

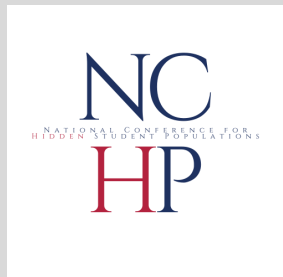
# The Scholar-Practitioner

May 2023

A publication of R is for Thursday

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## National Conference for Hidden Student Populations

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<https://nchp.okstate.edu>

## Current Hidden College Student Populations

May include those who have foster care histories, justice-involved experiences, who are survivors of sexual violence or sex workers, recovering substances addicts, who face housing insecurity, or who are considered Third Culture Kids/Individuals

### NCHP Conference Fellows

Dr. Jennifer Geiger,  
University of Illinois, Chicago

Dr. Royel Johnson,  
University of Southern California

Dr. Kerri Kearney,  
Oklahoma State University

Dr. Megan Piel,  
University of Texas, San Antonio

Dr. Lori Tiller,  
University of Georgia

Dr. Lisa Will,  
Oklahoma State University



**The Scholar-Practitioner** is a monthly publication of research summaries that target the research-to-practice gap for U.S. scholar and practitioner advocates for hidden college student populations.

This publication reinforces the work of the **National Conference for Hidden Student Populations (NCHP)** by providing a space to share research applications for practice. NCHP was the first research conference dedicated to this multidisciplinary area of study. **The NCHP 4th conference will be held February 28 - March 1, 2024, at University of Texas—San Antonio.**

This month, **The Scholar-Practitioner** is presenting part 2 of a summary of research by Dr. Brown. You can find [here](#) the first part of the summary.

## Foster Care Student's Knowledge of Campus Support Programs

Brown, N.O. (2017). *An exploratory study: Foster care students' knowledge of college campus support programs* [Doctoral Dissertation, The University of Georgia]. ScholarWorksUGA. Electronic Thesis and Dissertation. <https://guides.libs.uga.edu/scholarlycommunications/scholarlycommunication/ETD>

### Summary by Nathaniel O. Brown and Keenan Eldridge

The purpose of this exploratory study was to determine the knowledge of foster care students participating in college campus support programs and how their interactions and connections with program staff aid in improving postsecondary retention, persistence, and college completion.

The implications for practitioners and colleges include the following:

- Counselors and student services personnel alike need to increase their awareness of the experiences of foster care students and learn their needs to matriculate in college or university programs of study.
- Further research is needed on the enrollment, retention, and graduation rates of foster care students pursuing postsecondary education at 2-year institutions and transferring to 4-year colleges, and foster care students who continue to pursue graduate and post-graduate degrees.
- Develop life skills programming within the campus support program to support adulting while in college.
- Research about how much does increasing the number of foster youths with 4-year degrees reduce the future occurrence of child abuse and neglect.
- Include foster care students and alumni and measure degree completion motivation of current foster care students.
- Include a mentoring component to provide mentorship to foster care students and measure the increase or decrease in retention and graduation rates.
- Explore how campus support programs help foster care students.
- Bridge the gap in communication between child welfare agencies, counselors, and college student services supporting foster care students in postsecondary education institutions.
- Increase access to individual and group counseling for foster care students.
- Normalize foster care students as they strive to create a family of choice by

creating outreach opportunities for this population to learn more about campus support programs (i.e., move from hidden to unhidden).

- Having a space for foster care students to provide feedback in their own words is just as meaningful as answering questions quantitatively in a survey (i.e., a group forum).
- Adopt and systematically collect data through a system like Cal-PASS. Currently, there is no consistent way campus support programs collect data about program performance and student outcomes. Creating a strong evidence base and clear accountability measures will help make the case for public investment. Additionally, the regular collection and review of data at the program level will ensure that future campus support programs produce the high-quality results of the first generation of programs.
- Build a strong coalition of campus support programs. The primary emphasis in the campus support program movement has been on program development. To effectively advocate for required public resources, the network of campus support programs must build a strong, coordinated coalition that consists of P-16 educators, administrators, and students.

The study revealed how foster

students become aware of programs tailored specifically to their unique needs and raised important questions about the aspects or success factors of campus support programs that encourage foster students to remain in college, persist to graduation, and help these students overcome personal adversity, limited educational opportunities, and challenging socioeconomic circumstances to excel academically. As a result, college administrators, student personnel services staff, faculty, and counselors need to increase their understanding of how to design, develop, and execute programs leading toward improved college completion rates. Adams et al. (2013) reiterated that the goal of social justice is full and equal participation of all groups in a society mutually shaped to meet their needs. The U.S. Government Accountability Office (GAO, 2016) reported that little information is available on the percentage of foster youth who enroll in college. One major three-state study of foster youth in 2011 found a gap in college experience between foster youth and other youth; specifically, 40% of former foster youth in the study reported completing at least one year of college, compared to an estimated 68% of youth in the general population (GAO, 2016). Available data further suggested that a smaller number of foster

youth who begin college ultimately finish with a degree than other students (GAO, 2016). Therefore, it is not surprising that more descriptive information was needed to create a snapshot of a population in need of support beyond their transition from foster care into the context of being college students.

## References

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (2013). *Readings for diversity and social justice* (3rd ed.). New York, NY: Routledge.

Brown, N.O. (2017). *An exploratory study: Foster care students' knowledge of college campus support programs* [Doctoral Dissertation, The University of Georgia]. ScholarWorksUGA. Electronic Thesis and Dissertation. <https://guides.libs.uga.edu/scholarlycommunications/scholarlycommunication/ETD>

Government Accountability Office. (2016). *Actions needed to improve access to federal financial assistance for homeless and foster youth*. (GAO Publication No. 16-344). Washington, D.C.: U.S. Government Printing Office.

## NCHP

**Save the date! Feb 28—March 1, 2024**

**Call for Proposal NOW OPEN!**

**Team Leader** - Become a team leader of a multidisciplinary research team. September 1, 2023, Deadline (notifications by September 15)

**Research Team Member** - Become a new multidisciplinary research team member. October 13, 2023, Deadline (notifications by October 31)

**Traditional Research Presenter** - Present an original empirical work. October 31, 2023, Deadline (notifications by November 10)

**Arts-Based Research Presenter** - Present an arts-based work. October 31, 2023, Deadline (notifications by November 10)

For more information, go to:

**<https://nchp.okstate.edu>**

**To sign up for ongoing email updates about the 2024 national conference and/or for archives of The Scholar-Practitioner, go to: <https://risforthursday.okstate.edu>**

