# The Center for Fostering Success

# Best Practice, Best Fit

## Webinar Series

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# Discovery Driven Solutions Related to Educational Attainment for Students from Foster Care

**Center for Fostering Success**
An initiative of WESTERN MICHIGAN UNIVERSITY

Fostering Success Michigan

**Developmental Evaluation of Fostering Success Michigan: Looking Back to Look Forward**

**Liz Brass, LLMSW**
**Maddy Day, MSW**

*CFS Webinar Series*

*March 17th 2015*

www.FosteringSuccessMichigan.com

# Agenda

- **Overview of FSM**
- **Developmental Evaluation**
    - **Methods**
    - **Findings**
    - **Recommendations**
- **Discussion with Maddy Day**
- **Questions**

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# Overview of FSM

Fostering Success Michigan
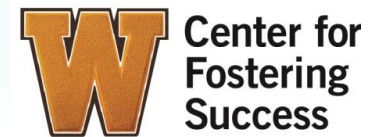
Larger need for statewide support for students from foster care

Funding from Western Michigan University, The Kresge Foundation, and The Havirmill Foundation

FSM Launched in 2012

Mission: to increase awareness, access and success in higher education and post-college careers for Michigan youth and alumni of foster care aged 12 to 25 years old.

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# Overview of FSM

Collective Impact Framework

5 Conditions



Mutually Reinforcing Activities

Continuous Communication

1 Thing

Shared Measurement

Common Agenda

Backbone Organization

GOAL 2025

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# Overview of FSM



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## Regional Breakout

★ Campus Support Program

North Region

Northeast Region

Central Region

Southwest Region

Southeast Region

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# Overview of FSM

## Network Partners

- **Youth and Alumni of Foster Care**
- **Caregivers and Mentors**
- **Community Organizations and Other Service Providers**
- **Middle and High School Educators and Staff**
- **Department of Human Services (DHS)**
- **Local College Access Networks (LCAN)**
- **Department of Education**
- **Courts, Law Enforcement and Juvenile Justice System**
- **Career and Work Force Services**
- **Housing**
- **Postsecondary Education Institutions Staff and Campus Champions**
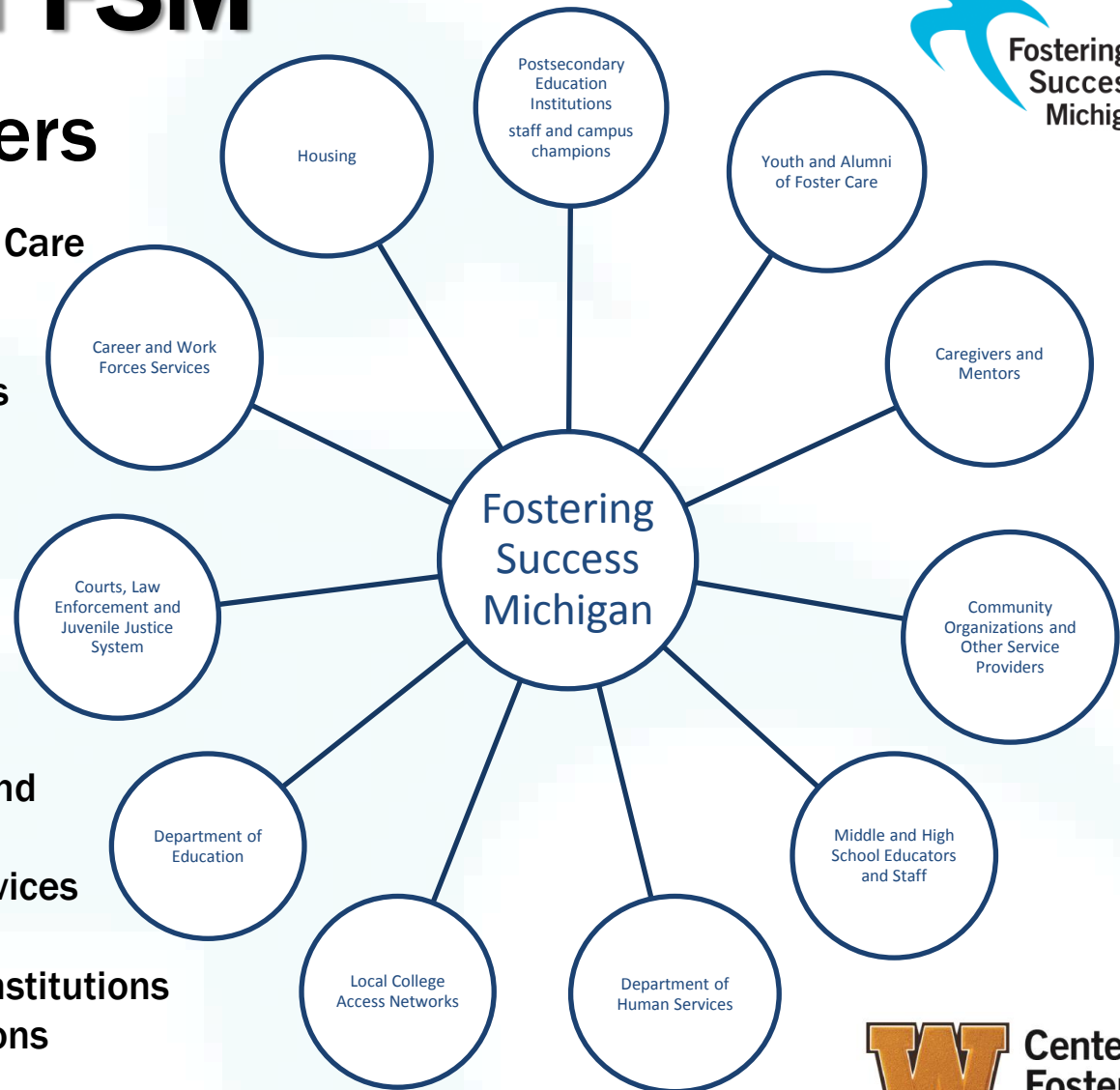
# Overview of FSM

