Getting Out and Getting In:
Assets in Transitioning from Foster Care to Higher Education

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Abstract

Students in foster care have substantially lower rates of high school graduation, college entry, and college graduation than their same-grade peers (Day, Dworsky, & Feng, 2013; Okpych & Courtney, 2020). The objectives of this study were to identify factors that influence the successful transition of students in foster care to higher education and based on responses from foster students and caregivers, to explore how community and schools can support foster students as they pursue education beyond high school. Focus groups (6) and in-depth interviews (12) were conducted with a total of 31 participants, consisting of youth in foster care (n=12), young adults who had been in foster care (n=2) and caregivers of youth in foster care (n=17). Findings emerged from both youth and caregivers regarding strengths and assets available to support transition aged youth in the foster care system who wish to pursue post-secondary education. The assets reported by participants fell into six broad categories: community, school, family, individual, financial, and direct experiences. Suggestions for building on these assets and for future research are provided.

Keywords: foster care, higher education, transition, post-secondary education, qualitative research

Introduction

According to the U.S. Administration for Children and Families, there were an estimated 391,098 children involved in the foster care system in 2021, with approximately 24% of these aged 14 to 20 years old (U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, AFCARS report, 2022). Literature has well documented barriers and the negative outcomes youth in the foster care system may experience. Specifically, Author 1, et al. found that academic challenges were among the unique barriers youth from foster care encounter (2023).

Considering that the foster care system is meant to be a temporary solution, many youths experience transitioning to different homes until they are placed in a permanent home (Thomas, 2022). However, many older youths age out before they can be placed in a permanent home. As of 2021, an estimated 19,130 youth exited foster care through emancipation (U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, AFCARS report, 2022). Youth that age out of foster care experience many adverse adult outcomes, such as poverty or homelessness, which youth that exit the foster care system in other ways may not experience (Rosenberg & Abbott, 2019).

The Federal Fostering Connections to Success and Increasing Adoptions Act (2008) recognizes the ability to extend services to youth past the age of 18, through their 21st birthday. Youth must be enrolled in high school or post-secondary education, employed or enrolled in a job training program, or have a documented disability. Studies show that youth who receive extended foster care services after they turn 18 years old experience better outcomes than those who do not (Rosenberg & Abbott, 2019).

While many studies on youth involved in the foster care system discuss high school completion rates, little research has focused on youths' experiences and success with pursuing and navigating post-secondary education (Rios & Rocco 2014). Seven out of ten youth in the foster care system say they want to attend college, but only 6% of youth who age out of the system will attend a post-secondary education and only about 50% of those who attend will graduate (McMillen et al., 2003). A major barrier to staying enrolled in a post-secondary education program is related to financial aid needs and stable housing (Rosenberg & Kim, 2017; et al., 2019).

Other studies have looked at how trauma has negatively impacted the experience of youth in foster care with higher education. Many in the foster care system experience trauma related to instability of the system, lack of access to resources, and further abuse (Riebschleger et al., 2015). The trauma experienced may decrease youth confidence and aspirations to obtain education (Morton, 2018). Trauma may also lead to mental health challenges, as many college students previously involved in the foster care system report having greater mental health distress than peers not involved in the system (Unrau et al., 2017).

Transition-age youth may greatly benefit from supports that encourage and sustain postsecondary enrollment. Transition from youth to adulthood is difficult, but the majority of youth have a supported transition that allows them to explore their new independent identity with a safety net (Kools, 1997). Transition age youth in the foster care system lose all support once out of the system with no transitional period (Rios & Rocco, 2014). Services provided by college campuses can help youth with navigating their new independent responsibilities with financial aid, housing, healthcare, securing employment and food security (Dworsky & Perez, 2010; Kinarsky, 2017). The completion of a postsecondary education has been found to have a positive effect on health and wellbeing outcomes related to less economic hardship, and healthier life choices in the general population (Wang & Conwell, 2022). Foster youth who have a disproportionate risk of unemployment and negative health outcomes have a greater benefit from completing a post-secondary education than their general population counterparts (Okpych & Courtney, 2014).

