1-1-2016

Program Evaluation Of The Wayne State University (wsu) Transition To Independence Program (tip)

Dinah Ayna
Wayne State University,

PROGRAM EVALUATION OF THE WAYNE STATE UNIVERSITY (WSU) TRANSITION TO INDEPENDENCE PROGRAM (TIP)

by

DINAH AYNA

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

2016

MAJOR: PSYCHOLOGY (CLINICAL)

Approved By:

_____

Advisor Date

_____

_____

_____

_____

DEDICATION

To my parents, Fayza and Kassem;

To my brother, Adel;

To my son, Kareem.

ACKNOWLEDGEMENTS

This project would never have seen fruition without the support of many people in my life, personally, academically, and professionally.

First and foremost: my parents. Their endless sacrifice and unconditional love led me to and through this PhD endeavor. During eight challenging years, my mother gave up of her life to support me through debilitating personal struggles. She literally traveled across the world to be present with me multiple times, provided emotional support that only a mother can give, and so much more. Alongside her, my father has been the rock of our world, with his wisdom, guidance, patience, passion, progressive outlook, and trust in me.

Academically, I owe my retention to my advisor, Emily Grekin, Ph.D. Having her as an advisor and a mentor has been an answer to my parents' prayers. I cannot thank her enough for the infinite support and encouragement; numerous hours and painstaking reviews of my work; and priceless feedback moments in critiques and suggestions. Dr. Grekin has left a life-long mark beyond what I could ever explain.

Another champion of my growth is Douglas Barnett, Ph.D., who warmly offered clinical and personal mentorship with a genuine appreciation for me in my development and life situations. His intellect, personality, mercifulness, and uniquely deep understanding of human relationships has kept my sanity and taught me to tolerate and challenge; to criticize and accept; to be patient and quick; and to always remember that "even a broken clock is right twice a day." I feel blessed to have been influenced by Dr. Barnett in ways that only he could have impacted.

I give special thanks to Dr. Kuentzel, Dr. Day, and Dr. Toro. In times of chaos and my self-doubt, Jeffrey Kuentzel, Ph.D. was always there to ground my fears and highlight my strengths. I, and fellow graduate students, am forever grateful for Dr. Kuentzel's insights and

invaluable moments of wisdom. Angelique Day, Ph.D., supportively shared her program's dataset for this project. She gave her time and experience in multiple meetings to maximize gathering critical data points. Paul Toro, Ph.D., graciously served as co-chair of my dissertation committee. Dr. Day and Dr. Toro both combine advocacy, social justice, and applicable research, which was a skill I sought to learn.

Acknowledgement is also due to our Director of Clinical Training, Mark Lumley, Ph.D., for his incessant efforts at modeling data-informed practices, sharing the blunt truth, and keeping us in check. In addition, I must recognize our Graduate Advisor, Alia Allen, M.A., the lifeline of all graduate processes and the ultimate advocate for students.

I am grateful for my mates in Dr. Grekin's lab who empathically listened, cheerfully assisted, and gave feedback: Amy Graham, Amy Loree, Anthony Kostecki, Ben Laliberte, Brian Klassen, Katherine Zumberg-Smith, Damaris Pop, and Jennifer Ellis. Many more individuals not specifically named here deserve credit and I am thankful for each and every one of them.

Personally, I am indebted to Shaymaa and Zain Zahawi, and Frosina and Goran Sepasevski with endless hours of babysitting and dear friendships. I could never have dreamed of better neighbors.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION

Foster care is a system in which a child is placed in the custody of the State until a permanent home is secured. More specifically, the U.S. Code of Federal Regulations defines foster care as "24-hour substitute care for children outside their own homes" (Government Printing Office, 2014). Approximately 415,000 children (i.e. 5 out of every 1000) were in the U.S. foster care system at the end of 2014 (U.S. Department of Health and Human Services – DHHS – AFCARS Report 2015), and 250,000 new children enter the system every year (U.S. DHHS, 2011). Moreover, the Department of Health and Human Services reports that 3 in 10 foster children were in kinship care by the end of 2014 (US DHHS AFCARS Report, 2015).

Foster care settings are diverse and can include: non-relative foster homes, relative foster homes, group homes, emergency shelters, residential facilities, and pre-adoptive homes (Child Welfare Information Gateway, 2013); however, the majority of placements (79%) are with pre-adoptive, relative and non-relative foster families (US DHHS AFCARS Report, 2015).

Most foster care children spend more than a year in the system. For example, in 2014, the median amount of time spent in foster care was 12.6 months and the average amount of time was 20.8 months. Notably, however, 28% of foster youth spend over 2 years in the system, and 7% spend at least 5 years in the system (US DHHS AFCARS Report, 2015). Thirty percent of foster youth are between the ages of 13 and 20 and many of these 'older' youth spend a significant portion of their adolescence in the system (US DHHS AFCARS Report, 2015).

Youth in foster care face a number of challenges. In particular, many foster care youth have experienced maltreatment. The US Center for Disease Control and Prevention (CDC) defines child maltreatment as "Any act or series of acts of commission or omission by a parent or other caregiver (e.g. clergy, coach, teacher) that results in harm, potential for harm, or threat of

harm to a child" (CDC, 2014). The Children's Bureau (2012) reports that, in 2012, an estimated 247,000 children had been referred to the foster care system because of substantiated maltreatment reports (US DHHS, 2012). Thus, approximately 62% of foster children in the U.S. were removed from their biological parents because of abuse or neglect. In addition to maltreatment, other reasons for placement in the foster care system include parental dysfunction, parent death, or inability of parents to afford health care for the child (US DHHS, 2009).

Patterns of exiting the system are complex and depend on a variety of factors, including type of placement (e.g. kin home, non-kin home, group home), permanency outcome (i.e. reunification with biological family, adoption, relative guardianship, or emancipation by age 19; Akin, 2011; Courtney, 1994), child characteristics (Becker, Jordan, & Larsen, 2007; Benedict & White, 1991; McDonald et al., 2007; Wells & Gue, 1999), and family characteristics (e.g. family functioning, social support, parenting; Glisson, Baily, & Post, 2000; McDonald, 2007; Wells & Guo, 1999). Permanent living arrangements are expected to be established upon discharge from the system for older youth; however, one such permanency outcome is Another Permanency Planned Living Arrangement – Emancipation (APPLA-E) which does not provide a connection to a permanent, caring adult. Despite state and federal efforts (e.g. transitional living programs, child welfare funds) to support emancipated youth, many of these youth feel extremely unprepared for independent living after leaving the foster system (Courtney et al., 2001; Merdinger, Hines, Lemon-Osterling, & Wyatt, 2005).

Foster care youth are at risk for multiple, often related, negative outcomes, including psychopathology (Burns et al., 2004; Chernoff et al., 1994; Kaplan, Skolnik, & Turnbull, 2009; Scannapieco, Connell-Carrick, & Painter, 2007; Simms, Dubowitz, & Szilagyi, M.A. 2000), homelessness (Dworsky & Courtney, 2009; Fowler, Toro, & Bart, 2009; Park, Metrax, &

Culhane, 2005; Kushel et al., 2007; Pecora et al., 2006a), incarceration (Courtney et al., 2001; Courtney et al, 2007; Vaughn, Shook, & McMillen, 2008), substance use (Kim & Leve, 2011; Substance Abuse & Mental Health Administration, SAMSHA, 2005; Vaughn, Ollie, McMillen, Scott, & Munson, 2007), early parenting (Chase, Maxwell, Knight, & Aggleton, 2006; Dworsky & Courtney, 2010; Svoboda, Shaw, Barth, & Bright, 2012), and unemployment (Courtney, Piliavin, Grogan-Kaylor, & Nesmith, 2001; Dworsky, 2005). Notably, research suggests that unstable housing continues to affect foster youth well into their early adulthood years, having negative impacts on the mental health, educational achievement, and employment outcomes of emancipated young adults (Fowler, Toro & Miles, 2011; Macomber, 2008). While an examination of all of these outcomes is beyond the scope of this study, the current project will focus on one particularly prevalent and potentially modifiable outcome: low educational achievement. More specifically, this study aims to evaluate a broad, state-funded program, designed to increase postsecondary academic achievement among youth aging out of the foster care system.

Academic Achievement among Foster Youth

Discrepancies between the educational achievement of foster and non-foster youth begin early in life. Children in foster care perform significantly worse than their peers in pre-reading skills, such as phonological awareness, alphabetic knowledge, and oral language ability (Pears, Heywood, Kim, & Fisher, 2011), as well as in more advanced skills such as reading, writing, numeracy, and language (Mitic & Rimer, 2002). Academic discrepancies between foster and non-foster care youth can be seen early in elementary school (Al Otaiba & Fuchs, 2006; Fantuzzo & Perlman, 2007) and persist even when controlling for other risk factors such as birth (e.g. prenatal care, premature birth, low birth weight) and poverty (e.g. receiving free or reduced

school lunch) risks (Fantuzzo & Perlman, 2007). In a meta-analysis of 31 studies on the educational achievements of children in out-of-home care, Scherr (2007) found that these children are: 1) disproportionately represented in special education, and 2) frequently disciplined in schools. In general, foster students are more likely than their non-foster peers to repeat a grade (Choice et al., 2001), attend under achieving high schools that do not prepare them for college (Blome, 1997), and score 15-20 percentile points below non-foster youth on statewide achievement tests (Burley & Halpern, 2001). Moreover, foster youth are less likely than the general population to successfully complete high school and go to college (Reily, 2003; Scannapieco, Connell-Carrick, & Painter, 2007; U.S. Department of Education, 2016; Wolanin, 2005). Just over half of foster youth (about 57%) complete high school compared to 70% of their non-foster counterparts (Reily, 2003; Sheehy et al., 2001; Wolanin, 2005). Moreover, foster youth attain general equivalence degrees (GEDs), instead of high school diplomas, at 6 times the rate of the general population (28.5% vs. 5%) (Pecora et al., 2006b). Notably, individuals who earn high school diplomas are more than twice as likely to enroll in post-secondary education as individuals who earn GEDs (Bozick & DeLuca, 2005) and earning a GED significantly improves occupational prospects only when followed by postsecondary education (Hamilton & Hamilton, 2006).

The relationship between foster care placement and poor academic achievement also extends to the college years. Foster students are less likely than their peers to enroll in, and graduate from college (although 70% of foster youth express a desire to earn a college degree) (Cochrane and Szabo-Kubitz, 2009; Davis, 2006). More specifically, only 20% of foster youth who are qualified to go to college attend college, compared to 60% of their non-foster counterparts (Walonin, 2005). In addition, while youth, in general, struggle with persisting

through college to degree completion (Alon & Tienda, 2005; Griffith, 2008; National Center for Public Policy and Education, 2010), foster youth are less likely than other students to earn a credential (Davis, 2006). For example, Radford et al. (2010) found that 58% of a representative sample of undergraduates completed a four-year college degree in 6 years, whereas 6-year completion rates for foster youth range from 6 to 50% (Davis, 2006; Day, Dworsky, and Feng, 2013). Moreover, data indicate that 1-11% of foster youth, aged 25-34, complete a postsecondary degree (Pecora et al., 2006b; Wolanin, 2005), as compared to 33% of same-age youth in the general population (U.S. Census Bureau, 2015). These numbers suggest that college students from the foster care system face distinctive challenges as they seek postsecondary education.

Potential Explanations of Low Academic Achievement among Foster Students in College

Foster care is associated with multiple factors that predict poor academic achievement (e.g. lack of home base, financial need, lack of social support, homelessness, history of neglect/abuse). These factors often co-occur, and are uniquely and interactively associated with negative academic outcomes (e.g. Becker and Luthar, 2002; Li, Lerner, & Lerner, 2010; Monti, Pomerantz, & Roisman, 2014; Robinson et al., 2012; Rouse & Fantuzzo, 2009; Rumberger & Larson, 1998; Suldo, Gormley, DePaul, & Anderson-Butcher, 2014; Taussig, 2002). To illustrate, the following 4 risk factors will be discussed: maltreatment, lack of social support, chronic stress, and lack of resources.

Maltreatment

As mentioned earlier, a large percentage of foster youth have experienced maltreatment. Maltreatment has been associated with poor academic achievement in studies of both foster and non-foster care youth. For example, Rouse and Fantuzzo (2009) found that, in a large

population-based sample, child maltreatment was the strongest predictor of poor reading performance (OR=1.60), poor mathematics achievement (OR=1.50), and second grade retention (OR=1.80). Landsford et al. (2002) found that adolescents maltreated early in life were absent from school for 1.5 times as many days as non-maltreated adolescents. Crozier and Barth (2005) found that children and adolescents receiving child welfare services due to child maltreatment were more likely than a normative sample to score one or more standard deviations below the mean on standardized measures of cognitive functioning and academic achievement. Other studies have yielded similar results and suggest that neglect and abuse have detrimental effects on test scores, GPA (Kelley, Thornberry, & Smith, 1997; Nomura & Chemtob, 2007), absenteeism (Leiter, 2007; Leiter & Johnsen, 1997), school behavior (Eckenrode et al., 1993; Kendall-Tackett & Eceknrode, 1996; Leiter and Johnsen, 1997), and need for special education (Jonson-Reid et al., 2004; Kinard, 1999; Leiter & Johnsen, 1997).

There are a number of paths through which maltreatment might become associated with poor academic achievement. Some of these paths are fairly direct. For example, neglected children may be malnourished, which may, in turn, make it difficult for them to concentrate in school (Taras, 2005; Woodhouse & Lamport, 2012). Similarly, physical abuse may cause brain injuries, which may result in poor academic functioning. In fact, research indicates that approximately 25% of brain injuries in children result from abuse (Sobsey, 2002). It should also be noted that children with cognitive disabilities are much more vulnerable to abuse than their peers. In fact, studies indicate that children with disabilities are between 1.67 and 7.7 times more likely to experience maltreatment than children without disabilities (Crosse et al, 1993; Sullivan & Knutson, 2000; Verdugo et al, 1995). As such, maltreatment leads to exposure to complex trauma, i.e. exposure to repeated or chronic and prolonged adverse events throughout the

developmental years that increase the risk for mental health problems that, in turn, interfere with academic performance well into postsecondary education years. For example, in a longitudinal study examining mental health service use among older youth, McMillen et al. (2004) found exceptionally high rates of inpatient hospitalization (42%) and use of residential programs (77%). Moreover, over 21% of foster alumni have a diagnosis of Posttraumatic Stress Disorder (PTSD), a rate higher than that of war veterans (Pecora et al., 2003). PTSD symptoms have been associated with low self-efficacy for learning and maladaptive academic goal orientation (Ness, Middleton, & Hildebrandt, 2015; Willis & Nagel, 2015). Thus, the pattern of abuse experienced by foster youth leads to significant mental health challenges, which negatively impacts attention and the ability to learn, and may exacerbate existing academic difficulties, and create a negative cycle of abuse and cognitive impairment.

Other paths between maltreatment and academic functioning are less direct. For example, there are a number of factors that predict both abuse risk and poor child academic functioning, including prenatal alcohol abuse (Bada et al., 2002; Magura & Laudet, 1996; Meyer, McWey, McKendrick, & Hendersen, 2010; Smith, Johnson, Pears, Fisher, & DeGarmo, 2007), exposure to violence, poverty (Beckwith, Howard, Espinosa, & Tyler, 1999; McLloyd, 1998), and parental cognitive impairment (Levy, Hay, McStephen, Wood, & Waldman, 1997; Plomin, Price, Eley, Dale, & Stevenson, 2002). Moreover, some research highlights a pathway in which maltreatment leads to child aggression and impulsivity, which leads to problems with peers, which leads to poor academic functioning (Lansford et al., 2002; Sobsey, 2002; Wolfe, 1999).

Studies of brain development have also focused on the effects of maltreatment. In particular, a number of studies suggest that child maltreatment is associated with hypothalamic-pituitary-adrenal (HPA) axis dysregulation. The HPA axis is central to the body's response to

threat. Detection of threat activates the hypothalamus to release corticotropin releasing factor (CRF), which leads the pituitary gland to release adrenocorticotropic hormone (ACTH), which results in secretion of glucocorticoid (cortisol) from the adrenal gland. This process results in arousal -related physiological responses such as increased heart rate, increased blood pressure, disturbed sleep, and hypervigilance. Notably, prolonged disruption to the HPA system can lead to deleterious effects on physical development, the immune system, and cognitive functioning (Johnson, Kamilaris, Chrousos, & Gold, 1992; Lupien, Maheu, Tu, Fiocco, & Shramek, 2007; Sapolsky et al., 2000; Twardosz & Lutzker, 2010). Moreover, prolonged HPA axis dysregulation has been associated with the development of anxiety disorders, affective disorders, and disruptive behavior disorders (Heim & Nemeroff, 2001; Kaufman & Charney, 2001; Levine, 2005; Repetti, Taylor, & Seeman, 2002), all of which disrupt attention and concentration required for optimal school performance.

Maltreatment has been found to profoundly alter the development and subsequent functioning of the HPA system (Bremmer & Vermetten, 2001; Gunnar & Vazwurd, 2001; Sanchez, Ladd, & Plotsky, 2001). Causal links have been documented in animal studies between repeated or long periods of maternal separation and (1) increases in ACTH and CRF, (2) hippocampal changes (Anisman et al., 1998; Levine, Wiener, & Coe, 1993; Makino, Smith, & Gold, 1995), (3) anxiety-like behaviors and hypervigilance, and (4) mild cognitive impairments (Meaney & Szyf, 2005; Sanchez et al., 2001). Similar results have been found in maltreated humans. For example, Heim et al. (2000) found that women who were abused as children had greater ACTH and cortisol responses to mild stressors, such as public speaking (a common expectation in many college courses) or mental arithmetic, than a control group and a group of depressed women without a history of abuse. Moreover, Heim, Mletzko, Pursell, Musselman, &

Nemeroff, (2008) found similar results in a group of maltreated men exposed to stressors, suggesting that early maltreatment can have long-term effects on the stress response of both males and females.

Maltreatment may also be associated with other physiological and developmental challenges. For example, brain research has linked early maltreatment experiences to smaller corpus callosum sizes. Reduced corpus callosum size has been associated with diminished communication between brain hemispheres and subsequent problems with processing information, an important skill for success in college. Controlled animal studies have shown a causal link between early stressors such as isolation or neglect and a reduction in the midsaggital area of the corpus callosum in male rats (Berrebi et al., 1988) and male rhesus monkeys (Sanchez et al., 1998). Similar associations have been detected in human studies. In 2 separate studies, Teicher et al. (1997) and De Bellis et al. (1999) found a reduction in the midsaggital area of the corpus callosum among psychiatrically ill children with a history of abuse or neglect. Moreover, early maltreatment experiences have been associated with increased hemispheric laterality and decreased hemispheric integration in humans (Schiffer, Teicher, & Papanicolaou, 1995). These abnormalities in brain morphology among maltreated children are thought to be related to the etiology of various psychiatric disorders, particularly borderline personality disorder (Teicher et al., 1997; Teicher, Tomoda, & Andersen, 2006) and posttraumatic stress disorder (De Bellis et al., 1999).

Although these studies of brain development are somewhat reductionistic and may account for only a very small part of maltreatment outcomes, they are nonetheless informative and suggest that, at a basic biological level, children with dysregulated HPA functioning and abnormalities in corpus callosum development may struggle to manage stress and negative

emotion, and to accurately interpret information. Deficits in these core skills may, in turn, interfere with the ability to perform well in school.

Lack of Social Support

Support from parents (or other caregivers) and educators plays a pivotal role in motivating students to succeed academically (Chen & Carroll, 2005; Seymour & Hewett, 1997). Notably, youth with foster care histories often receive less parental/other caregiver and peer support than non-foster care youth. Many (though not all) foster children have no contact with their biological parents. Moreover, biological parents of foster children often struggle with issues, such as homelessness, substance abuse, and mental health problems which limit their ability to provide support (Zlotnick, Kronstadt, & Klee, 1998; Zlotnick, Tam, and Zerger, 2012).

Foster care children may also receive limited support from their foster parents who are often less involved in their foster child's school than non-foster parents (Maryland Department of Human Resources, 2014). In addition, because foster youth change homes and schools frequently, it is difficult for even dedicated foster parents to become meaningfully involved in the school or to form long-term relationships with teachers. Furthermore, school practitioners (e.g. teachers, counselors, social workers) often do not communicate with child welfare agencies, and are thus unable to identify foster youth and tailor for their educational wellbeing (Day, Somers, Smith-Darden, and Yoon, 2014). It should also be noted that late graduating foster children typically attend high-poverty, under-funded, and low-achieving high schools upon aging out of the foster system, i.e. after reaching the age of 18 or 21 (Smithgall et al., 2004). This significantly reduces their chances of having educators who are engaging and invested in preparing students for college. Moreover, late graduation from high school impedes access to time limited resources. For example, Education Training Vouchers (ETVs) are inaccessible after

age 21, and, Pell Grants, a form of federal loans that does not necessitate repayment, have been limited to 6 full years (Day, Brin, & Toro, 2015).

