



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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Higher Education Column

Welcome and Introduction

I am proud to share the 9th issue of the National Research Collaborative for Foster Alumni and Higher Education newsletter with you.

I am disappointed we did not get the chance to convene at the annual Society for Social Work Research Conference this year and am looking forward to hosting the annual Foster care and Higher Education Special Interest Group meeting January 2022 in Washington DC. Despite the fact that we were not able to convene in person this year we hosted an online virtual event in March with a very small but mighty group of foster care and higher education researchers. Limitations in attendance to the group meeting included restrictions that barred attendance for our members who did not register for the 2020 SSWR conference and led to a discussion on the best venues to support engagement among our members. Discussions about the development of a special issue journal are underway thanks to the leadership of Dr. Lisa Schelbe. We will keep you all informed as this planning continues to unfold.

Many states are still grappling with the timely implementation of the provisions of the [Supporting Foster Youth and Families through the Pandemic Act \(H.R.7947\) through the larger Consolidated Appropriations Act of 2021 \(H.R. 133\)](#). We ask that you continue to push the public child welfare agencies in the states in which you reside to partner with their local Higher Education Institutions to identify and support eligible foster youth with applying for these critical but time limited resources. For more

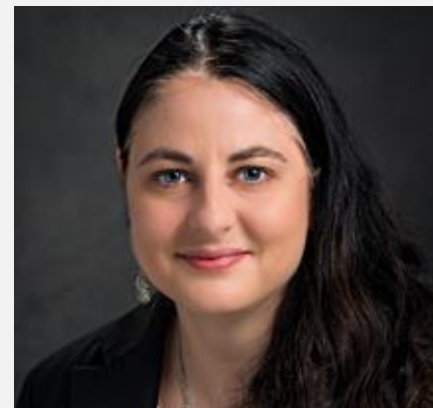
information on this bill and the resources foster youth are eligible for, please refer back to [Issue 8](#) of this quarterly newsletter. Additional federal public policy opportunities that have been introduced in the new congress are also highlighted in this newsletter, and we appreciate your advocacy to see those bills forward under the support of our new administration.

Also, in this issue Dr. Royel Johnson shares the importance using our academic positions, our voices, and the programs we oversee to embrace an anti-racist agenda that challenges and dismantles structures and practices that maintain white supremacy and exacerbate race-based inequities for young people in foster care. Encapsulated in his piece are practical tips we can all employ to promote antiracism in our classrooms, our institutions, and through our community partnerships.

We are also pleased to highlight the great work of Dr. Barbara Murdoch, a professor at Eastern Connecticut State University who is the lead researcher on a multi-year National Science Foundation grant that will support foster youth pursuing degrees in the STEM sciences.

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

ANGELIQUE DAY, Ph.D.



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

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DR. ROYEL JOHNSON



Dr. Johnson is on the faculty in the Department of Educational Policy Studies and African American Studies at Pennsylvania State University. His research interests broadly focus on issues related to educational access, equity, and student success, with attention to its intersections with race, gender, and other axes of social inequality. His work is animated by an abiding commitment improve the educational experiences and outcomes of the most underserved and institutionally marginalized student populations. He has published over 35 academic publications that appear in a range of scholarly and practitioner-focused outlets. For his early career accomplishments, ACPA–College Educators International honored him with its Emerging Scholar Award in 2020. You can reach him at rmj19@psu.edu or on twitter at [@royeljohanson](https://twitter.com/royeljohanson).

Thank you to the leadership team for inviting to write for this month's column. I have long admired the work of the National Research Collaborative for Foster Alumni and Higher Education and appreciate the opportunity to be in community with you all albeit virtually. Admittedly, I struggled with what to write. I, like many of you, am running on fumes these days. Indeed, I am exhausted—emotionally, physically and psychologically. This exhaustion is compounded by the profound loss we have witnessed over the past year due to the COVID-19 pandemic, which has disparately impacted racially and ethnically minoritized communities. And as a Black man, the repeated killings of Black people—George Floyd, Breonna Taylor, and just recently, Daunte Wright—exacerbate feelings of precarity. It also paints a sobering reality about the

salience of race and racism and its persistent role in structuring the life opportunities and experiences of Black people and other minoritized communities.

