

This Edition:

- 01 Welcome & Introduction**
Angelique Day, PhD, MSW
- 02 Policy Highlight:**
Educational Stability for Foster Youth
Lanz Christian Bañes, DSW, LCSW, LICSW
- 04 Promising Program Highlight:**
Unconquered Scholars Program at
Florida State University
Caitlin Cates, Assistant Director
- 06 Promising Program Highlight:**
Unconquered Scholars Program at
Florida State University
Destiny Jones, Student/ Student
Advisory Board President
- 07 Article Highlight:**
“The athletic recruitment and
postsecondary experiences of Black
male college athletes formerly in foster
care”
Dr. Blayne Stone, Jr., Author
- 09 Article Highlight**
“The College Experiences of Immigrant-
Origin Latinx Young Adults With a Foster
Care Background”
Jennifer Geiger & Daysi Diaz-Strong,
Authors
- 11 Policy Review**
Lexi West, BSW, MSWc
- 14 Conferences & Opportunitites**

Who We Are:



The National Research Collaborative for Foster Alumni and Higher Education (NRC-FAHE) is a network of researchers and practitioners dedicated to improving practices and shaping policies that support foster youth and alumni in higher education.

Through the development of a focused research agenda, NRC-FAHE fosters communication and collaboration among interdisciplinary scholars and professionals to enhance postsecondary access, retention, and success for 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.

Welcome & Introduction

Angelique Day, PhD, MSW

Welcome to 2025 and our 20th edition of the NRC FAHE newsletter!

Thank you for your steadfast advocacy and support in getting some important legislation across the finish line in December 2024. With the successful reauthorization of Title IV-B of the Social Security Act, we have new opportunities to support older youth in care. The specifics of that legislative victory are outlined in the policy section of this newsletter.

I also presented an analysis of this new legislation as well as new administrative guidance that has been released by the Administration for Children and Families at the SSWR special interest group meeting. If you have any questions, I am happy to schedule a meeting with you or answer questions via email.

In addition to the policy update, we are excited for you to learn about the Unconquered Scholars program offered by Florida State University. We offer two research highlights in this issue of the newsletter.

One is provided by Dr. Stone on engagement of foster youth in collegiate athletics is a really novel and interesting read. I am the parent of a child who is a junior in high school and she has been approached by recruiters from five universities to pursue a career in collegiate cheer.

As a parent of a college student athlete recruit, I am learning about the unique opportunities student athletes are afforded for structure and support to guide them in balancing athletics and academic requirements.

As a former foster youth I was not supported by the foster care system to engage in high school athletic programs, and we now know that afterschool participation in sports is directly connected to school connectedness and belonging.

It is a tool to support high school graduation and college access for students who would have been likely to disengage if not afforded that opportunity. I am thrilled to see this research inquiry in our space, and hope others are also looking at the power of student connections and engagement in intramural athletics as well.

The second is an article authored by Drs. Geiger and Diaz-Strong that takes a dive into the unique challenges and experiences of immigrant foster youth. This topic is particularly timely as the new administration has targeted this population and instilled new fears. We will need to work really hard to ensure that our students are supported on college campuses so that these fears don't overwhelm their ability to focus on the pursuit of their post secondary goals.

If you have a study you would like to share with your NRC colleagues please reach out to the NRC FAHE team. We would love to feature you!

We have a busy year ahead of us, and there are many opportunities for us to engage with each other either virtually or in person through upcoming conferences and webinars. These specific opportunities are highlighted for you in the event section of this newsletter. Please take advantage of these networking opportunities!



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.

Policy Highlight:

Educational Stability for Foster Youth

Lanz Christian Bañes, DSW, LCSW, LICSW

The U.S. Departments of Education and of Health and Human Services have updated and released a new guidance to support the stability of foster youth education. The November 15, 2024, version of the [“Nonregulatory Guidance: Ensuring Educational Stability and Success for Students in Foster Care”](#) supersedes the original 2016 edition and goes beyond explaining the basic educational stability provisions of [Title I of the Elementary and Secondary Education Act](#).

Background

The Department of Education and Department of Health and Human Services developed the initial non-regulatory guidance as part of the requirements of the Secondary Education Act and titles IV-B and IV-E of the Social Security Act in 2016. The purpose was to support state educational and child welfare agencies in ensuring educational stability for foster youth. As indicated by the guide’s title, these are not binding regulations for educational and child welfare agencies, but rather encouragements and explanations based on feedback from state and local child education agencies, child welfare practitioners and national experts.

Differences and Additions

With new sections and coming in at 72 pages, the 2024 guidance is a substantial expansion of the original 28-page nonregulatory guidance. Both editions are structured as lengthy Frequency Asked Questions papers. The original edition provided guidance on 40 questions, while the new edition answers 115 questions,

organized into broad sections and specific sub-sections (labeled A-Z).

This latest version provides salient and topical updates, including providing some definition and context around previously vague terms, such as “immediately” and “promptly” when it comes to supporting students as they enter foster care. Most of the original guide’s information has been incorporated into the first broad section, Title I Educational Stability Provisions.

Key points

Some brief highlights of the new guidance are provided below. The American Bar Association has also developed a [short brief highlighting the contents of the 2024 guide](#).

“Immediately”

Generally, the new guidance offers a definition of “immediately” as within three business days from an event. Thus, local education and child welfare agencies should immediately (within three business days of entering care) complete a best interest determination to assess whether a new foster youth should remain in the school of origin or switch schools. If not enrolled or switching schools, students should immediately (as soon as practicable, such as within three business days from the best interest determination) be fully enrolled (fully participating in classes and other activities). If the youth is changing schools, the school of origin should immediately provide all relevant records, such as transcripts, IEPs and immunization records, to the enrolling school.



Prior to joining Dr. Angelique Day’s research team at the University of Washington, **Lanz Christian Bañes, DSW, LCSW, LICSW**, was a child welfare worker in the Bay Area in California and in the New Orleans area in Louisiana. He received his DSW from Tulane University and MSW from the University of California, Berkeley, and bachelor’s degrees in journalism and photograph from Webster University. His passion is youth development and working with teenagers and young adults. He believes strongly in uplifting those with lived experience in research and policy circles, and that academic degrees do not necessarily translate into “expertise.”

