



**J.W. Fanning Institute
for Leadership Development**
UNIVERSITY OF GEORGIA

Postsecondary Education: Supports That Can Help Make it Happen for Youth in Care



David Meyers

**The Summit: Georgia's Child Protection Conference
November 28, 2017**



Today's Agenda

1. Introductions
2. Georgia Data/Existing Research
3. Overview of the College Pathways Study
4. Student Experiences
5. Implications for the Field
6. Action Items and Next Steps
7. Georgia/National Resources
8. Conversation



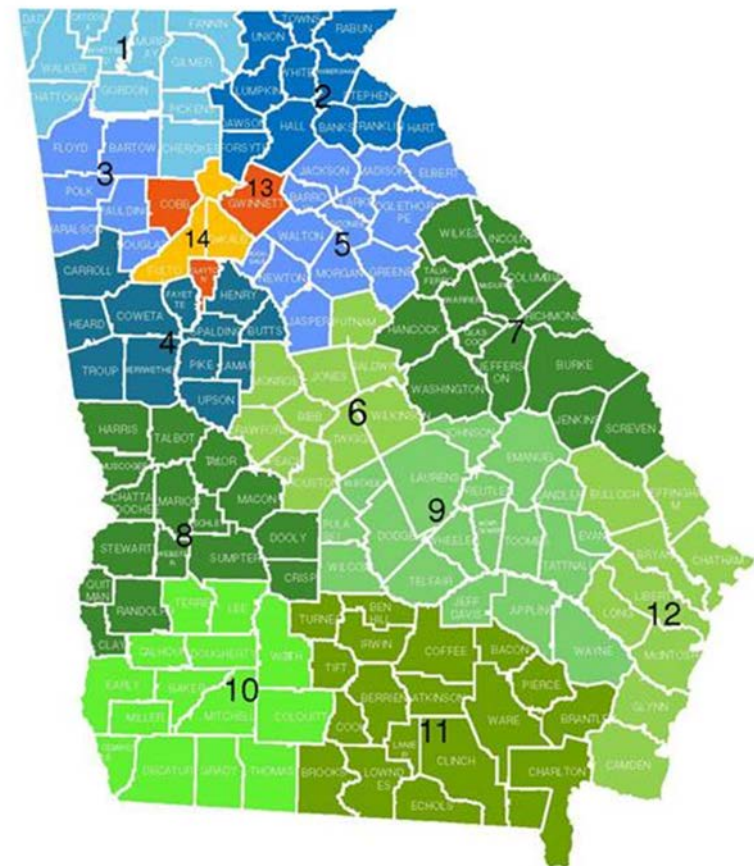
Who's in the Room?



Georgia Numbers



	All foster birth-18	All homeless PK-12 grade
Region 1	1096	2188
Region 2	521	1939
Region 3	1163	1833
Region 4	758	3102
Region 5	923	4129
Region 6	617	1930
Region 7	269	1356
Region 8	669	1571
Region 9	305	2010
Region 10	511	2305
Region 11	930	1680
Region 12	635	1820
Region 13	1139	6506
Region 14	1389	3670



AFCARS FY 14 data and DOE Fall 2015 data



National Educational Attainment

	Foster Youth (n=593)		Comparison (n=890)	
Enrolled in College	237	39.9%	641	72.0%
2/4 Year Degree Attained	49	8.2%	410	46.0%

Mark Courtney, et al, Midwest Evaluation of the Adult Functioning of Former Foster Youth: Outcomes at Age 23 and 24, Chapin Hall at the University of Chicago, 2011.

Comparison group for this study: National Longitudinal Study Of Adolescent Health



College Transition Study

College Access and Success for Students Who Have Experienced Homelessness and/or Foster Care

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Study Overview

Goals:

- Understand the experience of transitioning into college for former foster care and homeless students and the ways in which previous family and housing circumstances influence experiences in college
- To identify events and interactions that help and hinder academic progress so that higher education and housing policies may be better coordinated to improve access to and successful outcomes for students coming from homelessness and foster care.

Approach

- Targeted primary sites, outreach to contacts across Georgia
- Selection of Participants – Initial qualification survey
- Criteria for Inclusion – foster care after 14th birthday, any episodes of homelessness



Funding acknowledgement

This study, *Life pathways and the transition to higher education for homeless and foster youth*, was funded through a grant from the Spencer Foundation.



Student Quote

A student describes attending college orientation:

“I had never felt more supported. Like walking around seeing all of the booths. It was like a kid in Disney land. Back at home I had like Ms. _____ who was an outlet of information and that was it. And she could only do so much. But then coming here and just seeing the booths. It was like I could do anything! And the entire weekend, nobody asked me anything about my past. It was all about my future. It was always about what you are doing here or what you plan to do here. So, from that point forward, it’s never been about my past. It’s always been about my future.”



Sites

Focused on the following campuses/regions:

- Albany (several schools) - 7
- Kennesaw State University - 4
- Savannah State University - 16
- UGA/Georgia State/Others - 6

Students from 10 different schools participated in all.



