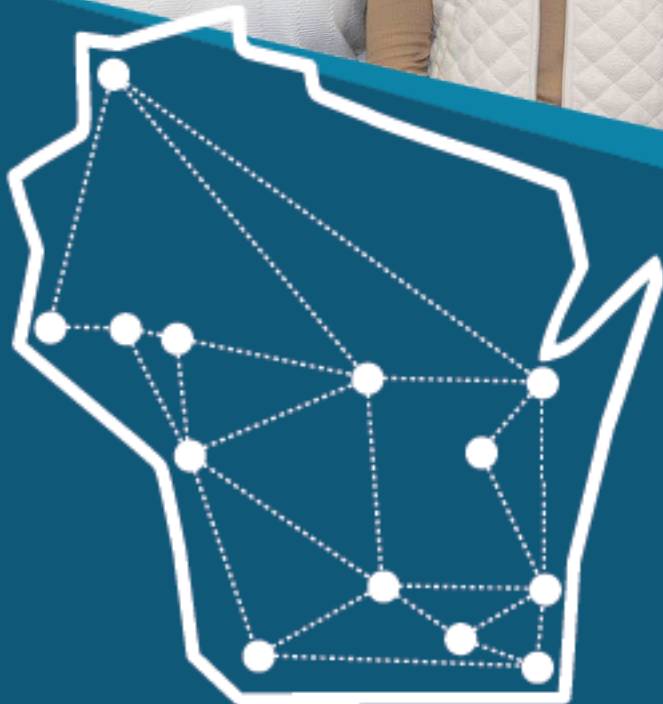




# FOSTERING SUCCESS PROGRAMS

2022-23 Annual Report



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# Executive Summary

## Program Overview

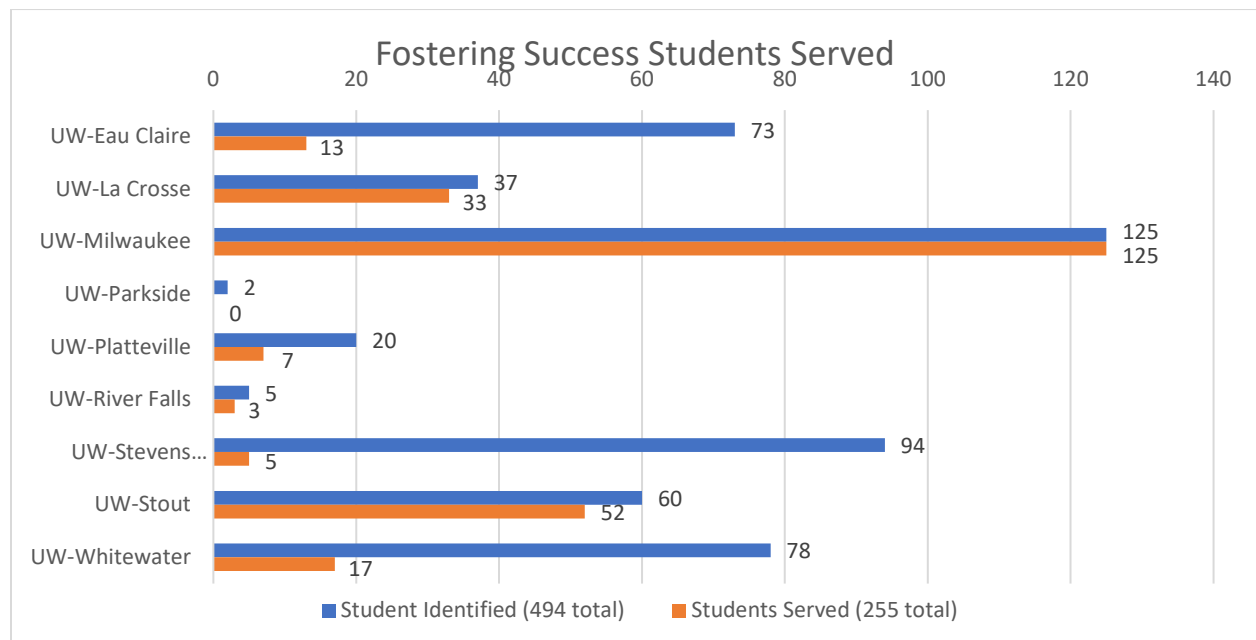
Universities of Wisconsin Fostering Success Programs provide individualized support, guidance, and resources for UW university students with lived experience in foster care, homelessness, or who were orphaned or wards of the court. Fostering success programs for college students are crucial to support those who have experienced foster care or other challenging backgrounds. Without them, very few will achieve their goal of earning a college degree, despite the fact that a majority aspire to do so (see graphic at right). These programs provide academic assistance, financial aid, mentorship, and emotional support to help students succeed in higher education. By addressing the unique needs and obstacles faced by former foster youth, fostering success programs increase their chances of obtaining a college degree and achieving a brighter future.

• 79-80% ASPIRE TO EARN COLLEGE DEGREE  
 • 33% graduate High School (Peers rate: 77%)  
 • 7-13% ENROLL IN COLLEGE (MORE IN PRISON)  
 • Less than 3% earn a Bachelors Degree

American SPCCC. [Get the Facts: Foster Care and Adoption](#)

In 2022-2023, Fostering Success programs entered their first full year of state funding, providing a total of \$500,000 across nine UW universities that applied for and received funding to support new or existing programs. At participating universities, 492 total students were identified as eligible for Fostering Success programs, with just over half of those engaging in services during 2022-23. A campus-by-campus breakdown of students identified and served can be found in Figure 1. Because programs differed in the ways they collected and reported these numbers in this first reporting period, it is believed that overall numbers are an underestimate of both identified and served students. Efforts at greater standardization are under way for 2023-24.

**Figure 1: Fostering Success Students Identified and Served**



## **Strategies for Identifying and Connecting with Eligible Students**

The main method of identifying eligible students for Fostering Success programs came from a question on the FAFSA application. Most campuses also explored other options for connecting with eligible students who did not submit a FAFSA application, and much of this effort was made before students arrived on campus. For instance, it was common for campuses to meet with surrounding K-12 schools and other community programs such as district homeless liaisons, group homes, foster care coordinators, school counselors and runaway/homeless youth programs. This outreach served not only to identify eligible students, but also to coach them through the admissions process and next steps. Multiple institutions also asked eligibility questions within a pre-orientation survey and followed up with students once they arrived for fall orientation. Another identification strategy shared by multiple campuses was networking with other student service offices, including admissions, financial aid, academic advising, and academic departments, to help make referrals. This outreach included providing education about eligibility requirements of the program and ensuring staff knew how and where to make referrals. Other more general strategies for recruitment included marketing campaigns on social media, posters around campuses, and holding open houses for the Fostering Success office.

## **Program Goals and Services Provided**

Individual campus program goals were created for the 2022-2023 academic year, many of which overlapped across the institutions. Building from a common purpose of increasing student enrollment, persistence, and graduation at UW universities, these programs also shared the following common goals:

- Incorporate strategies to identify eligible Fostering Success students
- Serve more eligible students in the Fostering Success program and increase the number of student touchpoints
- Expand Fostering Success student resources, education, and support (such as career/graduate school preparation, financial literacy, and assistance with housing and food insecurity)
- Improve student GPAs, persistence, retention, and graduation rates
- Create more connections with community partners and donors to enhance levels of programming and support

There were also many commonalities found in the services that the fostering success programs provided for students to bring them closer to reaching the above goals. These services covered the entire student lifecycle, from front-end recruiting activities, to getting students acclimated to campus, to helping students prepare for graduate school and careers at the end of their undergraduate programs. The following services were common across multiple fostering success programs at UW universities in 2022-2023:

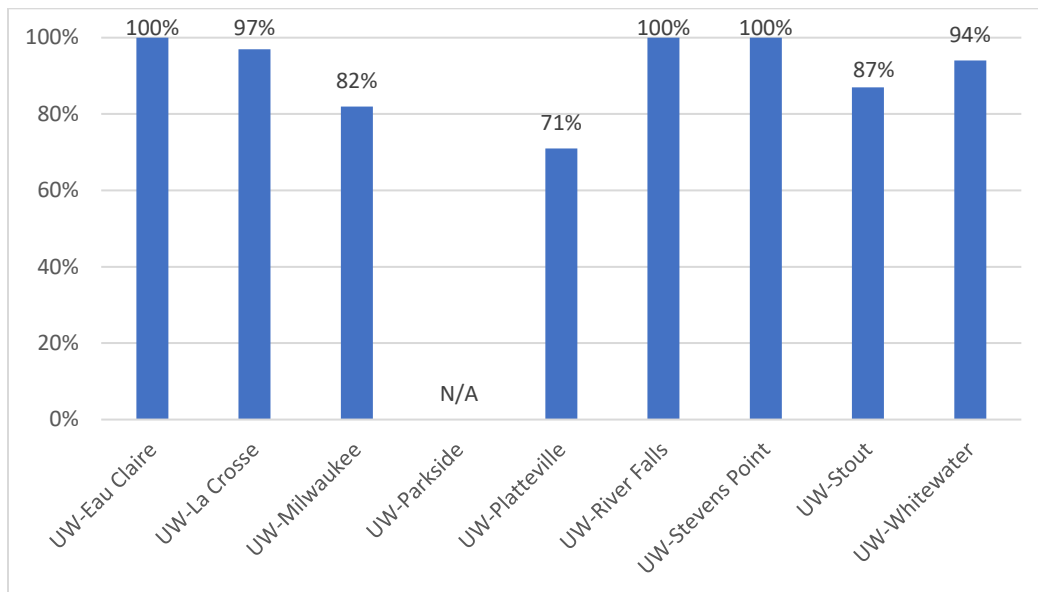
- Recruitment tools and programs for prospective students (campus tours, high school mentoring, community programming)
- First year orientation programming
- Academic support (study support, tutoring, tailored advising and coaching meetings, peer mentors)
- Basic needs resources (clothing, food, personal care/hygiene products, school supplies, printing credit, housing support, gas)