Strategies of 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*

**Figure 2: Defining Resourcing, Supporting, and Networking**

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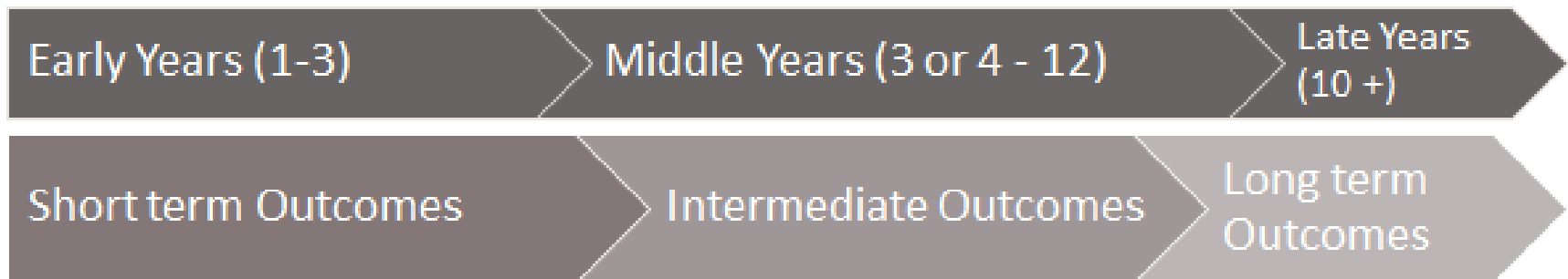
# Developmental Evaluation

## What is it?

## Why did we use it?

- Good fit for FSM

## Key questions in Developmental Evaluation:

- What overall progress is being made towards outcomes?

- And, what needs to happen next?

# Collective Impact Timeline

| Early Years (1-3) | Middle Years (3 or 4 - 12) | Late Years (10 +) |
|---|---|---|
| Short term Outcomes | Intermediate Outcomes | Long term Outcomes |

Adapted from: Preskill, Parkhurst, and Splanskey (2014). Figure 1: A Framework for Performance Measurement and Evaluation of Collective Impact Efforts. *Guide to Evaluating Collective Impact: Part 1.*

# Goals and Outcomes

Goal 1: Build a higher education consortium that is focused on promoting efforts to improve college access and achievement, as well as successful transition from college graduation to career, for youth 12 years and older, living in Michigan's foster care system.

# Goals and Outcomes

Outcome 1 (Short Term): Increased number of effective on-campus support programs for students emancipating from foster care.

Outcome 2 (Intermediate): Increased enrollment in Michigan higher education institutions.

Outcome 3 (Long Term): Improved college graduation rates, leading to a successful career transition.

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# Goals and Outcomes

Goal 2: Develop technology and internet resources that will (a) provide access and information for foster youth who may have interest in attending college and (b) serve as a central repository and "go-to" resource for practical programming and student support solutions for higher education, agency and government/community officials who are engaged with foster youth populations.

# Goals and Outcomes

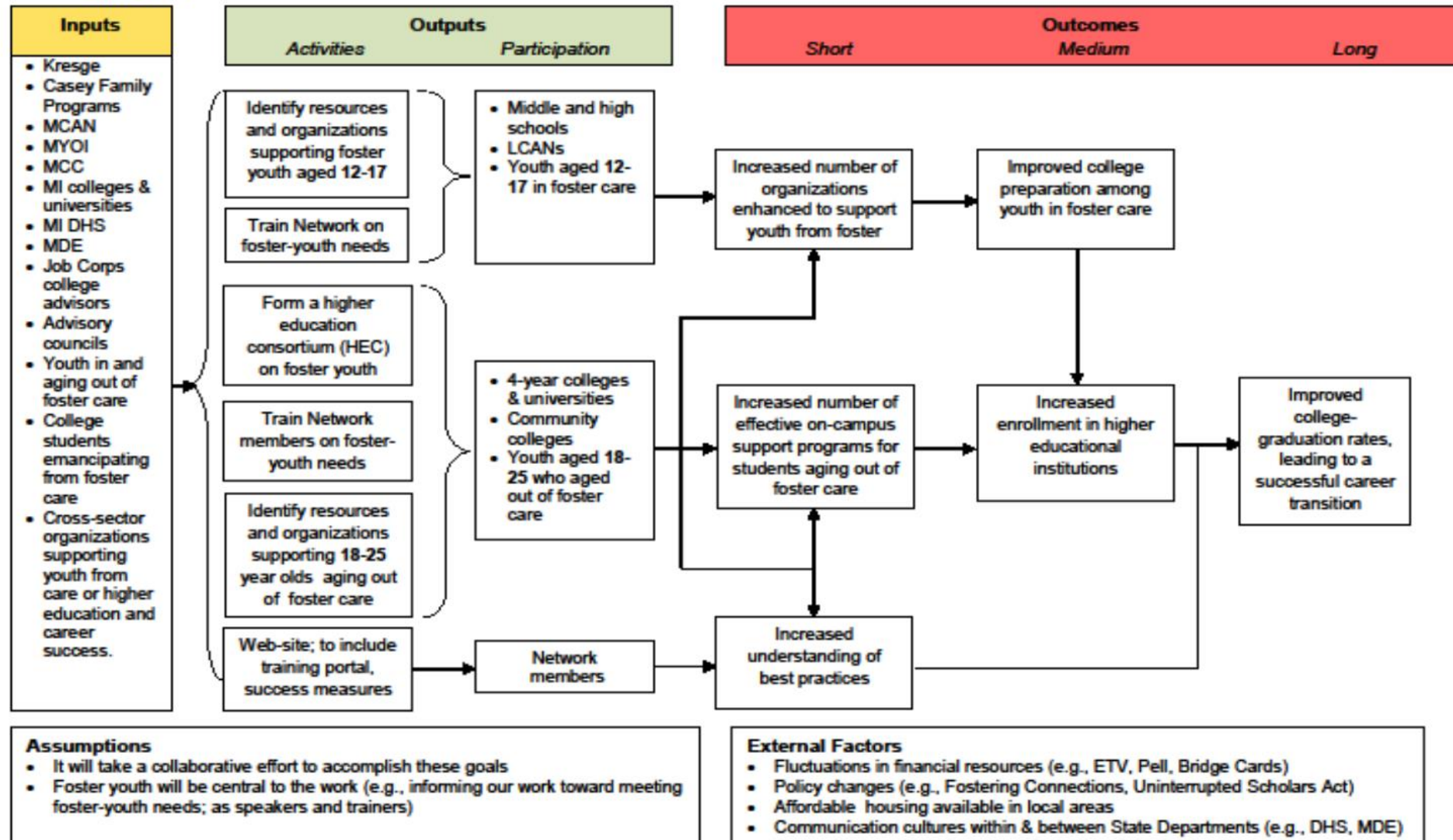Outcome 4 (Short Term): Increased understanding of best practices.