Participant Demographic Information

- **Number:** 33 students took part in the study
- **Age range:** 18 to 29
 - median age was 20 years
 - 23 female students; 10 male students
- **Racial/Ethnic Breakdown:**
 - The majority of the students (26) were Black,
 - 5 were White
 - 2 were Native American, more than one race or did not provide an answer



Participant Status

Foster Care

- 16 of the students were in foster care at some point during childhood
 - 14 students: 3 or fewer placements
 - 2 students: 10 or more placements

Homelessness

- 27 students had at least one episode of homelessness

Combined Experience

- 9 students had been in foster care and had at least one episode of homelessness

Criminal Justice

- 10 students had been involved in jail/corrections



Participants' Education Status

Enrolled in school

29 students were enrolled at the first interview

- 4 were in their first semester of college
- 24 were enrolled in college and had completed some credits
- 1 student was a grad student

Not enrolled in school

4 were not enrolled at the first interview

- 2 were accepted, planning to attend
- 2 had taken classes but were not currently enrolled



What Did We Learn?

Important Themes:

- Disconnected from family
- School Attitudes:
 - School is an escape
 - Rising above expectations
- Struggling to meet basic material needs
 - Nowhere to go
 - Helping others
- Emotional Difficulties
- Social Capital/Networks
- These issues create barriers to success/progress
- Campus supports help – when students access them



Theme: On their own/disconnected from family

The overarching theme of the students' biographical narratives starting at age 15, was that they were on their own at an early age.

- No family (death of parents, no relationship with biological or foster parents)
- Estrangement due to family disapproval – (learning they were gay, lack of acceptance from stepparents,
- Family dysfunction - parent or caregiver's substance abuse, sexual abuse, mental illness

Majority of students in the study had this experience

This disconnection from family mean that students had adult responsibilities and were often navigating life on their own at a young age.



Student Quote:

“That was when my mom died....Yes, she was in the hospital about a month before she died. Everything happened drastically...It was around Thanksgiving so after that we were out of town with the family and then we came back here. We stayed in the apartment for about three more months after she had already died and then we left.”



Student Quote:

“In 8th grade, the whole civil thing was done. And they gave up the rights to us – you know. And for 5 years, we waited for, the criminal cases. It finally happened in January when I was 17 and this happened when I was 12. He was sentenced to three life terms the 25 years. And he got 15 felonies. So he is serving life and he is also like a sex offender now. And literally a month from now, I’ll be going to court again for my mother. And she is going to be charged for perjury – lying on the stand, child abuse, and just not reporting when people told her we were being abused. So, yea.”



Student Quote:

“Then the day of my birthday he told me that he just couldn’t do it anymore and I had two options: I could stay in the house and never leave and live in hell or I could leave and never talk to him again and both of our lives would be better. So I left. He gave me a suitcase full of stuff and I walked out that door. At that point, I moved into my best friend’s house.”



Student Quote:

“Well, my mom gave me and my sister away when I was 9. And she sent my brother to go live with his dad. My sister, my older sister who is now 32, she went to Job Corp. ...There was lady name Ms. _____. Her and my mother had been working at the Waffle House together, but they hadn’t know each other for a long time. Like after about a month we went to spend the weekend with her. And then a few weeks after that, my mom was like ya’ll need to go stay with Ms. _____ now. And I told her I didn’t want to go.”



Student Quote:

“It’s basic things like calling somebody to tell them that you love them. That stuff sucks... There is no way around it. But I wish there was a way we could provide that basic human need. Food and shelter is easy, but all that other stuff isn’t. It’s weird. It messes with your emotions. Sometimes at the end of your first hell week or finals or even a professor or TA with an attitude, crashing in your dorm and calling someone who you know is there for you. That’s something that you can’t replace being in college.”



Theme: Attitudes about education - School as an escape

While the students in the study had varying experiences in school prior to entering college, most felt that education was important.

For many students, middle school and high school was an escape from their daily life at home.

“ I enjoyed school, cause I enjoyed getting away from the house, because I didn’t want to be home. It was like an outlet. When it was time to go to school I was happy”

“Like school was never something that was hard for me. Like outside of school I wasn’t... I kind of felt lost when the summertime came around because I didn’t have anything to do.... It was like an escape”



Theme: Attitudes about education - Rising above expectations

Several students also describe success in high school as something that separated them from an identity formed through due to the experiences in their family and home life.

“I took AP classes, advanced classes, dual enrollment classes. You know, everything. Because I was like nope, I’m not going to be loser person that was abused.”

“Well, I told myself I was going to graduate from school and show the people who didn’t care that I could do it.”

“So I don’t want to be like my friends in the neighborhood living from house to house. I’m like ‘Finish college, what else do you have to do You don’t have no kids so you might as well go to school.’ And I kind of like school because it takes me away from my house.”



Theme: Struggling to meet basic needs - No where to go

Adult responsibilities without a family safety net meant that many students struggled to maintain a place to live.

For many students, this began in high school and persisted in college.

Transition points, such as graduation from high school, at the beginning or end of the semester, appear to be times when the students in the study were most vulnerable.



Struggling to Meet Basic Material Needs

The students in the study had little “margin for error” financially. Loss of a job or other financial set-back quickly led to loss of housing.