Another factor that tends to limit social support among foster care children is a lack of residential stability. An estimated one-third of foster children experience three or more home care placements, and approximately 12% experience at least five placements (Choice et al., 2001). In a study of 659 foster alumni, Pecora et al. (2006b) found that about one third of the sample reported 10 or more school changes from elementary through high school, although some of these changes occurred before entering or after discharge from foster care. Moreover, an estimated 16% to 40% of children who leave foster care will re-enter the system at some point (Barth et al., 2008; Jonson-Reid, 2003; Sangmoo, Jonson-Reid, & Drake, 2012; Taussig, Clyman, & Landsverk, 2001). These multiple placements lead to frequent school changes and prevent the formation of peer networks that buffer against alienation and school disengagement. This, in turn, prevents foster youth from developing healthy, long-term attachments with both peers and adults and reduces the prospect of receiving long-term support and guidance (Newton, Litrownick, & Landsverk, 2000; Webster, Barth, & Needell, 2000). Indeed, foster youth who do complete a college degree identify school stability, preparation for college, and supportive teachers as the major external factors contributing to this success (Merdinger et al., 2005).

Social support also plays a pivotal role in success during college. Research suggests that family support can buffer the negative effects of transition to college or university and is associated with better collegiate adjustment. For example, Holahan, Valentiner, and Moos (1994) found that initial parental support predicted better psychological adjustment 2 years into college. Support from peers is also related to academic success. For example Dennis, Phinney, and Chuateco (2005) conducted longitudinal focus groups on 100 ethnic minority first-

generation college students and found that lack of peer support in the fall was a predictor of poor college adjustment and lower GPA the following spring.

Notably, parental and other supports (e.g. mentors, peers) can increase academic motivation in many ways. For example, self-determination theory (SDT; Deci & Ryan, 1985) differentiates between intrinsic motivation (i.e. coming from within the individual, marked by internal reward such as peace of mind or personal satisfaction) and extrinsic motivation (i.e. coming from outside the individual, marked by external rewards such as money or recognition) and maintains that both play a role in academic achievement. In particular, intrinsic motivation has been associated with high-quality learning and creativity (Ryan & Deci, 2000) and can be systematically increased or undermined by parental and educator support (Ryan & Stiller, 1991).

Chronic Stress

Another approach to understanding foster youth challenges in academia may be found in the idea of chronic, 'toxic' stress. The National Scientific Council on the Developing Child (NSCDC, 2005) defines 3 types of stress responses (positive, tolerable, and toxic) and proposes a framework that links the type of stress response to brain structure and general short and long-term wellbeing. Positive stress refers to the body's reactions to short-lived, normal stressors (e.g. adjusting to a new childcare setting or injected immunization) in the presence of appropriate support, and features healthy development. Positive stress responses are characterized by brief increases in heart rate and mild elevations in hormone levels. Tolerable stress responses are characterized by the activation of the body's alert systems to more severe, longer-lasting difficulties (e.g. loss of a loved one, frightening injury, natural disaster) with potential to change the architecture of the developing brain. If those stressors are time-limited and buffered by positive relationships with supportive adults who help the child adapt, effects can be reversed.

Toxic stress, however, occurs when a child experiences strong, frequent, and/or prolonged adversity (e.g. physical/emotional abuse, neglect, frequent disruptions) in the absence of adequate adult support. This response can disrupt the development of brain architecture and other organ systems, increasing the risk of stress-related problems and cognitive impairments that last well into the adult years (NSCDC, 2005). Children exposed to toxic stress produce higher levels of cortisol over extended periods of time, which can impair areas of the brain necessary for learning and memory (Lupien et al., 1998).

The life style of youth in foster care is often characterized by insecurity and stress. One of the major causes of this stress is residential instability. As mentioned above, many foster care youth experience multiple placements, and many who leave foster care ultimately re-enter the system (Barth et al., 2008; Choice et al., 2001; Jonson-Reid, 2003; Sangmoo, Jonson-Reid, & Drake, 2012; Taussig et al., 2001) and continue to have housing instability during their collegiate years (Berzin, Rhodes, & Curtis, 2011; Center for Public Policy Priorities, 2001). Such changes create a 'domino effect,' whereby each removal from the home is multi-dimensional affecting areas such as sleep, school, attachments, etc. In the absence of supportive, responsive relationships with caring adults as described above, this stress can quickly become toxic. In addition to physiological and psychological sequela, lack of residential stability creates a host of pragmatic obstacles, as agencies and youth attempt to retrieve school documents from multiple districts, (e.g. report cards for college applications, etc.). Moreover, the average foster child spends significantly more time than his/her peers dealing with immediate concerns such as adjusting, acclimating to new environments, and trying to survive, which consumes physical and psychological energy, and consequently provides less chance to focus on academic achievement and building a successful future.

Lack of Resources

Foster care youth often struggle to obtain resources, both during their foster care placements, and after aging out of the system. Many foster families are financially challenged. Although foster parents receive some governmental and private support, they often do not receive enough to cover the basic expenses of caring for a child. The U.S. Department of Health and Human Services provides financial support to foster families through child welfare and through Temporary Assistance for Needy Families (TANF), a program designed to help needy families achieve self-sufficiency. Notably, financial benefits from both sources fall short of the estimated monthly amount needed to raise one child ($990) or two children ($1980): foster care pays only 52% of the estimated cost of raising one ($511) or two children ($990), while TANF covers 25% ($249) of raising one child and 17% ($344) of raising two (The Annie E. Casey Foundation Policy Report, 2012). Moreover, foster parents make, on average, one third the income of non-foster parents, although they typically have more children in the home (O'Hare, 2008). As a result of this financial pressure, foster children are often provided with limited financial and material resources. Moreover, many foster care youth have an increased *need* for resources (despite their limited access to them). For example, Scannapieco, Connell-Carrick, & Painter (2007) found that 47% of foster youth had a disabling condition and 37% suffered clinically significant emotional distress. Sixty eight percent of foster youth are identified as having special needs and 36% receive special education services (Cochrane & Szabo-Kubitz, 2009).

The transition out of the foster system (at age 18 or 21) is also often characterized by a struggle to obtain resources. Many youths experience outcomes such as victimization, sexual assault, incarceration, poverty, or homelessness after aging out of the foster care system

(Scannapieco, Connell-Carrick, & Painter, 2007). For example, Courtney and Dworsky (2005) found that, by age 19, one in seven former foster youth (i.e. those that have aged out of the system) have been homeless, about half receive public benefits, up to 90% earn poverty-level wages, and more than a quarter have been arrested. Other studies indicate that approximately 20% of youth become homeless within 2 years of aging out of the foster system (Dworsky & Courtney, 2009; Kushel et al., 2007; Fowler, Toro, & Bart, 2009; Pecora et al., 2003).

Upon aging out of the foster care system, many youths find that they are unable to pursue desired career paths. In particular, foster youths who want to attend college are often unable to do so because of a lack of resources. At a basic level, only about one-quarter to one-third of foster alumni report having resources such as a driver's license, cash, or dishes and utensils upon aging out of the system (Pecora et al., 2006a). In addition, foster youth are often unable to access other resources, such as college scholarships and financial aid due to limited mentoring, education and navigation support (Cochrane & Szabo-Kubitz, 2009).

Programs Designed to Increase Resources for Foster Care Youth

Over the past 15 years, a number of programs have been created to help foster youth access resources. In particular, the federal government has attempted to increase resources for foster students by: (1) passing multiple laws to facilitate coordination of services between agencies involved in the academic attainment of foster youth; and (2) providing funding to programs assisting those youth through their transition to independence. For example, the Fostering Connections to Success and Increasing Adoption Act of 2008 (FCSA) mandates that factors such as current educational setting, proximity to school, and remaining in the same school, all be considered when making placement decisions. In addition, FCSA requires agencies to (1) provide immediate enrollment in and transfers of records to new schools and (2)

develop transition plans for youth who want to attend college. Importantly, this law allows foster youth to voluntarily remain in the State's custody until age 21 and to utilize consequent benefits (see Day & Preston, 2012, for an analysis of FCSA). More recently, the Uninterrupted Scholars Act of 2013 (USA) allows child welfare agencies, caseworkers, and others involved in the protection of students to access student educational records without obtaining parental consent. Additionally, the Foster Care Independence Act of 1999 provided $140 million in funding to state governments to improve and expand programs aimed at promoting independence in youth aging out of the foster care system. The Promoting Safe and Stable Families Amendment of 2001 enhanced this act with an additional $60 million to aid states in promoting postsecondary education and training for youth aging out. This amendment also funds the Educational Training Voucher (ETV) program, which provides up to $5000 per year for foster youth in college who are under 23 years of age and who enrolled by age 21.

States have also attempted to address some of the needs of this population in the form of providing financial support. For example, the State of California has established an "Office of the Foster Care Ombudsman" that is dedicated to helping foster youth attend college. In addition, they provide scholarships/grants that are only available to children from the foster care system (e.g. The California Chafee Grant and The Orphan Foundation of America Scholarships for Youth in Foster Care; http://www.fosteryouthhelp.ca.gov/College.html). Many states (e.g. Connecticut, Florida, Maine) have passed tuition waivers for foster youth. Private institutions such as Casey Family Programs and Foster Care to Success are also stepping in, but the need continues to exceed available resources.

The presence of multiple predisposing conditions places the foster student population at an increased risk for poor academic performance. Consequently, any intervention designed to

assist those students must be flexible, and comprehensive, and must allow for individualized service delivery that may be irrelevant to other populations in the collegiate student body.

Interventions to Improve Academic Outcomes among Foster Youth

Universities across Michigan and the U.S. are beginning to recognize the distinctive needs of foster students due to concentrated policy efforts by involved educators. The Michigan Legislature passed Appropriations House Bill 5365, Public Act 200 of 2012, which gives the Michigan Department of Human Services $1.8 million (~ $300k per school) for scholarships and programming at nine foster care friendly academic institutions, including Wayne State University. A few college-level programs have been developed which specifically target the needs of foster youth, including the Fostering Academic, Mentoring Excellence (FAME) Program at Michigan State University (http://socialwork.msu.edu/Programs/Community-Outreach/FAME), Seita program at Western Michigan University (http://www.fullerton.edu/guardianscholars/), Transition to Independence Program (TIP) at Wayne State University (http://tipwaynestate.org), the Mentorship Access Guidance in College (MAGIC) program at Eastern Michigan University (http://www.emich.edu/magic/), the Guardian Scholars Program at California State universities and colleges (http://www.fosteryouthhelp.ca.gov/pdfs/guardianscholars.pdf), and the Passport for Foster Youth Promise Program at Washington State University (http://universitycollege.wsu.edu/units/Passport/index.html). These programs vary in their comprehensiveness and criteria for student eligibility; however, they follow the general framework established by the Casey Family Foundation, the nation's largest institution focusing on reducing the need for foster care and improving the safety and success of children in the system (www.casey.org). The Casey Family foundation framework necessitates securing basic

needs of students first, such as housing, food, and social support before attending to psychological, academic, and career counseling needs (Casey Family Programs, 2010). In particular, Casey Family Programs (2010) determined that all effective programs designed to help foster students succeed academically share the following characteristics: 1) maximizing use of existing college and community resources; 2) employing effective leadership within student support services; and 3) having strong backing from their college administration. Moreover, the Pell Institute for the Study of Opportunity in Higher Education examined a sample of identified factors thought to be effective in improving college retention and graduation rates for foster youth. Those include intentional academic planning; special programs providing tailored advising, support and a sense of belonging on campus; shared values; financial aid for high achievers; and specific efforts at innovating retention policies (Muraskin, Lee, Wilner, & Swail, 2004).

The Current Study

The current study will focus on one particular program, the Transition to Independence Program (TIP) at Wayne State University (WSU). TIP was founded in 2012 by Dr. Angelique Day, a faculty member in the School of Social Work at WSU, following her development of FAME at Michigan State University. The program aims to "increase college access and improve graduation rates of foster care youth in Southeast Michigan" (www.tipwaynestate.org) by providing services in the areas of life skills development, housing, financial assistance and planning, mental and physical health, and social support. The current study will evaluate the effectiveness of TIP in improving student academic outcomes by comparing TIP students to: 1) low income students who have not been wards of the State; and 2) students who have been wards of the State but are not involved in TIP. TIP students were hypothesized to have: 1) better

academic outcomes (e.g. GPA, retention, academic probation, graduation) than foster students not involved in TIP; and 2) similar academic outcomes to low-income, non-foster students. A secondary goal of the study is to examine, in an exploratory way, whether attainment of various life skills (self-care, relationship skills, career skills, etc.) is associated with degree of program involvement (i.e. use of TIP services). It is possible that mastery of life skills at baseline is associated with more involvement in the TIP program or that involvement in the TIP program is associated with mastery of life skills after year two of the program. Because these questions are exploratory, no hypotheses are put forth.

CHAPTER 2: METHOD

Description of the Transition to Independence Program (TIP)

The TIP program is a broad initiative designed to increase access to college and improve the graduation rates of youth aging out of the foster care system in Southeast Michigan (See Appendix A for TIP Brochure). All Wayne State students who have been wards of the court (as defined by the U.S Department of Education: http://legcounsel.house.gov/Comps/HEA65_CMD.pdf; page 545) at any point in their lives are eligible for TIP services. Eligible students are identified via endorsement of question 52 (Have you ever been a ward of the court?) on the Free Application for Federal Student Aid (FAFSA) and then verified by the WSU Office of Financial Aid. Foster care status is then verified through data matching via the Department of Human Services.

One objective of the TIP program is to centralize resources and tailor them to the unique needs of the foster population by utilizing existing university resources and collaborating with external community entities. The more specific goals of the program are to provide practical support for students in: 1) their academic endeavors in the form of traditional academic support such as tutoring and skills trainings; and 2) their non-academic life challenges, such as lack of social support, housing, and employment. TIP focuses on the "3 C's" of coaching, confidence, and career preparation. Coaching is the process of guidance to goal achievement through mentoring and skills training. Confidence is achieved via contact with caring, supportive individuals. Career preparation is achieved through assessments of individual abilities, skills training, financial support, and mentoring. The specific ways in which these services (e.g. mentoring, skills training, financial support, and contact with supportive individuals) are provided are described below.

Mentoring. The process of mentoring is one that allows a senior, more accomplished person to provide instruction and support to a novice. At TIP, there are two forms of mentoring: peer-to-peer mentoring and career-based mentoring.

In peer-to-peer mentoring, students are matched with more senior students (i.e. 'peer mentors') based on academic interests and schedule availability. Peer mentors serve as a resource for mentees by (1) providing information about available services (academic, financial, and social), and (2) helping the mentee understand and register for these services. Mentors also provide support, camaraderie, and guidance to mentees, and may be readily available in times of need or crisis.

In order to become a TIP mentor, students must have successfully completed their Sophomore year in college and must have a cumulative GPA of 2.5 or higher. Students must also be willing to be involved in activity planning and leadership roles, such as giving presentations, planning events, and providing tutoring. Students with an adequate GPA are identified via their academic records and sent an email invitation to apply to become a peer mentor. Peer mentors are TIP Students who are paid $300 over the academic year in 4 payments of $75 each.

Career-based mentoring involves matching TIP students with accomplished college graduates from both Wayne State University (WSU) and the larger metro-Detroit community. Career mentors are identified through alumni associations, community talks, and presentations, and are matched with students based on gender and similar interests. Career mentors teach students career-oriented skills and strategies designed to increase their chances of occupational success. These mentors help guide students and serve as "door openers," providing letters of recommendation, advice about resumes and applications, and exposure to careers of interest.

Students were eligible for career mentoring until 23 years of age in year 1, as per the guidelines of Child Safe Michigan, a foster care, adoption, and mentoring agency that oversaw the mentor/mentee matching process; however, starting in year 2, the matching was conducted by program staff, the age restriction was removed, and all TIP students were encouraged to participate.

A total of 10 and 13 students received mentoring services of any kind in years 1 and 2, respectively.

Financial support. TIP offers financial support in 3 ways: 1) The Foster Care Youth Scholarship Program, 2) Move-in/Care Packages, and (3) Miscellaneous scholarships.

The Foster Care Youth Scholarship Program provides $2000 scholarships to TIP students at a level of $1000 per semester. These scholarships are available through the WSU Office of Financial Aid and are renewable for up to 6 years. Students are eligible for this scholarship if they were in foster care for at least one day, at any point in their lives. A total of 12 students have received this scholarship since the TIP program was initiated (6 in both year 1 and year 2). In Year 2, the TIP program received a grant from the State Department of Treasury's Education Trust program (MET) to support students who joined foster care after their 13th birthday. In the Winter of 2013, 13 students received scholarships of $1000 from this grant. Furthermore, in year 2, the WSU Learning Communities provided $3000 for the mentoring program. Additionally, 5 students received income through the Work-Study Program in year 1, and 20 students in year 2. None of the students received any family contributions.

Move-in packages are given to students upon moving to WSU and are prepared by Big Family of Michigan, a community organization supporting children in and aging out of the foster care system. Care packages are prepared by The Faith-Based Community Coalition on Foster

Youth, and are dispensed during finals weeks in the Fall and Spring semesters. They are comprised of nonperishable food items, gift cards to restaurants and stores, personal hygiene items, and school supplies. The care packages are designed to provide informal emotional and financial support to students. In order to receive care packages, students have to come to the TIP office or to a TIP event. In Year 1, 193 care packages were distributed to 27 students. In year 2, 44 care packages were distributed to 22 students. This type of support is thought to be essential in the promotion of academic success and retention (Catling, Mason, & Jones, 2013; Kim & Johnson, 2012).

Contact with Campus Coach, champions, and/or community partners. This component of TIP aims to provide life coaching and support that non-foster care youth tend to receive from family or friends. This is accomplished by facilitating contact with the Campus Coach, champions, and community partners. The Campus Coach is a TIP employee who is a licensed master's level social worker, available for students as a listening ear and a helper in practical matters, such as filling out paperwork and finding resources. The Campus Coach is easily accessible and provides guidance or advice as needed.

Champions are non-TIP employees who have agreed to be advocates and reference points for TIP students in their respective fields. Foster care champions are identified in student support services across campus and these champions are trained to understand the unique needs of foster care youth. They have been invited to attend a one-hour training every fall and winter term since the program's inception. Currently, there is 1 champion for legal matters outside WSU, and 1 champion in each of the following WSU divisions: Counseling and Psychological Services (CAPS), Academic Success Center (ACS), Admissions, and Student Activities.

Community partners provide support in their areas of expertise. Currently, there are 8

institutions that partner with TIP. These include the Third Judicial Circuit Court of Michigan, Wayne County Family Court and Michigan Children's Law Center (MICLC), providing legal counsel; Detroit Employment Solutions Corporation, A Michigan Works! Agency, providing career counseling and training; PNC Bank, offering financial counseling; Lutheran Social Services of Michigan, helping foster children and parents; Wayne County Community College District, coordinating with WSU on preparing foster youth for college; Wayne County Regional Educational Service Agency (Wayne RESA) providing special education needs and assistance with navigating school records; and the Michigan Department of Human Services, the governmental resource for foster youth. Community partners also sponsor events for TIP students, such as dinners where students meet and greet other students in the program, as well as others who are willing to support them.

APEX class. TIP offers its students the opportunity to register for a 2-credit course (APX1000), designed specifically to help students from the foster care system learn strategies for college success. This class is part of the APEX Scholars program at WSU, an alternative admissions program designed to help high-risk students (i.e. those at increased risk for dropping out) with their transition to and progress through the university. The APEX program offers a series of pre-college 'bridge' programs designed to help students prepare and apply for college Once students are admitted into the university, APEX offers a variety of services including academic counseling and targeted academic support (e.g. help with course selection, strategic planning for graduation) in preparation for regular academic status. Additionally, some special courses, such as APX1000 for TIP, are offered under the APEX Scholars umbrella. The first APEX 1000 class was offered in year 1 of the TIP program and was comprised of lectures and guest speakers. The class was redesigned in year 2 to focus mainly on applied skills training.

Currently, the APEX 1000 class has two components; a life skills component and a mental health component. The life skills component is guided by principles from the Annie E. Casey Family Services Program (www.casey.org), an organization focused on foster care and improving the child welfare system in the US. The Annie E. Casey Program has identified a set of core life skills that are often weaker among foster care youth (Ansell, Morse, Nollan, & Hoskins, 2004; Pecora et al., 2003). These skills include: physical health maintenance, mental health maintenance, social skills, academic skills, housing security, financial literacy, and employment. The APEX 1000 class works to improve these skills in several ways. First, students are educated on these topics either by the class instructors or by select guest speakers who are familiar with TIP students' needs. Second, students are taught hands-on skills that they practice through in-class exercises and homework assignments. Last, students are expected to complete a real-life project on a related topic of their choice, which they ultimately present to the class.