[Continued]

Transportation

Likely due to the expense associated with transportation to school, this sub-section (F) is by far the lengthiest in the new guide and contains the most questions (17) when compared to other sub-sections. This sub-section offers reminders that local education agencies, in collaboration with child welfare agencies, must develop and implement policies for foster youth to be transported to their schools of origin, regardless of whether the local education agency provides transportation for non-foster youth students. Transportation should be provided “promptly,” or within three business days of the completion of the best interest determination process. The cost of transportation or administrative burden to education and child welfare agencies cannot be considered as factors during a best interest determination.

Guidance is also provided as to what should be included in these policies to best support foster youth, including protocols for providing transportation to youth placed out of county or out of state. Transportation must also be provided to needed academic supports, such as tutoring and afterschool or summer programs. State education agencies are encouraged to provide their own guidelines and funding for transportation policies, and that they establish a way to mediate interagency disputes around transportation.

Stability After Care

Though Title I does not apply to students who exit foster care, educational agencies are encouraged to consider policies allowing those who exit foster care during a school year to remain at their school of origin at least through the end of that school year.

Interagency Disputes

State and local education and child welfare agencies are encouraged, but not required, to develop procedures to address disputes between agencies, such as the student’s school placement or transportation issues. The student should remain enrolled in school of origin as disagreements are dealt with.

Special Populations

The new guide adds a section of how these educational stability regulations can be applied to special populations: students with disabilities, English learners, students experiencing homelessness, students involved in the juvenile justice system, indigenous youth involved in Tribal child welfare and pre-school age children in foster care.

For example, the guide notes how educational agencies might be able to use funding from the Individuals with Disabilities Education Act (IDEA). If students with an Individual Education Plan changes schools mid-year, the new school must provide services comparable to what is included in the IEP until the new school is able to develop a new IEP. Education and child welfare agencies should also understand state and local rules as to who can act as a “parent” for a foster youth student with disabilities.

Funding

The new guide now includes a section on funding, as the ESEA does not provide funding for students in foster care. Education agencies can creatively use funding granted in other sections of the ESEA, such as Title IV, Parts A and B. Child welfare agencies can use the Social Security Act’s Title IV-E foster care maintenance payments to pay for a portion of

administrative costs related to students’ educational needs (if the child is Title IV-E eligible).

Points of Contact

State education agencies are required to have a point of contact for foster youth education. Local education agencies are encouraged to designate a point of contact given the local nature of education, but they must have a point of contact if the local child welfare agency notifies the local education agency in writing that it has a designated point of contact. Both state and local education agencies are responsible for overseeing the implementation of Title I, Part A of the ESEA. The child welfare agency designee serves as the primary contact for school and educational agency staff and service providers.

QUICK LINKS

- **2024 Nonregulatory Guide:**
<https://www.ed.gov/media/document/non-regulatory-guidance-ensuring-educational-stability-and-success-students-foster-care-november-15-2024>
- **2016 Nonregulatory Guide:**
<https://www.ed.gov/sites/ed/files/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>
- **American Bar Association Highlights of New Guide:**
[https://static1.squarespace.com/static/63dcf65b8d0c56709027332e/t/67549935b0610738fa5801e0/1733597493737/Joint-Federal-Guidance-Highlights+\(2\).pdf](https://static1.squarespace.com/static/63dcf65b8d0c56709027332e/t/67549935b0610738fa5801e0/1733597493737/Joint-Federal-Guidance-Highlights+(2).pdf)

Program Highlight:

Unconquered Scholars: Florida State University

Caitlin Cates, MSW

Caitlin Cates, MSW serves as the Assistant Director for the Center for Academic Retention and Enhancement, Unconquered Scholars Program, at Florida State University. She works to provide support services to students in the program to promote their overall wellness. Ms. Cates holds one-on-one and group sessions with students to provide guidance and promote the development of skills for independent living after college. She works closely with the Student Advisory Board to help refine and execute ideas and programming related to student concerns. Every year, she and the Board give campus tours and share information about Unconquered with students from all across the state.

Ms. Cates holds a Bachelor of Social Work and Master of Social Work from Florida State University. She is currently pursuing her LCSW. She is committed to providing support for students who qualify for the Unconquered Scholars Program and supporting them through their educational journey.



NRC-FAHE: Can you give us some background on the program and how it got started?

Caitlin Cates: The Unconquered Scholars Program started in 2012 by a former College of Social Work professor who oversaw the Bachelor of Social Work program here at Florida State University (FSU) during that time. She attended a conference presentation about University of California- Los Angeles' Bruin Guardian Scholars Program that supports students who were current or former foster youth and started wondering how FSU could bring a program like that to our campus.

When she got back to FSU's campus, she reached out to on campus partners like the Center for Academic Retention and Enhancement (CARE). They decided to try and now it's been 12, almost 13 years of the program.

Unconquered Scholars' first official cohort was created in Fall of 2012. The program is housed within the CARE Department because CARE already had a strong existing infrastructure as they provide preparation, orientation, and academic support programming for students who are among the first in their family to attend college and

may face unique challenges in college because of educational or economic circumstances. It made a lot of sense to host Unconquered Scholars within the CARE Department because there is a lot of overlap in terms of students qualifying for our program and also being eligible for supports through CARE. Many of our students come in through CARE's Summer Bridge Program, but they don't have to come in through CARE to be eligible for Unconquered Scholars.

NRC-FAHE: How many students does your program currently serve?

Caitlin Cates: Currently we have around 140 students in the program total. Typically our cohorts sit at around 30 to 40 students each year, but our cohort last year was very big with 47 students. The Unconquered Scholars Program supports any undergraduate student at FSU who has had experiences in foster care, relative care, ward of the state status, or homelessness and that's either before coming to college or while in college. So any undergraduate student who's had those life experiences is able to join the program.

NRC-FAHE: How is your program funded?

Caitlin Cates: My position itself is funded through Student Affairs at FSU, but everything else we do is funded primarily from private donors and fundraising. There are a few different yearly avenues for fundraising, like FSU's annual Great Give and Unconquered Scholars is usually one of the programs highlighted for that. We also have been very grateful for Fraternity and Sorority Life over the last few years. They put on a philanthropic event called Line Dance every year and we have been honored to have been chosen as a beneficiary for the last three years.

We also have some levels of grant funding, most recently we've received two grants through the Helios Education Foundation. The first grant was primarily focused on building out what we call our 'vital needs' elements, which consists of emergency funding we can provide to students for their basic needs and also funding for training, traveling, or workshops.