Outcome 5 (Short Term): Increased number of organizations enhanced to support youth from foster care.

Outcome 6 (Intermediate): Improved college preparation among youth in foster care.

# Logic Model – Fostering Success Michigan

**Goal:** To increase college-going rates (short term), graduation rates (medium term), and successful career transitions (long term) among Michigan's youth aging out of foster care by building a statewide network through a collective-impact initiative.

| Inputs | Outputs — Activities | Outputs — Participation | Outcomes — Short | Outcomes — Medium | Outcomes — Long |
|---|---|---|---|---|---|

**Inputs**
- Kresge
- Casey Family Programs
- MCAN
- MYOI
- MCC
- MI colleges & universities
- MI DHS
- MDE
- Job Corps college advisors
- Advisory councils
- Youth in and aging out of foster care
- College students emancipating from foster care
- Cross-sector organizations supporting youth from care or higher education and career success.

**Outputs — Activities**
- Identify resources and organizations supporting foster youth aged 12-17
- Train Network on foster-youth needs
- Form a higher education consortium (HEC) on foster youth
- Train Network members on foster-youth needs
- Identify resources and organizations supporting 18-25 year olds aging out of foster care
- Web-site; to include training portal, success measures

**Outputs — Participation**
- Middle and high schools
- LCANs
- Youth aged 12-17 in foster care
- 4-year colleges & universities
- Community colleges
- Youth aged 18-25 who aged out of foster care
- Network members

**Outcomes — Short**
- Increased number of organizations enhanced to support youth from foster
- Increased number of effective on-campus support programs for students aging out of foster care
- Increased understanding of best practices

**Outcomes — Medium**
- Improved college preparation among youth in foster care
- Increased enrollment in higher educational institutions

**Outcomes — Long**
- Improved college-graduation rates, leading to a successful career transition

**Assumptions**
- It will take a collaborative effort to accomplish these goals
- Foster youth will be central to the work (e.g., informing our work toward meeting foster-youth needs; as speakers and trainers)

**External Factors**
- Fluctuations in financial resources (e.g., ETV, Pell, Bridge Cards)
- Policy changes (e.g., Fostering Connections, Uninterrupted Scholars Act)
- Affordable housing available in local areas
- Communication cultures within & between State Departments (e.g., DHS, MDE)

# Methods

## Use of Mixed Methods:

- **Objective Data** ← Attendance of partners at meetings and website analytics

- **Subjective Data** ← Partner feedback from website or events

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# Methods

## Use of Mixed Methods:

- ## Stakeholder Survey

Phone Interviews, July –August 2014
Developed questions related to Outcomes, targeted toward specific network partner types

- ## Shared Data Measurement

Number of Students Served in FSM HEC On-Campus Support Programs

Number of Students to Graduate from FSM HEC On-Campus Support Programs

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# Methods

## Stakeholder Survey

- July – August 2014
- Phone Interviews
- Low Response rate called for more purposive sample
- 51 partners reached, 44 completed survey

