planned to graduate from high school. The mothers were also asked to explain what they planned to do after they graduated.

Table 59 illustrates the frequencies of the number of children born to the teenage mothers and the teenage mothers' future plans after graduation.

Of the thirteen mothers who had one child, two mothers (15.4%) planned to work, five (38.5%) planned to attend college, one (7.7%) planned to attend training, four mothers (30.8%) planned to work and go to college, and one mother (7.7%) planned to work and get married. Of the five mothers who had two children, one mother (20%) planned to work, one

(20%) planned to attend college, two (40%) planned to attend training, and one (20%) planned to attend college and work. One mother (100%) who had one child and pregnant planned to attend college after graduating from high school.

Table 59

The Relationship Of The Number Of Children Born To
The Teenage Mothers To The teenage Mothers' Success
In School In Relation To Defining
And Setting Future Goals

Number Of Children	Work		College		Training		Work & College		Work & Marriage	
	n	%	n	%	n	%	n	%	n	%
One Child	2	15.4%	5	38.5%	1	7.7%	4	30.8%	1	7.7%
Two Children	1	20.0%	1	20.0%	2	40.0%	1	20.0%	0	0.0%
One Child & Pregnant	0	00.0%	1	100.0%	0	00.0%	0	00.0%	0	0.0%
Column Total	3	15.8%	7	36.8%	3	15.8%	5	26.3%	1	5.3%

*Due to one "no response," the total does not equal 20

The most frequent answer given by the teenage mothers who had one child was college. The most frequent answer given by the mothers who had two children was training. The teenage mothers had defined and set goals that involved further education or training. With additional education and/or training the teenage mothers have a greater chance of becoming employed and becoming self-sufficient.

The relationship of the teenage mothers' grade level to the teenage mothers' success in school in relation to maintaining or improving grades. In order to determine the relationship of the teenage mothers' grade level to the teenage mothers' success in school in relation to maintaining and improving grades, frequencies and cross tabulations were calculated on question five and question 17.

Twelve mothers indicated they were attending school. The grade levels of the responding mothers included eighth grade, tenth grade, eleventh grade, twelfth grade, and college. To determine if the teenage mothers were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born.

Table 60 shows the frequencies of the teenage mothers' grade level and the frequencies of the teenage mothers grade changes.

Eight (66.7%) of the twelve mothers who were attending school indicated their grades had changed since the baby was born. Four (33.3%) of the twelve mothers who were attending school indicated their grades had not changed since the baby was born.

One mother (100%) in the eighth grade indicated her grades had changed, one mother (100%) in the tenth grade noted her grades had changed, two mothers (40%) in the eleventh grade stated their grades had changed while three

mothers (60%) in the eleventh grade indicated their grades had not changed, two mothers (66.7%) in the twelfth grade noted their grades had changed while one mother (33.3%) in the twelfth grade noted her grades had not changed, and two mothers (100%) attending college indicated their grades had changed. A larger number and percentage of mothers indicated their grades had changed since the baby was born compared to the mothers who indicated their grades had not changed.

Table 60

The Relationship Of The Teenage Mothers' Grade Level
To The Teenage Mothers' Success In School In
Relation To Maintaining Or Improving Grades

Grade Level	Grades Changed		Grades Did Not Change		Row Total	
	n	%	n	%	n	%
Eighth	1	100.0%	0	00.0%	1	8.3%
Tenth	1	100.0%	0	00.0%	1	8.3%
Eleventh	2	40.0%	3	60.0%	5	41.7%
Twelfth	2	66.7%	1	33.3%	3	25.0%
College	2	100.0%	0	00.0%	2	16.7%
Column Total	8	66.7%	4	33.3%	12	100.0%

*Due to eight mothers not attending school, the total does not equal 20

The relationship of the teenage mothers' grade level to the teenage mothers' success in school in relation to defining and setting future goals. In order to determine the relationship of the teenage mothers' grade level to the teenage mothers' success in school in relation to defining and setting future goals, frequencies and cross tabulations were calculated on question five and question 19.

The grade levels of the responding mothers who were attending school included eighth grade, tenth grade, eleventh grade, twelfth grade, and college. To determine the teenage mothers' success in school in relation to defining and setting future goals, the mothers were asked if they planned to graduate from high school. The mothers were then asked to explain what they planned to do after they finished high school.

Table 61 shows the numbers and percentages of the teenage mothers' grade level and the teenage mothers' future plans after graduation.

Twelve mothers explained their future goals after graduation. One mother (100%) in the eighth grade planned to attend college and work. One mother (100%) in the tenth grade planned to attend college. Five mothers in the eleventh grade indicated what they planned to do after graduation; one mother (20%) planned to work, one (20%) planned to attend training, one (20%) planned to work and attend college, and one (20%) planned to work and get

married. Three mothers in the twelfth grade explained their plans for the future; two mothers (66.7%) planned to attend college, and one (33.3%) planned to attend training. One mother (100%) attending college planned to work and continue college.

Table 61

The Relationship Of The Teenage Mothers' Grade Level
To The Teenage Mothers' Success In School In
Relation To Defining And Setting Future Goals

Grade Level	Work		College		Training		Work & College		Work & Marriage	
	n	%	n	%	n	%	n	%	n	%
Eighth	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Tenth	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Eleventh	1	20.0%	1	20.0%	1	20.0%	1	20.0%	1	20.0%
Twelfth	0	0.0%	2	66.7%	1	33.3%	0	0.0%	0	0.0%
College	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Column Total	1	8.3%	4	33.3%	2	16.7%	4	33.3%	1	8.3%

*Due to eight mothers not attending school, the total does not equal 20

A large number and percentage of teenage mothers explained college or college/work as their future goal after graduation. However, all mothers did indicate some type of educational or occupational goal as their plan after graduation.

The relationship of the type of school attended by the teenage mothers to the teenage mothers' success in school in relation to maintaining or improving grades. In order to determine the relationship of the type of school attended by the teenage mothers to the teenage mothers' success in school in relation to maintaining and improving grades, frequencies and cross tabulations were calculated on question six and question 17.

Twelve mothers indicated they were attending school. The type of school attended by the teenage mothers included public, private, alternative, and college. To determine if the teenage mothers were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born.

Table 62 illustrates the numbers and percentages of the school attended by the teenage mothers and the teenage mothers' grade changes.

Nine of the twelve mothers who were attending school were attending public schools. Of the nine mothers (75%), five mothers (55.6%) indicated their grades had changed since the baby was born, and four mothers (44.4%) indicated their grades had not changed since the baby was born. One mother (100%) was attending a private school and indicated her grades had changed since the baby was born. One mother (100%) indicated she was attending an alternative school and noted her grades had changed since the baby was born. One

mother (100%) was attending college and stated her grades had also changed since the baby was born.

Table 62

The Relationship Of The Type Of School Attended
By The Teenage Mothers To The Teenage Mothers'
Success In School In Relation To Maintaining
Or Improving Grades

Type Of School	Grades Changed		Grades Did Not Change		Row Total	
	n	%	n	%	n	%
Public	5	55.6%	4	44.4%	9	75.0%
Private	1	100.0%	0	0.0%	1	8.3%
Alternative	1	100.0%	0	0.0%	1	8.3%
College	1	100.0%	0	0.0%	1	8.3%
Column Total	8	66.7%	4	33.3%	12	100.0%

*Due to eight mothers not attending
 school, the total does not equal 20

The majority (9 or 75%) of the mothers attended public schools while the others attended a private school, an alternative school, and a college. Eight mothers (66.7%) noted their grades had changed while four mothers (33.3%) noted their grades had not changed. The four mothers (33.3%) who noted their grades had not changed attended public schools.

The relationship of the type of school attended by the teenage mothers to the teenage mothers' success in school in relation to defining and setting future goals. In order to determine the relationship of the type of school attended to the teenage mothers' success in school in relation to defining and setting goals, frequencies and cross tabulations were calculated on question six and question 19.

The type of school attended by the teenage mothers who were attending school included public, private, alternative, and college. To determine the teenage mothers success in school in relation to defining and setting future goals, the mothers were asked if they planned to graduate from high school. The mothers were then asked to explain what they planned to do after graduation.

