Appendix B:

Program Planning and Improvement Guide

Directions: This institutional self-assessment and discussion guide is offered as way of structuring a discussion on the topic of what is currently being done and what might be done to assist college students that are currently in or were formerly in foster care. The questions were suggested and reviewed by student support services staff in colleges that have gone through (or are going through) the process of developing support services in their colleges. Some questions are "yes," "needs work," and "no" in nature. Others ask for reflection on how services are or might be provided. Space is provided for prioritizing the need for work, a quick note for the action to be undertaken, dates, and assignment of responsibility. As in any good discussion, more questions should arise that will help focus the planning effort.

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	Work uth from	No care ne	Prio Low M Hiş	edium	Note/ Action	Target Date	Start Date	Completion Date	Responsibility
Activities Yes 1. Designate campus You	Need Work		Low M Hig	edium	Note/ Action	-			Responsibility
		care ne	and a nomin						
support staff with primary responsibility for program development and coordinating supportguid Not	es:	naviga	ting highe	-	staff person who has primary respon.	onsibility t	to identify	y them and co	onsistently provide
1.1 Do we know which (and how many) students are from care?									
1.2 Do we have a program (or programs) with a designated mission specific to coordinating the support needs of these students?1.3 If "yes" to number 1.2, is									

	<u> </u>						Status and Need for Pro-	ogram Dev	velopmen	t	
Core Elements and Key Activities	Yes	Status Need Work	No		Priority Med High		Note/ Action	Target Date	Start Date	Completion Date	Responsibility
the individual working with these students also working in formal or informal partnership with other offices on campus and in the community?											
1.4 If "yes" to number 1.2, are we conducting outreach to potential students who are have been in foster care?											
1.5 If "yes" to number 1.2, how are we supporting our current students from foster care?	Note	s, priori	ty, tarş	get date	es, and	l respo	nsibility:	1	I		
1.6 If "no" to number 1.2, which offices should be directly involved and which is best suited to take the lead in identifying and supporting youth from care?	Notes	s, priori	ty, targ	get date	es, and	l respo	nsibility:				
2. Internal and external champions	Chan Note:		orovide	e direct	and i	ndirec	program support through influent	ce, contact	s, advoca	cy, and some	times funding.
2.1 How could influential individuals assist the college in supporting students currently or formerly in foster care?	Notes	s, priori	ty, tarş	get date	es, and	l respo	nsibility:				

							Status and Need for Pro	ogram Dev	elopment	[
Core Elements and Key Activities	Yes	Status Need Work	No		Priority Medi High		Note/ Action	Target Date	Start Date	Completion Date	Responsibility
2.2 Have donors approached the college with a special interest in assisting these students or disadvantaged youth in general?											
2.3 If yes to 2.2, would any of these be potential champions?											
2.4 Are there influential faculty members who because of their personal or professional experience have an interest in the unique needs of these students?											
3. Collaborate with community support service agencies		g progra		should	have	strong	collaborative connections with loc	al social s	ervices ag	gencies, found	dations, and independent
3.1 Who on our campus is already connected with social service agencies and would be in a position to assist making connections with relevant foster care agencies?		-				-	onsibility:				
3.2 Which local, county, and state social service agencies, foundations, and	Note	s, priori	ty, targ	get dat	es, and	l respo	onsibility:				

						Status and Need for	Program Dev	elopment	t	
Core Elements and Key Activities	Yes	Status Need Work	No	Prio Low N Hi	Iedium	Note/ Action	Target Date	Start Date	Completion Date	Responsibility
Independent Living providers are we aware of that provide service to youth from care?						<u> </u>				
3.3 Does our institution already have a contract to provide Independent Living training for caregivers?										
4. Data-driven decision making		sions on 1. Not		idual supp	port and p	rogram development should be	based on data	1.		
4.1 Have we identified all students on campus are currently or were formerly in foster care?										
4. 2 If yes to 4.1, do we know the outcomes of these students in terms of grades, retention, graduation, engagement in school activities?										
4.3 If yes to 4.1, do we know what they think they need from the college to be successful?										
4.4 Does our student affairs staff know what they need to know to help these students										

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Core Elements and Key Activities	Yes	Status Need Work	No	Low N	ority Medium igh	Note/ Action	Target Date	Start Date	Completion Date	Responsibility
succeed? (E.g. Who they are? What a typical student's experience might have been? How much trust they might expect? Etc.)										
5. Staff peer support and professional development	New from Note	care.	ablishe	d suppor	t program	staff benefit from belonging to	a network of	peers in	other colleges	who support youth
5.1 What other colleges in our region or higher education system provide support to students currently or formerly in foster care? Who takes the lead?	Note	s, priori	ty, targ	get dates,	and respo	onsibility:				
5.2 How could we benefit from communication with the designated leaders in those colleges?	Note	s, priori	ty, targ	get dates,	and respo	onsibility:				
5.3 What agencies and foundations in our area might be interested and knowledgeable in helping us develop professional development and communication networks?	Note	s, priori	ty, tarş	get dates,	and respo	onsibility:				
6. Sustainability planning	Plan		ould be	undertak	to sust	ain successful support initiative	÷S.			