**# of Network Partners by Type**



| Type | Count |
|------|-------|
| FSM HEC | 15 |
| DHS Caseworkers | 8 |
| LCAN Coordinators | 5 |
| MYOI Coordinators | 4 |
| DHS Ed Planners | 3 |
| Higher Ed Staff | 3 |
| Community Orgs | 2 |
| Youth | 2 |
| Caregiver | 1 |
| Government… | 1 |
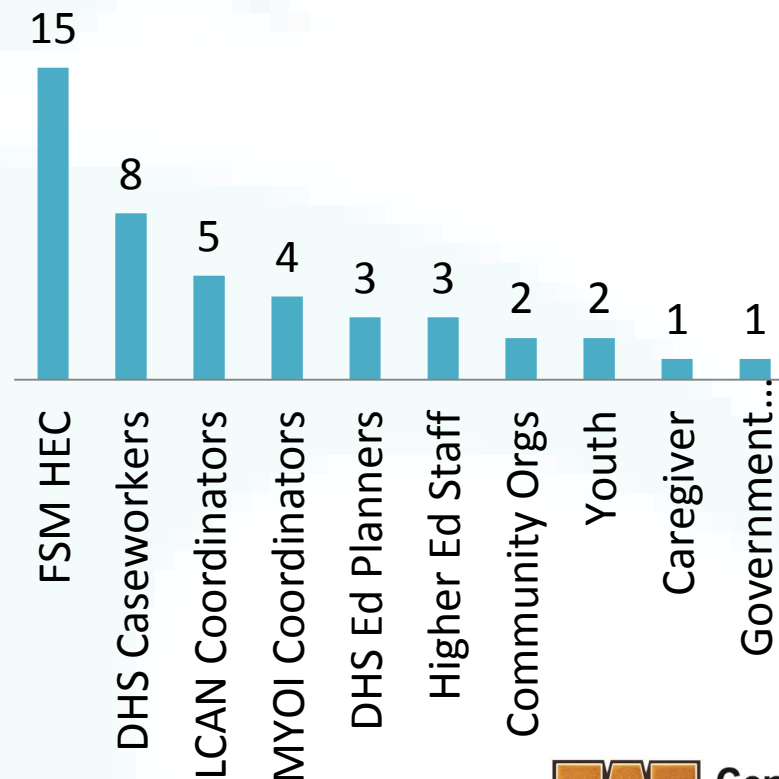
# Methods

## Stakeholder Survey

- All regions represented
- Generalization of results is cautioned

**# of Network Partners by Region**



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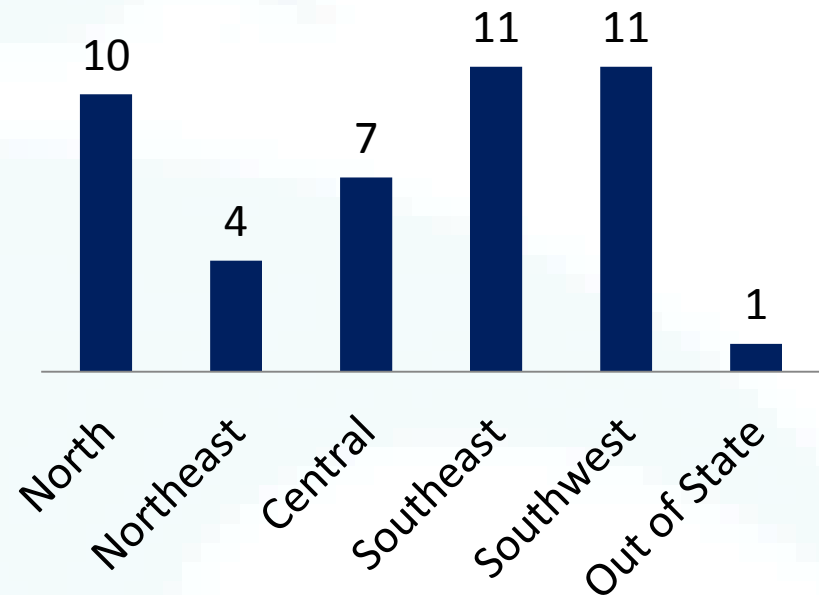
# Findings – Outcome 1

Outcome 1 (Short Term): Increased number of effective on-campus support programs for students emancipating from foster care.

Success Indicator: Number of on-campus support programs as of October 2014 as compared with the number of on-campus support programs identified in January 2012, the start of the project.

Finding: Five programs were identified in 2012, and as of October 2014, there were twelve on-campus support programs.

# Appendix B: FSM HEC Higher Education Institutions

| Fostering Success Michigan Higher Education Consortium (FSM HEC) Higher Education Institutions and On-Campus Support Programs*** | | |
|---|---|---|
| **On-Campus Support Programs in 2012** | Reported Data in 2013 | Reported Data in 2014 |
| Western Michigan University – Seita Scholars Program | X | X |
| University of Michigan – Ann Arbor – Blavin Scholars Program | X | X |
| Ferris State University – Ferris Youth Initiative ** | X | X |
| Michigan State University – Fostering Academics Mentoring Excellence (FAME) Program ** | | * |
| Aquinas College – Fostering Success Scholarship | X | |
| **On-Campus Support Programs in 2013** | | |
| Saginaw Valley State University – The Fostering an Academic Successful Transition (FAST) Program ** | X | X |
| Eastern Michigan University – Mentorship Access Guidance in College (MAGIC) Program ** | X | X * |
| University of Michigan – Flint – Mpowering My Success Program ** | X | X |
| Wayne State University – Transition to Independence Program ** | | |
| Baker College – Flint – Living Independently Networking Knowledge (LINK) Program ** | X | X |
| **On-Campus Support Programs in 2014** | | |
| Northwestern Michigan College – yourNMC Program | N/A | X |
| Kalamazoo Valley Community College – Campus Support Program | N/A | X |

* Data from these programs included students other than youth who have experienced foster care and therefore were not included in the numbers reported in this evaluation. In the case of Eastern Michigan University, the numbers of youth who have experienced foster care were reported separate from the numbers of other youth that the program serves.

** Programs that received the DHS- bid grants for life skills coach positions

*** In December of 2014, Lansing Community College was awarded a Life Skills Coach grant from DHS. For the purposes of this evaluation, LCC was not included in the overall number of on-campus support programs in FSM HEC because programming will start in 2015.

