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FOSTER YOUTH AND HIGHER EDUCATION: A LOOK AT THE CONTRIBUTING FACTORS TO HIGHER EDUCATION RETENTION

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FOSTER YOUTH AND HIGHER EDUCATION: A LOOK AT THE
CONTRIBUTING FACTORS TO HIGHER EDUCATION
RETENTION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Naomi Victoria Chretien

June 2017

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ABSTRACT

This study explores the contributing factors to collegiate foster youth's college attendance and retention while in college. A qualitative study was conducted consisting with eight face to face interviews were conducted. Participants were student recipients of California State University, San Bernardino's Educational Opportunity - Renaissance Scholars Program. Areas studied: pre-college admission, transitional support systems, and retention support while in college. Results identified support from high school teachers and school counselors played significant roles in the participant's future college attendance, family support was not a significant influencer, and social work support was not reported by any participants. All participants received supportive services from the Renaissance Scholars program after college admission, however, a majority were not aware of the program's existence prior. Once in college many of those who received pre-college support from school counselors and teachers stated an ongoing positive social relationship while traversing college. Psycho-socially, the "life changing event" of attending college, created enduring relational-bonds for students. Conversely, participants without positive support equated lack of support (being told that they would not succeed) as their driving force to attend college. The results highlight the significance divide between the positive ongoing resources provided by social services, and the foster youth's perception of social services interactions towards their benefit. These results illuminate the importance of providing ongoing pre-college, transitional support systems, and

retention support resources, to current and former collegiate foster youth. This studies goal is to help increase the social workers knowledge about foster youth population and its higher education needs.

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Naomi Victoria Chretien

DEDICATION

To my Lord & Savior, Jesus Christ! I give you all the glory, honor and praise for all that you have done and all that you will do. Lord I pray that you will continue to use my life as you see fit. Lord without your guidance, mercy and grace, I know that I would not be here today. Father God, I thank you Lord! Amen.

To my mother & father, Frankie Mae Rice and Gregory Chretien, thank you for loving me the best you knew how. Mom, I know you are smiling on me from heaven and I hope you are proud of who I have become. Dad, thank you for the unconditional love and the phone calls, just to say I love you. Your calls were always right on time. I am grateful that you both raised me to always treat others the way I would like to be treated. You were preparing me for this journey without even knowing it.

To my wonderful and always supportive cousin, Kathy O'Donnell, thank you, for being in my life,, thank you for always being honest and thank you for loving me for who I am. Your love and support over the past few years have helped me get to this very moment. I love and thank you so very much.

To my nieces and nephews, as well as my great nieces and nephews, please know that Auntie Vikki loves you so very much. I hope that my pursuit of a college education serves as a confirmation that you too can do the same. Just remember to keep God first and He will direct your path, but you have to trust Him!!! I love you all so much.

To all of friends, near and far, thank you so much for the unwavering love and support you have all given me. Thank you for the prayer and positive thoughts and energies. Thank you for always being honest with me, even if it hurt.

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CHAPTER ONE

INTRODUCTION

Problem Statement

There are approximately 400,000 foster youth in the system in the United States according to the Children's Bureau (2014). Of those, almost 64,000 reside in California, and over 5,500 are residing in San Bernardino County (Webster et al., 2016). Many of these foster youth will not attend college. It is reported 50% of foster youth will graduate from high school, 10% of those who graduate will attend college and an average of 3% will actually graduate from college (Promises2Kids, 2013). Foster youth who attend college, many times do so while utilizing specialized programs, scholarships and resources designed for college bound foster youth. There continues to be a large number of foster youth who, for various reasons, fail to attend college.

A significant factor effecting the foster youth colligate entrance is: access to information. Foster youth are unaware of the educational programs available, and generally most pertinent, that these programs provide monetary assistance to attend and/or complete college. An example of such an educational monetary resource is the Chaffey Grant (California Student Aid, 2015) which provides students with up to \$5,000 a year for career and technical training or college. The qualifying requirements for foster youth students relate to a plethora of foster youth cases: the student must have been in foster care between the ages of 16

and 18 and a dependent or ward of the court and be in need of financial assistance (California Student Aid Commission, 2015). This type of financial aid resource is readily available to foster youth interested in attending college. Regardless of the accessibility to the financial resources for foster youth, without the access to informational resources, these youth have no idea that additional options await. Unfortunately, the meager numbers who successfully attend college evidences the reality that many foster youth will never realize their dream of college, was obtainable.

Not completing college can lead to many hardships in a person's life. Once foster youth are emancipated, if they do not have at least a high school diploma, they may face challenges such as, finding stable work that will pay them a decent wage in order to meet their basic necessities. Individuals between the ages of 25 and 34 who had at least a bachelor's degree earned, on average, 61% more than those with only a high school diploma or GED (Planty et al., 2007). This may lead more individuals down a road to illegal activity in order to meet these needs. If this ends up being the case, society as a whole will have to pay the price, as the chances of them getting involved with drugs, alcohol and crime, may lead them to being incarcerated. These are problems that will manifest themselves in an outward manner. These challenges can also lead to individuals having low self-esteem and possibly mental illnesses such as depression and anxiety. Attending college is not a guarantee that any of the above mentioned actions will not take place, however, going to college can open

many doors to opportunities and relationships that may not have taken place had they not attended college. The college experience can help a person with their self-esteem and confidence as they go about their academic journey. Higher education is an opportunity for them to be exposed to topics, ideas, and experiences they may have never considered.

This study addresses and examines the individuals and organizations who have contributed to current student's success in attending college. It also looks at the support and programs that have helped juniors and seniors stay in college and ultimately, graduate at California State University, San Bernardino (CSUSB). Through interviewing student who are currently participating in the Educational Opportunity Program (EOP) Renaissance Scholars Program, this study captured the main population that have achieved college attendance.

Practice Context

As social workers working with foster youth to help them find permanent and safe homes, they also have an opportunity to help the older youth to prepare for emancipation. Part of this process is helping them attend college and although many social workers do provide the youth with the basic information about college, there is often no follow up or other support provided to help the youth in applying for college. Youth often times do not have the support from family and other non-social work entities to help encourage them during the process. On a macro level, there are programs available to help foster youth attend college or vocational school, such as the Independent Living Programs

that are available in most county Child Protective Services (CPS) organizations. However, on a micro level, having that support and encouragement when a social worker is not readily available can have a great impact on the follow through and use of the information provided. Currently little research has been conducted on the efficiency of having one-on-one human support and a support system when it comes to applying and attending college.

