

# NRC-FAHE:

## NATIONAL RESEARCH COLLABORATIVE FOR FOSTER ALUMNI AND HIGHER EDUCATION



NRC-FAHE.ORG  
Fall 2024  
Volume 19



# Welcome!

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.

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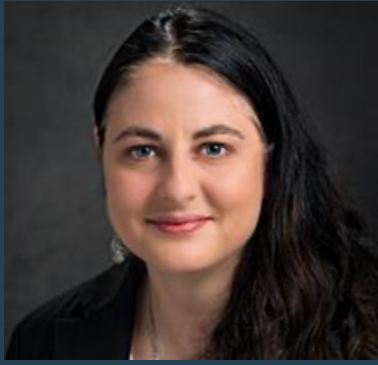
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# Welcome and Introduction

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.



I am proud to introduce our readers this month to the 19th edition of the NRC FAHE newsletter. We are in a year of transition and with that comes both fears and exciting opportunities. I understand both feelings very directly right now.

As many of you know, I am on sabbatical this academic year, and I have chosen to use this time to serve my country. Specifically, I am now just a few months in serving in a joint appointment as a senior policy advisor to the Commissioner of the Administration for Children and Families as well as a senior policy advisor to the Director of the Tribal Health Research Office for the National Institute of Health.

The academy is full of many brilliant minds, and choosing to serve in the administration is a great way to effectively translate research and evidence to the public policy arena. Specifically, social work and education faculty are well positioned to serve in either the executive branch, as I am doing this year, or serve in support of a congressional office.

I have done both, and find both to be equally important and meaningful ways to translate research in ways that can effectively impact policy and practice. I have done both and find both to be equally important and meaningful ways to translate research in ways that can effectively impact policy and practice. I look forward to sharing with you my lessons learned as this year unfolds, and hope inspire many of you to consider a sabbatical in federal service for yourselves.

We are end the end of a legislation cycle and there are some opportunities in the next two months for congress to make a meaningful and lasting impact on the lives of older youth looking to pursue and or are already enrolled in college. The policy section of this newsletter highlights those legislative opportunities for you. Please join the many national advocate voices to help us get some important legislation signed into

law before the end of the year.

In the current edition of this newsletter, you will learn about Colorado State University's Fostering Success Program and how they are supporting foster care alumni in achieving their post secondary education goals.

We also wanted to ensure our readers understand the importance of two year as well as four year colleges in the pursuit of higher education, and in that vein are very excited for you to read a study lead by Dr. Havlicek and colleagues. We also want to take the time to congratulate and celebrate the launch of Dr. Royal Johnson's new book.

This newsletter is full of opportunities for you to connect with each through webinars and conferences this academic year, and I hope you take advantage of those opportunities. The strength of this work is a result of collective impact. I look forward to seeing you all at SSWR in January!

# Program Highlight: Fostering Success at Colorado State University

## Program Director– Andrea Fortney



Andrea Fortney is the Director of the Fostering Success Program (FSP) at Colorado State University (CSU). She is passionate about serving higher ed students who have experienced foster care, unaccompanied houseless, kinship care, legal guardian, orphan, ward of court, emancipated or another independent background. With a masters in counseling and psychology degree, Andrea practices solution focused, strengths-based approaches utilizing the seven life domains. She feels fortunate to connect with inspiring and resilient college students.

### **Can you give us some background on the program & how it got started?**

**Andrea Fortney:** It really came out of a couple graduate students in the student affairs and higher education program who had been in foster care advocating for us as an institution to do more for foster youth alumni. One of the grad students recalled living in the residence halls during his undergrad program and being the only person on his floor that did not get a care package. We started as a group of volunteers sending care packages. In 2018 when raised enough funds to hire a full-time staff member and student employees.

A couple of years ago we were able to add another full-time staff member. We now have about 20 student staff who are either mentors or facilitators with the Fostering Success Program

(FSP). We are able to provide care packages, a mentorship program, community building through events, emergency funding, and scholarships.

