



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.

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Introduction and Welcome

It is graduation season, and many of you are working hard to ensure that the young people you have been serving through your campus support programs feel as special as other students who are walking across the state this spring in celebration of a monumental achievement- attainment of a post-secondary credential- beating the odds and changing the stars for their current and/or future families to come. Our students will be the first in their families that will stop the intergenerational child abuse and neglect cycle, their passions run deep, and many will be dedicating their lives in ways that will change the stars of others with lived experience beyond those in their immediate families. With graduation comes both celebrations, but also fears and anxiety about what the next phase of their journey will hold. For many of our students, enrollment on a post-secondary campus may have been the longest period in which they have lived in a single place, surrounded by caring adults committed to seeing them succeed. Will they see that same level of caring from their employers or in graduate school? There is less information out there that we have collected to tell the story about what happens next for our students. It is important work for us to do.

In this 18th edition of our newsletter, we have provided many important policy

and practice updates that you need to be aware of that are likely to have great impact for the students you are serving on your college campuses. These include new federal regulations coming down from the federal Children's Bureau in addition to new possibilities for resources offered through proposed legislation introduced in congress. We offer new high-profile mentors for our students to aspire to see themselves in, namely, Dr. J. Luke Wood, one of the first college presidents to rise up from foster care and role model what it looks like to transition from an at-risk youth, to one a national leader in making administrative policy to support college going among our Nation's most disadvantaged scholars. Next you are invited to share in the journey of the PROF program's founding history as it rolled out at Kutztown University and meet one of their promising students. Finally, we invite you to read about Dr. Devot's cutting edge research on identity formation that many college students experience in the college going journey.

The strength of this newsletter, including the gathering of future story ideas, comes from our readers and we want to thank you for those ideas and to continue to alert us when you have announcements and stories to tell. We look forward to our continued collaboration with you all. Have a great

summer, and "see" you all again this fall where we are excited to resume our webinar series and next newsletter edition.

Newsletter Team Member Introduction

LANZ CHRISTIAN BAÑES, DSW, LCSW



Meet Lanz Christian Bañes, the newest addition to the NRC-FAHE newsletter team.

Dear readers, our loss has become Colorado's gain.

Our small and mighty newsletter team is excited to announce that Bekah Litz, MSW, who for the last year has managed the NRC-FAHE quarterly publication, transitioned to a new role in the Colorado state administrative unit for prevention services at the Colorado Department of Health Services. Bekah came to us in 2022 and quickly made herself indispensable. In addition to

taking on the newsletter, Bekah supported Dr. Day's evaluation team at the University of Washington, Seattle, with a variety of tasks and projects across the country. We cannot thank her enough, and we know she will do well in Colorado and wherever she chooses to take her myriad talents.

And then there's me.

My name is Lanz Christian Bañes, a new research scientist with Dr. Day's evaluation team and the person who hopes to fill Bekah's shoes with the NRC-FAHE newsletter. I am fresh from earning my Doctor of Social Work degree (December 2023) from the Tulane University School of Social Work in New Orleans. Roll Wave! I grew up in the Los Angeles area, spent more than a decade in the San Francisco Bay Area and now reside in New Orleans, pending an imminent move to Seattle. I also play rugby — badly — for the Crescent City Rougaroux, Louisiana's only queer and inclusive rugby team.

My social work career has been in child welfare, with experience in two very different states. I was one of two youth specialists for the Orleans region for the Louisiana Department of Children and Family Services, where I worked with foster youth 12 and older. In California, I worked in both Solano and Alameda counties, where I started off in investigations and finished in the Independent Living Program working

with transitional age youth and non-minor dependents in extended foster

care. I received my Master of Social Welfare degree (May 2016) from the University of California, Berkeley, where I was a Title IV-E scholarship recipient / child welfare scholar.