A notable portion of students were homeless at some point while in college:

- No place to go over holidays, no place to live in the summer
- Eviction
- Kicked out after doubling-up



Struggling to Meet Basic Material Needs

Most of the students in the study did not have adults who provided financial support

Some were providing support to siblings or parents

Lack of food, phones turned off, going without health insurance, lack of money to pay bills were common

One student described a \$200 bill as “devastating”, something that kept her from paying for her student housing on time at the end of summer

Students in independent living programs had material needs met while receiving full support, some uncertainty about ability to meet needs as support decreased



Student Quote:

‘Then with nowhere to go I asked a church member if I could stay with them. Because I was trying to plan to come here in the summer. This summer. They didn’t have a room for me. I ended up Googling the Georgia alliance. They actually helped me out. They referred me to Marcy here. And they referred me to MUST Ministries, which is a homeless shelter right there in Kennesaw. So, I was staying at the homeless shelter for about a week until my friend from the salsa club came and let me know I could come and stay with her for a couple of days. “



Student Quote:

“The first time I experienced it [the dorms closing], it wasn’t a big deal because I came in the spring. I didn’t really experience this until the end of the fall semester. Between these times, I was at my grandmother’s house visiting her. That’s when I had a car. And so fast-forwarding to the living arrangements, when I had to leave the dorms that fall, I had the flu. I had the flu. So my body ached. It was the very last day to move and I wasn’t feeling it. At that point I thought I was just going to be sleeping in my car through most of the fall break. But that wouldn’t be possible in that small compact car. My mom suggested that I go to one of those extended stay places. But I didn’t have the money to do that.”



Struggling to Meet Basic Material Needs – Helping others

A female student describes sending money to her siblings, even though she didn't have enough to meet her own needs:

They aren't getting half but they get a good handful amount of whatever I do have... I send it directly to my siblings. And I tell them you go up there with them so they don't take the money....I just get what I necessarily need to get. And if I don't need to get it, I'll just be like next time. I'll have a job soon. I try to give myself a little push. Like, hey, you'll have this. You need to just stand by.



Theme: Emotional Difficulties

- Depression and anxiety – Diagnosed and suspected
- Anger – Students with history of anger/fighting at school and home
- Loneliness – Isolation, lack of friends and family
- Grief – A significant number of students experienced the death of a parent or sibling while in high school or college



Emotional Difficulties

A female student who had attempted suicide about a year earlier:

“I was in a psych hospital for about a month. Because I felt like it was one thing after another for me and I felt hated by everyone. And that was my solution, which I am glad that it did not go through.... That’s when I was officially diagnosed with depression and a panic disorder. Then after that I was required to go to therapy.”

A short time after this, she turned 18 and her parents kicked her out of the house.



Emotional Difficulties

A female student who spent her childhood in several foster homes and groups homes:

“I don’t talk much. I stay to myself. A lot of people don’t even know that I exist. I’m okay with that. I don’t talk much at all. I literally don’t say anything to people. I just go where I have to and I am good. No, I don’t have any friends because I don’t want friends. I’ve kind of always been alone so I guess I am use to it . So I am really anti-social.”



Emotional Difficulties

A female student whose mother died suddenly while she was in high school:

“People would be like are you going home for Christmas? And I was like no, I don’t really have a home. So I think that kind of weighed down on me. You know. People telling me about their parents. That was difficult.... I think I tried to push it back and just tried not to think about it. But at night, that’s when everything started pounding... I did go and talk to somebody. Ummm... probably for about a week or two. She felt like I did not need counseling. So I kind of just stopped going. “



Theme: Social Capital/Network

- Most of the students had an non-family adult in their life who helped them in high school to navigate the transition to college
- Many were proactive in building a network of support among different people (students, administrators, college point of contact, case managers).
- “Weak ties” were often instrumental in path to college
- Adults who were in a role to promote the path to college, were sometimes discouraging.



Student Quote:

One student described the help she received from her math teacher:

“[Her math teacher] explained that if you have free lunch, they give you a stipend to take the SAT and the ACT.” [She took the exams twice as a Junior and twice as a senior.]

The student described how her guidance counselor always made her feel like she wasn't going to college, and made her feel like she was bothering her when she came into her office.



Social Capital/Network

A female student describes her mentor, who she met at age 16:

“Sheryl was my stone that I could lean on. She was so different from me, in that I had never met an adult that could see past my anger or my attitude. And she did. She wasn’t judgmental, she didn’t yell at me, and that’s why from the first conversation I had, when I was 16 as my family support partner. I knew, I was like, this lady’s got my back and she, if she ain’t got it, she is going to have it. She was always so interested in what I was doing. And she encouraged me. She picked up on the fact that I was kinda insecure.”



Social Capital/Network

Another student describing a former teacher who was his mentor:

“I met him in 2007 when I was in seventh grade, and in 2008 he left the school, the middle school where I was. I was in eight grade when he left, and he would literally like call teachers to check up on me. He came to my eight grade graduation, and we still keep in touch...he was a huge influence.”



Theme: Barriers to Success - Financial

- Cost of supporting themselves while attending college
- Lack of convenient transportation, especially for students who could not afford to live on-campus
- Textbook and material costs were a barrier to taking courses or to receiving a satisfactory grade
- Working many hours and/or multiple jobs
- Some students felt they were not as prepared academically as their peers
- Navigating the financial aid process (processors of information, not advisors)
- High cost of changing majors or transferring
- Some interview comments suggest that students are not comfortable asking for help.