As educational researchers, practitioners, and advocates concerned with improving the material conditions of young people impacted by foster care, it is important, perhaps now more than ever, that our praxis is anchored in critical and transformative paradigms. For instance, research that aims to merely understand and interpret social phenomena is insufficient for *changing* the material conditions of BIPOC (Black, Indigenous, People of Color) youth in foster care. The present moment requires 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. We can *begin* to do so by going about our work in decidedly anti-racist ways. Allow me to offer some cursory ideas about how we might do this:

1. Racial Literacy. It is important that each of us to invest in professional learning experiences that increase our *racial literacy*, referring to the knowledge, skills, and dispositions to talk about and address issues of race and racism. Increasing our racial literacy prepares us to be more effective in designing studies that “[suspend damage](#),” and in formulating policies and practices that attend to the intersectional experiences of BIPOC youth impacted by foster care. The [Equity Literacy Institute](#) has wonderful resources for folks to consider.

2. Data Disaggregation. Last year, I [published](#) a systematic review of literature on the postsecondary education experiences and outcomes of youth in foster care. I was struck by the shortage of research studies that attend to racial/ethnic differences among students. This was particularly puzzling given the disproportionate representation of youth of color in foster care. Race-evasive approaches to research homogenize students, silencing the ways in which institutional structures

shape their experiences in both implicit and explicit ways. We cannot address what we refuse to see. It is important that we disaggregate our data by race/ethnicity and other dimensions of identity (e.g., gender, sexual orientation).

3. Theory. Theory shapes what we see—it brings some things into focus, while de-centering others. It also offers language for describing and explaining phenomena. It is important that we draw on and employ race and power-conscious frameworks in our work so as to avoid pathologizing BIPOC youth impacted by foster care. It is possible to understand micro-level phenomena (e.g., nature of relationships with peers, faculty, and staff), while also acknowledging and centralizing the role of societal- and structural-level factors (e.g., racism, gender discrimination, homophobia, institutional policies) in students' experiences and outcomes. Critical Race Theory, Community Cultural Wealth, Intersectionality and Funds of Knowledge are just a few frameworks that come to mind—there are many others.

4. BIPOC Advisory Boards. In one of my projects, I implemented an advisory board as a way of co-constructing a research study that was grounded in the interests of youth and community. [Community advisory boards](#) are common in medical and public health research and are a useful strategy for conducting participatory research. For white researchers and others who are interested in amplifying the experiences of racially/ethnically minoritized youth impacted by foster care, BIPOC advisory boards are a useful strategy for minimizing power differentials and co-constructing research studies that are responsive to the actual needs of this oft-overlooked group.

Practice Highlight - Eastern Connecticut State University's Success Scholars Program

BARBARA MURDOCH, PHD



Dr. Barbara Murdoch (she/her) holds a B.Sc. in Biology and M.Sc. in Stem Cell Biology from the University of Western Ontario, London, Ontario, and a Ph.D. in Experimental Medicine from the University of British Columbia, Vancouver, British Columbia. She is an expert in Stem Cell Biology and Cell Communication. At Yale University, her postdoctoral training included a specialized program in teaching and mentoring, which led to the designation of National Academies Mentor in Life Sciences. She has twice presented at the United Nations, New York, regarding an international program to engage undergraduates in discovery-based research, designed to increase retention in STEM. As a Biology faculty at Eastern Connecticut State University, she continues to build community, excite undergraduates with research, and to support her students in their life trajectories.

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

It started with a group of faculty that recognized that we have talented students, but they need caring support from their faculty, as well as financial support in order for them to be the best that they can be and accomplish their future goals. We thought that if there were stronger relationships between students and their faculty and peers, especially for low-income students, that this would increase their willingness to seek advice and ask questions that would poise them to be more successful.

The focus on STEM has to do with a report from the President's Council of Advisors on Science and Technology that projected that we will have a shortfall over the next ten years or so of a million STEM graduates. Of students that start their career in STEM, less than 40% actually end up attaining the degree. When you look at minoritized populations, the percentage is much lower. The question becomes - why are we losing these students? Part of the problem is uninspiring introductory courses and underprepared students entering the program. STEM historically has had a culture of being unwelcoming and I think that means that we're losing some really great people.

We needed a solution we could implement rapidly, but that didn't require a huge amount of infrastructure. Incorporating hands on discovery-based research experiences felt extremely important in retaining students in STEM.

