



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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Welcome and Introduction

I am pleased to share with you our 13th edition of the NRC FAHE newsletter with you.

I want to take the time to thank Jerry Savage for his service in staffing the NRC and welcome in Bekah Litz who will be assuming the role as staff to the NRC effective November 15, 2022. Bekah joins us from the state of Colorado where she has experience working for the public child welfare agency and lends great expertise to our work.

This edition of the newsletter includes important information for our education colleagues as depicted in Royal's column. Our practice highlight this edition features Florida State University's Unconquered Scholars Program where we hear from both the program director as well as one of the lived experience experts who participated in the program.

From a policy perspective more movement has occurred at the state level than the federal session since our last newsletter was published. We are excited to provide you information about at the state of Colorado, the newest state to adopt a state tuition waiver, as well as Minnesota who has passed legislation creating a new grant program that builds additional financial supports for foster care youth who age out of Minnesota's foster care system. Finally, we are excited to announce that the concept of the foster care student tuition waiver has officially gone international with the development of a program which opened this fall in Toronto, Canada!

This edition's newsletter is rounded out with the inclusion of a new research highlight authored by Dr. M.S. Jackson and her colleagues at the University of Alabama that interviewed college enrolled foster youth about their pre-college program experiences and how those experienced impacted their college enrollment experiences.

We will be convening in person this year at the Society for Social Work Research Conference. Please stay tuned for

specific information related to date, time and location. It will be shared on the NRC listserv as soon the conference organizers let us. For those that can't make SSWR this year, we will make sure we send a zoom link so you can join us remotely for that meeting.

If you are working with a campus-based support program, we are interested in hearing from you about your model and want other campus-based programs to learn from you. Please reach out and share your stories with us. Inquiries for practice highlights are being collected by Bekah Litz, who can be reached at beklitz@uw.edu.

Our speaker's bureau has been going strong this fall quarter and we have much more in store for you to tune into over the course of this academic year. All of our speaker's bureau webinars are recorded and uploaded on our website (<https://www.nrc-fahe.org/archive-webinars>), so you haven't missed out on the opportunity to gain access to that information if any of the scheduled webinar dates and times conflict with your schedule. As a reminder, our speaker's bureau is organized by Dr. Amy Salazar. If you are interested in being featured in a future webinar, please reach out to Amy at amy.salazar@wsu.edu

ANGELIQUE DAY, Ph.D., MSW



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

Higher Education Highlight

COLUMN AUTHOR



Dr. Royel M. Johnson is Associate Professor of Education and Social Work at the University of Southern California (USC), where he is also Director of Student Engagement at the USC Race and Equity Center. 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.

Two years ago, I published a comprehensive systematic review of literature that synthesized what we know (and don't know) about the state of research on college students with

foster care experience. In this article, I reviewed 46 studies that spanned various disciplines and fields. Several major findings and conclusions from that study deserve mention, as they have implications for the work that we do to bring visibility to the college-going experiences of one of the nation's most vulnerable yet overlooked populations. Allow me to elaborate.

First, the weight of empirical scholarship on this topic has been published primarily in social services and family studies journals. This is not surprising as narrow disciplinary perspectives about who can or should take up work on this topic likely constrain the advancement of empirical knowledge in educational fields. This underscores the importance of convenings like the National Conference for Engaged Scholarship on Hidden Student Populations that bring scholars across disciplinary areas with practitioners to collaborate on policy- and practice-relevant research that improves the material conditions of students with foster care experiences. Indeed, there is significant intellectual merit in how education scholars approach the study of vulnerable populations that have yet to be brought to bear in research on youth with foster care experience. Bridging disciplinary/field boundaries is essential for addressing the sector-spanning issues that create barriers to educational success for youth in foster care.

