

ANNUAL REPORT

CAMPUS SUPPORT PROGRAMS FOR
FORMER FOSTER YOUTH IN CALIFORNIA

2007-2008



Developed By

CALIFORNIA COLLEGE PATHWAYS

**Helping California's Foster Youth Access Higher
Education and Reach Their Educational Goals**

January 2009

ABOUT CALIFORNIA COLLEGE PATHWAYS

California College Pathways is a partnership of the California State University Office of the Chancellor, the California Community College System Office and the John Burton Foundation. It is funded by the Stuart Foundation and the Walter S. Johnson Foundation. The goal of the California College Pathways is to increase the number of foster youth in California who pursue higher education and help them achieve a positive academic outcome by expanding access to campus support programs, such as the Guardian Scholars Program, the Renaissance Scholars Program and other successful approaches to supporting former foster youth on campus.

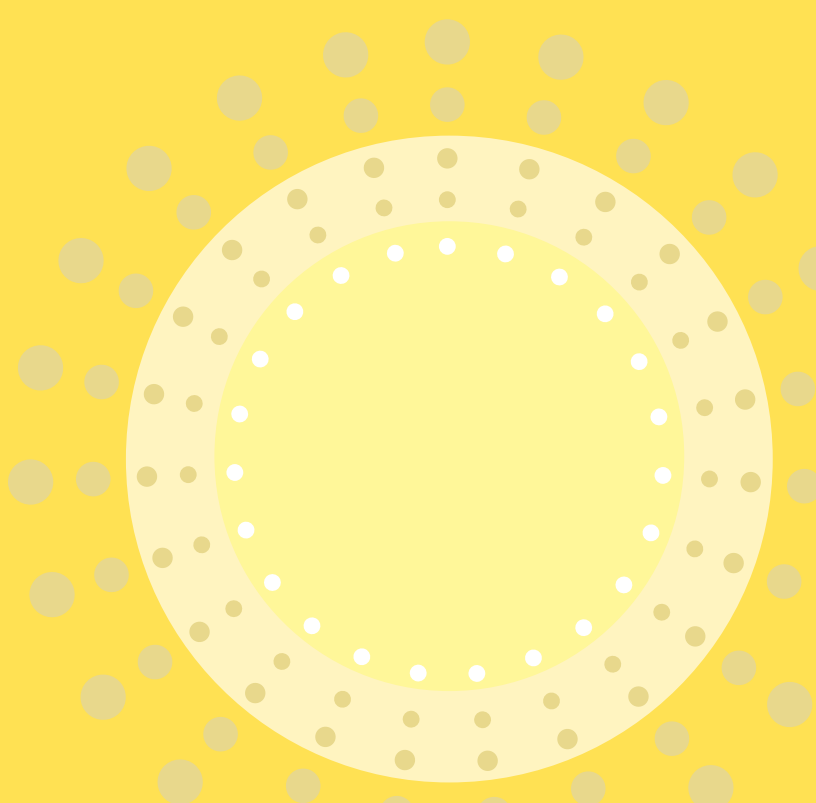
To achieve this goal, the project pursues four strategies:

- **Information Sharing:** This includes collecting and disseminating information about available campus support programs in California and nationally, together with information about the latest research, legislation and policy developments.
- **Technical Assistance and Training:** This includes providing hands-on technical assistance and training for both emerging and established campus support programs through the development of publications and regional trainings.
- **Policy Analysis and Development:** This includes analyzing the barriers that prevent foster youth from entering higher education and developing practical, politically feasible policy solutions to remove those barriers.
- **Coalition Building and Advocacy:** This includes building a well-organized coalition of students, campus administrators, nonprofit professionals and public officials to advocate for policy changes which promote academic achievement among former foster youth.

For more information about California College Pathways, visit our website at www.cacollegepathways.org or contact one of the project representatives:

Amy Lemley, Policy Director
John Burton Foundation
235 Montgomery, Suite 1142
San Francisco, CA 94104
(415) 693-1322
amy@johnburtonfoundation.org

Jenny Vinopal, Assistant Director of
Foster Youth Programs
CSU Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210
(562) 951-4734
jvinopal@calstate.edu





January 2009

Dear Colleagues:

On behalf of the John Burton Foundation, the California State University Office of the Chancellor and the California Community College System Office, we are pleased to share the California College Pathways Annual Report for 2007-08. This report highlights the progress campus support programs have made statewide in their effort to increase access to higher education for California's former foster youth.