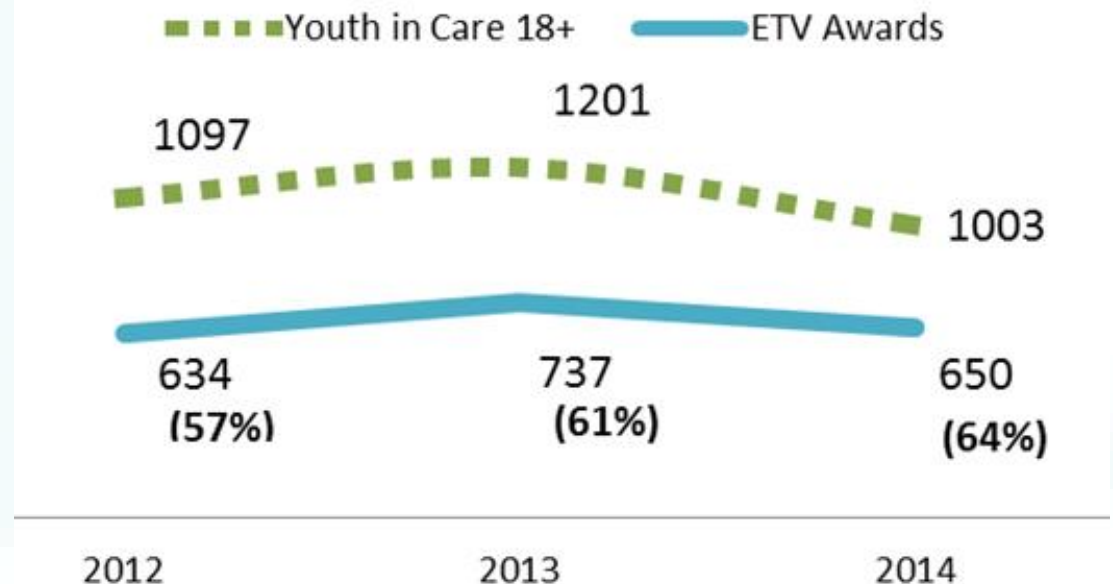# Findings – Outcome 2

Outcome 2 (Intermediate): Increased enrollment in Michigan higher education institutions.

Success Indicator: Number of youth in or aging out of foster care who are enrolled in higher education institutions for the fall of 2014 semester as compared with the number of youth in or aging out of foster care are enrolled in higher education institutions for fall of 2012 semester.

Finding: Shared data measurement of students served in programs shows an increase from 213 in the 2012-2013 to 238 in the 2013-2014 academic years.

# Findings – Outcome 2

Outcome 2 (Intermediate): Increased enrollment in Michigan higher education institutions.

Michigan Education and Training Voucher (ETV) data shows a broader picture of youth enrollment



**Figure 5: Youth in MI Foster Care 18+ and Awarded ETV 2012-2014**

- ▪▪▪ Youth in Care 18+     — ETV Awards

1097     1201     1003

634 (57%)     737 (61%)     650 (64%)

2012     2013     2014

# Findings – Outcome 3

Outcome 3 (Long Term): Improved college graduation rates, leading to a successful career transition.

Success Indicator: Number of youth who aged out of foster care to graduate in the state of Michigan in 2014 as compared with the number of youth who aged out of foster care to graduate in the state of Michigan in 2013

Finding: Shared data measurement revealed that graduation rates remained the same from 2013-2014 (n=22) among on-campus support programs in FSM HEC.
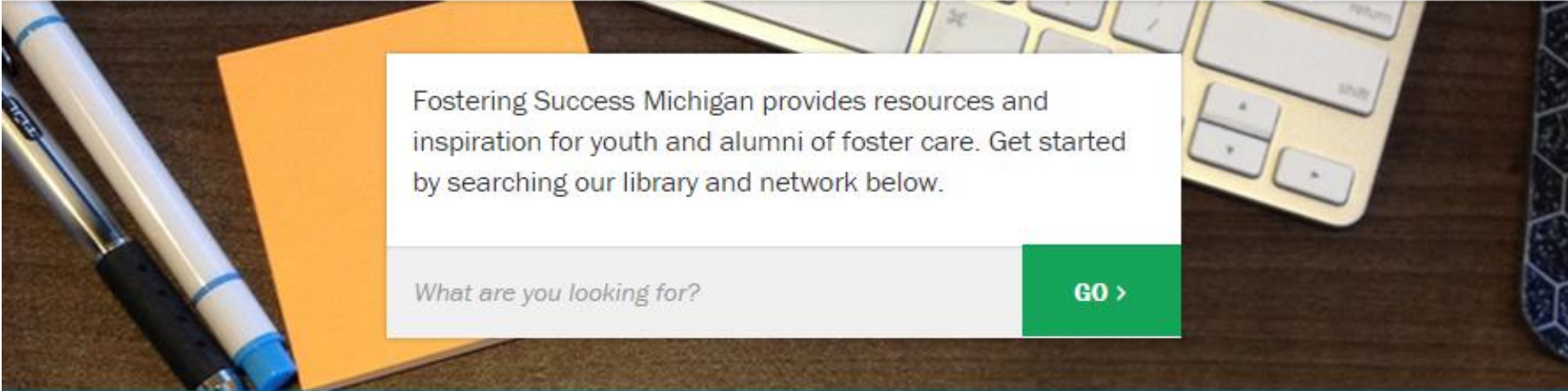
# Findings – Outcome 4

Outcome 4 (Short Term): Increased understanding of best practices.