Barriers to Success - Financial aid

A student describes frustration with the financial aid process:

“It was mainly an issue of customer service . Like, I would ask to speak to my financial aid advisor. And they were like she’s not in at the moment can you call back.; Oh, she’s not here; Oh, she left for the day. It’s 1 o’clock. And this was from January until July. I was calling back and trying to figure out what is going on. Where are things with my financial aid process? What is going on? And I’m calling people left and right to see what is going on. And why isn’t my stuff processed. Oh, your form was denied. And why was it denied ? They did not have an answer until I got down there.”



Student Quote:

“I tried to live on campus during my freshmen year, I think I might be doing my FAFSA wrong or something. Anytime I had to do my financial aid, I always had to pay money back. I have a sister who is still in touch over social media or stuff like that. She went to college, she went to Georgia State I think. She was helping me when I first... she brought out a couple of books when I told her, and said you shouldn't have to money back if you are a dependent student.”

I: Is there someone who can help you...?

R: “Actually, I'll be a senior but I'm going to get help on campus. So I'm going to sit down with someone to do my FAFSA, I wish I did that earlier because I've been paying like crazy out of pocket. She was like you must not be a doing it right? I'm like I don't know.”



Theme: Campus Supports

- Having a support program makes a difference. Provide help for the issues that tend to derail students.
- Professors who are understanding and flexible
- On-campus housing (year-round) and meal plans are essential to meeting basic needs, though not always affordable



Campus Supports

“I was coming into this program thinking about how am I going to do this. I was meeting with my advisor and she told me about the STAR program. So that really helped. She describes how the STAR program has helped her. It’s helped me with food. I had an issue with my financial aid because it’s hard to prove that you are homeless when I’ve never been in a shelter...So that’s just how things played out. So I had to prove to Savannah State my homelessness. And because I was accepted into the Star program, she was able to help me with that.”



Study Implications

- Supporting resilience is key:
 - Many students describe an inner motivation to succeed, “something inside of me”, wanting something different
- Financial support is simply not enough...
- Many students don’t understand the complexities of college, such as lingo, process, offices, etc.
- Connecting students to campus supports is crucial; the transition to college is difficult and students don’t understand how college systems work
- Providers and institutions need to work together
- It takes people (a network) for anyone to graduate
- Resources exist in Georgia and other states...



One Final Quote:

“I was not thinking about college. But my Junior year someone from UGA came and he was just talking and talking. And I was like, “Wow, I want to go to college.” UGA was really my first school. And I don’t think I had my head on right because my 9th and 10th grade year I didn’t do so good. So I was like I’m not getting into UGA. But, I would never forget. I still have the card of the man who came to school to talk... I say it all that time. It was from that day that I knew I wanted to go to college.”



What is Embark?

- **Local: Campus Based Program at UGA - Embark UGA**

Embark UGA will increase the opportunities for UGA students who have experienced foster care and/or homelessness through the organization of a resource and referral network on campus that supports and promotes success and well-being beyond an education.

- **Statewide: Embark Georgia Network**

The Embark Georgia statewide network serves public four and two year post-secondary professionals and institutions to ensure connectivity, share best practices, and provide information exchange among youth, community based stakeholders, and K-12 educators in support of youth who have experienced foster care and homelessness.

- **National:**

Embark Georgia is a founding state among the National Association for Student Affairs Professionals (NASPA) Socioeconomic and Class Issues in Higher Education (SCIHE) Knowledge Community, which seeks to support underrepresented students access supports across higher education campuses.



Definition of Foster Care

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the State agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes.



Definition of Homeless/Unaccompanied Youth

Individuals whose nighttime residence is NOT:

- Fixed: stationary, permanent, and not subject to change
- Regular: used on a predictable, routine, or consistent basis
- Adequate: sufficient for meeting both the physical and psychological needs typically met in the home

(42 U.S.C. §11434A(2)(B)(i))

Unaccompanied Homeless Youth (UHY):

- Homeless and not in the physical custody of a parent or guardian; in practical terms, this means the youth does not live with the parent or guardian.



Barriers to Accessing Higher Education

Lack of:

- Access to parental financial information and support
- Financial means to live independently and safely
- Financial self-sufficiency once enrolled in college
- Housing options, especially in small towns or rural areas
- Balance between school and other responsibilities
- Adult guidance and support
- Information about available support systems



Barriers to Retention

- *Uncertain how to ask for help*
- Study skills and other basic know-how not well developed
- Difficulty navigating college system
- Many (most?) are first-generation, low-income students
- Housing instability

California College Pathways: Higher Education training “Foster Youth: Supporting Educational Success”

Foster youth are three times more likely to persist in college if they participate in a campus support program for foster youth



Promising Practices

Campus Based Programs

- Based on Casey Family Programs: Supporting Success
 - Financial Support
 - Academic Support
 - Social/Emotional Support
 - Designated Points of Contact on Campuses

Statewide Networks of Support

- Promote connectivity and sharing of ideas among Technical and University campuses
 - Regional meetings and Statewide conferences
 - Web based communication and social networking
 - Technical assistance for program development and enhancement