While the system has made efforts to implement resources to improve outcomes for transitional age youth, youth continue to face negative outcomes and resources continue to be underutilized. From 2015 to 2018, youth who utilized educational financial assistance fell from 23% to 15% (Annie E Casey Foundation, Kids Count Data Center, 2020). Identifying the resources and assets available to transition age youth in the foster care system that may facilitate their pursuit of higher education is an important step in trying to identify how to support these youth and where the gaps in resources may be.

Thus, the goal of this study is to identify and describe the strengths and assets available to support youth involved in the foster care system. Utilizing focus groups and in-depth interviews with both youth in foster care and caregivers, the present study sought to address the following main research question:

What are the strengths and assets available to support transition aged youth in the foster care system who wish to pursue post-secondary education?

Research Design and Methods

The current study utilized a qualitative methods approach (focus groups and in-depth interviews) with purposive sampling of transition age youth in foster care, their caregivers, and young adults currently attending post-

secondary education to learn more about their experiences in seeking post-secondary education. Three specific aims guided this study: 1) Identify factors that influence the transition of students in foster care successfully into higher education, 2) determine community and school assets that are available to support students in the foster care system who wish to pursue higher education, and 3) identify perceived barriers that may inhibit foster care youth from pursuing higher education. The current manuscript focuses on results for the first two aims of the study related to factors and assets that facilitate foster youth pursuing their post-secondary education goals. Institutional Review Board (IRB) Approval was obtained from Augusta University Medical School; and Georgia State University received IRB approval through an official Reliance with Augusta University. Funding to support this research was awarded through an internal Augusta University and Georgia State University SEED grant.

Participants

Focus groups (6) and interviews (12) were conducted with a total of 31 participants, consisting of youth in foster care (n=12), young adults who had been in foster care (n=2) and caregivers of youth in foster care (n=17). Participants were recruited with the help of a well-known community partner agency who works closely with youth in foster care and their families in our local areas. Data were collected in urban, suburban, and rural areas over the course of three months. Please see Tables 1, 2, and 3 for the demographics of each participant group.

Table 1

Demographics: Foster Care Youth (Self-Report Survey)

Variables	Foster Care Youth (n = 12)	Percentage of Foster Care Youth Sample
Age in Years		
15	1	8.3%
16	1	8.3%
17	3	25.0%
18	5	41.7%
19	2	16.7%
Gender* (these rounded percentages = 99.9%)		
Female	7	58.3%
Male	4	33.3%
Other/Prefer not to say	1	8.3%
Hispanic or Latino Ethnicity		
Yes	1	8.3%
No	11	91.7%
Race		
Asian	0	0%
Black/African American	8	66.7%
Native American	0	0%
Other/Mixed Race	0	0%
White	4	33.3%
Setting		
Urban	4	33.3%

Rural	3	25.0%
Suburban	5	41.7%
Grade/Level of Education		
9	1	8.3%
10	1	8.3%
11	2	16.7%
12	4	33.3%
High School Graduate	3	25.0%
Pursuing GED	1	8.3%
Years in Foster Care (these rounded percentages - 99.9%)		
0-3 years	1	8.3%
4-6 years	4	33.3%
7-9 years	3	25.0%
10+ years	3	25.0%
Unknown	1	8.3%

Table 2

Demographics: Former Foster Care Youth/Young Adults Currently in Higher Education (Self-Report Survey)

Variables	Foster Foster Care Youth/ Youth Adults Currently in Higher Education (n = 2)	Percentage of Former Foster Care Youth/Young Adults in Higher Education Sample
Age in Years		
20-22	1	50%
23-25	1	50%
Gender		
Female	2	100%
Male	0	0%
Other/Prefer not to say	0	0%
Hispanic or Latino Ethnicity		
Yes	0	0%
No	2	100%
Race		
Asian	0	0%
Black/African American	1	50%
Native American	0	0%
Other/Mixed Race	0	0%
White	1	50%
Setting		

Urban	0	0%
Rural	0	0%
Suburban	2	100%
Year in College/Classification		
1st year/Freshman	0	0%
2nd year/Sophomore	0	0%
3rd year/Junior	2	100%
4th year/Senior	0	0%
Years in Foster Care		
0-4 years	0	0%
5 years	1	50%
6 years	1	50%

Table 3

Demographics: Caregivers (Self-Report Survey)