Success Indicator: Accessibility of web-based resources/information for youth in and aging out of foster care, LCANS, and community based organizations whose mission includes support of foster care

Finding: The FSM website, www.FosteringSuccessMichigan.com was unveiled in 2013 at the 2nd Annual Summit and streamlines and centralizes the accessibility of resources to both youth and professionals.

# FSM Website Analytics 2013-2014

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Pageviews: **65,429**

*Top pages viewed*

FSM homepage: **15,215**

Library page: **6,636**

Story page: **3,067**

News & Events page: **2,420**

Network page: **2,020**

*Top unique search terms*

**College**
**Financial Aid**
**Webinar**
**Video**
**Forums**
**Scholarships**
**Guides**

**8%** of visits used site search

Total unique searches: **2,550**

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# Findings – Outcome 5

Outcome 5 (Short Term): Increased number of organizations enhanced to support youth from foster care.

Success Indicator: Number of active LCANs without foster-youth specific supports as of 2014 as compared with the number of active LCANs in 2012 with one or more foster-youth specific supports, according to the needs of the demographic in each local community as of 2012.

Finding: Student Support Networks were not established and the focus of the partnership with LCAN shifted early on in the FSM initiative.

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# Findings – Outcome 5

Outcome 5 (Short Term): Increased number of organizations enhanced to support youth from foster care.

3,964 CONTACTS

310 LIKES

142 FOLLOWERS

248 MEMBERS

189 EMAILS

FSM Network Connections during early years show that there is an engaged group of students, supportive adults, and professionals that continue to be enhanced by FSM activities.

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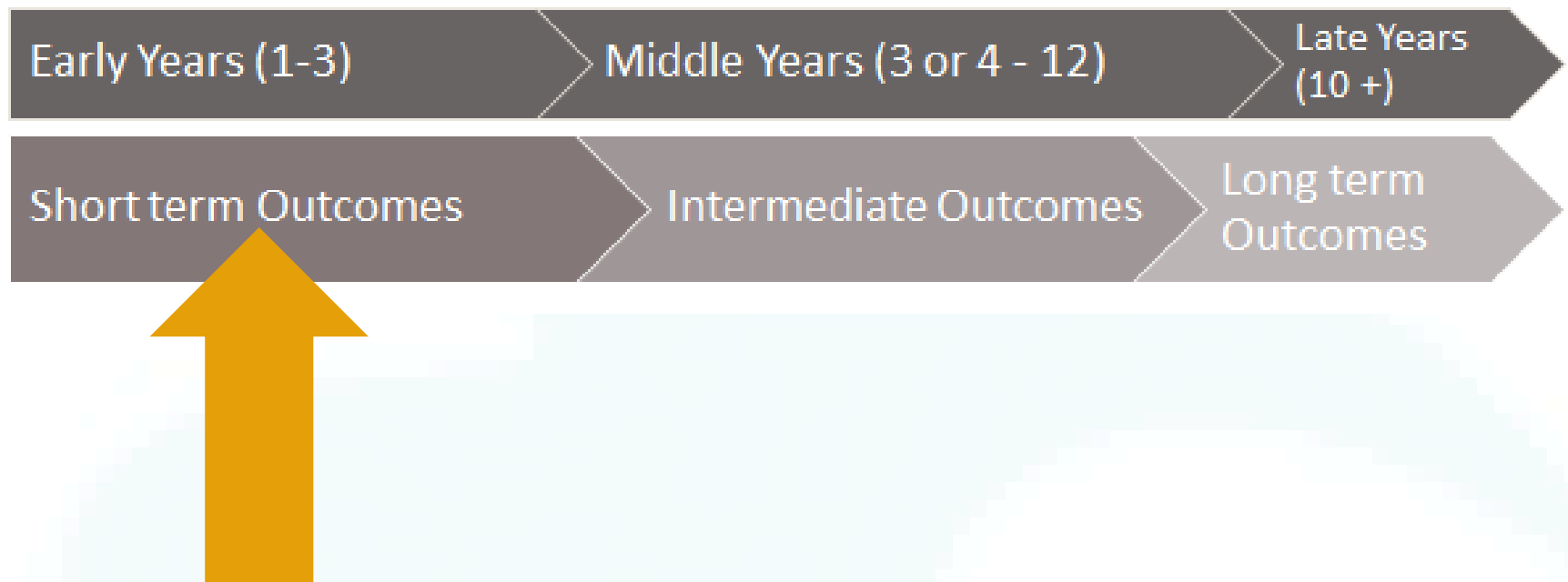WESTERN MICHIGAN UNIVERSITY

# Findings – Outcome 6

Outcome 6 (Intermediate): Improved college preparation among youth in foster care.

Success Indicator: Number of youth first enrolled in Michigan colleges and universities for fall semester 2011 that required remedial courses to meet enrollment criteria as compared with the number of foster youth enrolled in Michigan colleges and universities for fall semester 2014 that required no remedial courses to meet enrollment criteria.

Finding: Fostering Success Michigan has been increasing awareness of college opportunities through multiple resources that are available to both professionals and youth. This is an incremental step to effectively measure college preparation statewide.

# Recommendations

**Short Term Outcomes (1, 4, and 5)**



Adapted from: Preskill, Parkhurst, and Splanskey (2014). Figure 1: A Framework for Performance Measurement and Evaluation of Collective Impact Efforts. *Guide to Evaluating Collective Impact: Part 1.*

# Recommendations

**Outcome 1 (Short Term):** Increased number of effective on-campus support programs for students emancipating from foster care.