Each year in California, over 4,000 "age out" of the foster care system, a forty-four percent increase since 1998. Studies of California's former foster youth have shown that these youth face significant challenges in their transition to young adulthood. Of the many challenges former foster youth face, education is among the most significant. According to a 2008 report by Casey Family Programs and Wilder Research, just fifty percent of youth who "age out" of foster care will do so with a high school diploma, twenty percent will enter higher education and less than five percent will attain a degree. These rates are far below the general population and certainly below the level of educational attainment we desire for our own children.

Campus support programs were created to provide former foster youth with the same educational opportunity provided to children from intact families. The first campus support program started in 1998 with a partnership between California State University Fullerton and the Orangewood Children's Foundation. Since then, another thirty-one campus support programs for former foster youth have developed across the state. Each has their unique contribution to the field and yet all share the same commitment to higher education for former foster youth.

This tremendous growth in campus support programs for foster youth is due to the shared commitment of California's public system of higher education: the Community College system, the California State University system and the University of California system. It is also due to dedicated professionals in the fields of education and child welfare. Also invaluable has been the leadership of the Stuart Foundation, the Orangewood Children's Foundation and the Walter S. Johnson Foundation, together with the Casey Family Programs, the Silicon Valley Children's Fund, the Alex Smith Foundation, the California Wellness Foundation and the Pottruck Family Foundation.

Together, these stakeholders have created a vibrant and exciting initiative, one which is working to improve access to higher education for foster youth and help them achieve their educational goals. The role of the California College Pathways in this initiative is to ask an obvious, yet difficult question: how can we move from an excellent collection of programs to a comprehensive network of campus support programs for every emancipating foster youth? We are working together to answer this question and hope that you will join us in this important pursuit.

Thank you for your commitment to the educational needs of California's foster youth.

Chancellor Charles B. Reed
California State University

Chancellor Jack Scott
California Community Colleges

Senator John Burton (Retired)
Chair, John Burton Foundation

MILESTONES IN THE MOVEMENT

1996

California Legislature passes Assembly Bill 2463 (Caldera), which calls on the California State University and the California Community Colleges to expand outreach services to emancipated foster youth.

1998

Orangewood Children's Foundation and California State University, Fullerton launch the first campus support program: the Guardian Scholars Program.

1999

Stuart Foundation makes a grant to its first campus support program. Together with the Walter S. Johnson Foundation, it will go on to invest a total of over \$4.7 million in 13 programs in California.

Page and Eloise Smith Scholastic Society launches at UC Santa Cruz.

2001

Reauthorization of the Promoting Safe and Stable Families Act creates the Chafee Education and Training Vouchers (ETVs), providing up to \$5,000 for each eligible former foster youth in college.

2002

California Legislature matches federal Chafee Education and Training Voucher funds to increase the number of available awards.

2003

California Legislature passes Assembly Bill 490 (Steinberg), which establishes new duties and rights related to the education of dependents and wards in foster care.

2004

California Legislature passes Senate Bill SB 1639 (Alarcon), which establishes that foster youth have the right to access information regarding available educational options, including the coursework necessary for vocational and postsecondary educational programs, and information regarding financial aid.

The Orangewood Children's Foundation hosts the first national conference on supporting former foster youth in college, followed by national convenings in 2005 and 2006.

The California Higher Education Foster Youth Consortiums are created as a collaboration of campus support programs within the CSU, UC, and community colleges to develop a forum to share best practices and identify resources for improving services to foster youth.

2005

Orangewood Children's Foundation assists with the expansion of the Guardian Scholars approach in Indiana at the request of the Lumina Foundation, and later expands the program to Colorado, New York and Georgia.

2006

Foster Youth Success Initiative (FYSI) is launched by the California Community College Chancellor's Office, which establishes foster care liaisons on each of the 110 community college campuses.

2007

First three-day FYSI training conducted, drawing representatives from 89 community colleges. Comprehensive manual about foster youth in community colleges is released.

The Silicon Valley Children's Fund and the San Jose State CME Society hosted the first Creating A Blueprint Conference in 2007, and later in 2008.

2008

U.S. Congress passes the Foster Connections to Success and Increasing Adoptions Act of 2008, which requires educational coordination and provides states with the option to extend foster care to age 21.

U.S. Congress passes College Cost Reduction and Access Act, which redefines federal financial-aid application rules for "dependents and wards of the court" to now include youth who were in foster care "on or after their 13th birthday" as opposed to their 18th birthday.

Casey Family Programs publishes a comprehensive technical assistance manual for campus support programs, based on promising practices in California's higher education systems and colleges.

