December 2012

PASSPORT TO COLLEGE PROMISE:
COLLEGE ASSISTANCE AND SUPPORT FOR FORMER FOSTER YOUTH

In 2007, the Washington State Legislature created the Passport to College Promise program (Passport). The program has two main goals:[1]

1. Encourage current and former foster youth to attend college through outreach and assistance with college preparation and applications; and

2. Provide financial aid to assist with the costs of attending college in Washington.

Passport began as a six-year pilot program. During the 2012 legislative session, the pilot status was removed and the program was extended through 2022.[2] In the 2007 enacting legislation, the Washington State Institute for Public Policy (Institute) was directed to "estimate the impact of the program on eligible students' participation and success in postsecondary education, and include recommendations for program revision and improvement."[3]

This final report includes:

*   an explanation of program eligibility, enrollment levels, student characteristics, and support services (Part I);

*   outcomes for eligible students, including educational persistence and degree completion and results from a year-end survey of students (Part II); and

*   suggestions for program improvement (Part III).

Summary

Washington State's Passport to College Promise program (Passport) was created in 2007 to increase post-secondary educational outcomes for former foster youth. In 2010-11, the state allocated $2 million for Passport, which served 384 college and 469 high school students.

Passport consists of three components:

1) Pre-college preparation provided to high school-age foster youth by six regional non-governmental agencies;

2) A scholarship for former foster youth attending eligible in-state schools; and

3) Academic and support services from Designated Support Staff at participating colleges. Washington is one of only two states that provide these kinds of "wraparound" services in addition to financial aid for former foster youth attending college.

The Institute was directed by the Washington State Legislature to study the impact of Passport on students' post-secondary participation and success. Further, the Institute was directed to include in this report recommendations for program improvement.

A true comparison group evaluation was not possible for this study. Therefore, we compared outcomes for Passport students relative to common college performance benchmarks: retention, persistence, and completion. About two-thirds of Passport students remained enrolled for more than six months during their first year. These students had retention and completion outcomes similar to other (non-foster) students. Several recommendations for program improvement are provided.

I. PROGRAM BACKGROUND AND DETAIL

Compared to other students, foster care youth are less likely to attend college. Previous research conducted by the Institute found that among former foster youth[4] in Washington State, 18% attend college within one year after leaving state care. In contrast, 42% of non-foster students from the same cohort went on to attend college.[5] These figures are similar to national estimates. Wolanin (2005) estimates that approximately 20% of foster youth who graduate from high school attend college (compared to 60% of high school graduates in general).[6]

Available studies indicate that the degree completion rate for former foster youth who attend college is about half that of their peers. Davis (2006) found that 26% of foster youth entering college in 1995 completed a degree by 2001, compared with 56% of other students in the same cohort.[7] The overall percentage of former foster youth that hold a college degree also lags behind other students. Depending on the age group examined, between 1 and 11% of all foster youth (in a particular state/study population) have graduated from college.[8] By comparison, census data indicate that about 38% of adults age 25-29 have earned a two-year college degree or higher.[9]

The Washington State legislature has implemented a number of efforts aimed at improving long-term outcomes for foster youth after they leave care, including the enactment of the Passport to College Promise program in 2007.[10] The enacting legislation for Passport states:

> *The legislature reiterates its earlier recognition of the critical role education plays in improving outcomes for youth in and alumni of foster care, as well as the key role played by wraparound services in providing continuity, seamless educational transitions, and higher level of educational attainment.[11]*

Over 30 states provide state-funded scholarships or tuition waivers for foster youth who attend college. Washington is one of two states that combine financial resources, academic guidance and support services to help foster youth succeed in college.[12] This study describes student outcomes under the state's Passport program, including college persistence and degree completion. We also discuss the role of the wraparound support services from the perspective of students and staff.

This section provides background by outlining the Passport program's:

- Eligibility Criteria;
- Enrollment Trends;
- Three Main Components; and
- Budget Detail.

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[4] For the remainder of this report, the term 'foster youth' may be used in place of 'former foster youth'.

[5] Burley, M. (2009). *Foster Care to College Partnership: Evaluation of education outcomes for foster youth.* Olympia: Washington State Institute for Public Policy, Document No. 09-12-3901. Retrieved from http://www.wsipp.wa.gov/rptfiles/09-12-3901.pdf. Percentage includes graduates and non-graduates in the same cohort.