As FSM continues to engage new and existing programs, and as programs continue to develop, FSM will have to reevaluate its capacity for this supporting strategy.

# Recommendations

To remain responsive to the network, FSM should continue seeking feedback from partners to increase the accessibility of needed web-based resources and continue adding and refining resources on the website as a core resourcing strategy.
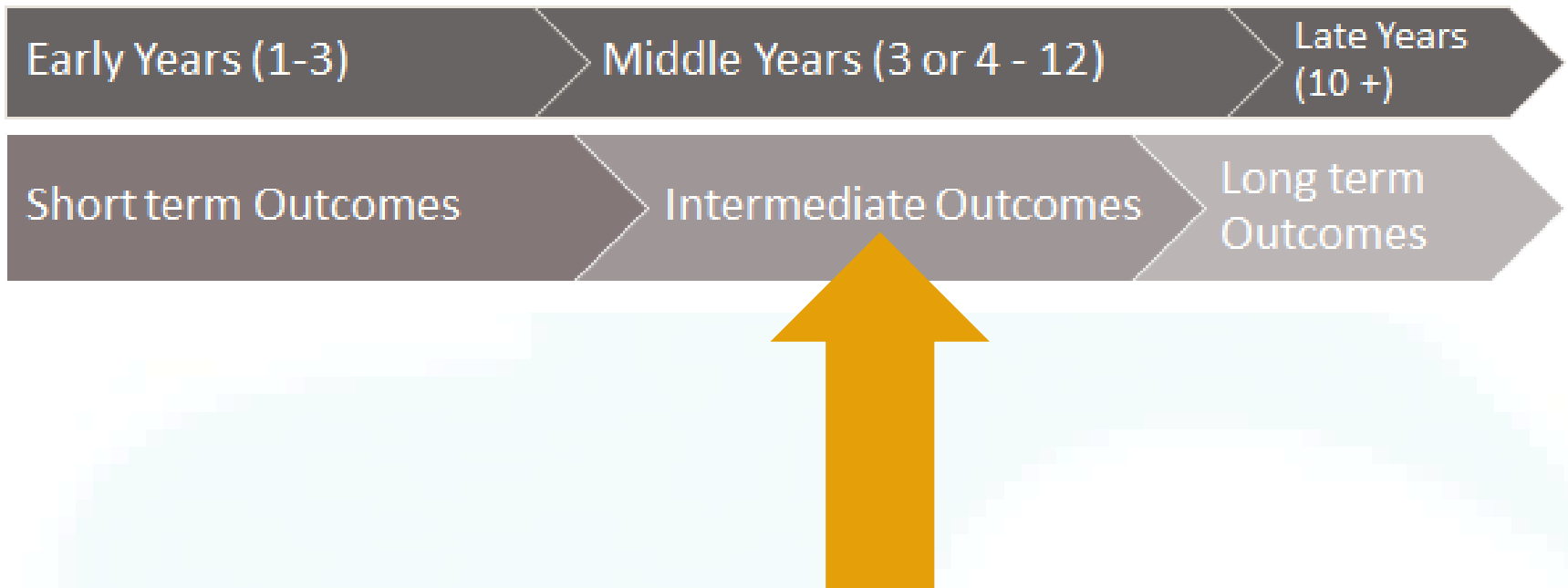
# Recommendations

Outcome 5 (Short Term): Increased number of organizations enhanced to support youth from foster care.

FSM should revisit the idea of Student Support Networks, given the changing environment across the state of Michigan.

# Recommendations

**Intermediate Outcomes (2 and 6)**



| Early Years (1-3) | Middle Years (3 or 4 - 12) | Late Years (10 +) |
|---|---|---|
| Short term Outcomes | Intermediate Outcomes | Long term Outcomes |

Adapted from: Preskill, Parkhurst, and Splanskey (2014). Figure 1: A Framework for Performance Measurement and Evaluation of Collective Impact Efforts. *Guide to Evaluating Collective Impact: Part 1.*