California Blue Ribbon Commission on Children in Foster Care issues its recommendations, naming the expansion of campus support programs, such as Guardian Scholars, as a priority issue.

CAMPUS SUPPORT PROGRAMS IN CALIFORNIA: SUPPORTING FOSTER YOUTH IN HIGHER EDUCATION

The term “campus support program” is used to describe a set of services provided to former foster youth designed to increase their access to higher education and promote academic success. While the names of the individual campus support programs vary, there is a growing consensus about the core set of services they should provide.

In 2008, Casey Family Programs published *Supporting Success: Improving Higher Education Outcomes for Students from Foster Care—A Framework for Program Enhancement*. This comprehensive resource manual was developed to provide the higher-education community with a practical guide for improving the effectiveness of support services to students coming from foster care. It identified the following services as core elements for campus support programs:

Programs like Guardian Scholars and Renaissance Scholars help give California’s foster youth vital support to finish school. Students who might otherwise find themselves homeless and hopeless instead become college graduates. With a 73% success rate, these programs are clearly best practices that need to be encouraged, supported and replicated!

— Honorable Karen Bass,
Speaker of the California
State Assembly

CORE ELEMENTS FOR CAMPUS SUPPORT PROGRAMS

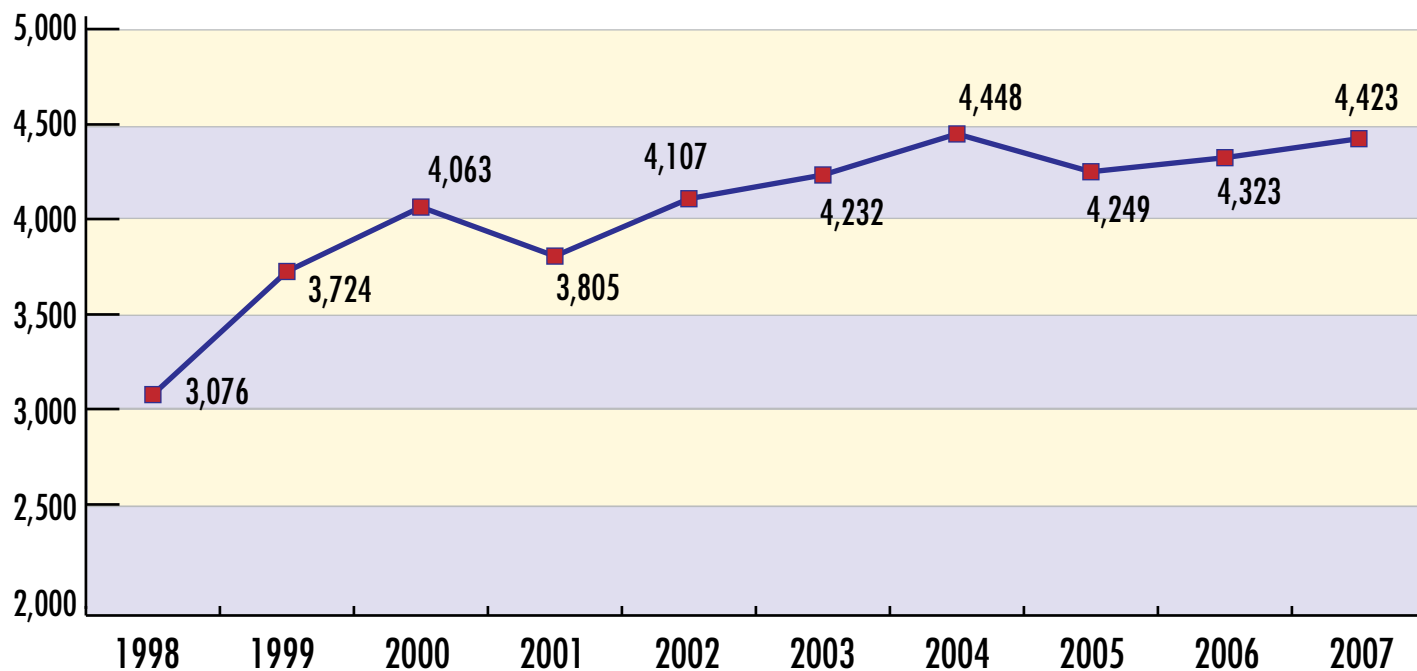
1. Year-round housing and other basic needs	Provide for 12 months of housing and other basic needs, such as meals, transportation and health insurance
2. Financial aid	Ensure a comprehensive financial aid package
3. Academic advising, career counseling and supplemental support	Provide a well-informed and consistent academic advisor
4. Personal guidance, counseling and supplemental support	Provide ongoing guidance, professional counseling and supplemental supports necessary to student success in college
5. Opportunities for student community engagement and leadership	Provide opportunities for students to engage in college life, including developing a sense of community, and leadership and advocacy skills
6. Planned transition to college, between colleges and to employment	Help youth plan their transition to college, between colleges and to employment