It's interesting how unexpected life can be. I went back for my MSW to become a school social worker, but opted to take the Title IV-E scholarship because tuition was (is) expensive. I had no idea my passion would end up being in child welfare, so much so that I went back for another degree specifically to hone in on child welfare research and policy. I also had no idea Dr. Day's evaluation team, which focuses exactly on those areas, would be waiting for me when I graduated.

And before I was a social worker? I was a newspaper man in Vallejo, California (northeast in the San Francisco Bay Area). Since the fifth grade, I wanted to be a reporter like Clark Kent or Peter Parker — that is, a superhero. I was editor of my school newspapers and yearbooks, and I received two bachelor's degrees (May 2008) from Webster University in St. Louis, one in journalism and one in photography. As you can see, once I get something in my head, I just run with it.

Just watch what I do next.

Higher Education Highlight: Spotlighting Sacramento State's Efforts to Support Youth in Foster Care

ROYEL M. JOHNSON, PH.D



Dr. Royel M. Johnson is an Associate Professor of Education and Social Work at the University of Southern California (USC). He is also Chair of the Rossier School of Education's PhD program Director of the National Assessment of Collegiate Campus Climates. His research and scholarship address issues of access, equity, and student success in education, particularly for system-impacted populations. You can follow him on X (formerly known as Twitter) at @royeljohnson and contact him via email at royelmjo@usc.edu. Dr. Johnson is a nationally recognized scholar, whose interdisciplinary research addresses issues of educational access, racial equity, and student success. His work has an unapologetic focus on racially/ethnically minoritized and other institutionally marginalized populations including young people with foster care experience and justice-involved youth. Dr. Johnson maintains a highly active program of research with over 40 academic publications, in addition to three forthcoming books/monographs. Moreover, he is principal investigator (PI), or Co-PI, on grants and contracts exceeding \$5.1 million. He has delivered over 100 talks, lectures, and workshops for various stakeholders, instantiating his commitment to connecting research to policy and practice to improve the material conditions of underserved populations. He holds a B.A. in Political Science and Ed.M. in Educational Policy Studies from the University of Illinois at Urbana-Champaign; and Ph.D. in Higher Education and Student Affairs, with a cognate in Race and Social Policy from Ohio State.

In honor of this year's [#FosterCareAwarenessMonth](#), allow me to support youth in foster care. Through to shine a light on a promising new partnership with the First Star program at Sacramento State University Sacramento State Academy, a local (SSU) designed to support young people nonprofit organization, and the with foster care experience. In April, Sacramento County Child, Family, and representatives from SSU [announced](#) a Adult Services Department, the partnership with United Way Capitaluniversity provides opportunities for high Region, which, through their Collegiate school youth to participate in campus Guaranteed Income program, will fund activities once a month. These include 10 students in the SSU Guardian Scholars field trips, speakers, and service-learning program. Starting this month, these activities, complemented by assigned students will receive a \$500 check mentors and academic support. monthly for a year.

In my [own work](#), I've seen how I don't need to tell you all how vital this transformative early outreach programs program is for young people with care with youth in foster care can be in experience, especially those who age out increasing their college knowledge and of the system. However, I was glad to see readiness. I'm excited about what other the important work of our colleagues steps SSU will take under the helm of cited from the 2020 California Youth President Wood, who is a [nationally](#) Transitions to Adulthood (CalYOUTH) [recognized study](#), which found that roughly one in four former California youth in care student success scholar and champion.

surveyed were homeless between ages 21 and 23. Moreover, nearly three in ten As we celebrate Foster Care Awareness Month this year, let's not only celebrate the efforts of institutions like SSU but also consider how we, as a scholarly and professional community, can support these essential programs and well replicate them on our campuses through strategic cross-sector collaborations.