						Status and Need for	Program Dev	elopmen	t	
Yes	Status Need Work	No	Low		m	Note/ Action	Target Date	Start Date	Completion Date	Responsibility
Note	Notes, priority, target dates, and responsibility:									
Note	Notes, priority, target dates, and responsibility:									
Notes, priority, target dates, and responsibility:										
	Note	Yes Need Work	Yes Need Work No Image: Notest state	Yes Need Work No Low Image: Constraint of the strength of	Yes Need Work No Low Medium High Notes, priority, target dates, and no Notes, priority, target dates, and no	Yes Need Work No Low Medium High Image: Construction of the state	Status Priority Note/ Action Yes Need Work No Low Medium High Vertication Notes, priority, target dates, and responsibility:	Status Priority Note/ Action Target Date Yes Need Work No Low Medium High Note/ Action Target Date Notes, priority, target dates, and responsibility: Notes, priority, target dates, and responsibility:	Status Priority Note/Action Target Date Start Date Yes Need Work No Low Medium High Note/Action Target Date Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date Image: Start Date	Yes Need Work No Low Medium High Date Date Date Date Vest Vest Vest Vest Vest Vest Vest Date Date <td< td=""></td<>

					Status and Need for Pro	ogram Dev	elopment		
Core Elements and Key Activities	Yes	Status Need Work	No	Priority Low Medium High	Note /Action	Target Date	Start Date	Completion Date	Responsibility
7. Housing and other basic									

							Status and Need for	Program Dev	velopmen	t	
Core Elements and Key Activities	Yes	Status Need Work	No		Priority Medi High		Note /Action	Target Date	Start Date	Completion Date	Responsibility
needs		out dori				-	riority for available campus hound nce in finding stable, safe, affor	-	•		• •
7.1 Does our campus currently provide access to housing and food services to youth from foster care in the summer and during academic breaks?											
7.2 If no to 7.1, what process needs to be followed to gain such access?	Note	s, prior	ity, targ	get date	es, and	l respo	onsibility:		1	<u> </u>	
7.3 Does our campus currently provide priority access to housing for youth from foster care?											
7.4 If no to 7.3, what can be done to gain priority access?	Note	s, prior	ity, tarş	get date	es, and	l respo	onsibility:			<u> </u>	
7.5 For colleges that do not have housing, are there other segments of the student body (such as foreign students) for											

							Status and Need for Pro	ogram Dev	velopment	t	
Core Elements and Key Activities	Yes	Status Need Work	No] Low	Priority Medi High	7 ium	Note /Action	Target Date	Start Date	Completion Date	Responsibility
whom we provide or facilitate housing?											
7.6 If yes to 7.5, how can we expand to include youth from foster care?	Note	s, priori	ty, tarş	get date	es, and	l respo	onsibility:	1	I	1	
7.7 Who are the IL providers in our area and what resources do they have available for existing or prospective students?	Note	s, priori	ty, tarį	get date	es, and	l respo	onsibility:				
7.8 What governmental or private agencies address the low or no income housing issues in our area? How can we collaborate with these agencies?	Note	s, priori	ty, tarş	get date	es, and	l respo	onsibility:				
8. Financial aid—maximize financial aid resources		th from mizes t					ncial aid package that maximize	es funds t	o cover 1	tuition and l	iving expenses and
	Note	s:									
8. 1 Does one individual in the Financial Aid or other office specialize Chafee ETV funding.											

