



NRC-FAHE: National Research Collaborative for Foster Alumni and Higher Education

WELCOME!

The National Research Collaborative for Foster Alumni and Higher Education (NRC-FAHE) is a network of researchers and practitioners whose aim is to improve practice and influence policy related to foster care youth/alumni and higher education by creating and advancing a clear research agenda and facilitating communication and collaboration among interdisciplinary scholars and practitioners to promote postsecondary access and retention of youth in care and foster care alumni. The NRC-FAHE promotes innovative ways to use research and best practices to inform and influence policy making and values practice-informed research and the voice of youth in care and foster care alumni in improving access and outcomes in higher education.

Our Leadership:

Angelique Day, PhD
School of Social Work
University of Washington

Lisa Schelbe, PhD
College of Social
Work
Florida State
University

Amy M. Salazar,
LMSW, Ph.D.
Department of Human
Development
Washington State
University Vancouver

Kerri Kearney, PhD,
MBA
Higher Education
& Student Affairs
Oklahoma State
University

Thank you to those who contributed to the creation of this newsletter:
Sierra Wollen, MSW David Perlmutter, Van Phan, MA, MSWc
Gracie Klumpp, MSWc MSWc, MPHc Emma Fontaine, MSW

IN THIS ISSUE

Welcome - Dr. Angelique Day
Page 2

Higher Education Highlight -
Drs. Kerri Kearney & Lisa Will
Page 3

Practice Highlight - CLIMB
Program
Interview with Airika Buford & Karina Colman
Staggs
Page 4

Policy Updates
Page 6

Article Highlight
Publications by and for our Collaborative
members. Highlight: Factors associated with
post-college success for foster care alumni
college graduates
Page 7

Announcements
Page 9

Welcome and Introduction

I am proud to share the 10th issue of the National Research Collaborative for Foster Alumni and Higher Education newsletter with you.

We are all embarking on another transition during the fall quarter/semester as we move through the challenges of returning to work after being absent from campus these last 18 months due to COVID 19. During this period of reengaging on campus we have learned new and innovative ways to support our students, including embracing the use and continuity of new technologies we learned how to navigate when we were working and serving our students remotely. Transitions have been difficult both in the move to remote work as well as in the transition back to campus; we are very interested in learning from all of you what lessons you have learned in how to successfully serve foster care youth during COVID 19 in the campus-based programs you are connected to. We are hopeful to have a focused conversation on this topic and others during our special interest group meeting in January 2022 during the SSWR conference. More details on that meeting will be forthcoming.

As promised, included in this newsletter is information on how you can respond to our call for a special issue journal in partnership with the *Child and Adolescence Social Work Journal* entitled, "Advancing Interdisciplinary Research on Foster Care and Higher Education". We are so grateful to Drs. Jennifer Geiger and Royel Johnson for their co-leadership in agreeing to guest edit the special issue. Submissions for the special issue are due February 11, 2022 and the anticipated publication date is Spring of 2023.

Many of the provisions of the [Supporting Foster Youth and Families through the Pandemic Act \(H.R.7947\)](#) which was passed through the larger [Consolidated Appropriations Act of 2021 \(H.R. 133\)](#) expired on October 1, 2021. We know that the pandemic is not over, and that

many of our students have been cut off of a critical lifeline of support that is very likely to impact their college going goals and aspirations. Please know that we are working very hard to ensure that these provisions are reinstated through the next continuing resolution package that needs to pass by December 3, 2021 to ensure that the government can remain operational. Additional federal public policy opportunities that have been introduced in the new congress are also highlighted in this newsletter, and we appreciate your advocacy to see those bills successfully move forward under the support of our new administration.

Also, in this issue we highlight a new pre-college initiative, the Cultivating Learning in Middle school and Beyond (CLIMB), developed out of a response from the Texas legislature to focus targeted programming in K-12 schools.

Finally, we highlight the recently published work of Drs. Amy Salazar and Lisa Schelbe which examines life factors of foster care alumni who have successfully graduated from college.