### **How is your program funded?**

**Andrea Fortney:** The vast majority of our funding is through donations. Our development office works really hard to secure amazing community members, and even folks outside of the community, who want to help fund scholarships, our emergency fund, family dinners, and care packages. Slowly, we are seeing more grant funding come our way.

### **What is your role in the program?**

**Andrea Fortney:** My role in the program is to get students here, provide them support, and help them take advantage of opportunities. My voice is only so important, it's the voice of the students and the young people that *really* matters.

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

**Andrea Fortney:** I would say one thing that is sort of unique to our program at CSU is our peer mentor program and our networking program. The idea is that students who are new to CSU, either first years or transfers, get paired with a mentor who is an upper class student to help navigate the ins and outs of campus. Our networking program is called FSP Community made up of the alumni from our program and other community supporters who are there to support students in their career progression or just for advice or emotional support. We offer several networking events throughout the year that can help students who are about to graduate navigate the workforce.

*(Interview continued next page)*



## What future goals do you have for the program?

**Andrea Fortney:** Our program is only going to continue to grow with new legislation in Colorado like the EmpowerEd and FosterEd bills. It's important to me to grow with quality in addition to quantity. So just continuing to build our community while making sure our mission and vision of providing belonging and support to foster growth and academic success stay aligned.

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

**Andrea Fortney:** We started with around 13 students in 2010 and currently we have around 315 active students in our program and are made up of students who identify as independent. This means we include anyone who had experienced foster care, was a dependent or ward of the court, an unaccompanied minor, who was unhoused or at risk of being unhoused and unaccompanied, or legally emancipated.

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

**Andrea Fortney:** I think keeping in mind that student voice is critical. Create your program around what the students are asking for rather than what we think they need. When this program started with staff volunteers, we started by asking the students what they wanted the program to look like. The students shared that they didn't want it to look like foster care, they didn't want to have a lot of program requirements that they felt came with foster care, and they did not want to have to jump through hoops to get services. We've been really intentional about having a program that does not have requirements. Our students can participate as much or as little as they want and they get to pick what services. We find some students like really to engage in one aspect of the program but are not taking part in other parts of the program. It's a guilt-free program so they get to engage to the degree they want to and know everything do is free. Everything they do is voluntary.

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

**Andrea Fortney:** We started with around 13 students in 2010 and currently we have around 315 active students in our program and are made up of students who identify as independent. This means we include anyone who had experienced foster care, was a dependent or ward of the court, an unaccompanied minor, who was unhoused or at risk of being unhoused and unaccompanied, or legally emancipated.

## Any final thoughts?

**Andrea Fortney:** I would just say that I think we're really fortunate at CSU to be part of a larger campus community. I'm really thankful that we work with an institution that applauds our efforts and that we're not doing this work alone. Finding the support of staff members across campus really increases the success of students as does having community and statewide partnerships.

# Student Highlight: Fostering Success at Colorado State University

Chase Meadors



My name is Chase (they/he) and I am a senior at Colorado State University studying sculpture and art history. I have been involved in the Fostering Success Program (FSP) since my first semester at CSU. I started as a student in the program and found a wonderful community and support system here.

This was so impactful that in my second year I applied to be a mentor in the program so I could help support other incoming students to the program and help them find community. Now in my last year, I have the privilege of being a Lead Mentor and Facilitator in the program.

I feel involved in every aspect of the program and the impact on my academics and my life as a whole has been more than I can put into words and a hugely positive experience.

## How did you get connected with the program?

**Chase Meadors:** The summer before I came to CSU I actually got a call from Andrea that was pretty much just asking if I was comfortable discussing the independent student status listed on my FAFSA. I am a very open person, so I was like, "why not?" We pretty much discussed my background to confirm that I was in fact an independent student. Andrea welcomed me to the program and told me a little bit about what I could expect in the upcoming semester.