We currently are in our final year of the second grant through Helios. The second grant has been geared towards preparing students on financial wellness and helping to launch into postgraduate life. With the grant we developed student

[continued]

positions called The Dollars and Sense Student Leaders who went through a five week workshop series on financial wellness that touched not only budgeting and basics, but also the emotions that come with spending and how to identify patterns that come with spending. Once students go through this workshop, they teach the series to the following year's first-year students.

With the grant we also started our Senior Scholarship Leadership Institute that focused on life skills, post graduation planning, how to find employment and housing. We also teach them how to do these things outside of Tallahassee, since a lot of our students move out of Tallahassee after graduation.

The grant funding also allowed us to pay the Dollars and Sense Student Leaders and the Senior Scholars positions. While they only worked five hours a week and made \$15 an hour, we were really just encouraging them to save that funding so they could have a nest egg for when they graduated. A lot of student feedback was regarding feeling unprepared for after graduation, so we tried to tailor a program to help mitigate future problems.

NRC-FAHE: Which components of your program do you feel are especially unique or impactful?

Caitlin Cates: I definitely would say the community element of it. Having the students being able to connect with one another in this space where they feel they can be very genuine and authentic. I've had several students tell me that they will be talking about their life experiences with someone outside of the program and they will be met with "Oh, I'm so sorry that happened to you". But our students aren't looking for pity, it's just them talking about their lives. Being able to talk

and connect with other students who really get it and don't pass judgement is so important. here's a lot of genuine connection, support, and love for one another. I have plenty of students who say their whole friend group is from the program.

Another thing is that it's completely up to the students how engaged they are in the program and the work that we do. The support that we offer looks very different student to student. For some students I'm seeing them on a semi-regular basis. We touch base every couple of weeks or once a month. And other students are like, "I'm good. I just need some snacks or some school supplies". Either one is totally fine. We only have one mandatory event a year for them and that's our Unconquered Scholars Program Awareness Banquet. We host that every year in the spring semester and it's an opportunity to celebrate our graduating students.

But then to also celebrate all of our students who are getting closer to their graduation. They're working really hard towards that degree and that goal that they came here for. We also invite on campus supporters as well as our off campus community supporters, so it's a pretty big event that we do every year.

NRC-FAHE: What is your role in the program?

Caitlin Cates: I meet with whoever wants to or needs it. We have a scaffolding approach when we're working with students. As they get closer to graduation, there's less of that hands-on kind of support. Our first year students have bi-weekly meetings where they can build those connections to each other and we have the Student Advisory Board reaching out to new students frequently to remind them of upcoming events and let them know they can reach out if they need

anything. We hope for incoming students to feel like they already know someone in the program that they can go to.

During the second year we do college coaching and I meet with them one-on-one every two weeks throughout the semester. They're able to talk about anything and everything that they would like to talk about and get resources they need. Junior year I do one check-in per semester. Finally, during senior year I do a pre-graduation check-in about six weeks out and we talk about launching into life after graduation.

The best thing about the scaffolding approach is that it's really easy to tailor meetings to what the students need. If I have a senior who needs to meet more frequently and get more support in figuring out their launch plan, then that's something that we can do. I think the level of support available to the students is pretty unique.

NRC-FAHE: What future goals do you have for the program?

Caitlin Cates: One big thing we're trying to work on is how to incorporate some of the programming and workshops we built, like the Senior Scholar Leadership Institute, into the broader practices of Unconquered Scholars. We would like to build this in for all of our rising seniors, instead of only a percentage of the cohort.

I also would really like to build out more alumni engagement pieces. I think that would be something really wonderful to have because so many of them made their communities within our program, so it would be amazing if we were able to offer more opportunities for them to stay connected with the program.

Program Highlight:

Unconquered Scholars: Florida State University

Destiny Jones



I am a senior at Florida State University (FSU) majoring in Hospitality and Tourism Management. I have been part of the Unconquered Scholars Program (USP) since my first semester at FSU, and I absolutely love everything about it. Shortly after joining, I became involved with the program's Student Advisory Board. Today, I am honored to serve as the President of the board, and I genuinely enjoy all the work I do to support this program. I am incredibly thankful for the opportunities USP has given me, including forming meaningful friendships and connecting with the supportive community that surrounds the program.

NRC-FAHE: How did you get connected with the program?

Destiny Jones: I first heard about the Unconquered Scholars Program during my first semester of college here at Florida State University (FSU). I was talking to someone about being adopted growing up and they told me about the program.

I looked into it and thought it sounded great so I reached out to Caitlin Cates, who is the assistant director of the program. We set up a meeting to see if the program would be a good fit for me, and I've been a part of the program ever since.

NRC-FAHE: What has your experience with the program been like?

Destiny Jones: My experience with the Unconquered Scholars Program has been amazing. I really appreciate all that the program offers and it has provided me with the resources I need for college, like one-on-one advising, college life coaching, academic advising, and skill building workshops.

Some of the workshops have to do with money, because most college students don't know how to budget, use a credit card, or even how to do taxes. It's been super helpful.

I am also President of the Unconquered Scholars Student Advisory Board. We are a group of students in the program who meet each week to go over future socials, outings, and what we want the future of the program to be. We also go out to fundraisers put on by our partners and represent the Unconquered Scholars Program and let others know what the program is about.

NRC-FAHE: What aspects of the program do you feel are most impactful for you?

Destiny Jones: One of the most impactful parts of the program is being able to have someone to talk to about whatever you're going through in college. The ability to get helpful advice and be connected with resources and others going through the same thing has been amazing. Most of my college friends are a part of the program too, which makes it even better.

The roommates I live with are also in the program. I met one directly through the Unconquered Scholars Program and the other one joined because once we talked about the program, she figured out she was qualified too.

NRC-FAHE: What program elements would you like to see expanded or replicated at other universities?

Destiny Jones: The Unconquered Scholars Program has a safe space that is a big room with computers, comfortable chairs, and a TV. There's a dining room table in there too.

You don't have to discuss any of your challenges or anything which is really nice. You just kind of are there. We talk, we laugh. It's a good time and it just brings people like us together. We're all a bunch of students who have had unique challenges growing up and it's super nice to meet other students who have experienced similar thing while going to college.

College is new to us, we know nothing about it, and it we don't know how to navigate it- so it would be really nice for other universities to have programs like FSU's.

NRC-FAHE: What recommendations do you have for researchers, practitioners, and policy makers?

Destiny Jones: Don't overlook us, the students who have experienced hardships. We're regular people too, but it's okay to be different and have had struggles. It's like what Caitlin (the Assistant Director) always says "We're more than just black and white, we're color too."