As a reminder, our speakers program is organized by Dr. Amy Salazar; and information about past and future webinars can be found on our website at <https://www.nrc-fahe.org/archive-webinars>. Dr. Salazar has organized a great lineup of speakers through the end of this year. Please tune in for one of those presentations coming up April 21, 2022. Registration details are available in the Announcements section of this newsletter.

ANGELIQUE DAY, Ph.D.



Angelique Day, PhD, MSW, is an Associate Professor in the School of Social Work at the University of Washington-Seattle. Much of her research focuses on foster care youth, including examining the differences in college retention rates between foster care youth and other low-income first-generation college students, and examining "youth voice" and its impact on child welfare, education and health policy reform. Dr. Day leads the Policy Review team for the NRC-FAHE. Questions about the policy section of this newsletter can be directed to her.

dayangel@uw.edu

Higher Education Highlight

COLUMN AUTHORS



Kerri Kearney, M.B.A., Ed.D., is an associate professor in Higher Education & Student Affairs. Through her work, she prepares individuals to lead at institutions of higher education or function in related research or policy roles. She teaches and advises students almost exclusively at the doctoral level.



Dr. Lisa Will is a Visiting Assistant Professor in Higher Education and Student Affairs at Oklahoma State University. She serves on the leadership team of R is for Thursday, Oklahoma's state network supporting hidden populations in college.

The last 18 months of COVID-impacted work in higher education have highlighted profound impacts on college students with foster care backgrounds. Higher education professionals and researchers in the area of former foster youth in college have scrambled to both support current students and to study the impacts so that we may be better prepared for the future. Their work has contributed much to our knowledge and to the lives of current students, and it is more than capable of standing on its own. What seems important to also address, and that we will address in this column, is the often silenced but also profound impact on the professionals who are supporting students. To do so, I asked my friend and colleague Dr. Lisa Will to speak to her work with graduate students who are preparing for careers in student affairs and with

other professionals who are already fulltime practitioners

Relentless seems to be the word that most practitioners relate to right now. COVID has entered all of our spaces, not just professional, not just personal, not just the conscious. Boundaries, for many of us, have become muddied or even nonexistent. The uncertainty that many of us faced in our professional and personal lives has affected all of us on a global level – in one way or another. COVID did not discriminate. Our best laid plans ended up needing adjustments – some known and others unforeseen. We needed to be creative in our approaches, thinking, and how we showed up to others, including students.

As professionals, we tend to have solid support systems and tools to help us adjust to unexpected situations. However, we are human. We are tired.

As a professional, and as I speak with other professionals, I have truly come to realize that most of us cannot help but wonder and worry about the students. What support systems do they have in place? What tools do they have? What are their unmet needs? Are they safe? Are they practicing self-care? What about their mental health? How are we, the collective we, ensuring that they are okay, struggling, or thriving? The students have weighed heavily on our hearts and minds – often without time constraints. Many of us hoped that the start of this semester would reflect some sense of “normalcy.” Our institutions announced plans for a Normal Semester. But, COVID had other plans. Once again, there was uncertainty and shifting.

It appears that institutions have mostly found their grooves. There is some predictability in systemic responses for students, staff, and faculty. But the mental health impacts for students are overwhelming. For students with backgrounds in foster care, the mental health impacts are further compounded by more concrete needs. And, so, we often overlook the impacts on ourselves.

As we prepare for the holiday season, end of semester activities, and closing 2021, we need to remember to be present for ourselves. Take a moment and stand still. Be present. Breathe. Hear the rustling of leaves. Hear the distance chatter or laughter. Smell the food that you love. See the people around you. Just be present.

It is a time to recognize all that you have done. You have suited up and showed up. You provided stability during an unstable time. You practiced grace and flexibility. You equipped others to identify their support systems or ways to develop even while you may have struggled with your own. You demonstrated compassion and engaged in critical dialogue. You walked alongside others. You help to carry some of their burdens. Truly stop to acknowledge your contributions.