Scholarship on young people with foster care experience is limited methodologically as well. Quantitative studies too often rely on imprecise proxies on the FAFSA, which was not designed to identify youth in foster care specifically. Moreover, surveys from the National Center for the Education Statistics (NCES), which are widely used by education scholars and economists to understand the trajectories and experiences of our nation's students, do not include demographic variables to identify youth with foster care experience. We should be collectively organizing and advocating, as a group of

concerned scholars and practitioners, to the Institute of Education Sciences who sponsors NCES to change this, much like others have done over the years to expand racial/ethnic categories. Other national higher education surveys like the National Survey of Student Engagement or Freshman Year Survey, which are widely used, should also be lobbied for changes in their instruments to bring visibility to students with foster care experience.

Another observation among the studies reviewed was the absence of theoretical frameworks to guide the research. In fact, 37 of the 46 studies made no explicit mention of a guiding theoretical or conceptual framework. Among those that did, the notion of resiliency was primarily used. Lack of engagement with theoretical/conceptual frameworks limit researcher's ability to harness the richness and complexity of our data. I urge scholars engaged in this work to inventory frameworks in education and beyond, drawing on those that are most relevant to their problems of study, for more in-depth and critical examinations of social phenomena.

Finally, current research on young people with foster care experience is also race-evasive. This is surprising given that youth of color, specifically African American and Native Americans, are disproportionately represented in foster care. Although some studies control for (or test for differences across race), glaringly absent are theoretically grounded analyses that center or account for the role of race—and its intersection with other social identities—in shaping the educational experiences and outcomes for young people in foster care. Now, perhaps more than ever, it is important that we leverage our work to challenge and dismantle structures and practices that maintain white supremacy and exacerbate race-based inequities for young people impacted by foster care. And we cannot do this with race and power-evasive research.

Practice Highlight - Unconquered Scholars Program

COLUMN AUTHORS



Dr. Schelbe is an Associate Professor at the Florida State University College of Social Work in Tallahassee, Florida and a Faculty Affiliate at the Florida Institute for Child Welfare. Dr. Schelbe is Co-editor of the Child Adolescent Social Work Journal and Editor of the American Professional Society on the Abuse of Children (APSAC) Advisor and Alert. Dr. Schelbe's research focuses on young people aging out of foster care with a special interest in their experiences with post-secondary education and parenting. Dr. Schelbe has co-authored two books: "The Handbook on Child Welfare Practice" and "Intergenerational Transmission of Child Maltreatment." Dr. Schelbe earned her doctorate in social work from University of Pittsburgh where she was a Doris Duke Fellow for the Promotion of Child Well-being.



Lisa Jackson serves as Senior Program Director of Academic Support and Engagement at Florida State University. Her work includes identifying and addressing biopsychosocial and system-level factors inhibiting the well-being and academic progress of former foster youth and students experiencing homelessness. Ms. Jackson is a Licensed Clinical Social Worker in Florida. She serves on the National Association for the Education of Homeless Children and Youth's Post-

Secondary Education Subcommittee and as a Co-Principal Investigator on a study assessing post-graduation challenges of Unconquered Scholars Program graduates. In 2018, she received the Child Welfare Champion Award from Florida's Department of Children and Families.



Rebekka Behr serves as the Statewide Chair at Florida Youth SHINE- a foster youth advocacy organization as well as a Human Resource Specialist at the Florida Department of Health. Her work includes advocating at a local, statewide, and national level with fellow foster youth around the state and country. Being a Florida State University Graduate of 2020, she was able to serve as the President of the Unconquered Scholars Program from 2018-2019. She currently provides expertise to the Quality Improvement Center- Youth Engagement, Policy & Initiative Team, Foster Youth in Action, Florida's Children First, Legislators, and the Department of Children and Families. Rebekka was inducted in the CARE Hall of Fame at FSU in 2020 and received the 2018 "Outstanding Youth Advocate."

Unique and Special Aspects of Florida State University's Unconquered Scholars Program

The Unconquered Scholars Program (USP) at Florida State University (FSU) is a campus support program that provides various services promoting success to students who experienced foster care, homelessness, relative care, or ward of the State status. USP's wide range of activities and services include summer bridge program,

one-on-one advising, college life coaching, academic advising, financial aid assistance and advocacy, tutoring services, computer lab, study suite, referrals to mental health counseling, academic and skills workshops, volunteer opportunities, bi-weekly group meetings, and social activities (e.g., bonfire, parents' weekend trip, beach trip).