Variables	Caregivers (n = 17)	Percentage of Caregivers Sample
Age in Years		
24-44	9	52.9%
45-65	1	5.9%
66+	7	41.2%
Gender		
Female	7	41.2%
Male	10	58.8%
Other/Prefer not to say	0	0%
Hispanic or Latino Ethnicity		
Yes	0	0%
No	17	100%
Race		
Asian	0	0%
Black/African American	14	82.4%
Native American	0	0%
Other/Mixed Race	0	0%
White	3	17.6%
Setting		
Urban	8	47%
Rural	0	0%
Suburban	9	52.9%

Marital Status		
Married	15	88.2%
Divorced	1	5.9%
Widowed	1	5.9%
Highest Education Level		
Less than a high school diploma	0	0%
High school diploma or equivalent	11	64.7%
Associate's Degree	2	11.8%
Bachelor's Degree	3	17.6%
Master's Degree or Higher	1	5.9%
Level of Household Income		
Less than $20,000	2	11.8%
$21,000 - $30,000	2	11.8%
$31,000 - $40,000	2	11.8%
$41,000 - $50,000	0	0%
$51,000 - $60,000	8	47%
More than $60,000	3	17.6%
Relationship to Foster Youth		
Adopted Parent	6	35.3%
Foster Parent	11	64.7%
Years As Foster Parent		
Less than a year	2	11.8%
1-5 years	4	23.5%
6-10 years	7	41.2%
11+ years	3	17.6%
Unknown	1	5.8%

Procedures

To recruit for this study, several approaches were used. Flyers were posted in various community settings in addition to word-of-mouth support from local child-serving community partners. Once recruited, separate focus groups were held with transition age youth in foster care, young adults previously in foster care and currently pursuing post-secondary education, and caregivers of youth in foster care. Focus group discussions were held both in person and virtually depending on the needs of the participants. In instances where a participant was not able to attend a focus group, an individual in-depth interview using a similar guide was conducted. Focus group discussions lasted between 15 minutes to a little over an hour.

Several data collection tools were used to facilitate the focus groups, including demographic questionnaires and the focus group/interview protocols. Assent and consent forms were emailed in advance to participants and were also reviewed in person at the time of each focus group discussion or interview. Demographic data questionnaires were completed individually and confidentially, before joining the larger focus group or interview. Participants were interviewed and audio recorded in a variety of private, confidential rural, urban, and virtual settings that were convenient and accessible to participants. All interviews were transcribed and

the data de-identified. Participants were compensated with $30 gift cards for their time at the conclusion of the discussion.

Measures

Demographic Information: Demographic surveys were administered to each participant individually in a private setting, prior to conducting the focus group or in-depth interview. Information was obtained on age (years), gender, race/ethnicity, setting in which the participant lived (rural, suburban, urban), level of education achieved, year in college (if applicable), and number of years in foster care. For caregivers, additional questions were asked related to marital status, level of household income, their relationship to the youth being discussed, and number of years as a foster parent.

Focus Group/In Depth Interviews:

Youth

Focus groups and in-depth interviews with the youth explored their thoughts around pursuing further education at college or a technical school; how ready they felt to pursue a post- secondary education and if not ready, reasons why; what they felt they needed and would be helpful to be better prepared to apply to college or technical schools and to attend if accepted; barriers to pursuing a post-secondary education; and what resources and support would be most helpful to successfully graduate from college or technical school. There was also an open-ended question if youth had any additional comments they wanted to add.

Young Adults in College

For those youth who had been in foster care and were now attending college, questions were similar to the questions for the youth but asked from the perspective of what was most helpful in pursuing college or technical school and what were some of the barriers. Specifically, questions were asked around motivation to attend college or technical school; what resources were helpful in the application process, making the decision to attend, and enrolling in school; what barriers they may have encountered throughout the process; and what factors influenced their decision to enroll and attend. As above, an open-ended question also allowed the young adults to add any other comments they wished to share around this topic.

Caregivers

Focus groups with the caregivers explored whether the youth in their care talked about going to college or technical school and the types of things mentioned; resources or things that may help or have helped the youth apply and be ready to attend college or technical school; potential barriers to application and attendance at college or technical school; what may be needed to support successful graduation from college or a technical school; and any resources available in their communities to support youth in their journey to pursue post-secondary education. An open-ended question concluded the focus group to ensure that caregivers were able to add any additional relevant information.