As you pause in the chaos, what thoughts or emotions come to mind? How are you doing physically, emotionally, and spiritually? What are you doing to tend to these areas of your life? What brings you joy? What is happening in your community that would bring you delight? What do you want to carry forward? What is no longer serving you? What are you ready to let go of?

Something that I have become deeply aware of, is how precious time is. Take some time to discover the moments, interactions, or experiences that bring you joy. Focus on those for the remainder of the year. In focusing on joy, we are less likely to be wrapped up in the “I have/need to...” that we may find ourselves in during the holiday season or end of semester activities. By choosing joy, we are choosing to be present in caring for ourselves. And this is where it comes full circle. The best way we can prepare for what will be another uncertain spring semester is to pause and care for ourselves . . . so that we reclaim some bandwidth to again be able to care for others.

Practice Highlight - Bexar County Pilot: CLIMB Program

PROGRAM STAFF



Airika Buford, LLMSW is the Project Director for the Bexar County Fostering Educational Success Program in San Antonio, Texas. Mrs. Buford is a dedicated macro practice social worker with over 11 years of experience in child welfare, program development, nonprofit management, outreach, recruitment, and retention of underserved populations. Mrs. Buford has a Bachelor of Arts in Psychology from Wayne State University and an MSW from the University of Michigan-Ann Arbor and was a Community-Based Initiative Scholar focusing on Community Organizing in Communities and Social Systems. Airika worked as a Foster Care Specialist for the State of Michigan in Macomb County and then served as the Communications and Outreach Coordinator for the CHAMPS Program at Wayne State University.



Karina Colman Staggs is the Pre-College Initiatives Coordinator for the Bexar County Fostering Educational Success Pilot at The University of Texas at San Antonio. Before joining CLIMB, she worked as the Family Involvement Program Specialist for Northside Independent School District. Internationally, Karina spent approximately three years working abroad in China where she worked directly with underrepresented and at-risk youth throughout the country. Ms. Colman Staggs holds a Bachelor of Arts in Teaching English as a Foreign Language from the National University of Asuncion and a Master of Arts in Bilingual-Bicultural Studies from The University of Texas San Antonio.

In this practice highlight, Emma Fontaine interviews Airika Buford & Karina Colman Staggs of the CLIMB program.

Can you give us some background on your program and how it got started?

Airika: The Bexar County Fostering Educational Success Pilot program is an evidence and trauma-informed strategic framework tailored to meet the educational and external needs of youth with foster care history. Utilizing a collaborative framework, our program partners with courts, campuses, and community partners to deliver a range of services such as campus-based support programs, court advocacy and life-skills support.

Cultivating Learning in Middle school and Beyond (CLIMB) is a BCFES pre-college initiative and was developed out of a response to the Texas legislature to focus some of our programming to our K-12 schools. We consolidated it a bit, realizing that it was more realistic to focus our efforts on 8-12th grade. The final design and implementation involved members from our community partnerships and steering committee.

In our conversations, we discussed the many challenges we see our 8-12th graders experience when transitioning to higher ed, such as receiving accurate education about resources and benefits available to them leaving foster care. We took this a step further and provided programming beyond the outreach and recruitment components. We wanted to provide our young people with soft skills but also additional support around the seven Casey Life Domains which our holistic support system is centered on.

What we have today is an adapted version of our program, because we haven't been able to provide in-person meetings or the college immersion component due to COVID.

How is your program funded?

Airika: The 86th legislature earmarked 3.5 million for the Bexar County Pilot in 2019, with a portion of that going to CLIMB, our pre-college initiative. Because we were funded by a legislative appropriation, we have recently been engaged in advocacy work to ensure that our program is funded past 2021. We will know soon whether we will have funding for another two years; in the meantime, we are applying for other funding streams to ensure continuity of the program.

Who does your program serve and how many students does your program currently serve?

Karina: We serve 8-12th grade youth who have a history of foster care involvement, are currently in foster care, or have been in the last 6 months. Right now we have 22 students that are active and 31 students that are enrolled. We are always looking for opportunities to serve more students. When I came on board I started to do outreach to the 6 independent school districts (ISDs) we are serving at the moment, as well as housing facilities where many of these students reside. We also use heatmap data from a community partner who identified areas with the highest concentration of foster home and youth placements. The ISDs we target are selected from this data.