Purpose of the Study.

The purpose of this study is to identify and acknowledge the contributing factors, in the form of support and guidance from individuals and/or family that help to inspire and support the current and former foster youth at California State University, San Bernardino. This study also broadens the knowledge of social workers who work with this population. In addition, it provides more information for policy and research to help in allocating resources and funds to help better serve this population. It provides information on the importance of positive support systems and social worker follow through with regards to foster youth and college attendance. With regards to the generalist model, researcher has examined the importance and impact of assessing, planning and implementation on behalf of the social workers who were involved in current student's college attendance.

With all of the benefits of a college education being known, there is still the fact that only 10 % are attending college and an average of 3% are graduating with a degree. What are the factors in these individuals lives that help

to get them to this point in their lives? This study looks at the components that help to get some of the students at California State University, San Bernardino to college as well as what is helping them to see it through to the end. The EOP Renaissance Scholars Program at California State University, San Bernardino is mandatory program that all California State Universities are required to have in order to serve current and former foster youth. This is an idea that is trending in the private and community college institution. University foster youth programs help potential students as well as current student by providing services such as, admissions assistance, EOP grant awards, academic advising, personal counseling, financial assistance and guidance, priority registration, mentoring, scholarships, as well as on-campus housing assistance (EOP Renaissance Scholars, 2016). These are just some of the services that the EOP Renaissance Scholars program is providing to the students. Due to the limited funding and the eligibility requirement, not all foster youth who attend CSUSB are participants of the EOP program.

This study assists in shedding light on the contributing factors to foster youth's success in higher education. It examines the key people in these individuals' lives which ranges from their current or former social worker, family (biological or foster), professors, as well as faculty and staff. Current social workers also need to be educated in the programs that are in place in order to help them achieve their goals. When foster youth receive positive support, the likelihood of them earning a college degree increases. The information gained

from this study helps college staff and faculty, high school and college administrators, as well as social service professionals in becoming aware of the types of support current and former foster youth need throughout their academic journey.

The research design for this study is a qualitative design with face to face interviews being conducted with current and former CSUSB EOP Renaissance Scholars. This is the most appropriate design given the time frame and the availability of the participants. The qualitative design allows for participants to share their experience in a more detailed manner than a survey. The topics discussed included were, when their desire to attend college was realized as well as when and how they became aware that college was an attainable goal. The study was be guided by the following research question: What are the contributing factors to former and current foster youth's success in obtaining a college degree while in the EOP Renaissance Scholars Program?

Significance of the Study for Social Work

There are multiple levels in which this research can have on impact on the social work practice. On a micro level, it is hoped that the students that volunteered to participate in the study, feel a new sense of resiliency, confidence and empowerment as they shared their experience. According to Batista, participants "motivation to influence should increase because of the multiple opportunities they are given to participate in important and relevant decisions..."

(2014). Often times, having an opportunity to share their story in hopes of inspiring another person can help to build their self-confidence.

On a macro level, the social work practice as a whole can become more aware of the importance of not only follow through, but also educating the youth to utilize the support systems they have in place, formal and informal, to help them along their academic journey. An example of this would be that a social worker who is providing a youth with information and resources, will also inquire about informal support systems the youth has, such as a foster or biological parent and as well as family members who may be able to help the youth through the application process as well as provide support during their studies. This will ensure that if these informal resources are utilized, more progress can be made in between the social workers visits or encounters with the youth. This encourages the youth to practice their own decision making abilities without them feeling like they are alone in the process.

In terms of research, this project contributes to the limited research available on the impact and effectiveness of positive support systems for foster youth who are seeking to attend college as well as supporting them while in college. While there is plenty of literature on foster youth and higher education, the literature on this geographic area is limited.

This project seeks to demonstrate the resiliency and dedication the EOP Renaissance Scholar students have exhibited by utilizing the supportive

resources they had available to them as they began college as well as the support systems they continue to utilize while they are still in college.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section discusses some of the studies that have been conducted on the topic of current and former foster youth striving and obtaining a college degree. There are many articles and reading materials available regarding foster youth and higher education. Some of the research available looks at contributing factors to the retention of current and former foster youth in higher education institutions.

Positive Results in Higher Education Attendance

Many foster youth have experienced maltreatment and adversity at every turn. Having lived such a lifestyle can create an environment in which resilience can manifest itself. Foster youth are often times called to become resilient in order to survive. In the study conducted by Davidson-Arad and Navaro-Bitton (2015), an examination of 286 foster youth's resilience was studied. The definition of resilience is defined by Masten (2011) as, "the capacity of a dynamic system to withstand or recover from significant challenges that threaten its stability, viability, or development" (pg. 494). The main goal of the study was to look at the contributing and protective factors of the youth's age, gender and relationship with parents, biological and foster. This was in comparison to children who were not placed in foster care or who were placed in residential care. The instruments used during this study consisted of the Resilience and

Youth Development Module (RYDM). Relations with parents were measured by the Children's Report of Parent Behavior Inventory (CRBPI), and the participants demographics was captured in a questionnaire. The results showed that all three groups had high resilience in all three areas of internal, external and general with participants scoring a 2 when using the RYDM which scores range from 0 to 3. This finding shows that not all children who are maltreated have low resiliency, which is a common belief of those who have not experienced the child welfare system. The results also showed that gender, age, and father's acceptance made significant contributions to the difference in both general and internal resilience. Being a female, being older, and paternal acceptance all contributed to greater general and internal resilience; being a female also contributed to increased external resilience. Overall, this study shows that foster youth have high resilience in the face of adversity such as maltreatment. Having the support of parents is a contributing factor to resilience.

There are many former foster youth who attend and finish college in spite of the adversities they have experienced. Batsche et al., (2012) conducted a qualitative study, in which 27 participants were enrolled in a post-secondary program after being emancipated. The study showed that students had great resilience as they transitioned from the foster care system to institutions of higher education. The study viewed eligible participants as those who “had made successful educational transitions from foster care with success defined as enrollment in a higher education institution” (Batsche et al., 2012). These

institutions include 2 year institutions or junior colleges, 4 year universities and vocational or trade schools. This study focused on what the participants felt help get them to college. Finding someone to help, pushing yourself, and finding the right fit were categories of importance to the participants. Having these support networks and partnerships in place before and during their academic journey played a big part in their academic success. Identifying the necessary community partnerships helps to increase the success rate of our foster youth today.

