



# Passport to College Promise Program: Supporting Students from Foster Care

**Program Update**

**May 2017**



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## EXECUTIVE SUMMARY

The Passport to College Promise program (Passport) was created in 2007 to help students from foster care prepare for and succeed in college. The program is administered by the Washington Student Achievement Council (WSAC). Students who have experienced foster care struggle with instability as a result of frequent home placements and school enrollments. This instability and lack of adult supporters after emancipation can hinder development, high school learning, academic engagement, and postsecondary success.<sup>1</sup> Between 500 and 700 youth each year emancipate from care, meeting the narrow Passport eligibility definition. Passport is a comprehensive program that provides crucial support to students from high school through higher education completion.

This report provides an update in four major program components: student identification, academic progress, financial resources, and outreach and support. Data analysis informs recommendations for improvements in each area. In general, postsecondary financial assistance is helping with student enrollment and persistence; however, additional outreach and support is needed at younger ages to ensure more Passport-eligible students are prepared for and enroll in postsecondary education. In addition, continued personalized support is needed while students are enrolled in order to increase completions of certificates and degrees.

Recent legislative updates to Passport are creating the opportunity for WSAC to better serve students from foster care. These improved services leverage work being done by the Supplemental Education and Transition Program (SETuP) and other partnerships by increasing the number of youth participating in age-appropriate college preparatory activities. These actions have the potential to boost enrollment in postsecondary programs directly after high school and move the state toward the goal of being number one in the nation for foster youth high school graduation rates, postsecondary enrollment, and postsecondary completion.

As recommendations are implemented, WSAC will continue to collaborate with our key partners, including the Department of Social and Human Services – Children’s Administration (CA), the Office of Superintendent of Public Instruction (OSPI), and the College Success Foundation (CSF), as well as social service providers contracted to provide program services, including Treehouse’s Graduation Success program. WSAC is committed to continual improvement in administration of student financial aid programs such as Passport, College Bound Scholarship, State Need Grant, and State Work Study. WSAC will engage with the Education Research and Data Center, CA, and OSPI to continue evaluating the academic progress of youth in care, particularly as the ten-year Roadmap for educational attainment in our state is updated in 2017.

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<sup>1</sup> Feight, H., Bell, B., Conway, A., Turner, S., Naigus, N., & Powers, L. (2016). Helping Young Adults from Foster Care Succeed In College. Portland, OR: Research and Training Center for Pathways to Positive Futures, Portland State University.

## Student Identification Findings

- The number of youth in care who meet the narrow Passport eligibility definition fluctuates each year—between 500 and 700 youth.
- While FAFSA filing signals intent to enroll, about 1/3 of eligible youth complete the application.

## Student Identification Recommendations

- Leverage Supplemental Education Transition Planning (SETuP) programming to improve outreach and FAFSA completion assistance to foster youth.
- Promote the [ReadySetGrad.org/fostercare](http://ReadySetGrad.org/fostercare) website, which is geared toward the educational needs of students from foster care.
- Leverage the College Bound auto-enrollment and 12th Year Campaign to improve FAFSA-filing for foster youth statewide.

## Academic Progress Findings

- Although the majority of enrollments occurred immediately after high school, additional outreach and support is needed for the one-third of students who are choosing to delay enrollment.
- The initial degree completions reflect a variety of academic and career pathways: of degrees awarded, 22 percent were certificates, 35 percent were associate degrees, and 29 percent were bachelor's degrees.

## Academic Progress Recommendations

- Improve outreach and support to increase enrollments of eligible students.
- Provide institution- and statewide-level data regarding academic outcomes to institutions, the College Success Foundation, and other partners.
- Share best practices related to student supports and individualized student support to improve persistence and completion outcomes.

## Financial Resources Findings

- Passport students receive higher levels of grant funding in their financial aid packages.
- Although some Passport students borrow, their rates of borrowing are lower than other low-income students.
- Passport students who have enrolled for the College Bound Scholarship typically do not receive College Bound funds. This is due to program rules intended to maximize their grant assistance.

## Financial Resources Recommendations

- Determine the degree to which Passport students are working through an employment data match.

## Outreach and Support Findings

- The automatic eligibility for College Bound has resulted in 3,600 youth participating in the program, yet the mobility of foster youth has created challenges in College Bound communications.
- In 2015-16, the College Success Foundation served 248 Passport students and 200 professionals providing direct services to youth in care.
- SETuP services are key to ensuring a systemic approach to improving educational outcomes for youth in care, yet demand for services exceeds available capacity.
- [ReadySetGrad.org/fostercare](http://ReadySetGrad.org/fostercare) has been established as a trusted resource, and statewide initiatives such as the 12th Year Campaign have been leveraged to target information to youth in care.
- Most institutions are providing recruitment and retention services to Passport students.