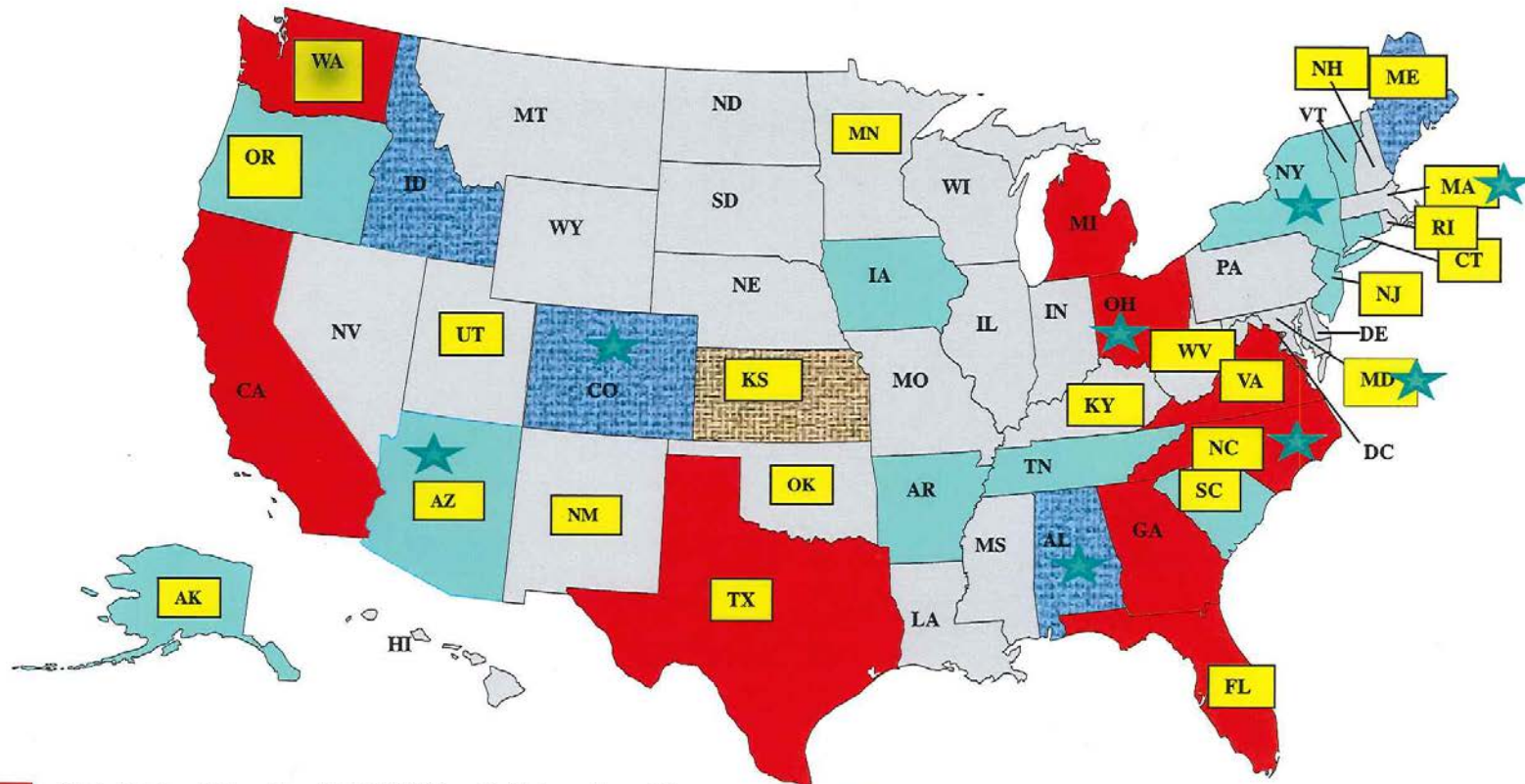
National Program Scan

- California: [Guardian Scholars](#) (campus based)
- Washington: [Passport and Governor's Scholarship](#) (statewide) and [Champions](#) (campus based)
- Michigan: [John Seita Scholars](#) (campus based) and [Fostering Success Michigan](#) (statewide)
- [Ohio/Texas/North Carolina/Alabama](#): Reach States (campus based/statewide)
- Virginia: [Great Expectations](#) (community college)



Foster Care and Postsecondary Education Policy, Practice and Collaboration Scan

5/9/14



State Higher Education/Child Welfare Collaborations (8)

Potential for systems collaboration (5)

Some college based support program(s) (11)

Statewide Gear Up Program (KS)

State Tuition Waiver Legislation (23)

Passport to College Promise (WA)

Foster Care to Success ETV Administered States
AL, AZ, CO, MA, MD, NC, NY, OH (8)

Unknown (26)