The mental health component of the class focuses on teaching students mindfulness and distress tolerance skills. Mindfulness refers to a state of being calm, non-judgmental, and focused on the present (i.e. being aware of feelings, thoughts, sensations, etc.). Mindfulness training has been shown to increase awareness and attentional control and has been associated with reductions in depression, anxiety, and substance use (Grossman et al., 2004; Teasdale, Segal, Williams, & Teasdale, 2012). Distress tolerance skills focus on helping individuals cope with states of distress (e.g., anxiety, depression, anger) in healthy, non-harmful ways (e.g., through distraction, relaxation, self-soothing, etc.). Distress tolerance training has been associated with reductions in stress and harmful coping behaviors, such as substance use, binge eating and self-mutilation (Linehan, 1993). In the APEX 1000 class, lessons on mindfulness and

distress tolerance are based on the manual of Dialectical Behavioral Therapy (DBT; Linehan, 1993). DBT is a comprehensive model of psychological treatment that combines traditional therapy and skills training. DBT was originally designed for individuals with Borderline Personality Disorder but has become the treatment of choice for suicidality and para-suicidal behaviors (e.g. Dimeff & Linehan, 2008), and has also been found to be effective in reducing emotionality, substance use, and traumatic distress in non-clinical populations (Wahl, 2012). In year 1, 6 students registered for the APEX Course and 6 audited the course; in year 2, 6 students registered for the course but none audited. See Appendix B for class syllabus.

Other services. The website designed by TIP (www.tipwaynestate.org) provides a myriad of resources for students who have been in the foster care system. Students are directed to the website via email blasts that are sent monthly to alert them to new resources and program updates. These resources include identification of TIP staff, Champion affiliates, help with clothing, information about affordable health and dental care, food assistance, child care access, information on upcoming group events, and much more.

Funding

Funding for the TIP program is obtained from a number of sources. The Department of Human Services (DHS) provides a grant to serve youth, under age 21, who have been in the foster care system on or after their 14th birthday. These criteria are set by federal policy through the Foster Care Independence Act of 1999, aka the Chaffee Act. This grant funds one full person to serve every 12-25 students. The university matches DHS funds, via the Retention Initiative from the Provost's Office, to serve those students who have a verified foster care history, but do not meet Chaffee eligibility guidelines. The program gets additional support such as: 1) the Learning Communities internal grant in the amount of $7800 that covers peer mentoring and the

Life Skills course; 2) Two interns assigned by the School of Social Work for 16 hours a week each; 3) a university GRA that assists with research needs; and 4) individual/community contributions.

Sample

TIP Sample. The TIP sample is comprised of the 120 Wayne State students who enrolled in the TIP program during the 2012/2013 academic year (N=46), the 2013/2014 academic year (N=59), or both academic years (N=15). WSU students were invited to enroll in the program if they: 1) indicated that they had been "a ward of the court" in their Free Application for Federal Student Aid (FAFSA) typically completed with admission to WSU, 2) were under 23 years of age when they applied to college, and 3) had a verifiable foster care status as determined by the DHS. The WSU Office of Financial Aid provided this information. In the 2012/2013 academic year, 104 students were eligible for TIP out of 482 wards of the court. In the 2013/2014 academic year, 78 students were eligible for TIP out of 490 wards of the court. Eligible students were contacted by the TIP staff through email and phone calls, and were given a thorough explanation of the TIP program. Of the 120 students who actually enrolled in TIP, 67.5% (N = 81) were substantiated by DHS for abuse/neglect and 52.5% (N = 63) had aged out of the child welfare system without a permanency plan.

Comparison Samples. The TIP sample was compared to two groups: (1) a non-foster care, low income group and (2) a foster care, non-TIP eligible group.

Low income sample. The Office of Financial Aid supplied information on 938 students who were the first in their families to attend college, did not identify as Wards of the Court, and qualified for the TRIO Program definition for poverty in the academic year 2012/2013, i.e; "an individual whose family's taxable income for the preceding year did not exceed 150 percent of

the poverty level amount" (http://www2.ed.gov/about/offices/list/ope/trio/incomelevels.html; retrieved July 14, 2015). One hundred and twenty of these students were matched with the TIP group on enrollment period, i.e. first semester of enrollment in WSU. TIP enrollment occurred between Fall 2005 and Winter 2014, totaling 19 semesters. Three students were missing their enrollment semester. Perfect matching was possible for 101 students on 16 of the 19 semesters, using random sampling in SPSS. Relevant cases were filtered out for each of the 16 semesters and a random sample selected to match the number of cases in the TIP group for that semester. The remaining 16 students who had enrollment data were matched to the nearest neighbor, by choosing a semester closest to the unmatched period. Random semesters were chosen to match the TIP students missing their enrollment period. After matching, the two groups did not differ significantly on enrollment semester (χ^2 (18, N = 237) = 21.0, $p > .05$). See Table 1 for a division of each group by enrollment semester.

Foster non-TIP sample. The Office of Financial Aid supplied information on 26 students who identified as Wards of the Court at some point in their lives, but were not eligible for TIP services (i.e. they were over 23 years of age when they applied to college, or they selected ward of the court on the FAFSA form, but were not able to be verified by DHS). Because of the limited number of students in this group, matching with the TIP group was not possible. Additionally, two cases were deleted because they had enrolled at WSU in Winter 2015, leaving a final sample of 24.

Study Variables

Demographic and Academic Variables. Demographic and academic variables were supplied by the Office of Financial Aid (Wayne State University Student Information System Data). Demographic variables supplied included age, gender, race (with 8 categories), and

financial holds in the academic years 2012/2013 (Y1) and 2013/2014 (Y2). Academic variables supplied included high school or transfer GPA; first college (i.e. is WSU the student's first college or did he/she transfer); enrollment status for Y1, Y2, and Fall 2014 (enrolled vs. non-enrolled); cumulative GPA for Y1 and Y2; satisfactory academic progress for Y1 and Y2 (yes/no); enrollment in remedial classes in Y1 and Y2 (yes/no); and graduation status (whether a student graduated, Yes/No) for Y1 and Y2.

Variables listed above were used to create new variables that were used in the analyses. In particular, race categories were collapsed into 3 main categories of Black, White, and Other; financial holds from both Y1 and Y2 were combined to create a "Lifetime Hold" variable; first college was transformed to create a dichotomous "Transfer Status" variable; and satisfactory academic progress was used to create a dichotomous "Lifetime Probation Status" variable defined as at least one semester of unsatisfactory academic progress over the 2-year period. High school and transfer GPAs were combined to create High School/Transfer GPA, such that for those who had both variables, the transfer GPA value was used. In addition, enrollment and graduation statuses were combined to create First Year Retention, such that a student was considered retained if they either (1) graduated or (2) enrolled in either the Fall or Winter semesters of the following year.

Ansell-Casey Life Skills Assessment (Casey et al., 2010; see Appendix C). The Annie E. Casey Foundation Family Programs developed a list of 113 items designed to assess behaviors and competencies (i.e. life skills) that are often lacking in foster care youth (Pecora et al., 2003). Items on the scale cover the following 7 areas: Daily Living (n=17; "I know where to go to get on the internet"); Self Care (n=17; "I can take care of my own minor injuries and illnesses"); Relationship and Communication (n=18; "I can speak up for myself"); Housing and Money

Management (n=23; “I understand how interest rates work on loans or credit purchases”); Work and Study Life (n=20; “I know how to develop a resume”); Career and Educational Planning (n=9; “I know how to find work-related internships”); and Looking Forward (n=8; “I believe I can influence how my life will turn out”). Response options for each item include; “No,” “Mostly No,” “Somewhat,” “Mostly Yes,” and “Yes.” For the purposes of the current study, items within each category were dichotomized such that responses of “No” and “Mostly No” reflected the presence of a need, whereas responses of “Somewhat,” “Mostly Yes,” and “Yes” reflected the absence of a need. The total number of needs within each category was then calculated. While psychometric properties for this version of the tool are not available, the original version on which this tool expands has shown test-retest reliability coefficients between .67 and .91 (Nollan, Downs, Pecora, & Horn, 2002).

Casey Life Skills Postsecondary or Training Assessment (Casey Family Programs, 1999; See Appendix D). This measure is comprised of 105 items designed to assess skills relevant to postsecondary education or training. Items cover the following areas: School or Program (n=17; “My campus is a safe place”); Motivation and Participation (n=19; “I have a strong desire to finish college or my training program”); Study and Technology (n=22; “I have taken a study skills class or workshop”); Supports (n=16; I can name at least one person outside of school who expects me to graduate”); Financial Aid & Budgeting (n=7; “I meet with a school financial aid counselor several times a year”); health (n=15; “I have health insurance coverage”); Career and Educational Planning (n=4; “I would like to do an internship in my major”); and Foster Care Issues (n=5; “I have informed my financial aid counselor that I am an independent student who was in foster care”). Response options for each item include; “No,” “Mostly No,” “Somewhat,” “Mostly Yes,” and “Yes.” As with the Ansell-Casey Life Skills Assessment, all

items were dichotomized and the total number of needs in each category was calculated.

TIP Services Utilization. At the end of every academic year, staff and champions complete a secure, password-protected, online survey via Qualtrics that presents the names of all TIP students and asks whether` and how often, each student received services during the Fall and Winter semesters of that academic year. Data from this survey was obtained and combined for year 1 and year 2 in the following TIP service areas: support and life counseling (Campus Coach; N=73), mental health counseling (CAPS; N=20), academic advising (ASC; N=57), and tutoring (ASC; N=8). No other data on program utilization are available. This information was recoded to create 3 variables for use in the analyses: (1) total number of TIP contacts (of any kind); (2) number of different kinds of TIP services utilized regardless of frequency of use; and (3) ever using at least one TIP service.

Procedure

Wayne State students who endorsed being wards of the court in their FAFSA application were contacted via email and phone by TIP staff. Attempts to establish contact took place at least once per month between August 2012 and June 2013 and between August 2013 and June 2014. Once initial contact was made and students were determined to be TIP eligible, they were entered into the TIP database. Eligible students were also put in contact with the Campus Coach, and invited to the TIP office to meet the staff and learn more about TIP services and activities. Following their initial phone contact, TIP students were emailed a link to the (30-40 minute) pre-assessment survey, which contained the Casey Life Skills Assessment. In year 2, this assessment contained some additional questions on substance use. Students who completed the survey were paid $20.00.

Throughout both years of the program, TIP staff and champions tracked the number of

times each student utilized each TIP service and reported this information in the Champion Survey given at the end of each year. In addition, at the end of each year (May through July of year 1 and April through June of year 2), students were emailed a link to the (40 to 45-minute) post-assessment survey, which contained the Casey Life Skills Postsecondary or Training Assessment. In year 2, the postsecondary assessment also contained substance use questions and 28 questions from the pre-survey. Students who completed the survey were paid $20.00. Note that students completed the pre-survey only once (after initial enrollment in the program), but they completed the post-survey every year that they were enrolled.

CHAPTER 3: RESULTS

Between-Subjects Data Screening

All variables were screened for out-of-range values. All values, including means and standard deviations, were plausible. Missing data on all variables ranged from .4% (Remedial Classes) to 10.6% (Cumulative GPA Y1). Skewness and Kurtosis were calculated for all continuous outcome variables. Using the convention that significant Skew and Kurtosis occur at an absolute value that is equal to or greater than two, no variables were significantly skewed or kurtotic. Prior to data analysis, univariate outliers were examined by standardizing primary variables into z-scores. No variables contained outliers (defined as scores falling three standard deviations above or below the mean).

Information was obtained on a total of 266 undergraduate students: 120 students in the TIP group, 120 students in the Low Income (LI) group, and 26 students in the Foster Non-TIP (FNT) group. The TIP and LI groups were matched on enrollment period in WSU up until Fall 2014 (to account for time in college). Because two students from the FNT group had registered in Winter 2015, they were dropped from analyses, resulting in a total sample of 264.

Samples Descriptives

Table 2 shows the means, standard deviations, and percentages by group membership of predictor variables including gender, race, lifetime financial holds, first college enrollment, and class rank.

TIP Group. The mean age of the TIP sample was 20.18 (*SD* = 1.77), approximately 4 years younger than the WSU population average of 24 years (https://wayne.edu/facts/2015/students/undergrads/, retrieved on 3/13/2016). See Figure 1 for more demographic comparisons between this group and the general student population. The

sample was predominantly female (66.7%) and African-American (55.8%), with a mean High School/Transfer GPA of 3.01 (SD=.59). See Table 2 for detailed demographic information.

Low-Income (LI) Group. The mean age of LI sample was 20.05 (*SD* = 2.01), approximately 4 years younger than the WSU population average of 24 years. See Figure 2 for more demographic comparisons between this group and the general student population. The sample was predominantly female (64.2%) and Caucasian (39.2%), with a mean High School/Transfer GPA of 3.10 (*SD* = .63).

Foster Non-TIP (FNT) Group.

The mean age of the FNT group was 20.42 (*SD* = 1.74), approximately 3.5 years younger than the WSU population average of 24 years. See Figure 3 for more demographic comparisons between this group and the general student population. The sample was predominantly female (70.8%) and African American (58.3%), with a mean High School/Transfer GPA of 2.88 (*SD* = .52).

Between Group Comparisons: Demographic Data. A one-way analysis of variance revealed no differences between the three groups on age ($F(2,263) = .428$, $p > .05$) and HS/Transfer GPA ($F(2,263) = 1.818$, $p > .05$). Chi-square tests of independence revealed no differences between groups on gender (χ^2 (2, N=264) = .452, $p > .05$) or class rank (χ^2 (2, N=264) = .001, p = N/A). See Table 2.

In contrast, there were significant between group differences on race (χ^2 (4, N=264) = 29.718, $p < .001$; Cramer's $V = .237$, $p < .001$), likelihood of having at least one financial aid hold (χ^2 (2, N=264) = 20.374, $p < .001$; Cramer's $V = .287$, $p < .001$), and being a transfer student (χ^2 (2, N=264) = 12.647, $p < .001$; Cramer's $V = .220$, $p < .005$). See Table 2.

Table 3 presents results of binary logistic regression analyses on lifetime holds and first

college enrollment. Results indicated that the groups differed significantly on having had at least one financial hold (χ^2 (2, N=264) = 28.131, $p < .001$). The TIP group was almost 2 times more likely to have had at least one hold than the LI group ($p < .05$). No significant differences between TIP and the FNT or FNT and LI groups were identified. Moreover, the groups differed on likelihood of being a transfer student (χ^2 (2, N=264) = 12.037, $p < .005$). Compared to the LI group, the TIP group was nearly 2 times more likely to have been a transfer student to WSU ($p < .05$) and the FNT group was 5 times more likely to have been a transfer student ($p < .005$). The FNT group was nearly 3 times more likely than the TIP group to have transferred to WSU ($p < .05$). See Table 3 for more details. Group membership explained 10.7% of the variance in lifetime holds and 4.5% of the variance in being a transfer student to WSU.

Consequent to these results, three control variables are included in the analyses: race, lifetime financial holds, and being a transfer student.

Outcomes of Academic Achievement: Between Group Comparisons

Descriptive Data

Table 4 presents data by group membership on Cumulative GPA in Y1 and Y2, lifetime probation status (Y/N), first year retention (Y/N), taking at least one remedial class, being on track for graduation (Y/N), and graduation status by end of Y2 (Y/N). As seen in Table 4, the groups significantly differed on cumulative GPA for Y1 (F(2, 264) = 12.095, $p < .001$) and Y2 (F(2, 264) = 13.551, $p < .001$), first year retention (χ^2 (2, 264) = 36.250, $p < .001$), and being on track for graduation (χ^2 (2, 264) = 10.800, $p < .01$), but not on lifetime probation (χ^2 (2, 264) = 4.138, $p > .05$), taking at least one remedial course (χ^2 (2, 264) = 5.372, $p > .05$), and graduating (χ^2 (2, 264) = 3.550, $p > .05$). To examine whether these relationships remain unchanged when controlling for race, lifetime holds, and being a transfer student, further analyses were conducted.

Cumulative GPA

Two Analyses of Covariance (ANCOVAs) were conducted to predict cumulative GPA (Y1 and Y2) from group membership, while controlling for race, lifetime financial holds, and being a transfer student. As expected, the groups significantly differed on cumulative GPA for Y1 ($F(2, 234) = 8.034$, $p < .001$) but not in the anticipated direction. On average, and discrepant from the study expectation, TIP students scored .373 GPA points below LI students ($p < .005$). TIP students did not significantly differ from FNT on Y1 GPA scores, although that difference approached significance ($p = .059$) and was in the expected direction (the TIP group had GPAs that were, on average, .488 points above those for the FNT group). Notably, FNT students scored an average of .861 points below LI students and that difference was significant ($p < .005$).

A similar pattern between the groups was observed for Y2 Cumulative GPA ($F(2,239) =5.728$, $p < .005$) where TIP students scored an average of .323 GPA points below LI students ($p < .05$) and .315 GPA points above FNT students ($p = .155$), and FNT students scored an average of .638 GPA points below LI students ($p < .01$).

Lifetime Probation

A logistic regression analysis was conducted to predict lifetime probation status from group membership, controlling for race, lifetime financial holds, and being a transfer student. The overall model was significant (χ^2 (5, N=264) = 32.516, $p < .001$).

Table 5 presents results of logistic regression analyses by group membership. As shown in the table, results revealed that TIP students were 2 times more likely than LI students to have been on probation ($p < .05$) and that FNT students were 5.5 times more likely than LI students to have been on probation ($p < .005$). FNT students were 2.7 times more likely than TIP students to have been on probation; that relationship was approaching significance ($p = .068$) and is in the

expected direction. Group membership explains 12.4% of the variance in lifetime probation status.

First Year Retention

A logistic regression analysis was conducted to predict first year retention from group membership, controlling for race, lifetime financial holds, and being a transfer student. The overall model was significant (χ^2 (5, N=264) = 56.212, $p < .001$). Results revealed that LI students were 4.7 times more likely than TIP students to be retained in the first year ($p < .001$). Additionally, TIP students were 3.8 times more likely than FNT students to have been retained in the first year ($p < .05$), and LI students were 17.7 times more likely than FNT students to have been retained ($p < .001$; see Table 5). Group membership explained 20.5% of the variance in first year retention.

Remedial Classes

A logistic regression analysis was conducted to predict having registered for at least one remedial course from group membership, controlling for race, lifetime financial holds, and being a transfer student. The overall model was non-significant (χ^2 (5, N=264) = 8.428, $p > .05$), but TIP students were significantly more likely than LI students to have had at least one remedial course (OR = 2.23, $p < .05$). See Table 5 for detailed results.

On Track for Graduation

A logistic regression analysis was conducted to predict being on track for graduation from group membership, controlling for race, lifetime financial holds, and being a transfer student. The overall model was significant (χ^2 (5, N=264) = 29.234, $p < .001$). Results revealed that LI students did not differ from TIP students on being on track for graduation (OR = 1.886, $p > .05$); however, TIP students were 4 times more likely than FNT students to be on track for

graduation ($p < .05$) and LI students were 5.5 times more likely than FNT students to be on track for graduation ($p < .005$; see Table 5). Group membership explains 11.2% of the variance in being on track for graduation.

Graduation Status

A logistic regression analysis was conducted to predict graduation status from group membership, controlling for race, lifetime financial hold, and being a transfer student. The overall model was non-significant (χ^2 (5, N=264) = 3.714, $p > .05$), as were all individual comparisons. See Table 5 for detailed results.

TIP Within Subjects Comparisons

Data Screening

The next set of analyses involves only the TIP group (N=120). Information about the utilization of TIP services was obtained from Champions. Data from Casey Foundation Questionnaires were also obtained and used to calculate total scores for each need category.

Five cases were removed for missing a large amount of data on any of the pre- or post-survey need categories (defined as missing ≥ 10% of responses). Data screening was then conducted on the remaining 115 cases. Total need category scores, TIP Total Contacts, and TIP Total Services were standardized into z-scores and examined for univariate outliers (i.e. scores falling 3 standard deviations (SDs) above or below the mean; Tabachnick & Fidell, 2007). Two outliers were identified and removed. Multivariate outliers were also examined. All variables were entered into a regression analysis, using ID as the dependent variable. Mahalanobis Distance was calculated and no additional outliers were identified. The final sample was comprised of 113 students.

Next, skewness and kurtosis were examined to assess for normality. Three variables did

not fall within the acceptable range of skew/kurtosis (+/-2). The number of Looking Forward Needs and the number of Study and Technology Concerns were positively skewed (2.772 and 2.013, respectively) and leptokurtic (5.979 and 5.741, respectively). The number of School or Program Concerns was leptokurtic (4.478). Per Tabachnick and Fidell (2007), these variables were square-root transformed. Subsequently, skew for Study and Technology Concerns (.291) and kurtosis for both School or Program Concerns and Study and Technology Concerns fell within the acceptable range (.360 and -.804, respectively). Skew and kurtosis remained unchanged for Looking Forward Needs (2.772 and 5.979, respectively). Therefore, transformed variables for School or Program Concerns and Study and Technology Concerns and the original values of Looking Forward Needs were used in the analyses. See Table 6 for descriptive statistics on the Casey variables and total utilization of TIP services.