## Outreach and Support Recommendations

- Ensure the improved data match results in targeted communication to youth from care while protecting privacy.
- Increase the capacity for SETuP providers to deliver college-preparatory support services.
- WSAC and CSF should continue to collaborate to provide ongoing and timely training, support, and resources statewide for all professionals working directly with foster youth.
- Encourage additional institutions to offer a viable plan for support services.
- Partner with Treehouse Graduation Success staff to facilitate high school graduation and postsecondary enrollment and success.

## PROGRAM OVERVIEW

The Passport to College Promise Program (Passport) was created by the state of Washington in 2007 to help students from foster care prepare for and succeed in college. Passport is a comprehensive program that provides support to students from high school through higher education completion.

The primary purpose of Passport is increase educational outcomes for current and former foster youth through:

- Supporting students in care, ages 14 to 21, with postsecondary planning and preparation assistance (Supplemental Educational Transition Planning, or SETuP).
- Providing postsecondary support to students who age out of care, having spent at least one year in care after age 16.
  - Providing financial assistance from all sources to cover the cost of postsecondary attendance. This often includes a Passport Scholarship (\$4,500 maximum award) and other state and federal financial aid.
  - Offering incentives to postsecondary institutions to take intentional steps to recruit and retain former foster youth.
- Providing additional postsecondary student intervention and retention services to foster youth through a nonprofit organization. The current contract is with the College Success Foundation.

## PASSPORT IDENTIFICATION

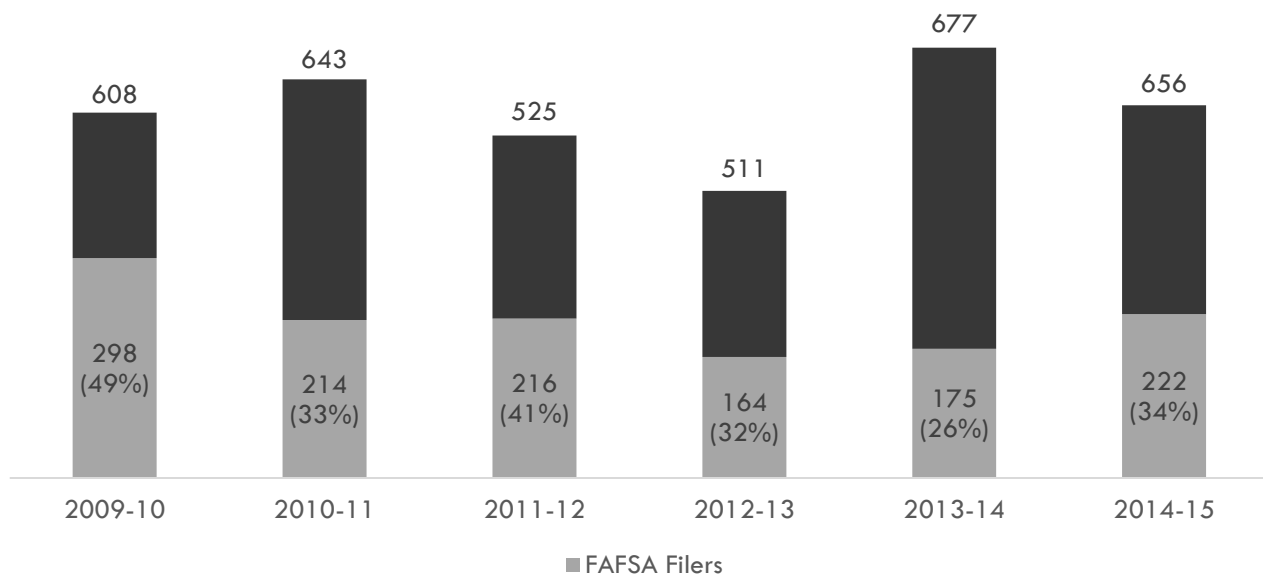
WSAC and the Department of Social and Health Services (DSHS) developed an automated process to verify student eligibility for the scholarship. Passport students complete the Free Application for Federal Student Aid (FAFSA) to be considered for most types of financial aid. Using a secure web portal, WSAC provides FAFSA records for students who indicate they were in foster care to DSHS for eligibility verification. As a result, students do not have to complete a separate application or provide personal documentation, and higher education institutions can easily verify eligibility.

The number of students eligible for Passport fluctuates each year, and the portion who show intent to enroll by completing a FAFSA also has varied, as shown in Figure 1. Nationally, 90 percent of students who complete the FAFSA enroll in college, compared to 55 percent for non-completers.<sup>2</sup> FAFSA filing is a key indicator of postsecondary enrollment, and additional outreach efforts could ensure more youth in foster care are aspiring to and preparing for postsecondary education.