Table 63 shows the frequencies of the type of school attended by the teenage mothers and the frequencies of their future plans.

Twelve mothers indicated what they planned to do after they graduated from high school. Of the nine mothers (75%) who attended public schools, one mother (11.1%) planned to work, three mothers (33.3%) planned to attend college, two mothers (22.2%) planned to attend college and work, and one (11.1%) planned to work and get married. The one mother (100%) who attended a private school planned to work and attend college. The one mother (100%) who attended an alternative school planned to attend college. The one

mother (100%) who attended college planned to continue with college.

Table 63

The Relationship Of The Type Of School Attended By
The Teenage Mothers To The Teenage Mothers' Success
In School In Relation To Defining And Setting Goals

Type Of School	Work n %	College n %	Training n %	Work & College n %	Work & Marriage n %
Public	1 11.1%	3 33.3%	2 22.2%	2 22.2%	1 11.1%
Private				1 100.0%	
Alternative		1 100.0%			
College				1 100.0%	
Column Total	1 8.3%	4 33.3%	2 16.7%	4 33.3%	1 8.3%

*Due to eight mothers not attending school, the total does not equal 20

The mothers who attended public schools had defined and set goals that included work, college, training, work/college, and work and marriage. College, training, and work/college was the most frequent given answer for the mothers attending public schools. All of the mothers had defined and set goals which require further educational or occupational training.

The relationship of the teenage mothers' income to the teenage mothers' success in relation to maintaining or improving grades. The income level of the teenage mothers

was compiled, analyzed, and recorded from the completed background information sheets. The income level of the teenage mothers who completed and returned the questionnaires do not correspond with the income levels of the teenage mothers recorded from the background information sheets. Due to this fact, cross tabulations and frequencies could not be calculated on the relationship of the teenage mothers' income levels and success in school in relation to maintaining and improving grades.

The relationship of the teenage mothers' income level to the teenage mothers' success in school in relation to defining and setting future goals. The income level of the teenage mothers was compiled, analyzed, and recorded from the completed background information sheets. The income level of the teenage mothers who completed and returned the questionnaires do not correspond with the income levels of the teenage mothers recorded from the background information sheets. Due to this fact, cross tabulations and frequencies could not be calculated and analyzed on the relationship between the teenage mothers' income level and success in school in relation to defining and setting future goals.

Summary of Objective Nine. Research objective nine was to determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' success in school in relation to

maintaining or improving grades and defining and setting future goals.

The relationship of the teenage mothers' age to the teenage mothers' success in school in relation to maintaining and improving grades was examined. The ages of the responding mothers ranged from 15 years old to 21 years old. To determine if the mothers were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born.

The frequencies indicated that ten mothers (66.7%) noted their grades had changed since the baby was born. Five mothers (33.3%) noted their grades had not changed since the baby was born. The largest number and percentage of mothers who indicated their grades had changed were age 15 and age 19. The age group that contained the largest number of mothers who indicated their grades had not changed since the baby was born was the 16 year old age group.

The relationship of the teenage mothers' age to the teenage mothers' success in school in relation to defining and setting future goals was examined. The ages of the teenage mothers ranged from 15 years old to 21 years old. To determine the teenage mothers' success in school in relation to defining and setting future goals, the mothers were asked if they planned to graduate from high school.

Twelve mothers did plan to graduate, three mothers had graduated, and one mother had her GED. The mothers were

also asked to explain what they planned to do after they graduate. Twelve mothers (63.1%) mentioned college in their future plans. Seven mother (36.8%) indicated attending college and five mothers (26.3%) indicated working and attending college as their future plans after graduation.

Mothers who were age 15 indicated college, training, and work and college as their future goals. Mothers who were 16 noted work, college, and work and college as their future plans. The 17 year old mothers stated work, and college as their future goals. The 18 year old mothers indicated work, training, and work and marriage as their future goals. The 19 year old mothers indicated college, and work and college as their future goals. The mothers who were 20 years old noted college, and work and college as their future plans. The 21 year old mother indicated college as her future plan.

All of the answers given by the mothers showed that they had defined and set future goals for after graduation. The mothers are considering future goals that will help them become self-sufficient in the future.

The relationship of the teenage mothers' ethnicity to the teenage mothers' success in school in relation to maintaining or improving grades was examined. The ethnicity of the teenage mothers included Black respondents and White respondents. To determine if the teenage mothers were maintaining or improving their grades, the mothers were

asked if their grades had changed since the baby was born.

Six Black respondents (66.7%) indicated that their grades had changed since the baby was born, and six White respondents (66.7%) indicated that their grades had changed since the baby was born. Two Black respondents (33.3%) noted their grades had not changed since the baby was born, and two White respondents (33.3%) noted their grades had not changed since the baby was born. Three mothers (20%) did not indicate their ethnicity, but they did answer the question pertaining to grade changes. Two mothers (66.7%) noted their grades had changed, and one mother (33.3%) noted her grades had not changed since the baby was born.

The relationship of the teenage mothers' ethnicity to the teenage mothers' success in school in relation to defining and setting future goals was examined. The ethnicity of the teenage mothers included Black respondents and White respondents. To determine the mothers' success in school in relation to defining and setting future goals, the mothers were asked what they planned to do after graduation.

Of the eight Black respondents (42.1%), two mothers (25%) planned to work, three mothers (37.5%) planned to attend college, and three mothers (37.5%) planned to attend training after graduating from high school. Of the seven White respondents (36.8%), one mother (14.3%) planned to work, two mothers (28.6%) planned to attend college, and four mothers (57.1%) planned to work and attend college.

Some differences in the two ethnic groups were that the three Black respondents planned to attend training while no White respondents planned to attend training. White respondents planned to attend college/work while no Black respondents planned to attend college/work.

The relationship of the teenage mothers' geographical location to the teenage mothers' success in school in relation to maintaining or improving grades was examined. The geographical location of the teenage mothers included service delivery area I, VI, XI, XII, XIV, and XV. To determine if the teenage mothers were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born.

Ten mothers (66.7%) indicated their grades had changed since their baby was born. These mothers resided in SDA I, VI, XI, XII, XIV, and XV. Five mothers (33.3%) indicated their grades had not changed since their baby was born. These mothers resided in SDA VI, XIV, and XV.

The relationship of the teenage mothers' geographical location to the teenage mothers' success in school in relation to defining and setting future goals was examined. The geographical location of the teenage mothers included SDA I, VI, XI, XII, XIV, and XV. To determine the mothers' success in school in relation to defining and setting future goals, the mothers were asked what they planned to do after graduation.

The most frequent answers given by the teenage mothers included college and college/work. Seven mothers (36.8%) indicated college as a future plan; four mothers lived in SDA VI, one mother lived in SDA XI, one mother lived in SDA XII, and one mother lived in SDA XIV. Five mothers (26.3%) indicated work/college as a future goal; one mother (50%) resided in SDA I, one mother (20%) resided in SDA VI, one mother (50%) resided in SDA XIV, and two mothers (66.7%) resided in XV. Training and work was also a frequent answer. Three mothers (15.8%) indicated work as a future goal; one mother (50%) resided in SDA I, and two mothers (20%) resided in SDA VI. The three mothers who noted training as a future goal resided in SDA VI.

The teenage mothers had defined and set educational and occupational goals for their future plans after graduating from high school. In order to become self-sufficient and less dependent on welfare, further education and/or training is a must for teenage mothers.

The relationship of the number of children born to the teenage mothers to the teenage mothers' success in school in relation to maintaining or improving grades was examined. The number of children born to the responding mothers included one child and two children. To determine if the teenage mothers were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born.

Twelve mothers (80%) had one child and three mothers (20%) had two children. Eight mothers (66.7%) who had one child indicated a change in their grades while four mothers (33.3%) who had one child indicated no change in their grades since the baby was born. Two mothers (66.7%) who had two children indicated their grades had changed while one mother (33.3%) who had two children indicated no change in her grades.

The relationship of the number of children born to the teenage mothers to the teenage mothers' success in school in relation to defining and setting future goals was examined. The number of children born to the teenage mothers included one child and two children. To determine the teenage mothers' success in school in relation to defining and setting future goals, the mothers were asked to explain what they planned to do after they graduated.