A qualitative study was recently conducted which explored a new approach to nurturing and encouraging mentoring relationships with adolescents who participated in a workshop to help them recruit mentors and other supportive adults to help them through their academic journey and ultimately help them reach their career goals. Schwartz et al., (2016) conducted pre and post interviews, research observations and participant's feedback and workshop materials from a pilot intervention study. The study consisted of 12 ethnic minority student who were in their senior year of high school. The study examined if and how the intervention may have influenced the participants' knowledge, attitudes, skills and behaviors about higher education (Schwartz et al., 2016). The results show that there was a positive change in the way participants felt about mentoring programs as well as increased their self-efficacy in how to develop these networking relationships. During the pre-interview, one of the common barriers to cultivating social capital was that participants' "value of the importance of only relying on oneself or one's family for support" (Schwartz et

al., 2016). Another barrier was participants' shyness and their belief of desired adult's unavailability. However, after the intervention, during their post-interviews, participants expressed a new found understanding of the importance of social capital as well as an understanding of how to go about obtaining the support they desire.

Many foster youth struggle with the idea of going to college, and without the right people in their lives to, not only introduce opportunities, but also offer guidance on capitalizing on them, many foster youth go on without reaching their full potential. Support for foster youth does not start in college, it starts before. Interventions such as the one above can have a great impact on a child's life once they realize that they can be more than the negative stereotypes they have heard and most importantly, that they do not have to do it alone. Foster youth need to know that it is ok to rely on their family for support, however, understanding how to network and advocate for yourself can open many new doors to opportunities.

These studies are great examples of the potential positive outcomes for students when given the proper guidance and support. My study looks at the human interactions or lack thereof that help students at California State University, San Bernardino get to where they are today. I was my desire to know more about the impact and utilization of support networks, such as, family support, mentors and the academic guidance counselors which have contributed

to keeping them on track and moving forward in reaching their academic, and ultimately, their career goals.

Barriers to College Attendance and Retention

Foster youth face both personal and systemic hindrances. Children who are placed into the foster care system can suffer trauma due to abuse or neglect. They may also suffer from mental and behavioral issues as a result of the trauma. Children who are removed from their parents care are removed because their safety and well-being were in danger. Even if a child is placed with another family member, the separation from their parents can still be traumatic. This can have an effect on other areas of their lives such as their education. If the child is placed into a foster home, and then moved multiple times, despite the reason, it too can have a negative effect on their education. All of these issues can affect a high school student's grades and possibly their desire to attend college.

Kirk et al., (2011) conducted a survey of 1,377 participants to look into the gap of foster youth's aspirations of attending college and their actual attainment of a college degree. The study examined the issues of foster youth and their educational aspirations and educational expectations, in comparison to non-foster youth. The study examined if variables such as, academics, social or demographics had an impact on predicting the youth's aspiration and expectations of higher education (Kirk et al., 2011).

The idea behind this study was to show the unique struggles foster youth face when it comes to attending college. The results of this study suggest that

foster youth have lower aspirations of attending college than other youth who are from low-income families. One of the reasons why 40% of the participants of this study stated they could not go to college was because they did not think they could afford it, whereas 51% participants mentioned having heard of financial aid to help them attend college (Kirk, 2011).

Dylan Conger and Alison Rebeck (2001), conducted a study in which over 16,000 New York foster children's school and child welfare records were compared in order to examine the relationship between their experiences and their performance in school. This study did not look to see if the foster care placement is what caused the change, but that a change had occurred during their time in the system. One of the hypotheses of this study was, that foster children in more restrictive placements, would have worse educational outcomes than foster children in less restrictive placements (Conger & Rebeck, 2001). The results show that children who are placed in more restrictive placements did in have a more negative affect on their education than those who were placed in less restrictive placements. The study was conducted by comparing the records of foster children in the New York State's Child Care Review Service (CCRS) database to students' records in Automate the Schools. This is the cities primary student database. The study confirmed that foster youth have poor school attendance in comparison to non-foster youth children in the same socioeconomic status (Conger & Rebeck, 2001).

There were three themes which emerged which could contribute to a child's poor performance in school; poor treatment by teachers, low foster parent engagement in school, and lack of coordination between school and child welfare system. Another area that is said to contribute to a child's experience and performance in school is their age upon entering the child welfare system. Children who are younger when entering the system seemed to have an increase in school performance whereas older children who entered the system had a greater rate of having a poor educational experience. Other areas that were taken into consideration were the number of moves to different schools a child experienced as well as if they were moved during the school semester.

All of the areas that were examined and discussed in this study have a direct effect on a person's attending college. The lack of support from their school, foster parents and social worker can cause a child to feel as if their dreams cannot come true. If service providers and community organizations do not engage, encourage and inspire foster youth to strive and reach their dreams, by educating them on how a college education can benefit them, how it can be financed and independence they will have after earning a college degree, then we are setting our foster youth up for striving for mediocracy. In my study I would like to inquire if any of my participants feel their placement had an impact on their desire to attend college. How a person experiences life, does help to mold and influence their decisions about their future. As this study suggest, the placement types did in fact have an impact on attendance and performance while in school.

Unrau, Font, and Rawls (2012), conducted a study with 81 former foster youth college freshmen to examine their readiness for college. The study was conducted with use of convenience sampling for an exploratory cross-sectional survey method. Students were asked to complete the College Student Inventory (Form A), during the summer prior to starting college. The purpose of the study was to show the importance of understanding the challenges that foster youth face when entering higher education in comparison to non-foster youth, as well as their readiness to attend. Although many former foster youth students excel in college, many youth have a hard time adapting to the change and the new environment. The results of this study showed that freshmen foster youth were less receptive to receiving career counseling, have less family support and, at times, perform poorly academically during their first semester in college in comparison to their non-foster youth peers (Unrau, Font, and Rawls, 2012). Many foster youth see college as their way out of the foster care system while still holding on to structure. Many have not received the proper guidance or education on available resources at their disposal while in college. These are all things that may contribute to their bumpy start in college. This is yet another reason why it is important to explore the contributing factors to foster youth's success while in college to help bridge the gap between their first semester/quarter and their final year. Their success during their first semester may help give them the confidence to see it through to the end.