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<sup>2</sup> Mark Kantrowitz, Student Aid Policy Analysis, FAFSA Completion Rates by Level and Control of Institution, October 14, 2009.

**Figure 1 – Passport Eligible Cohorts and FAFSA Applications**



Note: Eligible indicates in foster care for a minimum of one year after 16th birthday and in care at 17.5, or emancipated from care at age 18. Source: WSAC staff analysis of DSHS aggregate data and WSAC Passport eligibility data (CB15568 10/14/2016). Data are subject to change with updates from institutions.

These data indicate not enough youth are completing a FAFSA, or—as the next section will indicate—enrolling in postsecondary education. As such, more targeted outreach and support is needed throughout middle and high school. The support provided through the SETuP program could be expanded to serve more youth.

### Student Identification Findings

- The number of youth in care who meet the narrow Passport eligibility definition fluctuates each year, between 500 and 700 youth.
- While FAFSA filing signals intent to enroll, about 1/3 of eligible youth complete the application.

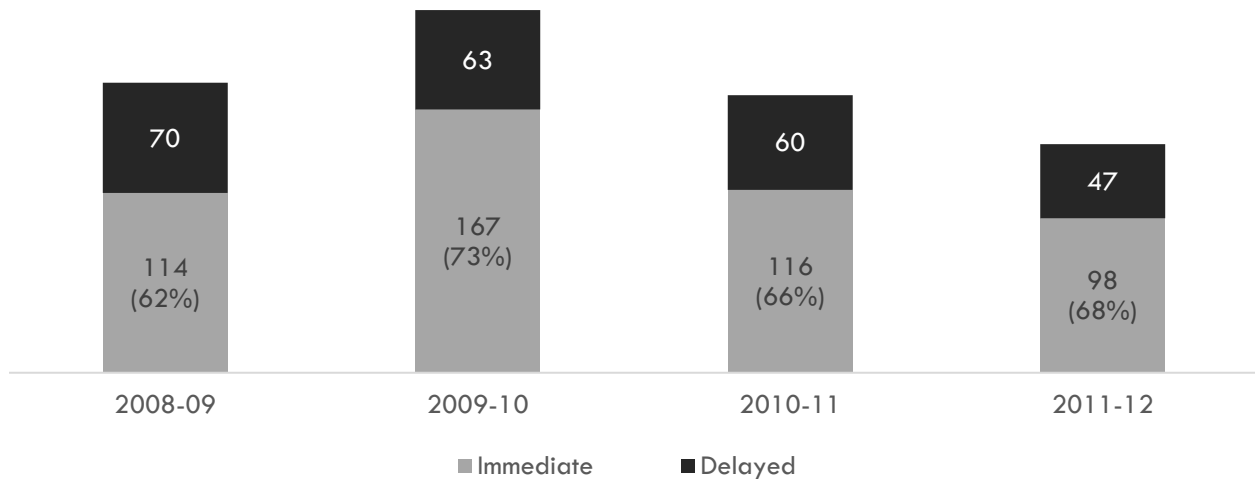
### Student Identification Recommendations

- Leverage Supplemental Education Transition Planning (SETuP) programming to improve outreach to foster youth and FAFSA completion assistance.
- Promote the [ReadySetGrad.org/fostercare](http://ReadySetGrad.org/fostercare) website geared toward the educational needs of students from foster care.
- Leverage the College Bound auto-enrollment and 12th Year Campaign to improve FAFSA-filing for foster youth statewide.

## PASSPORT ACADEMIC PROGRESS

Passport has been serving students in college for seven years—serving 1,286 students from 2008-09 through 2015-16. The four cohorts with four years of postsecondary enrollment data available were analyzed. About two-thirds enrolled immediately within a year of their high school graduation year, as shown in Figure 2. This indicates additional outreach and supports are needed both to increase enrollments and to ensure more students maintain momentum in high school to pursue education immediately following graduation.

**Figure 2 – Timing of Enrollment within Four Years by Cohort**



Source: WSAC staff analysis of Passport eligibility and award data and National Student Clearinghouse enrollment data (CB15651 10/14/2016).

Passport serves an average of 347 students annually, and the majority of students enroll in a community or technical college, as shown in Figure 3. Although the number of eligible students has varied, annual enrollments have remained fairly constant. Of the 396 students served in 2015-16, 37 percent were first-time students. See Appendix for enrollments by higher education institution.