There was a large number of missing Casey surveys. Specifically, 28 students (24.8%) completed the pre-survey; 14 students (12.4%) completed the post survey; and 12 students (10.6%) completed both surveys. Fifty-nine students (52.2%) did not complete either survey.

Chi-square tests of independence revealed no differences between those who completed one or more surveys and those who did not on race (χ^2 (6, N=113) = 11.691, $p > .05$), gender (χ^2 (3, N=113) = 1.450, $p > .05$), and being a transfer student (χ^2 (3, N=113) = .939, $p > .05$). Further, the groups did not differ on being substantiated for abuse and neglect (χ^2 (3, N=108) = 4.711, $p > .05$) or on having aged out of the welfare system with a permanency plan (χ^2 (3, N=109) = 4.469, $p > .05$).

A one-way analysis of variance revealed no differences between the groups on HS/Transfer GPA (F(3,113) = .318, $p > .05$); however, the groups did differ on age (F(3,114) = 17.155, $p < .001$). Compared to those who did not take either survey: students who took the pre-

survey only were on average 2.3 years older ($p < .001$); students who took the post-survey only were 1.6 years older ($p < .01$); and those who took both surveys were 1.5 years older ($p < .001$). There were no significant group differences in age between those who took one versus both surveys.

Descriptives on Program Utilization

A total of 82 students (73.2%) had ever used at least one of the 7 TIP services examined. On average, students made 12 contacts with program staff or champions ($X = 11.83$, $S.D. = 14.39$) and utilized about 2 services ($X = 1.77$, $S.D. = 1.66$) over the study period. Those services included Campus Coach ($N = 60$; 53.1%), advising ($N = 53$; 47.8%), care packages ($N = 40$; 35.4%), mentoring ($N = 19$; 16.8%), CAPS ($N = 14$; 12.4%), APEX ($N = 8$; 7.1%), and tutoring ($N = 5$; 4.4%). A total of 82 unique individuals (72.6%) received at least one program service beyond initial contact to enroll in the program.

TIP Service Utilization and Academic Outcomes

Logistic regression analyses revealed that those who ever utilized TIP services were 5.66 times more likely to be retained than those who did not (OR = 5.66, $p < .005$) and for each additional TIP service utilized, students were 1.5 times more likely to be retained (OR = 1.48, $p < .05$). Increased number of TIP contacts was nearly significant in predicting retention (OR=1.03, $p = .065$). In terms of specific types of TIP services, those who used the advising services were 8 times more likely to be retained than those who did not (OR = 8.06, $p < .001$) and those who utilized Campus Coach were 3.2 times more likely to be retained that those who did not (OR = 3.222, $p < .05$). See Table 7. The use of TIP services and frequency of TIP contacts did not predict any other academic outcomes including GPA, lifetime probation, use of remedial classes, being on track for graduation, and graduation status.

Casey Pre-Survey Scores Predicting Utilization of TIP Services

Table 8 presents Pearson's Correlations between total scores for the 7 pre-survey needs, the frequency of contacts with TIP staff and champions, and the number of unique types of services utilized. As shown in the table, none of the Needs categories were significantly correlated with the number of TIP contacts or services sought. See Table 8.

Utilization of TIP Services Predicting Casey Post-Survey Scores

Table 9 presents Pearson's Correlations between total scores for the 8 post-survey concerns, the frequency of contacts with TIP staff and champions and the number of unique types of services utilized. The number of unique TIP services sought was moderately correlated with Financial Aid and Budgeting Concerns (Pearson's $r = .461$, $p < .05$). No other correlations were significant. Linear regression analyses were conducted to determine whether the number of unique TIP services utilized predicted the number of Financial Aid and Budgeting Concerns while controlling for age, gender, race, high school/transfer GPA, lifetime hold, substantiation for abuse and neglect, and permanency status. The overall model was non-significant ($F(8, 20) = 1.772$, $p > .05$; however, increased number of TIP services utilized was significant in predicting lower Financial Aid and Budgeting Concerns ($t = 3.007$, $p < .05$).

CHAPTER 4: DISCUSSION

The aims of this study were (1) to examine patterns of TIP service utilization, (2) to examine whether TIP service utilization is associated with academic outcomes, and (3) to compare the academic outcomes of TIP students to the academic outcomes of low income and foster non-TIP students.

This was the first study to compare TIP students to other college students and it adds to a small but growing literature on college-level interventions for foster youth. Strengths of the study include access to two years of academic data, the use of two control groups matched on semester of enrollment, and the ability to control for several 'third variables,' including race, academic 'holds,' and being a transfer student.

TIP Utilization and Academic Outcomes

Results suggest that TIP services are widely used by eligible students. On average, TIP students used 2 of 7 TIP services during the study period, and 73% of TIP students used at least one service. The most widely used TIP services were the campus coach (used by 53% of TIP students), advising services (used by 48% of TIP students), and care packages (received by 35% of TIP students). Notably, TIP students also tended to use the same services repeatedly. In particular, TIP students made an average of 12 contacts with program staff or champions during the study period.

The widespread use of TIP services is a significant strength of the program. While a variety of local, state, and federal services are available for emancipated foster youth, these services tend to be underutilized (Kirk & Day, 2011; Pergamit & Ernst, 2011). The TIP program has made services easily accessible in a number of ways (e.g. having multiple campus locations, collaborating with community organizations, actively reaching out to students, etc.) and has

succeeded in reaching a large proportion of eligible students. Nonetheless, it is important to note that 27% of TIP students did not use any program services. Barriers to service utilization may include lack of knowledge about existing services, distrust of the system, a learned inclination to survive on their own, and other preconceived notions from their foster care experiences about being worthy and asking for help. Future studies are needed to investigate these barriers and to explore ways to increase TIP utilization further.

Results also indicate that use of TIP services is associated with college retention. Specifically, TIP students who had used any program service were 5.7 times more likely to be retained than those who had not. Additionally, for each additional TIP service utilized, students were 1.5 more likely to be retained. In terms of specific types of TIP services, advising and meetings with the Campus Coach increased the likelihood of retention by 8 and 3.2 fold, respectively. No other types of TIP services were predictive of academic outcomes. It is possible that services involving personal contact with a caring individual (e.g. campus coach or advisor) play a more integral role in retention than services that do not involve personal contact, such as scholarships or care packages. These results are congruent with other data suggesting that social supports are vital for postsecondary success among foster youth. For example, in analyzing testimony given to Michigan policymakers by 43 high school and college students with foster care histories, Day, Riebschleger, Dworsky, Damashek, and Fogarty (2012) identified a lack of supportive relationships with caring adults as the most cited barrier to high school completion and college access. Furthermore, Merdinger et al., (2005) interviewed 216 foster youth who successfully completed a college degree and reported that social support was a major predictor of success. Specifically, 87% of their sample had a friend or a family member to ask for help or advice, including relationships with other former foster youth. Future studies are

needed to investigate ways in which social relationships and mentoring can be further strengthened among foster youth attending college.

Notably, the use of TIP services and frequency of TIP contacts did not predict any academic outcomes besides retention (i.e. GPA, lifetime probation, use of remedial classes, being on track for graduation, and graduation status). Perhaps retention is unique in that it can be observed immediately, as opposed to other academic outcomes, which may change more slowly and require longer intervention periods. Null effects may also be explained by small sample sizes and low statistical power. Future studies should re-examine academic outcomes upon further data collection over the next few years.

Scores on the Casey Life Skills pre and post-surveys were also largely unrelated to TIP service utilization. It is possible life skills and self-reported needs are simply not a factor in the decision to use TIP services. It is important to note, however, that a very small number of participants were included in these analyses and non-significant results may be due to low power.

Academic Outcomes of TIP Students Compared to Low Income and Foster Non-TIP Students

Between groups comparisons revealed that TIP students performed better than non-foster TIP students, but worse than low income students, across a range of academic outcomes including; GPA, lifetime probation status, first year retention, and being on track for graduation. These results suggest that TIP programming promotes better academic outcomes and makes a meaningful difference for foster youth in college. Results also suggest that emancipated foster youth face academic challenges, above and beyond those faced by their non-foster, low income peers. These challenges are wide-ranging and may include, limited social support and academic

guidance, increased financial hardships, housing instability, higher rates of trauma, and increased risk for mental health problems. Interventions that help to compensate for these specific challenges may help to reduce discrepancies between the academic performance of foster and non-foster, low-income college students. For example, university-sponsored free or reduced-fee housing, that is available even during university breaks, would be of great benefit to former foster youth. Additionally, programs that allow families in neighboring communities to host or sponsor college students with foster histories might (1) help to improve academic outcomes and (2) boost social engagement and relationship formation. As modeled by TIP, colleges can also play a more active role in expanding the social network of students by connecting them with other community resources (e.g. places of worship, volunteer organizations). Individual-level interventions may also be promising, particularly those focused on disseminating trauma-focused coping and mindfulness skills.

Limitations

Despite its strengths, this study had several notable limitations. First, the TIP sample was self-selected at many levels including: 1) restricted recruitment to students who disclosed their foster status on the FAFSA application; 2) voluntary participation in TIP services; and 3) voluntary disclosure of TIP involvement when seeking services from campus professionals or community partners. The nature of the TIP intervention does not allow for random assignment of foster students to the program, which minimizes our ability to confidently determine effectiveness.

Second, unequal sample sizes and imperfect matching further limited analyses. In particular, the FNT group was significantly smaller ($N = 26$) than the other two groups ($N = 120$ per group). Moreover, perfect matching with TIP on enrollment semester was not possible for

either group. Nineteen (15.8%) LI students were matched to the nearest neighbor and no matching was possible for the FNT group due to small sample size.

Third, there was a relatively large amount of missing data, particularly on the Casey Life Skills scales, despite efforts by the program staff to increase completion of pre and post surveys. These missing data limit both power and generalizability of findings.

Fourth the majority of data on program utilization is dependent on students' disclosure of their TIP involvement status, as well as the consistency with which individual champions' document meetings with TIP students. As such, self-reports may underrepresent service utilization, due to forgetting or inconsistent documentation.

Fifth, data are cross-sectional and groups are not randomly assigned. As a result, third variables may affect results. For example, many students in the foster non-TIP group were ineligible for TIP because they were over 23 years of age when they applied to college. Foster youth who apply to college later in life may differ from those who apply earlier in ways that can affect study results (e.g. income, social support).

Sixth, the TIP group was predominantly African American (55.8%) which is not reflective of the general foster population which is primary Caucasian (42% Caucasian, 24% African American; USDHHS AFCARS Report, 2015). Thus, findings may not generalize to the broader foster population.

Finally, the study used the Casey Life Skills instruments (as dictated by the funding source) to assess core areas of functioning that the program was designed to target. Notably, the Casey measures provide point-in-time data and do not allow for measurement of change over time. Furthermore, the Casey surveys are not appropriately standardized measures and are thus of questionable reliability and validity. Although moderate to good test-retest reliability

coefficients (.67 and .91; Casey Family Programs, 2003) were found for the original version from which these tools were derived, no psychometric properties are available for versions used in the program. Furthermore, the scales lack norming and uniformed scoring procedures. The scoring used for this study was a best-effort guess, which may partly explain difficulty in finding significant results. Additionally, reliable and valid comparisons to national samples (e.g. other foster students; general population) on life skills are not possible.

Conclusions and Future Directions

In sum, this study suggests that TIP program interventions are effective in improving academic outcomes of foster youth in comparison to foster youth who do not participate in TIP. Notably, the TIP program contains services that are replicable, fairly low cost and easy to provide. Consequently, results may inform other collegiate foster youth programs and evaluations.

There are numerous questions that this study cannot address. In particular, future studies should 1) replicate findings with larger sample sizes and continuously evaluate the effectiveness of TIP until the end of the 5-year program funding mark; 2) conduct a qualitative evaluation that captures the experience of those involved in TIP and the program's adherence to The Casey Framework of program development and student support (Casey Family Programs, 2010); and 3) compare the effectiveness of TIP to other programs targeting foster youth in college.

Table 1. WSU First Enrollment Semester by Group

First Semester at WSU	Group			Total
	TIP	LI	FNT	
Spring/Summer 06	0	1	0	**1**
Fall 07	8	8	0	**16**
Fall 08	6	6	0	**12**
Winter 09	2	2	0	**4**
Fall 09	13	13	2	**28**
Winter 10	1	1	0	**2**
Spring/Summer 10	1	1	1	**3**
Fall 10	15	15	0	**30**
Winter 11	1	1	0	**2**
Spring/Summer 11	1	1	0	**2**
Fall 11	17	18	3	**38**
Winter 12	1	1	0	**2**
Spring/Summer 12	3	3	0	**6**
Fall 12	29	44	10	**83**
Winter 13	1	3	2	**6**
Spring/Summer 13	2	2	4	**8**
Fall 13	14	0	1	**15**
Winter 14	1	0	0	**1**
Missing	3	0	0	**3**
TOTAL	**120**	**120**	**24**	**264**

Note. TIP = Transition to Independence Program Group. LI = Low-Income Group. FNT = Foster Non-TIP Group. The TIP and LI groups were matched and did not significantly vary on Enrollment Semester. The Foster Non-TIP group was not matched and significantly differed from the other 2 groups.

Table 2. Means, Standard Deviations, and Percentages of Predictor Variables by Group

Variable	Group			Statistical Test	
	TIP	LI	FNT	F (2, 263)	Sig
	Mean (SD)	Mean (SD)	Mean (SD)		
Age	20.18 (1.77)	20.05 (2.01)	20.42 (1.74)	.428	.652
HS/Transfer GPA	3.01 (.59)	3.10 (.63)	2.88 (.52)	1.520	.221
				χ^2 (df) Cramer's *V*	Sig
	% (N)	% (N)	%(N)		
Gender				.452 (2)	.798
Male	33.3% (*N*=40)	35.8% (*N*=43)	29.2% (*N*=7)	.041	
Female	66.7% (*N*=80)	64.2% (*N*=77)	70.8% (*N*=17)		
Race				29.718 (4)*	.000
Black/African American	55.8% (*N*=67)	25.8% (*N*=31)	58.3% (*N*=14)	.237	
White/Caucasian	30% (*N*=36)	39.2% (*N*=47)	12.5% (*N*=3)		
Other	14.2% (*N*=17)	35% (*N*=42)	29.2% (N=7)		
Lifetime Financial Hold				20.374 (2)*	.000
At Least One Hold	41.7% (*N*=50)	33.3% (*N*=40)	___	.287	
None	45% (*N*=54)	66.7% (*N*=80)	100% (*N*=24)		
Transfer Student				12.647 (2)*	.002
WSU 1st College Enrollment	67.5% (*N*=81)	79.2% (*N*=95)	37.5% (*N*=9)	.220	
Transfer Student	32.5% (*N*=39)	20.8% (*N*=25)	50% (*N*=12)		
Class Rank				.001	.973
Sophomore or Lower	51.7% (*N*=62)	54.2% (*N*=65)	___	.002	
Junior or Higher	43.3% (*N*=52)	45.8% (*N*=55)	___		

Note. Difference from 100% is due to missing values. Dashes indicate that the group has no data for that category. TIP = Transition to Independence Program Group. LI = Low-Income Group. FNT = Foster Non-TIP Group. SD = Standard Deviation.
*Statistically significant difference (p<.005)

Table 3. Summary of Binary Logistic Regression Analyses on Group Membership Predicting Lifetime Financial Hold and Being a Transfer Student

Predictor	β	S.E.	Wald	df	Sig	Exp(B) (95% CI)
Group (Reference Category)						
Lifetime Financial Hold						
TIP (LI)	**.616**	**.276**	**4.995**	**1**	**.025**	**1.852* (1.079 – 3.179)**
FNT (TIP)	-21.126	8204.356	0	1	.998	0
LI (FNT)	20.510	8204.398	0	1	8077+5	0
Transfer Student						
TIP (LI)	**.604**	**.298**	**4.123**	**1**	**.042**	**1.830* (1.021 – 3.278)**
FNT (TIP)	**1.019**	**.482**	**4.464**	**1**	**0.035**	**2.769* (1.076 – 7.124)**
FNT (LI)	**1.623**	**.495**	**10.749**	**1**	**.001**	**5.067** (1.921 – 13.367)**

Notes. TIP = Transition to Independence Program Group. LI = Low-Income Group. FNT = Foster Non-TIP Group. SE= Standard Error.
*$p < .05$
**$p < .005$

Table 4. Means, Standard Deviations, and Percentages of Academic Outcome Variables by Group

Variable	Group			Statistical Test	
	TIP	LI	FNT	F (2, 264)	Sig
Mean (SD) of Cumulative GPA Y1	2.25 (1.08)	2.76 (.77)	1.82 (1.24)	12.095**	.000
Mean (SD) of Cumulative GPA Y2	2.24 (1.07)	2.79 (.75)	1.95 (1.21)	13.551**	.000
				□^{2} (2)	Sig
% Lifetime Probation	31.7% (N=38)	20.8% (N=25)	33.3% (N=8)	4.138	.126
% First Year Retention	58.3% (N=70)	85.8% (N=103)	33.3% (N=8)	36.250**	.000
% At Least One Remedial Course	28.6% (N=34)	16.7% (N=20)	16.7% (N=4)	5.372	.068
% On Track for Graduation	60% (N=72)	76.7% (N=92)	50% (N=12)	10.800*	.005
% Graduated by Y2	13.3% (N=16)	18.3% (N=22)	4.2% (N=1)	3.550	.169

Notes. TIP = Transition to Independence Program Group. LI = Low-Income Group. FNT = Foster Non-TIP Group.
*$p < .05$
**$p < .001$

Table 5. Logistic Regression Analyses for Group Membership Predicting Academic Performance Variables

Predictor *Group (Reference Category)*	χ^2 (df)	Sig	β	S.E.	Wald	df	Sig.	Exp (B) (95% CI)
Lifetime Probation Status	32.516 (5)	.000**						
TIP (LI)			**.698***	**.339**	**4.249**	**1**	**.039**	**2.010 (1.035 – 3.902)**
FNT (TIP)			.998	.547	3.329	1	.068	2.712 (.929 – 7.921)
FNT (LI)			**1.696****	**.567**	**8.954**	**1**	**.003**	**5.450 (1.795 – 16.550)**
First Year Retention	56.212 (5)	.000**						
LI (TIP)			**1.551****	**.359**	**18.648**	**1**	**.000**	**4.716 (2.333 – 9.535)**
TIP (FNT)			**1.324***	**.531**	**6.225**	**1**	**.013**	**3.760 (1.328 – 10.641)**
LI (FNT)			**2.875****	**.581**	**24.495**	**1**	**.000**	**17.732 (5.678 – 55.371)**
At Least One Remedial Course	8.428 (5)	.134						
TIP (FNT)			.241	.630	.147	1	.702	1.273 (.370 – 4.379)
TIP (LI)			**.802***	**.355**	**5.102**	**1**	**.024**	**2.230 (1.112 – 4.473)**
FNT (LI)			.561	.649	.748	1	.387	1.752 (.491 – 6.246)
On Track for Graduation	29.234 (5)	.000**						
LI (TIP)			.634	.330	3.689	1	.055	1.886 (.987 – 3.604)
TIP (FNT)			**1.079***	**.535**	**4.063**	**1**	**.044**	**2.940 (1.030 – 8.392)**
LI (FNT)			**1.713****	**.552**	**9.633**	**1**	**.002**	**5.546 (1.880 – 16.358)**
Graduated by Y2	3.714 (5)	.591						
LI (TIP)			.196	.388	.257	1	.612	1.217 (.569 – 2.601)
TIP (FNT)			1.418	1.080	1.726	1	.189	4.130 (.498 – 34.274)
LI (FNT)			1.615	1.081	2.231	1	.135	5.027 (.604 – 41.832)

Note. TIP = Transition to Independence Program Group. LI = Low-Income Group. FNT = Foster Non-TIP Group. SE= Standard Error.
*$p < .05$
**$p < .005$

Table 6. TIP Students' Frequency of Needs and Concerns in Casey Pre- and Post-Surveys and Total Utilization of TIP Services