## What has your experience with the program been like?

**Chase Meadors:** It has been so fantastic! I really truly do not think I would be getting to graduation if I hadn't been in the program. Just the amount of support and the found family feeling is just so important to me. We have family dinners where it is a bunch of other people from independent backgrounds all talking about their experiences and making jokes.

## What aspects of the program do you feel are most impactful for you?

**Chase Meadors:** There are definitely a couple things. One of them is the peer mentoring program. In my first year I had an amazing mentor, Adam. He connected me with resources around campus so I didn't feel as lost coming in from a family where no one has been to college. Now working as a

mentor and getting to help other students has been super impactful for me. I also really love the care packages. It feels like getting a present from your family which isn't something that a lot of us get.

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

**Chase Meadors:** I think other universities should replicate the student focused aspect of FSP. Our job as peer mentors is to look at the student as a whole, beyond just academics, and see where they need support in every aspect of their life. Also, most of the people who work in the FSP are students from those shared backgrounds which could be replicated in other programs at other universities.

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

**Chase Meadors:** One of the barriers that I have found is that the only way we can identify students of independent backgrounds is a question on the Colorado State University admissions application. Having the student mark 'independent' misses those students who don't understand what that status means. I think a better way to identify independent students before school starts and get them seamlessly involved in these types of programs would be really helpful.

## How did you get connected with the program?

**Jordan Garcia:** I showed up to campus and I actually had no idea CSU was so independent student oriented. I didn't look into any of the programs that could support me, I just knew that I wanted to get to college. Then I got an email listing jobs one day and the Fostering Success Program had an opening for a peer mentor. I looked through the job description and searched for more information on what FSP was. I was like "oh my gosh, like this program and position fits my description perfectly." I knew FSP was definitely something I should look into and a peer mentor was a job I definitely wanted to apply for.

## What has your experience with the program been like?

**Jordan Garcia:** It has only been a positive experience. I did not know the scope of how many independent students were even around me. The minute that I got here I met two others who were coming to this school and actually lived a couple of streets over. It was so impactful to be connected with people who had been going through the exact same thing that I had been in the exact same town. All the connections I made have been ones that I've only wanted to keep and I've never really experienced that before.

## What aspects of the program do you feel are most impactful for you?

**Jordan Garcia:** I feel like the community aspect of everything is a huge part. It's so weird for me to think about walking into that

first meeting, specifically, and finding out that all these students were in my grade and were all independent students too with similar backgrounds. Having others around with shared experiences and shared identities has been a great support. We know we're not alone in this.

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

**Jordan Garcia:** I would like to see community building between students of independent backgrounds expanded in other programs. Realizing I was not the only student on campus with an independent background was crazy for me. Making connections is something that I wish I had done right away when getting to campus and I think it's that way for others too.

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

**Jordan Garcia:** Increase awareness of these programs and make access to them easier. My high school was aware of other programs for while in high school, but they never mentioned FSP as an option. I didn't realize there were programs like this that could provide so many opportunities for me. My high school never mentioned any programs that could help me with college for my future. If more high school students knew, maybe more doors to college would open for students with independent backgrounds like me. I would have never known about independent students or if I belonged without seeing the job opening.

# Student Highlight: Fostering Success at Colorado State University

Jordan Garcia



My name is Jordan (He/him) and I am a recognized independent student with the student success program at Colorado State University exploring career opportunities and learning to improve upon the current student experience.

As a student and a mentor with the Fostering Success program and I have found a place that promotes my independence.

I am a current facilitator of the program and it had introduced me to paths I might of not seen before my arrival at Colorado State.

# Article Highlight:

## "Don't Give Up": Persevering for a better life through community college among students with foster care experience"

Author- Juith Havlicek, PhD



Judy Havlicek is an Associate Professor at the University of Illinois Urbana-Champaign School of Social Work. Her research focuses on ways to strengthen the well-being of young people who age out of foster care.