**Figure 3 – Passport Students by Sector, over time**

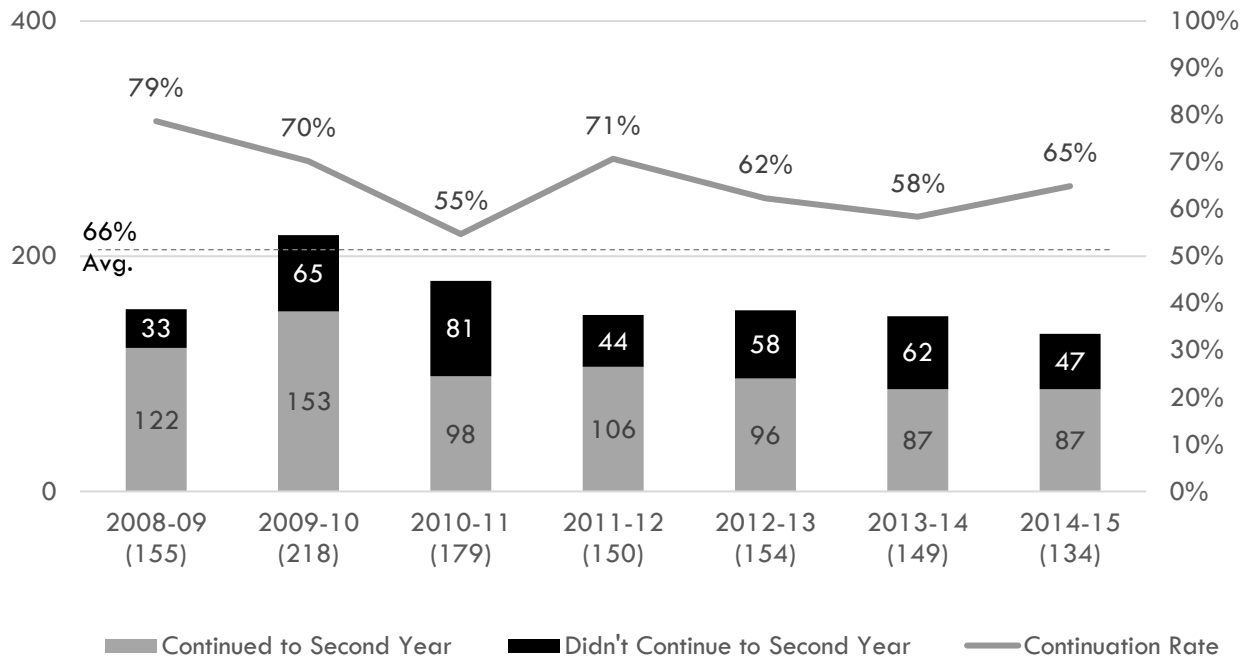
Sector	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Research	9	15	22	37	44	46	47	49
Regional	15	30	40	51	54	54	52	59
Private Four-Year	10	18	22	28	30	26	25	24
Community Technical	119	245	292	253	271	268	242	263
Private Career	4	11	6	3	6	12	6	6
Unduplicated Total	155	317	375	368	399	396	366	396

Source: WSAC staff analysis of Passport eligibility and award data (CB8121 10/14/2016).



Once enrolled, between 55 and 79 percent of Passport students continue their college enrollment to a second year. Since the majority of students enroll in community colleges, and Passport students represent several academic risk characteristics, these continuation rates are strong. However, when combined with completion information discussed below, ongoing individualized and personalized supports for Passport students are critical to their success.

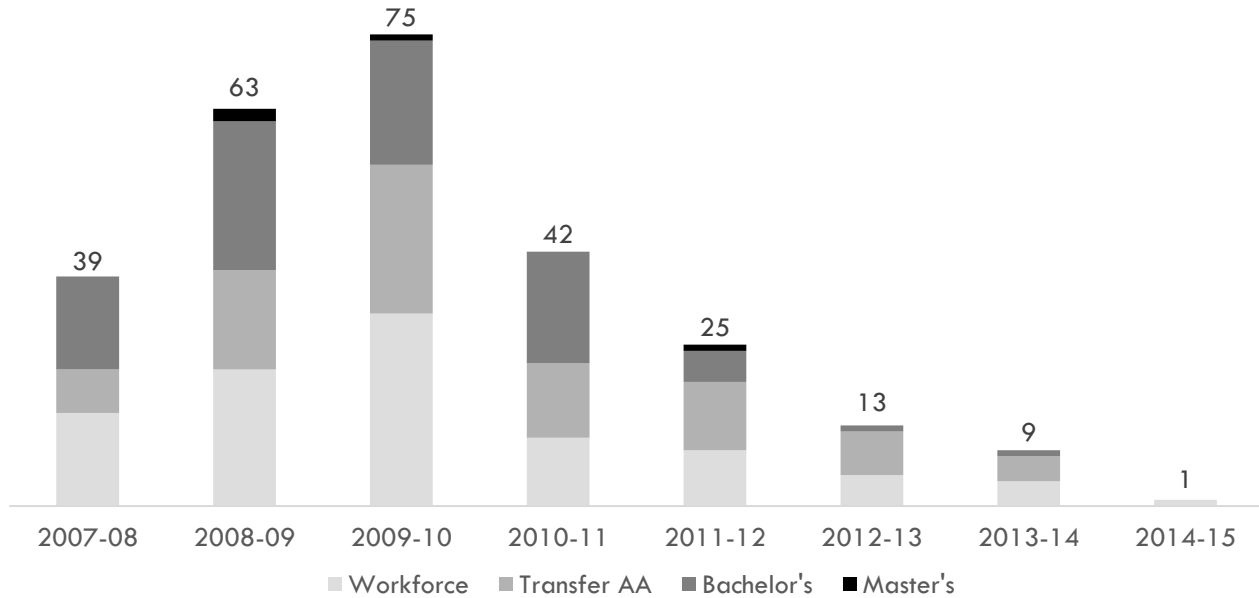
**Figure 4 – Passport Served Continuation Rates by First Year Served**