[6] Wolanin, T. R. (2005). *Higher education opportunities for foster youth: A primer for policymakers.* Washington, DC: The Institute for Higher Education Policy. http://www.ihep.org/assets/files/publications/m-r/OpportunitiesFosterYouth.pdf, p 8, 9.

[7] Davis, R. J. (2006). *College access, financial aid, and college success for undergraduates from foster care.* Washington, DC: National Association of Student Financial Aid Directors.

[8] Dworsky, A. L., Pérez, A., & University of Chicago. (2009). *Helping former foster youth graduate from college: Campus support programs in California and Washington state.* Chicago: Chapin Hall Center for Children at the University of Chicago.

[9] U. S. Census Bureau. (2011). *CPS data on educational attainment: Washington D.C.* Retrieved August 2, 2012, from http://www.census.gov/hhes/socdemo/education/data/cps/2011/tables.html3

[10] For details, see S. Whiteman, R. Lieb, & M. Burley (2010). *Foster youth transitions to independence: Options to improve program efficiencies.* Olympia: Washington State Institute for Public Policy, Document No. 10-01-3901.

[11] Foster Care—Educational Success, 2011-12 Wash. Sess. Laws 1155

[12] The other state is North Carolina (NC Reach program). McCoy, K., Golonka, S., & National Governors' Association. (2010). *The transition to adulthood: How states can support older youth in foster care.* Washington, DC: NGA Center for Best Practices.

ELIGIBILITY CRITERIA

Youth are eligible to receive a Passport scholarship if they spent at least one year in foster care since their sixteenth birthday and left care after January 1, 2007. Additional requirements to receive Passport awards include:[13]

- Enrollment in college at least half-time each term;
- Satisfactory academic progress (as defined by the college);
- Demonstrated financial need;
- Washington State resident;
- Have not already received a bachelor's degree; and
- Does not plan to pursue degree in theology.

Students may attend any public or private postsecondary institution in Washington State eligible for the State Need Grant.[14] Passport students must enroll in college before age 22. Once a student receives an award, that award is automatically renewed in subsequent years after administering agencies verify eligibility. Students can receive a Passport award for up to five years after enrollment, or until age 27.[15]

Identifying Eligible Students

Every year, between 500 and 600 foster youth in Washington State emancipate (age out) from foster care and may apply for a Passport scholarship.[16] Foster students are not automatically enrolled in the Passport program, however. To be considered for financial assistance through Passport, a foster youth must provide authorization for Department of Social and Health Services (DSHS) to share foster care records with higher education institutions for the purpose of verifying eligibility.

DSHS and the Washington Student Achievement Council (WSAC) use four methods to identify and contact Passport students:

1. **The Free Application for Federal Student Aid (FAFSA)**. Applicants may choose to identify as former foster youth on the federal financial aid application. After former foster status is verified by DSHS, an award certificate is sent to the student. Upon enrollment, the institution will verify Passport eligibility through a secure online portal.

2. **Passport Consent Form**. Programs serving foster youth notify eligible youth about Passport and provide enrollment forms.

3. **The Common Application for Foster Youth**. Applications for other scholarships or grants are also used by WSAC and DSHS Children's Administration to identify Passport eligible students.

4. **College Application Questions**. College applicants may self-identify as former foster youth and receive information about the Passport scholarship.

Appendix A provides additional information about eligibility determination. According to WSAC, in 2010-11 approximately two-thirds of students enrolled in Passport were found eligible through the FAFSA application process.[17] The rest were identified through the Passport consent form (22%) and the common application (10%).

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[13] RCW 28B117.030

[14] Participating Institutions, State Need Grant, College Bound Scholarship, Passport 2012-2013. Retrieved from http://www.wsac.wa.gov/sites/default/files/SNG-EligibleInstitutions2012-13.pdf

[15] RCW 28B.117.030(5)

[16] Washington State. (2011). Passport to College Promise Scholarship. Olympia, WA: Washington Student Achievement Council. Retrieved from http://www.wsac.wa.gov/sites/default /files/PassportReport- FinalPDF_0.pdf

[17] Washington State. (2011). Passport to College Promise Scholarship. Olympia, WA: Washington Student Achievement Council. Retrieved from http://www.wsac.wa.gov/sites/default /files/PassportReport-FinalPDF_0.pdf>, page 7

ENROLLMENT TRENDS

Eligible foster youth began receiving Passport awards during the 2008-09 academic year. In this first year, 157 students enrolled in the program. The number of Passport students has increased annually. In 2010-11, 384 students received Passport awards (Exhibit 1). Over half (54%) of the students receiving awards in 2010-11 had received a grant in prior years.