- Events to build community (dinners, regular meetings, social/cultural events, peer mentorship)
- Financial literacy education
- Emergency funds and scholarships
- Graduate school and career preparation

### Program Outcomes

A variety of individual program metrics were tracked on each campus. Across all programs, both GPA and semester-to-semester retention data were tracked. These and other metrics will be critical to follow over time given the low baseline of college attainment in this student population in general. In 2022-23, the overall average GPA for students who engaged in Fostering Success programs was 2.71. This is well above the 2.0 needed to remain in good academic standing. In addition, the number of students retained from one semester to the next, or who graduated at the end of a term, showed strong early success for students engaged with Fostering Success programs (see Figure 2). NOTE: UW-Parkside was unsuccessful in engaging and serving eligible students in 2022-23, and therefore could not report retention data.

**Figure 2: Percentage of Students Retained/Graduated—Fall 2022 to Spring 2023**



### Student Success Stories

To give a more personal voice to some of the early outcomes, programs were invited to submit success stories from students. A few quotes that were shared are included below, which emphasize the profound impact Fostering Success programs can have on student success.

- “FSI was a wonderful program to be a part of during my years at Whitewater. They helped me feel welcomed and supported when I didn't have anyone else.” – UW-Whitewater student.
- “Without fostering success, I would have been very lost trying to navigate through confusing and stressful college requirements. [Fostering Success staff] helped lay out the path that would be the easiest, cost efficient, and highest probability of me creating success from my

little resources. Without [FS staff] pushing me to apply for the Nursing Scholars Program I would have missed out on a fantastic opportunity of getting direct admission to the prestigious nursing program here at UWM. I cannot be more grateful for her and the Fostering Success Program.” – UW-Milwaukee student

- “Fostering Success helped me with more than just academics. When I was in a car accident, they connected me with the UWM Legal Clinic to get help with my case. They also were able to help with my past due balance at the Health and Wellness Center. This made it possible to have less stress and be able to focus on my classes.” – UW-Milwaukee student
- “There are many kids in foster care who don’t have people to show them what’s possible. I want them to see that while they’ll have to work hard, college is possible for them. It’s really cool to know that I can have such a personal impact. Just knowing that we can offer that kind of support and inspiration is super huge.” – UW-Eau Claire graduate intern

### **Program Funding and Structure**

The 2021-2023 Wisconsin State biennial budget included \$750,000 in funding to the Universities of Wisconsin to support foster youth programming. The state budget provided \$250,000 in the first year of the biennium and \$500,000 in an ongoing appropriation in the second year of the biennium. The funds required the Joint Finance Committee to approve release of the funds, which did not occur until February 2022.

Individual UW universities applied to the system office for up to \$70,000 to start new Fostering Success programs or to invest in existing programs. The initial grant cycle provided two funding sources; \$20,000 in one time funding provided for 2021-2022 and \$50,000 for 2022-2023 that could be part of a continuing appropriation.

Nine program proposals were ultimately approved for a total of \$630,000 in funding. After a portion of remaining funds were allocated toward hiring a technical support person from one of the universities with an existing program (via a partial contract buy-out), the remaining 2021-2022 funds were divided proportionately between the nine programs.

The technical support person created a community of practice among all program coordinators and provided guidance and support to assist newer programs in becoming established. The part-time position will be continued in 2023-24 and perhaps longer to ensure subject-matter expertise is available to help programs evolve and improve.

Programs submitted end-of-year budget summaries to Universities of Wisconsin administration, including proposals for use of carryover funds, which were all approved. It is anticipated that each program will receive a continued annual appropriation of at least \$50,000 in future years, as long as program goals and objectives are met.

### **Noninstitutional commitment / Additional support**

Although noninstitutional support was not required to receive Fostering Success funds, many programs had established partnerships or began new partnerships to provide additional support for program needs. The majority of the noninstitutional support came to programs in the form of donations, both monetary gifts and physical supplies for student use (e.g., towels, soap, blankets). Multiple programs also worked with their alumni and foundation offices to assist with donor

relations, marketing campaigns, and setting up ways for donors to contribute to general and emergency funds. Other donations included items such as wellness vouchers, technology, care packages, and items for campus food shelves. Finally, many programs also applied for grant funding, created fundraising opportunities, and reached out to community partners to build financial support for Fostering Success programs. The state funding has been essential to getting programs off the ground, and supplements to the \$50,000 base funding are extremely helpful in meeting holistic student needs.

## **Staffing**

Staffing of Fostering Success programs includes a program coordinator on every campus who typically serves in the role part-time, balancing these duties with other campus responsibilities. Additional staffing is variable and may include additional professional staff, graduate interns and both undergraduate and graduate student staff. Overall, campuses noted that their staffing levels are generally sufficient, especially for those campuses that had professional staff sharing the workload. However, on campuses that have positions filled by student workers and interns, staffing stability is more tenuous. Multiple campuses noted that while they can make do with current staffing levels, additional help would be needed over time to achieve long-term goals of increasing their programming and serving more students.

## **Challenges**

Two main challenges were identified by universities as they launched their programs: 1) identifying eligible students, and 2) securing student participation. Many campuses used information provided by the financial aid office to determine eligible students and based their outreach on that list. However, not all students are captured through the FAFSA application, as that is a self-identified process and not all students apply for financial aid. Multiple Fostering Success programs worked with offices such as admissions, financial aid, advising, and academic departments to train them on program eligibility and how to make the referrals, and partnered with them in recruitment events. Another challenge with both identifying and recruiting eligible students to participate was staff turnover that created personnel gaps in some programs.

Once students were identified, universities indicated that emails and other marketing and outreach methods had mixed success in driving participation. One of the most effective strategies for communicating with students was via direct referrals from other university offices/staff. Securing participation in student support programs is a recognized challenge with this student population, related in part to lack of familiarity with higher education institutions and in part to issues with trust in people and institutions as a result of their personal histories. Informal feedback from program participants was collected by a few programs, with some students noting they felt overwhelmed by some forms of outreach and/or did not want to be associated with the foster youth label anymore. These challenges were not unexpected, and strategies for addressing them are summarized below.

## **Lessons Learned**

Multiple commonalities were identified between the universities in lessons learned as they established Fostering Success programs—lessons both in understanding the student population as well as how staff can be more prepared to work with these students:

*Communication:* The earlier program staff are able to identify eligible students and connect with them, the better participation a program will experience. Students become engaged through multiple contact opportunities and when they are provided with the opportunity to make personal connections. Relationship building has been identified as a key factor in connecting with this student population. It is important to reiterate that simply offering services will not draw these students in, since they have unique barriers to participation, noted elsewhere in this report, and also have many demands on their time and multiple entities requesting meetings, forms, verification documents, etc. Recruitment and engagement efforts need to be intentional, relationship focused, patient and persistent.

*Student Resources and Support:* Experience has shown that when given the proper support and resources through programs like Fostering Success, former foster youth can matriculate and graduate at higher rates, incur less debt, and more fully realize their personal and academic goals. When offering resources and support it is important to recognize that, while students in this population may want and need assistance, they do not necessarily want to be known as former foster youth and may want to be free from the label. In addition, it is also helpful for staff to recognize that this population is extremely resilient and hard-working but commonly has experienced high levels of trauma, which can impact their ability to perform well in a college setting. When students are understood and relationships are built, these students become more engaged and can both thrive academically and contribute significantly to the campus community.

*Staff Training:* Because the Fostering Success student population faces unique challenges, and there is a general lack of awareness regarding their needs at institutions of higher education, university staff members both within Fostering Success programs and throughout UW universities benefit from being trained in trauma-informed care. Providing these training opportunities is an investment in student success because they help faculty and staff better understand the student experience and to adjust approaches accordingly, both within and outside of the classroom.

*Impact:* An empowering feature of many Fostering Success programs allows participants to serve as role models and mentors, inspiring future foster youth to pursue higher education. Participants also often become advocates, using their college experiences to drive positive change and promote social justice on campus, in their communities, and even at state and national levels.

## **Future Goals and Conclusion**

Looking ahead to the upcoming year, Fostering Success programs have identified some common goals they wish to achieve. All programs plan to build upon methods to increase the number of eligible students identified and the number of students who are ultimately served by fostering success programs. The campus-specific summaries included in the remainder of this report provide additional detail to the information provided here, including targeted ways in which each program intends to evolve and improve upon their programming and services.