The most frequent answer given by the mothers who had one child was to attend college. The most frequent given answer by the mothers who had two children was to attend training. Five mothers (38.5%) who had one child planned to attend college, and four mothers (30.8%) who had one child planned to work and attend college. One mother did indicate that she planned to work and get married.

The mothers who had one child indicated college as a future plan more often while mothers with two children indicated training. This may be due to the extended time it

takes to finish college and also the cost of college. Mothers with two children may attend and finish some type of training in a shorter period of time with less money. Attending training may also open employment opportunities in a specialized area quicker than college.

The relationship of the teenage mothers' grade level to the teenage mothers' success in school in relation to maintaining or improving grades was examined. Twelve mothers indicated they were attending school. The grade levels of the responding mothers included eighth grade, tenth grade, eleventh grade, twelfth grade, and college. To determine if the teenage mothers were maintaining or improving their grades, the mothers were asked if their grades had changed since the baby was born.

Eight mothers (66.7%) indicated their grades had changed since the baby was born and four mothers (33.3%) indicated their grades had not changed since the baby was born. More mothers (6) in the upper grades indicated a change in their grades since the baby was born. However, three mothers (60%) in the eleventh grade indicated that their grades had not changed since the baby was born.

The figures show that more mothers, no matter what grade they were in, indicated a grade change. However, the figures also indicate that the higher the grade level the higher the numbers and percentages are for mothers with changes in their grades.

The relationship of the teenage mothers' grade level to the teenage mothers' success in school in relation to defining and setting future goals. The grade levels of the mothers who were attending school included eighth grade, tenth grade, eleventh grade, twelfth grade, and college. To determine the teenage mothers' success in school in relation to defining and setting future goals, the mothers were asked what they planned to do after they graduated from high school.

Eight of the mothers planned to attend college; one was in the eighth grade, one mother was in the tenth grade, two mothers were in the eleventh grade, two mothers were in the twelfth grade, and two mothers were attending college. Two mothers planned to attend training; one was in the eleventh grade and one was in the twelfth grade. One mother in the eleventh grade planned to work, and one mother in the eleventh grade planned to work and get married. The answers given indicated that all mothers had defined and set their future goals for after graduation.

The relationship of the type of school attended by the teenage mothers to the teenage mothers' success in school in relation to maintaining or improving grades was examined. The type of school attended by the teenage mothers who were attending school included public, private, alternative, and college. To determine if the teenage mothers were maintaining or improving their grades, the mothers were

asked if their grades had changed since the baby was born.

Nine mothers attended public schools, one mother attended a private school, one mother attended an alternative school, and one mother attended college. Five mothers who attended public schools indicated their grades had changed since the baby was born while four mothers who attended public schools indicated their grades had not changed. The remaining three mothers who were attending a private school, an alternative school, and college indicated their grades had changed since the baby was born.

The relationship of the type of school attended by the teenage mothers to the teenage mothers' success in school in relation to defining and setting future goals was examined. The type of school attended by the teenage mothers included public, private, alternative, and college. To determine the teenage mothers success in school in relation to defining and setting future goals, the mothers were asked what they planned to do after they graduated from high school.

Four mothers planned to attend college; three attended public schools and one attended an alternative school. Four mothers planned to attend college while working; two attended public schools, one attended a private school, and one was already attending college. Two mothers attending public schools planned to attend training. One mother attending a public school planned on working and another

mother attending a public school planned to work and get married.

The relationship of the teenage mothers' income level to the teenage mothers success in school in relation to maintaining or improving grades and defining and setting future goals could not be examined. The income level of the mothers was compiled and recorded from the completed background information sheets. The income level of the mothers who completed and returned the questionnaires do not correspond with the income levels of the mothers recorded from the background information sheets. Due to this, a relationship could not be calculated and examined.

Chapter V

Summary, Conclusions, and Recommendations

The purpose of this study was to examine the effects of the type of parent referral services given to teenage mothers. Two types of services were compared. Type I included those teenage mothers who were helped through enhanced referral services offered by Child Care Resource and Referral through the Teen Parent Initiative Program (TPI). Type II included those teenage mothers who were helped through non-enhanced referral services offered by Child Care Resource and Referral. More specifically, the purpose of the study was to examine the attitudes of teenage mothers related to (a) the helpfulness of the child care referral services, (b) satisfaction with the actual child care selected, and (c) their own school success (maintaining or improving grades, reduction of absenteeism, and defining and setting future goals). The study also examined the relationships of demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to (a) the helpfulness of the child care referral services, (b) satisfaction with the actual child care selected, and (c) their own school success (maintaining or improving grades, reduction of absenteeism, and defining and setting future goals). Data were presented in table illustrations to show the examined effects of the type of parent referral services given to teenage mothers.

The first objective described the sample through select demographic variables. The variables included the sample's age, ethnicity, geographical location, type of school attended, number of children, and income.

The ages of the 20 responding teenage mothers ranged from 15 years old to 21 years old. The ethnicity of the 20 responding mothers included Black respondents and White respondents. The geographical location of the teenage mothers included seven of the 16 Child Care Resource and Referral service delivery areas. The geographical locations represented by teenage mothers who completed and returned the questionnaires were service delivery areas I, II, VI, XI, XII, XIV, and XV. The type of school attended by the 20 responding mothers included public, private, alternative, and college. The number of children born to the teenage mothers was one child, two children, and one child and pregnant. The income level of the teenage mothers included an income level of up to 75% of the Illinois median and an income level of 75% to 100% of the Illinois median.

Objective two was to determine the teenage mothers' level of satisfaction with the Child Care Resource and Referral services. The areas examined included, (a) how helpful was the referral service in helping you find child care, (b) did the referral service help find child care more quickly, (c) did the referral service help find better and more dependable child care, (d) did the referral service

make finding child care easier, and (e) would you use the referral service again.

The findings indicated a large number and percentage of the teenage mothers thought the referral service was helpful in finding child care, helped them find child care more quickly, made finding child care easier, and thought they would use the referral service again if they needed to find a new child care provider. The results also showed a majority of the teenage mothers did not think the referral service helped them find better and more dependable child care.

The third research objective was to determine the teenage mothers' level of satisfaction with their actual child care providers and/or child care arrangements. The areas examined included, (a) the teenage mothers happiness with their child care providers and/or child care arrangements, and (b) the goodness of the child care used by the teenage mothers.

The quantitative and qualitative data indicated a majority of the teenage mothers were "happy" with their child care providers and/or child care arrangements. The qualitative data showed that a greater number of the mothers viewed their child care providers and/or arrangements as positive than negative. The results showed that a large number and percentage of the mothers viewed their child care

as average or above average. Over 80% of the mothers rated their child care as "very good," "good," or "average."

The fourth objective was to compare the findings of objective one, two, and three of the teenage mothers who used the enhanced referral services and the teenage mothers who used the non-enhanced referral services offered by Child Care Resource and Referral.

The findings of objective one which were compared and examined for objective four included (a) a comparison of the ages of the teenage mothers who received enhanced referral services and those teenage mothers who received non-enhanced referral services, (b) a comparison of ethnicity of the teenage mothers who received enhanced referral services and those teenage mothers who received non-enhanced referral services, (c) a comparison of the geographical location of the teenage mothers who received enhanced referral services and those teenage mothers who received non-enhanced referral services, (d) a comparison of the type of school attended by the teenage mothers who received enhanced referral services and those teenage mothers who received non-enhanced referral services, (e) a comparison of the number of children born to the teenage mothers who received enhanced referral services and those teenage mothers who received non-enhanced referral services, and (f) a comparison of the income level of the teenage mothers who received enhanced referral services and

those teenage mothers who received non-enhanced referral services.

The ages of the teenage mothers who received enhanced referral services included mothers ages 15 to 18 years old and mothers who were 20 years old. The ages of the teenage mothers who received non-enhanced referral services included mothers ages 15, 16, and ages 18 to 21 years old.

The ethnicity of the teenage mothers who received enhanced referral services and non-enhanced referral services included Black respondents and White respondents. In comparison, 50% of the teenage mothers who received enhanced referral services noted their race as Black; whereas, 30% of the teenage mothers who received non-enhanced referral services noted their race as Black. Thirty percent of the teenage mothers who received enhanced referral services indicated their race as White; whereas, 50% of the teenage mothers who received non-enhanced referral services noted their race as White.