What I love about this story is that SSU's president, [Dr. J. Luke Wood](#), who is a dear colleague in my field of study, was also in foster care as a youth. Dr. Wood has [shared publicly](#) that he has experienced firsthand the challenges that youth in foster care often face, including housing insecurity when he was an undergraduate student himself at SSU. [We know how critical the satisfying one's basic needs is to student learning, development, and engagement.](#)

Practice Highlight: Providing Resources & Opportunities for Future Standouts (PROFS)

SUSAN MANGOLD, MA



Susan Mangold works full-time at Kutztown University as Associate Dean of Students for Student Assistance, working to coordinate services for students dealing with emotional and mental health issues. Her work includes management of the university's student assistance office, the emergency funding and behavioral intervention teams, and the PROFS program for students who have experienced foster care or who have been identified as homeless/unaccompanied youth. She has presented at the local, regional, and national level on topics related to transitions to college, depression/suicide in college students, supporting college students through case management, the PROFS program at Kutztown University, and supporting former foster youth in college. Susan holds a master's degree in counseling psychology from Kutztown University. She is a Nationally Certified Counselor and a Professional Counselor licensed in Pennsylvania. As a part-time counseling professional, Susan has provided individual, couples, and family counseling as well as workshops and support groups addressing the issues of relationships, marriage preparation, separation and divorce, co-parenting, and grief and loss. In addition, she serves as a paid professional consultant for the pastoral care team of a local Lutheran Church.

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

Susan Mangold: The Providing Resources and Opportunities for Future Standouts (PROFS) program originated from a collaboration between Dr. Warren Hilton, former Vice President of enrollment management and student affairs, Dr. Nathaniel Williams, CEO of Child Promise, a graduate student, and myself. Dr. Williams expressed a passion for supporting students who have experienced foster care in obtaining a college degree, and Dr. Nathaniel Williams identified support through Child Promise.

The three of us worked together to create a budget and sent in the grant proposal. The program was established to provide financial and emotional support, along with stability, to students from foster care backgrounds.

How is your program funded?

Susan Mangold: Child Promise supports the program through a grant, which covers housing costs during breaks, student stipends, book awards, and funding for group activities. Additionally, the program organizes fundraising initiatives, similar to the 1866 Giving Challenge, to gather additional funds for specific needs, like helping students with personal items.

What is your role in the program?

Susan Mangold: I was initially a supervisor for graduate assistants, but my role evolved over the years due to changes in program leadership. Currently, I oversee the program and

supervise Nadia, the Student Assistance Coordinator for special populations. Together, they work as a team to manage day-to-day operations, ensuring continuity and providing support to students.

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

Susan Mangold: The program primarily serves students who have experienced foster care, offering them financial assistance, emotional support, and stability. PROFS is in its seventh year.

When we first started the program, we had about 5 or 6 students, but over the years, the program has grown. At our highest point, we had 28 students, and the current enrollment is standing at around 22 students.

Which components of your program do you feel are especially unique or impactful?

Susan Mangold: The program offers unique benefits such as year-round on-campus housing, stipends, book awards, and fully funded group activities. The emphasis on emotional support and stability sets it apart, aiming to provide students with a sense of belonging and community.

What impact has the program had on the students involved?

Susan Mangold: The program has positively impacted students by providing essential support and resources. There is a sense of community and belonging created through monthly family dinners, group activities, and emotional support. The program aims to foster an environment where students can thrive academically and personally

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despite the challenges they may have faced.

What future goals do you have for the program?

Susan Mangold: Our goal is to stabilize the program, especially considering the transitions it has undergone in the past 3-4 years. We are actively reassessing and adjusting program requirements to better align with the needs and experiences of our students.

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

Susan Mangold: In Pennsylvania, the current limitations of the tuition waiver policy for students who have been in foster care need addressing. I suggest expanding eligibility criteria to include students facing housing instability or unaccompanied youth.

Additionally, we need more flexibility in applying funds beyond tuition to address specific financial needs.

Do you have any advice for other campus-based support programs?