Theories Guiding Conceptualization

Systems Theory, suggest that we look at an individual as part of the different systems (Kihlstrom, 2011). The goal is to have or keep homeostasis or balance within the systems. This system can be made up of many different subsystems which interact with one another. The different systems that can be a part of an individual life can include, individual, group, family, education, and/or community. All of these systems play off of one another. If there is a disruption in one part of the system, for example family, it can have a ripple effect and impact the system as a whole. If an individual is not receiving the love and support they need, but instead are abused and neglected, the effects of this abuse may manifest itself in other areas of their life. They may have trouble in school or behavioral issues. If a foster youth has to move multiple times, which results in changing schools, this disruption may affect their school performance and behavior as well. The support systems and partnerships the individual has, can impact the choices they make for their future. Programs such as the Independent Living Program (ILP) for current foster youth can help them prepare for life outside of the foster care system. The ILP help foster youth in many difference areas or systems in their live. The reasons of supporting postsecondary education is grounded in continuous change in what is needed in the labor market as well as the numerous reports that shows that having a higher education is connected to the improved life outcomes. (Okpych, 2012). Part of

the research conducted looks at how each person's life events played a role in the choices they had to make for their future.

Social Learning Theory suggest that we learn and mimic what is going on around us. Albert Bandura combined cognitive and learning behavior theories, which we know to be Social Learning Theory (Psychology Today, 2016). There are four requirements to learning: observation (environmental), retention (cognitive), reproduction (cognitive), and motivation (both). (Psychology Today, 2016). Foster youth who are around positive and supportive people, may be more likely to make positive choices. Youth who have people in their lives who are setting a negative example may be more likely to make similar choices. Looking at how the environment we are in plays a role in our life choices was examined during this study. In an article by Schwartz et al., they discuss the importance of mentoring programs and the manner in which students are paired with mentors. I am interested in knowing if they are the first in their family to go to college. I also wanted to know if having other siblings plays a role in their attending college. If so, are they intentionally leading by example?

Strengths Based Perspective focuses on using an individual or families strengths to help them succeed in reaching their desired goals. The goal is to help individuals to see and use the positive qualities, ideas and events to help them overcome their current situation. According to Rapp & Goscha (2015), the purpose of this model is to "assist people reclaim, and transform their lives by identifying, securing, and sustaining the range of resources both environmental

and personal” (pg54). As social workers work with clients, we must remember that the client is the expert on their own situation. What is needed from us, is support and guidance to help them through. One of the ways in which the strength based perspective is displayed in this project is in the focus on what did work, who did help, as well as what is working. Foster youth already come with so much resiliency and determination, often times they just need the support and encouragement from others to harness that which was already inside them all along. It is often easy to focus on what we have not done right in the past, but in reality, if we look at our strengths, we can sometimes find something that has worked in the past and be able to apply it to our current situation.

Summary

The literature reflect many of the positive attributes of earning a college education while also exploring the barriers that are faced while trying to increase higher education retention which regards to foster youth. Although there are many programs available to foster youth once they attend college, getting the support and encouragement to apply and see it through to the end is lacking. There are many different viewpoints in which this problem can be examined, however, the results are still the same. The lack of knowledge and continuous support plays a role in college application and completion.

CHAPTER THREE

METHODS

Introduction

This chapter covers the methods in which this study was conducted. This chapter includes the study design, sampling, data collection and interview instrument, procedure, protection of human subjects, and qualitative data analysis.

Study Design

The purpose of this study is to examine the contributing factors and support that contributes to current CSUSB Renaissance Scholars student success. Face to face interviews with eight current college students who are participating in a college support program that is specifically designed for current and former foster youth was conducted. The goal was to interview three to five freshmen or sophomores and three to five juniors and seniors who are currently or formally in the EOP Renaissance Scholars program. The areas explored in this study were family support, college program support and past life events. These are just some of the areas of a person's life that may contribute to a person attending college as well as completing college and earning a degree.

This study utilizes a qualitative design for collecting data. Face-to-face interviews with 8 current CSUSB EOP Renaissance Scholar students was conducted at an agreed upon location. This design allows the researcher to obtain a subjective view on the participants contributing factors to college

attendance and retention. This design is more effective in allowing the participants to openly share what they feel has contributed to their success thus far as well as any barriers they have faced while in college. Participants also got to share about their unique experience with program involvement.

The limitations of using a qualitative design is that the data is mainly and solely based on the participants self-reporting. Because of the time that has passed or the participants own personal view of their experiences, this may allow for untruthful or inaccurate reporting of events. Another limitation of the study is the reliance on the perception of 8 current or former foster youth to represent the experience of all current or former foster youth and their educational outcomes. It is difficult to generalize the results of this study to the foster youth population as a whole.

Sampling

The sampling this project utilized is that of availability, in which the researcher provided fliers to the EOP office in order for the students to become aware of the research project. The sampling criteria for this project is that participants are currently or formally enrolled in the CSUSB EOP Renaissance Scholars program. The researcher also utilized snowball sampling in which participants were asked if they know of another Renaissance Scholar who may be interested in participating in the study. The researcher sought to interview 3-5 freshmen and sophomore and 3-5 junior and seniors. The Qualitative research design includes asking participants specific open-ended questions with the goal

having follow-up questions answered to gain more detail information about the participants' journey.

Data Collection and Instruments

The researcher conducted face to face interviews using an interview guide composed of approximately 9 open ended questions design to engage participants in an open conversation. The researcher also gather basic demographic information including participants; age, gender, ethnicity, foster care status upon arrival to college, and education level. The demographic information was gathered prior to conducting the interview. Students were asked about the important events that contributed to them pursuing a college degree, when they knew that earning a college degree was an achievable goal, who, if anyone, played an instrumental part in their college attendance, what has helped them stay in college, did they have other options besides college, what advice would they give to other foster youth who are thinking about going to college, what support do they feel helped them the most throughout their college journey, and if they have any urgent needs now and are they being addressed. Students were reminded that they are participants on a voluntary basis and the interview can stop at any time. Participants were also reminded of the Counseling and Psychological Services that are available to all CSUSB students. The questions asked during the interview were designed to capture the strengths and achievement the students have experienced.