Source: WSAC staff analysis of Passport eligibility and award data and NSC enrollment data (CB15654 10/14/2016).

By December 2015, according to the National Student Clearinghouse, 190 Passport students had earned a total of 268 postsecondary credentials. About one-third of the credentials were bachelor's degree or higher, as shown in Figure 5.

**Figure 5 – Passport Postsecondary Credentials as of December 2015**



<b>268</b> credentials earned 2008 through 2015	<b>Bachelor's and Above</b> 88, 33%	<b>Associate</b> 94, 35%	<b>Certificates</b> 86, 32%
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Source: WSAC staff analysis of Passport eligibility and award data and NSC graduation data (CB15653 10/14/2016). For a small number of students where credential was unknown categorized it based on type of institution attended.

### Academic Progress Findings

- Although the majority of enrollments were immediately after high school, additional outreach and support is needed for the one-third of students who are choosing to delay enrollment.
- The initial degree completions reflect a variety of academic and career pathways; of degrees awarded, 22 percent were certificates, 35 percent were associate degrees, and 29 percent were bachelor's degrees.

### Academic Progress Recommendations

- Improve outreach and support to increase enrollments of eligible students.
- Provide institution- and statewide-level data regarding academic outcomes to institutions, the College Success Foundation, and other partners.
- Share best practices related to student supports and individualized student support to improve persistence and completion outcomes.

## FINANCIAL AID RESOURCES

The Passport scholarship is intended to coordinate with other funding. Passport scholarship awards were set at \$4,500 for 2015-16 academic year. Students may receive more than \$4,500 if they attend summer term. Overall, students received an average award of \$3,395, as shown in Figure 6.

**Figure 6 – 2015-16 Average Passport Award by Sector**

Sector	Average Award
Research	\$4,531
Comprehensive	\$3,841
Private Four-Year	\$4,219
Community & Technical	\$2,949
Private Career	\$3,165
Overall Average	\$3,395

Source: WSAC staff analysis of Passport eligibility and award data (CB8121 10/14/2016).

The majority of Passport students are receiving additional financial assistance from other state aid programs to meet their financial need, as shown in Figure 7. Passport student award packages are made up of 91 percent grant funding, compared to 75 percent grant funding for all State Need Grant recipients.

In addition to other state financial assistance, 24 percent of Passport students also received student loans, comprising 7 percent of their award packages. Of State Need Grant recipients, 46 percent borrowed loans, comprising 25 percent of their financial aid packages.

**Figure 7 – Passport Served Receiving Other State Aid 2015-16**

Sector	State Need Grant			College Bound Scholarship		
	Headcount	Percent Served	Average Award	Headcount	Percent Served	Average Award
Research	46	94%	\$4,630	2	4%	\$3,375
Comprehensive	57	97%	\$3,928	2	3%	\$2,250
Private Four-Year	24	100%	\$4,219	0	0%	\$0
Community & Technical	221	85%	\$3,210	14	5%	\$2,481
Private Career	5	83%	\$3,498	1	17%	\$6,000
Total	348	89%	\$3,635	18	5%	\$2,888

Source: WSAC staff analysis of Interim Report data and Unit Record Report data, 2014-15 (CB11545 12/29/2015).

## COLLEGE BOUND SCHOLARSHIP AWARDING

Although Passport students are automatically enrolled for the College Bound Scholarship, more than 90 percent do not receive the College Bound award in their package. College Bound has a requirement that the total state aid not exceed the amount of tuition, at public rates, plus a small book stipend. Passport combines with other grant assistance to meet the student's financial need, including non-tuition expenses such as room and board, transportation, and other costs.

Therefore, it is usually to the student's benefit to receive aid from State Need Grant, Passport and other state programs without College Bound funding. Additionally, to receive a College Bound Scholarship, a student must enroll in college within a year of high school graduation which makes those that delay beyond a year no longer eligible.