Exhibit 1
Passport Enrollment by Year and Status
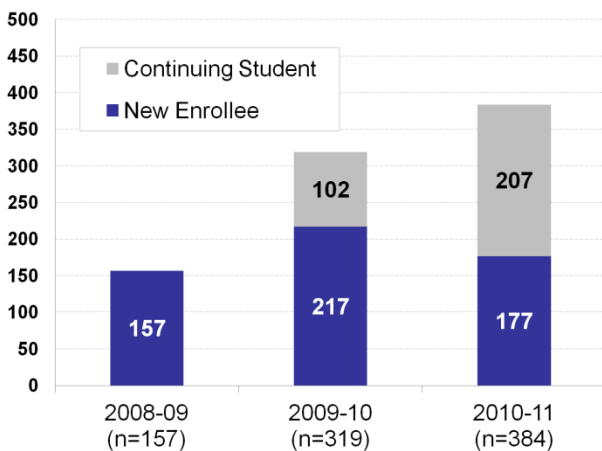
During the first two years of the Passport program, nearly all (97%) students receiving an award were either in their first (freshman) or second (sophomore) year of college. By 2010-11, about 9% of Passport recipients were in their third (junior) or fourth (senior) years (Exhibit 2). About 80% of Passport recipients are enrolled in a two-year community, technical or private career college. Appendix B includes the annual enrollment by school for each sector of the higher education system. Section 2 in this report examines outcomes (college retention and completion rates) for Passport students.

Exhibit 2
Passport Enrollment by Year and Class Standing

Year in School	2008-09	2009-10	2010-11
Freshman	131 (83%)	227 (71%)	212 (55%)
Sophomore	21 (13%)	82 (26%)	139 (36%)
Junior	4 (3%)	8 (3%)	23 (6%)
Senior	1 (1%)	2 (1%)	10 (3%)
Total	157	319	384

THREE MAIN COMPONENTS

The Passport to College Promise program includes three strategies to improve higher education outcomes for former foster youth:

1. **Supplemental Educational Transition Planning (SETuP) in high school**

   DSHS contracts with non-governmental agencies in each DSHS region to help foster youth age 14-18 learn about and prepare for college. Staff in the Supplemental Education Transition Planning (SETuP) program guide foster youth in applying for financial aid, taking proper high school courses and pre-college tests, and finding the resources to attend college.[18]

2. **Assistance with tuition and college costs**

   Passport students can receive up to $3,000 per year to pay for tuition and other costs related to college attendance.[19] The amount of the award varies depending on other state, federal, private, and institutional financial aid available to the student. Passport scholarship awards are administered by the WSAC.[20]

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[18] RCW 28B.117.060
[19] Maximum award for the 2012-13 school year is $4,500
[20] Passport for Foster Youth Promise Program. Retrieved from http://www.wsac.wa.gov/PayingForCollege/StateAid/Passport. The WSAC was formerly called the Higher Education Coordinating Board (HECB).

3. **Student support services from designated college staff member**

   WSAC also administers funding and assistance for Designated Support Staff (DSS) who work directly with Passport students on each college campus. To receive this funding, participating institutions must develop a plan that identifies a campus support staff member and indicates a commitment to improve student retention and graduation rates.

Exhibit 3 displays the various components of the Passport program and the agencies responsible for administering pre-college preparation, financial assistance and college support aimed at improving college outcomes for students with a background in foster care. The remainder of this section discusses each of these program elements in greater detail.