During the project a journal was kept to write notes on the methods used, to keep track of any identifying meaning units or categories, rules guiding the definition of categories and the assignment of codes to those categories. The journal was also used to record notes about what transpired in the interviews and how the research participants were obtained.

Procedures

The researcher obtained approval from the CSUSB EOP Renaissance Scholars program to interview program participants. The RSP counselor distributed the research study flier to students in order to obtain participants. Once the participants agreed to be a part of the study, a location was selected by the student as to ensure they were comfortable with the environment. Locations included local coffee shops or other public location that ensured mutual safety. Students were provided with the informed consent document at which time they were asked to place an "X" in the signature section to ensure confidentiality. The interviews were expected to take approximately 30-45 minutes to complete. The researcher got permission from all participants to record the interview prior to beginning. Once the interview was completed, participants were provided with a debriefing statement which included the local mental health hotline and the number to the counseling services available on campus. After the interviews I inquired about other possible individuals who may be interested in participating in the study. The researcher conducted all of the interviews. The data was collected between January and March of 2017.

Protection of Human Subjects

The researcher has taken certain steps to ensure the protection to ensure the protection of participants in this study. The participants of this study were all on a voluntary basis. Participants were provided with an informed consent, as well as an audio consent form. Participants placed an X in the appropriate box on the informed consent form and the audio tape consent forms. The researcher discussed the purpose of the study and confidentiality with each participants. Participants were also reminded that their participation is completely volunteer and that the interview can stop at any time. Participants were informed that they can refuse to answer any question they feel uncomfortable with.

Other information that was discussed with the participants is who the study is being done by, who is supervising the study, the Institutional Review Board approval, and what they will receive for participating. Participates will never be identified by name in the study, instead participants were assigned a number between 1 and 8. The number corresponds with the order in which the interviews were conducted. This serves to protect the confidentiality of the participants. All of the audio data was stored on a voice recorder and all written information was stored on a password protected computer of which only the researcher has access. Once the study was completed, all of the data was destroyed.

All of the participants, as described in the informed consent, may choose to stop the interview at any point and time during the interview. All participants,

including anyone who does not complete the interview, were provided with a debriefing statement which includes the contact information for the Counseling and Psychological Services at CSUSB and the San Bernardino County Crisis Hotline number. Researcher asked all participants if they would like to debrief after each interview. This includes any participants who decided not to finish the interview.

Data Analysis

This study utilized qualitative data analysis techniques. The study utilized descriptive statistics, which includes frequency distribution, mean, measures of central tendency, standard deviation and measures of variability in order to describe the characteristics of the participants. All information that was gathered and stored on the voice recorder has been transcribed verbatim. The researcher developed and utilized a coding scheme to organize the data gathered. Small units of the data was organized and reviewed to find a pattern in the data. These patterns of similarity and differences are identified within the units in order to formulate themes and patterns within the interviews. All information gathered was destroyed after the completion of the study.

Summary

This chapter presented the method in which the study was be conducted. The researcher utilized the qualitative data analysis design, as well as availability, quota and snowball sampling methods. Face to face interviews were conducted using an interview guide. The procedures that were used as well as

the measures the researcher utilized in order to protect the anonymity of the participants. Data analysis for qualitative research which pertains to this study was also discussed.

CHAPTER FOUR

RESULTS

Introduction

In this chapter, the characteristics of the students from the CSUSB EOP Renaissance Scholars Program who participated in this study will be presented. Major findings, key individuals who invested into participants, this chapter will also discuss any major finding such as valued individuals and key events that played a role in them attending college as well as their advice to potential future college students who are also foster youth.

Presentation of the Findings

Demographics

The study included eight university age participants (1 male and 7 females; representing 12.50% and 87.50% of the population, respectively). The participant ethnic population demographics included 37.5% African American/ Black ethnicity (3 participants), 37.5% of Caucasian / White ethnicity (3 participants) and 25% mixed / multiple ethnicities (2 participants). The ethnicities represented in this study accurately reflects the CSUSB EOP Renaissance Scholars program demographics.

The median age of participants was 22 years old. The youngest participant was 19 years old and the oldest participants were 23 years old. The study included 1 participant who was 19 years old, 2 participants who were 20

years old, 2 participants who were 22 years old and 3 participants who were 23 years old.

There were 6 participants (75%) who stated that they were former foster youth. The other 25% of the participants (2 participants) expressed that they were current foster youth. Of the participants interviewed, 1 participant (12.5%) was a sophomore, 3 participants (37.5%) were junior, 3 participants (37.5%) were senior, and 1 participant (12.5%) was a graduate student. Only 1 participant (12.5%) stated that they transferred to the university from a community college. The other 87.5% (7 participants) began attending CSUSB right after graduating high school.

The students all stated that they received some type of supportive services from the University and the EOP Renaissance Scholars Program. Three participant (37.5%) stated that they were utilizing the tutoring services offered. All students are offered the mentoring program. However, only 25% (2 participants) state that they use the mentoring program. Academic advising is also a service that is offered to the participants. When asked if they utilize this service, all of the participants stated that they do. Counseling services are also offered to the students, and 25% (2 participants) stated that they utilize this service.

Determents to Pre-College Admission

When participants were asked about deterring factors or events that attempted to discourage them from applying to college, all had some type of experience. The influencers ranged from lack of support and encouragement

from biological and foster parents to inappropriate guidance from school counselors and teachers. One participant (12.5%) stated that their foster parents tried to deter them from applying. Three participants (37.5%) stated that her parent or parent's partner discouraged them from applying by devaluing their abilities and their self-worth. Some participants stated that their parents devalued the pursuit of higher education and that they did not support them attending high school to which they had to find other means to get to school each morning. Two participants (25%) shared that their high school counselor and teachers did not see them as college material and thus did not place them in classes that would prepare them for higher education. One of the participants stated that they were placed in special education classes at a young age and while sharing how she felt this created a barrier for her attending college, she states, "It was just the fact that I was not given the tools needed in order to be on the same level as other people, which made me push harder to kind of do the things they told me I wouldn't do" (PN4, personal interview, February 2017). The other two participants (25%) expressed that their impoverished and unstable living situations and lack of high school credits contributed to them being discouraged from applying to a university. According to one participant who stated that living in poverty left her feeling like she had fewer options shared, "I always thought it would be too expensive" (PN 5, personal interview, February 2017). There was only one participant (12.5%) who stated that they could not think of a negative influencer when it came to applying to college. She shared that her family was

very supportive when it came to her going to college she also stated, “Most of my family members have gone to college and received a degree so like probably, the highest is like a master” (PN3, personal interview, February 2017). She mentioned that she plans to continue her education until she received her doctorate. These negative remarks and unfortunate situations only made these students look for other avenues and resources in order to reach their dream of attending college. However, all of the participants were also able to identify individuals who encouraged them to apply to college, despite the negative influencers.