# Recommendations

A key to progress in this area will be to determine the understanding of the FSM HEC members about shared data measurement and deciding as a collective how FSM, as a backbone organization, can best support measuring enrollment across the state.
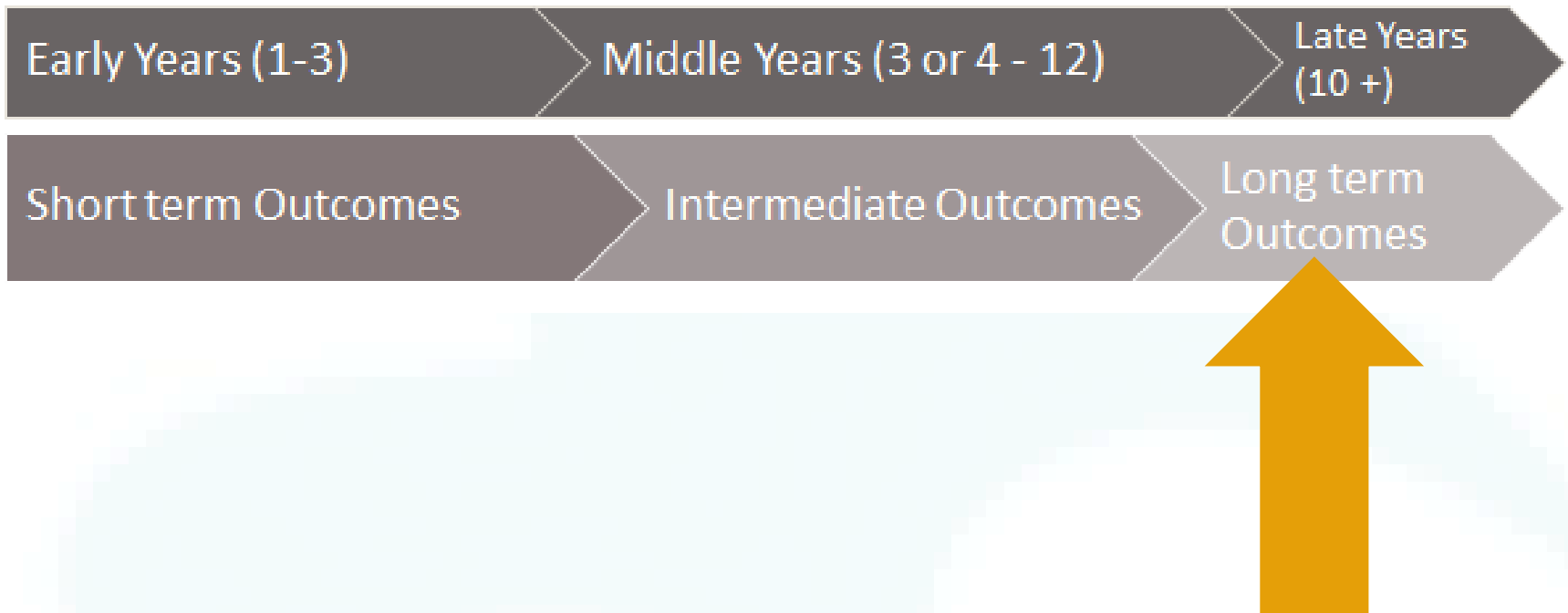
# Recommendations

Outcome 6 (Intermediate): Improved college preparation among youth in foster care.

FSM should continue working with partners such as Michigan Youth Opportunity Initiative (MYOI), MCAN, DHS, Community Organizations, Michigan Department of Education, and Middle and High School educators and staff to best leverage resources that help increase awareness of college preparation among youth in foster care.

# Recommendations

**Long Term Outcome (3)**



Adapted from: Preskill, Parkhurst, and Splanskey (2014). Figure 1: A Framework for Performance Measurement and Evaluation of Collective Impact Efforts. *Guide to Evaluating Collective Impact: Part 1.*

# Recommendations

FSM will need to determine how to collect statewide college graduation rates of youth who have experienced foster care. This will take time, resources, and a committed effort involving a variety of network partners.

**Fostering Success Michigan partners were asked "What does FSM mean to you?" on a number of feedback surveys from the Annual Summit and Regional Network Meetings. The following are some highlights from these sources.**

*"An organization that supports and connects the work that is happening at institutions and organizations across the state to improve the services and resources available so that we can best serve youth who have experienced time in foster care."*

**"It means that we have a centralized place to go to for support. It means that FSM is thinking about the work as a whole and is trying to better understand how we can be working together more effectively."**

*"To me, FSM has always represented advocacy, resources, and support. FSM has personally provided me with a multitude of opportunities which have in turn fostered hope for my future. FSM in so many ways is providing the support and access to resources to young people from care that they may not receive anywhere else."*

"This initiative has created a network of service providers that genuinely care about the success of students that have experienced the foster care system. From this, I have professionals to lean on, bounce ideas off, collaborate with, and plan for future success of the young adults we support."

*"FSM has helped provide resources and guidance in building stronger and more productive relationships with community partners and local colleges and universities. It has been an excellent resource."*

**To sum up what FSM does in 3 words it would be...**

**Resourcing, Supporting, and Networking**

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# Conclusion

The central questions for developmental evaluation are: What overall progress is being made toward outcomes? And, what needs to happen next?

FSM has made progress toward the original identified outcomes.

# FSM Evaluation Report
## Copies Available on the Website!

# Discussion with Maddy

# Discussion with Maddy

**Outcome 1 (Short Term):** Increased number of effective on-campus support programs for students emancipating from foster care.

As FSM continues to engage new and existing programs, and as programs continue to develop, FSM will have to reevaluate its capacity for this supporting strategy.

# Discussion with Maddy

**Outcome 4 (Short Term): Increased understanding of best practices.**

To remain responsive to the network, FSM should continue seeking feedback from partners to increase the accessibility of needed web-based resources and continue adding and refining resources on the website as a core resourcing strategy.

# Discussion with Maddy

**Outcome 5 (Short Term): Increased number of organizations enhanced to support youth from foster care.**

FSM should revisit the idea of Student Support Networks, given the changing environment across the state of Michigan.

# Discussion with Maddy

**Outcome 2 (Intermediate): Increased enrollment in Michigan higher education institutions.**

A key to progress in this area will be to determine the understanding of the FSM HEC members about shared data measurement and deciding as a collective how FSM, as a backbone organization, can best support measuring enrollment across the state.

# Discussion with Maddy

**Outcome 6 (Intermediate): Improved college preparation among youth in foster care.**

FSM should continue working with partners such as Michigan Youth Opportunity Initiative (MYOI), MCAN, DHS, Community Organizations, Michigan Department of Education, and Middle and High School educators and staff to best leverage resources that help increase awareness of college preparation among youth in foster care.

# Discussion with Maddy

**Outcome 3 (Long Term): Improved college graduation rates, leading to a successful career transition.**

FSM will need to determine how to collect statewide college graduation rates of youth who have experienced foster care. This will take time, resources, and a committed effort involving a variety of network partners.

# Questions?

# For More Information:

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[http://groups.google.com/group/fostering-success-michigan](http://groups.google.com/group/fostering-success-michigan)