### Study Summary:

This research was part of a mixed methods study funded by the Spencer Foundation's Small Grants Program to identify rates of community college enrollment and graduation, and experiences of young people in community college in Illinois.

Illinois is a state that was an early promoter of extended foster care, but little is known about how state and federal efforts to strengthen postsecondary education outcomes were working.

The research included three main components:

- (1) administrative data analysis,
- (2) document review, and
- (3) semi-structured interviews.

We used administrative data from the Illinois Department of Children and Families (DCFS) to identify all young people who turned 17 in foster care between 2012 and 2018. This yielded a sample of 5,562 youth.

These names were matched by the National Student Clearinghouse (NSC), a nonprofit that received enrollment and graduation rates from participating colleges and universities. To better understand the policies and programs designed to support postsecondary education, we reviewed online information about state and federal resources for postsecondary education. Last, we completed phone interviews with 24 young people in or formerly in foster care who had completed at least one semester of community college.

### Key Findings:

Results from the administrative data analysis suggest that most young people in Illinois first enroll in a community college. Thirty-five percent (n=1,931) enrolled in any college with 31% first enrolling in community college (n=1,664). However, not all young people are equally likely to enroll in community college.

All things being equal, the likelihood of enrolling was lower for young people who were male, Black or multiracial, had experienced more placement moves, spent less time in foster care, and had been placed in congregate care rather than relative or non-relative foster care.

Only 8% of the young people who enrolled in a community college had graduated with a certificate or a degree. By comparison, the NCE report a 32% community college graduation rate for students in 2014.

Findings from the qualitative interviews revealed that there were three transition points in which pathways to postsecondary education could be derailed. First, the students in this sample described high school as being a painful experience, which prompted them to look to the future rather than the past. They talked about the ways that foster care, placement moves, and experiences of childhood adversity stymied educational progress. Many talked about feeling that they were to blame for their problems rather than the enduring circumstances of their childhood. This meant that when they graduated high school, they did not always understand their educational strengths and weaknesses or how to use

*(Continued next page)*

community college to address gaps. Second, they told us that the transition to community college was motivated by (1) state funds for young people in foster care to enroll in college by a certain age or lose access to funds and (2) a desire to have a better life than their birth parents or older siblings.

While it was common for young people to tell us that they were often told by caseworkers to be sure to use funds dedicated to support their transition to college or lose them, they were not provided with step by step instructions for enrolling in community college, selecting courses, or how financial aid worked.

Rather they learned as they went along, which meant they frequently made mistakes and had to learn the hard way. Last, a related, young people told us that the main strategy they used for finding success in community college was through persistence and perseverance. This meant that their strategies for success in college were mostly self-driven and focused on what they could do to stay focused vs. how their colleges could support them. And, because they perceived present day hardships as being mild in comparison to past challenges in family and foster care, they perceived no challenge was insurmountable.

This meant that setbacks, such as failing an exam or repeatedly failing the same class, only fueled them to push themselves harder even when these strategies prolonged pathways through postsecondary education and activated stressors.

## Implications:

The findings from the quantitative part of the study suggest several implications. One is the need to increase collaboration between education and child welfare systems. Effective collaboration between systems is essential to ensuring that students in foster care graduate from high school prepared for postsecondary education.

Second, the state offers an existing array of programs designed to remove financial barriers to postsecondary education, but research is needed to better understand the ways in which these programs are being implemented across the state and the extent to which students are benefitting from them.

Third, more intensive academic supports to make the transition to community college may mitigate other challenges.

Nearly every student we talked with was required to take a remedial class and most also had to repeat the class. Supporting young people earlier may help them to more effectively address past educational gaps.

Findings from the qualitative part of the study suggest that more attention is needed in the high school years. Our findings suggest that this was an incredibly vulnerable time in which young people's educational struggles were misunderstood by teachers, counselors, and the child welfare system.