Exhibit 3
Passport to College Program Elements
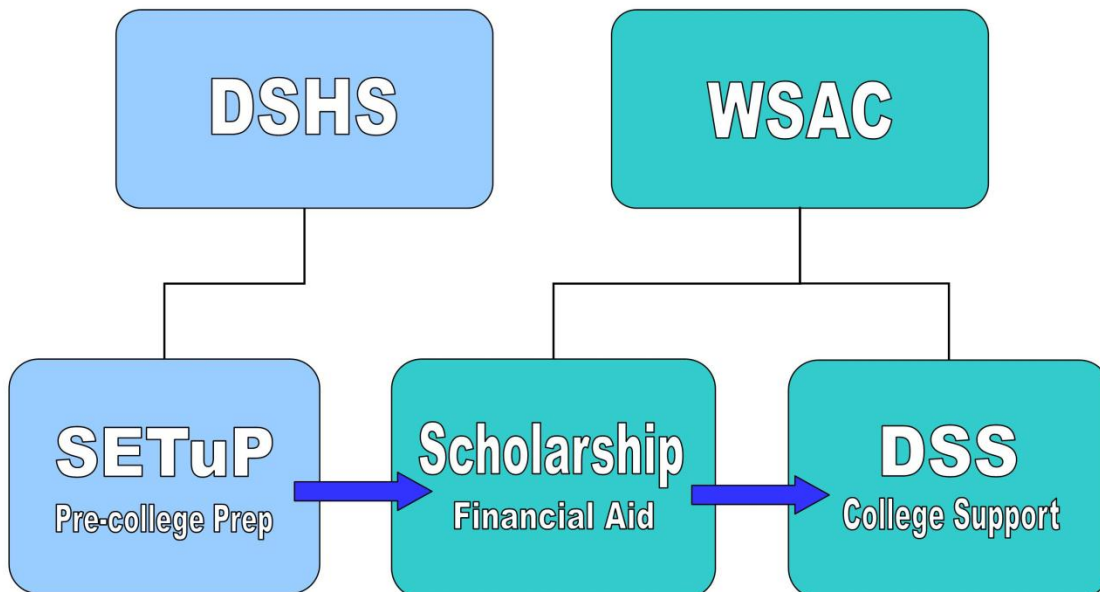
Program Element 1: College Preparation (SETuP)

The Passport program includes funding for outreach and college preparation activities for foster youth between age 14 and 18. The SETuP component of Passport is administered by DSHS through contracts with six regional non-governmental agencies.[21] The program served 469 high school students in 2010.[22] For the purpose of this study, we conducted interviews with ten SETuP staff in all six administrative regions. A summary of the topics discussed is included here.

SETuP staff say youth are more successful transitioning to college when engaged and involved in support services at an early age.

Providers noted that they would ideally like to provide intensive levels of support to youth beginning at age 14. However, many providers felt that youth tend to need more support during their junior and senior years in high school when they are more focused on accumulating high school credits, completing college applications, making post-graduation plans, and acquiring life skills. In 2009, 65% of youth served in SETuP were age 17 or 18 (Exhibit 4)

Agencies report that they often do not have resources to provide ideal levels of assistance to freshman and sophomores. Providers think that support for younger students may lead to better academic outcomes. For example, providers believe that educational planning and monitoring with younger participants reduce the need for remedial college courses by identifying and correcting deficits early.

Exhibit 4
SETUP Participation by Age (2009)

Age	Youth Participants	%
14	16	5%
15	31	9%
16	77	21%
17	141	39%
18	94	26%
Total	359	

SETuP staff believe that broader outreach and identification efforts can boost participation.

In most cases, SETuP participants are identified by referrals from Independent Living Services (ILS).[23] While there is considerable overlap, ILS has a wider focus on life skills, while SETuP addresses academic needs and post-secondary plans.

Many SETuP providers would like to see outreach to youth not already involved in ILS to reach more students. Providers noted that some social workers and new caretakers are often not aware of SETuP.

SETuP staff say that collaboration and communication with colleges can ensure smoother transitions and consistent aid.

The Passport program (and care for foster youth in general) consists of a number of different individuals and institutions. For example, six SETuP providers and dozens of colleges participate in the program, and each has a unique structure and approach. Several providers noted that navigating this process can be confusing and difficult for many youth. Increasing communication and collaboration among service providers may help ensure that youth receive consistent information and assistance. One provider suggested a SETuP

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[21] See Appendix C for agency list.
[22] WSAC. (2011). Passport to College Promise Scholarship. Retrieved from http://www.wsac.wa.gov/sites/default /files/PassportReport-FinalPDF_0.pdf, p 33.

[23] See http://www.independence.wa.gov/programs/ilp.asp for more information.

newsletter and frequent meetings among the six agencies would help disseminate best practices.

The level of collaboration varies; one provider meets monthly with DSS from colleges in the area, while another is moving to establish quarterly meetings. Other SETuP providers work with DSS on a more ad-hoc basis.

Program Element 2: College Financial Assistance

The Passport to College Promise scholarship provides financial assistance for tuition and related costs of attending college (i.e. fees, books, housing, and transportation). Passport is one of several federal or state financial aid programs that offer financial resources to former foster students in college (see next page for additional programs).