Data Analysis

The researchers worked with the Qualitative Research Lab at Augusta University and used a combination of qualitative analysis methods to analyze the data including reflexive/thematic analysis, abductive approaches, and split coding. This allowed for the use of both inductive and deductive approaches when reviewing the data and generating and finalizing themes and codes that derived both organically from the data, as well as theoretical assumptions.

The analysis followed the coding and theme development strategies outlined in thematic analysis (Braun and Clarke 2006-). Our approach to the data was abductive, which means that the coding and analytical process was guided by both key insights identified in the data (bottom-up) and theoretical assumptions and predetermined objectives established by the primary research team (top-down). To improve the validity, rigor, and trustworthiness of the findings and to minimize effects of researcher biases, coding and analysis were conducted collaboratively. Using a split coding strategy, four researchers were responsible for reviewing and developing codes from the interview and focus group transcripts. Once the coding was complete, two researchers created and developed themes that were reviewed and finalized by the analysis team.

Results

Findings emerged from both youth and caregivers regarding strengths and assets available to support

transition aged youth in the foster care system who wish to pursue post-secondary education. The assets reported by participants fell into six broad categories: community, school, family, individual, financial, and direct experiences. Assets include areas of support that foster youth and caregivers reported they use or that are available to them to help the transition into higher education. Table 4 summarizes the main themes related to these categories of assets.

Table 4

Existing Assets Supporting Transition to Higher Education

Themes	Sub-Themes
Community Assets	Agency Support (DFCS)
	Peer Support/Social Outlets
	Coach/Mentor
School-based Assets	Counselors
	Teachers
Family/Caregiver	Foster Family
	Biological Family
Individual/Personal Goals	Interest in Specific Field
	Desire to Succeed
	Desire for Freedom and New Start
	Desire for Community
Financial	Agency Support (DFCS or other organizations)
	Family Support (foster, biological or kinship)
Direct Experiences and Connections	Exposure to Academic Fields
	Inspiration from Others

Community Assets

Several youth and caregivers mentioned the availability of assets within the community that could facilitate the transition to pursuing post-secondary education. Support from a state agency, particularly from the Division of Family and Children Services (DFCS), was one theme that arose. Participants noted that DFCS has several resources available for those youth interested in pursuing secondary education, including referrals to community organizations that can assist youth and assess their strengths and weaknesses and provide support accordingly, and the Independent Living Program which provides financial assistance and services to current and former foster/probation youth, 16 to 20 years of age, who are eligible. In addition, community agencies working with foster care youth and families were mentioned as helpful in providing resources for pursuing education including mentorship around schooling and processes, financial support, and programs to assist youth with readiness and their educational needs.

A second theme that arose was that of peer support as an important factor in pursuing secondary education. Both caregivers and youth noted that having a friend to study with, check in with, prepare with, and even enroll with supports this transition into secondary education. For example:

> *"I have a friend. We don't know if it's going to happen but we plan on enrolling in the same college. So, I think no matter how it goes, I'm just going to at least end up checking on her and her checking up on me." (Youth in Foster Care, personal communication).*

Similarly, another theme that arose related to mentorship/coaching and having an outside role model who has gone through the process and was able to share experiences and guidance. For example:

> *"So I met my mentor through the Big Brother Big Sisters program. So she graduated from Georgia State and then started her own business. So some of the professors that she had took I was having to take them, so she introduced me to them, we had lunches together to make*

me get more comfortable with going to school in the city, stuff like that." (Youth in Foster Care, personal communication, 5/8/23).

School-Based Assets

After community assets, school-based support was the most mentioned type of resource that came out of the focus groups and in-depth interviews with both caregivers and youth from foster care. Teachers, counselors, and other school staff had made a difference in those impacted by foster care in their ability to succeed beyond high school. These school faculty believed in the students and their potential, which influenced the self-efficacy of the youth.

One foster youth said this about their counselor, "He was the one that was, at first was…, and then once he saw that I was capable, he believed in me the whole way after that. He was like, I believe in you. You're going to graduate on time. I can't believe we're doing this. You know, you are doing this." (Youth in Foster Care, personal communication, 3/15/23).