What is your role in the program?

Airika: As the pilot director I oversee the cross-system collaboration with all of our partners. I work with our college campuses and their dedicated support centers, our life coaching program for youth aged 16-18, and CLIMB, which is the overall umbrella for all our precollegiate initiatives. My job as the director is to make sure that we have established relationships with the ISD's, so MOU's were a critical part of that partnership. I make sure that we are considering the seven Casey Life Domains in all our programming. I also make sure curriculum is on target with the student learning objectives we've set for youth participating in the program.

Karina: I am the program coordinator. My role basically is to lead the program, and to create and maintain relationships with our partners and ISDs, housing facilities, and other points of contact. I oversee our weekly sessions and lessons and contact community partners and experts that present to our youth. I ensure that our students, guardians, and foster care liaisons are in the know about program events. I keep in contact with them weekly to make sure students are motivated to continue attending sessions.

What are the main components of your program?

Airika: When creating the program, we wanted to make sure that the content connected well to the seven Casey Life Domains; we started first and foremost on education. We focused on making sure that students first had a solid foundation of how to navigate applications and financial aid. We moved into other domains that are integral to success in college such as finance and employment and partnered with a local bank to provide financial literacy workshops. We focused on personal and cultural identity, respecting diversity, and intersectionality and belonging. We wanted to make sure students were able to identify what was unique about them, but also how they're able to relate to their community. We wanted them to be aware of Bexar County connections and supports, so we provided education about that. Mental and physical health was an important component and we partnered with a local agency to provide sexual and reproductive health education. We ensure that our students understand basic life skills such as boundaries, communication, or even obtaining a driver's license. Things that are critical but may not necessarily be taught to our students.

Karina: We are planning on doing a bootcamp in the summer which will focus on mental and physical health, as well as life skills. This will be a collaboration with CLIMB and other partners who will support us in tackling topics such as ACES, stigma, trauma, obtaining health insurance, and basic life skills such as

internet safety, grocery shopping, doing laundry - many skills that we take for granted learning at an early age.

Right now, we are virtual on zoom, meeting weekly for one hour. We also have our google classroom where we post homework and articles that students can refer to. Our slides and community presentations are posted in the google classroom as well. For the summer bootcamp we are planning to meet in-person once a week, and twice a week virtually.

What impact has the program had on the students involved?

Karina: From my perspective, I think that we have created a safe and caring space where students in foster care can come and ask questions that are related to their future education and life in general. The most impactful feedback that we have received is that our students are enrolling in college and are actively staying in contact with our partners.

Airika: Students have personally reached out to Karina apologizing when they can't attend, which shows that they are really committed. We have seen that even after foster placement changes, students are still coming back to participate in the program. Karina has put in a lot of effort behind the scenes to keep in touch with and keep track of our youth in foster care. That speaks volumes for our young people who are frequently let down by systems beyond their control - to see that we're not giving up on them goes a long way.

What changes to law or policy would you like to see?

Airika: First and foremost, I would like to make sure young people are safe and stable. Frequent placement changes are a US wide child welfare issue that needs to be solved. It isn't an easy fix but we need to do whatever we can to ensure stability.

I would like to see the most recent changes in the Supporting Youth in Higher Education Act become permanent. The Education and Training

Voucher (ETV) changes are a godsend to our students who lack financial support - an increase from 5-12,000 is a phenomenal change. More importantly, some of the caps on ETV limiting foster youth's eligibility to receive that benefit is a disservice. We're essentially punishing young people who receive support that they need from the state, while pulling another benefit that could help them achieve stability. It doesn't make sense.

Karina: The number one thing would like to see more commitment from our lawmakers. I have witnessed the amount of placement instability our youth face and it's incredibly difficult on them. I'd like to see a lot more commitment from society as well.

What future goals do you have for the program? Any final thoughts?