As stated in the introduction, Fostering Success programs hold immense promise in supporting a student population that faces many barriers to reaching their goal of a college degree. The efforts outlined in this report highlight considerable progress made in the initial stages of program evolution, and we look forward to seeing additional advancement in future years. A key goal of



producing and sharing this annual report is to highlight program experiences across the Universities of Wisconsin to benefit learning and growth for all programs.

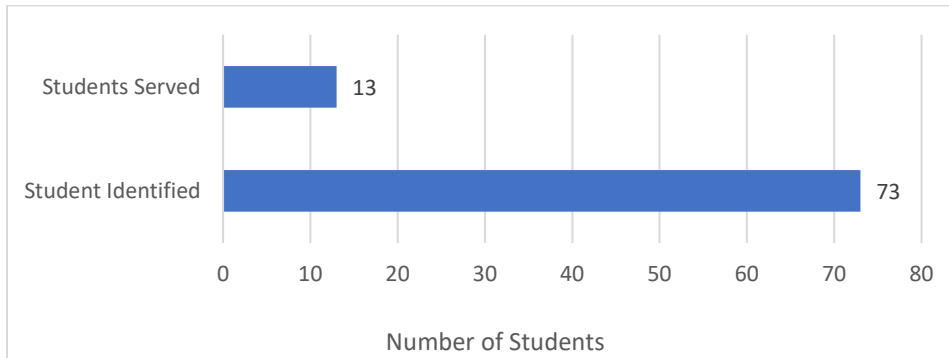
# UW-Eau Claire: Fostering Success

Program Location: Division of Equity, Diversity, and Inclusion; Center for EDI Training, Development & Education

Program Coordinator: Jodi Thesing-Ritter ([thesinjm@uwec.edu](mailto:thesinjm@uwec.edu); 715-836-3651)

Website: <https://www.uwec.edu/edi/edi-services-programs/fostering-success/>

## Fostering Success Students Identified and Served



## Strategies for Connecting with Eligible Students

- Meetings with surrounding K-12 schools to identify eligible students
- Meetings with academic departments to encourage program referrals
- Creation of an advisory board to assist in brainstorming outreach and recruitment strategies, coordinating donations, and offering services
- Open house for the office
- Marketing strategies: social media campaigns and posters on campus

## Programming and Services Provided

The programming and services identified in the original program proposal included the following:

- Outreach and access programming (such as campus tours, high school mentoring, and community programming)
- First year orientation programming for former foster youth
- Peer-to-peer mentorship program where older students serve as a mentor to first year students
- Faculty or staff 'college coach' who meets monthly with students to provide a caring adult connection to campus and the community
- Intentional advising to support academic success and retention
- Monthly events to connect foster youth with one another
- Access to laptops and other technology resources
- Emergency fund resources to provide just-in-time-finances to support retention
- Intercultural immersion experiences
- Access to study support and tutoring resources
- Access to clothing and food resources

With the exception of providing a college coach and first-year orientation programming, all of the other programming and services were provided to students in 2022-2023. While the program director and graduate assistant provided informal college coaching, faculty/staff coaches were not able to be selected and trained. Over the summer, interested faculty and staff were recruited to assist in this role for the 2023-24 year. Orientation programming also was not provided in 2022-23 as the grant was awarded after campus orientation programming had finished. Orientation programming has been planned for Fall 2023.

**Program Goals 2022-2023**

| Goal   | Outcome  |
|--|--|
| Increase matriculation rates of students who have been in the foster youth system  | Thirteen students served by the program in its first year.   |
| Collaborate with regional foster youth agencies to support application to UW-Eau Claire  | Collaboration focused on local high schools this year, through 3 lunch and learn events.   |
| Serve students from admission through graduation with the goal of increasing student well-being and sense of belonging, increasing retention of enrolled students, reducing time to degree, reduce indebtedness, and increase graduation rates | The establishment of a campus store, scholarships, internships, and monthly events provided program members with continuous financial, educational, and emotional support. Completion of other goals cannot yet be determined. |

**Non-Campus Student Outreach**

Program staff hosted three lunch-and-learns at local high schools in order to connect with eligible 9th-12th graders and discuss what Fostering Success can offer them. At the events, staff gave a short presentation, answered questions, and provided contact information. By establishing a connection with K-12 students early on, meaningful relationships can be fostered, and staff can provide the necessary support for eligible students to successfully matriculate, which will make it easier for foster youth or homeless youth to enter college.

**Additional Program Highlights**

UW-Eau Claire’s Fostering Success program offers a spacious campus store that is stocked with dozens of supply items for their students, including bedding, towels, school supplies, toiletries, cleaning supplies, and more. Fostering Success members can take as many items as they need for no charge and can anonymously request specific items and/or brands for us to purchase on their behalf. The program also hosts monthly Meaningful Meals, during which Fostering Success staff members prepare a meal and serve it to program participants. These events offer students the chance to relax, eat free food, connect with staff members, and get to know other Fostering Success students. These events are hosted at a staff member’s house whenever possible to provide students with a cozy and welcoming experience.

**Non-Institutional Commitments & Additional Support:**

- Solicited donations valued at over \$20,000
- Direct donations of materials such as quilts, towels, and soap
- Additional grant funding will be sought to further develop K-12 programming (sources not yet identified).

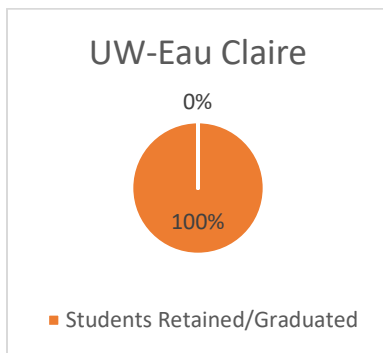
## Staffing

- Program coordinator
- Graduate assistant
- Undergraduate interns/peer mentors (4)
- Undergraduate student workers (3)

Staffing is currently insufficient as the graduate assistant position has not been secured for 2023-2024. UW-Eau Claire proposes to create a 60% position to replace the graduate assistant position in the original grant proposal.

## Common Program Metrics:

The average GPA of Fostering Success-eligible students served was 2.52 GPA. Of the 13 students served, all of them were either retained from fall to spring semester or graduated. We hope to continue this success as more students are incorporated into the program.



## Campus-Specific Program Metrics

- Metrics have been identified, but were not articulated in the annual reporting survey

## Student Feedback

Focus groups were conducted at the last event of spring semester, and feedback was informally requested on a continuous basis throughout the school year. There is not currently a formal evaluation process in place, but there is a plan to develop a quantitative feedback loop by December 2023.

## Program Goals 2023-2024

- Scale up the program and serve around 25-30 students
- Expand existing connections with K-12 school districts and county agencies in order to provide support for current foster youth and create a more direct path to matriculation
- Recruit and train faculty and staff to serve in a "college coach" position for first year Fostering Success students
- Develop and implement a training program for Fostering Success interns to become peer mentors to first year Fostering Success students
- Create and deliver trainings that teach higher education professionals about the barriers experienced by former foster youth

- Establish a formal evaluation system
- Provide tutoring services

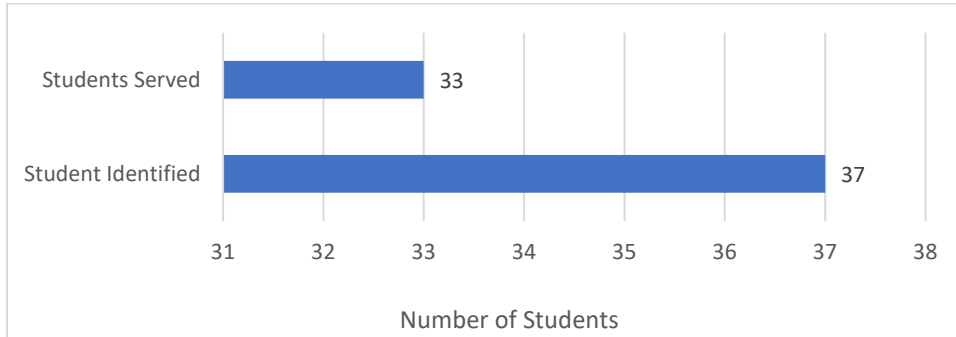
# UW-La Crosse: Fostering Success for Independent Scholars (FSIS)

Program Location: Division of Diversity and Inclusion; Student Support Services

Program Coordinator: Luke Fannin ([lfannin@uwlax.edu](mailto:lfannin@uwlax.edu); 608-785-8538)

Website: <https://www.uwlax.edu/student-support-services/fostering-success-for-independent-scholars/>

## Fostering Success Students Identified and Served



## Strategies for Connecting with Eligible Students

- Collected eligible student list from financial aid department and reached out to students via email
- Moving forward, connecting with the admissions office to assist in identification of eligible students through orientation materials and adding specific time at orientation to connect with those students earlier

## Programming and Services Provided

- Connection to TRIO Student Support Services, including tutoring, advising, peer mentoring, printing, etc.
- Students were presented with a variety of daily living, personal care, and school supplies which they were able to access at any time throughout the year.
- Leadership Development Retreat
- Career Tours
- Grad School Prep Retreat
- Scholarships

## Program Goals 2022-2023

| Goal  | Outcome   |
|---|---|
| Identify and serve every eligible student   | 33 of 37 total students were reached  |
| Active engagement in career development, graduate school preparation, and/or financial literacy programming | All enrolled students at some point accessed available online resources in these areas (via Canvas), but fewer than half (14) actively participated in a career tour, graduate school retreat, or financial literacy event. |

|   |  |
|---|--|
| Participants will persist, maintain good academic standing, and graduate at or above SSS objectives rates | FSIS participants are at 88% persistence (objective: 80%) and 79% good academic standing (objective: 93%). The program is too new for graduation rates to be compared to benchmarks. |
|---|--|

### **Non-Campus Student Outreach**

UWL FSIS students participated in a discussion panel at a local high school event for high school students who were interested in attending college. The panel was moderated by a UWL SSS/FSIS staff member, and focused on their students' experiences, particularly obstacles, opportunities, and success strategies. They were able to share a lot about the ways the program helped them to overcome hardship and be successful.