Established in 2012, USP is supported by the development efforts of Undergraduate Studies and Student Affairs. Additionally, USP receives funding from a Helios Education Foundation grant. Since its inception, USP has had 314 Scholars, the term used to describe students in USP. The six-year graduation rate for Scholars in the 2012 to 2016 cohorts is 84%, similar to the university's six-year graduation rate.

I had the opportunity to talk with Lisa Jackson and Rebekka Behr about USP. Lisa Jackson has worked with USP since 2014. Rebekka Behr was involved in USP as a student at FSU, serving as the USP Student Advisory Board President 2018-2019. She graduated from FSU in 2020. Rather than focusing on information about USP that could be found on their website, we discussed some of the unique and special aspects of USP in detail. Below are excerpts from the interview which I edited for length and clarity.

Schelbe: What's unique and special about the Unconquered Scholars Program?

Behr: The most unique thing about Unconquered compared to any other program I've seen across the entire country is that it creates a foundation and a family for students when they enter campus. It is established for life, and it continues on into careers. And being able to just have what you need on campus and then off campus.

Jackson: I think for me, it would probably be that we have a student advisory board. I haven't seen it anywhere else,

though it doesn't mean that it does not exist. And so, understanding the value of student voice, especially this to population, I think that makes Unconquered very unique.

Before the program was built, students that would have qualified for the program were surveyed: "Do you want a program? What do you want the mission to be? How do you want it to operate?" Right then [it was decided to create] the student advisory board to continue with the plan [for USP] to ultimately inform the institution about their needs and their strengths. And Unconquered worked to make higher ed a bit more manageable.

Schelbe: I'd love to unpack both of these—the creating the family and the student advisory board. And then we can go through other things, too. What did Unconquered do that helped build family?

Behr: Starting from day one, I met Unconquered through another program where we met each other and Miss Lisa. And everyone was at a hotel; we got to bond with them. And when we went to campus we had the bonds with Scholars. I became friends with them. But also it provides workshops. There's so many events that we put on. Like (the financial literacy program) Dollars and Cents, which I think started today. Being able to meet with Miss Lisa. Having like a class of Unconquered Scholars that meet with each other on a monthly basis. Monthly?

Jackson: The first year, they meet every week.

Behr: Okay. But doing things like that. Being able to go on a family weekend trip to places. We've done Universal Studios and other trips. A few years ago, with the hurricane, a couple of the donors were able to help a group of us go to DC, Baltimore, and Tennessee. Because campus was closed for a while, we got to learn about history and explored everything. And I think that really built our solid group that I've been a part of for a long time now.... And [following a tragedy last year] we were all able to come together and be able to be

together, look for each other during that time. I think that's what family is.

Jackson: In addition to all things she mentioned, I would highlight the family room, the suite. It is space reserved for them. In fact, they have swipe access now. Literally no one else can get in there. It's got all the family room furniture and a kitchen table and computer lab space. And we hold events in there that are just for Scholars. And there's a food pantry and a clothing closet. I think that that is just the place where they all just go to hang out and be with each other even if we're not having events, just like you would when you go back home and hang out with your family.

Schelbe: The student advisory board. I'd like some thoughts about how it adds to Unconquered. It seems unique; other programs don't have one. Are you seeing any anything like it, Rebekka?

Behr: No. I've worked with an organization. I mean, we (the student advisory board) have been heard on so many different topics. And we've been able to come up with programs and talk to Miss Lisa and Caitlin (USP program coordinator) and everyone about what we need. We're actually able to say what we need, and FSU listens to us the first time around. It's not like we have to fight. We were able to say, "Hey, we need more new furniture for our space." And we got new furniture for the space. We're able to say, "We need to be able to have grocery store runs." Then we have grocery store runs. We have that ability to ensure that there's so many events going on.