The geographical location of the teenage mothers who received enhanced referral services included service delivery areas I, VI, XII, and XV. The geographical location of the teenage mothers who received non-enhanced referral services included service delivery areas I, II, VI, XI, XIV, and XV.

The type of school attended by the teenage mothers who received both enhanced and non-enhanced referral services

included public, private, alternative, and college. A larger percentage of mothers who received enhanced referral services attended public schools compared to the mothers who received non-enhanced referral services.

The number of children born to both groups of teenage mothers included one child, two children, and one child and pregnant. The majority of the teenage mothers in both groups had one child while more mothers who received enhanced referral services had two children.

The income level of the mothers who received enhanced referral services was an income level of up to 75% of the Illinois median. In order to receive enhanced referral services, one requirement for teenage mothers was to be receiving assistance from Aid to Families with Dependent Children, meaning they would have an income level of up to 75% of the Illinois median. However, a very small number of teenage mothers who received non-enhanced referral services had an income level above the up to 75% of the Illinois median.

The findings of objective two which were compared and examined for objective four included (a) a comparison of the level of satisfaction with the referral services in finding child care of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services, (b) a comparison of the level of satisfaction with the referral services in helping find

child care more quickly of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services, (c) a comparison of the level of satisfaction with the referral services in finding better and more dependable child care of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services, (d) a comparison of the level of satisfaction of referral services in finding child care more easily of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services, and (e) a comparison of the level of satisfaction with the referral services in using the referral service again if needed of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services.

More teenage mothers who received non-enhanced referral services were "satisfied" with the referral services in finding child care compared to the teenage mothers who received enhanced referral services. Ninety percent (9) of the teenage mothers who received non-enhanced referral services were "satisfied" with the referral services in finding child care compared to 66.7% (6) of the teenage mothers who received enhanced referral services.

A greater number of the teenage mothers who received non-enhanced referral services were "satisfied" with the referral service in finding child care more quickly compared

to the teenage mothers who received enhanced referral services. Seven mothers (70%) who received non-enhanced referral services were "satisfied" with the referral service in finding child care more quickly compared to four mothers (36.4%) who received enhanced referral services.

A high number and percentage of teenage mothers from both groups were "unsatisfied" with the referral service in finding better and more dependable child care than "satisfied." Seven mothers (77.8%) who received enhanced referral services were "unsatisfied" and six mothers (60%) who received non-enhanced referral services were "unsatisfied" with the referral service in finding better and more dependable child care. Of the teenage mothers who were "satisfied" with the referral service in finding better and more dependable child care, more mothers (4 or 40%) who received non-enhanced referral services were "satisfied" compared to the mothers (2 or 22.2%) who received enhanced referral services.

The teenage mothers who received non-enhanced referral services were "satisfied" more often with the referral service in finding child care more easily than the teenage mothers who received enhanced referral services. In comparison, more mothers (8 or 80%) who received non-enhanced referral services were "satisfied" with the referral service in helping find child care more easily

compared to the mothers (6 or 66.6%) who received enhanced referral services.

The mothers who received non-enhanced referral services may be more likely to use the referral services again while the mothers who received enhanced referral services may be less likely to use the referral service again. More mothers (8 or 80%) who received non-enhanced referral services indicated they would use the referral services again if needed compared to the mothers (5 or 55.6%) who received enhanced referral services.

Overall, more teenage mothers who received non-enhanced referral services were "satisfied" with the referral services compared to the teenage mothers who received enhanced referral services.

The findings of objective three which were examined and compared for objective four included (a) a comparison of the level of satisfaction with the happiness of the child care providers and/or child care arrangements used by teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services, and (b) a comparison of the level of satisfaction with the goodness of the child care providers and/or child care arrangements used by the teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services.

Teenage mothers who received enhanced referral services tended to be happier with their child care providers and/or child care arrangements more often than the teenage mothers who received non-enhanced referral services. Seven mothers (87.5%) who received enhanced referral services were "satisfied" with their child care providers and/or child care arrangements compared to the mothers (5 or 71.4%) who received non-enhanced referral services.

When comparing the level of satisfaction of the goodness of the child care providers and/or child care arrangements, the numbers and percentages were high for both groups of mothers who were "satisfied." In comparison, eight mothers (88.9%) who received non-enhanced referral services were "satisfied" with the goodness of the child care providers and/or child care arrangements while seven mothers (87.5%) who received enhanced referral services were "satisfied."

Objective five was to determine the level of school success, in relation to maintaining or improving grades, reduction in absenteeism, and defining and setting future goals, for all teenage mothers.

The teenage mothers' grades were examined to see if they had changed since the birth of their child. A large number of teenage mothers indicated that their grades had changed since their baby was born. Of this large number of mothers who indicated a change in their grades, a majority

of them indicated their grades had gone down since their baby was born.

Absenteeism of the teenage mothers was examined before, during, and after the teenage mothers' pregnancy. The teenage mothers missed fewer days of school before their pregnancy and before their baby was born. Most mothers indicated missing only "1 - 3 days" of school before becoming pregnant. However, the number of days missed increased during pregnancy and after the baby was born. A majority of the mothers noted missing "10 or more days" during their pregnancy and also after the baby was born.

To examine the future goals of the teenage mothers, the mothers were asked if they planned to graduate from high school and what they planned to do after graduating. A large percentage (75%) of the mothers planned to graduate from high school while the other mothers (25%) had already graduated or obtained a GED. Many mothers cited educational or training goals while others cited occupational goals as their plans after graduation. The goals indicated by the mothers included work, college, training, and marriage.

The sixth objective of this study was to compare the level of school success, in relation to maintaining or improving grades, reduction of absenteeism, and defining and setting future goals of teenage mothers who received enhanced referral services and teenage mothers who received non-enhanced referral services.

Fewer teenage mothers who received enhanced referral services indicated a change in their grades compared to the teenage mothers who received non-enhanced referral services. The figures indicated that the teenage mothers who received non-enhanced referral services were improving their grades while the mothers who received enhanced referral services were not improving their grades. However, the teenage mothers who received enhanced referral services were maintaining their grades.

More mothers who received enhanced referral services indicated being absent from school and late for school due to child care problems compared to the mothers who received non-enhanced referral services. More mothers who received non-enhanced referral services noted leaving school early due to child care problems compared to the teenage mothers who received enhanced referral services.

Both groups of mothers were absent fewer days before their pregnancy and the birth of their baby. The number of absences increased for both groups of mothers during pregnancy and after childbirth. In comparison, the mothers who received enhanced referral services missed more days of school while pregnant and after their baby was born than the mothers who received non-enhanced referral services.

Graduating from high school was a defined and set goal for both groups of mothers. The mothers who received enhanced referral services noted "work" more frequently as

their future goal after graduation while the mothers who received non-enhanced referral services noted "college" more frequently as their future goal after graduation.

Objective seven was to determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school attended, number of children, and income) to the teenage mothers' satisfaction with referral services. In order to determine the relationship, frequencies and cross tabulations were calculated and analyzed on the demographic variables and the teenage mothers' satisfaction with the referral services.

The numbers and percentages illustrated that a majority of the teenage mothers were "satisfied" with the referral services. The frequencies and cross tabulations indicated that the older the teenage mothers the more likely they were to be "satisfied" with the referral services. More White respondents were "satisfied" with the referral services compared to the Black respondents. The teenage mothers who were "satisfied" with the referral services resided in SDA I, II, VI, XI, XIV, and XV. The mothers who were "unsatisfied" with the referral services resided in SDA VI and XII. The teenage mothers who were "unsatisfied" with the referral services were in the twelfth grade. The mothers in the eighth grade, tenth grade, eleventh grade, and college were all "satisfied" with the referral services. The small number and percentage of teenage mothers who were

"unsatisfied" with the referral services attended public schools. The remaining teenage mothers who attended public school, private school, alternative school, and college were "satisfied" with the referral services. The majority (10) of the teenage mothers who had one child and the majority (5) of the teenage mothers who had two children were "satisfied" with the referral services. One mother who had one child and pregnant, one mother who had two children, and two mothers who had one child was "unsatisfied" with the referral services. The researcher was unable to determine the relationship of the teenage mothers' income level to the teenage mothers' satisfaction with referral services due to the way the income level data was collected and compiled.