When the Passport grant was first available (2008-09), the maximum award was set at $6,793. In 2010-11 the awards were reduced to a maximum of $3,000.[24] According to WSAC, the maximum was reduced to serve more students and help pay for support services.[25]

As Exhibit 5 shows, the average Passport award increased from $3,546 in 2008 to $4,069 in 2009, most likely as a result of increasing tuition. In 2010, the average award decreased to $2,153.

Exhibit 5
Average Passport Awards by Year and Sector

Sector	2008-09	2009-10	2010-11
Research	$5,838	$7,447	$3,453
Regional	$3,583	$5,204	$2,605
Private	$6,083	$6,018	$2,727
Community/ Technical	$3,138	$3,579	$1,952
Private/ Vocational	$3,963	$4,049	$1,660
State	**$3,546**	**$4,069**	**$2,153**

During the first two years of Passport, about 90% of students had their financial need met entirely through grants and scholarships; about 25% received the maximum Passport award (Exhibit 6). In 2010, more students (47%) received the maximum award and slightly more students received loan assistance. While only a small percentage of students required loans to meet financial need, the average loan amount each year ranged between $3,051 and $4,534.

Exhibit 6
Passport Student's Overall Grants and Loans

Category	2008-09	2009-10	2010-11
Students Receiving Maximum Passport Award	40 (26%)	78 (25%)	173 (47%)
Students Receiving Loans	15 (10%)	23 (7%)	58 (16%)
Average Loan Amount	$3,052	$4,232	$4,534
Average Grant Amount*	$11,801	$12,342	$11,100
Total Passport Students	**155**	**310**	**370**

*includes all grant assistance

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[24] The $3,000 maximum award is set for a 9-month academic year. The actual award may exceed $3,000 if the student is enrolled beyond 9 months in a single year.
[25] WSAC. (2011). Passport to College Promise Scholarship. Retrieved from http://www.wsac.wa.gov/sites/default /files/PassportReport-FinalPDF_0.pdf

Related Financial Assistance Programs for Foster Youth Attending College

Federal Pell Grant: Pell grants are available to all undergraduate students based on financial need and cost of attendance. A youth in foster care (at any time after age 13) would typically qualify for the maximum Pell award of $5,500 per year. Students may receive a Pell grant for up to 12 semesters. (http://studentaid.ed.gov/types/grants-scholarships/pell)

Chafee Education and Training Vouchers (ETV): Education and Training Vouchers are federally funded (with a 20% state match) grants that cover tuition and costs of college attendance for foster students. Students are eligible if age 16 or over and currently in foster care, exited foster care at age 18, or left foster care for a relative or adoptive placement (at age 16 or older). ETV grants in Washington State provide up to $3,000 toward remaining financial need for eligible students. Students can apply for an ETV grant up to age 21 (age 23 if already enrolled). DSHS Children's Administration oversees the ETV program in Washington State. In 2010-11, over one million dollars were allocated to the program and 409 Washington students received a grant award.[26]
(http://www.acf.hhs.gov/programs/cb/programs_fund /state_tribal/jh_chafee.htm)

Washington State Need Grant: Washington's State Need Grants (SNG) are designed to provide support for tuition to low-income students attending one of 68 public and private two- and four-year institutions. Foster youth with financial need receive priority funding. SNG awards are based on financial need and the cost of college attendance.
(http://www.wsac.wa.gov/sites/default/files/SNGManual-2012.pdf)

Washington State College Bound Scholarship: In 2007, a new program for selected students in Washington State was implemented. Students in 7th or 8th grade can sign up for this tuition guarantee if they are 1) a foster youth, 2) eligible for free and reduced price lunch, 3) receive TANF (public assistance) funds, or 4) meet income standards. After graduating from high school, students that applied can receive the scholarship if they have a cumulative GPA of 2.0 or higher and no felony convictions. A second income check requires families to complete the FAFSA to determine financial eligibility (below 65% Median Family Income) The first cohort eligible to receive a College Bound scholarship entered college in fall 2012.[27]
(http://www.wsac.wa.gov/PreparingForCollege/CollegeBound)

Governor's Scholarship for Foster Youth: The Governor's Scholarship is a privately funded scholarship available to former foster youth in Washington State. The Scholarship, started by former Washington State Governor Gary Locke, provides between $2,000 and $4,000 in college funding to about 40 new recipients each year.
(http://www.collegesuccessfoundation.org/page.aspx?pid=417)

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[26] DSHS Children's Administration. Chafee Foster Care Independence Program (CFCIP) and Education and Training Vouchers (ETV). Retrieved from http://www.dshs.wa.gov/pdf/ca/cfsp10_9.pdf

[27] Foster Care—Educational Success, 2011-12 Wash. Sess. Laws 1155; specifies that foster youth are eligible for College Bound regardless of grade should be automatically enrolled in the program by the Department of Social and Health Services and Washington Student Achievement Council (RCW 28B.118.010).