The services outlined above are provided in several different contexts. On many campuses, the Educational Opportunity Program (EOP) or Extended Opportunity Programs and Services (EOPS) play a central role in the coordination of services for foster youth on campus. On other campuses, resources are based in the financial aid office. Still other campus support programs have separate program staff members who serve as liaisons with campus resources. Each approach has developed in response to the unique needs and resources available on the various campuses.

**CAMPUS SUPPORT PROGRAMS IN CALIFORNIA:
A GROWING NETWORK TO MEET A GROWING DEMAND**

Over the past 10 years, California has experienced a 44% increase in the number of youth who “age out” of foster care annually, which mirrors the national trend. Interestingly, this increase has occurred at the same time that the overall foster care caseload in California has decreased by 30%. As the number of youth who “age out” continues to grow, so does the need for campus support programs that address the unique needs of foster youth in higher education.

**Growth in Number of Youth Who “Age Out” of Foster Care Annually in California:
1998 to 2007**



To assist the growing number of youth aging out of foster care in California, the number of campus support programs has grown consistently over the last ten years. As of October 1, 2008, there were 31 comprehensive campus support programs in California. For the purposes of this report, a “comprehensive campus support program” is one that provides 4 of the 6 core elements identified by the Casey Family Programs publication, Supporting Success: Improving Higher Education Outcomes for Students from Foster Care.

Together, these 31 programs are assisting an estimated 826 students. Of the total number of campuses, 13 have received funding from the Stuart Foundation or the Walter S. Johnson Foundation. In addition to those on public campuses, campus support programs have developed on private college and university campuses. These include American Career College, Chapman University, Concordia University, Heald College, Hope International University, Loyola Marymount University and the University of Southern California.

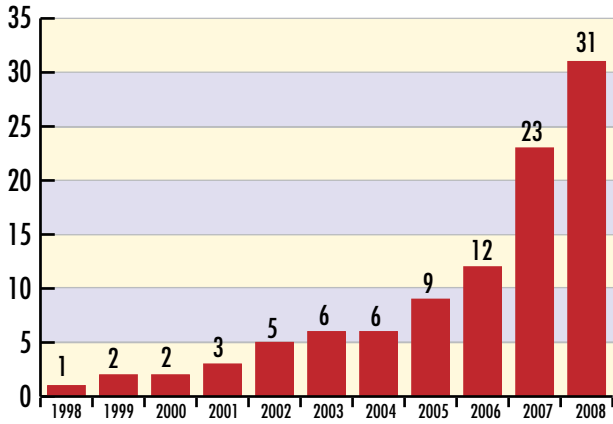
COMPREHENSIVE CAMPUS SUPPORT PROGRAMS: 31 STATEWIDE



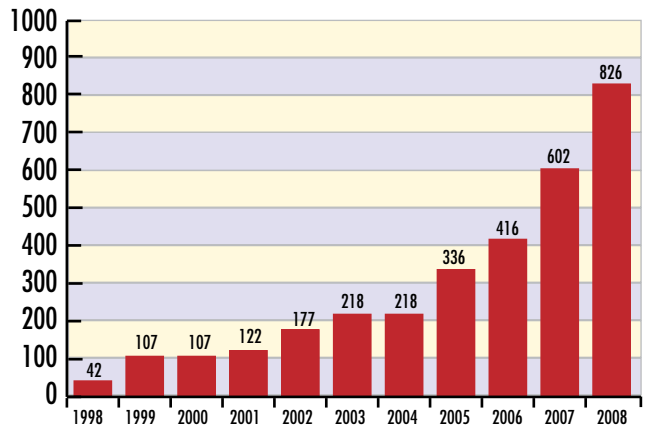
Each of the 110 community college campuses have a Foster Youth Success Initiative Liaison.

*Programs that are funded by the Walter S. Johnson Foundation or the Stuart Foundation.

Number of Public Campuses with Campus Support Programs in California: 1998 to 2008



Number of Former Foster Youth Participating in Campus Support Programs: 1998 to 2008



FOSTER YOUTH SUCCESS INITIATIVE (FYSI)

In addition to comprehensive campus support programs, there is a network of liaisons in each of the 110 California Community Colleges. This network is called the Foster Youth Success Initiative, and was established in 2006 by the Chancellor of the California Community Colleges Diane Woodruff.