I think people kind of ignore us sometimes.

Article Highlight:

“On your mark, get set, go”: The athletic recruitment and postsecondary experiences of Black male college athletes formerly in foster care

Dr. Blayne Stone, Jr.

Summary:

The experiences of college students, particularly National Collegiate Athletic Association (NCAA) collegiate athletes, has been a growing topic of debate and research over the past few decades.

While scholars have examined a wide range of experiences within this population, few studies have investigated the athletic recruitment process and experiences of students participating in non-revenue-generating sports (e.g., track and field, wrestling, golf, tennis, baseball, rowing, and volleyball). Additionally, research on the experiences of specific marginalized populations, such as Black students formerly in foster care, remains underdeveloped.

Research has addressed Black college students with foster care backgrounds and Black college athletes as distinct populations; however, few studies examine the experiences of students with these intersecting identities. This study examines the athletic recruitment and postsecondary experiences (i.e., college transition and navigation) of Black male college track and field athletes formerly in foster care.

The study was open to all current and former college athletes with foster care backgrounds who participated in non-revenue-generating sports. Participant recruitment lasted one year and occurred through social media outlets (e.g., Facebook, Twitter, Instagram, LinkedIn), and emails sent to colleagues whose research focuses on college-going former foster youth and college athletes, as well as to coaches

and liaisons at various collegiate athletic associations.

Each participant completed a consent form, demographic questionnaire, and semi-structured one-on-one interview. Interviews ranged from 40 to 60 minutes and were administered according to the participants' preference (two via Zoom, one by phone). Each participant was provided with a financial incentive (i.e., Amazon gift card) after the interview. All audio recordings were transcribed by a professional service and the transcripts were compared with the audio-recorded interviews to ensure accuracy.

I performed the data analysis myself, using a thematic narrative analysis approach. This scholarship was instrumental in deepening the understanding of the athletic recruitment process and the college experiences of Alex, Dexter, and Jamar, three college students who cultivated a passion for running from an early age. The participants' own voices highlight how they navigated and overcame numerous barriers and challenges in their educational journeys, which were pivotal in their access to higher education, retention, and progress toward graduation.

Key Findings:

Three themes emerged that provide insight into how participants navigated their athletic recruitment and postsecondary experiences:

1) “My recruitment process was crazy”: Hurdling obstacles to postsecondary education: Deciding to attend college is challenging without the support of

family or other systems of support, and for those with foster care backgrounds, these decisions are even more difficult. The three males in the study received athletic scholarships, but they navigated the recruitment process on their own, often with minimal understanding about the terms of their scholarship offer.

Participants indicated their choice of institution was primarily based on financial aid support. For all three, attending college was a monumental step, as they were the first in their families to pursue higher education. The participants viewed their athletic scholarships as a life-changing opportunity.

2) “I went to college not knowing what the systems were”: Attempting to keep pace with college transitions and navigation: During the transition to their respective institutions, participants faced several challenges, particularly as students with limited knowledge about higher education and the rigor of college athletics. The participants expressed that their limited exposure to higher education contributed to the challenges they faced when transitioning to college life.

Each participant highlighted the overwhelming nature of college, particularly the challenge of managing schoolwork and the physical and competitive aspects of college athletics.

[Continued]

3) "It wasn't about actually running, it was just about the love and the support": Sprinting towards a better self and finding benefits in sports: For all participants, running was a transformative journey and more than just a sport; it was a way to distance themselves from their adverse experiences (e.g., biological families, foster families, group homes).

Joining the track team was a pivotal decision in their lives, one that opened doors to new opportunities. It helped them build lasting friendships, establish mentorships, find a sense of community with teammates and coaches, and create lasting memories through track and field events. Throughout their interviews, participants acknowledged that the benefits of running extended far beyond gaining access to higher education.

Their participation in college athletics offered them a sense of discipline and purpose, contributed to personal growth and helped build confidence. Track helped to shape their identity and nurtured their development as athletes, students, and young men, giving them a sense of direction and hope for the future.

Implications:

The results of this qualitative study point to several important implications. Both this study and others examining the educational journeys of Black youth with foster care backgrounds emphasize the need for greater collaboration between child welfare, K-12 education, and higher education institutions.

As the findings reveal, the perseverance and determination of the participants shaped their college going experiences. Strengthening

cooperation between child welfare and educational systems could help address many of these students' challenges.

The stories of Alex, Dexter, and Jamar offer a significant finding: *the crucial role of sports in their lives*.

More emphasis should be placed on creating opportunities for youth in care to participate in athletics or other extracurricular activities of interest. With that, sports organizations and programs (e.g., school-based, community-based) should make such opportunities more accessible and affordable for all youth, especially those in the foster care system.

Given extracurricular activities like sports often lead to improved academic outcomes, social connections, and mentorship, it is crucial that stakeholders develop ways to enhance such participation opportunities for youth in foster care.

Citation

Stone, B. D. (2024). On your mark, get set, go: The athletic recruitment and postsecondary experiences of Black male college athletes formerly in foster care. *Children and Youth Services Review*, 161, 107673-. <https://doi.org/10.1016/j.childyouth.2024.107673>



Dr. Blayne D. Stone, Jr. is a postdoctoral associate in the Educational Foundations, Organizations, and Policy Department of the School of Education at the University of Pittsburgh. His research examines the access, enrollment, retention, and graduation of Black youth who have previously been in foster care and are seeking higher education opportunities.

His scholarship investigates how the intersection of race and foster care experiences influences and shapes the educational paths of these students. Dr. Stone's professional experience in several student affairs positions and support placement positions for youth and adolescents in foster care has given him a practical understanding of the challenges these students face.

He is dedicated to advocating for equity and justice for former foster care youth of color and working to create systemic policy changes that improve the educational experiences and lives of this population. He holds a Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison, an M.A. in Human Development Psychology from Cornell University, an M.Ed. in Higher Education, and a B.A. in Liberal Arts from Florida International University.

Article Highlight:

“I think there’s a lot of intersectionality”: The college experiences of immigrant-origin Latinx young adults with a foster care background.