							Status and Need for Pro	ogram Dev	elopment		
Core Elements and Key Activities	Yes	Status Need Work	No		Priority / Medi High		Note /Action	Target Date	Start Date	Completion Date	Responsibility
 8.2 Have any local philanthropists identified youth from foster care as a target population for support? 8.3 Does the college have an emergency fund to assist independent students in a financial crisis? If so, how do students access it? 											
8.4 How do financial aid officers use data from the independent student question on the FAFSA form?	Note	s, priori	ty, tarş	get dat	es, and	l respo	l nsibility:	<u> </u>	<u> </u>		<u> </u>
8.5 Are our financial aid officers familiar with the difference between establishing youth from foster status for the FAFSA form and eligibility for Chafee ETV funds?											
9. Academic advising, career counseling, and supplemental support	Form Note		r yout	h bene	fit from	m freq	uent contact with knowledgeable a	nd consist	ent acade	mic and care	er counselors.
9.1 Do our academic advisors know which students are from foster											

							Status and Need for Pro	ogram Dev	elopment	;		
Core Elements and Key Activities	Yes	Status Need Work	No		Priority / Medi High		Note /Action	Target Date	Start Date	Completion Date	Responsibility	
care?												
9.2 If "no" to question 9.1, how might they get that information?	Note	Notes, priority, target dates, and responsibility:										
9.3 If "yes" to question 9.1, how are they using that information?	Notes, priority, target dates, and responsibility:											

Core Elements and Key Activities	Yes	Status Need Work	No	Priority Low Medium High	Note/ Action	Target Date	Start Date	Comp. Date	Responsibility					
10. Personal guidance, counseling, and supplemental support		y of ab		mental health cour eglect, and abandor	nseling, and health insurance are ess nment.	sential for	youth cor	ning from c	are because of their					
10.1 What proactive measures are in place to	Notes	s, priori	ty, targ	get dates, and respo	onsibility:									

		Status and Need for Program Development										
Core Elements and Key Activities	Yes	Status Need Work	No	Priority Low Medium High	Note/ A	Action	Target Date	Start Date	Comp. Date	Responsibility		
identify students with mental health issues? Could these measures be extended to target youth from foster care?												
10.2 What are the sources of mentorship on campus? Are the mentors trained? Could these resources be extended or training added to make them a valuable resources to youth from foster care?	Note	s, priori	ty, tarş	get dates, and respo	nsibility:							
10.3 What mental health services are available at no cost? Can the number of counseling sessions be increased to meet the needs of youth from foster care?	Note	s, priori	ty, tarş	get dates, and respo	nsibility:							
10.4 What financial aid resources are available to youth from foster care to cover the costs of health care in general and mental health care specifically?	Note	s, priori	ty, tarş	get dates, and respo	nsibility:							
11. Opportunities for student community	You	th from	ı foste	r care benefit from	n inclusion and o	engagement w	with campus	activitie	es. Some see	k out opportunities		

Status and Need for Program Development												
Core Elements and Key Activities	Status Yes Need No Work	Priority Low Medium High	Note/ Action	Target Date	Start Date	Comp. Date	Responsibility					
engagement and leadership	to be with other Notes:											
11.1 What are the typical ways that students engage with campus activities and how is that engagement encouraged?	Notes, priority, ta	rget dates, and responsil	pility:									
11.2 What barriers might exist to make the engagement of youth from foster care difficult?	Notes, priority, ta	Notes, priority, target dates, and responsibility:										
11.3 How might these barriers be broken down?	Notes, priority, ta	rget dates, and responsil	oility:									
12. Planned transition to college, between colleges, and to employment	complete an asso successful transit	ciate of arts degree, man ion to a career. Each of	planning for college, apply y require help transferring these transitions involves h for youth without family su	to a four year c etting go of one	college. M	ost youth nee	ed help making a					

		Status and Need for Program Development										
Core Elements and Key Activities	Yes	Status Need Work	No		Priority Medi High		Note/ Action	Target Date	Start Date	Comp. Date	Responsibility	
12.1 Do our college recruiters currently conduct outreach to youth from foster care?												
12.2 If no to 12.1, what opportunities exist to reach out to youth from foster care?	Note	s, priori	ty, tarş	get date	es, and	respo	nsibility:					
12.3 How does our financial aid office use the data from the FAFSA question (question 52 in 2008) to help guide students to support services?	Note	Notes, priority, target dates, and responsibility:										
12.4 Is our college transfer office aware of which students are from foster care?												
12.5 If yes to 12.4, how is that information obtained and how is it used?	Note	s, priori	ty, targ	get date	es, and	respo	nsibility:					
12.6 Does our college career and/or student employment center have a system for giving priority status to some student job seekers?												
12.7 If yes to 12.6, do	Note	s, priori	ty, targ	get dat	es, and	respo	onsibility:					

		Status and Need for Program Development										
Core Elements and Key Activities	StatusYesNeedWork		Low []	ority Medium (igh	Note/ Action	Target Date	Start Date	Comp. Date	Responsibility			
students from foster care get priority access to jobs? If not, what process is used to gain priority status?												
12.8 Does our career mentorship programs? How are they accessed?												