We're missing out on students that have very diverse backgrounds, which is a huge loss of important intellectual capital. It's in our best interest to try to keep the students in STEM and have them graduate in STEM. I believe that we need to turn the idea that "if the student isn't doing great, then it's a

problem with the student" to instead focus on how we can create a more supportive learning environment for our students.

Our program is only just getting started - we're in the stage of receiving applications and those that are accepted will start in fall 2021.

What is your role in the program?

I am the principal investigator on the grant and the director of the program. This essentially means that I am responsible for ensuring that we're meeting our stated objectives and reporting back to the National Science Foundation. I have specialized training in mentoring so I will be responsible for training our faculty mentors in how to support our scholars. I will also be responsible for pairing the student scholars with their peer and faculty mentors.

Where are you receiving funding from and who does your program serve?

We were awarded a National Science Foundation grant worth about \$650,000 that we will use over the next 5 or so years. The program will specifically be geared towards academically talented STEM students that have a financial unmet need. We have chosen to offer the maximum amount of funding to fewer students in an effort to relieve financial anxiety experienced by students; we believe this will increase retention. Our first cohort in fall 2021 will have 5 students. These students will receive the scholarship until the end of their four-year degree.

Could you expand on some of your program components that you feel are especially unique or impactful?

Important components include faculty and peer mentoring, building trust, and creating a supportive community and

learning environment for students. For first generation students especially, this extra support in navigating the system is crucial. These students need a champion; someone in their corner, so mentoring and relationship-building are key components. As our program gets going the students in the first cohort will actually become peer mentors to the cohort that comes after them.

The hands-on research component is huge. This element can help connect students to areas of research they might not have been exposed to, such as genomics, genetics, or marine biology. Research shows that students that complete independent research projects with faculty do better academically, graduate on time, stay in STEM, and typically go into graduate and professional programs.

Lastly, our program offers our students support in their transition from college to the next step in their careers. This includes helping them find available opportunities and providing crucial connections to explore career possibilities.

Can you tell me a bit about the Success Scholars faculty and their involvement in the program?

Two faculty attended a grant-writing workshop for the National Science Foundation, and from that workshop, a group of faculty came together to support this grant opportunity and support the success of our students. We all saw that students can do quite well with a bit of help and support. We have backgrounds in science education, biology, and mathematics.

Our access to extensive networks, be it at the local level or the national level, allows us to tap into resources for the project and for our students that might not otherwise be available. Dr. Kim Ward, specifically, is a first-generation college student, and has been able to offer us perspectives that we may not have otherwise had.

Our faculty will know when to provide kindness and support, and when to provide that extra nudge that a student needs to achieve their goals. We believe that our mentors will really become supports for our students that will continue beyond their undergraduate experience.

How will you be evaluating your program?

The program is going to be thoroughly evaluated to ensure that we're accomplishing what we outlined in the grant. We will have periodic reviews to see what's working well and where we need to make adjustments in our program to achieve our goals and best serve the student scholars. It's important to make those adjustments in the short-term. There will be a summative assessment at the end of the program, and this will determine the impact of our program to meet our objectives - such as our recruitment of the scholars, retention of the scholars and then their transition to a stem career following graduation either in the workforce or professional or graduate school. To do this we've hired a professional evaluator outside of the university that will tell us whether we're on track and where we need to make adjustments.

What are your goals for the future of your program?

We're testing the model to see if, by forming close relationships between our scholars, faculty, and peer mentors, and forming an enriched academic environment through community building, we will actually increase student retention, graduation, and continuation in STEM. We're also testing to see if the program we've put together actually makes our scholars feel like they belong in STEM and feel that they can contribute to the field. If this is the case, then it provides us with a rationale for discussions for the broader implementation of these types of programs to apply to students that may be non-scholars or for other programs or departments.

What impacts on policy are you hoping to see?

I'm hoping that the results from the testing of this kind of model will give us the clout to have a discussion with the administration concerning the implementation of these types of programs in order to retain more students. While this program focuses on math and biology specifically, the results from our program can serve as a foundation for discussions about making this type of model more widespread.

To learn more about the program, visit: <https://www.easterncct.edu/success-scholars/index.html>

Policy Updates

[The American Rescue Plan Act of 2021 \(H.R. 1319\)](#)

The American Rescue Plan Act was signed into law by President Biden on March 11th, 2021. Many provisions of the act will benefit former foster youth in areas including education and financial assistance.