Jennifer Geiger & Daysi Diaz-Strong

Study Summary

Young adults with a foster care background experience challenges in accessing and succeeding in postsecondary educational settings. It is estimated that 3-5% of youth with foster care histories obtain a bachelor’s degree (e.g., Courtney et al., 2011), compared with over a third of the general population (NCES, 2019). Latinx youth from immigrant families often face barriers to achieving educational success due to racism, poverty, and attendance at under-resourced schools. These barriers are further complicated by child welfare system involvement. Little is known, however, about the college experiences of youth with foster care histories by race/ethnicity or immigrant background or what risk and protective factors may influence college success (Dettlaff et al., 2020).

Using an intersectional approach, this qualitative study examined how eleven immigrant-origin Latinx young adults experienced the transition to college and how multiple marginalized identities—foster care-involved, immigrant-origin, and Latinx—interact to shape their experiences.

Four interconnected themes emerged in the findings:

- family fragility
- complicated feelings of success
- sense of (not) belonging
- supports.

Participants’ narratives demonstrate the need for consistent and comprehensive support, a more

balanced understanding of how students’ intersecting marginalized identities play a role in their college experiences, and how they access and utilize supports while in college.

Key Findings

Four interconnected yet distinct themes emerged from the data from participant interviews. The themes highlight how participants described their social position across multiple marginalized identities that layered onto a sense of fragility and uncertainty. Family fragility and a lack of support created significant instability as participants transitioned into college settings and navigated the educational system and experiences of microaggressions.

Findings illuminate how other marginalized identities – gender, immigrant, ethnoracial, and class backgrounds – further exacerbated instability and complicated participants’ sense of belonging on campus. Despite this, participants discussed the support from family and college campus programs as being instrumental in their experiences of success.

1) *Family fragility* often characterized participants’ experiences as they transitioned into and through college and was manifested as chronic instability in living arrangements and relationships. Many students described feeling unprepared and lacking knowledge about how to navigate their educational spaces – academically and socially. Several participants connected these experiences to their involvement with

the foster care system as children, pointing to low expectations and a lack of guidance from adults. Participants discussed how, as a result, they often figured things out on their own and developed a sense of self-reliance to persevere.

Participants also described how stressed family relationships often impacted their college experiences through limited support and cultural differences in how family members supported the transition to college.

2) Participants described their successes proudly. However, many also talked about experiencing *complicated feelings of success* due to feeling pressured by others, not “being enough,” being othered, and feeling disconnected.

Participants described mixed reactions and perceptions of success by their family members, creating tension and confusion about their educational achievements as well as who they might ‘owe’ for their accomplishments. Their success often elicited microaggressions by others, creating complicated sentiments about whether they deserved the success, praise, and celebration.

3) *The sense of not belonging* was acutely experienced through participants’ instability in childhood and with the continuation of family fragility as they adjusted to college. They described feeling different from their peers—in the classroom and

[Continued]

beyond—in terms of their perspectives, priorities, and needs. Many felt they ‘didn’t fit in’ based on multiple identities, including ethnoracial background, gender, language proficiency, learning disabilities, and parenting status. Across these identities, they experienced microaggressions and discrimination from individuals and in policies and practice.

4) Participants were resourceful but also identified campus staff and programs as *key supports* to locating resources to succeed in college. Campus programs were described as being instrumental in creating spaces to discover more about their multiple identities and experience safety and belonging. Several participants equated the college environment with stability and one that offered an opportunity to learn and grow personally and professionally.

Safe spaces, especially those geared towards college students with a foster care history, provided a place where students felt recognized, welcomed, and supported. These supports mitigated some of the challenges associated with their experiences of fragility, complicated feelings related to their success, and their sense of not belonging.

Implications

Findings demonstrate how crucial supports are for immigrant-origin Latinx young adults with foster care histories to navigate barriers to postsecondary education. Instead of approaching students as a member of one group or as possessing one identity, institutions should recognize how youth are positioned across many intersecting identities, creating complex needs and

opportunities. Child welfare professionals and supportive adults play a crucial role in promoting healthy development that positions youth to successfully pursue postsecondary education and training, ultimately providing stability and improving their overall well-being.

To better support them as students and young adults, on-campus professionals would benefit from training that provides a comprehensive understanding of the needs of students with multiple marginalized identities.

This study demonstrates a need for postsecondary institutions to recognize the heterogeneity across family dynamics and how this shapes students’ transition to college. Institutions should expand their view of family to consider creative ways of supporting students with diverse family structures.

Programs and policies need to prioritize fostering a sense of belonging for youth in postsecondary education settings that incorporate their multidimensional identities. Additionally, resources must be offered early on and continue throughout their postsecondary education to ensure stability in supportive relationships and in areas of housing, financial support, and academics.

Citation

Geiger, J. M., Diaz-Strong, D. X., Cormack Orellana, C., & Linder, C. (2024). “I Think There’s a Lot of Intersectionality”: The College Experiences of Immigrant-Origin Latinx Young Adults With a Foster Care Background. *Journal of Diversity in Higher Education*, 17(5), 677–691. <https://doi.org/10.1037/dhe0000460>

Jennifer M. Geiger, PhD, MSW is an Associate Professor at the Jane Addams College of Social Work at the University of Illinois Chicago (UIC). Dr. Geiger earned her MSW and PhD from Arizona State University. She has extensive practice and research experience related to students in postsecondary settings with foster care histories, including working as a child welfare specialist and developing and leading campus support programs for former foster youth at ASU and UIC.

Dr. Geiger has published over 45 peer-reviewed journal articles, 7 book chapters, and 3 books. She works with several local and national advisory groups and is committed to furthering research and developing effective practice and policy to promote postsecondary education, training, and employment opportunities for young people with foster care backgrounds.



Daysi X. Diaz-Strong, PhD is an Assistant Professor at the Jane Addams College of Social Work at the University of Illinois Chicago. She received her PhD and MSW from the Crown Family School of Social Work, Policy, and Practice at The University of Chicago. She also holds an M.A. in Educational Leadership from Northeastern Illinois University. Her immigrant background has shaped her professional and research interests in education and immigration. For various years, she worked in the community college system, developing and implementing programs to improve the success of underrepresented students.

Her research focuses on the educational and developmental trajectories of Latinx undocumented immigrants. She has published various articles and book chapters on the college experiences of undocumented students, including a 2007 article that was one of the earliest publications on undocumented students.



Policy Review

118th Congress

Jan 3, 2023– Jan 3, 2025

Supporting America's Children and Families Act

The Supporting America's Children and Families Act (H.R.9076), introduced by Work and Welfare Subcommittee, Chairman Darin LaHood (IL-16) and Ranking Member Danny K. Davis (IL-07), reauthorizes, fully for the first time in over fifteen years, child welfare programs under Title IV-B of the Social Security Act that provide federal resources to states, tribes, and territories for family preservation and to promote the safety, permanence, and well-being of children in foster care.