The role of the FYSI liaison is to be a central repository of information about the special needs of former foster youth and the resources available for them on campus. The range of activities conducted by FYSI liaisons varies across campuses, based on an assortment of factors, including available resources. A select number of community-college campuses have expanded the services provided by their institutions and are represented in the number of comprehensive campus support programs noted above. Others are in the process of expanding and coordinating resources for former foster youth on campus, with the goal of developing comprehensive campus support programs.

Provided below are the results of a survey of FYSI liaisons conducted by the California Community College System Office in December 2008 regarding the core elements of campus support programs. A total of 95 responses were collected. Information regarding financial-aid services was reported separately, based on how that core element is provided.

As the results demonstrate, there is a high level of activity on community-college campuses throughout the state targeted to assist former foster youth. Areas where the campuses report the most activity include specialized academic advising, with 27% reporting that they are meeting or exceeding this core element. The area where FYSI liaisons report the most challenges includes meeting year-round housing and other basic needs of students, with 81% reporting that they are unable to provide this service.

It's time for all colleges in every state to ask themselves how their students from foster care are doing and, what services are in place to help them become successful. Until every college works to answer these questions, young adults from foster care will continue to be denied the opportunities that higher education offers.

— John Emerson,
Postsecondary Education Advisor,
Casey Family Programs

SURVEY OF 95 CALIFORNIA COMMUNITY COLLEGE FOSTER YOUTH SUCCESS LIAISONS, DECEMBER 2008

Campus Support Program Core Element	Meeting or exceeding this service component	Doing what we can with existing resources	Unable to provide this service
Academic advising, career counseling and supplemental support	27%	70%	3%
Personal guidance, counseling and supplemental support	26%	67%	8%
Opportunities for student community engagement and leadership	18%	56%	25%
Planned transition to college, between colleges and to employment	19%	64%	17%
Year-round housing and other basic needs	0%	19%	81%

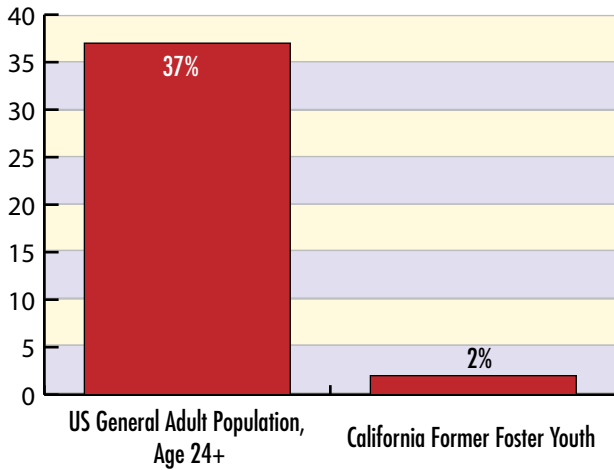
Campus Support Program Core Element	Financial Aid: Provides a comprehensive financial aid package
All identified former foster youth who apply for financial aid are being given timely assistance to apply for and receive all available aid for which they are qualified.	73%
All identified former foster youth are being provided with information and applications for available resources.	25%
We are unable to provide this service.	1%

When asked to identify the stage of development of their FYSI program on campus, liaisons reported that most (56%) were an emerging program, as summarized below:

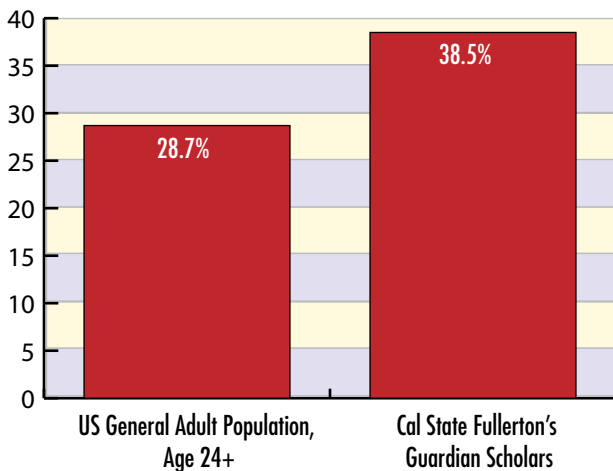
In your opinion, at what stage of development is the FYSI program at your college campus?	
Established program with a broad array of student and academic support services available for former foster youth.	15%
Emerging program with the goal of providing an array of student and academic support services to former foster youth.	56%
The program targeted at former foster youth is struggling to provide support and resources and establish a foothold among our existing array of student and academic support services.	29%

To help these campus support programs expand in community colleges, the California Community College System Office and the Career Ladders Project for California Community Colleges are developing a technical assistance and support project aimed at increasing community college capacity to start and grow California College Pathways programs. The project will be implemented in spring 2009.