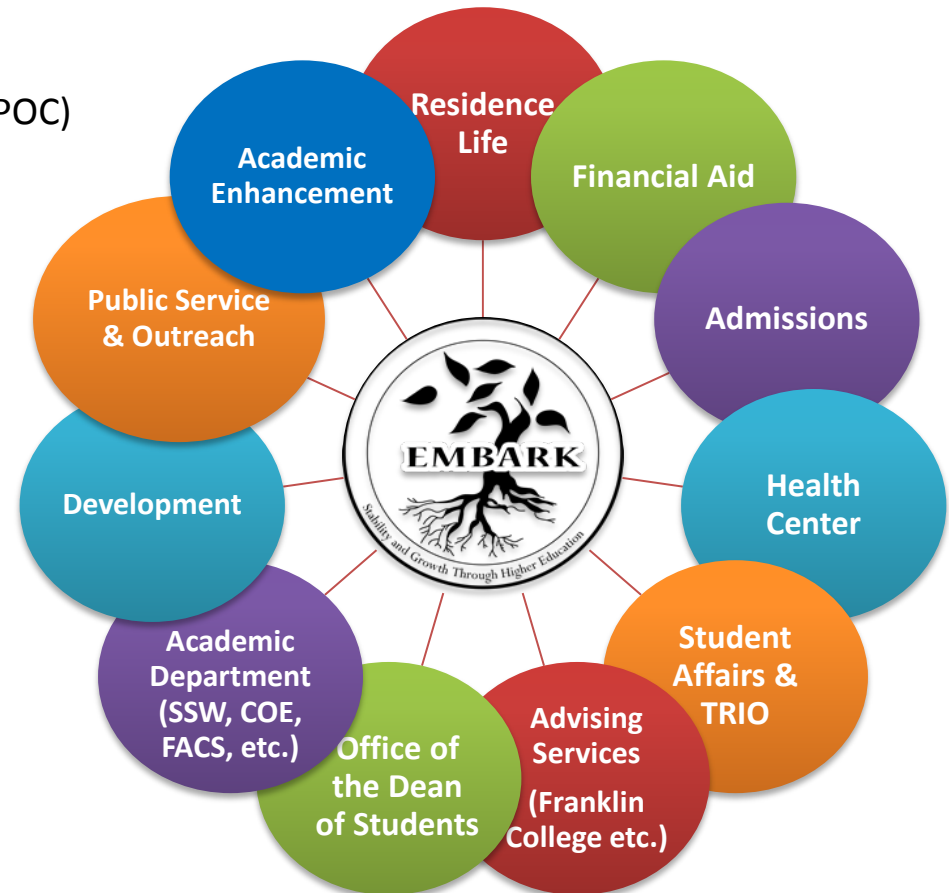
Current Campus Programming in GA

- Kennesaw State University: [CARE](#) (Homeless Specific)
- Savannah State University: [STAR](#)
- Embark Albany
 - Albany Technical College
 - Albany State University: Foster 2 College (F2C)
 - Darton State College
- Columbus State University: Embark on Education at CSU
- South Georgia State College: R.I.S.E. (Retention Involves Empowering Students)
- Georgia Gwinnett College: Grizzlies Serving Grizzlies
- Georgia State University: Embark Network at Georgia State University
- East Georgia State College: EGSC - Embark
- Southeastern Technical College (Swainsboro campus)
- Fort Valley State University: “The Vault”
- Georgia Institute of Technology: Embark
- Bainbridge College: Embark at Bainbridge
- The University of Georgia: [Embark](#)



Embark UGA Partners

- Office of Vice President for Public Service and Outreach
- Student Affairs
 - Student Support Services (Alan Campbell DPOC)
 - Health Center/Counseling and Psychiatric Services (CAPS)
 - Student Government Association
 - University Housing
 - Center for Leadership and Service
- Office of Institutional Diversity
- Family and Consumer Sciences
 - ASPIRE Clinic
- Franklin College of Arts and Sciences
- Office Vice President for Instruction
 - Office of Student Financial Aid
 - Undergraduate Admissions
 - Division of Academic Enhancement
- School of Social Work