HR will 9076

- Reduce administrative burden by requiring the U.S. Department of Health and Human Services (HHS) to reduce paperwork and data reporting for state agencies and caseworkers by at least 15 percent.
- Improve access for Indian tribes by streamlining funding, as well as monitoring state engagement with the Indian Child Welfare Act.
- Support expansion of evidence-based services to prevent child abuse and neglect and ensures children are not separated from parents solely due to poverty-related neglect.
- Address the caseworker crises by ensuring caseworkers have access to training and support to improve retention and recruitment.
- Strengthen support systems for the 2.5 million grandparents and relatives providing kinship care for children who would otherwise enter foster care.
- Improve outcomes for youth transitioning from foster care by including individuals with lived

experience (formerly in foster care) in state service planning and ensuring youth have access to mental health services.

- Support post-adoption services by requiring HHS to review post-adoption supports provided under Title IV-B and identify opportunities for strengthening them.

Establishes that amendments made by this Act bill shall take effect on October 1, 2025. Delays for compliance with new requirements are permitted if state legislation is required. HHS may provide additional flexibility to Indian tribes and tribal organizations.

[Section by Section Breakdown](#)
[Ways & Means Committee One Pager](#)

2024 Final Rule on the Adoption and Foster Care Analysis and Reporting System

A final rule on the Adoption and Foster Care Analysis and Reporting System (AFCARS) was published in the Federal Register on December 5, 2024 ([89 FR 96569](#)). This rule finalizes revisions to the AFCARS regulations proposed on February 23, 2024. This final rule requires state title IV-E agencies to collect and report to ACF additional data related to the Indian Child Welfare Act of 1978 (ICWA) for children in the AFCARS Out-of-Home Care Reporting Population.

This rule is effective on February 3, 2025 except for the amendments to § 1355.44 (amendatory instruction 3), which are effective as of October 1, 2028.

[Link to ACYF-CB-IM-16-03](#)

For more Info:

Joe Bock
Children's Bureau
(202) 205-8618.
cbcomments@acf.hhs.gov.

Stop Institutional Child Abuse Act

This act requires the Department of Health and Human Services to contract with the National Academies of Sciences, Engineering, and Medicine to study and make recommendations about various aspects of youth residential programs.

The National Academies must identify the nature, prevalence, severity, and scope of child abuse, neglect, and deaths in youth residential programs. The National Academies must make recommendations to improve coordination and the implementation of best practices of regarding the health, safety, care, and treatment of youth in youth residential programs. They also must make recommendations about education and training resources for personnel in health care, law enforcement, the judiciary, social work, and child protection.

In carrying out these requirements, the National Academies must consult with various experts in the field, including local, state, and federal agencies. A report must be submitted not later than three years after enactment of this bill and biennially thereafter for a period of 10 years.

[Link to Bill](#)

Foster Care Legal Representation

ACF published a final rule in the Federal Register on May 10, 2024 (89 FR 40400) that allows a title IV-E agency to claim Federal financial participation (FFP) for the administrative cost of an attorney providing legal representation and a non-attorney providing representation in certain proceedings. This rule was made effective on July 9, 2024.

[Link to ACF Presentation](#)

For more Info:

Joe Bock
Children's Bureau
(202) 205-8618.
cbcomments@acf.hhs.gov.

IM-25-02 Highlight: “Best practices for serving young people transitioning from foster care” Lexi West, BSW, MSWc

The Administration for Children and Families (ACF) issued an Information Memorandum (IM) 25-02 on January 17, 2025 outlining some best practices for providing quality programs and services for young people transitioning from foster care. Some practices are outlined below, please see the full [IM-25-02](#) for more information.

Part 1: Ensure Young People Leave Care with Strengthened Relationships and Connections

Build and Nurture Relationships

- Help young people develop multiple types of safe, nurturing relationships with caring adults.
- Support young people on their journey of learning about their family.
- Normalize conversations around identity (e.g., race, ethnicity, culture, sexual orientation, and gender identity) and help youth to have those discussions.

Underscore the Importance of Holistic Relationships

Aspects of holistic connections and relationships that can be important to consider include:

- Relationship with Oneself, including knowing which relationships support individual well-being.
- Whole Family Engagement, with family defined by the young person.
- Peer-to-Peer Support.
- Community Relationships and Social Connections (e.g., mentors, teachers, coaches, churches/spiritual connections, organizations that nurture identity (e.g., LGBTQIA2S+)).
- Social Capital-Focused Relationships.
- Relationships Between Young People and Professionals working within the Child Welfare Agency.

Part 2: Ways to Support the Building and Nurturing of Positive, Culturally Relevant Relationships

Positive Youth Development (PYD)

- An approach that focuses on nurturing the strengths and abilities of young people in order to empower them.

Trauma-Informed, Healing-Centered Practices, Approaches, and Engagement

- Healing-centered approaches and engagement recognizes that past trauma (harm, loss, and grief) may have occurred but moves the conversation forward.
- Young people are more than the trauma they have experienced.

Human/Participant Centered Design

- A key aspect is that end users, such as youth experiencing foster care services, and community partners are involved throughout the design process, from problem identification to testing and evaluation.

Reflective Practice

- Asks each individual working within the child welfare system to reflect on their work with children, families, and the young people they are supporting.
- Asks us to think about how we can continue to improve practice by looking at our engagement, connections, active listening, and thoughtful questioning.
- Is not just about our actions but also looks at relational aspects of those actions.
- The key is to seek and utilize feedback.

Authentic Engagement

- One of the critical relationships is between the youth/young adult and the child welfare agency.
- Authentic engagement requires honesty, awareness, and transparency and lends itself to the reflective practice outlined.

Equity

- For young people who have been impacted by the foster care system, ensuring equity is critical to improving the foster care system.
 - In fact, agencies operating the Chafee program are responsible “for ensuring fair and equitable treatment of benefit recipients” (section 477(b)(2)(E) of the Act).
- Supporting young people through an equity lens means we also challenge the biases and the beliefs that certain services, programs, and/or resources should be “earned” by young people.
- All young people deserve opportunities and to be empowered to make the best decisions knowing there are the appropriate resources to support them.