Airika: We would like to be able to provide in person support to our young people. As the program was originally designed, we wanted to have immersion activities at our college campuses so that our students could see themselves on college campuses and envision that reality for themselves. That's a main goal I'd like to see for the program.

Karina: I would like to continue to grow and expand our services within our area of Bexar County and beyond. I want to provide our youth a safe space so that they can ask questions that they may not feel they can ask elsewhere. I would like to continue to earn our students, guardians, and partner's trust, making sure that we always have our youth's best interests in mind.

Airika: We are so thankful to the Texas delegation, our university president, chancellors, and other key stakeholders for their willingness to invest in and support our youth in foster care. Our community partners' willingness to provide workshops and additional education at no charge has been phenomenal. It's truly been a community effort. To learn more about the Bexar County Pilot Project and the CLIMB program specifically, click [here](#).

Policy Updates

[Build Back Better Act \(H.R. 5376\)](#)

The \$1.5 trillion Build Back Better budget reconciliation bill is currently being negotiated in Congress. The present version of the package includes several provisions that foster alumni in higher education could benefit from.

Most notably, the Act would **lower the age of eligibility for the Earned Income Tax Credit** from 25 to 18 for qualified former foster youth. The bill would also extend the increase in EITC that was passed as part of the American Rescue Plan, **raising the maximum EITC from \$540 to \$1,500**. These changes to the EITC would provide a safety net for a significant number of former foster youth as they transition to adulthood.

[Extension of Emergency Support for Transition Age Youth and Foster Alumni \(H.R. 5167\)](#)

Critical provisions in the Supporting Foster Youth and Families through the Pandemic Act, including the moratorium on aging out of foster care, **expired at the end of September**. Although advocates were not successful in getting the bill extended before Oct 1, 2021, there is a coordinated strategy forming to see this bill extended as part of the continuing resolution efforts to maintain operation of the federal government passed December 3, 2021. If passed either as part of a new continuing resolution or as part of reconciliation, this bill would reinstate additional benefits and flexibilities provided through the Supporting Foster Youth and Families through the Pandemic Act through the 2022 fiscal year. The bill includes additional funding for Educational and Training Vouchers Program (ETV) for youth aging out of

foster care. It would also prevent foster youth from aging out of foster care for an additional year.

Throughout the pandemic, emergency Chafee benefits were a lifeline for former foster youth in higher education institutions. **The pandemic is far from over, and foster alumni still need support** as they navigate adulthood and seek higher education and employment.

We look forward to working with each of you as we advocate to extend this critical lifeline for our college-going foster youth.

[Continued State Flexibility to Assist Older Foster Youth Act \(H.R. 5661\)](#)

H.R. 5661 is similar to H.R. 5167, but there are some key differences. Instead of doubling the amount of funding for Chafee programs and ETVs, as H.R. 5167 proposes, **H.R. 5661 would designate the same amount of funding for these programs that was allocated last year**, which would be \$400,000,000 for Chafee programs and \$50,000,000 for ETVs. H.R. 5661 was introduced more recently and is a less resource-intensive alternative to H.R. 5167, which may increase its likelihood of becoming law. The Act passed the House on October 27th and now awaits a hearing in the Senate.

If passed, this bill would extent **supports and flexibilities for transitional age foster youth and foster alumni passed in response to the pandemic** through the Consolidated Appropriations Act in December 2020. These supports include 1) extending the age of foster care eligibility to 27 years old to prevent youth from aging out of the system, 2) increases funding for Educational Training Vouchers and suspending some requirements for ETVs, and 3) increasing access to housing assistance and transportation assistance. These

flexibilities would extend through September 2022.

[The PROPEL Act \(H.R. 177\)](#)

If passed, this bill would **expand the use of PELL grants** by allowing them to be used for technical and vocational training, apprenticeship, or other on-the-job training. Additionally, the bill will allow for unaccredited institutions to access Federal Pell Grant funding. This would open **more opportunity for former foster youth to attend educational and training programs that may be more suited to their needs and interests**.