Program Element 3: College Support

As mentioned previously, compared to programs in other states that provide tuition assistance, Washington's Passport program is unique because 'wraparound' services for foster students in college are also provided. These support services help students address academic challenges and difficulties that they may encounter when first beginning to live independently. Foster youth that succeed academically typically have a strong base of support. A study of foster youth in college found that a large percentage of successful students cited support from those within the school and community as playing a key role in contributing to their progress. [28]

Several colleges and universities within the state already had specialized programs and staff in place to support former foster students at the time Passport was started (2008). These included the Champions Program[29] (University of Washington), College Success Foundation Scholars[30] (Washington State University), Fostering Scholars Program[31] (Seattle University), College Success Program[32] (Seattle Central University), and Foster the Dream![33] (Edmonds Community College). Since these schools already had experience providing academic and personal supports to foster youth, the transition to helping Passport students was straightforward.

To better understand the support network available to all Passport students, we interviewed DSS at 35 colleges and universities (serving over 80% of current Passport enrolled students). We asked each DSS a set of structured questions. Several themes emerged from these interviews, as well as notable program activities and approaches that are summarized here.

Creating a support network and finding simple ways to meet students' needs helped staff stay connected to Passport students.

Nearly all of the college support staff we interviewed used electronic means (texting, email, social media) to communicate with students and provide information about important deadlines and events. Not all staff had regular face-to-face contacts with students. At several colleges, staff may only have contact with the students at the beginning of the term to assist with registration and financial aid questions. In some colleges, students worked with contracted local social service providers if they needed support with housing, medical, or other independent living issues. In many cases, however, DSS reported difficulty getting Passport students to attend meetings or appointments.

Designated Support Staff that created opportunities for students to gather in a relaxed and supportive environment reported more success in engaging Passport students. In some colleges (Spokane Community College, Columbia Basin Community College, Washington State University), regular meals or socials were planned where student accomplishments were recognized and information was shared. Other institutions (Spokane Falls Community College, Grays Harbor Community College) created drop-in centers where students can gather. Support staff may encourage youth to visit these areas by providing gift cards (for gas or groceries), bus passes, textbooks, personal care kits, or healthy food (such as fresh fruit).

Staff that engaged students on a regular basis observed that they were able to help students avoid potential emergencies or difficulties. Consistent contact, a broad range of support from adults and peers, and a 'hands-on' approach were often cited as a key component in successful work with Passport students.

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[28] Hass, M., & Graydon, K. (2009). Sources of resiliency among successful foster youth. *Children & Youth Services Review, 31*(4), 457-63.

[29] http://depts.washington.edu/omadcs/champions/

[30] http://cacd.wsu.edu/CSFS

[31] http://www.seattleu.edu/sas/fosteringscholars

[32] http://www.seattlecentral.edu/collegesuccess/

[33] http://www.edcc.edu/diversity/diversity_affairs/ Foster%20the%20Dream.php

Many DSS reported that students with academic struggles were among the most difficult to reach. All Passport students must meet satisfactory academic progress (SAP) requirements as a condition of eligibility. Washington State's administrative code defines unsatisfactory progress as failure to complete at least half of the minimum credits for which financial aid is disbursed.[34] Colleges and universities may have additional policies that establish thresholds for when a student may receive a warning or suspension by not meeting SAP guidelines.

At several schools we spoke with, DSS frequently check the academic status of Passport students. Some support staff contact faculty directly and ask them to provide regular progress reports (Centralia Community College) or notification if a Passport student falls behind in a course (Yakima Valley Community College).

Some institutions have academic early warning (AEW) systems (Grays Harbor, Everett, Walla Walla Community Colleges) where faculty and staff can continually monitor the progress of any enrolled student at risk of falling behind academically. DSS frequently use planning for appropriate coursework and ongoing monitoring as a strategy to help Passport students' progress in college.