Comparison of Rate of Community College Degree Attainment: US General Adult Population and California Former Foster Youth



Comparison of Rate of Four-Year Degree Attainment: US General Adult Population and CSU Fullerton's Guardian Scholars



CAMPUS SUPPORT PROGRAMS IN CALIFORNIA: CLOSING THE ATTAINMENT GAP FOR FORMER FOSTER YOUTH

Information about the effectiveness of campus support programs assisting former foster youth in California is limited due to the lack of centralized data tracking. Several individual programs have conducted outcome evaluations, which begin to describe the effectiveness of campus support programs as a whole in California. California State University, Fullerton's Guardian Scholars Program—California's first campus support program—is one such program.

Since its inception in 1998, 130 students have participated in Fullerton's Guardian Scholars Program. Of this total, 93 students (72%) have been retained, meaning they have either continued to pursue a college degree or have graduated. Of the total number of students who have participated in the program, 50 have earned their four-year degree (38.5%). This rate of college degree attainment exceeds that of the United States general adult population, which stood at 28.7% in 2007, and far exceeds the rate of degree attainment for former foster youth, estimated to be less than 5% nationally.

We need to integrate the social service system, the K-12 education system and higher education systems to help youth achieve a life of self-sufficiency and independence.

— Timothy P. Bonnel,
Student Financial Assistance Coordinator,
California Community College System Office

STUDENT PROFILE: BEATING THE ODDS IN HIGHER EDUCATION

After aging out of foster care, Lynnea Trujillo entered college with very little support. In her first year studying criminology at San Jose State University, she experienced many of the barriers common to foster youth in higher education, including lack of access to housing.

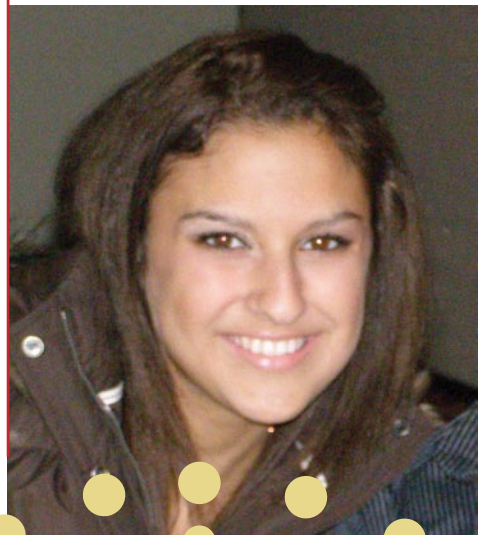
Thanks to the assistance of the Connect Motivate and Educate (CME) Society of San Jose State, Trujillo was able to acquire safe and affordable year-round housing on campus. The program also provided each of the essential elements to support her in her transition: academic and career counseling, opportunities for student leadership, and specialized assistance to ensure she had adequate financial aid.

Unfortunately, right after the semester began, Trujillo's mother passed away, once again setting Trujillo on unstable ground. Left with the choice of dropping out of school or doing her best to salvage her education, she met with staff at the CME Society, who provided her with personal guidance and counseling, helping her cope with her traumatic loss and creating a support system of individuals that helped ensure her academic success. In particular, Trujillo attributed her tenacity to the program director, who soon became her mentor.

Trujillo is currently enrolled as a second-year student at San Jose State and has found strength through her adversities. She is committed to giving back, and volunteered this summer as a peer counselor for the CME Society camp for middle-school children from foster care. Trujillo is committed to completing her education and hopes to pursue a career in the helping profession.

When kids enter foster care, they become our children and we have a responsibility to help them reach their full potential. There is growing evidence that post-secondary education for former foster youth is the key to economic success. The California College Pathways provide the support and preparation foster youth need to succeed in college.