The eighth research objective was to determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' satisfaction with the actual child care services. In order to determine the relationship, frequencies and cross tabulations were calculated and analyzed on the demographic variables and the teenage mothers' satisfaction with the actual child care services.

The frequencies illustrated that 80% of the teenage mothers were "satisfied" with their actual child care services while 20% of the mothers were "unsatisfied." Frequencies and cross tabulations indicated that two age

groups had mothers who were "unsatisfied" with their actual child care services. The 16 year old group and the 20 year old group of mothers contained teenage mothers who were "unsatisfied" with their actual child care services. All of the White respondents were "satisfied" with their actual child care services while 50% of the Black respondents were "satisfied" with their actual child care services. Fifty percent of the teenage mothers who resided in SDA VI were "unsatisfied" with their actual child care services while 100% of the teenage mothers who resided in the other seven service delivery areas were "satisfied" with their actual child care services. One teenage mother in the eleventh grade was "unsatisfied" with her actual child care services while all of the remaining mothers were "satisfied." The responding teenage mothers who attended public schools, private schools, and an alternative schools were "satisfied" with their actual child care services. Two mothers who had one child and one mother who had one child and pregnant were "unsatisfied" with their actual child care services while the other mothers with one child and two children were all "satisfied" with their actual child care services. The researcher was unable to determine the relationship of the teenage mothers' income level to the teenage mothers' level of satisfaction with the actual child care services due to the data collection procedure used to determine the mothers' income level.

Research objective nine was to determine the relationship of the demographic variables (age, ethnicity, geographical location, education level, type of school, number of children, and income) to the teenage mothers' success in school, in relation to maintaining or improving grades, and defining and setting future goals. In order to determine the relationship, frequencies and cross tabulations were calculated and analyzed on the demographic variables and the teenage mothers' success in school.

Frequencies indicated that more teenage mothers noted a change in their grades since their baby was born compared to the mothers who noted no change in their grades since their baby was born. The largest number and percentage of mothers who indicated their grades had changed since their baby was born were 15 and 19 years old. The age group that contained the largest number and percentage of mothers who indicated their grades had not changed since their baby was born was the 16 year old age group. An equal number of Black respondents and White respondents noted their grades had changed since their baby was born and an equal number of Black and White respondents indicated their grades had not changed since their baby was born. A majority of the mothers residing in all of the service delivery areas indicated that their grades had changed since their baby was born. Some mothers residing in SDA VI, XIV, and XV did note that their grades had not changed since their baby was born.

More mothers in the upper grades indicated a change in their grades compared to the mothers in the lower grades. A majority of the mothers attending public schools, private schools, alternative schools, and college indicated that their grades had changed since their baby was born. Only a small number of mothers attending public schools noted that their grades had not changed since their baby was born. A large number and percentage of mothers who had one child and the mothers who had two children indicated a change in their grades. Of the responding mothers with one child and the mothers with two children, 66.6% indicated a change in their grades while 33.3% indicated a change in their grades. For objective nine, the researcher was not able to specify if the teenage mothers' grades had gone up or gone down, only that the teenage mothers' grades had changed. The relationship of the teenage mothers' income level to the teenage mothers success in school could not be calculated and analyzed due to the data collection procedure.

The frequencies and cross tabulations which were calculated and analyzed on the relationship of the demographic variables and the teenage mothers' future goals illustrated that all of the responding mothers had defined and set future goals. All of the responding mothers had defined and set some type of occupational and/or educational goal for themselves after graduation. The goals that the mothers noted included work, college, training, and

marriage. More Black respondents indicated work and training as their future goal while the White respondents indicated work and college as their future plans. The teenage mothers who had one child noted attending college as their future goal while the mothers who had two children indicated attending training as their future goal. One 18 year old mother did note marriage as one of her future goals.

Recommendations

In order to examine the effects of the type of parent referral services given to teenage mothers, more detailed information is needed. The researcher used a mailed questionnaire as the main source of collecting and compiling data. Due to a low response rate, the researcher was limited to the information given by the few teenage mothers who completed and returned the questionnaire and was unable to conduct the necessary statistical tests needed to formulate sufficient and specific conclusions.

A suggestion for future research involving teenage mothers would be to find a more thorough way of collecting data from teenage mothers. One suggestion for collecting more detailed information from teenage mothers would be to conduct the data collecting process in a school or in the individual classrooms of the school. This type of data collecting would help alleviate the low response rate of the participating teenage mothers and would allow the researcher

to be more involved in the data collection process. The researcher could also consider conducting the data collection process in an establishment that offers services to teenage mothers and their children. The researcher should also consider conducting personal interviews with the participating adolescents. Personal interviews would allow the researcher to become more personally involved with the participants, and the researcher would also be in more control of the data collection procedure. However, when these types of data collecting procedures are used, the researcher must be sure to obtain the permission of the establishment and/or the subjects involved in the study before proceeding with the data collection.

If a researcher must use a mailed questionnaire as the data collecting instrument, the researcher should pay close attention to any factors that may prevent the teenage mothers from completing and returning the questionnaires. A low return rate can prevent the researcher from conducting the necessary statistical tests needed complete the study as planned.

The researcher should consider the time of year that the questionnaire is being mailed to the participants and when the questionnaire needs to be completed and returned. The research questionnaire used for this study was mailed to the teenage mothers in May 1996. The researcher requested that the teenage mothers complete and return the

questionnaire by May 31, 1996. The time frame used by the researcher may have caused the response rate of the teenage mothers to be low. The month of May is a busy month for teenagers, especially teenage mothers who attend school. May is the month when teenage mothers are studying for school examinations, possibly preparing for graduation, looking for employment, and trying to find quality child care for their child during the summer months. The last thing a teenage mother has time to do during this busy time is complete and return a questionnaire. The response rate for this study may have been better if the questionnaire had been mailed at a different time of the year.

Another suggestion to consider when using a mailed questionnaire would be to offer an incentive to the teenage mothers who complete and return the questionnaire by the date requested. The incentive should be selected carefully, it should be something that would appeal to or benefit a teenage mother and/or her child. Giving a teenage mother a reason for completing and returning the questionnaire may increase the response rate.

When a researcher is using a mailed questionnaire to collect data from teenage mothers, the researcher must also consider the time period between services rendered and the survey. This timing may result in fewer questionnaires being sent back to the researcher as undeliverable due to an

address change. For this study, the researcher used a computer locator file in order to locate the new addresses on the teenage mothers' questionnaires that were returned undeliverable. However, this procedure may not always lead to the current and correct addresses of the participating teenage mothers.

For this study, the income levels of the teenage mothers were compiled from background information given to the staff of the Child Care Resource and Referral at the time of receiving services the questionnaires. The teenage mothers' income levels were compiled from the background information did not correspond with the teenage mothers who completed and returned the questionnaire. Due to this fact, the researcher was not able to compare some of the necessary variables to the teenage mothers income level. For further research, it is recommended that the researcher include a question concerning the income level of the teenage mother in the questionnaire so the necessary comparisons can be conducted.

The researcher strongly recommends further research and study of the programs and services offered to teenage mothers. Teenage mothers need programs and services that offer assistance and support that is easily accessible, understandable, and supportive during their time of need.

Limitations

This study focused on examining and comparing the two types of parent referral services given to teenage mothers through Child Resource and Referral. Type I included those teenage mothers who were helped through enhanced referral services and type II included those teenage mothers who were helped through non-enhanced referral services offered by Child Care Resource and Referral.

The accessibility to teenage mothers can be very perplexing. Due to the confidentiality and anonymity issues of the adolescent population, the researcher must request and receive proper consent of the adolescent and/or parent before proceeding with the research. Even with the permission of the adolescent and/or parent other complications may occur due to privacy issues involved.