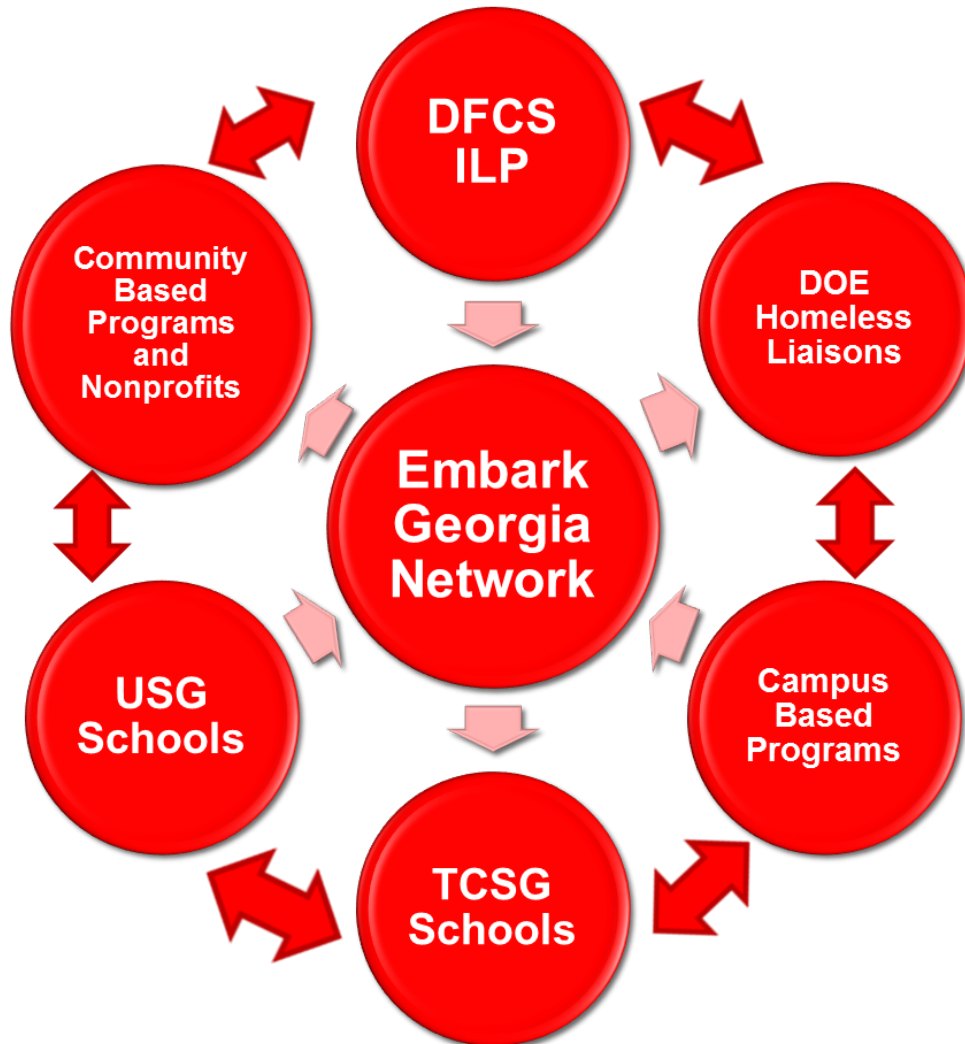


What's Happening On Campus at UGA?

- First Look
- Comprehensive Student Supports
- Emergency Housing Support
- Food Pantry: Open Monday – Friday 10am - 2pm
- Financial Hardships Page: Student Affairs
 - <http://financialhardship.uga.edu/>
- Hygiene Closet out of Dawson Hall/FACS
- CAPS and ASPIRE services
- Office of Student Financial Aid
 - Scholarships
 - Independent Student Identification
 - Book Scholarships (CTL)
- Thanksgiving Meal hosted by Housing
- Mentoring program
- Student Government Association welcome bags/Welcome Gift Baskets



Embark Georgia: Statewide Network



The Embark Georgia statewide network serves post-secondary professionals and institutions to ensure connectivity, share best practices, and provide information exchange among youth, community based stakeholders, and K-12 educators in support of former foster and homeless youth.



What's Happening With Embark Network?

- First Look
- Embark Conference in May
- Information Sharing
 - Newsletter
 - Website
 - Peer to Peer
- Designated Points of Contact
 - Your person on campus!
 - Annual DPOC meeting
- Research and Data Collection
- Leadership Development and Technical Assistance for Stakeholders
- Boosting Public Awareness



Embark Georgia Website

www.embarkgeorgia.org

The screenshot shows the website's header with the University of Georgia logo and 'Public Service and Outreach' text. The navigation bar includes 'EMBARK', 'HOME', 'ABOUT', 'NEWS', 'STATEWIDE NETWORK', 'STUDENTS', and 'CONTACT US'. Social media icons for a person, Facebook, and email are also present. The main content area features a background image of a notebook and a pen, with the following text: 'EMBARK Georgia is a statewide network of support for youth who have experienced foster care and/or homelessness and are enrolled or interested in attending any postsecondary educational institution in Georgia.' Below this text is a red 'LEARN MORE' button. At the bottom, a paragraph describes the J.W. Fanning Institute's mission to strengthen communities and increase college access for youth who have experienced foster care or homelessness.

University of Georgia Public Service and Outreach J.W. FANNING INSTITUTE for Leadership Development

EMBARK HOME ABOUT NEWS STATEWIDE NETWORK STUDENTS CONTACT US

EMBARK Georgia is a statewide network of support for youth who have experienced foster care and/or homelessness and are enrolled or interested in attending any postsecondary educational institution in Georgia.

LEARN MORE

The J.W. Fanning Institute for Leadership Development – a public service and outreach unit of the University of Georgia – is dedicated to strengthening communities, organizations, and individuals through leadership development, training, and education. The mission of EMBARK is to increase college access and retention for youth who have experienced foster care or homelessness. By creating a network of support on campus and across the state, EMBARK aims to improve the chances for every student to complete a degree or certificate program at one of the over 50 USG or TCSG institutions in Georgia.



Embark Georgia Website

<https://embarkgeorgia.org/statewide-network/campuses>

EMBARK
HOME
ABOUT
NEWS
STATEWIDE NETWORK
STUDENTS
CONTACT US

MAIN MENU

- Home
- About ▾
- News
- Statewide Network ▾
- Students ▾
- Contact Us ▾

DESIGNATED POINTS OF CONTACT

What is a Designated Point of Contact (DPOC)? As of July 1, 2014 both the University System of Georgia (USG) and the Technical College System of Georgia (TCSG) made it a policy to have a person on all public institutions who is designated to answering questions for youth experiencing foster care or homelessness. This list is published on this website in addition to USG and TCSG pages. According to both Casey Family Programs and National Association for the Education of Homeless Children and Youth (NAEHYC) a best practice to ensure these youth are receiving all the information they need is to have one person on campus dedicated to this work.