### Financial Resources Findings

- Passport students receive higher levels of grant funding in their financial aid packages.
- Although some Passport students borrow, their rates of borrowing are lower than other low-income students.
- Passport students who have enrolled for the College Bound Scholarship, typically do not receive College Bound funds due to program rules and to maximize their grant assistance.

### Financial Resources Recommendations

- Determine the degree to which Passport students are working through an Employment Security data match.

## STATEWIDE OUTREACH, SUPPORT AND COMMUNICATION

### COMMUNICATION AND STATEWIDE OUTREACH

WSAC leverages statewide outreach and support to serve foster youth. WSAC's 12th Year Campaign is designed to increase admissions and financial aid applications, particularly for students from underrepresented populations. The campaign provides materials, training, and application sign-up event support to high schools and community partners statewide. This includes training for counselors working with youth from care who are eligible to file the FAFSA as independent students.

The financial aid application cycle for the 2017-18 academic year has been moved up by three months. This information was heavily promoted through WSAC's training and communication channels, including the 12th Year Campaign. However it was recognized that foster youth should have a more targeted communication campaign.

WSAC partnered with CSF and DSHS to create a social media graphic and outreach plan specially targeted to guide students on completing the dependency questions on the FAFSA. The graphic, shown in Image 1, was developed with the help of a student focus group and had over 3,000 views on Twitter and Facebook. Additional information about the work that was done with the student focus group is described in the *College Success Foundation Services* section below.

Image 1 – Foster Youth Social Media Campaign Graphic

The graphic features a grid background. At the top, the text 'FOSTER CARE to COLLEGE' is displayed in a bold, sans-serif font, with 'to' in a blue arrow pointing right. Below this, an orange banner contains the text 'FAFSA & WASFA' in large white letters, followed by 'open for applications' in smaller white text, and 'October 1, 2016' in large white letters. Underneath the banner, a blue box contains a white text message: 'If you have been in foster care *any time* after turning 13, your classes will likely be paid for at most Washington State colleges.' Below the blue box, a dark blue box contains a white bulleted list of three points. At the bottom of the graphic, a green text link reads 'More information at [www.readysetgrad.org/fostercare](http://www.readysetgrad.org/fostercare)'.

**FOSTER CARE to COLLEGE**

**FAFSA & WASFA**  
open for applications  
**October 1, 2016**

If you have been in foster care *any time* after turning 13, your classes will likely be paid for at most Washington State colleges.

- Answer "yes" when asked about foster care status on the FAFSA or WASFA.
- You are considered an independent student.
- You should only list your own income on the FAFSA or WASFA.

More information at [www.readysetgrad.org/fostercare](http://www.readysetgrad.org/fostercare)

The Elementary and Secondary Education Act (ESEA, 1965) as reauthorized by the Every Student Succeeds Act (ESSA, 2015) includes new requirements under Title I, Part A. These requirements highlight the need to provide educational stability for children in foster care, with particular emphasis on collaboration between schools and child welfare agencies. This collaboration is intended to ensure that students in foster care have the opportunity to achieve at the same high levels as their peers.

The Title I, Part A provisions further emphasize the importance of limiting educational disruption. All students in foster care can now remain in their schools of origin, unless it is determined to be in their best interest to change schools. If it is not in their best interest to remain in their school of origin, youth in foster care are enrolled in their new schools immediately.

In addition, as of December 10, 2016, all school districts that receive Title I funding and all state education agencies are required to identify a Foster Care Liaison to serve as a primary point of contact for child welfare agencies, community partners, students, and caregivers. Foster Care Liaisons have become a primary focus for collaborative training efforts by WSAC, OSPI, CSF, and DSHS/CA,.

For more information, please visit: [www.k12.wa.us/FosterCare](http://www.k12.wa.us/FosterCare).

## AUTO-ENROLLMENT OF FOSTER YOUTH IN COLLEGE BOUND

The 2012 Legislature authorized the auto-enrollment of foster care youth in 7th grade (up to age 21, who have not graduated from high school) for the College Bound Scholarship (CBS) program. WSAC and DSHS established a data-sharing process that enrolls foster care youth into the College Bound program without any action on the part of the youth. As of June 2016, 3,659 foster youth have been auto-enrolled in CBS.

Once a student is auto-enrolled, CBS information is sent to their school counselor. This information includes a letter outlining the College Bound Scholarship, the state's commitment to the student's college funding, their College Bound Scholarship certificate outlining pledge requirements, and a postcard encouraging them to visit [www.readysetgrad.org/fostercare](http://www.readysetgrad.org/fostercare).

WSAC, OSPI, and DSHS identified issues around frequent address changes and availability of data. In fall 2016, the automatic enrollment process was refined, and future data matches will include foster youth placement addresses, creating the ability for WSAC to provide direct outreach to students about their College Bound Scholarship. As students move, the existing system to request schools to share information with students will continue for youth in care.