[National Apprenticeship Act of 2021 \(H.R. 447\)](#)

If passed, this bill will provide grants to the Office of Apprenticeship (OA) within the Department of Labor (DOL). The OA will collaborate with the Department of Education to **promote integration of apprenticeship programs in secondary, postsecondary, and adult education programs**. Grants will be awarded to entities that expand pre-apprenticeship and youth apprenticeship programs, encourage employer participants, and **strengthen alignment between apprenticeship system and education providers**.

This bill passed the House in February, and currently sits in the Senate Committee on Health, Education, Labor, and Pensions.

We know that there may be legislation in your state that we have not listed here. If you know of a specific effort in your state that you would like us to mention in the next newsletter, please email Angelique Day at dayangel@uw.edu.

Article Highlight

In this issue, David Perlmutter highlights an article entitled **Factors associated with post-college success for foster care alumni college graduates**. For a complete list of resources, please see the Library tab on our website.

If you would like to have your recent article highlighted, please send us an article summary in this same format to nrc.fahe@gmail.com.

PAPER AUTHORS



Amy Salazar, PhD is an assistant professor at Washington State University Vancouver and a faculty member in the prevention science doctoral program. Dr. Salazar's area of scholarly expertise involves developing and testing interventions for children and youth with or at risk of child welfare system involvement. She is particularly interested in expanding the evidence base for interventions designed to support youth transitioning from foster care to adulthood. She is the author of several peer-reviewed publications on the experiences of youth in foster care, and a Licensed Master's Social Worker in the State of Oregon.



Lisa Schelbe, PhD is an Associate Professor at the Florida State University College of Social Work in Tallahassee, Florida. Additionally, she is a Faculty Affiliate at the Florida Institute for Child Welfare. Dr. Schelbe is co-editor of the Child Adolescent Social

Work Journal and editor of the American Professional Society on the Abuse of Children (APSAC) Advisor and Alert. Dr. Schelbe's research focuses on youth aging out of foster care with a special interest in their experiences with post-secondary education and early parenting. She is a qualitative methodologist with experience working on interdisciplinary teams. Dr. Schelbe has written over 35 journal articles and co-authored two books: "The Handbook on Child Welfare Practice" and "Intergenerational Transmission of Child Maltreatment." Dr. Schelbe earned her doctorate in social work from University of Pittsburgh in Pennsylvania where she was a Doris Duke Fellow for the Promotion of Child Well-being.

Key Findings

Several during-college life domains and demographic characteristics were found to be associated with positive post-college employment, finance, and mental health outcomes. The strongest predictors of positive outcomes after college were Supportive Relationships and Community Connections, Life Skills, and Physical and Mental Health. Race and ethnicity were associated with each post-college outcome, with the greatest disparity between Black participants and white participants. Education, housing, and having cultural needs met did not correlate with any of the post-college outcomes.

Study Summary

This study examines factors during college that contribute to success for foster care alumni after graduation. The authors identified during-college factors associated with post-college success. The factors believed to be implicated in better outcomes for foster care alumni included: housing, education, employment, physical and mental health, cultural and personal identity formation, life skills, and cultural and personal identity formation. Success was characterized in this study as better employment, finance, and mental health-related outcomes. These outcomes were operationalized using validated survey instruments and other rating questions intended to measure indicators of these various domains. Demographic questions were also asked on race/ethnicity, highest level of education completed, gender, and number of foster care placements and years in foster care. A sample of foster care alumni who had attended college (N= 262) participated in the cross-sectional survey, which was delivered online. A two-step analysis process was used, beginning with a separate bivariate regression with each independent variable, followed by a multivariate regression for each dependent variable with each independent variable that was found to be statistically significant ($p < 0.05$) or trend-level ($p < 0.10$).

Implications

The results of this study support the case for higher education institutions and other agencies that provide services to college-attending foster care alumni to holistically address multiple life domains that are tied to success in school as well as after graduation. Promoting supportive relationships, community connections, and mental health within higher education has implications for the success of foster care alumni during and after college by minimizing the challenges experienced outside of the classroom. Higher education institutions can commit to supporting foster care alumni by offering programming specific to their needs. These services should be integrated across various offices and departments within colleges. The findings of this study also reinforce the need to address racial disparities within the child welfare system and institutions of higher education, in addition to pervasive systemic racism throughout society. Future research should seek to provide a deeper understanding of the factors related to post-college graduation success for foster care alumni.