### **Additional Program Highlights**

The FSIS program received positive attention in the media and throughout the community, resulting in \$3,500 in private donations. The La Crosse Community Foundation expressed interest in further supporting the program, which would allow for the expansion of services and the ability to reach other marginalized populations on campus and throughout the community.

### **Non-Institutional Commitments & Additional Support**

- N/A

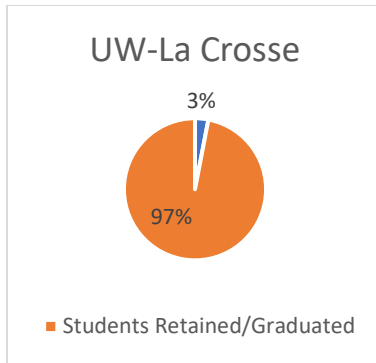
### **Staffing**

- Program Coordinator
- FSIS coordinator
- SSS math specialist
- Undergraduate intern
- SSS advising manager
- SSS advisors (2)
- Peer mentors/tutors

Staffing is currently sufficient with the program being housed within the Student Support Services program, which allows the program to take advantage of staffing resources within that office.

### **Common Program Metrics**

The average GPA of FS-eligible students served was 2.70 GPA. Of the 33 students served, 32 of them (97%) were either retained from fall to spring semester or graduated. We hope to continue this success as more students are incorporated into the program.



### **Campus-Specific Program Metrics**

- Persistence
- GPA (including good academic standing)
- Graduation rates (four-year and six-year)
- DFW rates (Grades of D, F or Withdrawal from course)
- Job placement/graduate program enrollment rates
- Student engagement with service offices (advising, career, counseling, personal needs, etc.)

### **Student Feedback**

Most students participating in the program did not respond to the request for feedback, but two students did provide video testimonials about the program and how it benefited them.

### **Program Goals 2023-2024**

- Establish family dinner (deepen community building efforts)
- Work with UWL Counseling & Testing to create FSIS support group
- Continue to work with La Crosse Community Foundation to secure additional funding and create internship opportunities for FSIS participants around the greater La Crosse region
- Maintain or improve all metrics
- Establish monthly community/cultural event



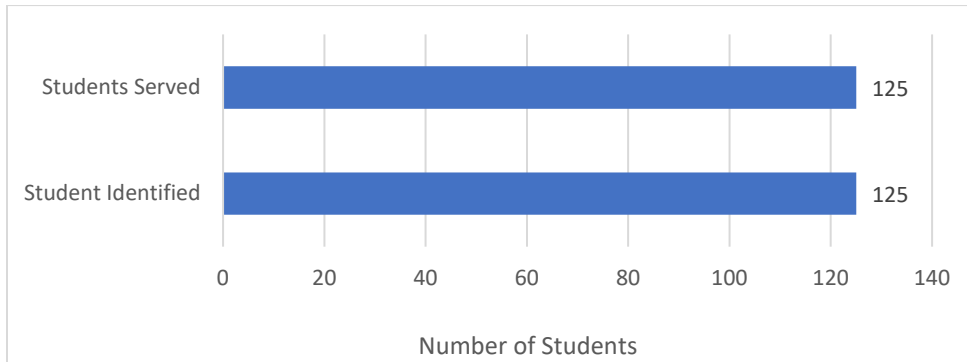
# UW-Milwaukee: Fostering Success at UWM

Program Location: Division of Enrollment Management; Student Success Center

Program Coordinator: Tawney Latona ([tawney@uwm.edu](mailto:tawney@uwm.edu); 414-229-4624)

Website: [uwm.edu/fosteringSUCCESS](http://uwm.edu/fosteringSUCCESS)

## Fostering Success Students Identified and Served



## Strategies for Connecting with Eligible Students

- Partner with admissions, financial services, and other campus departments to get leads for eligible students
- Connect with district homeless liaison, group homes, foster care coordinators, school counselors and runaway/homeless youth programs
- Hold monthly meetings for prospective students to coach students through the admissions process, next steps, and opportunities, and to help them start to build skills they will need at UWM
- Table at orientation
- Host visting programs on campus

## Programming and Services Provided

- Established a College Coaching model for both current and prospective students. The existing program did not have the staffing to maintain a coaching program. With the new funding the Fostering Success Coordinator position was created as a 100% FTE to operate a coaching initiative that was very successful. This past year there were over 280 coaching appointments for current students and over 90 for prospective students.
- Created a student organization and programming to build relationships among the Fostering Success students. The existing program did not have any programming related to relationship building among students. This year, with the new funding, the student organization Fostering Success Together was created, and they hosted eight events.
- Recruited more students and expanded outreach. The existing program had a network of on-campus partners and a handful of community partners. With the additional funding there was the opportunity to greatly expand the outreach to community groups and bring awareness to the larger campus community. The results of this effort more than doubled enrollment from Fall 2022 to Fall 2023.

### Program Goals and Outcomes 2022-2023

| Goal  | Outcome   |
|---|---|
| Increase incoming class by 20%, from 25 students in 2021-2022 to 30 students for 2022-2023  | This goal was completed and surpassed, increasing the incoming class from 25 students to 60 students  |
| Double the number of touchpoints (calls, texts, emails, and coaching appointments) for current students from approximately 15 per student in 2021-2022 to more than 30 in 2022-2023 | Due to the delay in receiving funding, this process did not start until after the fall semester was well underway, averaging 25 touch points per student over the course of the remainder of the year |

### Non-Campus Student Outreach

Program staff reached out to prospective students through monthly coaching and presented at the Milwaukee Public Schools (MPS) Parents Program for students who are expecting. The program also participated in the Career Fair for Wellpoint Care Network and hosted a summer visit program for high school students.

### Additional Program Highlights

This year a Scholarship Mentor program was piloted in which interested students were paired with volunteer faculty and staff who helped them search and apply for scholarships. A recorded training was offered for the volunteers so they would have some direction on how to best assist the students in finding scholarships. There are plans to expand this program in fall 2023.

### Non-Institutional Commitments & Additional Support

- \$2,840 in donations to UWM Foundation account
- Partnered with For Goodness Cakes to provide free birthday and graduation cakes to their students
- Partnered with Taskforce Uplift to provide laptops and mentor opportunities to two students who had parents in the military
- Ozaukee County Chi Chapter of Delta Kappa Gamma provided donations for the supply cabinet and set up a small fund that their members can make ongoing contributions to be used for special projects.
- Ozaukee County Retired Teachers Association provided the startup funds for their Wellness Voucher program that provides medicine to students in need
- Direct donations for supply closet, birthday bags, and care packages
- Planning to increase participation in the 414 for UWM Giving Day with UWM Foundation
- Alumni outreach campaign
- Seek out grant opportunities
- Fundraising through the Fostering Success Together student organization

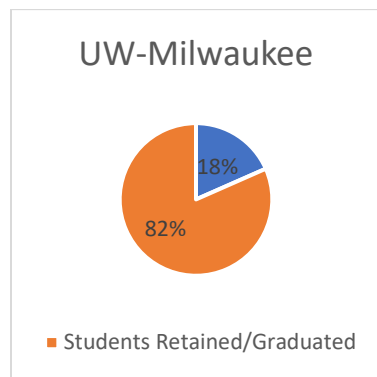
### Staffing

- Program Coordinator
- Graduate intern
- Undergraduate peer advocate

While staffing has grown thanks to state funding, additional staffing would benefit a program of our size. Additional staff could be used support additional coaching, recruitment, fundraising, and programming to keep up with the growing program.

### Common Program Metrics

The average GPA of Fostering Success-eligible students served was 2.57 GPA. Of the 125 students served, 103 of them (82%) were either retained from fall to spring semester or graduated. This statistic is an underestimate because some students were added to the program during spring semester, so no retention data is yet available. Nonetheless, we are pleased with the success of retaining a high percentage of students engaged with the program.



### Campus-Specific Program Metrics

- Retention
- GPA
- Graduation rates
- Number of coaching appointments and prospect student meetings

### Student Feedback

There was not a formal evaluation process for students to provide feedback. However, feedback was requested during individual meetings with the graduate assistant and peer advocate as well as when outreach phone calls were made. Student suggestions were then used to make changes to the program or incorporated into the programming and services. In the spring, students came up with the new program slogan and logo design, as the program strives to serve by living out the principle, “nothing about us without us.”