The Everett Community College Connect program[35] includes a Board of key individuals involved with the Passport program. The Board consists of DSS, a faculty representative, staff from the financial aid department, a member of the College Success Foundation and YouthNet

(the local SETuP provider), and student representatives. The Board meets on a monthly basis to discuss ways to improve the program, coordinate activities (between SETuP and DSS), and troubleshoot issues that may arise with individual students.

Starting in 2009, the Champions program at the University of Washington provides mentoring, support services, and academic guidance to any former foster student enrolled at the university. The UW Champions program is overseen by an advisory board that includes community members, researchers, faculty and foster care/university alumni.[36] The Champions Board helps guide program activities in order to recruit foster youth to enroll at UW, improve support and assistance for current students, and share information about effective strategies.

PASSPORT BUDGET DETAIL

The original fiscal note for Passport legislation estimated that over 900 students would receive an award in the first year of the program.[37] However, fewer than 400 former foster youth participate in the program each year. As a result of the overestimate of initial student enrollment, the program had an additional $1.6 million at the end of the 2007-09 biennium. This surplus was returned to the state general fund.

The 2009 Legislature implemented a new strategy to help recruit foster students for Passport. The 2009 budget proviso directed WSAC to "contract with a college scholarship organization with expertise in managing scholarships for low-income, high-potential students and foster care children and young adults to administer the program." [38]

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[34] WAC 250-20-021
[35] https://www.everettcc.edu/foster

[36] http://depts.washington.edu/omadcs/champions/board-of-champions/
[37] Washington State OFM. Fiscal Notes: Passport to college program. Retrieved from https://fortress.wa.gov/ofm/fnspublic/legsearch.asp?BillNumber=1131&SessionNumber=60
[38] Operating Budget, 2009 Wash. Sess. Laws 3743

The College Success Foundation[39] was awarded this contract with the goals of:

- Increasing awareness of Passport among youth in foster care;

- Increasing the number of Passport-eligible students who enroll;

- Providing direct support to Passport students and monitoring academic progress; and

- Helping to strengthen working relationships between community providers and colleges.[40]

The amount of funding for statewide support services ranged between $300,000 and $500,000 per year. Total program budgets for this effort, as well as other program elements (described above), are detailed in Exhibit 7.

To receive Passport funding, colleges submit a 'viable plan' to WSAC. The viable plan identifies DSS and outlines the institutional plan to serve Passport students. In 2011-12, 72% of schools with Passport students had a viable plan agreement with WSAC.

Colleges that meet this requirement are eligible for additional *incentive funds* for serving Passport students. Institutions receive $500 per student for each academic quarter a student is enrolled in Passport. These funds may be used for support activities such as staff training, student workshops, testing, student incentives and direct aid, social events, and tutoring. For the first three years of the Passport program, campus incentive expenditures totaled between $200,000 and $400,000 per year.

Including campus incentive funds, the state support and technical assistance contract, student scholarships, and administration, the total Passport budget has ranged between approximately $1 million and $2 million per year—or between $4,200 and $6,700 per enrolled student. The contract for pre-college training for the SETuP program was $430,000 per year.

The next section of this report analyzes outcomes of students participating in this program. We also include results from an end-of-year survey which summarizes the perspective of student participants.

Exhibit 7
Passport to College Promise Scholarship Budget

Category	2008-09	2009-10	2010-11	2011-12
Program Administration (WSAC)	$178,063	$113,444	$106,230	$124,000
Student Scholarships	$536,627	$1,281,885	$801,596	$839,000
Campus Incentive Funds	$192,750	$311,925	$400,750	$411,000
Statewide Support Services (CSF)	$0	$416,835	$300,000	$500,000
Total Passport Funds	**$907,440**	**$2,124,089**	**$1,608,576**	**$1,874,000**
Enrolled Students	*157*	*319*	*384*	*373*
Funding Per Student	**$5,780**	**$6,659**	**$4,189**	**$5,024**
SETUP Funds (DSHS)*	$430,000	$430,000	$430,000	$430,000

* Approximately $100,000 are Federal Title IV-E funds (remainder are General Fund-State)
Source: Washington Student Achievement Council (WSAC)

[39] http://www.collegesuccessfoundation.org/
[40] WSAC. (2009). Passport to College Promise Program. Retrieved from http://www.wsac.wa.gov/sites/default /files/PassportReport-FORPRINT.pdf

II. STUDENT OUTCOMES AND SURVEY RESULTS

Programs such as Passport present research challenges. From an evaluation perspective, the most valid results on the program's impact would be determined by comparing outcomes of Passport students with similar students who did not participate. Ideally, these non-participants would be assigned at random, so that program involvement would be the only factor that distinguished the groups.