Salazar, A., & Schelbe, L. (2021). Factors associated with post-college success for foster care alumni college graduates. *Children and Youth Services Review*, 126. <https://doi.org/10.1016/j.childyouth.2021.106031>

Announcements

Keep an eye out here for upcoming webinars, training sessions, or conferences that our collaborative members are hosting or attending. We will share any potential funding or employment opportunities that we think may be of interest. Please let us know if you would like a specific opportunity to be promoted in our next newsletter!

CALL FOR PAPERS

Call for Papers on Foster Care and Higher Education

Due February 11th, 2022, for publication in Spring 2023

NRC-FAHE is seeking manuscripts for an interdisciplinary special issue focused on postsecondary education for youth in foster care and college students with a history of foster care. The special issue will be published in *Child and Adolescent Social Work Journal*.

NRC-FAHE is interested in manuscripts that address a wide range of issues and topics related to youth in foster care and college students with history in foster care such as interventions (e.g., policies, programs) that promote 2- and 4- year postsecondary access and success; campus support programs; the college-going and/or lived experiences of students; identity development; college retention, persistence, and graduation; transitions into and out of college; and basic needs insecurity, to name a few. Manuscripts that employ critical, humanizing, and participatory research designs (e.g., student voice) and that address issues of race/ethnicity, gender, sexual orientation (and their intersections) are especially welcome.

Submissions for this special issue should fall into one of the following categories and have clear application to social work practices and/or social policies:

- Empirical studies that use quantitative, qualitative, or mixed methods

- Conceptual/theory-focused articles that examine the theory components with rigor but are not empirical.
- Systematic reviews or meta-analyses of the evidence-base for interventions promoting and supporting the education of youth in foster care and/or college students with a history of foster care.
- Policy analyses of policies impacting post-secondary education youth in foster care and college students with a history of foster care.

This special issue will be guest edited by: Dr. Jennifer M. Geiger, University of Illinois Chicago Jane Addams College of Social Work and Dr. Royel M. Johnson, Pennsylvania State University College of Education. Submissions are due **February 11th, 2022**.

Submit manuscripts [here](#). Please contact the guest editors with any questions.

CONFERENCES

January 12-16, 2022

Society for Social Work and Research (SSWR) Conference: Social Work Science for Racial, Social, and Political Justice.

Location: Washington, D.C.

Drs. Angelique Day (University of Washington) and Amy Salazar (Washington State University Vancouver) have applied to hold an NRC-FAHE Special Interest Group (SIG) at the upcoming SSWR conference. Stay tuned for more information about the SIG as the conference schedule is announced.

WEBINARS

November 9th, 12:30-2:00 PST

NRC-FAHE Member Business Meeting/The State of Research: College Bound Students with Histories in Foster Care

Our November webinar/meeting will be held Tuesday, November 9, 2021, 12:30pm-2pm Pacific time (3:30-5pm Eastern time). This meeting will have

two parts. First, in a presentation entitled "The State of Research: College Bound Students with Histories in Foster Care," Dr. Kerri Kearney (Oklahoma State University) will provide an overview of the most recent research from the National Research for Engaged Scholarship on Hidden Populations. This national research conference focuses on college-bound individuals who have histories in foster or out-of-home care and other students who are motivated to remain anonymous on college campuses, typically because of concerns about negative social judgements about their past experiences. We will also discuss the current status of research in this area, where the field appears to be going, opportunities to engage in the community of research, and other topics of interest to participants. The second half of the webinar will be dedicated to the annual NRC-FAHE business meeting, where Drs. Angelique Day (University of Washington) and Amy Salazar (Washington State University Vancouver) will provide updates on membership activities and gather feedback from members for future planning.

Check out the [NRC-FAHE Webinar Archive](#) to see past webinar presentations.