### Program Goals 2023-2024

- Establish a paid team of four students (graduate and undergraduate) to assist with running the student organization Fostering Success Together, coordinating events, and serving as advocates.
- Create a process to award student mini grants.
- Seek additional private donors and community grants.
- Expand the Scholarship Mentor program and increase the number of scholarships and grants students receive.
- Expand existing community connections.

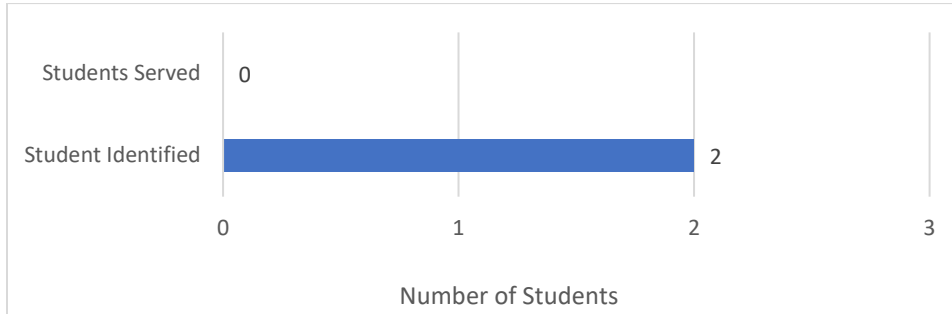
# UW-Parkside: Foster Youth Support

Program Location: Student Affairs and Enrollment; Financial Aid Department

Program Coordinator: Kristina Klemens, [klemens@uwp.edu](mailto:klemens@uwp.edu), 262-595-2574

Website: NA

## Fostering Success Students Identified and Served



**NOTE:** UW-Parkside was unable to launch a program during the 2022-23 academic year due to challenges with identifying eligible students and a series of staffing changes that necessitated moving program ownership. UW-Parkside staff are in conversations with program liaisons at the Universities of Wisconsin system office to determine the feasibility of offering a program in 2023-24. Pending the outcome of these discussions, prior year program funding will either be carried forward or returned to the system office for distribution.

## Program Goals 2023-2024

- Re-evaluate capacity to offer a program
- Develop a clear method of determining student eligibility for the program and student needs

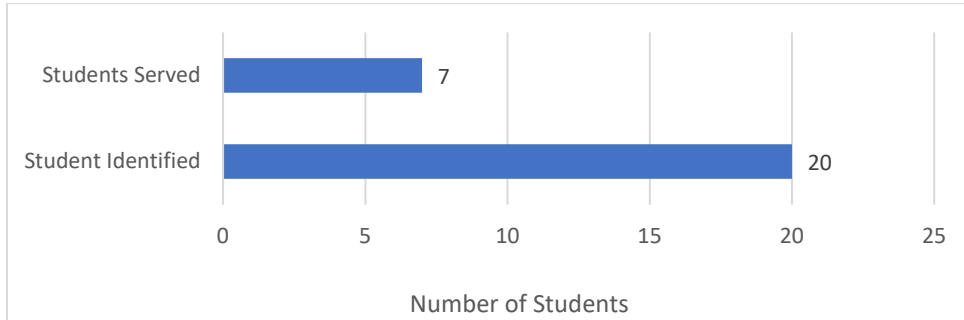
# UW-Platteville: Fostering Success

Program Location: Diversity, Equity, and Inclusion; TRIO Student Support Services

Program Coordinator: Quentin Sprengelmeyer ([sprengelmeyq@uwplatt.edu](mailto:sprengelmeyq@uwplatt.edu); 608-342-1814)

Website: NA

## Fostering Success Students Identified and Served



## Strategies for Connecting with Eligible Students

- With assistance from the financial aid office, students were identified using question 52 on the FAFSA application (at any time since you turned age 13, were both your parents deceased, were you in foster care, or were you a dependent or ward of the court?).
- Connected with campus departments about the program and encouraged referrals
- Partnered with admissions to host Foster Student Resource Day for high school students
- Moving forward, we plan to host an open house

## Programming and Services Provided

Direct services offered to students participating in Fostering Success included the following:

- Academic advising and coaching
- Financial literacy advisement
- Individualized tutoring
- Peer mentoring
- Free printing
- Opportunities to participate in social/cultural activities
- Short term housing opportunities over academic breaks
- Gas and grocery cards at least once per semester
- Access to a cabinet that provides free food, school supplies, and hygiene products.

Fostering Success participants also had the opportunity to earn a \$400 stipend each semester. This stipend was earned when participants successfully completed engagement opportunities. For example, students were expected to attend three TRIO workshops each semester, meet with their Fostering Success advisor and peer mentors twice monthly, and attend one joint cultural event and two monthly community meals to earn a stipend for that semester.

**Program Goals and Outcomes 2022-2023**

| <b>Goal</b>  | <b>Outcome</b>   |
|--|--|
| 80% of participants served by the Fostering Success program will persist from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year | Five of the seven (73%) participating students will be returning to the campus in the fall                       |
| 85% of all enrolled participants served by the Fostering Success program will meet the academic performance level required to stay in good academic standing at the grantee institution.                 | Five of the seven (73%) participating students returning to the campus in the fall are in good academic standing |
| 50% of incoming participants served in the Fostering Success program will graduate with a bachelor's degree or equivalent within six years.  | Cannot yet be determined, but students are on track  |

**Non-Campus Student Outreach**

UW-Platteville hosted a High School Foster Student resource day in the fall of 2022. High school students from the surrounding area came to campus to learn about the University and the Fostering Success Program.

**Additional Program Highlights**

Students were recruited and given opportunities to connect with each other. Some of the participants became friends and socialized outside of the program, and they became a support group to each other through difficult and stressful times. Being part of a small campus, the students were able to really bond and form a tight community.

**Non-Institutional Commitments & Additional Support**

- N/A

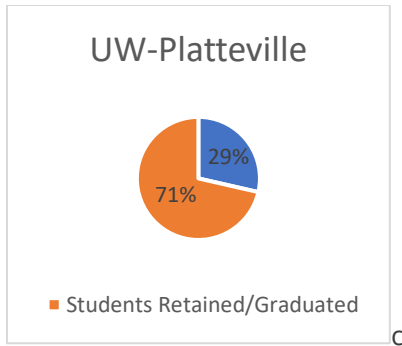
**Staffing**

- Program Coordinator
- Peer mentor

Staffing for the initial year was adequate, but it was not enough to expand the program and recruit more participants. Additional funding is written into the 2023-2024 budget to increase the staff advisor to at least 50% to meet the program needs and help it grow.

**Common Program Metrics**

The average GPA of Fostering Success-eligible students served was 3.0. Of the 7 students served, 5 of them (71%) were either retained from fall to spring semester or graduated. We hope to improve upon this success as more students are incorporated into the program.



### **Campus-Specific Program Metrics**

- Persistence rate
- Good academic standing
- Graduation rates

### **Student Feedback**

Students participated in program evaluation, and the main feedback was to increase recruiting to gain more participants and to hold monthly meals during lunch time.

### **Program Goals 2023-2024**

- 80% of participants served by the Fostering Success program will persist from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.
- 85% of all enrolled participants served by the Fostering Success program will meet the academic performance level required to stay in good academic standing at the grantee institution.
- 50% of incoming participants served in the Fostering Success program will graduate with a bachelor's degree or equivalent within six years.
- Increase the number of participants to a total of 12 students.
- Increase the number of hours the academic advisor works with program participants in a week.

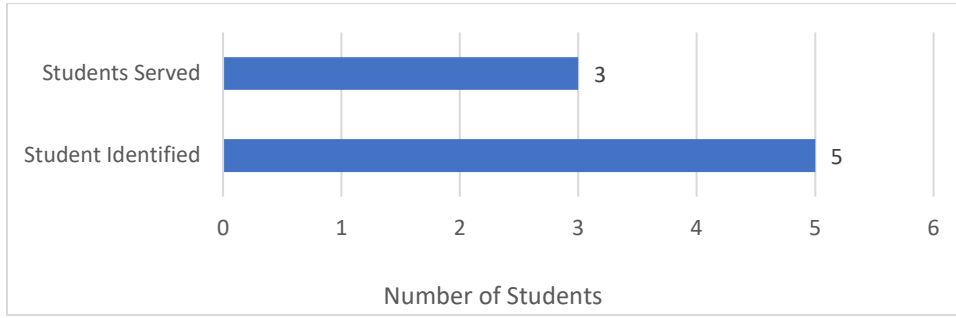
# UW-River Falls: Falcon Links Fostering Success

Program Location: Academic Affairs; Social Work Department

Program Coordinator: Tamara Kincaid, [tamara.kincaid@uwrp.edu](mailto:tamara.kincaid@uwrp.edu), 715-425-3376

Website: <https://www.uwrp.edu/falcon-links/>

## Fostering Success Students Identified and Served



## Strategies for Connecting with Eligible Students

- Posted flyers on campus
- Contacted Regional Independent Living Coordinators for MN/WI
- Discussed program with county social workers
- Online portal contacts
- Discussions with admissions, campus faculty, financial aid, and student services
- Face to face outreach

These efforts were only marginally helpful securing student engagement in the first year. There was not a staff member assigned as the independent living person for the region for most of the school year. Contact with the admissions staff was the most helpful as at least four new students for the 23-24 school year were referred by them. At least two additional students were identified but did not respond to outreach. One additional student had a housing crisis and was referred by a faculty member. Moving forward, training will be provided to the admissions staff for when they are reviewing students' personal statements so they can make appropriate referrals. An intern will also be attending the involvement fair on campus as well as attending new student orientation sessions to share information about the program.