Category	N (%)	Mean (SD)	Min – Max	Skew		Kurtosis	
Pre-Survey: Needs Totals (Items)				Statistic	SE	Statistic	SE
Daily Living (17)	40 (35)	.98 (1.31)	0 – 4	1.2	.374	.21	.733
Self Care (17)	40 (35)	1.28 (1.62)	0 – 5	1.098	.374	.12	.733
Relationships & Communication (18)	40 (35)	0.9 (1.32)	0 – 5	1.612	.374	1.995	.733
Housing & Money Management (23)	40 (35)	3.3 (4.24)	0 – 16	1.567	.374	1.759	.733
Work and Study Life (20)	40 (35)	1.4 (1.80)	0 – 6	1.236	.374	.373	.733
Career and Education Planning (9)	40 (35)	1.25 (1.97)	0 – 7	1.557	.374	1.47	.733
Looking Forward (8)	40 (35)	0.1 (.30)	0 – 1	2.772	.374	5.979	.733
Post-Survey: Concerns Totals							
School or Program (17)[+]	26 (23)	1.31(.78)	0 – 10*	.092	.456	.360	.887
Motivation and Participation (19)	26 (23)	2.46 (2.23)	0 – 9	1.307	.456	1.798	.887
Study and Technology (22)[+]	25 (22.1)	.90 (.83)	0 – 8*	.291	.464	-.804	.902
Supports (16)	26 (23)	2.50 (2.08)	0 – 8	.733	.456	.343	.887
Financial Aid and Budgeting (7)	26 (23)	2.00 (1.74)	0 – 5	.294	.456	-1.129	.887
Health (15)	25 (22.1)	5.12 (3.70)	0 – 15	.889	.464	.559	.902
Career and Education (4)	25 (22.1)	0.464(.58)	0 – 2	.936	.464	-.003	.902
Foster Care Issues (5)	25 (22.1)	2.04 (1.34)	0 – 4	.148	.464	-1.121	.902
TIP Total Contacts	113 (100)	11.83 (14.39)	0 – 59	1.566	.227	1.634	.451
TIP Total Services	112 (99.1)	1.77 (1.66)	0 – 6	.811	.228	-.244	.453

Notes. N = Number of students of who completed that section; % = Percentage; SD = Standard Deviation; Min = Minimum Value; Max = Maximum Value; SE = Standard Error

[+] Variable is square-root-transformed

* Values used prior to transformation

Table 7. Significant Logistic Regression Analyses Predicting First Year Retention from TIP Utilization

Model	χ^2 (df)	Sig	β	S.E.	Wald	df	Sig.	Exp (B) (95% CI)
First Year Retention (Y/N)	**36.022 (8)**	**.000****						
Age			0.396	0.15	6.943	1	0.008	1.485
Race (BWO)			-0.349	0.331	1.111	1	0.292	0.705
Gender			-0.241	0.526	0.211	1	0.646	0.785
High School/Transfer GPA			0.896	0.422	4.508	1	0.034	2.449
Lifetime Financial Hold			-1.392	0.515	7.303	1	0.007	0.248
Substantiated for Abuse/Neglect			-0.311	0.715	0.189	1	0.663	0.733
Permanency Status			-0.522	0.612	0.726	1	0.394	0.593
Ever Used TIP (Y/N)			1.733	0.598	8.397	1	0.004	5.658
First Year Retention (Y/N)	**33.839 (8)**	**.000****						
Age			0.376	0.145	6.72	1	0.01	1.456
Race (BWO)			-0.297	0.333	0.797	1	0.372	0.743
Gender			-0.07	0.528	0.017	1	0.895	0.933
High School/Transfer GPA			0.802	0.415	3.737	1	0.053	2.231
Lifetime Financial Hold			-1.685	0.514	10.737	1	0.001	0.185
Substantiated Abuse/Neglect			-0.208	0.694	0.09	1	0.765	0.812
Permanency Status			-0.359	0.604	0.353	1	0.552	0.698
Types of TIP Services			0.389	0.155	6.303	1	0.012	1.476
First Year Retention (Y/N)	**32.204 (8)**	**.000****						
Age			0.367	0.143	6.556	1	0.01	1.443
Race (BWO)			-0.264	0.33	0.638	1	0.424	0.768
Gender			-0.226	0.514	0.194	1	0.66	0.798
High School/Transfer GPA			0.891	0.416	4.584	1	0.032	2.438
Lifetime Financial Hold			-1.61	0.504	10.18	1	0.001	0.2
Substantiated Abuse/Neglect			-0.311	0.684	0.207	1	0.649	0.733
Permanency Status			-0.408	0.594	0.472	1	0.492	0.665
Campus Coach (Y/N)			1.17	0.514	5.182	1	0.023	3.222
First Year Retention (Y/N)	**43.328 (8)**	**.000****						
Age			0.452	0.161	7.891	1	0.005	1.572
Race (BWO)			-0.323	0.347	0.865	1	0.352	0.724
Gender			-0.329	0.557	0.349	1	0.554	0.719
High School/Transfer GPA			0.757	0.436	3.019	1	0.082	2.133
Lifetime Financial Hold			-1.275	0.537	5.634	1	0.018	0.28
Substantiated Abuse/Neglect			0.149	0.734	0.041	1	0.84	1.16
Permanency Status			-0.683	0.64	1.139	1	0.286	0.505
Advising (Y/N)			2.086	0.566	13.608	1	0.000	8.056

*$p < .05$
**$p < .005$

Table 8. Pearson's Correlation between Casey Pre-Survey Categories of Needs and Frequency of TIP Contacts and Services

	1	2	3	4	5	6	7	8	9
1. TIP Total Contacts	1								
2. TIP Total Services	**.854****	1							
3. Daily Living	-0.094	-0.04	1						
4. Self Care	-0.22	-0.161	**.645****	1					
5. Relationship & Communication	-0.175	-0.119	**.563****	**.615****	1				
6. Housing & Management	-0.254	-0.162	**.628****	**.660****	**.556****	1			
7. Work Study	-0.167	-0.109	**.648****	**.659****	**.484****	**.704****	1		
8. Career & Education	-0.218	-0.071	**.410****	**.340***	0.227	**.702****	**.631****	1	
9. Looking Forward	0.142	0.073	0.071	-0.005	-0.167	0.036	-0.122	-0.086	1

*$p < .05$
**$p < .01$

Table 9. Pearson's Correlation between Casey Post-Survey Categories of Concerns and Frequency of TIP Contacts and Services

	1	2	3	4	5	6	7	8	9	10
1. TIP Total Contacts	1									
2. TIP Total Services	**.854****	1								
3. School or Program	0.105	0.06	1							
4. Motivation & Participation	0.205	0.146	**.774****	1						
5. Study & Technology	0.131	0.023	**.795****	**.688****	1					
6. Supports	0.336	0.195	**.692****	**.688****	**.798****	1				
7. Financial Aid & Budgeting	0.382	**.461***	**.393***	**.442***	**.500***	**.595****	1			
8. Health	0.016	-0.161	0.238	.463*	0.047	0.014	0.013	1		
9. Career & Education	0.151	0.193	0.015	0.019	-0.041	-0.029	0.161	-0.083	1	
10. Foster Care Issues	0.219	0.062	0.237	0.326	0.223	**.527****	0.263	0.344	0.03	1

*$p < .05$
**$p < .01$

Figure 1. TIP Students Compared to the WSU Undergraduate Population Race, Age, and WSU 1st College Enrollment

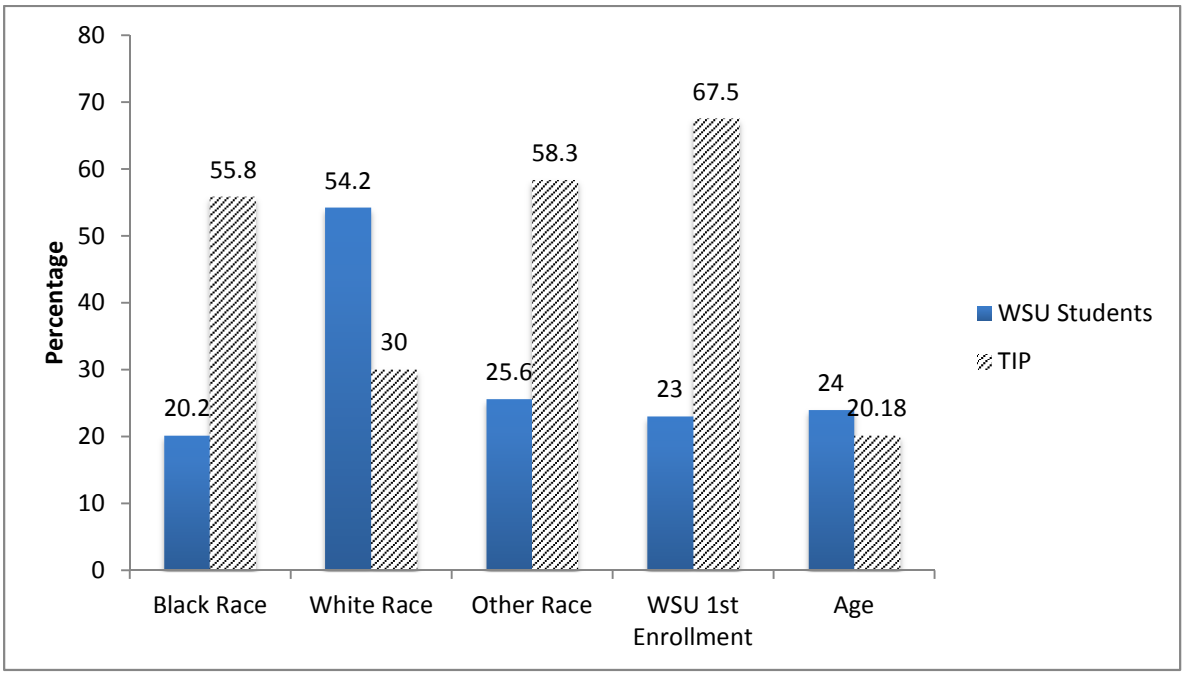


Figure 2. Low-Income Students Compared to the WSU Undergraduate Population on Race, Age, and WSU 1st College Enrollment

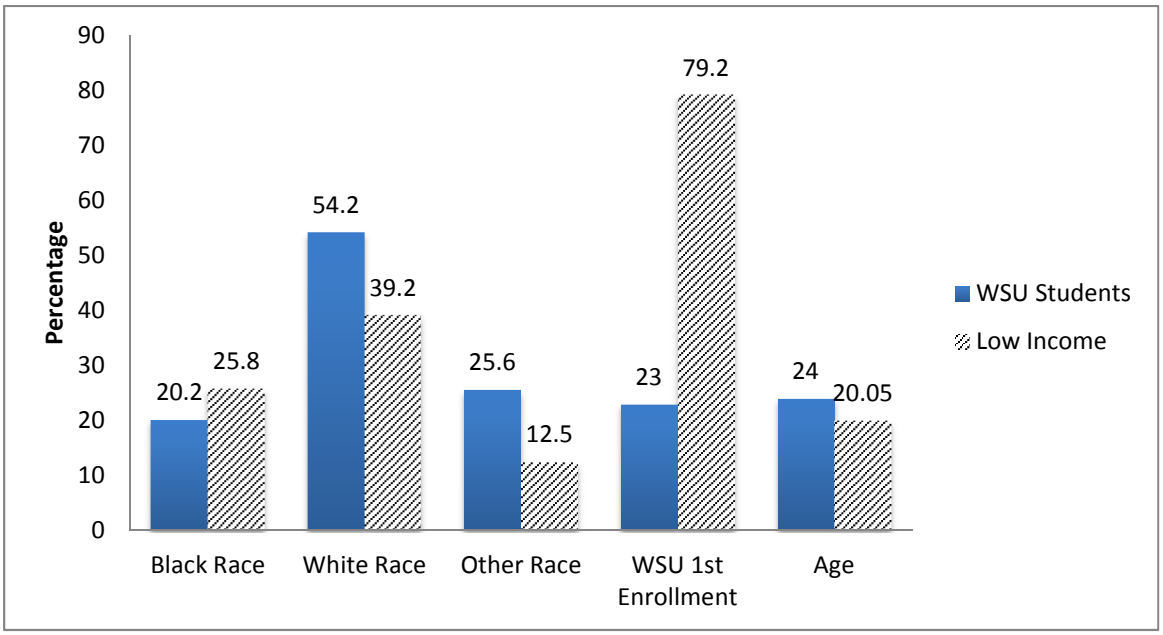
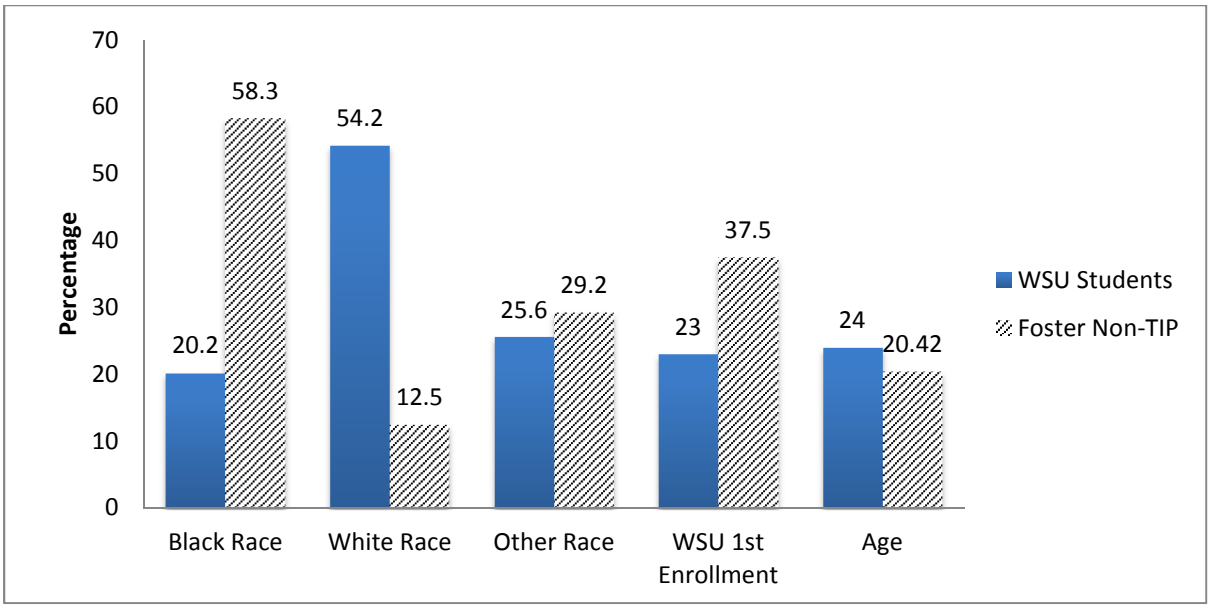


Figure 3. Foster Non-TIP Students Compared to the WSU Undergraduate Population on Race, Age, and WSU 1st College Enrollment



APPENDIX A: TIP BROCHURE

The Transition to Independence Program offers a 24 hour Campus Coach who will assist with:

- Crisis Support
- Peer to Peer Mentoring
- Career Based Mentoring
- Tutoring Services
- Academic Advising
- Financial Aid Assistance
- Counseling (group or individual)
- Housing Assistance
- Employment Assistance
- Student Disability Services
- Health Care Services
- Community Activities
- Money Management
- Life Skills Course
- Leadership Opportunities
- Assistance with Navigating the Community Supports of Agencies like the Department Of Human Services.

Contact Us

TIP Wayne State
Thompson Home Room 409
4756 Cass Ave
Detroit, MI 48202

Office Phone:
(313) 577-0063
Cellular Phone:
(313) 576-6985

waynestatetip@gmail.com

www.tipwaynestate.org

https://twitter.com/TIPWayneState

Find us on Facebook

Foster Care and Higher Education

Transition to Independence Program at Wayne State University

TIP Wayne State

Creating a home for foster care youth in the learning community.

www.tipwaynestate.org

Coaching, Confidence, and Careers

TIP Wayne State works to address the academic and social barriers of foster care through offering students great Coaching, Confidence, and preparation for a Career.

We give great **Coaching** to students through:
- Peer & Career Mentoring
- Tutoring
- Pro Bono Legal Aid

We give great **Confidence** to students through:
- Public speaking & performance opportunities
- Meeting with policy makers
- Serving on the student leadership council

We prepare students for great **Careers** through:
- Career assessments
- Internships
- Helping students Graduate!

WAYNE STATE

How do young adults qualify for TIP Wayne State services?

ALL Foster Care Alumni enrolled at Wayne State University qualify for TIP Wayne State services in one of two ways.

Through our DHS Grant

- Young Adults who are State of Michigan verified to have been in foster care on or after their 14th birthday and...
- Youth who were adopted on or after their 16th birthday all qualify!

Through our WSU Grant

- Adoptees
- Guardianships
- Former juvenile justice
- Orphans
- Unaccompanied Minors
- And foster care youth over the age of 21 all qualify for services!

Connections

"...creating lasting personal and professional connections. "

The Transition to Independence Program at Wayne State University (TIP Wayne State) works to increase college access and improve graduation rates of foster care youth in Southeast Michigan through research, advocacy, financial and academic support, all while helping students to create lasting personal and professional connections.

Community and University Partners

Community Partners:
- Big Family of Michigan
- Child Safe of Michigan
- Detroit Employment Solutions
- Lutheran Social Services of Michigan
- Park West Foundation
- Wayne County Department of Human Services
- Wayne County Family Court
- Wayne County Community College District

Wayne State Partners:
- Academic Success Center
- Career Placement and Planning
- Counseling and Psychological Services
- Dean of Students
- Educational Opportunities Center
- Financial Aid
- Housing and Residential Life
- Office of Admissions
- Office of the Provost
- Student Disability Services

APPENDIX B: APX1000 SYLLABUS

Wayne State University

APX1000 - Learning Strategies for College Success

Transition to Independence Program (TIP)

Winter 2014

Instructor: Dinah Ayna, M.Sc.
Class Location: 0217 State Hall
E-mail: dinah.ayna@wayne.edu
Phone Number: (313) 577-8380
Office: The Rackham Building, 60 Farnsworth St., 2nd Floor, Room 201.3
Office Hours: After class or by appointment
Class Time: Mondays 3:00 p.m. – 4:50 p.m.

Class Nature and Philosophy:
This class is part of the APEX Scholars program of the Transition to Independence Program (TIP) at Wayne State University (WSU). The goal of this class is to provide students with academic skills, life skills, and psychological skills believed to help them succeed not only in college, but also in employment settings as well. This section is specifically designed for students in the TIP program and will address some of the unique challenges that individuals aging out of the foster care system face upon entering college.

Required Material:
Note: All material can be found at Marwill's and WSU Barnes & Noble bookstores.

1) *Textbook:* No textbook is required for this class. Instead, handouts and reading materials will be assigned and provided in class and/or via blackboard.

2) *3-Ring Binder:* You will need at least 1, 3-inch binder, in order to organize hand-outs and other materials for the class. The organization of this binder is part of your evaluation for the class.

3) *3-Ring Tab Dividers:* You will need 14, 3-ring tab dividers, one for each session.

4) *Notebook and Pens/Pencils:* You will need one notebook and/or note sheets to include in the binder.

Course Objectives:
APX1000 is part of the APEX Scholars Program and its successful completion contributes towards satisfying pre-requisites for undergraduate admission status at WSU.

Objectives for this class include:

1. Acquiring knowledge from class instructor and community members in the following areas: academics, finance, housing, physical health, mental health, socialization, and employment;
2. Acquiring the ability to apply those skills in a variety of life situations;
3. Identifying resources available to you both on and off campus.

Grading:
All papers should follow the following format: double-spaced, 12-point, Times New Roman font, and 1-inch margins. Student peer mentors are required to complete the following assignments as well as provide guidance to their mentees.

Personal Paper (due at the beginning of session 3, February 3rd): One page describing your personal strengths and how they helped you throughout your life. Also, discuss some areas in which you would like to grow, and how you expect/hope this class will help you. This Paper is worth 160 points.

Organized Binder: You are expected to organize the information given to you in this class into a binder, properly tabulated. This binder will continue to be built from the first day of class and will serve as a textbook reference to you. Creating the binder is worth 8 points. Properly filing information for every session is worth 8 points each. This syllabus is the first item that should go in your binder. There are 14 sessions in this class for a total of

120 points.

Class Attendance and Participation: You are expected to attend and actively participate in classroom activities and discussions. Explaining how you apply your skills is part of the grading in this section. Missing more than 2 classes will automatically result in losing the participation points for the class. Excused absences are congruent with the excuses for missing an exam explained below. You will still be responsible for the material in a session you miss. *Being more than 10 minutes late will be considered an absence.* Actively attending each class is worth 10 points. There are 14 sessions for a total of 140 points.

Quizzes: You are required to take 3 quizzes for this class via Blackboard. Quizzes will be available one week prior to the date they are due and will expire at noon of the day that they are due. Quizzes will cover material discussed in class up to that point. Just by taking the quiz, you earn 10 points. Each quiz will be 5 questions. Each question is worth 10 points, and thus each quiz is worth 60 points. The total possible points earned for quizzes are 180 points.

Group Presentation (on the last day of class): Groups of 3-5 people will be assigned to work together on a field project and present about it to the class. These groups should be determined by February 10th. For this assignment, you will be asked to collect data about a particular subject relevant to the class (e.g. employment, housing, fitness, etc…). This would include researching and field visits to gather this data via interviews, flyers, website info, etc. Each group will decide on the topic and divide responsibilities among themselves. Each group will also schedule a meeting with the class instructor to discuss the plan and allocation of responsibility by February 3rd. During this meeting, the instructor will break down the point allocation for different aspects of your individual project. Each student in the group will present 3-5 minutes on what they did and report conclusions to the class. The presentation is worth 200 points.