I'm still on the Unconquered chat, and I see how many events that are going on. Just popped up—that might be one of my favorite things about we do—a mac and cheese cook off. But those kinds of things. There's attending other events outside of Florida State. Some of the Advisory Board has gone to events. I've gone out to Orlando, the different conferences just to discuss things about what is needed for those who have experienced everything.

Jackson: I think it gives the students a space to some extent to explore and express their voice. Maybe when they haven't been provided the opportunity in their life. And they get to develop voice and trust it and use it to advocate for themselves and others in the department and at the institution. As Rebekka mentioned, students advocate by sharing their voice at higher education conferences around the country as a part of their role on the board. So I think it's just really it's unique and special. And I think it's a part of the success of the program because we are very lucky to be an institution that is responsive to their input.

For example, group grocery shopping trips came directly from student guidance. They couldn't take more than two bags on a city bus (due to a policy of the buses). So it was difficult for them to complete a thorough grocery shop when using public transportation. We're like, "Well, we have a department van. Let's handle that." They told me, "Lisa, parents weekend is terrible." I'm like, "What even is Parents Weekend?" As a returning adult student, I had never hear of Parents Weekend. So [after they explained it], I'm like, "I can see why that would be really awful. Let's figure something out." And FSU stepped up that first year and took care of it, funding our trip. The annual trip, which has continued since 2015, has been funded by private donors ever since.

Acting on student input to improve overall well-being just makes sense. I personally think that the advisory board piece is great for the student development. Student in the program and not on the board also benefit from voices like Rebekka, who advocate on their behalf.

Schelbe: Is there anything else you want to share about Unconquered?

Behr: I think one of the biggest words for Unconquered in security. This is because it provides a security; like we'll get what we need. We talked about all the spaces that we have, but also gap housing and more things if something happened. Like in the case of emergency, being able to

find food as needed. Being able to provide a bed. Knowing Miss Lisa or Caitlin could reach out to ensure that the students are safe and secure and know that they don't have to be homeless and they don't have to just disappear off campus if something goes wrong. Because I don't feel like all the campuses in Florida or in the United States have that same security level.

Jackson: I think the only thing that stands out to me about Unconquered that we can talk about—but Rebekka touched on it—are the family traditions. Events like the mac and cheese cookoff started years and years ago. The board and staff wanted the cookoff to be a 'family tradition,' just like any other annual family gathering. We get together every year and watch an FSU football game gather to see whose mac and cheese will win the coveted trophy! Just like our annual trip off campus during parents weekend, these annual family traditions matter. Students long since graduated, still reach out and reminisce about how much the cookoff and parents weekend trip meant to them. We hoped these experiences would build lifelong memories and traditions they could take into their adult life and future family.

Behr: Yeah, I think that's about it.

Schelbe: That's all? That's a lot! Every time I talk about Unconquered Scholars or present research about it, I get excited about what you have accomplished. It's beyond the gold standard—it's platinum! I'm excited that we got to talk about what makes it special and share this with a national audience. I'd really love if some programs decide to adopt the Unconquered model.

Policy Updates

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.

On June 22nd 2022 representative Judy Chu introduced the [Access to Foster Care to 21 Act](#). The Bill could provide much needed assistance to Foster Care Alumni who are struggling to pay basic expenses while transitioning to college life. [In a press release](#), Representative Chu explained "California was among the first states in the nation to provide foster care benefits to young adults through age 21 after Congress passed the Fostering Connections to Success and Increasing Adoptions Act in 2008, which gave states the option to do so... As a member of the Ways and Means Committee, which has jurisdiction over the child welfare system and family support programs, I believe it is our responsibility to follow the research and ensure all our foster youth have the same opportunities regardless of where they live. The Access to Foster Care to 21 Act will allow these young adults to have agency over their care decisions and feel comfortable exploring their freedom without permanently giving up supportive services."