Too often the young people in this study told us they were on their own to figure out how to navigate community college, which too often instigated other failures. Our findings suggest more support ought to be offered at the front end of this transition rather than less.

Last, the young people in this study possessed a great deal of motivation to succeed, but it was not always clear how community colleges or transitional living programs were supporting their success. Increasing supports on campuses for young people to get their questions answered, find support and a sense of belonging, and access learning resources would go a long way to addressing past gaps in education, supporting a holistic set of needs, and creating life long skills for success.

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Havlicek, J., Dworsky, & Gitlow, E. (2021). Using research to improve the postsecondary educational outcomes of community college students in foster care. Chicago, IL: Chapin Hall at the University of Chicago.

[https://www.chapinhall.org/wp-content/uploads/Community-College-One\\_Pager.pdf](https://www.chapinhall.org/wp-content/uploads/Community-College-One_Pager.pdf)

Havlicek, J. (2023). "Don't give up": Persevering for a better life through community college among students with foster care experience. *Children and Youth Services Review*, 155.

<https://doi.org/10.1016/j.childyouth.2023.107219>.



# Policy Updates

118th Congress

## H.R. 9076

### Title IV-B Reauth

On September 19th, 2024, [H.R. 9076](#) was received in the Senate and referred to the Committee on Finance. This bill, also known as the “Supporting America’s Children & Families Act” passed the House with overwhelming bipartisan support (405-10).

This bill will reauthorize part B, subparts I and II, of title IV of the Social Security Act and strengthen the State and tribal child support enforcement program under title IV-D. Subpart I consists of a discretionary grant program, primarily the Stephanie Tubbs Jones Child Welfare Services (CWS) program that funds services for family preservation and reunification, services for foster and adopted children, and training for professionals in child welfare.

Subpart II, also known as the MaryLee Allen Promoting Safe and Stable Families (PSSF) program PSSF consists of both mandatory and discretionary funds with the primary goal of funding family support, preservation, reunification, and adoption-promotion activities.

### What you can do:

Contact:

- [Senators on the Finance Committee](#)
- Senators from Utah
  - [Mike Lee](#)
  - [Mitt Romney](#)
- Senators from Kentucky
  - [Mitch McConnell](#)
  - [Rand Paul](#)

Urge them to support [H.R. 9076](#) before the end of the year!

Check out this [Advocacy Toolkit](#) made by Journey to Success to help with emails and discussion tips about [H.R. 9076](#)!

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## H.R.3058/ S 1313

On January 18, 2024 the House passed [H.R. 3058](#) by a vote of 42-0. As this bill has passed the House, it is now needing to pass the Senate before the end of the year!

This bill requires state plans for child welfare services to provide for the development & implementation of a family partnership plan to improve foster care placement stability, increase rates of kinship placements, & align the composition of foster & adoptive families with the needs of children in or entering foster care.

The Children's Bureau of the Office of the Administration for Children & Families also must include in its annual report information from states about the number, demographics, and characteristics of foster and adoptive families as well as a summary of the challenges related to recruiting and being foster or adoptive parents.

This bill should result in an increase in the number of caregivers who are available and supported to care for older youth in foster care, many of whom are not currently placed with family or in family like settings.

This bill aims to improve state practices for recruiting and retaining kin and non-kin resources by requiring the collection and use of more comprehensive data. It also requires that these plans for recruitment and retention—now called Family Partnership Plans—are informed by youth and families.

### What you can do:

Contact [Senators on the Finance Committee](#) and urge them to support this bill!

Sign to show your support [here!](#)

*(continued)*

09/14

## H.R.9875

On September 27th, 2024, [H.R. 9875](#)- also known as the [Child Safety and Well-Being Act of 2024](#) was introduced in the House and referred to the House Committee on Education and the Workforce. The goal of this bill is to establish an independent Children's Commission and position of Commissioner.