Notes on Missing a Quiz: You must have a University-approved excuse in order to miss a quiz. These are congruent with University-approved excuses for missing an exam. If you miss a quiz without such an excuse, you will receive a zero for that quiz. (There are rare exceptions, such as military service or mandatory court dates, for which you may also miss an exam. ***Ask***

first before assuming that your excuse fits one of these exceptions.)

University-approved excuses for missing an exam:

1) You must attend a University-approved team, band, or orchestra function that occurs at the time of the exam. (The same day is not sufficient unless you must travel out of town.) **You must let the instructor know of the event at least one week before the exam, and you must provide documentation of the function to be excused.**
2) You have a religious holiday that requires that you not attend class at the time of the exam. **You must let the instructor know of the holiday at least one week before the exam to be excused. (**Please review the dates of exams now if this could pose a conflict for you.)
3) You are ill AND you bring the instructor a doctor's note dated the day of the exam. **You must let the instructor know of the illness no later than one hour before the start of the exam to be excused.**
4) A family member's funeral occurs on the day of the exam. **You must bring a note from the funeral home or other appropriate location indicating your attendance at the funeral.**

Failure to meet these requirements will result in a zero for the quiz. If you do meet one of the requirements to take a make-up quiz, the make-up quiz may be either a multiple choice/short answer quiz or an essay quiz, at the instructor's discretion.

Extra Credit Opportunity:
Personal Paper 2 (due last day of class): This is a one-page paper that describes what you learned in class and how you plan to use material from this class in the future. You can earn up to 50 points by submitting this paper.

Posting of Grades:
All grades will be posted under the lecture BlackBoard site. During the semester, you can always check your grades on BlackBoard. It is your responsibility to follow-up with the instructor on the posting of grades. Final grades will be posted on Wayne State University's Pipeline System. In

sum, your grade in this class is comprised of these components as follows:
Personal Paper: 160 points
Organized Binder: 120 points
Class Attendance and Participation: 14 @ 10 points each for total of 140 points
Quizzes: 3 @ 60 points each for a total of 180 points
Final Presentation: 200 points
Total: 800 points

Your Final Grade will be displayed through pipeline (www.pipeline.wayne.edu) and will be determined as follows:

A: 89% - 100% = 712 – 800 points	**C:** 72% - 75% = 576 – 607 points
B+: 86% - 88% = 688 – 711 points	**C-:** 69% - 71% = 552 – 575 points
B: 82% - 85% = 656 – 687 points	**D+:** 66% - 68% = 528 – 551 points
B-: 79% - 81% = 632 – 655 points	**D:** 62% - 65% = 496 – 527 points
C+: 76% - 78% = 608 – 631 points	**D-:** 60% - 61% = 480 – 495 points
F: < 60% = < 480 points	

General Class Format:

1. Every session (except for the first 2 sessions) will begin with a mindfulness exercise.
2. If applicable, homework/quizzes will then be reviewed and questions/concerns addressed.
3. Each session, 2-3 students will report to the class on skills they attempted to use in the previous week. Students who are not presenting are expected to listen carefully and provide feedback/suggestions/comments on the application of the skills. Here is how this will work:
    a. Every week, I will randomly pick 2-3 students to present during class. This means that you must come prepared to discuss the skill in every session. Each student will discuss skills at least twice throughout the semester.
    b. When you present, you are required to pick a skill that worked and another that did not, and discuss those with the class. You can disclose as much or as little as you wish, but you must give enough information to allow us to determine how you used the skill. Each student will get 5-7 minutes.
4. Lecture material will be presented.

5. Upcoming assignment(s) will be discussed.

Communication:
Communication between you and me will take place primarily in class and via email and the BlackBoard system. Therefore, you must have an active WSU username and password in order to use the university webmail and blackboard system. The WSU username is the same as your Access ID, comprised of two letters and 4 numbers such as bb8181.

Email: All communication will be sent to the Access ID address. If you do not use that address for your e-mail, please arrange for your Access ID address to forward to whatever address you do use. This takes about 5 minutes to do. ***See me if you need help setting this up***. Please, remember that I will **ONLY** communicate through Wayne State accounts, and WILL NOT be responsible for communication through other accounts. I highly recommend you check your email regularly, at least once a day.

Blackboard: Relevant course documents, announcements, and course grades will be posted on the APX1000 Blackboard site, www.blackboard.wayne.edu. Your access to blackboard will be automatically activated when you register for this class. You will also receive **announcements** through the blackboard system. In case a change is made to the course schedule, reading assignments, possible class cancellation, or other aspect of the schedule during the semester, an announcement will be posted on Blackboard. Whenever possible, an announcement will also be made in class prior to the change. Therefore, you will be responsible for all announcements, whether you attend class or not.

Policy on Disruptive/Disrespectful Classroom Behavior:
It is expected that you will treat your peers and instructor with respect. This includes, but is not limited to, listening attentively to others and refraining from using inappropriate or threatening language. Disruptive/disrespectful classroom behavior will be dealt with on a case-by-case basis.

Policy on the Use of Cellular Phones and Other Electronic Devices:
The use of cell phones in class, whether talking or texting, can be disturbing to you and your colleagues seated nearby. Therefore, it is required that you turn off your phone or put it on silent. If you need to receive or make an urgent phone call, please, step outside the lecture room to do so. Violations to this policy will be dealt with on a case-by-case basis, and consequences

may include, but are not limited to, losing points for class participation, other point deduction, and/or dismissal from class.

Because this class is a skills-based, application class, it is important that you fully engage and participate in the sessions. Therefore, the use of electronic devices such as note-taking devices (e.g. laptops, notebooks, phones) is prohibited.

Student Disability Services Accommodations (SDS):
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours or a scheduled appointment to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. SDS Champion is Michael Bray.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Academic Dishonesty:
APEX Scholars Program views all acts of academic dishonesty, including cheating and plagiarism, as gross violations of appropriate student conduct and supports the use of disciplinary actions in response to all acts of dishonesty, including failing the class or dismissal from the university (http://apex.wayne.edu/disenrollment.php).

If you are having trouble in class, there are some options you have (and some you don't):
If you are having difficulty with some aspect of the material for the class, or for the class as a whole, you can always talk to me. Additionally, you can always get assistance from the Academic Success Center at Room 1600 of

the Adamany Undergraduate Library, Tel. (313) 577-3165.

Falling behind:
It sometimes happens that students find themselves unable to keep up with the demands of the semester. If that happens to you, for whatever reason (family matters, personal issues, health, and so on), it is best to speak to me as early in the semester as possible. **Don't** wait until the semester is almost over to seek assistance.

Class Withdrawal Policy:
The last day to withdraw from the class is Sunday, March 23rd. If you decide to drop this course for any reason, you are allowed to do so up until March 23, with a few exceptions. To drop the class, you log on to Pipeline and request the drop. See WSU's Registration Calendar for more details.
If you drop the course after January 17th, you are contractually obligated to pay for the course, regardless of whether or not a "W" appears on your transcript.
If the drop request occurs before March 24th, the request will be forwarded to me by email, and I will either approve or deny it. In general, I will approve requests to drop the course, except under extraordinary circumstances (for example, I will NOT allow students who violate the Academic Integrity policy in any way to drop the course under any circumstance).

Miscellaneous Topics of Importance

Incompletes:
A grade of incomplete will be given in this course in only the most extreme and compelling of circumstances. Work not done or submitted too late will be graded as zero toward course grades. You are not allowed to take an incomplete in the course as a way to avoid failing the course.

Requests for reconsidering a grade:
If you feel that a paper or other work you submitted was improperly evaluated, you can ask to have it reviewed and the grade reconsidered. To do this, **prepare a written statement** (one or two paragraphs) explaining what you believe to be erroneous about the grade, including evidence (for example, a statement from the handouts that supports your position) to support your argument. While I am decidedly unreceptive to being asked to review work simply because a poor grade was received, I truly appreciate

the opportunity to correct a mistake. Please recognize that a new grade based on a re-evaluation of an answer could be lower or higher than the original grade.

If you need help:
Please feel free to ask me questions during and after class, email, or during office hours. I am happy to sit down and discuss the material with you. Here are some additional **WSU resources** for you:

- *Academic Success Center*: http://www.success.wayne.edu/ (Tel. 313 577 3165)
- *Counseling and Psychological Services (CAPS):* http://www.caps.wayne.edu (Tel. 313 577 3398) – Champion Steve Press
- *313 Project:* Provides legal assistance ranging from traffic issues to ensuring eligible students receive Young Adult Voluntary Foster Care payment stipend. Contact Aisa Villarosa at isamv@gmail.com.
- *Advising Center: (*313) 577-2680
- *Psychology Clinic:* (313) 577-2840; in case of an emergency, please call the Emergency Telephone Service, a 24-hour crisis hotline, at (313) 224-7000, or go to the nearest hospital or emergency room. Emergency rooms (ER) close to the WSU campus include Detroit Receiving Hospital (4201 St. Antoine St., Detroit, MI 48201; Tel. 313 745-3000) and DMC Sinai-Grace Hospital (6071 W. Outer Dr., Detroit, MI 48235; Tel. 313 966-1550)
- *Writing Center:* (313) 577-2544
- *Learning Community Program:* (313) 577-2254 – **Champion Corey Soper**
- *Classmates!* Please write down the name and email address of at least 2 classmates. Your classmates can be your greatest resource!
  Name _____ Email/Phone #: _____
  Name _____ Email/Phone #: _____

And some **Off Campus Resources:**

- Michigan Department of Human Services (**Champion Sheri Bailey**) – Housing, Food, Daycare, Emergency Services, Youth In Transition funds and Michigan Youth Opportunity Initiative (**Champion Suzanne Reid**).
- Park West Foundation (**Champion Saba Gebrai**) –Assistance with basic and more intricate needs as well as becoming part of Blue Babies which allows for community service and leadership positions.
- Lutheran Social Services of Michigan- Education Training Vouchers (**Champion Rico Spencer**) for eligible students
- PNC Bank – Financial Literacy and Assistance

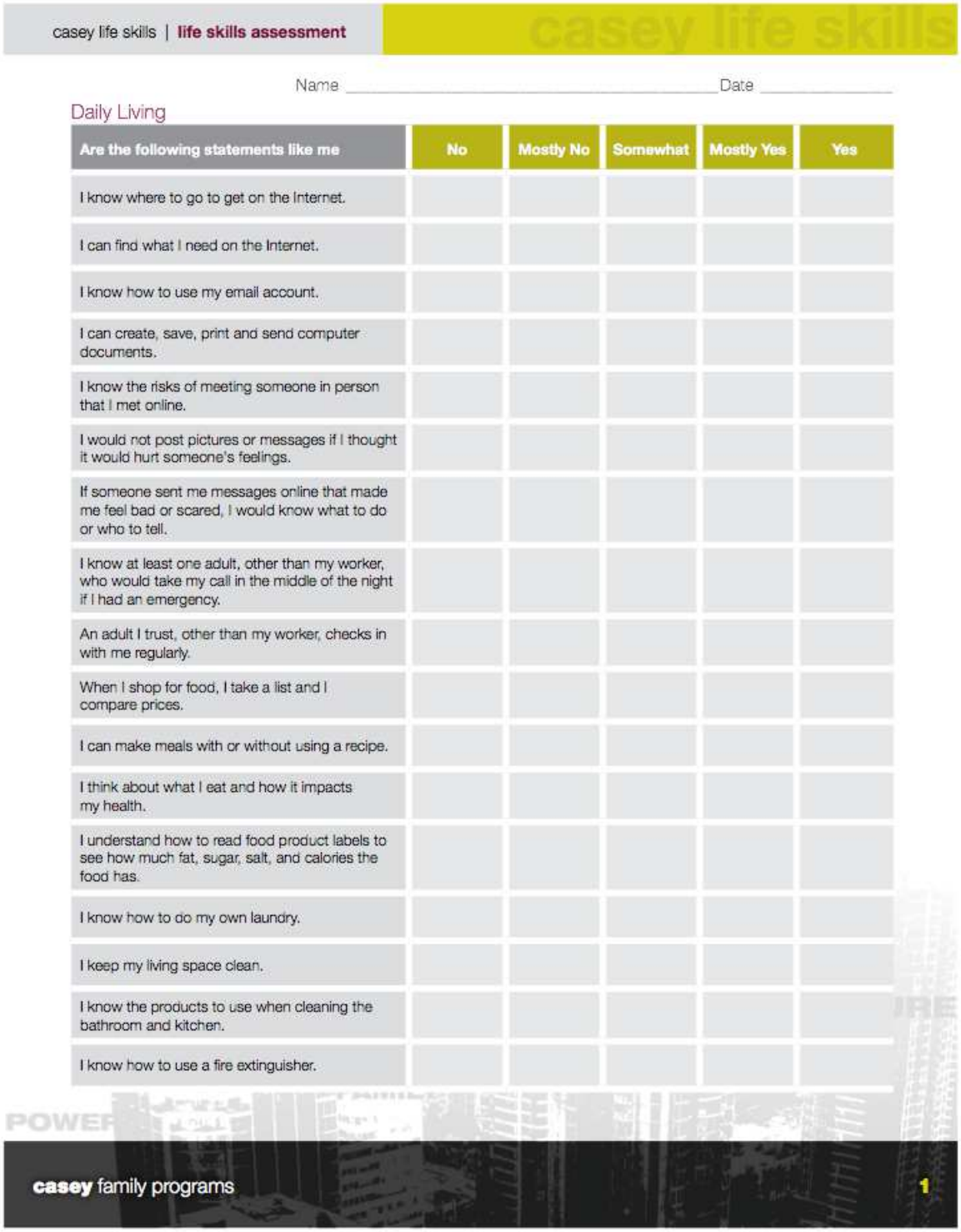
WEEKLY CLASS SCHEDULE

Day	Tentative Topic	Assigned Readings	Assignment Due
1/6	UNPLANNED CLOSURE – SNOW DAY		
1/13	Syllabus, Orientation to Class, Orientation to Blackboard, and Pre-Class Assessment	None	None
1/20	Martin Luther King (MLK) Day, Holiday – University Closed		
1/27	Mindfulness Begin Binder Organization	Mindfulness Handouts 1, 2, & 3 provided in class	Bring binder and tabs to class
2/3	***Begin Sharing Application of Skills*** Academic Skills Discuss Final Group Presentations	Class Handouts	1. Mindfulness Practice 2. Personal Paper Due 3. Determine Groups for Final Presentation (in class)
2/10	Distress Tolerance (DT) – Session 1	DT Handout 1 and Homework (HW) 1 Provided in Class	1. Mindfulness Practice 2. Quiz 1 (on Blackboard) 3. Schedule a Meeting with Instructor for Group Presentation
2/17	DT – Session 2	DT Handout 1, Cont'd	1. Mindfulness Practice 2. Self-Soothe Kit (bring to class)
2/24	Physical Health and Social Skills	Class Handouts	1. Mindfulness Practice 2. DT HW Sheet 1
3/3	DT – Session 3	DT Handouts 2 & 3	Mindfulness Practice
3/10	Housing and Employment	Class Handouts	1. Mindfulness Practice

			2. Quiz 2 (on Blackboard)
3/17	**Spring Break – No Class**		
3/24	Employment, Cont'd – Resumes DT – Session 4	Class Handouts DT Handout 4	1. Mindfulness Practice 2. Dress to Interview
3/31	DT – Session 5	DT Handout 5	Mindfulness Practice
4/7	Financial Literacy – Session 1	Handouts in Class	1. Mindfulness Practice 2. DT HW Sheet 2
4/14	Financial Literacy – Session 2	Handouts in Class	1. Mindfulness Practice 2. Quiz 3 (on Blackboard)
4/21	Final Presentations Post-Class Assessment Student Evaluation of Teaching		Extra Credit Due

Please, be advised that changes may be made to the syllabus at any time. Notification about any changes may be made in class, via email, and/or via BlackBoard.

APPENDIX C: THE ANNIE E. CASEY FOUNDATION PRE-SURVEY



casey life skills | **life skills assessment**

casey life skills

Name _____ Date _____

Daily Living

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know where to go to get on the Internet.					
I can find what I need on the Internet.					
I know how to use my email account.					
I can create, save, print and send computer documents.					
I know the risks of meeting someone in person that I met online.					
I would not post pictures or messages if I thought it would hurt someone's feelings.					
If someone sent me messages online that made me feel bad or scared, I would know what to do or who to tell.					
I know at least one adult, other than my worker, who would take my call in the middle of the night if I had an emergency.					
An adult I trust, other than my worker, checks in with me regularly.					
When I shop for food, I take a list and I compare prices.					
I can make meals with or without using a recipe.					
I think about what I eat and how it impacts my health.					
I understand how to read food product labels to see how much fat, sugar, salt, and calories the food has.					
I know how to do my own laundry.					
I keep my living space clean.					
I know the products to use when cleaning the bathroom and kitchen.					
I know how to use a fire extinguisher.					

casey family programs 1

Self Care

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I can take care of my own minor injuries and illnesses.					
I can get medical and dental care when I need it.					
I know how to make my own medical and dental appointments.					
I know when I should go to the emergency room instead of the doctor's office.					
I know my family medical history.					
I know how to get health insurance when I am older than 18.					
I have at least one trusted adult who would visit me if I were in the hospital.					
There is at least one adult I trust who would be legally allowed to make medical decisions for me and advocate for me if I was unable to speak for myself.					
I know how to get the benefits I am eligible for, such as Social Security, Medicaid, Temporary Assistance for Needy Families (TANF), and Education and Training Vouchers (ETV).					
I bathe (wash up) daily.					
I brush my teeth daily.					
I know how to get myself away from harmful situations.					
I have a place to go when I feel unsafe.					
I can turn down a sexual advance.					
I know ways to protect myself from sexually transmitted diseases (STDs).					
I know how to prevent getting pregnant or getting someone else pregnant.					
I know where to go to get information on sex or pregnancy.					

Relationships and Communication

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I can speak up for myself.					
I know how to act in social or professional situations.					
I know how to show respect to people with different beliefs, opinions, and cultures.					
I can describe my racial and ethnic identity.					
I can explain the difference between sexual orientation and gender identity.					
I have friends I like to be with who help me feel valued and worthwhile.					
I am a part of a family and we care about each other.					
I can get in touch with at least one family member when I want to.					
I have friends or family to spend time with on holidays and special occasions.					
I know at least one adult I can depend on when I exit care.					
I know an adult who could be a grandparent, aunt or uncle to my children now or my future children.					
My relationships are free from hitting, slapping, shoving, being made fun of, or name calling.					
I know the signs of an abusive relationship.					
I know what my legal permanency goal is.					
I have information about my family members.					
I think about how my choices impact others.					
I can deal with anger without hurting others or damaging things.					
I show others that I care about them.					

Housing & Money Management

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I understand how interest rates work on loans or credit purchases.					
I understand the disadvantages of making purchases with my credit card.					
I know the importance of a good credit score.					
I know how to balance my bank account.					
I put money in my savings account when I can.					
I know an adult who would help me if I had a financial emergency.					
I use online banking to keep track of my money.					
I know the advantages and disadvantages of using a check cashing or payday loan store.					
I know how to find safe and affordable housing.					
I can figure out the costs to move to a new place, such as deposits, rents, utilities, and furniture.					
I know how to fill out an apartment rental application.					
I know how to get emergency help to pay for water, electricity, and gas bills.					
I know what can happen if I break my rental lease.					
I can explain why people need renter's or homeowner's insurance.					
I know an adult I could live with for a few days or weeks if I needed to.					
There is at least one adult that I have regular contact with, other than my case manager or other professional, who lives in stable and safe housing.					
I know an adult I can go to for financial advice.					
I plan for the expenses that I must pay each month.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I keep records of the money I am paid and the bills I pay.					
I know what happens in my state if I am caught driving without car insurance or a driver's license.					
I can explain how to get and renew a driver's license or state ID card.					
I can figure out all the costs of car ownership, such as registration, repairs, insurance, and gas.					
I know how to use public transportation to get where I need to go.					

Work and Study Life

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to develop a resume.					
I know how to fill out a job application.					
I know how to prepare for a job interview.					
I know what the information on a pay stub means.					
I can fill out a W-4 payroll exemption form when I get a job.					
I know what employee benefits are.					
I know what sexual harassment and discrimination are.					
I know the reasons why my personal contacts are important for finding a job.					
I know how to get the documents I need for work, such as my Social Security card and birth certificate.					
I know how and when I can see my child welfare or juvenile justice records.					
I know an adult who will go with me if I need to change schools.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to get help from my school's mental health services.					
I know where I can get help with an income tax form.					
I have an adult in my life who cares about how I am doing at school or work.					
I can take criticism and direction at school or work without losing my temper.					
I know how to prepare for exams and/or presentations.					
I know where I can get tutoring or other help with school work.					
I look over my work for mistakes.					
I get to school or work on time.					
I get my work done and turned in on time.					