Susan Mangold: Over the years, we've learned not to be afraid to hold students accountable. If a student is told they must maintain a 2.0 GPA to remain in the program, we need to do something if they aren't meeting that expectation. Part of what we've done is use the University's approach for academic standing and give them an academic warning to get their grades up. The University also has a program called "KU Achieve," a 15-week program run through our academic student success center. The program helps students learn the skills required to improve their grades. The students are also required to schedule bi-weekly meetings with one of our PROFS success coaches to keep them on track and help hold them accountable.

We have also built a mentorship initiative, which is vital. Connecting students with mentors from various backgrounds and professions can provide valuable support without requiring additional financial resources. Additionally, developing relationships with key university offices, such as the registrar, financial aid, and student accounts, is essential. These connections facilitate smoother processes, provide

insights, and garner support for students when needed. We also make an effort to assess our program requirements regularly and are willing to make adjustments based on the evolving needs of the student population. It is important to consider the individual circumstances of students and avoid imposing unnecessary burdens.

Any final thoughts?

Susan Mangold: I am passionate about the program and encourage a continuous commitment to improvement. It's essential to recognize students as individuals with unique needs. We are always looking for ways to improve it and make it a meaningful experience for our students while supporting them to be the best they can be. I think it's important to continually look at what we're trying to accomplish and find different approaches if needed. We need to focus on fostering connections and support tailored to each student's situation rather than imposing a one-size-fits-all approach with unnecessary requirements.

Practice Highlight: Providing Resources & Opportunities for Future Standouts (PROFS)

BRIANNA WOODWORTH



Brianna Woodworth is a member of the PROFS program and is a senior at Kutztown University, where she is currently pursuing a Bachelor's degree in Psychology with a minor in Business. Outside of her academic endeavors, Ms. Woodworth enjoys going to the gym, hiking, and exploring new places.

How did you get connected with the program?

Brianna Woodworth: I transferred to Kutztown from a community college. I had a lot of stress regarding how I was going to afford college and had doubts about whether I would be able to graduate. Graduating was my main goal, but I didn't know where to go, who to turn to, and what to do to make that a reality. When I got accepted into Kutztown, I made it my mission to find someone who could help me, and I figured that making connections would help me to figure out my path. I went to the career center during my first week and told them about my situation and my concerns. They told

me about the PROFS program and introduced me to Christine, the PROFS director at the time. She told me about the program, and we really bonded and shared our stories with each other.

What has your experience with the program been like?

Brianna Woodworth: This is now my third semester in the program, and it has been a really great experience. I went into foster care when I was 14, and I remember having to go to different schools and feeling different from everyone else. I remember feeling kind of ashamed of what I had been through, and those feelings really followed me. It all took a hit on my confidence for a long time. I had always felt alone, like I was the only one going through this.

When I came to Kutztown and got connected with the PROFS program, it was so eye opening to see that there were a lot of students going through similar things to me. Having that experience made me feel a lot more comfortable at school with who I am, and really boosted my confidence. The program has so many supports and people who genuinely care and want to help. At other schools that I've been to there wasn't a program like this, but at Kutztown, it's just nice knowing that I'm not a burden and that people do want to help.

What aspect of the program do you feel is most impactful for you?

Brianna Woodworth: Definitely the mentorship. I didn't really have family support, so having someone like Sue that I could go to that would listen to me and my concerns has been the most impactful thing. Having a positive, successful role model and someone that genuinely cares about me and wants me to succeed has been so helpful. We all have family dinners together, and before starting the

program I couldn't remember the last time I sat down and ate with people and had that shared community experience.

When I came to campus, I was working 2 jobs to support myself, going to school full-time, and maintaining a 4.0. At the time I didn't have a reliable car. I knew that it could break down any day and I was always wondering how I would be able to get to school and work if something were to happen, so I worked so hard to save money for a car. The staff noticed how hard I was working and reached out to a company that sponsors PROFS called Child's Promise. They told the director of Child's Promise about my situation and, unbeknownst to me, they gave me a car. It genuinely changed my life. It took so much stress off of me and was just truly unbelievable. That was so impactful and really changed the trajectory of my whole life.