This close collaboration between WSAC, DSHS, OSPI, and other nonprofit organizations is critical to CBS outreach efforts. In addition, the College Success Foundation's (CSF) Passport Navigators and Washington College Access Network (WCAN) staff—who are based regionally and provide CBS support to middle and high school staff—are critical partners. Together, agencies and organizations have been working closely to identify and capitalize on training opportunities for professionals who work directly with foster youth and CBS outreach.

As an example, "train the trainer" workshops hosted by WCAN College Bound Regional Officers in fall 2016 provided content developed by WSAC to ensure consistent messaging—especially related to the auto-enrollment process. Many middle and high school staff have noted their improved understanding of this process and how to support students in care after these trainings. Additional joint WSAC, OSPI, and WCAN workshops addressed support for youth in care.

Using the extensive College Bound Scholarship network and ensuring auto-enrolled foster youth are receiving established CBS supports throughout middle and high school are key strategies. However, youth have indicated that it is more powerful when CBS messaging is targeted, comes from a trusted adult, and includes other financial aid information that is specific to foster youth. This requires ongoing training of professionals from various types of organizations (e.g., social workers, high school counselors, nonprofit staff), targeting all areas of the state and staff with various levels of experience working with foster youth and with college access information.

## SUPPLEMENTAL EDUCATIONAL TRANSITION PLANNING (SETUP)

Contract administration for the Supplemental Educational Transition Planning (SETuP) program was transferred from DSHS to WSAC on July 1, 2016. WSAC has approached this by leveraging other college preparation work, including federal GEAR UP and College Bound.

Contracts are in place with six providers that provide age-specific college preparatory planning to eligible youth within a geographic territory. Caseloads vary by providers, based on whether they are primarily serving urban, rural, or a combination area. Historically, the focus has been on juniors and seniors in high school, and providers have reported that the number of eligible youth for these support services far outnumbers their caseloads with current resources. Work is under way to identify best practices that can increase the numbers served in the most age-appropriate and targeted ways, including taking full advantage of other statewide college preparatory supports and activities.

## COLLEGE SUCCESS FOUNDATION SERVICES

WSAC contracts with the College Success Foundation (CSF) to employ strategies to increase retention and postsecondary success for Passport students through student intervention, support from postsecondary institutions, and community integration. In the 2015-16 academic year, CSF served 248 Passport students and engaged nearly 200 professionals providing direct services to students from foster care.

CSF provides peer mentors, called Passport Navigators, to Passport students at campuses with high numbers of Passport enrolled students. The Passport Navigator program helped increase the face-to-face support provided to students and helped with intervention and retention. In the 2015-16 academic year, CSF worked with 11 Passport Navigators at 10 college campuses: Clark College, Central Washington University, Eastern Washington University, Everett Community College, Seattle University, Spokane Falls Community College, University of Washington, Washington State University Pullman, Washington State University Vancouver, and Western Washington University.

CSF provides training to staff at colleges, DSHS, and other nonprofit organizations. These organizations, along with students, foster parents, and social workers, come together annually at the Passport Conference and Regional Summits. The 2016 Passport Conference hosted 158 people, including 20 current students from care, 30 organizations, and 29 colleges.

CSF also works directly with youth by providing personalized support to students who are Passport eligible but never enroll and to students who received Passport Scholarship funds in the prior term but are no longer attending. If barriers are identified through these conversations or by referrals, CSF works with students to address them, sometimes providing additional funds when barriers are financial. In the 2015-16 academic year, CSF worked with 47 students to mitigate financial obstacles that threatened their postsecondary aspirations.



In 2016, CSF convened foster youth focus groups in several locations to identify the most effective financial aid web messaging. The consistent feedback was that youth want a simple message, without it sounding “too-good-to-be-true.” Youth want to be able to do their own research to confirm the accuracy of the outreach statement. Using that feedback, and graphic design work by WSAC’s communications staff, [ReadySetGrad.org/fostercare](http://ReadySetGrad.org/fostercare) was launched. This website is designed to provide foster youth with specific information and connect students to other statewide resources. CSF printed posters, postcards, and magnets that were mailed to 1,330 middle and high schools statewide to promote the site.

## **INSTITUTIONAL SUPPORT – INCENTIVE FUNDING**

Institutions that agree to create a viable plan for Passport student support are eligible to receive incentive grant payments for the recruitment and retention of Passport students. Passport incentive funds help students overcome barriers to successful persistence and graduation from college. At a minimum, institutions must provide support by:

- Designating a campus support staff person to assist Passport students.
- Providing a comprehensive financial aid package.
- Building a lasting institutional commitment to serve foster youth.
- Communicating with social services staff and independent living providers.