When participants were asked about the people who provided encouragement during their time of applying to college, nearly all of the participants (87.5%) identified individuals outside of their family as people who contributed to them apply for college in a positive manner. Six participants (75%) stated that a high school or middle school teachers were a contributing factor and influencer in them applying to college. One participant stated, “In high school when I had my two teachers, they were the ones that helped me to find the programs I needed in order to go to college” (PN5, personal interview, February 2017). One participant (12.5%) stated that their therapist and counselor provided positive support with regards to applying. One participant (12.5%) expressed that their foster care mentor gave them great support when it came time to apply for college. One participant (12.5%) shared that their grandparents gave them positive encouragement and support when they applied.

When participants were asked about events that contributed to them pursuing college admission, three participant (37.5%) stated that it was the attention and assistance from their school teachers that helped. One participant shared, "...my two high school teachers, they were the ones that helped me find the programs I needed in order to go to college"(PN5, personal interview, February 2017). One participant (12.5%) stated that they had a personal drive to honor their deceased parents' wishes for them to attend college and have better life (PN8, personal interview, March 2017). Two participants (25%) stated that they were following in the footsteps of other family members who had attended college. For example, one participant stated, "When my mom went back to college after like 34 years, I knew that if she could do it, then I know for sure I can do it (PN6, personal interview, February 2017). There were two participants (25%) who expressed that it was their negative home environment and unstable housing that gave them the drive to want a better life and to pursue a college education. One participant stated, "I didn't have a place to stay anymore so I have to find my own way and find a better future for myself, and that means going to college" (PN7, personal interview, February 2017).The other two participants (25%) shared that the events that contributed to them applying for college involved the attention and support from their teachers. One student expressed that their high school teacher would show special interest when they saw them not doing well and offer words of encouragement (PN1, personal interview, January 2017). The other participant shared that it was being a

member of AVID, a non-profit organization that is located on school grounds whose objective is to prepare as many student for college as possible. Of those who shared that an educator or counselor was an influential part of them applying to college, five participants (62.5%) state that they are still in contact with their previous teachers and counselors and one participant (12.5%) stated that they have lost contact.

Transitional Support Systems

When participants were asked about when they knew that earning a college degree was a tangible goal, 6 participants (75%) shared that they realized it in high school, while 2 participants (25%) stated that they realized it in their childhood. Participants were also asked if, while in high school, they thought they would attend college to which, 7 of the participants (87.5%) replied that they did. One participant stated “I knew when I sat down with an advisor from CSUSB, she laid out what I needed to do in order to go to college” (PN4, personal interview, February 2017). One participant (12.5%) expressed that they did not think they could go to college during their time in high school. The participant stated, “...I had a lot of missing credits and my counselor in high school counselor was not that big of a help” (PN7, personal interview, February 2017).

Participants were asked about the instrumental people who played a part in them getting to college. There were 5 participants (62.5%) who shared that a family member played an instrumental role in college attendance. These family members include former foster parent, aunt, siblings, and grandparents.

Participant number 3 who stated, "... my mom would always tell me that getting a degree was the main thing in life because without it, you basically struggle (PN3, personal interview, February 2017). There were 5 participants (62.5%) stated that people outside of their family contributed to them attending college. These individuals include high school mentors, AVID teachers, therapist and counselors. Participant number 2 shared, "...they were a good support but aiding in the process of me applying to college and helping with everything I needed to do with regards to paperwork was definitely my AVID teacher (PN2, personal interview, February 2017). Nearly 40% of the participants (3 participants) also mentioned their own personal drive as something that played an instrumental part to them attending college. Participant number 4 states, "They told me I wouldn't go to college so that is one of the reasons why I did" (PN4, personal interview, February 2017).

Support Systems While in College

When participants were asked who influenced them to stay in college, 4 of the participants (50%) expressed that the Renaissance Scholars Program staff and mentors continue to help them stay on track while in school. Participant number 6 stated, "...that is the thing, the whole staff is for us..." (PN6, personal interview, February 2017). There were 5 participants (62.5%) who mentioned family members and their significant partners as people who are providing them with support as well. One participant stated, "My grandparents were always persistent about school..." (PN2, personal interview, February 2017).

Participants were also asked about what has influenced and helped them to stay in college to which 7 of the participants (87.5%) shared that they receive financial aid. There were 2 participants (25%) who said they were Chaffey Grant recipients. There were 4 participants (50%) who stated that they received the Burton Book Fund to help them purchase the books they need for their classes. One participant (12.5%) said that they receive a philanthropic grant to help cover the cost of tuition. All of the participants (100%) stated that they receive support from the CSUSB EOP Renaissance Scholars program and their staff.

Participants were also asked about what internal motivations helps them to persist in school. All of the participants (8) expressed that they have a personal drive to graduate. Some of them shared how graduating with a bachelor degree was a step needed in order to apply to graduate school (PN2, personal interview, February 2017). While others shared that they want a better life for themselves and to break the chain of poverty in their family (PN7, personal interview, February 2017). One participant shared that they have to do it in order to show their child that they can do it as well (PN5, personal interview, February 2017). Another participant states that she has to finish for herself and to show the people who supported her financially by giving philanthropic grants that it was not done in vain (PN6, personal interview, February 2017).

One of the questions that was asked was if attending college was an only option or one of many. Two participants (25%) shared that it was an only option. Six participants (75%) shared that attending college was a preference. When

asked about other options, one participant stated, “I was thinking about modeling as for a career” (PN 3, personal interview, February 2017). There were also participants who stated that they were considering joining the military or working as other options if they did not get into college. Participants were asked if they were aware of programs such as the Renaissance Scholars program prior to attending college, 4 of the participants (50%) stated that they did not know about the program. One participant stated, “....I didn’t know it existed” (PN1, personal interview, January 2017).

