

Creating a Blueprint for Success Conference

First Year Experiences Contributing to Foster Youth Higher Education Attainment

Workshop Session D

- ▶ Welcome
- ▶ Workshop Learning Outcomes
- ▶ Introductions
 - ▶ Sean Hogan, PhD, MSW
 - ▶ Grace Johnson, EdD,
 - ▶ Tamika Jones, MSW candidate
 - ▶ Maria Pineda, MSW

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▶ Research Overview

- ▶ Foster Youth in Higher Education Study (Hogan, 2012)
- ▶ Quantitative longitudinal panel study of former and current foster youth transitioning to adulthood through higher education (four-year university)
- ▶ Study participants were interviewed just prior to beginning a post-secondary educational experience and again at the end of their first academic year

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- ▶ Interviews were conducted face-to-face by the principal investigator and graduate student researchers
 - ▶ Interviews lasted approximately 60-90 minutes
 - ▶ Interviews were conducted on campuses, in study participants' homes, and various community locations
 - ▶ Study participants were compensated \$50 for each interview
- ▶ Of 123 study participants recruited at baseline, 114 study participants (92.7%) completed baseline and follow-up interviews

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- ▶ Multiple domains were assessed, including:
 - ▶ Social networks
 - ▶ Social capital
 - ▶ Trust
 - ▶ Campus support
 - ▶ Mentorship
 - ▶ Education
 - ▶ Self-esteem
 - ▶ Housing
 - ▶ Physical health
 - ▶ Mental health
 - ▶ Substance use
 - ▶ Social support
 - ▶ Victimization
 - ▶ Religion and spirituality
 - ▶ Foster care experience
 - ▶ Food insecurity

Study Participants

Variables	Percentage <i>N</i> = 114	Variables	Mean (SD) <i>N</i> = 114
Gender		Age (years)	19.53 (2.33)
Male	30.7		
Female	69.3	Biological Siblings	3.78 (2.83)
Ethnicity		Foster Care Experience	
African American	28.1	Age at initial placement	9.87 (5.44)
Asian	9.6	Placements (lifetime)	4.15 (4.27)
Caucasian	17.5	Time in care (years)	7.26 (5.39)
Hispanic	35.1		
Other	9.7	High Schools Attended	2.10 (1.41)
Education		Grade Point Average (0-4.0)	
Failed at least one course first year	29.8	High school	3.36 (0.44)
		College	2.89 (0.59)

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- ▶ What is Social Capital?
 - ▶ Social capital is a resource embedded in the social networks and relationships available to individuals and groups for the purpose of producing or maintaining individual or collective well-being
 - ▶ One important characteristic of social capital is that the resources embedded in social relationships and connections must be accessible

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- ▶ Social Capital and Foster Youth in Higher Education
 - ▶ Foster youth require assistance adjusting and transitioning to life on campus at major institutions of higher education
 - ▶ Traditional students often have familial supports to assist with issues and problems experienced while away from home
 - ▶ Social relationships and connections made at a four-year university can be beneficial beyond college

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- ▶ Social Capital on College Campuses
 - ▶ Peer support
 - ▶ Mentors
 - ▶ Campus support programs
 - ▶ Campus groups and organizations
 - ▶ Institutional support
 - ▶ Professors
 - ▶ Advisors

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- ▶ Highlights of Primary Research Results
 - ▶ Over 90% of students in the FYHE study indicated having an adult in their life they considered a mentor
 - ▶ Approximately two-thirds of students in the FYHE study indicated having an on-campus mentor
 - ▶ About half came from campus support programs
 - ▶ About 25% were academic faculty
 - ▶ Social capital did not change significantly between starting school and the end of the first academic year
 - ▶ It appears many youth had a single person in their network they could rely on for a majority of their social capital

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- ▶ Secondary Research Overview
 - ▶ Foster Youth Higher Education Study (Hogan, 2012)
 - ▶ Social Connections and Relationship Development
 - ▶ Significance of Qualitative Method Used
 - ▶ Survey Participant Sample Demographics

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▶ RESEARCH STUDY PARTICIPANT ETHNICITY

▶ ETHNICITY	<i>n</i>	%
▶ African American	6	20.0
▶ Asian American	3	10.0
▶ Caucasian American	6	20.0
▶ Hispanic American	11	36.7
▶ Mixed Ethnicity	4	13.3
▶ TOTAL	30	100

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- ▶ Brigham Young University
- ▶ California State University, Fullerton
- ▶ California State Polytechnic University, Pomona
- ▶ Loyola Marymount University
- ▶ National University
- ▶ New York University
- ▶ San Francisco State University
- ▶ University of California, Berkeley
- ▶ University of California, Los Angeles
- ▶ University of California, Riverside
- ▶ University of California, Santa Barbara
- ▶ University of Southern California