Education: An additional **\$39 billion in funding will be provided to institutes of higher education to provide students up to \$1,700 in additional financial assistance** from their college. Any student loan forgiveness passed between December 1, 2020 and January 1st, 2026 will be tax free, rather than considered taxable income.

Financial Assistance: The act provided **\$1,400 stimulus checks** for individuals who made \$75,000 or less in adjusted gross income (AGI) for tax year 2019 or 2020. The act also **expanded eligibility to adult dependents, including students**. Additionally, **some individuals are now eligible to receive payment for previous stimulus checks** (\$1,200 in April 2019 and \$600 in January 2020) if they weren't eligible at the time of payment but have since become eligible under the American Rescue Plan.

The act also includes **\$27 billion for rental housing assistance**, including emergency rental assistance, emergency vouchers, tribal housing needs and rural housing. **\$5 billion will be allotted to assist those experiencing homelessness, domestic violence, or human trafficking**. Low Income Home Energy Assistance Program (LIHEAP) will receive **\$4.5 billion to help individuals and families cover heating and cooling costs**.

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

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

[COVID-19 Student Loan Relief Extension Act \(H.R. 394\)](#)

If passed, this bill will **extend COVID-19 student loan forbearance relief** until 30 days after the end of the declared public health emergency and **will extend the no-interest accrual** until the economy shows initial signs of recovery. The bill **will also extend these benefits to previously excluded borrowers**.

[The Equality Act \(H.R. 5\)](#)

This bill passed the house on February 25th, 2021 and is currently in the Senate Committee on the Judiciary. The bill **prohibits discrimination based on sex, sexual orientation, and gender identity in public accommodations and facilities, education, federal funding, employment, housing, and the jury system**. The bill expands the definition of public accommodations. The bill specifically identifies that an **individual cannot be denied access to shared facilities** like restrooms, locker rooms, or dressing rooms that are **in accordance with the individual's gender identity**.

The Issue: **LGBTQ youth are overrepresented in the foster care system**. Some states provide explicit protections for LGBTQ youth and adults, but there is no current federal legislation to ensure that LGBTQ individuals are

protected nationwide. Transgender individuals will particularly benefit from this act, as it provides explicit protections for accessing facilities that match one's gender identity rather than one's assigned sex at birth. The importance of this piece for transgender individuals attending higher education cannot be overstated, considering **transgender individuals often face discrimination in campus housing, support services, educational programming, and other policies**.

[Youth Corps Act of 2021 \(H.R. 854\)](#)

If passed, this bill will amend the Workforce Innovation and Opportunity Act to establish Youth Corps program and provide **a wider dissemination of the Youth Corps model**. The Youth Corps model has proven to reengage disconnected youth in education and the workforce. The model **provides eligible youth with stipends or paid work experience**. This provides an invaluable service to youth who may not be able to afford to take on unpaid internships but still need access to skills training programs and education.

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

If passed, this bill will provide grant programs to the Office of Apprenticeship (OA) within the Department of Labor (DOL). State apprenticeship offices will provide technical assistance, resolve complaints, establish state performance goals, and include a description of how its apprenticeship programs align with the skills needs of the state's employers. The OA will collaborate with the Department of Education **to promote integration of apprenticeship programs in secondary, postsecondary, and adult education programs**. Grants will be awarded to entities that expand pre-apprenticeship and youth apprenticeship programs,

encourage employer participants, and strengthen alignment between apprenticeship system and education providers.

[The Immediate Coverage for Former Foster Youth Act \(H.R. 1793\)](#)

Current law under the SUPPORT for Patients and Communities Act states that foster youth who turn 18 on or after January 1, 2023 will be eligible for Medicaid enrollment until they are 26 years old. If passed, the Immediate Coverage for Former Foster Youth Act will make youth eligible for extended Medicaid coverage if they turn 18 on or after the Act's passage, rather than waiting until 2023. The act also establishes an outreach program by January 2022 to reach youth who may be eligible under the law but are not enrolled in Medicaid coverage.