This study was limited to teenage mothers who received enhanced and non-enhanced referral services offered by the Illinois Child Care Resource and Referral agencies. In order to avoid interfering with the confidentiality and anonymity of the teenage mothers who received the parent referral services offered by Child Care Resource and Referral, the researcher was not able to do the actual mailings of the questionnaires to the participating teenage mothers. The mailings of the questionnaires were conducted by the directors of the 16 Illinois Child Care Resource and Referral agencies. Therefore, the researcher could not

verify the actual number of questionnaires that were mailed or if all participating teenage mothers received a mailed questionnaire.

Since the sample was small and limited to teenage mothers who received enhanced and non-enhanced referral services offered by Child Care Resource and Referral, the sample may not have been a true representation of the population.

For this study, all responses to the questionnaires were self-reported. Self-reporting may not have always been accurate. For example, the grades, absenteeism, and future goals of the teenage mothers were self-reported and could not be verified by the researcher. The examination of the teenage mothers' school records could give the researcher more accurate details. However, the researcher must request and receive the proper consent of the teenage mother and/or parent, and the school officials before the researcher can have access to the teenage mother's school records.

Further study of the programs and services offered to teenage mothers and their children is strongly recommended. In order for teenage mothers to continue with their education and/or work, to care and provide for their children, and to become self-supporting, teenage mothers need programs and services that offer assistance and support that is easily accessible, understandable, and supportive. Further research and study can help improve and strengthen

the available programs and services that are much needed by the teenage mothers of today.

APPENDICES

Appendix A

Teenage Mothers and Child CareQuestionnaire

In the past, you used Child Care Resource and Referral Services to help you find child care.

I am interested in your feelings about child care, school, and the services you received from Child Care Resource and Referral. Please take a few minutes to answer the following questions. Your answers will be kept private so do not write your name on the questionnaire.

Please return the finished questionnaire in the given envelope by MAY 31, 1996

When you are answering the questions, please follow these directions.

1. For the questions that have a blank, please print your answers in the blank.

Example: Age 18 Date of Birth May 15, 1978

2. For the questions that have brackets [], please make a check mark in the bracket next to your answer.

Example: How good is your child care?

very good [] good [☒] average [] poor [] very poor []

3. For the questions that ask you to tell us some information, please write a few sentences to answer the question.

Example: Please tell us what you like or what you do not like about your child care.

I like my babysitter very much. She takes good care of my baby and she helps me when I need her.

Your answers to the questions will help me and others in planning and offering services for young parents and children. Thank you for taking the time to answer and return this questionnaire.

Sincerely,

Melissa Cruz

Melissa Cruz
Graduate Student
Eastern Illinois University
Child Care Resource & Referral

S. Jayne Ozler

S. Jayne Ozler, PhD.
Thesis Advisor
School of Family & Consumer Sciences
Eastern Illinois University



Appendix A - continued

General Information

1. Age _____ Date of Birth _____ Race (optional) _____
2. Address: City _____ County _____ Zip _____
3. How many children do you have? _____
What is/are the age(s) of the child(ren)? _____
4. How many people live in your household? _____
How many adults? _____
How many children? _____
5. Are you attending school? yes [] no []
You are in which grade?
6th [] 7th [] 8th [] 9th [] 10th [] 11th [] 12th []
6. How do you describe your school?
Public [] Private [] Vocational/Technical []
Other (please explain) _____
7. Does your school have a day care center? yes [] no []
If yes, does your child(ren) go to the school day care center?
yes [] no []
8. Do you work? yes [] no []
How many hours a week do you work? _____
Do you work weekdays? yes [] no []
Do you work weekends? yes [] no []

Child Care Needs and Services

9. What type or types of child care does your child(ren) receive?
(Check as many as you need).
Does your child(ren) receive child care in a day care center? []
Does your child(ren) receive child care in a family day care home? []
Does your child(ren) receive child care by a sitter in your home? []
Does your child(ren) receive child care by a relative or relatives in your home?
(grandmother, grandfather, aunt, uncle, etc.). []
Does your child(ren) receive child care by a relative or relatives in their home?
(grandmother, grandfather, aunt, uncle, etc.). []

Have we forgotten any type of child care you use while you are going to school or work?
Please tell us about it.

10. How many hours does your child(ren) need child care on these days:
Monday? _____ Tuesday? _____ Wednesday? _____ Thursday? _____
Friday? _____ Saturday? _____ Sunday? _____

How many total hours a week does your child(ren) need child care? _____

11. Are you happy with your child care? yes [] no []
Please tell us what you like or what you do not like about your child care.

12. How good is your child care?
very good [] good [] average [] poor [] very poor []

13. Did you have any problems finding child care? yes [] no []

14. If yes, what problems did you have?
It cost too much []
I could not find the type of child care that I needed []
There were no openings []
I could not find child care during the times that I needed it []
I had a problem with transportation []
I could not find good child care []

Please tell us any other reasons why you had problems finding child care.

School

15. Have you been absent from school because you did not have child care?
yes [] no []
Have you been late for school because you had child care problems?
yes [] no []
Have you ever left school early because you had child care problems?
yes [] no []
16. Before your pregnancy, about how many days were you absent during a school year?
1-3 days [] 4-6 days [] 7-9 days [] 10 or more days []
About how many days were you absent from school while you were pregnant?
1-3 days [] 4-6 days [] 7-9 days [] 10 or more days []
Since your baby was born, about how many days have you been absent because
you did not have child care?
1-3 days [] 4-6 days [] 7-9 days [] 10 or more days []

17. Have your grades changed since your baby was born? yes [] no []
How have your grades changed?
My grades have gone up []
My grades have stayed the same []
My grades have gone down []
18. Do you plan to graduate from high school? yes [] no []
When do you plan to graduate? _____
19. Please tell us what you plan to do after you graduate. (work, college, trainings, etc.).

Referral Services

20. How helpful was the referral service in helping you find child care? (check one)
very helpful [] helpful [] somewhat helpful []
not very helpful [] not helpful at all []
21. Do you think the referral service helped you find child care more quickly than if you had not used the service? (check one)
I think so [] I don't think so [] I don't know []
22. Do you think the referral service helped you find better and more dependable child care than if you had not used the service? (check one)
I think so [] I don't think so [] I don't know []
23. Do you think the referral service made finding child care easier than finding child care on your own? (check one).
I think so [] I don't think so [] I don't know []
24. Do you think you would use the referral service again if you needed to find a new child care provider? (check one).
I think so [] I don't think so [] I don't know []

Thank you for taking the time to answer this questionnaire.





Appendix C

Child Care Resource and Referral
School of Family & Consumer Sciences
Charleston, IL 61920-3099
Office: 217-581-6698
Toll Free: 800-545-7439
Fax: 217-581-7084

April 10, 1996

Ms. Kathy Clark
Charleston High School
Charleston, IL 61920

Dear Ms. Clark,

I have enclosed 30 questionnaires for the research pretest. Please have the students follow the directions and answer the questions. Ask the students to make any comments or changes on the questionnaire if they do not understand a question or questions. The main purpose of this pretest is to examine if the questionnaire is readable and understandable by the young reader.

Thank you for allowing me to pretest my questionnaire in your classroom. This opportunity will help me successfully complete my research for my Master's thesis. If you have any questions, please contact me at 581-6698 or 345-3706. Thank you again for your assistance.

Sincerely,

Melissa Cruz
Graduate Student
Eastern Illinois University

Appendix D

Teenage Mother & Child Care Services Study - Background Information

For each of the teenage mothers for whom a survey is mailed, please provide the following information from your data base:

TPI MOTHERS WHO RECEIVED CHILD CARE REFERRALS

INCOME INFORMATION:

- | | |
|-------------------------------|--------------------------------|
| (1.) Up to 75% of IL Median | (3.) 100% to 125% of IL Median |
| (2.) 75% to 100% of IL Median | (4.) Above 125% of IL Median |

TPI mother 1 _____	TPI mother 6 _____
TPI mother 2 _____	TPI mother 7 _____
TPI mother 3 _____	TPI mother 8 _____
TPI mother 4 _____	TPI mother 9 _____
TPI mother 5 _____	TPI mother 10 _____

TEENAGE MOTHERS WHO WERE NOT TPI MOTHERS ("NON-TPI") WHO RECEIVED CHILD CARE REFERRALS

INCOME INFORMATION:

- | | |
|-------------------------------|--------------------------------|
| (1.) Up to 75% of IL Median | (3.) 100% to 125% of IL Median |
| (2.) 75% to 100% of IL Median | (4.) Above 125% of IL Median |

"Non-TPI" mother 1 _____	"Non-TPI" mother 6 _____
"Non-TPI" mother 2 _____	"Non-TPI" mother 7 _____
"Non-TPI" mother 3 _____	"Non-TPI" mother 8 _____
"Non-TPI" mother 4 _____	"Non-TPI" mother 9 _____
"Non-TPI" mother 5 _____	"Non-TPI" mother 10 _____



Child Care Resource and Referral
School of Family & Consumer Sciences
Charleston, IL 61920-3099
Office: 217-581-6698
Toll Free: 800-545-7439
Fax: 217-581-7084

Appendix E

May 2, 1996

Dear Director:

On April 19, 1996, at the CCR&R Director's Work Day, I shared information with you about my current study of teenage mothers and their child care services and asked for your help. As a part of that sharing experience, you indicated a need for clarification (a) on how to identify the sample, (b) how many teenage mothers will be surveyed, and (c) how to help distribute the surveys.