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▶ Research Data

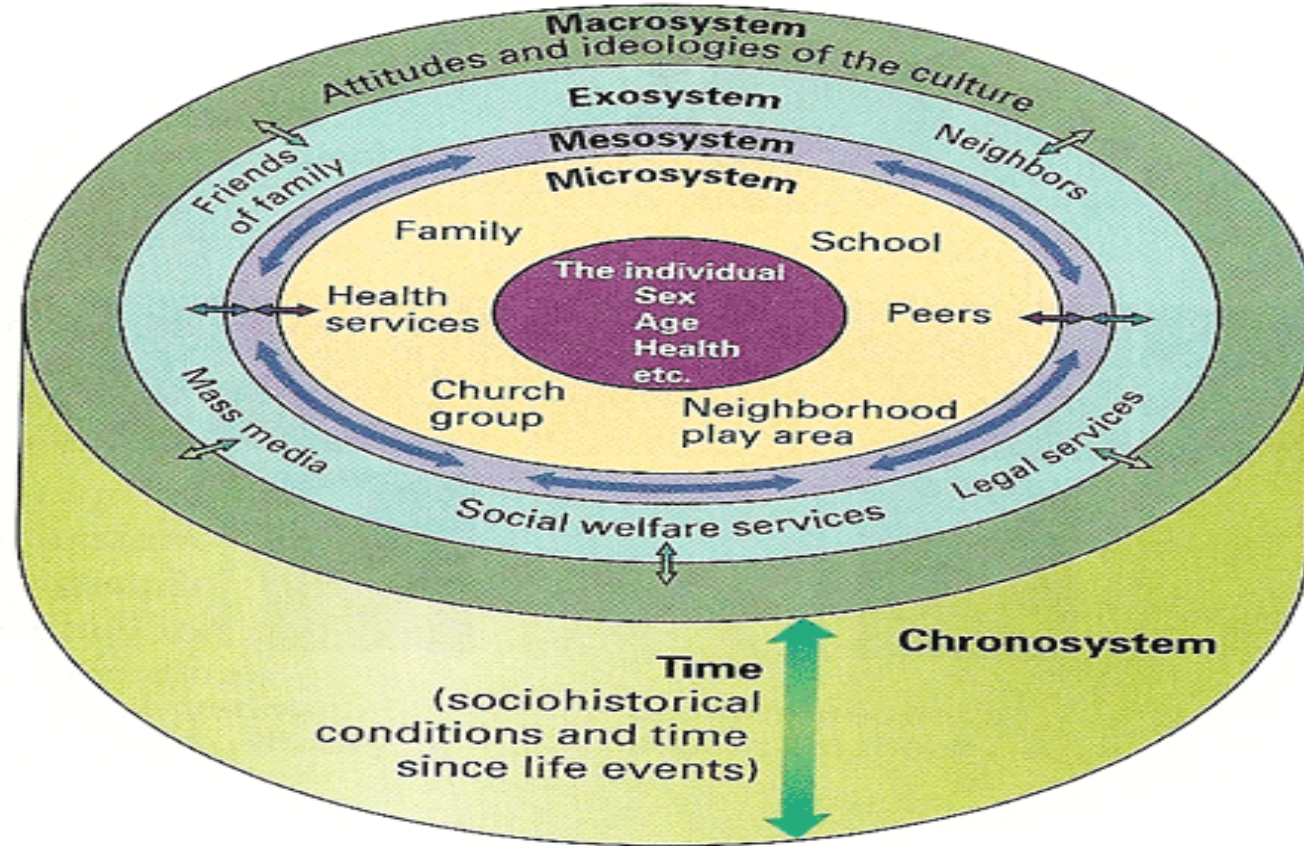
- ▶ 77% of survey participants belonged to foster youth support programs.
- ▶ 90% of survey participants felt a personal connection to at least one person on college campus.
- ▶ 83% of interview participants persisted to year two.

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- ▶ Highlights of Secondary Research Results
 - ▶ Resiliency and Positive Social Communication
 - ▶ Significance of Mentor Relationships
 - ▶ Formal
 - ▶ Informal
 - ▶ Connection to Bio-Ecological Model of Human Development

Bronfenbrenner's Ecological Theory of Human Development



Santrock, J., (2013)

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Interview participant lived experience quotes about resiliency and positive social communication:

- ▶ “Just having a positive attitude, it could be both academically in your classes and also even socially in kind of making those connections with people.”
- ▶ “I’m really good at networking, I’m very social. I’m very confident I am able to adjust to a lot of situations because of being a foster kid.”
- ▶ “Just being independent and knowing that I’ve gone through worse stuff than mid-terms, and finals.”
- ▶ “I’m optimistic, resilient, you know, I come back when I fall.”
- ▶ “The ability to communicate well with others. It’s like an advantage. And asking for help when I need it.”
- ▶ “Definitely staying on top of stuff. Um, not slacking off. Procrastination is a no-no. Using TA hours and talking to your professors.”