The Issue: Many states only provide Medicaid coverage to youth who aged out of foster care if they aged out in that state. This bill will ensure that former foster youth continue to be eligible for this coverage regardless of what state they live in. This will ensure continuity of healthcare for youth who may live in a different state than they lived in when they aged out of foster care.

[Expanded Coverage for Former Foster Youth Act \(H.R. 1795\)](#)

This bill will expand medical coverage for individuals that are under 26 years old and have aged out of foster care, entered a legal guardianship with a kinship caregiver, or were emancipated from care before turning 18. This amendment will take effect in January 2023. An outreach program will be established in January 2022 to increase enrollment of eligible individuals under this act.

The Issue: Currently, states are only required to provide continued Medicaid coverage to former foster youth if they aged out of the foster care system. This leaves many youths affected by the system to fall through the cracks.

[Foster Youth Dental Coverage Act of 2021 \(H.R. 1794\)](#)

This bill will expand Medicaid coverage for dental services for former foster youth who have turned 18. Medicaid coverage must include early and intermittent screening and treatment services. Additionally, the act provides parameters for service rates and an enhanced federal matching rate. These provisions would begin 80 days after passage of the act. The act also requires an outreach and enrollment program to be created within six months of the act's passage.

The Issue: Unfortunately, dental care is often seen as "optional" coverage, and many Medicaid plans do not provide dental coverage past a certain age. Tooth decay is linked to various health problems, and dental issues can contribute to school absences for youth due to pain or other problems. The bill will mandate that dental coverage is extended for former foster youth to age 25.

[Fostering Postsecondary Success for Foster and Homeless Youth \(H.R. 2028\)](#)

This act will create a recognition program through the U.S. Department of Education that allows institutions to be deemed "Foster and Homeless Youth Friendly" on the Department of Education's website. Additionally, the act will create a national center for fostering postsecondary success for foster and homeless youth to provide technical assistance to higher education institutions to create and maintain

campus-based supports and develop best practices.

The Issue: Less than 10% of former foster youth graduate from college.

This bill incentivizes post-secondary educational institutes to provide programs that are tailored to the unique needs of former foster youth and to work towards a more successful and positive experience for former foster youth in higher education.

The State of Tuition Waivers

Currently, 24 states have implemented statewide tuition waivers and 4 other states have grant programs for students affected by foster care. An additional 7 states also provide a scholarship program for youth affected by foster care. 16 states only provide funding through the Chafee Education and Training Voucher (ETV).

All states, the District of Columbia, and Puerto Rico utilize the ETV funding provided through Chafee. Currently, states are eligible to award students up to \$12,000 per year through the ETV program, and students may receive funds for up to five years if they under the age of 27.

More details about each state's tuition waiver policy can be found at <http://depts.washington.edu/fostered/tuition-waivers-state>.

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

Article Highlight

In this issue we highlight an article entitled **Stopping Out and its Impact on College Graduation Among a Sample of Foster Care Alumni: A Joint Scale-Change Accelerated Failure Time Analysis**. For a complete list of resources, please see the Library tab on our website. If you would like to have your recent article highlighted, please send us an article summary in this same format to nrc.fahe@gmail.com.

ABOUT THE AUTHORS



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.

Richard J. Smith, PhD, MSW, is a researcher and an associate professor at the School of Social Work at Wayne State University.

Emiko A. Tajima, PhD, is an associate professor at the School of Social Work at the University of Washington and is the Executive Director at Partners for Our Children.

Foster care alumni (FCA), a term used to describe young adults who were formerly in foster care, often experience barriers to pursuing postsecondary education such as lack of sufficient academic preparation to financial

limitations. These barriers lead to attrition, which can take a number of forms such as dropping out completely or transferring to a different institution. Research on student attrition hasn't clearly distinguished between those who drop out and those who “stop out” from an institution. “Stopping out” describes when a student un-enrolls from an institution for a period of time, and then re-enrolls. Little research has been conducted concerning the impacts of this experience.

Day et al. (2021) were interested in the average time to graduate for students who stop out, if FCA would be more likely to stop out than the comparison group, if FCA who stop out graduate at a lower rate than the comparison group, and if there is a difference in time to graduation between FCA and the comparison group. College retention and graduation data were collected in a ten year range from a public university. Out of the 803 participants, 438 had former foster care system experience. The comparison group included low-income, first-generation students; none of these students identified as FCA.