Enrollments vary by institution, as shown in the Appendix, and not all institutions participate in incentive funding. Incentive grant funds have been used for direct and indirect services, including the following:

### **Academic**

- Private tutoring and one-on-one meetings with the campus Designated Support Staff (DSS) and advisors to monitor student progress.
- Textbook allowance or a lending library where students borrow books, laptops, calculators, and electronic tablets.

### **Basic Needs**

- Housing assistance, summer transition expenses, utility payments, and household supplies.
- Lunches, healthy snacks, group holiday dinners, grocery gift cards, and referrals to campus food banks.
- Medical expenses, such as bills, insurance, counseling, and prescription medicine.
- Transportation needs, such as car repairs, auto insurance, gas cards and bus passes.

### **Financial**

- Help with scholarship applications, completing the FAFSA, and financial aid appeals.
- Training on budgeting and managing personal finances.
- Cost of admissions and testing fees, gap coverage until student aid was disbursed. Training and travel for campus staff working with Passport students.



## Support

- Career planning and work-appropriate attire for job interviews and employment.
- Coordinated support efforts with outside agencies, such as Treehouse, YWCA, YMCA, Mockingbird Society, Catholic Community Services, YouthNet, Safety Net, and Volunteers of America.
- Developed a long-term and consistent relationship with students by doing outreach early and often, and continued the support by helping students transfer to four-year colleges or graduate school.
- Provided students with mentoring, leadership training, and leadership opportunities.

## Personal and Professional Development Opportunities

- In 2016, one Washington State University student accepted an internship in Washington D.C. with Congresswoman Cathy McMorris Rodgers, 5th District Representative and Vice Chair of the House Republican Conference leadership.
- In 2015, one student shadowed Congressman Jim McDermott as part of Foster Youth Shadow Day in Washington D.C.
- In summer 2014, one student was invited to the White House to meet Michelle Obama and speak about her experiences in foster care. This same student was invited back to speak on a student panel during Michelle Obama's 2015 *Beating the Odds* Summit.

## Outreach & Support Findings

- Automatic eligibility for College Bound has resulted in 3,600 additional youth participating in the program, yet the mobility of foster youth has created challenges in College Bound communications.
- In 2015-16, the College Success Foundation served 248 Passport students and 200 professionals providing direct services to youth in care.
- SETuP services are key to ensuring a systemic approach to improving educational outcomes for youth in care, yet demand for services exceeds available capacity.
- ReadySetGrad.org/fostercare has been established as a trusted resource, and statewide initiatives such as the 12th Year Campaign have been leveraged to target information to youth in care.
- Most institutions are providing recruitment and retention services to Passport students.

## Outreach & Support Recommendations

- Ensure the improved data match results in targeted communication to youth from care while protecting privacy.
- Increase the capacity for SETuP providers to deliver college preparatory support services.
- WSAC and CSF should continue to collaborate to provide ongoing and timely training, support, and resources statewide for all professionals working directly with foster youth.
- Encourage additional institutions to offer a viable plan for support services.

## APPENDIX: 2015-16 Passport Student Enrollments by Campus

Institution Name	Number of Students
University of Washington	17
Washington State University	32
Central Washington University	18
Eastern Washington University	25
The Evergreen State College	7
Western Washington University	9
Antioch University	1
Cornish College of the Arts	1
Heritage University	2
Northwest University*	1
Pacific Lutheran University	1
Saint Martin's University	1
Seattle Pacific University	3
Seattle University	12
Whitworth University	2
Bellevue College	6
Big Bend Community College	2
Centralia College	7
Clark College	19
Columbia Basin College	9
Edmonds Community College	5
Everett Community College	15
Pierce College	9
Grays Harbor College	4
Green River College	4
Highline College*	10
Lower Columbia College	6

Institution Name	Number of Students
South Puget Sound Comm College*	7
Olympic College	17
Peninsula College	6
Seattle Central College	9
North Seattle College	6
South Seattle College	2
Shoreline Community College	7
Skagit Valley College	5
Spokane Community College	29
Spokane Falls Community College	21
Tacoma Community College	7
Walla Walla Community College	5
Wenatchee Valley College	8
Whatcom Community College	8
Yakima Valley Community College	14
Cascadia College	2
Bates Technical College	1
Bellingham Technical College	3
Clover Park Technical College	8
Lake Washington Institute of Tech	1
Renton Technical College*	1
Seattle Vocational Institute	1
Int'l Air & Hospitality Academy	1
Gene Juarez Academy*	2
The Art Institute of Seattle	1
Perry Technical Institute	2
Unduplicated Total	402

\*Does not participate in the Passport Viable Plan and does not receive Passport incentive grant funding.

Source: WSAC staff analysis of Passport eligibility and award data (CB7576) 12/22/2016.