All bills introduced in the 117th congress that are not included in reconciliation process will die on Dec. 31, 2022 and will have to be reintroduced in the 118th congress which begins on January 1, 2023. Please contact your members of congress early in the new year and ask them to reintroduce the bills on foster care and higher education that we have

outlined for you in our June 2022 edition of this newsletter.

On April 29th 2022, the Colorado General Assembly passed SB22-08, the [Higher Education Support For Foster Youth](#). "The act requires all public higher education institutions (institutions) in Colorado to provide to Colorado resident students who have been in foster care or, following an adjudication as neglected or dependent, in noncertified kinship care in Colorado at any time on or after reaching the age of 13 (qualifying students), financial assistance for the remaining balance of the student's total cost of attendance in excess of the amount of any private, state, or federal financial assistance received by the student (remaining balance financial assistance)."

The first awards of Minnesota's [Fostering Independence Higher Education Grants](#) program began in Fall of this year. The programs serves students under the age of 27 who were in the foster care system any time after their thirteenth birthday and are enrolled in either public or private schools in Minnesota. The grant can be accessed with a FAFSA application or by completing the Minnesota Dream Act Application. Students attending state universities, the University of Minnesota, public community and technical colleges, tribal colleges and private institutions are all eligible for the grant.

In Canada, Toronto Metropolitan University announced this year that it is now offering the [Tuition Waiver for Youth in Extended Society Care](#). The waiver is "for students who grew up in extended society care (previously known as Crown Wards) in Canada, and are currently enrolled in an OSAP-eligible program at the institution. The tuition waiver will cover full tuition and ancillary costs." Students must be enrolled in the

Ontario Student Assistance Program (OSAP).

Announcements

In May of 2022, Sebrena Jackson, Angelique Day, Lauren Ford, Angelique Salizan and Catherine Lester published an informative [Policy Brief](#) highlighting key findings from an article published earlier in the year entitled College Promise for Youth in or Aged Out of Foster Care. Expanding Promise: Depicting the Ecosystems of Support and Financial Sustainability for Five College Promise Populations

On July 20th 2022, researchers presented that highlights the empirical basis for two federal bills introduced earlier in the year, the [Higher Education Access and Success for Homeless and Foster Youth Act of 2022 \(HEASHFY\)](#) and the [Fostering Success in Higher Education Act](#). Slides from the insightful presentation as well as a link to video of the presentation is available at [Research Roundup: The Empirical Basis for Current Bills Supporting College Success for Foster Youth and Youth Experiencing Homelessness](#).

CONFERENCES

The Society for Social Work and Research will hold a [conference](#) in Phoenix, AZ January 11-15, 2023. The NRC has applied for a Special Interest Group spot at the upcoming SSWR.

WEBINARS

Webinar Date: December 6, 2022 @ 2pm CST

Title: To Tell or Not to Tell: Collegians with Foster Care Background Self-Disclosure Attitudes and Experiences on Campus.

The presenter will be **Chequita S. Brown**, research associate for the Office of Community College.

Registration link:

<https://wsu.zoom.us/meeting/register/tJwkc-6vpzsuHdJoiYlHt-fJFhyPBMNuETSV>

Article Highlight

PAPER AUTHORS



Lead author Dr. M. Sebrena Jackson, LICSW is an Assistant Professor and Director of the MSW Program at The University of Alabama School of Social Work. Her research, scholarship, and practice focus on two lines of education research: post-secondary education access for youth transitioning from foster care via precollege programs and online social work education.

She has published and presented on these topics at the national and international levels. The pre-college program she founded, the National Social Work Enrichment Program (NSEP), provides a six week campus experience for foster youth and has received consistent funding for over 10 years. Dr. Jackson has received numerous awards for her work, including NASW Social Worker of the Year in Georgia and Alabama and the University of Alabama's Innovation Scholar Award.

Dr. Jackson is a trailblazer in the social work profession, and through her leadership, practice, and research, a college education has become a viable option for hundreds of youth transitioning from foster care.