When compared to low-income and first-generation students, FCA were less likely to graduate, took longer to reach graduation, and were more likely to have been transfer students from a different setting. FCA were also significantly more likely to stop out at least once. Considering race, findings showed that African American students were significantly more likely to experience stopping-out and were less likely to graduate than their white counterparts.

Despite reporting higher rates of stopping out, FCA who experienced stopping-out actually graduated (or were on track to graduate by the end of the study period) at a slightly higher rate than the comparison group. However, each stop-out episode experienced by students in the study increased the amount of time to graduation. Notably, results support the understanding that students who stop out often do so because of issues with finances, rather than because of academic performance,

which is more likely related to students who drop out. Findings have strong policy implications. Pell Grant funding is limited to 12 semesters of post-secondary education; however, findings show that this is inadequate, as FCA often take longer than 12 semesters to graduate. Investment in additional training for caseworkers around advising on higher education could address the length FCA take to graduate. Researchers also suggest the reconsideration of current restrictions on the Education and Training Voucher and Pell Grant policies so that FCA don't lose financial support they need if they stop-out.

As FCA are at higher risk for mental health issues, adequate community support in the form of wraparound services and other support systems is crucial. Financial support needs to include other basic needs such as food, transportation, and emergency resources. Findings that FCA are more likely to transfer from another postsecondary school, might suggest that lower rates of exposure to precollegiate programs influence the likelihood that former foster youth may stop out or take longer to reach graduation. The overrepresentation of African American youth in foster care, and the study's findings that these students were more likely to stop out and less likely to graduate than white students highlight the significant need for further research on the experiences of African American foster youth.

The study's findings emphasize the importance of utilizing stopping out as a measure in future research on postsecondary education, as it can contribute to our understanding of underrepresented subgroups of students pursuing college education. Overall, the authors underscore the reality that increasing access to postsecondary education for FCA's does not necessarily translate to student success.

Day, A.G., Smith, R.J., & Tajima, E.A. (2021). Stopping out and its impact on college graduation among a sample of foster care alumni: A joint scale-change accelerated failure time analysis. *Journal of the Society for Social Work and Research*. Ahead of print.

Announcements

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

CONFERENCES

May 4th-6th, 2021

Child Welfare League of America (CWLA) 2021 Virtual Conference Lessons Learned from 2020: Reaching New Heights for Children and Families

- The conference is currently calling for presentations. Topics may include education, collaboration, use of technology, engaging and supporting families, and more.

[More information here](#)

[Submit Proposals Here \(due January 27th, 2021\)](#)

July 22nd-29th, 2021

the 22 National Conference on Child Abuse and Neglect (NCCAN): Thriving Children and Families: Prevention with Purpose.

- This event will offer an exceptional opportunity to connect and learn about nationwide efforts to shift the focus of the child welfare system to primary prevention—creating the conditions for strong and thriving families and communities where children are free from child abuse and neglect.
- As conference details are confirmed, updates will be provided via the NCCAN [listserv](#) and the NCCAN [website](#).

September 15th and 16th, 2021
National Conference for Engaged Scholarship on Hidden Populations

Virtual Conference Goals:

- To stimulate research-to-practice-to-research knowledge about foster alumni and other traditionally hidden populations who are college-bound, in college, or college graduates,
- To create bridges among diverse areas of knowledge, researchers, and practitioners conducting research with or supporting foster alumni or other hidden populations, and
- To share updates and ways for higher education researchers, practitioners, and others to get involved with the 2022 face-to-face National Conference on Hidden Student Populations.

[More information here](#)

WEBINARS

Save the date: April 21st, 2021 12pm PT/3PM ET

Connected After Care: The Role of Youth Characteristics, Policies, and Programs in Postsecondary Education & Employment

- This presentation will discuss findings from a study using data from the National Youth in Transition Database (NYTD) that examined the roles that state-level policies and programs (e.g., tuition waivers, extended foster care, ETV, Chafee funding), youth-level participation in programs and services (e.g., financial assistance and education and employment training), and youth characteristics (e.g., gender, race, disability status) play in connectedness to education and employment at age 21 among youth with foster care histories.

[Register here](#)

Save the date: June 7, 2021

NRC-FAHE will hold a spark talk presentation that will share the results of a multidisciplinary collaborative effort between NRC-FAHE, College Promise, and ETS.

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