Fostering Success Through Empowerment Evaluation

California College Pathways Blueprint Conference

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INTRODUCTIONS

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Applied Research

Fostering Success Michigan

Fostering Success Coach Training
What Is Empowerment Evaluation?
An evaluation approach designed to help clients monitor their own progress.

May also be called Participatory Evaluation
Fostering Success Coach Model
Student-Coach Empowerment Evaluation
Students as Subjects
- Adults lead
- Students are observed, tested and analyzed by outsiders

Students as Consultants
- Adults play key roles
- Students are asked for feedback

Students as Partners
- Adults initiate process
- Students help in gathering information

Students as Directors
- Students take the lead
- Supportive adults may or may not be involved
Student-Coach Empowerment Evaluation
Fostering Success Coach Model

• **Examples**
  – Identifying obstacles, developing programming, tracking big picture data

• **Practice Recommendations**
  – Ask students!
  – Take all types of feedback

• **Tools for implementation**
  – Suggestion box
  – Surveys, town-hall forums

**This type of Empowerment Evaluation is used sometimes in coaching, Always in Programming**
# Student-Coach Empowerment Evaluation

## Fostering Success Coach Model

<table>
<thead>
<tr>
<th>Obstacles addressed with Coach</th>
<th>#Students</th>
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<tr>
<td>Biological family issues</td>
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<td>Anxiety interfering with school</td>
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<td>Academically unprepared</td>
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<td>Concern for siblings in foster care</td>
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<td>Physical health problems</td>
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<td>Death or violence of a loved one</td>
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<td>Substance abuse</td>
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<td>13.3</td>
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<td>Police involvement</td>
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<td>Domestic or physical violence involving student</td>
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<td>Mental health diagnosis</td>
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<td>9.2</td>
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<td>Pregnancy or parenting</td>
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<td>6.7</td>
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<tr>
<td>Suicide ideation or attempt</td>
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<td>5.8</td>
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</table>
Student-Coach Empowerment Evaluation
Fostering Success Coach Model

• **Examples**
  – Skills teaching, goals setting and monitoring

• **Practice recommendations**
  – Do with, not for
  – Set SMART Goals
  – Accountable check backs
  – Ask for takeaways and feedback

• **Tools for implementation**
  – Scales
  – Holistic Benchmarks

**This type of Empowerment Evaluation is used always in coaching**
<table>
<thead>
<tr>
<th></th>
<th>Benchmark</th>
<th>Freshman</th>
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<td>Reliable transportation</td>
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<td>28</td>
<td>Post-graduation housing plan plan</td>
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</table>
Student-Coach Empowerment Evaluation
Fostering Success Coach Model

Scale Demonstration
Student-Coach Empowerment Evaluation
Fostering Success Coach Model

• **Examples**
  – Self-directed goal setting and progress during transition, student leadership

• **Practice recommendations**
  – Guide, cheerlead, praise
  – Advocacy

• **Tools for implementation**
  – Effective Praise

This type of Empowerment Evaluation is used always in coaching
Fostering Success Michigan
Collective Impact Framework

• Backbone Support
• Common Agenda
• Mutually Reinforcing Activities
• Continuous Communication
• Shared Measurement
Fostering Success Michigan Strategies

Figure 2: Defining Resourcing, Supporting, and Networking

- **Resourcing**: Activities that provide partners with information that lead to greater knowledge or awareness about the culture of foster care and the supports available to students who have experienced foster care.
  
  *Purpose: to build the knowledge capacity of FSM partners*

- **Supporting**: Activities that provide partners with technical assistance and training that lead to increased skills on how best to work with both youth who have experienced foster care and other professionals.
  
  *Purpose: to build the skill capacity of FSM partners*

- **Networking**: Activities that provide spaces where partners can relate, receive information and increase their social capital through meaningful connections.
  
  *Purpose: to build the social capacity of FSM partners*
FSM Higher Education Consortium

Western Michigan University
Aquinas College
Washtenaw Community College
Baker College
FAME
FLINT
Lansing Community College
MAGIC
Saginaw Valley State University
Blavin Scholars
Kalamazoo Valley Community College
Ferris Youth Initiative
Fostering Success
Western Michigan University
Fostering Success Coach Training
Center for Fostering Success
Western Michigan University
Michigan Model for Campus-Based Support Programs

• Utilizing *Supporting Success* guide by Casey Family Programs

• Programs include:
  – Designated coach providing 24/7 life skills coaching
  – Mentorship opportunities
  – Peer community building
  – Connection to campus champions
  – Advocacy for students on campus and in the community
  – Pre-college outreach and recruitment
  – Financial resources*
Engaging the FSM Higher Education Consortium in improving support for students from foster care

Support for On-Campus Support Programs Includes:

- Professional development opportunities
- Peer support through quarterly FSM HEC meetings
- Campus visits from the director of FSM once a year to meet with coach and key campus champions
- Ongoing technical assistance provided by the director of FSM via phone or email
- Connecting programs to outreach opportunities such as college access events across the state

FSM Developmental Evaluation:

Based on the stakeholder survey, FSM HEC partners believe that FSM supports them in their work to help youth who have experienced foster care succeed in their educational goals and that their work performance supporting youth has been enhanced as a result of FSM activities. (Brass 2014)
Participants as Subjects
- Organization leads
- Participants are observed, tested and analyzed by outsiders

Participants as Consultants
- Organization plays key roles
- Participants are asked for feedback

Participants as Partners
- Organization initiates process
- Participants help in gathering information

Participants as Directors
- Participants take the lead
- Organization may or may not be involved
FSM HEC Common Agenda

- **Examples**
  - Identifying obstacles, creating reliable systems of communication

- **Practice Recommendations**
  - Ask campuses what they need
  - Take all types of feedback
  - Create the space for “I don’t know”

- **Tools for implementation**
  - Brainstorm learning needs, surveys to gather feedback from participants who were not at the meeting

**What was the result?**
- FSM developing resources to share common information (i.e. guides, website)
- Regular meetings with transparent feedback
FSM Resource Website

www.FosteringSuccessMichigan.com
Participants as Partners

- Organization initiates process
- Participants help in gathering information

FSM HEC Common Agenda

- **Examples**
  - Skill capacity building through technical assistance, network building, tracking big picture data

- **Practice recommendations**
  - Do with, not for
  - Mutually beneficial activities
  - Group consensus for decision making

- **Tools for implementation**
  - “Needs, Wants, Dreams” exercise
  - Highlight success

**What was the result?**

- FSM HEC peer-led learning at meetings
- Co-hosting FSM Regional Network Meetings
Statewide Network Map
Participants as Directors

• Participants take the lead
• Organization may or may not be involved

Examples

– Development of a strategic plan and piloting of shared measurement strategy

Practice recommendations

– Bring in resources (i.e. consultant)
– Advocacy within DHHS
– Know when the participants are ready for formal engagement

Tools for implementation

– Incentive grants
– Provide software/data collection tools and support

What was the result?

➢ In process!!
WMU Center for Fostering Success

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Director
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