## Programming and Services Provided

The following programs and services were intended to be provided to students in the Fostering Success program:

- Individual and group meetings
- Monthly dinners
- Financial aid assistance
- Welcome baskets
- Housing stipend for non-financial aid students



At least three students attended one individual meeting per month, but group meetings did not start until spring semester due to scheduling conflicts. Two students attended all four group meetings. Scheduling conflicts prevented the group dinners, but there is a plan to do group lunch and learn sessions this coming year to help with availability in scheduling. Two personalized welcome baskets were provided last year, and that service is planned again for the upcoming year. Previous students requested laundry supplies, cleaning supplies, bedding, so we would anticipate more of the same for this year. One student lost financial aid coverage for the Spring semester due to a mental health crisis that led to taking Incomplete grades, and the program provided one-time emergency housing payment for a residence hall room through emergency funds.

**Program Goals and Outcomes 2022-2023**

| <b>Goal</b>  | <b>Outcome</b>   |
|--|--|
| Engage eligible UWRF students (goal of 10)   | Five students were identified as eligible and three students were actively engaged in program.   |
| Falcon Links students will maintain active enrollment at UWRF through graduation   | All students identified remained enrolled in both semesters  |
| 80% of Falcon Links students will graduate with a bachelor's degree  | Cannot yet be determined   |
| 80% of Falcon Links engaged students will report satisfaction with the program and services  | 100% of the actively engaged students (five) reported satisfaction with the program and an interest in participating in efforts to expand the outreach during the 23-24 school year. |
| Falcon Links staff will reach out to current and former foster youth to provide information and pre-college experiences to prepare them for college enrollment | Only one student indicated an interest, so this goal was not fulfilled.  |

**Non-Campus Student Outreach**

Two prospective students will be starting this fall who reached out because of information they found on the website. Virtual contact has been maintained with them and meetings will begin with them formally once they are on campus. This is another part of the program that is anticipated to grow in the future. There is hope to have an intern next summer that can help do some of the reaching out during summer to prospective students, and the program will also be creating college education sessions for current foster youth to answer any general college questions they may have. The hope is to get to each of the western region counties for this outreach.

**Additional Program Highlights**

An area of opportunity was identified in supporting foster students from Minnesota. While these students are not able to access the independent living program funds to attend college out of state, UW-River Falls is still interested in providing support to ensure they stay at the university and successfully graduate. The cross-border situation (most UW-River Falls students are from Minnesota) is tricky, as it is often financially more advantageous for students to attend school in their home state, regardless of the institutional fit. One area of identified potential outreach could be provided to support Wisconsin students who are attending school across the border.

## Non-Institutional Commitments & Additional Support

- N/A

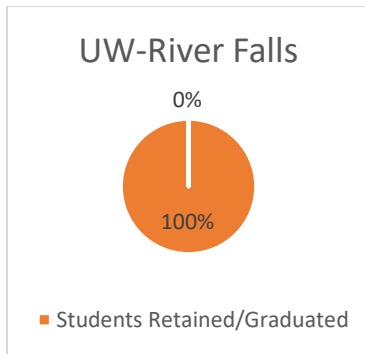
## Staffing

- Program Coordinator
- Graduate intern

Staffing is not currently sufficient. There were very few students served last year, but it is possible that the office was not staffed during the time students tried to visit. An intern has been hired for the fall, but staffing is currently uncertain for spring and summer 2024. More staffing is needed to properly recruit, engage, and serve fostering success students' needs.

## Common Program Metrics

The average GPA of FS-eligible students served was 3.2. All 3 students served were either retained from fall to spring semester or graduated. We hope to continue this success as more students are incorporated into the program in the future.



## Campus-Specific Program Metrics

- GPA
- Retention rates
- Course completion
- Meeting attendance (group and individual meetings)

## Student Feedback

Feedback was provided verbally from students when they were asked for their ideas for engagement and what they would like to see. They requested lunch meetings instead of dinners and encouraged the personalized welcome baskets. They also recommended having a special session with financial aid as well as having a connection to campus health and counseling services.

## Program Goals 2023-2024

- Engage 20 students in the program as active participants in individual and group meetings
- 80% of Falcon Links students will maintain full time enrollment from semester to semester
- 80% of participants will graduate with a bachelor's degree
- 80% of Falcon Links engaged students will report satisfaction with the program and services
- 50% of prospective students engaged will enroll in a degree seeking program at any college

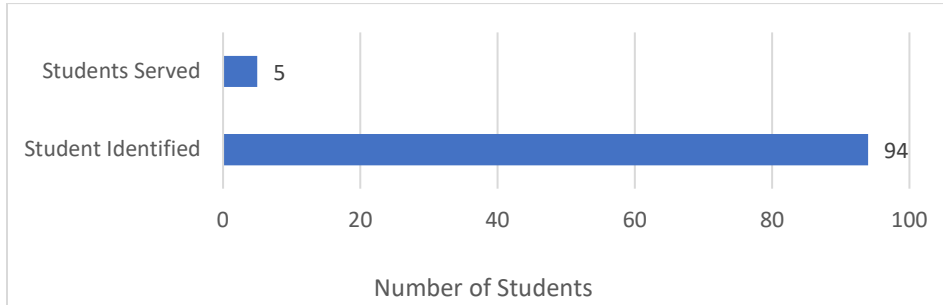
# UW-Stevens Point: Fostering Success Program (FSP)

Program Location: Division of Student Affairs; Student Success Center

Program Coordinator: Kenny Campbell Jr., [kcampbel@uwsp.edu](mailto:kcampbel@uwsp.edu), 715-346-2036

Website: <https://www.uwsp.edu/diversity-and-college-access/student-success-center/>

## Fostering Success Students Identified and Served



## Strategies for Connecting with Eligible Students

- Students were identified through FAFSA application
- Structured orientation programming for new students and early move-in
- On campus events to promote attendance
- Monthly emails and individual outreach
- Peer mentor engagement
- Connected with admissions office and community partners to provide information about the program and partner to give presentations to students
- Moving forward, use program alumni to share success stories and strengthen partnerships with community organizations that serve the target population

## Programming and Services Provided

UWSP had a pre-existing program called the LEAD Bridge/First-Year Experience Program to support incoming first year students who meet the following requirements:

- Meet UW-Stevens Point's admission requirements and commit to enrolling in UW-Stevens Point for the upcoming fall semester
- Identify with one or more of the following groups: Member of a historically underrepresented ethnic/racial group or LGBTQIAA+ community, first-generation college student (neither parent received a bachelor's degree), low socioeconomic status (financial need)

The FSP funding helped identify an additional 25 students who were eligible to join this LEAD program. Therefore, the foster care youth experience was added as another eligible category. This category was defined as students who were homeless, an orphan or ward of the court, were placed in foster care as a youth, or were placed in out of home care (kinship care, guardianship, group home placement). Out of the 160 students in the LEAD program last year, five were eligible in the Fostering Success Program category. The five who were in the LEAD program went through the structured program and services as proposed:

- *One-Week Transition Program Experience:* Participants moved into their residence hall one week early to help in the transition from high school to college.
- *Peer Mentor:* Each student was matched with an undergraduate peer mentor, who was at the sophomore level or higher. They met their peer mentor during the one-week transition program prior to fall semester and continued to meet through their first-year experience.
- *Diversity and College Access (DCA) Success Coach:* Participants were assigned to one of the student services coordinators who served as their DCA Success Coach. The DCA Success Coach connected these students to on and off campus resources to support their transition to college, and provide them with additional support for their personal, academic, and professional development.
- *Monthly Social and Community Engagement:* This committee planned social and engagement activities throughout their first-year experience.
- *Student Engagement:* DCA has centers for student engagement activities, which include the Multicultural Resource Center (MRC), Native American Center (NAC), Queer Resource Center (QRC), and the Student Success Center. The centers also offer educational, social, and community engagement programs/events throughout the academic year.