Firstly, the surveys are to be mailed to a representative sample of the teenage mothers for whom your SDA provided child care referrals from July 1994 to August 1995. An equal number of surveys need to be mailed to TPI mothers and to teenage mothers who were not identified as TPI mothers ("non-TPI mothers").

To determine who the TPI mothers are, I have provided the following guidelines (Children's Home & Aid Society of Illinois, 1994, p. 1) to help you identify them:

1. Each teenage mother should have been identified as a TPI participant. Without this information the teenage mother should not have received an enhanced referral.
2. The teenage mother must have been receiving financial assistance from Aid to Families with Dependent Children.
3. The teenage mother must have been a custodial parent.
4. The teenage mother must have been 18 or under.
5. Within 48 hours the child care specialist should have contacted the teenage mother with a minimum of three (3) names, addresses, and telephone numbers of those providers who indicated vacancies and a willingness to work with the teenage mother. Two or more of these potential child care providers should have been contacted to guarantee current vacancies. The referrals and resources should have been mailed immediately.
6. Within three (3) working days the child care specialist should have contacted the teenage mother to determine if she found a child care provider.

Appendix E - continued

I need the surveys mailed to TPI mothers who received child care referrals. Please randomly select the mothers from your TPI data base. To assure anonymity, I enclosed the address labels for each of the TPI mothers, type and place the labels on the envelopes, and mail them by May 15.

Each of the surveys is in a sealed, stamped envelope ready for each teenage mother's label. A stamped, self-addressed return envelope is included in each of the survey envelopes for the teenage mother's convenience. All of the surveys to be mailed to the TPI mothers are in a larger sealed envelope with clear instructions typed on the front. Since the surveys are colored coded to allow separation of the two groups of teenage mothers, it is extremely important that the instructions on the envelope be followed.

To determine the other ("non-TPI") teenage mothers who will be mailed surveys, I have provided the following guidelines (Corporate Parenting Associates, 1991) to help you identify them:

1. The teenage mother was not identified as a TPI participant.
2. The teenage mother must have been a custodial parent.
3. The teenage mother must have been 20 or under (as indicated on the family intake form).

I need the surveys mailed to the "non-TPI" mothers who received child care referrals. Please randomly select the "non-TPI" mothers from your data base. To assure anonymity, I am asking you to type the address labels for each of the "non-TPI" mothers, place the labels on the envelopes, and mail them by May 15.

Again, each of the surveys for the "non-TPI" mothers is in a sealed, stamped envelope ready for each teenage mother's label. The surveys are in a larger sealed envelope with instructions typed on the front.

In addition to identifying the sample, typing and placing address labels, and mailing the surveys I need background information. The background information can be put on the enclosed form and returned to me in the enclosed stamped, self-addressed return envelope. The background information will be placed in group data thereby maintaining anonymity and confidentiality. There will be no attempt to match any results by individual.

Appendix E - continued

Thank you very much for your help and cooperation. Without your help, this study would not be possible. If you have any questions, please contact me at (217) 581-6698 or (217) 345-3706.

Sincerely,

Melissa Cruz
Graduate Student
Eastern Illinois University

S. Jayne Ozier, PhD.
Thesis Advisor
Eastern Illinois University



Child Care Resource and Referral
School of Family & Consumer Sciences
Charleston, IL 61920-3099
Office: 217-581-6698
Toll Free: 800-545-7439
Fax: 217-581-7084

Appendix F

June 11, 1996

Dear Parent,

Enclosed you will find a questionnaire that was mailed to you on May 15, 1996. Due to your address change, the questionnaire was returned to me. Fortunately, I was able to locate your new address and forward the questionnaire to you. Please take a few minutes of your time and complete and return the questionnaire in the provided envelope.

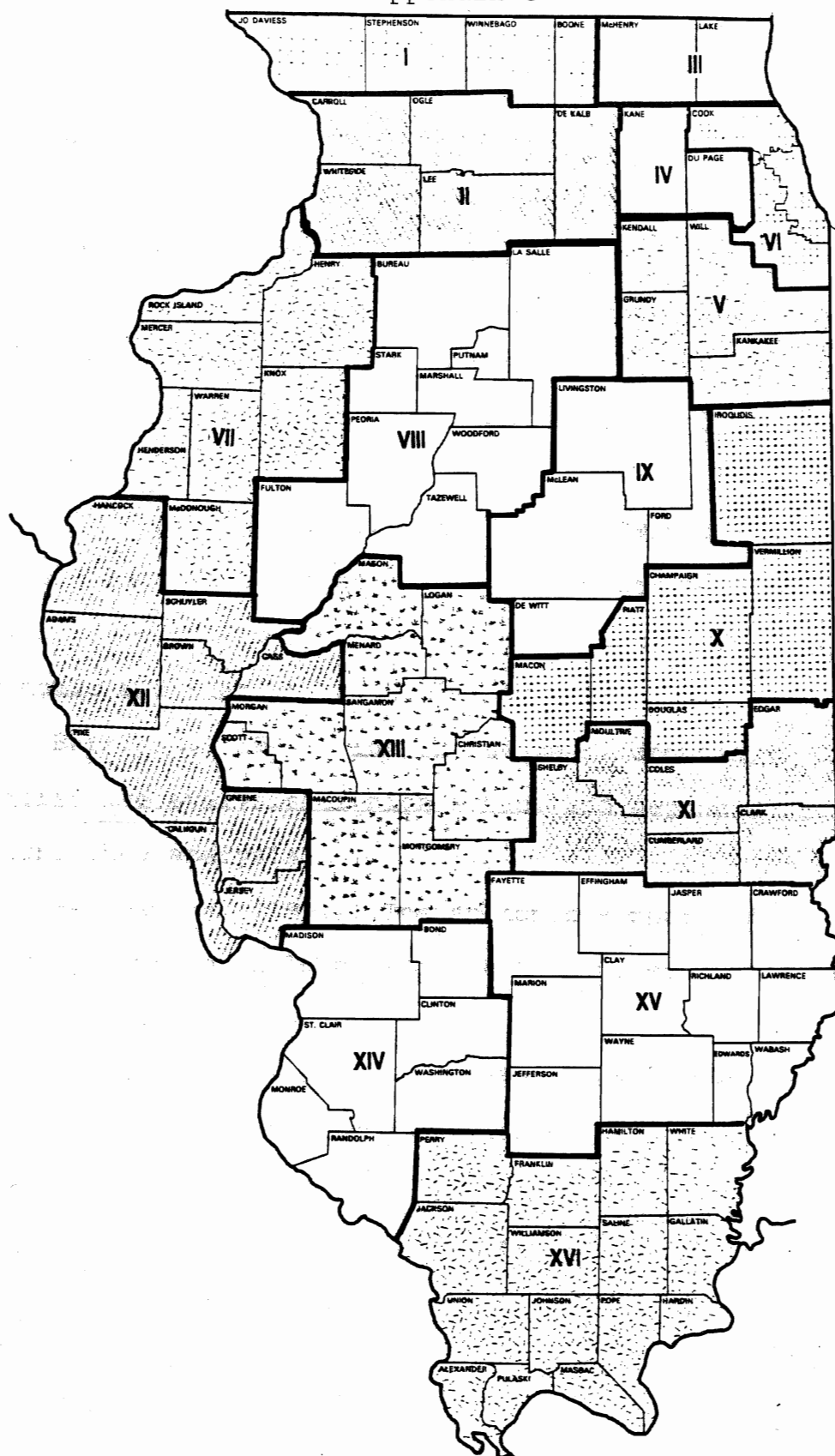
The questionnaire indicates that the deadline for returning the completed questionnaire was May 31, please ignore this date. I would appreciate it if you would complete the questionnaire and return it in the provided envelope by June 28, 1996.