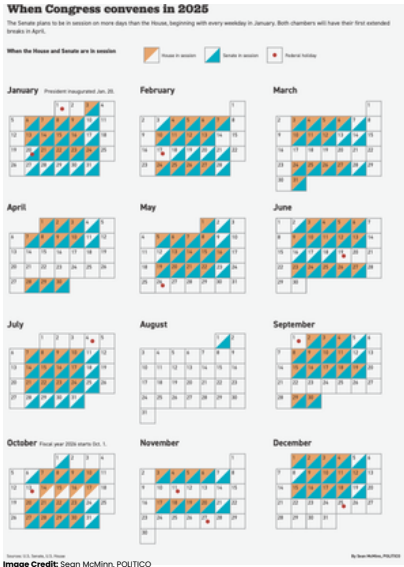
Part 3: Normalize Access to Concrete Resources and Supports

No young person should be transitioned from foster care to being unhoused. Child welfare agencies and others are urged into looking into direct financial assistance paid directly to youth to help overcome barriers and prevent negative outcomes.

Questions?

Reach out to the [Children’s Bureau Regional Program Managers](#) for more information!

Upcoming Congress



119th Congress

Jan 3, 2025– Jan 3, 2027

On Friday, January 3, 2025, members of the 119th Congress were sworn into office and a new session of Congress began.

- Republicans (219–215) maintain control of the House of Representatives
- Representative [Mike Johnson \(R-LA\)](#) was reelected Speaker of the House of Representatives.
- Republicans (53) gain control of the Senate (47).

[Find your House Representative **HERE!**](#)

[Find your Senator **HERE!**](#)

[Find local officials **HERE!**](#)

[National Congress of American Indians](#)

[NRC-FAHE Resources **HERE!**](#)

NEW Resources from Partners

[Postsecondary Support for Students Who Have Been in Foster Care](#)



“[This bulletin](#) outlines ways that campus-based support programs can assist students as they enroll in, attend, and graduate from college. It also includes examples of these programs from across the country. Child welfare agency leaders, college administrators, high school guidance counselors, and others can read this bulletin to learn about barriers to postsecondary school success, explore supports and services that can help students, and find examples of campus-based programs designed to increase educational attainment and opportunities for youth and young adults who have experienced foster care.’ [Link here!](#)

[Postsecondary Support for Students Who Have Been in Foster Care](#)

‘[This factsheet](#) will help young people who have experienced foster care to learn why campus support programs are important, the types of supports they offer, and how to find them. It was developed in partnership with young people with lived experience in foster care who have used campus support programs. The information in this factsheet is for all students with backgrounds in foster care who are interested in attending college and want to learn more about the types of supports available.’ [Link here!](#)

From the Transition-Age Youth Federal Coalition:

[Significant Federal Law, Regulatory and Non-Regulatory Guidance, and Child Welfare Manual Additions Impacting Child Welfare in 2024](#)

This document aims to summarize (1) the significant child welfare federal laws that passed in 2024; (2) the significant additions to the Child Welfare Manual from 2024; and (3) significant regulatory and non-regulatory changes from 2024 that impact child welfare

Upcoming Conferences

Title:

Strengthening Social Impact Through Collaborative Research

Date:

January 15-19, 2025

Location:

Seattle, WA

About:

The SSWR Annual Conference offers a scientific program that reflects a broad range of research interests.

From workshops on the latest quantitative and qualitative research methodologies to symposia featuring studies in child welfare, aging, mental health, welfare reform, substance abuse, and HIV/AIDS.

Over 500 presentations. Research methods workshops are designed to enhance methods expertise and grant-writing skills and special sessions on research priorities and capacity building that target cutting-edge topics vital to contemporary social work research.

Presented by:

Society for Social Work & Research (SSWR)

Registration link:

[Register Here!](#)

Title:

Connect Conference 2025

Date:

March 7-8, 2025

Location:

Cincinnati, OH

About:

This annual conference brings together caregivers, parents, and professionals in Southwest, Ohio to explore new ideas, forge meaningful connections, and unlock the potential for growth and success in the child welfare and behavioral health field.

Presented by:

Focus on Youth

Registration link:

[Register Here!](#)

Title:

2025 Title IV-E Agency Child Welfare Education Points of Contact Meeting

Date:

April 4, 2025

Location:

Rockville, MD

About:

The purpose of the 2025 Title IV-E Agency Child Welfare Education Points of Contact Meeting is to provide opportunities to gain information on Federal updates related to the educational stability provisions for children in foster care. Children's Bureau and Department of Education staff will discuss the Children's Bureau [Information Memoranda 23-09](#), on Interagency Collaboration between Child Welfare and Educational Agencies to Support the Academic Success of Children and Youth in Foster Care.

The meeting will highlight some best practices and innovative strategies across states for supporting the educational needs of children in foster care. This is an opportunity for each state or tribal child welfare education point of contact to participate in this working meeting to address opportunities and challenges related to coordinating best interest determination meetings and transportation policies with education agencies as it relates to students in foster care attending their school of origin.

We hope to offer an eventful interactive in-person experience through a variety of formats to include group discussions, roundtable presentations, and lectures.

Presented by:

Focus on Youth

Registration link:

[Register Here!](#)

Title:

Inspiring Change, Igniting Progress

Date:

April 9-11, 2025

Location:

Washington, DC

About:

Our collective mission is to build a future where every child is safe, every family is strong, and every community flourishes. To further this goal, CWLA holds an annual conference that gathers the brightest minds in child welfare and allied fields to share innovative and sustainable solutions that strengthen outcomes. The conference will be an opportunity to engage with practice & policy colleagues with events designed to encourage connection across systems, sectors, and state lines.

Presented by:

Child Welfare League of America

Registration link:

[Register Here!](#)

Title:

I30th Children's Justice Conference

Date:

May 6-7, 2025

Location:

Tacoma, WA

About:

The Children's Justice Conference (CJC) is the largest child welfare-related conference in the Pacific Northwest. The CJC provides professionals from multiple disciplines a unique opportunity to receive core and advanced training and skill development in identifying, investigating, and prosecuting child maltreatment. You will have unparalleled opportunities to learn and network with professionals representing a variety of disciplines involved in the child welfare community.

Presented by:

Washington State Dept. of Children, Youth, & Families

Registration link:

[Register Here!](#)

Upcoming Conferences

Title:

3rd National Multidisciplinary Parent Representation Conference

Date:

May 1-2, 2025

Location:

St. Paul, MN

About:

The National Multidisciplinary Parent Representation Conference agenda will include 75-minute sessions and facilitated small group discussions, as well as plenary sessions. Sessions will focus on cutting-edge issues and skill-building to improve parent advocacy and outcomes for parents and their children.