### Program Goals and Outcomes 2022-2023

| Goal   | Outcome   |
|--|---|
| Establish a robust academic support system for foster students   | Implemented targeted academic resources (tutoring, study groups, and advising). Collaborated with faculty to ensure support and accommodations for foster students. Monitored student progress and provided timely assistance where necessary.  |
| Provide foster students with financial literacy education and assistance in navigating financial aid processes             | Conducted group and one-on-one sessions to educate students about financial management, budgeting, and understanding their financial aid packages. Offered ongoing support for scholarship applications and financial aid renewals.   |
| Improve the retention rate of formal foster students enrolled in the program   | The projected retention rate for the 22-23 cohort is around 55% (specific numbers to come in Oct 23). Implemented targeted retention strategies, including early intervention, mentorship programs, engagement activities and personalized support services. Continuously monitored student progress and implemented interventions to address challenges and enhance retention. |
| Gradually increase retention rates for foster students to ensure their persistence through the second and subsequent years | Set retention targets of 55% for the first year, 60% for the second year, and 65% by the third year. Implemented comprehensive support mechanisms, such as academic and social programming, peer mentoring, and proactive advising, to foster a sense of belonging and support student success.   |
| Cultivate a supportive and inclusive campus community that fosters social and emotional learning,                          | Developed programs and initiatives to promote a sense of belonging, cultural competency, and social-emotional well-being. Hosted community-building events, workshops, and  |

|   |  |
|---|--|
| overcoming social and cultural barriers.                                      | cultural celebrations. Collaborated with student organizations to enhance campus involvement and engagement.   |
| Increase the graduation rate for former foster students served by the program | Set a target of graduating at least 50% of the foster students served. Implemented personalized academic planning, career exploration, and mentorship programs to support students throughout their academic journey. Monitored progress, provided academic and career guidance, and connected students with relevant resources to facilitate degree completion. |

**Non-Campus Student Outreach**

One key engagement involved campus partnering with SPASH High School to create awareness among their current students about the availability of the Fostering Success Program (FSP) and the resources it provides. The goal of the partnership was to establish a direct connection with high school students who may be considering transitioning to a college or university setting. By informing them about FSP and its offerings, it ensured that these potential non-campus students had a clear understanding of the support available to them if they choose to pursue higher education at UWSP and that they had the necessary information and support systems in place to navigate the transition successfully. By engaging with non-campus students at SPASH High School, the outreach efforts aimed to establish a seamless connection between their high school experience and potential future enrollment in the UWSP campus program.

**Additional Program Highlights**

N/A

**Non-Institutional Commitments & Additional Support**

- Stevens Point Area School Public School District provided a letter endorsing grant application for the program and marketing the program to their students
- Independent Living provided an intern for the office
- Hosted an open house to raise awareness of FSP and market the program
- The Noel Family pledged up to \$10,000 to FSP for emergency student need, and they will work with the Holy Spirit Parish to help support students who are out of foster care
- Seeking out commitments from local community partners in the Portage County area as well as partnerships with local organizations such as Goodwill and the Salvation Army

**Staffing**

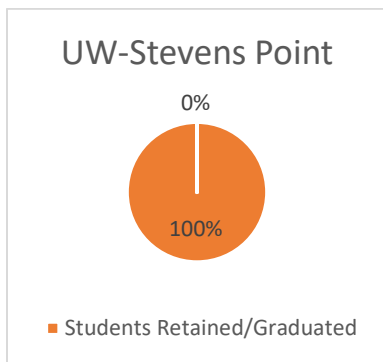
- Program Coordinator
- Director of diversity and college access
- Office manager
- Student success coordinator
- Peer mentors (2)

Staffing was not sufficient in 2022-2023. It took a significant amount of time to hire a Student Success Center Coordinator, but that position made a noticeable difference in such a short period of

time once filled. For 2023-2024, the program will be staffed to meet the needs of students. There will be a program coordinator and team of four student staff members who serve as peer mentors to program participants. This staffing structure ensures effective support and guidance for the students involved in the program.

### Common Program Metrics

The average GPA of Fostering Success-eligible students served was 2.48. All 5 students served were either retained from fall to spring semester or graduated. We hope to continue this success as more students are incorporated into the program in the future.



### Campus-Specific Program Metrics

- Cohort growth
- Walk-in appointments
- Event attendance

### Student Feedback

Two program assessments were carried out in 2022-2023. The first was provided through Qualtrics at the end of the one-week Summer Bridge program to get feedback about their experiences. The data gathered was used to implement programming for next year's LEAD Bridge program. The second assessment was also done through Qualtrics at the end of the academic year. This survey was sent to both peer mentors and program participants. By collecting feedback from those directly involved in the program, valuable insights were gained regarding the effectiveness of various aspects of the program and opportunities for improvement. Most students enjoyed the LEAD Bridge program experience and felt that they established a community which they may not have without the program. The key adjustment is to have more free time during the LEAD week to engage with the other students enrolled in the program.

### Program Goals 2023-2024

- Outreach and Recruitment: Recruit 25 eligible students into the FSP. The new coordinator and planned outreach and recruitment strategies will help to reach the goal.
- Build a comprehensive academic support system: Primary goal is to continue building a strong academic support system for FSP students. This includes fostering strong relationships with faculty, enhancing tutoring services, providing effective academic advising, and facilitating exploration of careers and majors/minors. There will be a focus on

optimizing these resources to ensure FSP students receive the necessary support to excel academically.

- Strengthen financial literacy and aid support: The aim is to enhance efforts in promoting financial literacy among FS students. By leveraging campus and community resources, students will be empowered with the knowledge and skills to make informed financial decisions. Students will also be actively connected with scholarship opportunities and ensure they have access to all available financial aid resources.
- Enhance student retention and graduation rates: Building on the previous year's retention goal, the aim for 2023-24 is to further increase the retention rate of FSP students. Peer mentorship and engagement with DCA Success Coaches will continue to be provided, while also focusing on fostering a sense of community and belonging on campus. Through social and cultural engagement events and supportive services, barriers will be proactively addressed to support and create an inclusive environment that promotes student persistence and success. Furthermore, academic progress will be monitored and targeted interventions will be provided to ensure students are on track to graduate within a reasonable timeframe.
- Foster a strong campus community and equity commitment: Efforts will be continued to foster a strong community and a commitment to equity on campus. By strengthening social and emotional learning, overcoming social and cultural barriers, and promoting engagement activities, an inclusive environment will be created where Fostering Success students feel supported and valued. Students will be referred to other resources as needed including, but not limited to, mental health, food scarcity, and housing.

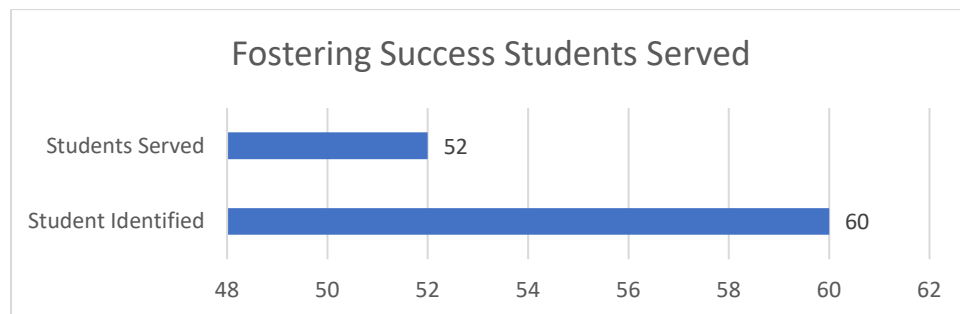
## UW-Stout: Fostering Success

Program Location: Equity, Diversity, and Inclusion; TRIO Student Support Services

Program Coordinator: Angie Ruppe, [ruppean@uwstout.edu](mailto:ruppean@uwstout.edu), 715-232-1556

Website: <https://www.uwstout.edu/life-stout/equity-diversity-and-inclusion/fostering-success>

### Fostering Success Students Identified and Served



### Strategies for Connecting with Eligible Students

Eligibility questions were asked in a pre-orientation survey, and a list of eligible students was created from survey responses and used to initiate contact via email. Follow ups were also done at the orientation resource fair and in the course registration labs. There was also communication through email post-orientation.

### Programming and Services Provided

As an existing program at UW-Stout, new funds were used to increase staff FTE which enabled the recruitment of approximately 97% of first year eligible students to the program. With funding provided through the Pathways initiative, Fostering Success was able to collaborate with the UW-Eau Claire Fostering Success program and provide a day camp program in summer 2023. Fostering Success was also able to distribute eight scholarships.

### Program Goals and Outcomes 2022-2023

| Goal  | Outcome  |
|---|--|
| Create a policy and procedure manual  | Completed  |
| Cultivate new donor relationships   | Completed with a result in a \$10,000 donation in June 2023  |
| Recruit all new first year students to the FS program   | Achieved recruitment of 97% of students  |
| Provide a community service event for students  | Completed  |
| Apply for a Thrivent Cares Action Team grant to purchase supplies to create overnight bags for youth currently in foster care | FS students stuffed 20 bags, which were then donated to the local Foster Closet to distribute to foster families/youth |



## Non-Campus Student Outreach

A summer program is available for Wisconsin foster youth in high school to provide information on all post-secondary options and available funding sources.

## Additional Program Highlights

Friends of Fostering Success collaborated with the Green Bay Packers during a fundraising event. A team of volunteers and students ran a concessions booth at a Packers game in November. A private donation covered the cost of the bus/transportation, and the Fostering Success program kept a portion of the concessions proceeds as well as all straight donations to the program. This event raised nearly \$4,000 for the Fostering Success program.