Identified and Unmet Needs

Participants were asked if they had any urgent needs at the time of the interview and if so, were those needs being met. Three participants (37.5%) expressed they have an urgent need in their life. These needs consisted of lack of transportation, employment and unstable housing. When asked about their needs being met, the participants expressed that they had a plan and were aware of the resources available to address their needs.

Summary

In summary, this chapter presented the demographics; characteristics representing the students from the CSUSB EOP Renaissance Scholars Program who participated in this study will be presented. Major findings, key individuals who invested into participants, this chapter will also discuss any major finding such as valued individuals who played roles in their lives, some family barriers to support as well as their advice to potential future college students who are also

foster youth. Furthermore, the opinions and experiences derived from 8 face-to-face interviews were used to illustrate the findings that were presented.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter will discuss the major findings presented in chapter 4. Also presented in this chapter will be the limitations of the study, recommendations for social work practice, policy, and research. Finally, this chapter concludes with a summary of findings.

Discussion

The eight participants in this study were diverse in terms of gender, ethnicity, and age. The results identified that educators and school counselors had the most impact on participants' applying to college. Family support, despite being in foster care, played an influential role in the lives of those who were able to keep their family connection. Many of the participants who shared that they received support from someone other than family, such as teachers and counselors, state that they are still in touch with those influential individuals. Prior to attending college, a majority of participants stated that they were not aware of the programs existence. All of the participants report receiving emotional and instrumental support from the EOP Renaissance Scholars Programs, Service Coordinators, past and present. This support has allowed for them to continue moving forward in their education without feeling as though they are alone in the process.

This study found that having positive support from counselors and teachers played a key role in college attendance. Participants were able to utilize the support they were given to find out more about college and what needed to be done in order for them to attend. Some of the participants received support from counselors who helped them fill out college applications. Others found support from teachers who gave them words of encouragement which helped to fuel their drive to succeed. This positive involvement helped these participants see that attending college was a tangible goal. A study conducted by Strolin-Goltzman, Woodhouse, Suter, and Werrbach (2016) found that having these positive relationships can help to reduce the effects of trauma during the transition from high school to college. Some of the participants shared that they are still in contact with those teachers and counselors who helped them during their time of transition. Many of them report that they continue to receive support and guidance from these individuals and they see them as important role models in their lives. This continues to show that positive affirmation and support can have a lasting effect on a foster youth's life.

Some of the participants reported having positive family support, despite being in the foster care system. This support helped the participants feel empowered and supported as they made the transition from high school into college. This support also was reported as helping them during their time in college. Although their family members may not have been able to tell them how to apply to college, the participants felt comfortable reaching out and inquiring on

their own. I was not able to find any pertinent studies showing the benefits of having strong family relationships and college attendance with foster youth.

This study also found that many of the participants did not know about the Renaissance Scholars Program prior to applying for college. Many of them were not sure of the resources that were available to them. It was not until the Program Coordinator or Assistant Director reached out to them to inquire why they had not applied for the program. This is a gap in services that must continue to be addressed. As social workers, working with foster youth, it should be a part of our services to make sure that they know of all of the opportunities that are available to them. This is especially important when it comes to college attendance. The RSP provides many services that can help foster youth stay on track in school and provide them with support such as housing, food vouchers and book grants, all of which can be high expenses for students. The program tries to address not only the foster youth's academic needs but their personal needs as well. Having this support can be a defining factor in college retention.

Although the majority of the participants report stability at this time, this was not always the case while they were in high school or in the foster care system. Being in the foster care system for some of the participants meant not knowing if they would have to change schools or homes in the near future. These changes and times of uncertainty contributed negatively to some of their ideas about going to college. A study conducted by Pecora (2012), suggests that having at least one long lasting family relationship, having some type of previous

work history, and positive mentors in a person's life can help contribute to college attendance. Individuals such as teachers, counselors, and family members had a great impact on some of the participants' decision to attend college. Some of the participants were able to take negative situations such as lack of parental support when it came to education, and use this as a driving force to continue their education. This was done in hopes of having a better future. Once in college, students continued to need the support and guidance of counselors and teachers to help them along their academic journey. This study found that all the participants received emotional and instrumental support from the Renaissance Scholars Program.

The importance of college focused programs, provision of information and mentor involvement is supported in the literature (Merdinger, Hines Osterling and Wyatt, 2006; Pecora, 2012; Dworsky and Perez, 2010; Day, Dworsky, Fogarty and Damashek, 2011). Merdinger, Hines, Osterling and Wyatt (2006) showed in the study of 216 former foster youth, that while in high school majority of the participants report being challenged educationally and found it beneficial to participate in extracurricular activities. The study also showed that on major factor to the participants attending college was the provision of information about financial aid.

Limitation

Limitations of this study include the small sample size of 8 participants who attend California State University, San Bernardino which may not be

representative of all current and former foster youth who attend the University. Although this study is ethnically diverse, it may not be representative of all members of ethnic groups due to the limited number of participants within each ethnicity. There was an oversampling of females and an under sampling of males in this study. One of the criteria regarding participants in this study was that they have involvement with the CSUSB EOP Renaissance Scholars program. Thus, opinions regarding services and support may not be representative of all current and former foster youth, including those who attend the university. Also, students may not be truthful about their experience in the program as they are still currently receiving services.

Recommendations for the Social Work Practice, Policy and Research

As the findings of this study indicates, majority of the participants identify a former educator or counselor as the positive motivator and guidance provider when it came to attending college. It should also be noted that all of the participants state that the support that they receive from the Renaissance Scholars Program Service Coordinators, who are Social Workers, as very valuable and a contributing factor to their current retention in college. In the future social workers, specifically those who work in children services, may want to take a more active role in helping to prepare foster youth for higher education. This includes inquiring older youth about their plans after high school and being aware of college preparation programs. This study found a heavy reliance on high school counselors and educators and an absence to foster youth's

knowledge as to the interactions, contributions or the sustaining effects encompassed by the ongoing sustaining social work process. Although it is evident that the social worker were carrying out their duties by ensuring that the youth were safe and had their general needs met, very few participants attributed the social workers involvement in their lives to their college attendance. This was not recognized or seen by the participants as a contributing factor in their pre-college, college transition or as current college retaining influencer. It is expected that as a teen in foster care, that social workers are providing the youth with information about preparing to leave the system. This should include college attendance and job preparation programs, based on the interest of the youth. However in this study, none of the participants mention that their child welfare social worker offered any type of information regarding preparing them for college.