Presented by:

The American Bar Association Center on Children and the Law &

The Institute to Transform Child Protection

Registration link:

[Register Here!](#)

Title:

National Title IV-E Roundtable for Child Welfare Training & Education

Date:

May 20-22, 2025

Location:

Tuscaloosa, AL

About:

The National IV-E Roundtable for Child Welfare Training and Education is a yearly gathering of representatives from public and tribal child welfare agencies and their university partners. Our goal is to share our resources to build a strong child welfare workforce through training and education.

Learning Goals:

- How federal, public, tribal, and university funds can blend to fund education and training programs
- Current federal policies and guidance on child welfare

training and education programming and funding

- Best practices in training and education for partnerships

We encourage you to come as a team with others in your jurisdiction so that you can apply lessons learned to actions useful for your child welfare partnership.

The agenda will offer workshops for specific audiences including:

- State child welfare fiscal administrators
- University-based child welfare partnership business administrators
- University child welfare program leaders
- Tribal or State Agency Training Program Managers

Registration link:

[Register Here!](#)

Title:

32nd APSAC Colloquium- Inspiring Solutions

Date:

June 22-26, 2025

Location:

New Orleans, LA

About:

The APSAC's 31st Colloquium will bring high-quality interdisciplinary learning opportunities to child maltreatment researchers and practitioners across experience levels and professions. Extraordinary plenary speakers and more than 130 sessions will be available! Sessions are offered at all levels of professionals in mental health, social work, medicine, nursing, law, education, law enforcement, prevention, research, advocacy, child protective services, and allied fields.

Presented by:

The American Professional Society on the Abuse of Children

Registration link:

[Register Here!](#)

Title:

Adoption and Foster Care Conference

Date:

October 6-8, 2025

Location:

Orlando, FL

About:

All sessions are intentionally designed to inspire, inform, and encourage all members of the adoption and foster care community! Workshops from expert speakers will cover a range of topics, including:

- The impact of trauma and loss
- Core issues in adoption
- Effective therapeutic techniques in adoption
- Kinship care and birth family connections
- Parenting children with disabilities and challenges
- Older children and youth
- Race, culture, and diversity in adoption and foster care

Presented by:

Families Rising

Information link:

[Info Here!](#)

**Registration and Sessions Announced Spring of 2025*

Title:

National Conference for Hidden Student Populations

Date:

February 19-21, 2025

Location:

OSU- Tulsa, OK

About:

The National Conference for Hidden Populations (NCHP) is focused on college students with experience in foster care, include college-going students who are members of one or more identified hidden populations. Annually, the conference brings together researchers and practitioners from multidisciplinary fields, and with diverse training, to collaborate on the important issues and problems facing higher education in its quest to support students of diverse backgrounds.

Registration link:

[Register here to attend NCHP!](#)

Opportunities

Research Award Opportunities with the Transition-Age Youth Research (TAY) & Evaluation Hub

From [TAY-Hub](#):

“We are very excited to announce a [new round of grants](#), generously funded by the Conrad N. Hilton Foundation. We are inviting letters of interest for applied research aimed at enhancing policies and practices for young people living in or transitioning out of foster care.

A full list of proposed topics, along with additional information about how to apply can be [found on our website](#).

We expect to offer several awards that may vary in size. Analyses that leverage existing data are anticipated to be lower in cost (ranging from \$5,000 to \$20,000). Studies that involve primary data collection can be funded up to \$40,000.

Awards may be provided as contracts, personal service agreements, or institutional grants. We prioritize proposals from researchers with lived foster care experience or from communities of color.

Letters of interests are due on March 15, 2025. The award period will run from July 1, 2025, through March 1, 2027, culminating in a convening to present findings in Sacramento in February 2027.

More information about the awards and how to submit an application can be found [here](#).

Thank you to The Conrad N. Hilton Foundation for funding awards supporting this research, and to the Walter S. Johnson Foundation for providing essential infrastructure support for the TAY-Hub.”



FosterClub’s AllStar Internship 2025 Application

From [FosterClub](#):

“We’re excited to announce that applications are open for the next cohort of the [AllStar Internship](#)! This six-week hybrid program is designed to empower young people (ages 18–25) with lived experience in foster care to grow personally and professionally while strengthening their advocacy skills.

Here’s what the AllStar Internship offers:

- Four weeks of virtual training focused on leadership, personal skill development, and advocacy.
- Two weeks in Oregon facilitating a three-day conference for young people preparing to transition out of care.
- A transformative experience that equips participants with skills for life, work, and making an impact in their communities.

We need your help to find the next group of AllStars. If you know a young person who might be a great fit—or if you work with young people who would thrive in this program—please share this opportunity with them.

Applications are open until Monday, February 17, 2025.

For any questions about the internship, you can send an email to youthservices@fosterclub.com or invite interested young people to attend our upcoming virtual info session on Tuesday, Jan 21, 2025.



Paid Survey Invite

[Think Of Us](#) and [1:1 Media Impact](#) are inviting LGBTQI+ lived experts to participate in a survey to share their insight and experience in congregate care (including non-family placements like group homes, homes for pregnant and parenting teens, therapeutic residential facilities, and shelters).

“We are hoping to better understand the challenges, successes, and opportunities to reform the system to ensure LGBTQI+ youth do not face harm, abuse and discrimination based on their sexual orientation and gender identities and plan to share the responses with advocates and policymakers.

We are asking for 100 individuals to complete the survey, and because we know your time and expertise are valuable, we will offer each person who fills out the survey \$50.

Click [here](#) to complete the survey.



Thank You!

Thank you to our leadership team:

Angelique Day, PhD, MSW
School of Social Work
University of Washington

Lisa Schelbe, PhD
College of Social Work
Florida State University

Royel Johnson, PhD
Associate Professor & Director
University of Southern California

Amy M. Salazar, LMSW, PhD
Department of Human Development
Washington State University- Vancouver

Thank you to all who contributed to the creation of
this newsletter:

Lexi West, BSW, MSWc
School of Social Work
University of Washington

Lanz Christian Bañes, DSW, LCSW
School of Social Work
University of Washington



Check-out the Website!

NRC-FAHE.org

Contact Us!

If you would like to be featured, have suggestions/feedback,
or would like us to share something at:

NRC.FAHE@gmail.com