What program elements would you like to see expanded or replicated at other universities?

Brianna Woodworth: Number one is simply having a program. A lot of foster students just feel invisible, so bringing more funding, awareness, and recognition to our situations is so important. For example, many schools have no available housing over the summer or breaks. A lot of students in these circumstances don't have a place to go and end up either couch surfing or homeless, so the fact that Kutztown offers housing over the breaks is so important.

I would also like to see a greater focus on mental health. Students shouldn't feel alone like I did, they should have a support system and a community to help them. I think that a lot of mental health facilities on campuses are so overwhelmed, and

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there needs to be increased funding and a greater emphasis on mental health overall.

What recommendations do you have for researchers, practitioners, and policy makers?

Brianna Woodworth: For researchers and practitioners: Support systems really need to start when foster youth are young. When you're in that situation, you're focused on survival, not the future. Around 3% of foster youth end up graduating from a 4-year university, and that breaks my heart. We need to show kids that their circumstances don't always need to be like they are now, that there

are opportunities and education available. We need to genuinely invest in these students, help them get into therapy, and walk them through the process of applying to college and applying for aid. I had no idea there were tuition waivers and grants that could have impacted my college experience and kept me out of debt.

For policy makers: There are certain policies that end when you get out of the system or only apply in specific circumstances or by state. I think there need to be more uniform policies that benefit us all. I also think that the system of financial aid needs to be reworked. For me personally, I was essentially homeless,

but I worked so hard to be able to have an apartment. On paper, if you have a certain amount of money, you no longer receive many types of aid, but I am using this money to survive. This is not income that I can put towards school. Overall, students need a lot more help and there is so much more that goes into these situations than financial aid systems know.

Finally, there need to be role models. Kids need to see people they can relate to, who have been in similar situations to them, are successful, and can serve as inspiration for their futures.

Article Highlight: Racial Identity Development on the Margins

AUDREY A. DEVOST, PH.D



Dr. Audrey A. Devost is a postdoctoral fellow in the Ralph J. Bunche Center for African American Studies at the University of California, Los Angeles (UCLA). Her research and scholarship address higher education topics of identity and belonging, access, equity, across institutional contexts, particularly for Black women in the academy. She holds a B.S. in Psychology from Howard University, and a M.A. in Education from the University of California, Los Angeles. She recently earned her Ph.D. in Education from UCLA in June 2023.

Dr. Devost enters the field of foster care research as a transracial adoptee from the state of Vermont. In doing this work Dr. Devost is committed to continually making Black women who have existed at different points of the intersections, visible. Supporting the development of racial identity among Black women in America is a political act of love and is a tool for collective survival. As a member

of the Black woman collective, Dr. Devost is dedicated to naming, defining, and speaking for ourselves, committed to breaking the many silences that have yet to be discovered. You can find Dr. Devost on X (formerly known as Twitter) at @audre_lordt and you can email her at Devostaz32@g.ucla.edu.

Study Summary

Identity development has an important place in the college experience, and I first came to understand this through my own journey on the college pathway as a Black woman transracial adoptee from the state of Vermont. It was Black feminists like Audre Lorde who gave me the tools to understand the how racial identity has evolved in my own life. In her work titled *The Transformation of Silence into Language and Action*, Lorde (1984) expressed "Your silence will not protect you. But for every real word spoken, for every attempt I had ever made to speak those truths for which I am still seeking, I had made contact with other women while we examined the words to fit a world in which we all believed, bridging our differences". Through my experiences defining what it means to be a Black woman transracial adoptee in the academy, I found my sister scholars who showed me how we can bridge our experiences to better understand ourselves as a collective. This is how I first arrived to studying racial identity development among Black women with foster care experiences, in higher education.

Purpose

The purpose of *Racial Identity Development on the Margins: The Narratives of Black Women College*

Students with Experiences in the Foster Care System is to explore ways Black women college students with experiences in the foster care system construct meaning of their foster care experiences, and how these experiences have influenced their higher education experiences, and the current status of their racial identity development.