— Denis Udall,
Senior Program Officer,
Walter S. Johnson Foundation



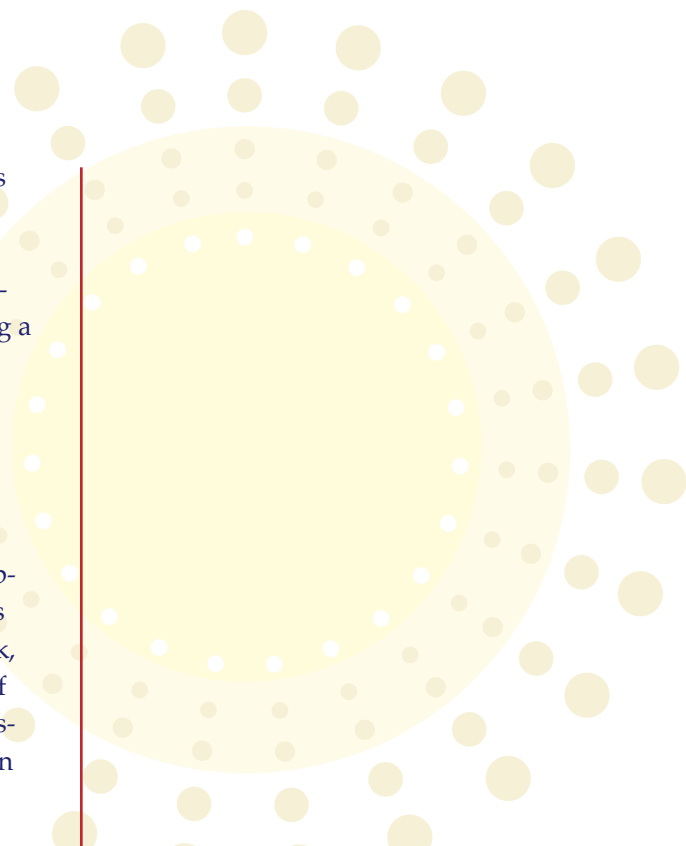
CAMPUS SUPPORT PROGRAMS IN CALIFORNIA: AN AGENDA FOR THE FUTURE

In just 10 years, California's network of campus support programs has grown from an idea into a thriving network of 31 programs at campuses statewide assisting over 800 former foster youth. As campus support programs expand in the state, so does the consensus that the educational needs of former foster youth are becoming a priority, both in California and nationally.

In October 2008 the U.S. Congress passed the Fostering Connections for Success and Increasing Adoptions Act and it was signed by President George W. Bush. The act includes new requirements regarding educational coordination and access to federal funding to promote educational stability. It also provides states with the option to expand support for foster youth from age 18 to age 21. This approach has been adopted in states such as Illinois and New York, and found to have a positive effect on the educational outcomes of foster youth. According to a five-year longitudinal study by Professor Mark Courtney, formerly at the University of Chicago's Chapin Hall and currently at the University of Washington, the policy of allowing youth to remain in foster care until age 21 increased the likelihood of completing a full year of college by over 300%.

Also on the federal level, the College Opportunity and Affordability Act was signed into law in August 2008. For the first time, the needs of students in and from foster care have been recognized and addressed. Addressed in the act are:

- TRIO & GEAR UP programs: to target and serve students in or aging out of foster care
- Staff development activities: to include strategies for recruiting and serving students from foster care
- The definition of independent student: to include those currently in, or who were in foster care when 13 years of age or older, as well as those who were in legal guardianship as determined by the court
- Student support services: to foster an institutional climate supportive of students in or aging out of foster care. Housing and specifically designed programs for students from foster care are a priority.



As a society, the best predictor of future life success is having a college education. Unfortunately, foster youth are among the most disadvantaged when it comes to educational goal attainment. Campus support programs provide the resources for foster youth to not only enter college, but also gain the necessary skills to graduate and realize their full potential.

— Chantel Johnson, Legislative and Policy Coordinator, California Youth Connection

There is similar evidence in California that the educational needs of foster youth are gaining momentum as a priority issue. The California Blue Ribbon Commission on Children in Foster Care named the establishment of campus support programs as a priority recommendation in its final report, released in September 2008. This commission, convened by California Supreme Court Chief Justice Ron George, is joined by the California Child Welfare Council in its support for campus support programs.

Given this momentum, there are several key activities to pursue to ensure the expansion of high-quality campus support programs in California:

College Pathways is an important part of taking promising programs to scale to ensure that resources are available to sustain programs that have proven to reverse the downward trajectory experienced by many youth aging out of foster care.