Your information and answers are very important and are needed in order to improve the services offered to parents and their children. Thank you for taking the time to complete and return the questionnaire.

Sincerely,

Melissa Cruz
Graduate Student
Eastern Illinois University

268



References

- Aber, J., Brooks-Gunn, J., & Maynard, R. (1995). Effects of welfare reform on teenage parents and their children. The Future of Children, 5(2), 53-71.
- Adams, G., Adams-Taylor, S., & Pittman, K. (1989). Adolescent pregnancy and parenthood: A review of the problem, solutions, and resources. Family Relations, 38, 223-229.
- An, C., Haveman, R., & Wolfe, B. (1993). Teen out-of-wedlock births and welfare receipt: The role of childhood events and economic circumstances. The Review of Economic and Statistics, 75(2), 195-208.
- Barro, S. (1984). The incidence of dropping out: A descriptive analysis of high school and beyond survey. Unpublished analysis.
- Bergman, B. (1994). The economic support of child raising: Curing child poverty in the United States. Public Welfare, 84(2), 76-80.
- Block, F., & Noakes, J. (1988). The use and effects of welfare: A survey of recent evidence. Social Problems, 35(4), 351-362.
- Center of Population Options. (1989). Teenage pregnancy and too early childbearing: Public costs, personal consequences. Washington, DC: Author.

Center of Population Options. (1990). Teenage pregnancy and too early childbearing: Public costs, personal consequences (5th ed.). Washington, DC: Author.

Center of Population Options. (1992). Teenage pregnancy and too early childbearing: Public costs, personal consequences (6th ed.). Washington DC: Author.

Chase-Lansdale, P., Brooks-Gunn, J., & Paikoff, R. (1991). Research and programs for adolescent mothers: Missing links and future promises. Family Relations, 40, 396-403.

Children's Defense Fund. (1974). Children out of school in America. Cambridge: Author.

Children's Defense Fund. (1987). Child care: An essential service for teen parents. Washington, DC: Author.

Children's Defense Fund. (1996). The state of America's children. Washington, DC: Author.

Children's Home and Aid Society of Illinois. (1994). Child care resource & referral program teen parent initiative program plan. Springfield, IL: Author.

Clewell, B., Brooks-Gunn, J., & Benasich, A. (1989). Evaluating child-related outcomes of teenage parenting programs. Family Relations, 38, 201-209.

Congress of the United States Congressional Budget Office. (1990). Sources of support for adolescent mothers. Washington, DC: Congressional Budget Office.

Corporate Parenting Association. (1991). Illinois statewide child care resource and referral: A public private partnership model 1989-1991. Chicago, IL: Author.

Danziger, S. (1986). Breaking the chains: From teenage girls to welfare mothers. Washington, DC: American Horizons Foundation.

Department of Children and Family Services. (1995). The Illinois child care resource and referral system parent services report. Chicago, IL: Author.

Department of Public Aid. (1996). The department of public aid subsidies training manual. Springfield, IL: Author.

Donnelly, B., & Voydanoff, P. (1991). Factors associated with releasing for adoption among adolescent mothers. Family Relations, 40(4), 404-410.

Edin, K. (1991). Surviving the welfare system: How AFDC recipients make ends meet in Chicago. Social Problems, 38(4), 462-473.

Frankles, R., & Owen, A. (1993). Nutrition in the community (3rd ed.). St. Louis: Mosby.

Freeman, E., & Rickels, K. (1993). Early childbearing: Perspectives of black adolescents on pregnancy, abortion, and contraception. Newbury Park, CA: Sage Publications.

Furstenberg, F., Brooks-Gunn, J., & Chase-Lansdale, L. (1989). Teenage pregnancy and childbearing. American Psychologist, 44(2), 313-320.

Furstenberg, F., Brooks-Gunn, J., & Morgan, S. (1987). Adolescent mothers and their children in later life. Cambridge: Cambridge University Press.

Hofferth, S., Brayfield, A., Deich, S., & Halcomb, P. (1991). National child care survey, 1990. Washington, DC: Urban Institute Press.

Hofferth, S., & Moore, K. (1979). Early childbearing and later economic well-being. American Sociological Review, 44, 784-815.

Illinois Department of Public Aid. (1994). Teen parent initiative/young parent services information handbook. Springfield, IL: Author.

Illinois State Board of Education. (1988). Training manual for teenage single-parent programs. Springfield, IL: Author.

Jones, D., & Battle, S. (Ed.). (1990). Teenage pregnancy. New Brunswick: Transaction Publishers.

Ketterlinus, R., Lamb, M., & Nitz, K. (1991). Developmental and ecological sources of stress among adolescent parents. Family Relations, 40, 435-441.

Kisker, E., & Silverberg, M. (1991). Child care utilization by disadvantaged teenage mothers. Journal of Social Issues, 47(2), 159-177.

Lawson, A., & Rhode, D. (Ed.). (1993). The politics of pregnancy. New Haven: Yale University Press.

Leland, N., Peterson, D., Braddock, M., & Alexander, G. (1993). Childbearing patterns: Among selected racial/ethnic minority groups, United States, 1990. Public Health, 22, 206-214.

Leland, N., Peterson, D., Braddock, M., & Alexander, G. (1995). Variations in pregnancy outcomes by race among 10 to 14 year old mothers in the United States. Public Health, 110, 53-58.

Marshall, N., & Marx, F. (1991). The affordability of child care for the working poor. Families in Society: Journal of Contemporary Human Services, 72, 202-211.

Merriam-Webster's collegiate dictionary. (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Meyers, M. (1993). Child care in JOBS employment and training program: What difference does quality make? Journal of Marriage and the Family, 55, 767-783.

Murray, V. (1992). Sexual career paths of black adolescent females: A study of socioeconomic status and other life experiences. Journal of Adolescent Research, 7, 4-27.

Murray, V. (1994). Black adolescent females: A comparison of early versus late coital initiations. Family Relations, 43, 342-348.

Nath, P., Borkowski, J., Whitman, T., & Schellenbach, C. (1991). Understanding adolescent parenting: The dimensions and functions of social support. Family Relations, 40(4), 411-420.

National Center for Health Statistics. (1994). Advance report of final natality statistics. Monthly Vital Statistics Report, 43, Washington, DC: Department of Health and Human Services.

National Research Council. (1987). Risking the future: Adolescent sexuality, pregnancy, and childbearing. Washington, DC: National Academy Press.

Peterson, C. (1995). Female-headed families on AFDC: Who leaves welfare quickly and who doesn't. Journal of Economic Issues, 29(2), 619-628.

United States Bureau of Census. (1994). Washington, DC: United States Government Printing Office.

United States House of Representatives, Committee on Ways and Means. (1994). Overview of entitlement programs: 1994 green book. Washington, DC: United States Government Printing Office.

Upchurch, D., & McCarthy, J. (1990). The timing of a first birth and high school completion. American Sociological Review, 55, 224-234.

Ventura, S., Martin, J., Taffel, S., Mathews, T., & Clarke, S. (1994). Advance report of final natality statistics, 1992. Monthly Vital Statistics Report, 43 (Suppl. 5).

Ventura, S., Taffel, S., Mosher, W., & Henshaw, S. (1992). Trends in pregnancies and pregnancy rates, United States, 1980-1988. Monthly Vital Statistics Report, 41 (Suppl. 6).

Voydanoff, P., & Donnelly, B. (1990). Adolescent sexuality and pregnancy. Newbury Park, CA: Sage Publications.

Whitney, E. & Rolfes, S. (1993). Understanding nutrition (6th ed.). St. Paul: West.