For too long, children and marginalized youth have been left out of conversations regarding public policy decisions impacting their daily lives.

This commission would consist of 15 cross disciplinary professionals with the goal of incorporating the perspectives of children in each meeting.

The goals of this Commission are to promote awareness of the views and interests of children and marginalized youth, receive and review complaints against child welfare agencies, examine the way Federal legislation affects marginalized youth and how they transition into adulthood, and make recommendations to further the development and strengthening of child well-being.

**What you can do:**  
[Reach out to the House Committee on Education & the Workforce](#) to urge support!

# Policy Updates

118th Congress


## IM-24-08

The U.S. Department of Education (ED) and the Department of Health and Human Services (HHS) have issued updated Non-Regulatory Guidance to ensure educational stability for children in foster care.


An Information Memorandum (IM) published on November 15, 2024, address federal requirements for school enrollment and educational stability for foster care students, as outlined in the [Elementary and Secondary Education Act and the Social Security Act](#).

The updated guidance is intended to assist state and local educational and child welfare agencies in their collaborative efforts to support students in foster care. It includes answers to frequently asked questions and expands on ways these agencies can work together to address the diverse needs of foster children.

The Children's Bureau is encouraging child welfare agencies to carefully review this new guidance in partnership with educational agencies. [The 2024 guidance](#) is now the official reference.



**We know that there may be state or federal legislation that we have not listed here. If you know of a specific effort that you would like us to mention in the next newsletter, please email us at [NRC.FAHE@gmail.com](mailto:NRC.FAHE@gmail.com)!**



# Publications

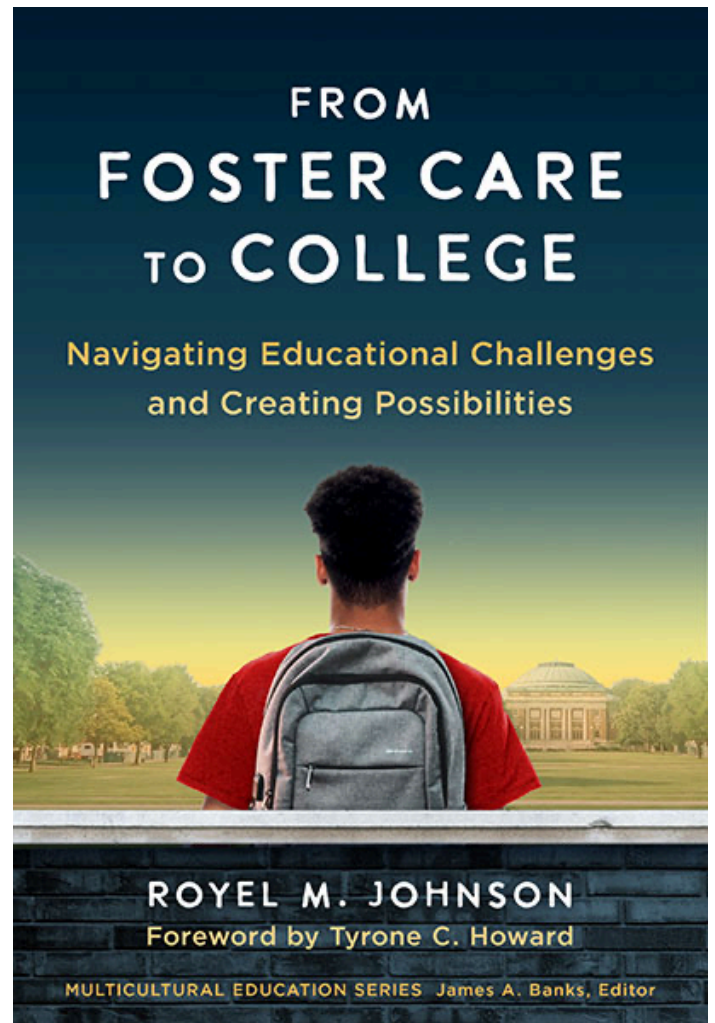
**The NRC-FAHE would like to congratulate Dr. Royel M. Johnson on publishing his new book!**

[From Foster Care to College: Navigating Challenges and Creating Possibilities](#) chronicles the journeys of 49 college students as they overcome barriers to pursue higher education.