In order to explore the utility of pre-college programs from the perspective of youth who are Foster Care Alumni (FCA), Dr. Jackson and her colleagues conducted a series of 14 interviews with youth who participated in the National Social Work Enrichment Program (NSEP), which introduces youth to social work. The NSEP is a six-week pre-college program in Alabama. High school juniors

and seniors as well as youth with a GED or recent high school graduates are eligible for the program. Ten (n=10) of the 14 study participants were enrolled in a four-year college at the time they were interviewed and the other four were enrolled in a two-year college. Seven participants were employed full-time, three were employed part-time and the remaining four were unemployed

There are four components of the NSEP:

1. College readiness: The program is designed in part to help youth develop "the interconnected set of skills, traits, habits, and knowledge that students need in order to be successful at College." This is especially important for youth with a history of foster care as many are given little information about the college application process, admissions requirements, financial aid and campus support programs specifically designed to help FCA earn a degree. This component includes classroom lectures and weekly visits to colleges as well as workshops on a variety of topics "including completing the college application, financing college, navigating housing, connecting to an academic advisor, accessing academic support services, activating disability services, and engaging in student clubs and organizations. NSEP program staff also lead workshops on topics such as the transition from high school to college, living with a college roommate, and tips on conquering freshman fears."
2. Employment skill development: This component "refers to an experiential learning opportunity that is designed to raise youth awareness about employer expectations, the work environment, and the skills necessary for success in the workplace." This is another
3. Leadership skill development: The authors cite research linking leadership experience as youth with self-efficacy and explain that the SEP partnered with the Tuscaloosa chapter of Toastmasters International to offer their Youth Leadership workshops on a weekly basis. Youth work in teams rotating leadership positions and "learn to evaluate their own speaking ability, prepare and give speeches, give impromptu talks, control their voice, vocabulary and gestures, and give constructive feedback to other speakers."
4. Healthy relationship skill development: The authors cite previous research indicating that "because of the violations of trust experienced in their families, youth with history of foster care need significant help in learning how to cultivate and maintain healthy relationships and support networks." The NSEP partnered with a local health department to deliver an evidence-based curriculum, Making Proud Choices. The program is designed to provide youth with the knowledge, confidence and skills needed to reduce the risk of sexually transmitted diseases and unwanted pregnancy.

critical component as the authors note that only half of FCA have some form of gainful employment by the age of 24. NSEP participants work five hours per day, three days per week doing a variety of tasks including clerical work, assessing inventory, taking part in home visits and carrying out other duties that involve direct contact with agency clients.

The 14 interviews each lasted approximately 45 minutes and they were conducted using a video-conferencing tool. Interviews were recorded and

professionally transcribed. Thematic analysis was conducted using the qualitative analysis application, NVivo version 12.

There are three overarching themes that emerged from the analysis:

1. College aspiration: The article explains that “NSEP program participants expressed aspirations to attend college. As first generation college students, youth expressed a desire to go further than their birth parents and families did. These aspirations reflect youth’s desire to transcend the educational history of their birth family while also fulfilling personal goals.”
2. College preparation: The authors note that “many study participants asserted that they felt more prepared for college due to taking part in the summer campus experience.” The NSEP also helped participants learn about time management, develop good habits, manage scholarship disbursements and prepare for college breaks. Participants also pointed to the benefits of college tours, spending time living on campus and having the opportunity to attend classes and Toastmasters.

3. Community building: Participants also indicated that they felt a strong sense of community within the program and some participants noted that that the community building continued after the end of the program. Some participants explained they developed lifelong friendships with others who are FCA in college

The authors conclude that “pre-college programs provide an opportunity for youth to develop college readiness skills, build relationship skills, and grow personally, thus increasing their preparedness for college life and enhancing their academic success. Further research on the efficacy of pre-college programs is therefore needed.”

Jackson, M. S., Dozier, K., Colvin, A. D., & Bullock, A. N. (2022). Exploring youth voices in a pre-college program: Implications for policy, practice & research. *Child Abuse & Neglect, 13, 105126.*