## Non-Institutional Commitments & Additional Support

- \$6,500 annually in Work Study funding for student staff
- Private donations in Foundation accounts: \$50,138 regular and \$35,170 endowed
- Continued work with Foundation to cultivate donor relations

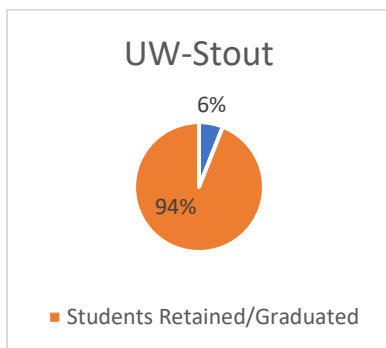
## Staffing

- Program Coordinator Director 10%
- Graduate assistant .25FTE
- Interim Fostering Success coaches (2) for a total of .40FTE

Staffing is not currently sufficient. The current staffing model of a 10% Director and 75% FS Coach (vacant position) is enough to serve needs of current students, but it is not enough FTE to grow the program. With the addition of a 100% FS Coach, there would be increased capacity to do targeted outreach to current students who are eligible but not yet part of the FS program.

## Common Program Metrics

The average GPA of Fostering Success-eligible students served was 2.95. Of the 52 students served, 49 of them (94%) were either retained from fall to spring semester or graduated. We hope to continue this success as more students are incorporated into the program in the future.



## Campus-Specific Program Metrics

- Degree completion
- Retention

- GPA

### **Student Feedback**

Not specified.

### **Program Goals 2023-2024**

- Recruit and fill vacant Fostering Success Coach position 75% FTE
- Recruit all new first year students to the program
- Add more programming/updates and intentionality to the Fostering Success family dinners for students' benefit
- Utilize Peer Mentors to connect with students in addition to staffing the supply closet
- Create an online ordering system for the Fostering Success supply closet
- Create an online Fostering Success scholarship and emergency aid request form to ensure equity
- Continue to seek out additional private donors and community grants

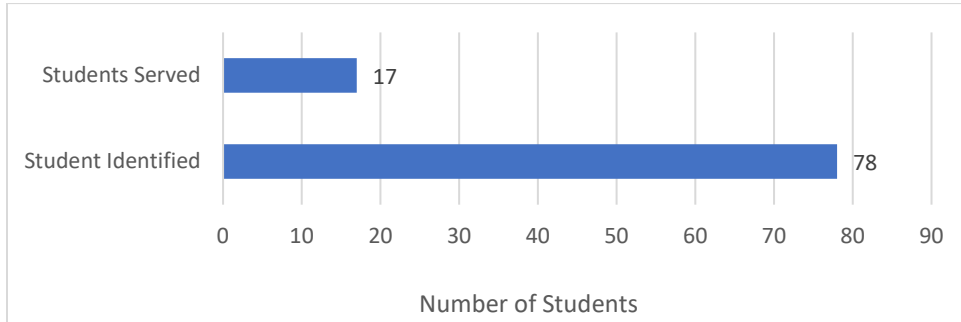
# UW-Whitewater: Fostering Success and Independence

Program Location: Division of Student Affairs; Dean of Students Office

Program Coordinator: Sarah Hessenauer, [hessenas@uww.edu](mailto:hessenas@uww.edu), 262-472-1203

Website: <https://www.uww.edu/cls/departments/social-work/fostering-success-and-independence>

## Fostering Success Students Identified and Served



## Strategies for Connecting with Eligible Students

- Tabling event was held on Rock County campus
- Flyers were posted around campus
- Booth was set up at orientation
- Worked with the financial aid office to obtain a list of eligible students
- Asked students about foster care status in the New Student Check-In Survey
- Advertised our services on our Facebook page  
<https://www.facebook.com/UWWFosteringSuccess/>
- Advertised the program in the New Student Seminar Instructor Newsletter
- 

## Programming and Services Provided

See "Program Goals and Outcomes 2022-2023"

## Program Goals and Outcomes 2022-2023

| Goal  | Outcome  |
|---|--|
| Establish a more permanent presence by creating a Fostering Success and Independence office.                    | Completed  |
| Get signage and window stickers for the identified spaces on both campuses                                      | Completed  |
| Make the office on the main campus welcoming and affirming (in-kind furniture, technology, and office supplies) | Completed  |
| Develop the peer mentor program   | Progress was made, but work will need to continue due to a staffing change |
| Identify and hire undergraduate and graduate students to support the program and staff the office               | Completed  |

|   |  |
|---|--|
| Develop a trained peer mentor program   | Program is developed and will be implemented and enhanced in 23-24   |
| Develop a plan to enhance integration efforts with Rock campus, including adding contacts at the Rock campus  | Additional contacts will be developed  |
| Offer long-term technology and checkout (Chromebooks, laptops for majors needing software not compatible with a Chromebook, hotspots, etc.) via collaboration with Andersen library's tracking software   | Completed  |
| Engage a larger percentage of fostering successful students in the program (goal of 20%, about six-eight students)  | Completed  |
| Conduct a needs assessment to identify family-centric events and offer "family day" alternative events.   | Assessment completed (minimal responses). The main need identified was financial support. This needs to be expanded. |
| Plan for a Learning Community or a Freshman Interest Group  | Learning Communities were reintroduced after previous program cut. More information needed.                          |
| Offer early arrival orientation for Fall 2023   | There is not yet a process for identifying students early enough, so this goal was not met.                          |
| Continue to work with UWW Foundation to educate donors about the program and to increase donations.   | Completed  |
| Raise awareness of the program and remove barriers to in-kind and financial donations for items that cannot be purchased with grant funds   | Completed and will continue to be addressed  |
| Develop a plan for awarding scholarships to Fostering Success and Independence eligible students (working with financial aid office).   | Completed  |
| Improve the pipeline of recruitment for Fostering Success and Independence students.  | Completed and will continue to be addressed  |
| Reach out to homeless liaisons and homeless high school students to be more intentional about college recruitment.  | Completed  |
| Collaborate with admissions to develop marketing and promotional materials  | Due to staffing changes in admissions, goal is pushed to 23-24   |
| Host on-campus recruitment events   | Completed and will continue through the 23-24 school year  |
| Build relationships with individuals at county Departments of Health and Human Services who work with and/or train foster parents   | Email messages were sent to the heads of the orgs that serve campus districts. Follow-ups will continue.             |
| Develop a tracking system to gather information about retention and graduation rates, students eligible to receive services, participation in programs, referrals, case management time and efforts, enrollment, and outreach of precollege students to college enrollment outcomes | A portion of this has been completed while some tracking elements are still in progress or development               |
| Collect data on pre and post learning on trauma informed practices training   | Training was held but yielded low attendance due to weather  |

### Non-Campus Student Outreach

In April 2023, 20 students were bused from Beloit School District to campus to provide an overview of campus and the FSI program. Program staff also attended a Counselor Breakfast at the UW-Whitewater Rock campus to educate local high school counselors about the program. In June 2023, three students were hosted as part of the statewide fostering success project (10 registered).

### Additional Program Highlights

N/A

### Non-Institutional Commitments & Additional Support

- Alumni Foundation added an option on their donation webpage for donors to give directly toward the program
- An Amazon Wishlist was created for people to purchase supplies for the program
- Seeking out commitments from local community partners in the Portage County area as well as partnerships with local organizations such as Goodwill and the Salvation Army

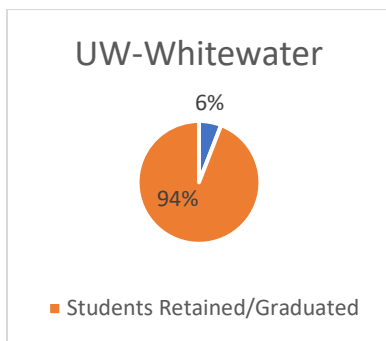
### Staffing

- Program Coordinator
- Professional Staff (4)
- Undergraduate student worker
- Graduate assistant

The staffing is currently sufficient. There will be an additional student starting in summer 2023, and we hope to have additional students hired in the 2023-2024 school year. Please note that the program coordinator and professional staff are only assigned to work 5-15% in the program. The majority of professional staff contributing to the program are in-kind donations.

### Common Program Metrics

The average GPA of Fostering Success-eligible students served was 2.23. Of the 17 students served, 16 of them (94%) were either retained from fall to spring semester or graduated. We hope to improve upon this success as more students are incorporated into the program.



### Campus-Specific Program Metrics

- Student names

- Face to face contacts and online informal contacts
- Referrals

### **Student Feedback**

Students feedback was not gathered in 2022-2023, but it is a program goal for the upcoming year.

### **Program Goals 2023-2024**

- Host four formal FSI events for students in the program
- Implement enhanced peer mentor training program based on Stout's program and other models that have demonstrated fidelity and evidence-based practices. A program has been developed but will be enhanced in the 2023-2024 school year.
- Develop a plan to enhance integration efforts with Rock campus, including adding contacts at the Rock County campus.
- Engage a larger percentage of fostering success students in FSI programming (goal would be 20% or approximately 8-10 students).
- Conduct a needs assessment to identify family-centric events and offer "family day" alternative events.
- Continue to plan for a Learning Community or a Freshman Interest Group
- Offer early arrival orientation in future fall semesters