Although there are policies in place to ensure that programs are available for foster youth to have access to a higher education, the lack of information provided to foster youth puts them at a disadvantage for attending college. Once in college, these young adults continue to need support throughout their college journey. Academic advising and priority registration is a good start, however, more should be done with regard to funding for book vouchers and grocery gift cards. Without the students basic needs being met of food, shelter, clothing, it will be hard for them to focus on their education.

There are a variety of articles available on program efficiency and effectiveness foster youth. However, more research is needed on the personal interactions of key individuals that play a role in foster youth reaching their full potential. This includes social workers, school teachers, school counselors, and mentors.

Conclusions

This study identified the key people who play a role in current and former foster youths lives before applying to college, during the application process and while they are still in school. This study looked at the pre-college influencers, transitional support and, current college retention influences. The majority of the participants stated that a school teacher or counselor played a role in them attending college verses having the support of their biological or foster family. It is hoped that this study will help social workers to increase their knowledge about foster youth and high education as they work with this population.

APPENDIX A
QUESTIONNAIRE

DEMOGRAPHICS

1. What is your student status, here at this university?
 - 1) Freshmen 2) sophomore 3) Junior d) Senior
2. If a junior or senior, did you transfer from community college?
 - 1) Yes 2) No
3. Do you currently receive any supportive services?
 - 1) If yes, what type? 2) No
 - Tutoring
 - Mentor Program
 - Academic Advising
 - Counseling Services
4. How old are you? _____
5. Which of the following best describes our race/ethnicity?
 - a) African American b) Hispanic c) Asian d) Caucasian e) American Indian
 - f) Other: _____
6. Please indicate your gender.
 - a) Female b) Male
7. What is your current status with regards to foster care?

INTERVIEW GUIDE

- 1) Current Foster Youth 2) Former Foster Youth

1. What were some of the important events in your life that contributed to you pursuing a college degree?

2. When did you know that earning a college degree was a tangible goal?
3. Did any person(s) played an instrumental part in your attending college?
 - a. If so, how?
 - b. If not, then what really contributed to you attending college?
4. What has helped you stay in college?
 - Emotional
 - Instrumental (financial aid, Chaffey Grant, etc.)
5. Did you have other options other than attending college?
6. What advice would you give to other foster youth who are thinking about going to college?
7. What support do you feel helped you the most throughout your college journey?
8. What are your most urgent needs right now?
9. Are those needs being met?

DEVELOPED BY: NAOMI VICTORIA CHRETIEN

APPENDIX B
INFORMED CONSENT



California State University, San Bernardino
 Social Work Institutional Review Board Sub-Committee
 APPROVED 12/19/2016 VOID AFTER 12/18/2017
 IRB# SW1702 CHAIR *[Signature]*

College of Social and Behavioral Science
 School of Social Work

INFORMED CONSENT

The study in which you are asked to participate is designed to examine the contributing factors to current or former foster youth higher education success. The study is being conducted by Naomi Chretien, a MSW student under the supervision of Dr. Janet Chang, Professor in the School of Social Work, California State University, San Bernardino. The study has been approved by the Institutional Review Board Social Work Sub-committee, California State University, San Bernardino.

PURPOSE: The purpose of the study is to examine the contributing factors to foster youth higher education attendance and retention.

DESCRIPTION: Participants will be asked of a few questions on the type of support that has contributed to their academic attendance, retention and completion. Participant's original academic dream, changes, social work and family support, mentor involvement prior to college, and some demographics will be asked.

PARTICIPATION: Your participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences.

CONFIDENTIALITY OR ANONYMITY: Your responses will remain anonymous and data will be reported in group form only.

DURATION: It will take 30 to 45 minutes to complete the interview.

RISKS: There are no foreseeable risks to the participants.

BENEFITS: Participants will receive a \$5.00 Starbucks gift card.

CONTACT: If you have any questions about this study, please feel free to contact Dr. Janet Chang at 909-537-5184.

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after December 2017.

This is to certify that I read the above and I am 18 years or older.

_____ Place an X mark here

_____ Date

909.537.5501 • fax: 909.537.7029 • <http://socialwork.csusb.edu/>

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
 Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

APPENDIX C
DEBRIEFING STATEMENT

DEBRIEFING STATEMENT

This study you have just completed was designed to investigate the personal contributing factors to your college attendance and retention here at CSUSB. I am interested in learning more about the people who inspired and supported you during your application process for college. I am also interested in who is providing you with support during your college journey. This is to inform you that no deception is involved in this study.

Thank you for your participation. If you have any questions about the study, please feel free to contact Dr. Janet Chang at 909-537-5184. If you would like to obtain a copy of the group results of this study, please contact Dr. Janet Chang (email: jchang@csusb.edu) after September 2017.

If for any reason this study causes you to feel uncomfortable or upset, please do not hesitate to utilize the Counseling and Psychological Services on campus located in the Health Center. You can also call the office at 909-537-5040, this number will allow you to reach someone after hours as well. You can also contact the San Bernardino County Crisis Line at 909-386-8256. Thank you again for your participation.

APPENDIX D
IRB APPROVAL

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
SCHOOL OF SOCIAL WORK
Institutional Review Board Sub-Committee

Researcher(s) Naomi Chretien

Proposal Title Foster Youth and Higher Education:

A Look at the Contributing Factors to Higher Education Retention
SW1702

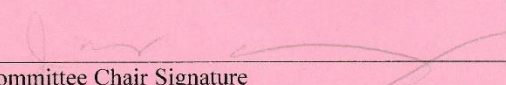
Your proposal has been reviewed by the School of Social Work Sub-Committee of the Institutional Review Board. The decisions and advice of those faculty are given below.

Proposal is:

- approved
- to be resubmitted with revisions listed below
- to be forwarded to the campus IRB for review

Revisions that must be made before proposal can be approved:

- faculty signature missing
- missing informed consent debriefing statement
- revisions needed in informed consent debriefing
- data collection instruments missing
- agency approval letter missing
- CITI missing
- revisions in design needed (specified below)


Committee Chair Signature

12/19/16
Date

Distribution: White-Coordinator; Yellow-Supervisor; Pink-Student

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