— Amy Freeman,
Program Officer,
The Stuart Foundation

- **Systematically collect data through Cal-PASS:** Currently, there is no consistent manner in which each of the 31 campus support programs collects data about program performance and student outcomes. Creating a strong evidence base and clear accountability measures will help make the case for public investment. Additionally, the regular collection and review of data at the program level will ensure that future campus support programs produce the high-quality results of the first generation of programs. As a data system that is currently developed and in use on campuses throughout the state, the Cal-PASS (California Partnership for Achieving Student Success) system is a strong candidate to collect data for campus support programs.
- **Build a strong coalition of campus support programs:** The primary emphasis in the campus support program movement has been focused on program development. To effectively advocate for required public resources, the network of campus support programs must build a strong, coordinated coalition that consists of educators, administrators and students. Together, this coalition will develop informed policies to promote higher education for former foster youth and take the necessary action to see them adopted on a state level.
- **Expand access:** While the growth in campus support programs statewide is a positive development, the current capacity assists just 5% of the former foster youth from California, age 18 to 24. To truly promote educational attainment among former foster youth in California, campus support programs must be expanded on campuses where they currently exist, and introduced on campuses where they do not.
- **Leverage federal funding:** Given the current state fiscal environment, it is critical that funding for campus support programs in California leverage federal funding. One opportunity for this is to utilize newly available federal aid to extend foster care to age 21 to support foster youth in higher education. Another is to ensure that the new federal education coordination requirements are interpreted so as to promote readiness for higher education. In each step of the policy development process, it is important to consider the primary role of the federal government in the execution and funding of the child-welfare system.

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The information in this document is drawn from personal interviews with California educators and research in the field of campus support programs nationwide. California College Pathways would like to acknowledge the contributions of these individuals:

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- Dr. Tuppert Yates, University of California, Riverside

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Additionally, information for the publication was drawn from the following sources:

- Supporting Success: Improving Higher Education Outcomes for Students from Foster Care, Casey Family Programs (2008)
- Building a Data-Sharing Network of Scholarship Programs for Alumni of Foster Care, Casey Family Programs and Wilder Research (2008)
- Green Lights & Red Tape: Improving Access to Financial Aid at California's Community Colleges, Institute for College Access and Success (2007)
- A Road Map for Learning: Improving Educational Outcomes in Foster Care, Casey Family Programs (2007)
- Higher Education Opportunities for Foster Youth: A Primer for Policymakers, Institute for Higher Education Policy (2005)

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Information about the individual campus support programs was provided by campus representatives. Considerable effort was made to ensure that no campus program that provides 4 of the 6 core elements was excluded. However, if such an omission occurred, please notify the authors.

ENDNOTES

¹ Needell, B., Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Glasser, T., Williams, D., Zimmerman, K., Simon, V., Putnam-Hornstein, E., Frerer, K., Cuccaro-Alamin, S., Winn, A., Lou, C., & Peng, C. (2008). Child Welfare Services Reports for California. Retrieved December 22, 2008, from University of California at Berkeley Center for Social Services Research website. URL: http://cssr.berkeley.edu/ucb_childwelfare

² Building a Data-Sharing Network of Scholarship Programs for Alumni of Foster Care, Casey Family Programs and Wilder Research (2008).

³ Needell, B., Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Glasser, T., Williams, D., Zimmerman, K., Simon, V., Putnam-Hornstein, E., Frerer, K., Cuccaro-Alamin, S., Winn, A., Lou, C., & Peng, C. (2008). Child Welfare Services Reports for California. Retrieved December 22, 2008, from University of California at Berkeley Center for Social Services Research website. URL: http://cssr.berkeley.edu/ucb_childwelfare

⁴ Program evaluation information was provided by the Guardian Scholars Program at California State University, Fullerton in December 2008. To request this information, contact program director Grace Johnson at gjohnson@fullerton.edu or Dr. Howard Wang at hwang@fullerton.edu.

⁵ U.S. Census Bureau, Current Population Survey, 2007 Annual Social and Economic Supplement, Internet Release date: 1/10/2008

⁶ Mark Courtney, Midwest Evaluation of Adult Functioning of Former Foster Youth: Outcomes at Age 19 (Chapin Hall Center for Children at the University of Chicago), page 21, http://www.chapinhall.org/article_abstract.aspx?ar=1355 (Retrieved December 15, 2008)

Through no fault of their own, many foster youth are denied the opportunity to realize their dream of a college education. For the foster youth that manage to make it to college, they often struggle with the lack of emotional, financial and academic support. Campus support programs are integral to ensuring that the goal of a college education becomes a reality for all foster youth.

— Cal Winslow,
Chief Executive Officer,
Orangewood Children's Foundation



WWW.CACOLLEGEPATHWAYS.ORG