Additionally, teachers came up as an important support under the theme of "School-based Assets." A foster youth said this about a teacher supporting them beyond the normal duties of a classroom teacher: "I have a teacher at school who's helping me go through some of the colleges and assessing on which career path I want to take." (Youth in Foster Care, personal communication, 3/28/23). This foster youth accredited this teacher to opening their eyes to the various possibilities of post-secondary education.

Family/Caregiver Assets

Family and caregivers emerged as an important asset in the lives of our participants. This family theme incorporated both the foster family and the biological family. For example, one foster youth participant spoke of how her foster family was the reason she was able to graduate high school:

> *"I actually ended up doing my junior in... So, after I had my daughter, I dropped out in 10th grade and, no junior year, sorry. And then once I got placed with them, I did junior and senior year together. So, I ended up graduating on time…. they were definitely my biggest advocates." (Youth in Foster Care, personal communication, 3/15/23).*

Another foster youth spoke of how her foster parents encouraged them to consider more schooling.

> *"So actually, when I first got in foster care, I wanted to work on cars. But the longer I was with them, they really supported me and was like, I think you could do more than that." (Youth in Foster Care, personal communication, 3/15/23).*

This sentiment of encouragement and support from family as an asset was corroborated by the caregiver participants themselves. A caregiver participant spoke of their foster daughter making Dean's list and said "She had it. She just needed someone there to encourage it." (Caregiver, personal communication, 3/15/23).

Another caregiver said, "When she graduated high school, she was the first I think in her family that's ever graduated. So that was a big thing. So we went out. We just had a big party." (Caregiver, personal communication, 3/15/23).

Participants also credited biological family members as supportive assets as they transitioned past high school. A youth currently in college remembered how important this mentorship was. "I have one older brother, but he's in the National Guard right now. In high school, I was really struggling with math and I spent 10 minutes with him and it was like, it was amazing. He's really smart." (Young Adult, personal communication, 3/15/23). Another said that when her foster mother did not understand the high school work, she was able to call a niece who was at a University. She said "That really helped in the long run." (Young Adult, personal communication, 5/8/23).

Individual Assets

Individual assets and personal goals as youth from foster care transitioned to higher education emerged as themes of support. Some specific categories under this theme that emerged were interest in a specific career field, having a desire to succeed, desire for freedom or a new start, and a desire for community. Characteristics such as "Being smart" came up more than once from caregivers describing the youth in their care.

For example, one caregiver stated, "He was a very smart student. He participated in a spelling bee at school. So, he won at the school. He won in the county and he won in the state competition. He went on to participate in-in three. So, uh, we always pushed and motivated him. He was, quote on quote, college material." (Caregiver, personal communication, May 16, 2023). Caregivers also mentioned that the youth having a mindset of "wanting to stay" in college played a role in the successful transition.

Financial Assets

Financial support was a theme that emerged from both youth and caregivers as an asset to a successful transitioning past high school. Financial assets were mentioned coming from organizations and agencies, such as DFCS, as well as from family members or caregivers. One specific program mentioned was the Independent Living Program (ILP), a federally funded program that supports youth in foster care aged 16 through 21.

For example, a caregiver said about the ILP support, "So when she graduated from high school, she got a free laptop and a printer so that helped a lot. And then of course, the ILP helps a lot. It helps pay for college." (Caregiver, personal communication, 3/15/23).

Additionally, a foster youth spoke about the importance of financial aid at college and said, "The cost of tuition, seeing if you get financial aid or not. What will financial aid cover?" (Youth in Foster Care, personal communication, 5/8/23).

Direct Experiences and Connections

Finally, several themes emerged related to youth having direct experiences with certain professions that inspired them or connections with people who served as a model for what they wanted in their lives, providing motivation for pursuing a secondary degree. One such theme was having exposure to a certain academic field, learning more about it and feeling inspired to have such an experience in their future. For example:

> *"I actually toured the labs at AU, at the hospital. And the first one I toured, I can't remember exactly which one it was, but they're working with preventing and fixing deafness in babies before they're born. That was really what got me. I was like, this is amazing. I can't believe that they're working on this and that this is, could be possible. It will be possible one day." (Young Adult, personal communication, 3/15/23).*

Caregivers noted the importance of providing guidance and encouragement to their youth to seek these experiences.