While all campuses have a DPOC, not all campuses currently have programming for these young people. The list below serves as a way to publicize the DPOC, but also to highlight those schools who are currently offering programming in the way of scholarships, non-academic support services and on campus peer activities. Please take a moment to search the interactive map and listing of programs.

EMBARK Georgia Designated Points of Contact

Institution	Contact	Email
Abraham Baldwin Agricultural College	Maggie Martin	mmartin@abac.edu
Albany State University	Mildred Polite	mildred.polite@asuram.edu
Albany Technical College	Carla Jester	cjester@albanytech.edu
Armstrong Atlantic State University	Yvette Upton	yvette.upton@armstrong.edu
Athens Technical College	Katie Kandalec Kell Fewox	kkandalec@athenstech.edu kfewox@athenstech.edu
Atlanta Metropolitan State College	Dorothy Williams	dwilliams@adm.edu
Atlanta Technical College	Sylvie Moses	smoses@atlantatech.edu
Augusta Technical College	Karissa Davis Kristie J Gregory	kdavis@augustatech.edu kgregory@augustatech.edu
Bainbridge State College	Rodney Carr	Rodney.carr@Bainbridge.edu
Bainbridge Technical College	Beverly Thompson	bthomps@bainbridge.edu
Central GA Technical College	Donna Dutcher Sabrina Coneway	ddutcher@centralgatech.edu sconeway@centralgatech.edu
Chattahoochee Technical College	Gregory Wooten	gregory.wooten@chat.edu

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Phone: 229.430.2995



2018 Embark Conference

Join us for the 2nd Annual Embark Georgia Leadership Conference!



Save the Date! May 17 - 18, 2018

UGA Hotel & Conference Center

The Embark Georgia Leadership Conference is a unique event that convenes professionals to consider important issues that young people who have experienced foster care and / or homelessness face while pursuing a postsecondary education.

Who should attend?

Higher education professionals, case managers, homeless liaisons, private foster care professionals, and any other community partners interested in supporting this group of students!

What's different in 2018?

New simulation activity, additional sessions, and additional networking opportunities with plenty of food!



www.embarkgeorgia.org



@EmbarkUGA





College is Expensive....

Financial Aid - awards based on your financial need

Types of financial aid

Grants

Merit-based scholarships

Need-based scholarships

Loans

Work study

Pell Grant

You are automatically eligible for the Pell Grant as a former foster youth

In some cases, Pell Grant will cover up to \$5000 a year in Tuition and Housing costs

Use the FAFSA4caster to guesstimate the aid you can receive to go to school

<https://studentaid.ed.gov/sa/fafsa/estimate>

**AND THEN THERE IS ETV
(for foster youth)**



ETV Funds

Criteria:

- Up to (not including) age 21
- Have completed high school or its equivalent
- Presently in care or spent six months in care after age 14
- Aged out of the foster care system at/after the age of 18
- Entered kinship guardianship after age 16
- Adopted after age 14

Depending on these factors youth could receive up to:

- \$12,500 per year up to age 21
- \$10,000 per year up to age 23
- \$5,000 per year up to age 25
**Based on state and federal fund availability

CONVERSATION...



**What has this information made you think about?
How can this information inform change?**

Contact Information



**J.W. Fanning Institute
for Leadership Development**
UNIVERSITY OF GEORGIA

J.W. Fanning Institute for Leadership Development

University of Georgia

1240 S. Lumpkin Street

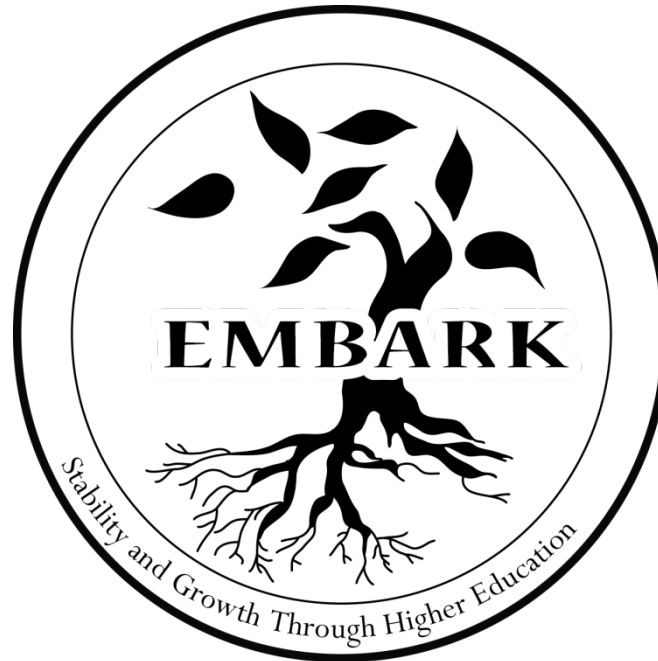
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Embark UGA will increase the opportunities for UGA students who have experienced foster care or homelessness by providing supports that promote success and well-being beyond an education.



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Sources:

Georgia College Access Toolkit (Fanning website)

NAEHCY Toolkit

Supporting Success

Fostering Success in Education: National Factsheet on the Educational Outcomes of Children in Foster Care