Career and Education Planning

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to find work-related internships.					
I know where to find information about job training.					
I can explain the benefits of doing volunteer work.					
I have recently talked to an adult who works in a job I would like to have.					
I know what type (college, trade school) education I need for the work I want to do.					
I know how to get into the school, training, or job I want after high school.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to find financial aid to help pay for my education or training.					
I have talked about my education plans with an adult who cares about me.					
I know an adult who will help me apply for training or education after high school.					

Looking Forward

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I believe I can influence how my life will turn out.					
I can describe my vision for myself as a successful adult.					
I have a good relationship with a trusted adult I like and respect.					
I would like to use my experience to help other youth.					
I believe my relationships with others will help me succeed.					
I feel I am ready for the next phase of my life.					
Most days, I am proud of the way I am living my life.					
Most days, I feel I have control of how my life will turn out.					

APPENDIX D: THE ANNIE E. CASEY FOUNDATION POST-SURVEY

casey life skills | **postsecondary or training assessment**

casey life skills

Name _____ Date _____

School or Program

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
My campus is a safe place.					
I feel uncomfortable at school or in my program.					
I know about the Equal Opportunities Program (EOP).					
Tutors are available to me.					
I feel respected at my school or program.					
Instructors/professors listen to what I have to say.					
There is a good connection between what I learn at school and my own background and culture.					
The staff at my school respects my culture and background.					
At the school or program I attend, it is easy to get the classes I need to graduate.					
My school or program is preparing me for the job or career I want to go into after I graduate.					
I see instructors, professors and staff at my school or program from my cultural background.					
My school or program offers social or cultural activities or opportunities.					
My school or program offers adequate support services - such as tutoring, mentoring, technology assistance, study skills classes, counseling, etc.					
My instructors or professors expect me to do well and care about my success.					
My school or program encourages contact among students from different backgrounds.					
My living situation is safe and secure.					
I have a reliable way of getting transportation to school.					

casey family programs 1

Motivation and Participation

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I have a strong desire to finish college or my training program.					
I am satisfied with my grades.					
I can name someone I admire who has graduated from college or a training program.					
I am proud to be a student at my school or training program.					
I have friends at school who care about my success.					
I attend school events, such as concerts, movies, pep rallies, lectures, or sports events.					
My school or program is a good match with my beliefs and values.					
Before registering for classes, I talk to my academic advisor.					
My advisor takes a personal interest in me and cares about my success.					
I have declared a major.					
I know how many credits I have and how many are needed to graduate.					
I participated in a student orientation or summer start program.					
I feel I fit in at my school or program.					
I attend all my classes.					
I am academically well prepared for college or training.					
I ask questions and participate in class discussions.					
I know my professors' or instructors' office hours, email and phone contact information.					
I know what is expected of me in my classes.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I meet with my professors or instructors if I have questions about coursework or assignments.					

Study and Technology

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I have taken a study skills class or workshop.					
I can read and understand my textbooks and assignments.					
I have a place to study where I can concentrate on my work.					
I hand in my assignments on time.					
I know what plagiarism is.					
I use a calendar or day-timer to plan out my time, and keep track of assignment deadlines.					
I can usually identify the important points in a lecture.					
I can locate information both at the library and on the Internet.					
I am good at taking notes in class.					
I participate in a formal or informal study group.					
I always review and check my work before I hand it in.					
When I miss a class, I ask the professor, instructor or another student what I missed.					
The people at my job support me doing well in school.					
I plan out my long-term projects so that I get them done on time.					
I can manage my family or child care responsibilities and still do well in school.					
I have regular access to a computer and printer.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know how to use a word processing program such as Microsoft Word.					
I use a computer keyboard.					
I regularly use the Internet for school work.					
I regularly use email.					
I know where a computer lab is located.					
I submit my assignments online when needed.					

Supports

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I can name at least one person outside of school who expects me to graduate.					
Some of my family or friends understand my education, training or career plans.					
I have shared my goals with someone I trust.					
I need support from others to achieve my education goals.					
When I have a problem at school, I ask a trusted friend, family member, professor, instructor, or counselor for advice.					
I am comfortable using support services such as tutoring, counseling, academic advising, or student health.					
My family or friends are supportive of my college or training goals.					
I have participated in a college success class or workshop.					
I would like to participate in a mentoring program.					
I know what services are offered at the student counseling center.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I know what services are offered at the student housing office.					
I know where to get tutoring, study skills, and time management help.					
I have a place to live during school breaks and vacations.					
I know where to get information about jobs or career assistance.					
My spiritual needs are not being met.					
I currently have a stable place to live.					

Financial Aid & Budgeting

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I meet with a school financial aid counselor several times a year.					
My FAFSA application is completed and sent in prior to the deadline.					
I know how to read and understand my Student Aid Report (SAR).					
I am not worried about my student loan debt.					
I have someone to help me develop my education, living, transportation and health budget.					
I am able to pay all my school bills.					
Credit card debt is not a problem for me.					

Health

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I have health insurance coverage.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
Overall, I am satisfied with my health.					
I know how to access health care services.					
I know how to access vision care services					
I know how to access dental care services.					
I have access to healthy meals every day.					
I know where to get assistance with drug or alcohol related issues.					
I am satisfied with the amount of exercise I get.					
I fill and renew my medication prescriptions as needed.					
I have access to health care during summer months or between terms.					
I don't get enough sleep.					
I often feel lonely and isolated.					
I know how to access student-counseling services.					
I am comfortable getting help when I feel depressed.					
I can get the therapy I need.					

Career & Education Planning

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I would like to do an internship in my major.					
I know the requirements to transfer from my current school or program to another one.					

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I plan to continue my education or training beyond my current program.					
I need help finding a full time job.					

Foster Care Issues

Are the following statements like me	No	Mostly No	Somewhat	Mostly Yes	Yes
I have informed my financial aid counselor that I am an independent student who was in foster care.					
I know how to apply for an Education and Training Voucher (ETV).					
I have a place to live during school breaks and vacations.					
I would like to meet with other students who were in foster care.					
My former social worker or independent living (IL) worker helps me with my college or training plans and supports.					

REFERENCES

Akin, (2001). Predictors of foster care exits to permanency: a competing risks analysis of reunification guardianship, and adoption. *Children and Youth Services Review, 33(6),* 999-1011.

Al Otaiba, S. & Fuchs, D. (2006). Who are the young children for whom best practices in reading are ineffective? An experimental and longitudinal study. *Journal of Learning Disabilities, 39(5),* 414-431.

Alon, S. & Tienda, M. (2005). Assessing the 'mismatch' hypothesis: differentials in college graduation rates by institutional selectivity. *Sociology of Education, 78(4),* 294-315.

Anisman, H., Zaharia, M.D., Meaney, M.J., & Merali, Z. (1998). Do early-life events permanently alter behavioral and hormonal responses to stressors? *International Journal of Developmental Neuroscience, 16,* 149–164.

Ansell, D., Morse, J, Nollan, K., & Hoskins, R. (2004). *Life skills guidebook.* Casey Family Programs: NY.

Bada, H. S., Das, A., Bauer, C. R., Shankaran, S., Lester, B., Wright, L. L.,Verter, J., Smeriglio,V. L., Finnegan, L. P., & Maza, P. L. (2002). *Gestational cocaine exposure and intrauterine growth: Maternal lifestyle study. Obstetrics & Gynecology, 100,* 916–924.

Barth, R. P., Weigensberg, E. C., Fisher, P. A., Fetrow, R. A., & Green, R. L. (2008). Reentry of elementary aged children following reunification from foster care. *Children and Youth Services Review, 30,* 353–364.

Becker, M. A., Jordan, N., & Larsen, R. (2007). Predictors of successful permanency

planning and length of stay in foster care: The role of race, diagnosis and place of residence. *Children and Youth Services Review, 29(8),* 1102-1113.

Becker, B.E., & Luthar, S.S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: closing the achievement gap. *Educational Psychologist, 37(4),* 197-214.

Beckwith, L., Howard, J., Espinosa, M., & Tyler, R. (1999). Psychopathology, mother–child interaction, and infant development: Substance-abusing mothers and their offspring. *Development and Psychopathology, 11*, 715–725.

Benedict, M.I. & White, R.B. (1991). Factors associated with foster care length of stay. *Child Welfare, 70(1),* 45-58.

Berrebi, A.S., R.H. Fitch, D.L. Ralphe, et al. (1988). Corpus callosum: region-specific effects of sex, early experience and age. *Brain Research, 438,* 216–224.

Berzin, S.C., Rhodes, A.M., & Curtis, M.A. (2011). Housing experiences of former foster youth: how do they fare in comparison to other youth? *Children and Youth Services Review, 33,* 2119-2126.

Blome, W. (1997). What happens to foster kids: educational experiences of a random sample of foster are youth and a matched group of non-foster care youth. *Child and Adolescent Social Work Journal, 14 (1),* 41-53.

Bozick, R. & DeLuca, S. (2005). Better late than never? Delayed enrollment in the high school to college transition. *Social Forces, 84,* 527-550.

Bremmer, J. D., & Vermetten, E. (2001). Stress and development: behavioral and biological consequences. *Development and Psychopathology, 13,* 473–489.

Burley, M. & Halpern, M. (2001). *Educational attainment of foster youth: achievement*

and graduation outcomes for children in State care. Olympia, WA: Washington State Institute for Public Policy.

Burns, B.J., Phillips, S.D., Wagner, H.R., Barth, R.P., Kolko, D.J., Campbell, Y., & Landsverk, J. (2004). Mental health need and access to mental health services by youth involved with child welfare: a national survey. *Journal of the American Academy of Children and Adolescent Psychiatry, 43*, 960–970.

Casey Family Programs (2010). Supporting success. *Improving Higher Education Outcomes for Students from Foster Care: A Framework for Program Enhancement*. Retrieved from http://www.casey.org/supporting-success/

Casey, K. J., Reid, R., Trout, A. L., Hurley, K. D., Chmelka, M. B., & Thompson, R. (2010, October). The transition status of youth departing residential care. *Child & Youth Care Forum, 39(5),* 323-340.

Catling, J., Mason, V., & Jones, T. (2013). Predictors of psychology undergraduate success. *Psychology Teaching Review, 19(2),* 31-37.

Center for Disease Control and Prevention (CDC; 2014). Definition of maltreatment. Retrieved from www.cdc.gov/violenceprevention/childmaltreatment/definitions.html on September 1, 2014.

Center for Public Policy Priorities, Texas (2001). *All grown up, nowhere to go: teens in foster care transition.* Retrieved on July 15, 2016 from: http://library.cppp.org/files/4/all%20grown%20up.pdf.

Chase, E., Maxwell, C., Knight, A., and Aggleton, P. (2006). Pregnancy and parenthood among young people in and leaving care: what are the influencing factors, and

what makes a difference in providing support? *Journal of Adolescence, 29(3):* 437-451.

Chernoff R., Combs-Orme T., Risley-Curtiss C. & Heisler A. (1994). Assessing the health status of children entering foster care. *Pediatrics 93,* 594–601.

Chen, X. & Carroll, D. (2005). First-generation students in postsecondary education: a look at their college transcripts: postsecondary education descriptive analysis report. *National Center for Education Statistics, 171.*

Child Welfare Information Gateway (2013). Foster care statistics 2012. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

Choice, P., D'Andrade, A., Gunther, K., Downes, D., Schaldach, J., Csiszar, & Austin, M. (2001). *Education for foster children: Removing barriers to academic success*. Berkeley: Bay Area Social Services Consortium, Center for Social Services research, School of Social Welfare, University of California.

Cochrane, D. & Szabo-Kubitz, L. (2009). *Hopes and hurdles: California foster youth and college financial aid.* Berkeley, CA: Institute for College Access and Success.

Courtney, M.E. (1994). Factors associated with the reunification of foster children with their families. *Social Service Review, 68(1),* 81-108.

Courtney, M.E. & Dworksy, A. (2005). Early outcomes for young adults transitioning from out-of-home care in the USA. *Child and Family Social Work, 11,* 209–219.

Courtney, M. E., Dworsky, A. L., Cusick, G. R., Havlicek, J., Perez, A., & Keller, T. E. (2007). Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 21. Chicago, IL: Chaplin Hall Center for Children.

Courtney, M.E., Piliavin, I., Grogan-Kaylor, A., & Nesmith, A. (2001). Foster youth

transitions to adulthood: a longitudinal view of youth leaving care. *Child Welfare, 80(6),* 685-717.

Crosse, S.B., Kaye, E., & Ratnofsky, A.C. (1993). *A report on the maltreatment of children with disabilities.* Rockville, MD: Westat.

Crozier & Barth (2005). Crozier, J. C., & Barth, R. P. (2005). Cognitive and academic functioning in maltreated children. *Children & Schools, 27,* 197-206.

Davis, R.J. (2006). *College access, financial aid and college success for undergraduates from foster care.* Washington, DC: National Association of Student Financial Aid Administrators. Retrieved from http://eric.ed.gov/?id=ED543361 on September 18, 2014.

Day, A., Brin, C., & Toro, P. (2015). Federal Pell Grant lifetime limit and its effect on unaccompanied homelss and former foster youth. *WSU Center for Social Work Research Practice& Policy Brief, 5, 1-2.*

Day, A., Dworsky, A, & Feng, W. (2013). An analysis of foster care placement history and post-secondary graduation rates. *Research in Higher Education Journal,* 1-17.

Day, A. & Preston, M. (2012). Reevaluating the government's role in parenting older foster care youth: an analysis of the Fostering Connections to Success and Increasing Adoptions Act of 2008. *UC Davis Journal of Juvenile Law & Policy, 17(1),* 1-28.

Day, A., Riebshleger, Dworsky, Damashek, & Fogarty (2012). Maximizing educational opportunities for youth aging out of foster care: engaging in youth voice in partnership for social change. *Children and Youth Services Review, 34,* 1007-

1014.

Day, A., Somers, C., Smith-Darden, J., & Yoon, J. (2014). Using cross-system communication to promote educational well-being of foster children: recommendations for a national research, practice, and policy agenda. *Children and Schools, 1-9.*

De Bellis, M.D., Keshavan, M.S., Clark, D.B., et al. (1999). Developmental traumatology. Part II: brain development. *Biological Psychiatry, 45,* 1271–1284.

Deci, E.L. & Ryan, R.M. (1985). The support of autonomy and the control of behavior. *Journal of Personality and Social Psychology, 53,* 1024-1037.

Dennis, J.M., Phinney, J.S. & Chuateco, L.I. (2005). The role of motivation, parental support and peer support in the academic success of ethnic minority first-generation college students. *Journal of College Student Development, 46,* 223–236.

Dimeff, L. & Linehan, M. (2008). Dialectical behavior therapy for substance abusers. *Addiction Science & Clinical Practice, 4(2),* 39-47.

Dworsky, A. (2005). The economic self-sufficiency of Wisconsin's former foster youth. *Children and Youth Services Review, 27(10)*, 1085-1118.

Dworsky, A. & Courtney M.E. (2009). Homelessness and the transition from foster care to adulthood. *Child Welfare, 88*, 23–56.

Dworsky, A. & Courtney, M.E. (2010). The risk of teenage pregnancy among transition foster youth: implications for extending state care beyond age 18. *Children and Youth Services Review, 32 (10)*, 1351-1356.

Fantuzzo, J. & Perlman, S. (2007). The unique impact of out-of-home placement and the mediating effects of child maltreatment and homelessness on early school success. *Children and Youth Services Review,* 29, 941–960.

Foster Care Independence Act of 1999. Retrieved from http://www.gpo.gov/fdsys/pkg/PLAW-106publ169/content-detail.html.

Fostering Connections to Success and Increasing Adoption Act of 2008 (FCSA, 2008). Retrieved from http://www.gpo.gov/fdsys/pkg/STATUTE-122/pdf/STATUTE-122-Pg3949.pdf.

Fowler, P.J., Toro, P.A., & Miles, B.W. (2011). Emerging adulthood and leaving foster care: settings associated with mental health. *American Journal of Community Psychology, 47(3-4)*, 335-348.

Glisson, C., Baily, J.W., & Post, J.A. (2000). Predicting the time children spend in State Custody. *Social Service Review, 74(2),* 253-280.

Government Printing Office (2014). Electronic Code of Federal Regulation (eCFR). www.gpo.gov or http://www.law.cornell.edu/cfr/text/45/part-1355/appendix-A.

Griffith, A.L. (2008). Determinants of grades persistence and major choie for low-income and minority students, working paper # 138 [electronic version]. Retrieved July 14, 2016, from Cornell University, School of Industrial and Labor Relations site: http//digitalcommons.ilr.cornell.edu/workingpapers/138/.

Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). Mindfulness-based stress reduction and health benefits: a meta-analysis. *Journal of Psychosomatic Research, 57(1)*, 35-43.

Gunnar, M.R. & Vazquez, D.M. (2001). Low cortisol and a flattening of expected

daytime rhythm: potential indices of risk in human development. *Development and Psychopathology, 13,* 611-627.

Hamilton, S.F. & Hamilton, M.A. (2006). School, work, and emerging adulthood. In J.J. Arnett & J.L. Tanner (Eds. Emerging adults in America: Coming of age in the 21st century (pp. 257-277). Washington DC: American Psychological Association.

Heim, C., Mletzko, T., Purselle, D., Musselman, D.L., & Nemeroff, C.B. (2008). The dexamethasone/corticotropin-releasing factor test in men with major depression: Role of childhood trauma. *Biological Psychiatry, 63,* 398–405.

Heim, C., & Nemeroff, C. B. (2001). The role of childhood trauma in the neurobiology of mood and anxiety disorders: Preclinical and clinical studies. *Biological Psychiatry, 49,* 1023 – 1039.

Heim, C., Newport, D. J., Heit, S., Graham, Y. P., Wilcox, M., Bonsall, R., et al. (2000). Pituitary-adrenal and autonomic responses to stress in women after sexual and physical abuse in childhood. *Journal of the American Medical Association, 284,* 592−597.

Holahan, C. J., Valentiner, D. P., & Moos, R. H. (1994). Parental support and psychological adjustment during the transition to young adulthood in a college sample. *Journal of Family Psychology, 8*, 215-223.

Johnson, E. O., Kamilaris, T. C., Chrousos, G. P., & Gold, P. W. (1992). Mechanisms of stress: A dynamic overview of hormonal and behavioral homeostasis. *Neuroscience and Biobehavioral Reviews, 16,* 115–130.

Jonson-Reid, M. (2003). Foster care and future risk of maltreatment. *Children and Youth Services Review, 25(4),* 271-294.

Jonson-Reid, M., Drake, B., Kim, J., Porterfield, S., & Han, L. (2004). A prospective analysis of the relationship between reported child maltreatment and special education eligibility among poor children. *Child Maltreatment, 9,* 382-394.

Kaplan, S.J., Skolnik, L., & Turnbull, A. (2009). Enhancing the empowerment of youth in foster care: supportive services. *Child Welfare, 88(1),* 133-161.

Kaufman, J., & Charney, D. (2001). Effects of early stress on brain structure and function: Implications for understanding the relationship between child maltreatment and depression. *Development and Psychopathology, 13,* 451–471.

Kelly, B.T., Thornberry, T.P., & Smith, C.A. (1997). *In the wake of childhood maltreatment*. Washington, D.C.: National Institute of Justice.

Kirk, R. & Day, A. (2011). Increasing college access for youth aging out of foster care: evaluation of a Summer Bridge Program for foster youth transitioning from high school to college. *Children and Youth Services Review, 33,* 1173-1180.

Kim, J.S. & Johnson, T.K. (2012). The academic and behavioral effects of a child savings account program on at-risk high school students. *School Social Work Journal, 37(1),* 75-95.

Kim, H.K. & Leve, L.D. (2011). Substance use and delinquency among middle school girls in foster care: a three-year follow-up of a randomized controlled trial. *Journal of Consulting and Clinical Psychology, 79(6),* 740-750.

Kinard, E.M. (1999). Psychosocial resources and academic performance in abused children. *Children and Youth Services Review, 21(5),* 351-376.

Kushel M.B., Yen I.H., Gee L., & Courtney M.E. (2007). Homelessness and health care access after emancipation: results from the Midwest evaluation of adult functioning of former foster youth. *Archives of Pediatrics and Adolescent Medicine 161*, 986–993.

Lansford, J.E.,Dodge, K.A., Petit, G.S., Bates, J.E., Crozier, J. C., & Kaplow, J. (2002). Long-term effects of early child physical maltreatment on psychological, behavioral, and academic problems in adolescence. *Archives of Pediatrics & Adolescent Medicine, 156,* 824–830.Leiter (2007)

Leiter, J., & Johnsen, M. C. (1997). Child maltreatment and school performance declines: An event history analysis. *American Educational Research Journal, 34(3),* 563−589.

Levy, F., Hay, D.A., McStephen, M.,Wood, C., & Waldman, I. (1997). Attention-deficit hyperactivity disorder:A category or a continuum? Genetic analysis of a large-scale twin study. *Journal of the American Academy of Child & Adolescence Psychiatry 36,* 737–744.