> *"So basically, I would say start planning with your child, see what they're into, encourage that, and then from there, get resources. We've already lived at schools, we have already lived at all that. If you have a chance, put them actually on the work field. If you can do encouragement, a lot of that. Boundaries, structure." (Caregiver, personal communication, 3/15/23).*

Another theme that emerged was youth being exposed to and receiving inspiration from others around them, including exposure to individuals in college or who had pursued secondary education that served as an inspiration to these youth. For example:

> *"That young man graduated from Kennesaw State and it, I mean, he got a standing ovation. I, it was just incredible...He lived in the basement to create that atmosphere, like he was at college... It was just, you know, the difference that motivated Nelson (pseudonym). Oh, my God... So, sometimes I think that, um, if we can introduce them to non, in a non-traditional way." (Caregiver, personal communication, May 16, 2023).*

Discussion

This research study has provided data on how community and school assets can be leveraged to support students in the foster care system and encourage them to successfully pursue higher education opportunities. The assets fell into six categories: community, school, family, individual, financial, and direct experiences. Similar to previous research, data show that significant support is needed with a variety of factors contributing to help youth from foster care transition to schooling beyond high school (Kinarsky, 2017; Rosenberg & Kim, 2017; et al., 2019). Teachers spend the most time with students during the school day and have a great opportunity to influence all the students in their classrooms. It is no different for the youth from foster care in a

school setting. Students often feel more comfortable with a teacher than a counselor due to the amount of time spent together and the relationships that have been built. Counselors are often the staff in a school building who are charged with making sure students graduate and make plans for after graduation, so it is fitting that these individuals can support youth from foster care as long as they believe in them to accomplish what they are capable of after high school. Money, as well as community and family support, are important in helping youth from foster care continue to succeed in post-secondary education. In addition, the themes of individual assets and direct experiences emerged as topics that are not discussed as frequently in conversations about solutions to support youth from foster care. Our research helped to fill a gap of describing what supports are needed after high school, as most research focuses on supporting youth from foster care in graduating high school (Rios & Rocco 2014).

The current study was not without limitations, as well as strengths. We recognize that our study was only conducted in one southeastern state, but due to the variety of participants from myriad demographic locations, the results shed light for multiple settings. The voluntary nature of participation could skew the population to more of those who have not experienced trauma or negative experiences with schooling and the system as discussed in previous literature. The results were triangulated among youth from foster care and foster parents or caregivers. Future research should include more youth from foster care who have gone on to pursue higher education, as well as some who did not go past high school to explore the reasons from both sides.

Given the results of the study, changes can be implemented to positively influence the number of students pursuing higher education. Foster caregivers should be informed about the tremendous impact their support and beliefs have on the youth they serve. Community agencies, particularly DFCS, should play a role in informing and encouraging youth about the possibilities available to them. Mentor programs could be put in place and formalized to provide positive role models for middle and high school youth from foster care. Additionally, school personnel need training on the unique needs of foster youth and how to support them in not only succeeding in their current environment, but in the future, as well. Finally, financial resources need to be allocated to help youth from foster care be successful adults and avoid falling into the path of homelessness or housing insecurity described in the literature.

Conclusion

Currently, half of students in the foster care population do not graduate high school, and less than 2 percent of the 10 percent who transition to college persist until graduation (Jones, S., 2021). Similarly, Day et al. (2013) found that students involved in foster care were less likely to complete postsecondary education than low-income students and first-generation students who had not been involved in the foster care system.

Our overarching goal has been to explore how foster students can best be set up for success in pursuing higher education and change the statistics described above. In this pilot exploratory study, the goal was to identify the factors that influence the success of students involved in the foster care system as they transition into higher education. Through focus groups and in-depth interviews, we have explored the ways community and school assets can be leveraged to increase the number of students from foster care who go on to pursue college, university, and trade school entry. We have begun to find out what types of resources are needed to help adolescents and young adults in foster care make it to higher education by identifying the gaps, barriers and facilitators that exist in this process.

From schools, to the community, to government, to individual foster caregivers, everyone can play a part and work together. Giving time, money, and resources to support youth transitioning to adults makes a difference, as our data suggests. We want to challenge readers by concluding with a quote from one of our caregiver participants, "Walk the journey with them. Don't stand in the back and wait. See what road they're taking. I always say we are bumpers on the cars and we're just going to keep them on the road." Let us work together to focus on getting students successfully out of the foster system and into the next phase of adult life.

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