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Interview participant lived experience quotes about campus support programs:

- ▶ “Guardian Scholars has expanded my social network. It has challenged me to be social around others, I am working on that.”
- ▶ “Renaissance Scholars program is very supportive both educationally, emotionally and socially. The networking Renaissance Scholars program offers is the most beneficial.”
- ▶ “I am a very shy person and its difficult meeting new people. The Guardian Scholars Program made it a little easier to get to know others.”
- ▶ “It’s easier to meet people when you know they have the same situation that I battle with, the same background.”
- ▶ “Renaissance Scholars is very helpful in branching me out to everything else.”
- ▶ “The only reason I had friends was because of Guardian Scholars. That gave me the confidence. Without the Guardian Scholars program I would have dropped out.”

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► Tamika Jones



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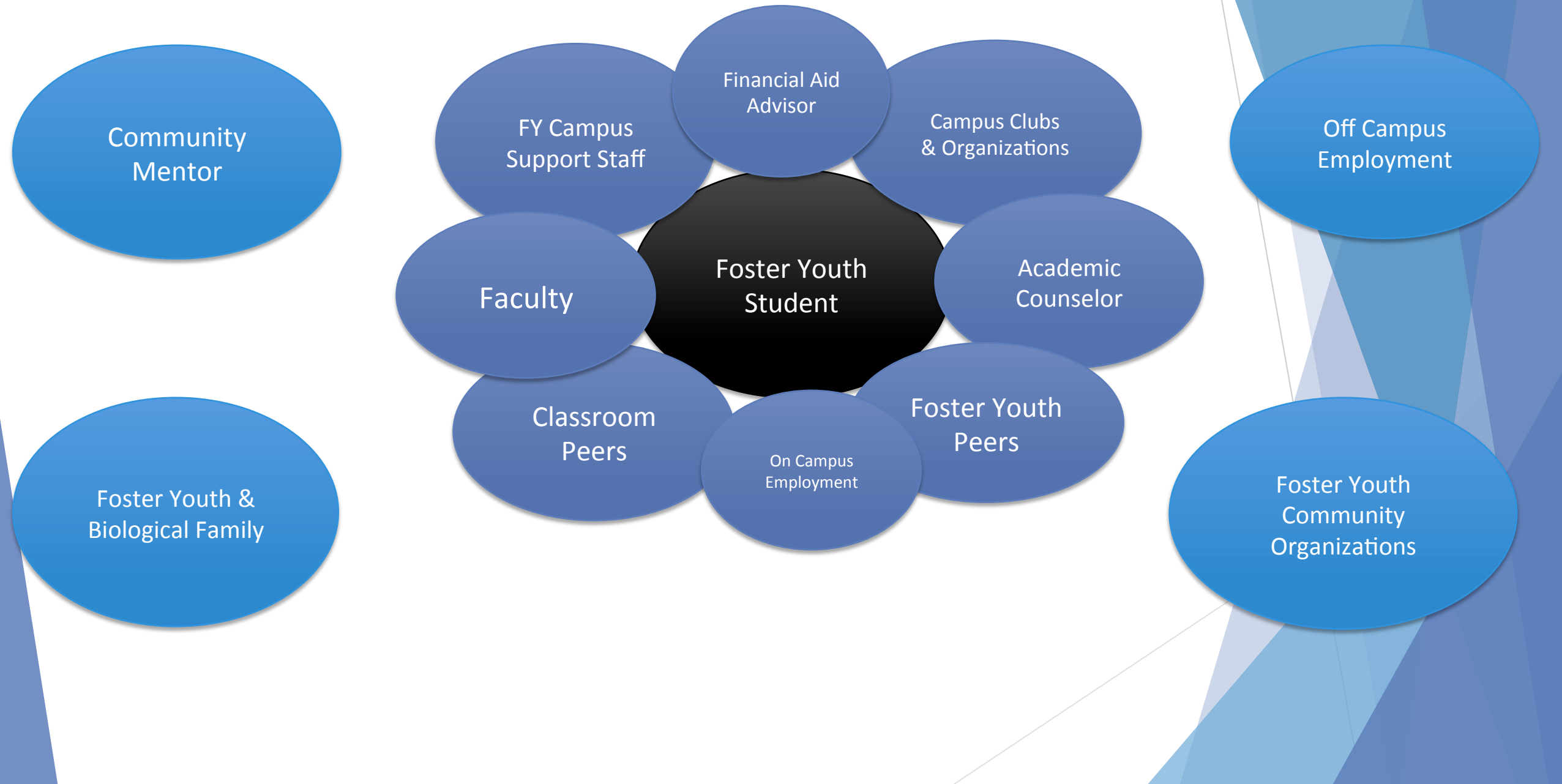
► Maria Pineda



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Participant Workshop Activity

Foster Youth Critical Microsystems On/Off University Campus



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Social Connections + Relationship Development =
Social Capital

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Discussion