Levine, S. (2005). Developmental determinants of sensitivity and resistance to stress. *Psychoneuroendocrinology, 30,* 939-946.

Levine, S., Wiener, S.G., & Coe, C.L. (1993). Temporal and social factors influencing behavioral and hormonal responses to separation in mother and infant squirrel monkeys. *Psychoneuroendocrinology, 18,* 297–306.

Li, Y., Lerner, J.V., & Lerner, R.M. (2010). Personal and ecological assets and academic competence in early adolescence: The mediating role of school engagement. *Journal of Youth and Adolescence, 39(7),* 801-815.

Linehan, M. M. (1993). *Skills training manual for treating borderline personality disorder.* New York: Guilford Press.

Lupien, S.J., De Leon, M., De Santi, S., Convit, A., Tarshish, C., Nair, N.P.V., et al. (1998). Cortisol levels during human aging predict hippocampal atrophy and memory deficits. *Nature Neuroscience, 1,* 69–73.

Lupien, S. J., Maheu, F., Tu, M., Fiocco, A., & Schramek, T. E. (2007). The effects of stress and stress hormones on human cognition: Implications for the field of brain and cognition. *Brain and Cognition, 65*, 209–237.

Macomber, J. (2008). Coming of age: employment outcomes for youth who age out of foster care through middle twenties. *U.S. Department of Health and Human Services: Office of the Assistant Secretary for Planning and Evaluation.*

Makino, S., Smith, M.A., & Gold, P.W. (1995). Increased expression of corticotropin-releasing hormone and vasopressin messenger ribonucleic acid (mRNA) in the hypo- thalamic paraventricular nucleus during repeated stress: Association with reduction in glucocorticoid receptor mRNA levels. *Endocrinology, 136*, 3299–3309.

Magura, S. & Laudet, A.B. (1996). Parental substance abuse and child maltreatment: review and implications for intervention. *Children & Youth Services Review, 18*, 193-220.

Martin, J. (2003). Foster youth desire college, study shows, but face roadblocks to learning. St. Louius, MO: Washington University in St. Louis.

Maryland Department of Human Resources (2014). Retreived from http://www.dhr.state.md.us/blog/wp-content/uploads/2012/10/access-to-education-for-children-in-foster-care.pdf.

McDonald, K.C. (2007). Child abuse: approach and management. *American Family Physician, 75(2).*

McDonald, T.P., Poertner, J., & Jennings, M.A. (2007). Permanency for children in foster cre: a competing risks analysis. *Journal of Social Service Research, 33(4),* 45-56.

McLloyd,V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist, 53,* 185– 204.

McMillen, J.C., Scott, L.D., Zima, B.T., Ollie, M.T., Munson, M.R., & Spitznagel, E. (2004). Use of mental health services among older youths in foster care. *Psychiatric Services, 55(7),* 811-817.

Meany, M. & Szyf, M. (2005). Environmental programming of stress responses through DNA methylation: life at the interface between a dynamic environment and a fixed genome. *Dialogues in Clinical Neuroscience, 7,* 103-123.

Merdinger, J.M., Hines, A.M., Osterling, KL, & Wyatt, P. (2005). Pathways to college for former foster youth: understanding factors that contribute to educational success. *Child Welfare, 84(6),* 867-896.

Meyer, A. S., McWey, L.M., McKendrick, W. & Hendersen T.L. (2010). Substance using parents, foster care, and termination of parental rights: the importance o risk factors for legal outcomes. *Children and Youth Services Review, 32*, 639-649.

Mitic, W. & Rimer, M. (2002). The educational attainment of children in care in British Columbia. *Child and Youth Care Forum,* 31, 397–414.

Monti, J.D., Pomerantz, E.M., & Roisman, G.I. (2014). Can parents' involvement in children's education offset the effects of early insensitivity on academic functioning? *Journal of Educational Psychology,* 106(3), 859-869.

Muraskin, L., Lee, J., Wilner, A., and Swail, W.S. (2004). Raising the graduation rates of low-income college students. *A report published by The Pell Institute for the Study of Opportunity in Higher Education*. Retrieved from http://files.eric.ed.gov/fulltext/ED490856.pdf

National Center for Public Policy and Education (2010). Good policy, good practice II. *Improving Outcomes and Reducing Costs in Higher Education: A Guide for Policy Makers.* Retrieved from http://www.highereducation.org/reports/reports_center.shtml.

National Scientific Council on the Developing Child (NSCDC, 2005). Executive stress disrupts the architecture of the developing brain: working paper #3. Retrieved from http://developingchild.harvard.edu/activities/council/ on September 1, 2014.

Ness, B. M., Middleton, M. J., & Hildebrandt, M. J. (2015). Examining the effects of self-reported posttraumatic stress disorder symptoms and positive relations with others on self-regulated learning for student service members/veterans. *Journal of American College Health*, *63*(7), 448-458.

Newton, R.R., Litrownick, A.J., & Landsverk, J.A. (2000). Children and youth in foster care: disentangling the relationship between problem behaviors and number of placements. *Child Abuse and Neglect, 24,* 1363-1374.

Nollan, K.A., Downs, A.C., Pecora, P., & Horn, M. (2002). *Ansell-Casey Life Skills Assessment (ACLSA) and Lifeskills Guidebook Manual*. Seattle: WA, Casey Family Programs.

Nomura, Y. & Chemtob, C.M. (2007). Conjoined effects of low birth weight and childhood abuse on adaptation and well-being in adolescence and adulthood. *Archives of Pediatric and Adolescent Medicine, 161(2),* 186-192.

O'Hare, W.P. (2008). Data on children in foster care from the Census Bureau. The Annie E. Casey Foundation. Retrieved from http://www.aecf.org/m/pdf/FosterChildren-July-2008.pdf.

Park, J. M., Metraux, S., & Culhane, D. P. (2005). Childhood out-of-home placement and dynamics of public shelter utilization among young homeless adults. *Children and Youth Services Review*, 27, 533-546.

Pears, K., Heywood, C, Kim, H., and Fisher, P. (2011). Prereading deficits in children in foster care. *School Psychology Review, 40(1*), 140-148.

Pecora, P.J., Williams, J., Kessler, R.C., Downs, A.C., O'Brien, K., Hiripi, E., et al. (2003). *Assessing the effects of foster care: early results from the Casey National Alumni Study.* Seattle, WA: Casey Family Programs.

Pecora, P. J., Kessler, Ronald, C., O'Brien, K., Roller White, C., Williams, J., Hiripi, Ex., English, D., White, J., & Herrick, M.A. (2006a). Educational and employment outcomes of adults formerly placed in foster care: results from the Northwest Foster Care Alumni Study. *Children and Youth Services Review, 28*, 1459-1481.

Pecora, P. J., Williams, J., Kessler, R. C., Hiripi, E., O'Brien, K., Emerson, J., et al. (2006b). Assessing the educational achievements of adults who were formerly

placed in family foster care. *Child & Family Social Work, 11,* 220–231.

Pergamit, M. R. & Ernst, M. (2011). *Running Away from Foster Care: Youths' Knowledge and Access of Services*. DIANE Publishing.

Plomin, R., Price,T. S., Eley,T. C., Dale, P. S., & Stevenson, J. (2002). Associations between behaviour problems and verbal and nonverbal cognitive abilities and disabilities in early childhood. *Journal of Child Psychology and Psychiatry and Allied Disciplines, 43*, 619–633.

Promoting Safe and Stable Families Amendment of 2001. Retrieved from http://www.gpo.gov/fdsys/pkg/PLAW-107publ133/html/PLAW-107publ133.htm.

Radford, A. W., Berkner, L., Wheeless, S. C., & Shepherd, B. (2010). *Persistence and attainment of 2003–04 beginning postsecondary students: After 6 years*. Washington, DC: National Center for Education Statistics.

Reily, T. (2003). Transition from care: Status and outcomes of youth who age out of foster care. *Child Welfare, 82,* 727–746.

Repetti, R. L., Taylor, S. E., & Seeman, T. E. (2002). Risky families: Family social environments and the mental and physical health of offspring. *Psychological Bulletin, 128,* 330 – 366.

Robinson, L., Boris, N., Heller, S.S., Rice, J., Zeanah, C.H., Clark, C., & Hawkins, S. (2012). The good enough home? Home environment and outcomes of young maltreated children. *Child Youth Care Forum, 41*, 73-88.

Rouse, H.L. & Fantuzzo, J.W. (2009). Multiple risks and educational well being: a population-based investigation of threats to early school success. *Early Childhood Research Quarterly, 24(2009)*, 1-14.

Rumberger, R., & Larson, K. (1998). Student mobility and the increased risk of high school dropout. *American Journal of Education, 107(1),* 1−35.

Ryan, R.M. & Deci, E.L. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.

Ryan, R.M. & Stiller, J. (1991). The social contexts of internalization: parent and teacher influences on autonomy, motivation, and learning. P.R. Pintrich & M.L. Maehr (eds.), Advances in motivation and achievement: Vol. 7. Goals and self-regulatory processes. Greenwich, Ct: JAI.

Sapolsky, R.M., Romero, L.M., & Munck, A.U. (2000). How do glucocorticoids influence stress responses? Integrat- ing permissive, suppressive, stimulatory, and preparative actions. *Endocrine Reviews, 21*, 55–89.

Sanchez, M.M., Ladd, C.O., & Plotsky, P.M. (2001). Early adverse experience as a developmental risk factor for later psychopathology: Evidence from rodent and primate models. *Development and Psychopathology, 13,* 419–449.

Sanchez, M.M., Hearn, E.F., Do, D. et al.(1998). Differential rearing affects corpus callosum size and cognitive function of rhesus monkeys. *Brain Research 812,* 38–49.

Sangmoo, L., Jonson-Reid, M., & Drake, B. (2012). Foster care re-entry: exploring the role of foster care characteristics, in-home child welfare services and cross-sector services. *Children and Youth Services Review, 34(9),* 1825-1833.

Scannapieco, M., Connell-Carrick, K., & Painter, K. (2007). In their own words: Challenges facing youth aging out of foster care, *Journal of Child Adolescent Social Work, 24,* (9), 423-435.

Scherr, T.G. (2007). Educational experiences of children in foster care: Meta-analyses of special education, retention and discipline rates. *School Psychology International,* 28, 419–436.

Schiffer, F., Teicher, M.F., & Papanicolaou, A.C. (1995).Evoked potential evidence for right brain activity during the recall of traumatic memories. *Journal of Neuropsychiatry and Clinical Neuroscience, 7*,169–175.

Segal, Z.V., Williams, J.M., & Teasdale, J.D. (2012). *Mindfulness-based cognitive therapy for depression*. New York, NY: The Guilford Press.

Seymour, E. & Hewitt, N. (1997). *Talking About Leaving: Why Undergraduates Leave the Sciences.* Boulder, CO: Westview Press.

Sheehy, A., Oldham, E., Zanghi, M., Ansell, D., Correia, P., & Copeland, R. (2001). *Promising practices: Supporting the transition of youth served by the foster care system.* Baltimore, MD: Annie E. Casey Foundation.

Simms M.D., Dubowitz H. & Szilagyi M.A. (2000). Health care needs of children in the foster care system. *Pediatrics 106,* 9109–9918.

Smith, D. K., Johnson, A. B., Pears, K. C., Fisher, P. A., & DeGarmo, D. S. (2007). Child maltreatment and foster care: Unpacking the effects of prenatal and postnatal parental substance use. *Child Maltreatment, 12,* 150–160.

Smithgall, C., Gladden, R.M., Howard, E. Goerge, R., & Courtney, M. (2004). *Educational experiences of children in out-of-home care.* Chicago, IL: Chapin Hall Center for Children at the University of Chicago.

Sobsey, D. (2002). Exceptionality, education, and maltreatment. *Exceptionality, 10,* 29-46.

Substance Abuse & Mental Health Administration, SAMSHA (2005). National survey on drug use and health, the NSDUH report. Retrieved from http://www.samhsa.gov/data/2k5/fosterCare/fosterCare.pdf in August, 2014.

Suldo, S.M., Gormley, M.J., DuPaul, G.J., Anderson-Butcher, D. (2014). The impact of school mental health on student and school-level academic outcomes: current status of the research and future directions. *School Mental Health, 6(2),* 84-98.

Sullivan, P.M. & Knutson, J.F. (2000). Maltreatment and disabilities: a population-based epidemiological study. *Child Abuse and Neglect, 24,* 1257-1273.

Taras, H. (2005). Nutrition and student performance at school. *Journal of School Health. 75(6),*199–213.

Taussig, H.N. (2002). Risk behaviors in maltreated youth placed in foster care: a longitudinal study of protective and vulnerability factors. *Child Abuse and Neglect, 26(11),* 1179-1199.

Taussig, H. N., Clyman, R. B., & Landsverk, J. (2001). Children who return home from foster care: A 6-year prospective study of behavioral health outcomes in adolescence. *Pediatrics, 108,*

The Annie E. Casey Foundation Policy Report (2012). Stepping up for kids: What Government and Communities Should Do to Support Kinship Families. Retrieved from http://www.aecf.org/resources/stepping-up-for-kids/.

Teicher, M.H., Ito, Y., Glod, C.A., et al. (1997). Preliminary evidence for abnormal cortical development in physically and sexually abused children using EEG coherence and MRI. *Annals of the New York Academy for the Sciences, 821*, 160–175.

Teicher, M.H., Tomoda, A., & Andersen, S.L. (2006). Neurobiological consequences of early stress and childhood maltreatment: are results from human and animal studies comparable? *Annals of the New York Academy of Science, 1071*, 313-323.

Twardosz, S. & Lutzker, J.R. (2010). Child maltreatment and the developing brain: a review of neuroscience perspectives. *Aggression and Violent Behavior, 15,* 59-68.

U.S. Census Bureau (2015). Educational attainment in the United States: 2015. *Census 2015* Retrieved on July 15, 2016 from: http://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf

U.S. Department of Education (2016). About ED/Initiatives. *Students in foster care.* Retrieved from: http://www2.ed.gov/about/inits/ed/foster-care/index.html.

U.S. Department of Health and Human Services (2005). *A report to Congress on adoption and other permanency outcomes for children in foster care: focus on older children. Washington*, DC: Children's Bureau.

U.S. Department of Health and Human Services, Administration on Children, Youth and Families, Children's Bureau (2011). *Child maltreatment 2001.* Washington, DC: U.S. Government Printing Office.

U.S. Department of Health and Human Services, Administration on Children, Youth and Families, Children's Bureau (2015). *The AFCARS Report.* Washington, DC: U.S. Government Printing Office.

U.S. Department of Health and Human Services, Administration on Children, Youth, and Families - ACYF (2013). Recent demographic trends in foster care, data brief

2013-1. Retrieved from http://www.acf.hhs.gov/sites/default/files/cb/data_brief_foster_care_trends1.pdf

U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau (2008). CFSR Results 2007-2008. Washington DC: US Department of Health and Human Services. Retrieved from: http://www.acf.hhs.gov/sites/default/files/cb/agencies_courts.pdf.

U.S. Department of Health and Human Services, Administration on Children and Families, Children's Bureau (2012). Child welfare outcomes 2008-2011: report to congress. Executive summary. Retrieved from http://www.acf.hhs.gov/sites/default/files/cb/cwo08_11_exesum.pdf

U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families - ACYF, Children's Bureau (2011). *Child Maltreatment 2010*. Retrieved from http://www.acf.hhs.gov/sites/default/files/cb/cm2012.pdf

U.S. Office of the Federal Register (2014). Code of federal regulations. Washington, DC: Government Printing Office. Retrieved from www.gpo.gov on August 8, 2014.

Uninterrupted Scholars Act of 2013 (USA, 2013). Retrieved from http://www.gpo.gov/fdsys/pkg/BILLS-112s3472enr/pdf/BILLS-112s3472enr.pdf.

Vaughn, M.G., Ollie, M.T., McMillen, J.C., Sott, L., Jr., & Munson, M. (2007). Substance use and abuse among older youth in foster care. *Addictive Behaviors, 32(9),* 1929-1935.

Vaughn, M.G., Shook, J.J., & McMillen, J.C. (2008). Aging out of foster care and legal involvement: toward a typology of risk. *Social Service Review, 82(3)*, 419-446.

Verdugo, M.A., Bermego, B.G., & Fuertes, J. (1995). The maltreatment of intellectually handicapped children and adolescents. *Child abuse and Neglect, 19,* 205-215.

Wahl, C.T. (2012). Evaluation of a Dialectical Behavior Therapy skills group for female inmates who voluntarily seek treatment: a pilot study. *Dissertation Abstracts International: Section B: The Sciences and Engineering, 72(12-B),* 7702.

Webster, D., Barth, R., & Needell, B. (2000). Placement stability for children in out-of-home care: a longitudinal analysis. *Child Welfare, 79*, 614-632.

Wells, K. & Guo, S.Y. (1999). Reunification and reentry of foster children. *Children and Youth Services Review, 21(4),* 273-294.

Willis, A. & Nagel, M. (2015). The role that teachers play in overcoming the effects of stress and trauma on children's social psychological development: evidence from Norther Uganda. *Social Psychology of Education, 18(1*), 37-54.

Wolanin, T. R. (2005). *Higher education opportunities for foster youth: A primer for policymakers.* Washington, DC: Institute for Higher Education Policy.

Wolfe, D. A. (1999). Child abuse: Implications for child development and psychopathology (2nd ed.): Vol. 10. *Developmental Clinical Psychology and Psychiatry*. Thousand Oaks, CA: Sage Publications.

Woodhouse, A. & Lamport, M.A. (2012). The Relationship of food and academic performance: A preliminary examination of the factors of nutritional neuroscience, malnutrition, and diet adequacy. *Christian Perspectives in Education*, 5(1).

Zlotnick C., Kronstadt D., & Klee L. (1998). Foster care children and family homelessness. *American Journal of Public Health 88,* 1368–1370.

Zlotnick, C., Tam, T., & Zerger, S. (2012). Common needs but divergent interventions for U.S. homeless and foster care children: results from a systematic review. *Health and Social Care in the Community, 20 (5)*, 449-476.

ABSTRACT

PROGRAM EVALUATION OF THE WAYNE STATE UNIVERSITY (WSU) TRANSITION TO INDEPENDENCE PROGRAM (TIP)

by

DINAH AYNA

August 2016

Advisor: Dr. Emily Grekin

Major: Psychology (Clinical)

Degree: Doctor of Philosophy

Background: A significant number of children in the US are placed in the child welfare system every year. Among the multiple negative outcomes associated with being in the foster care system is a wide academic achievement gap between foster students and the general population, as well as other disadvantaged groups (e.g. low income). Low academic achievement is particularly pronounced in college. The government and higher education institutions are recognizing these educational gaps and developing specialized programs to address the unique needs of foster students; however, the effectiveness of these programs remains unclear. This study aims at evaluating the effectiveness of one program, the Transition to Independence Program (TIP), in improving academic outcomes for foster students at Wayne State University (WSU) during the first 2 years of the program initiation (2012-2014). Methods: patterns of TIP service utilization (mentoring; financial aid; contact with campus coach and community partners) among 120 individuals who had been wards of the court, and its association with academic outcomes were examined on the following variables: GPA, academic probation status, first year retention, remedial classes, being on track for graduation, and graduation status.

Further, TIP students' performance on those same academic variables was compared to two groups: (1) 120 low income, non-foster care youth, and (2) 26 former foster care youth who did not receive TIP services. Results: 73% of TIP students used at least one service and students who used any program services were 5.7 times more likely to be retained than those who had not. Additionally, TIP students performed better than foster, non-TIP students on the academic variables, and the academic gap with low-income students was reduced. Discussion: TIP is effective in improving academic outcomes for students from the child welfare system. Implications and future directions are discussed.

AUTOBIOGRAPHICAL STATEMENT

I was raised in a family that valued social service and an environment that highlighted the need for effective interventions. Early on, I volunteered to work with refugees and was exposed to the disastrous aftermath of war. The field of psychology was a natural career choice. I received my undergraduate degree in Psychology from the American University of Beirut, Lebanon, and a Master's of Science in Addictive Behaviors from the University of Liverpool, England. For three years prior to commencing my doctoral degree in Clinical Psychology at Wayne State University, Detroit, MI, I coordinated substance abuse prevention programs and served in multiple capacities (e.g. domestic violence prevention, health promotion) in the public health team at the Arab Community Center for Economic and Social Services (ACCESS) in Dearborn, MI. I am currently completing my internship at the John D. Dingell VAMC in Detroit, MI and have accepted a one-year postdoctoral residency position at Emory University based in Grady Health System, Atlanta, GA.

Throughout my training, I developed a special appreciation for relationships. My clinical interests are continuously evolving and include all forms of psychotherapy (individual, group, couples, and family), therapeutic assessment, and integrated/collaborative healthcare service delivery. My research interests include effectiveness and applicable community research, substance abuse, and personality. In the future, I would like to continue to be involved in community research that can directly inform prevention and intervention efforts.