Guided by Black feminist thought and intersectionality, the questions that this research study asks are (a) how does being a Black woman with experiences in the foster care system impact a student's experience in higher education? and (b) what kinds of knowledge do these Black women perceive as lessons, that they acquired during their time in the foster care system? In constructing this study, I posed these questions because research focused on Black women in higher education has documented Black women who attend predominately white institutions experiencing feeling like outsiders, feelings of isolation, and encountering prejudices that are rooted in stereotypes of Black women. While research on Black women in the academy has uncovered that Black women share commonalities in their higher education experiences, Racial Identity Development on the Margins employed a Black feminist methodological approach to dig deeper into the Black woman experience by centering those who have experienced the foster care system in their lifetime. Black women college students with foster care experiences represent a very specific intersection within the Black women collective standpoint, and the findings illustrated the complexity of racial identity development process for these women.

Findings

The findings of this article highlight the intragroup differences among the participants in this study, and in doing so displayed the multidimensionality within the Black college woman with foster care experience's identity. Through reading the origin stories of the participants, we learn that while all three Black women have experiences with the foster care system, each woman in this study entered and exited the system in vastly different ways, and those experiences shaped their identities differently. Through speaking their truths in this study, Serenity, Ada, and Laila co-created intersectional characteristics of their lived experiences with the foster care system. These connections that are drawn between their collective standpoint demonstrated how Black women with this identity can have commonalities in their experiences, yet so many differences exist in how they make meaning of their experiences, and the impact of these experiences on their racial identity.

The *intrasexual* nature of this study shows us how Black women are crafting their identities by reflecting on their experiences in the foster care system and framing them into lessons and messages that carry with them throughout their development as Black women in America.

These crafted identities function as tools of resistance in navigating their college experiences and in defining what their identity means to them.

At the end of the article, I urge scholars and researchers across academic disciplines who are engaged in foster youth research to consider how racial identity experiences might differ for college students in different educational contexts such as community colleges or MSIs. More than a year later, I applied the study of racial identity development to an HBCU campus. My dissertation titled: *Black Women Finding Homeplace: Intrasexual Analysis of Racial Identity Development on the HBCU Campus (2023)*, explored how the HBCU environment (norms, people, expectations, structures) impacts the racial identity development process of Black undergraduate women.

The origin story of Bell, a participant in *Black Women Finding Homeplace* represents the Black college woman with foster care experiences on the HBCU campus, and her narrative alone highlights the importance of higher education institutions needing to evaluate how they are supporting their students that have experiences with the foster care system. The path forward involves an assessment of institutional-level policies around housing, food resources, and healthcare need to evaluate if they are serving the needs of students who have experiences with the foster care system.

Devost, A. Racial Identity Development on the Margins: The Narratives of Black Women College Students with Experiences in the Foster Care System. *Child Adolesc Soc Work J* 40, 237–254 (2023). <https://doi.org/10.1007/s10560-022-00883-z>

Policy Updates

118th Congressional Session

On February 23, 2024, [H.R. 7451](#) was introduced to Congress. The bill, also known as the “Youth Homelessness Guaranteed Income Pilot Program Act of 2024”, aims to establish a pilot program to provide financial and non-financial housing assistance to unhoused youth. Around 4,200,000 youth and young adults experience homelessness in the United States each year. H.R. 7451 recognizes that BIPOC youth in particular have been systematically excluded from employment opportunities and access to stable income, often leading to housing insecurity. This bill may also be particularly applicable when ensuring the wellbeing of youth formerly in foster care, as close to [50% of the United States’ unhoused population has spent time in foster care.](#)

On March 5, 2024, [H.R. 7547](#) was introduced to Congress. Also known as the “Young Adult Tax Credit Act”, this bill would amend the Internal Revenue Code of 1986 to establish a refundable young adult tax credit with monthly advance payment. The bill would provide a universal \$500 monthly payment to all 18- to 24-year-olds regardless of income. The payment would be available to anyone who has a Social Security number or an Individual Taxpayer Identification Number, and the IRS would be required to

conduct targeted outreach about the program and how to access payments.