Through powerful life-story interviews, Dr. Royel Johnson highlights their resilience and determination despite systemic failures in our nation's education and child welfare systems.

The book serves as a clarion call to educators and child welfare leaders to stand tall and act decisively—through policy and practice—to improve the material conditions for these young people.

[Order your copy now](#), wherever you get your books.



# Webinars

**Title:**  
Fostering Progress:  
Crafting Spaces for Youth  
Voice & Feedback

**Date:**  
Friday, November 22, 2024

**Time:**  
12:00pm to 1:15pm EST

**About:**  
This session will explore how to build affirming environments for mentors and mentees that prioritize relationships, trust, and community building, particularly in the early stages of programs.

Attendees will hear lessons learned from Silver Lining Mentoring program staff in creating meaningful spaces that optimize for relationships, foster community, and encourage shared learning. At the center of it all, we'll share strategies for designing inclusive spaces informed by youth voice and feedback.

**Facilitators:**  
Leach Harrigan (Assistant Director of Education & Training- Silver Lining Mentoring) and (Christina Fonseca (Program Coordinator- Silver Lining Mentoring)

**Registration link:**  
[Register Here!](#)

**Title:**  
Educational and  
Employment Pathways of  
Young Adults of Color  
with Foster Care  
Experience

**Webinar Date:**  
Tuesday December 3, 2024

**Time:**  
3:00pm-4:00pm EST

**About:**  
This webinar examines the education and employment decision-making of young adults of color with foster care experience as they navigate emerging adulthood. Egocentric social network analysis was used to explore the support networks for 21 youth currently or formerly in foster (age 18-29) who participated in a performing arts program in New York City.

Findings suggest that young people leave the foster care system with largely informal support networks of friends and few biological family members. Their social networks were unchanged despite the COVID-19 pandemic. This webinar will discuss strategies that practitioners can use to strengthen their relationships with emancipating young adults and improve mental health outcomes.

**Facilitators:**  
The presenter will be Dr. Rachel Ludeke, a postdoctoral research fellow at the Department of Family and Community Medicine in the School of Medicine at Thomas Jefferson University

**Registration link:**  
[Registration link here!](#)

# Conferences

**Title:**  
Showcasing 25 Years of  
Youth-Driven Advocacy:  
Improving Outcomes &  
Opportunities for Youth &  
Young Adults in Foster  
Care

**Date:**  
December 10-11, 2024

**Location:**  
Washington, DC

**About:**  
Join us to celebrate policy milestones that have been spurred by youth advocacy.

Help us to showcase policy changes that are still needed to promote healing, family connections, and opportunities for all youth who experience foster care.

**Presented by:**  
Journey to Success

**Registration link:**  
[Register Here!](#)

# 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. Pre-conference programs and a networking reception, especially for doctoral students.

**Presented by:**

Society for Social Work & Research (SSWR)

**Registration link:**

[Register Here!](#)

**Title:**

National Conference for Hidden Student Populations

**Date:**

February 19–21, 2025

**Location:**

OSU- Tulsa, OK

**About:**

The National Conference for Hidden Populations (NCHP) held its inaugural conference in February 2020 in Washington D.C. with a specific focus on college students with experience in foster care.

Today, the conference maintains its focus on students with foster care experience and has expanded to 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!](#)

**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.

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.

**Registration link:**

[Register Here!](#)

# Thank you!

## Thank you to our leadership team:

Angelique Day, PhD, MSW  
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University of Washington

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

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