On March 22, 2024, [H.R. 7811](#), also known as “The Postsecondary Student Success Act of 2024”, was introduced to Congress. If passed, the bill will authorize the Secretary of Education to award grants to create evidence-based student success programs designed to increase participation, retention, and completion rates of high-need students including youth formerly in foster care.

For a comprehensive list of both introduced and yet-to-be introduced federal legislation related to youth wellbeing, see [this document](#).

Homeless and Foster Youth Act (HEASHFY)

The [2022 HEASHFY Act](#) is set to be re-introduced to Congress this year. If passed, this bill would require higher education institutions to develop a plan to assist and give priority to unhoused and foster youth for on-campus housing during and between academic terms. Additionally, the bill would give priority to unhoused and foster youth in Federal Work-Study positions and provide in-state tuition rates to further reduce barriers to attendance. HEASHFY would also provide for designated liaisons across each higher education institution to assist unhoused and foster youth in accessing

student support services and community resources.

For more information regarding the bill’s provision, see [this one-pager](#).

State Policy Updates

The 2023 Florida State Legislature passed Senate Bill 240 that modified the Open Door Grant Program (ODGP). On July 1, 2023, the bill was signed into law. Beginning in the 2023-2024 school year. ODGP is a financial aid program designed to provide needed assistance to incentivize current and future workers to enroll in career and technical education programs that lead to a credential, certificate, or degree. Students eligible to receive ODGP benefits include those enrolled at a Florida College System institution, a school district post-secondary technical career center, or a charter technical career center. Participating institutions must submit a *Post-Secondary Institution Renewal Application* this month, May 2024, to participate in the program for the 2024-2025 fiscal year.

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

Announcements

JOB OPPORTUNITY

Think Of Us, the research and design lab for the social sector, working to transform child welfare, is looking to hire an individual with lived experience as their Senior Manager of Research.

You can find additional information on the job description [here](#). If you are interested in the position, please reach out to Rachel Swaner, Senior Director of Research, at rachel@thinkofus.org.

NATIONAL CONFERENCE FOR HIDDEN STUDENT POPULATIONS

The National Conference for Hidden Student Populations (NCHP), an initiative by the R is for Thursday Collective, is a collaborative effort led by Fellows from five U.S. institutions. Dedicated to uncovering individual strengths and institutional barriers for hidden college student populations, NCHP focuses on diverse groups, including those with histories in foster care, survivors of sexual violence or trafficking, sex workers, Individuals involved with the justice system, those in recovery from substance addiction, those lacking shelter resources, Third Culture Individuals, and those seeking abortion care in states where it is illegal.

The in- person conference will be held at Arizona State University, February 25 - 28, 2025. Call for Proposals is open now!

Click [here](#) for more information.

PUBLICATIONS

Early in 2024, the *Journal of Public Child Welfare* published the research article **“Estimating a national college enrollment rate for youth with foster care histories using the National Youth in Transition Database (NYTD): limitations of NYTD and a call to revise and relaunch.”** It was authored by Nathanael J. Okpych.

This issue is from NRC-FAHE and features the scholarship of many

members. See the list below the articles in the issue. The bolded hyperlinks are where the articles can be read for free online. Please share the articles widely with others (and social media).

Okpych, N. J. (2024). Estimating a national college enrollment rate for youth with foster care histories using the National Youth in Transition Database (NYTD): limitations of NYTD and a call to revise and relaunch. *Journal of Public Child Welfare*, 18(1), 21–46.

<https://doi.org/10.1080/15548732.2022.2153961>

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NRC-FAHE conducts regular literature searches and we have curated a reference list for the topic area of higher education and foster care. All the articles listed and more can be accessed on our website at:

<https://www.nrc-fahe.org/library>