In this case, however, several issues prevented the establishment of a 'true' control group:

- **A comparison group could not be drawn from outside the coverage area**. From the time Passport started in 2008, the scholarship and services were available to every eligible student across the state.

- **A non-participant comparison group did not have similar background characteristics**. We examined outcomes for students that applied and were eligible, but did not receive, a Passport award. For example, these students were more likely to attend out-of-state colleges than participants.

- **A comparison group of college-ready students that did not apply to Passport could not be identified**. Records on individual foster youth that received pre-college assistance (SETuP) were not available.

- **The program intervention changed over the course of the study period**. The program also underwent significant changes during the evaluation period. In 2009, a contracted agency began providing training, support and recruitment services. Also, in 2010 the maximum scholarship award was significantly reduced.

Therefore, since a true comparison group evaluation could not be undertaken for this study, in this report we compare outcomes of Passport students to relevant college performance benchmarks. The purpose of the Passport program is to "improve postsecondary outcomes by providing current and former foster care youth with the educational planning, information, institutional support, and direct financial resources necessary for them to succeed in higher education."[41] One way to assess improvement is to establish a baseline measure and track how that measure changes over time, in comparison with all students.

For this analysis, we selected three measures that are commonly reported for all higher education students in the state:

- persistence (staying enrolled term-to-term);

- retention (staying enrolled year-to-year); and

- degree completion.

We report on the differences in these outcomes between Passport students and other college students to show where program goals are being attained and where gaps exist. Enrollment and degree completion data for this study come from the National Student Clearinghouse, which represents the most accurate and comprehensive information on students in post-secondary institutions. [42]

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[41] RCW 28B.117.010
[42] Over 3,300 public and private universities and colleges throughout the United States participate in the Clearinghouse, representing 96% of all students (see www.studentclearinghouse.org).

COLLEGE PERSISTENCE

A new 'snapshot' report from the Clearinghouse shows the rates of persistence among college students.[43] 'Persisting' students attend fall term (October) and remain enrolled (or complete a degree) in the subsequent term. This measure provides a short-term gauge of a student's likelihood of remaining in school.

Among students starting the Passport program for the first time in the fall (n=334), we found that 81% (n=272) remained enrolled during the next term. We did not have statewide data available to compare persistence rates. However, this persistence rate was only slightly lower than a national cohort of students (n=15.3 million) drawn from the Clearinghouse in 2010 (Exhibit 8).

As expected, the persistence rate for full-time Passport students (n=176) was significantly higher than for part-time students (n=158): 91% and 71%, respectively. For both levels of enrollment, the persistence rate of Passport students was nearly the same as the national cohort in 2010.

Exhibit 8
Persistence: Percentage of College Students Staying in School by Enrollment Status
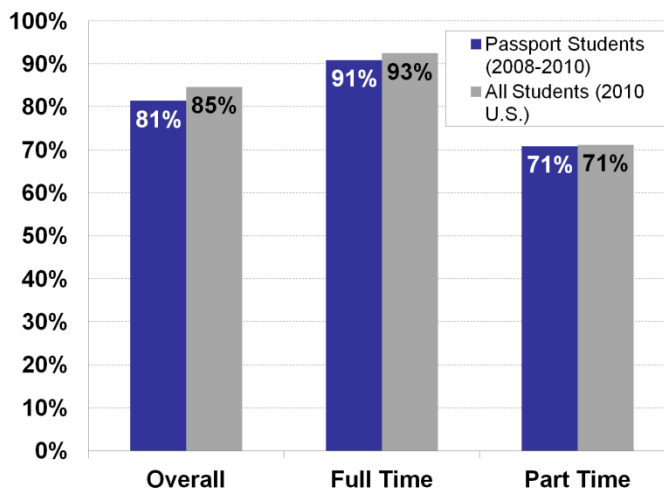
When examining persistence by sector, we found some differences between Passport students and the National Clearinghouse sample. About 90% of students in four- year institutions remain in school after one term (see Exhibit 9). Among Passport students, the persistence rates were 88% for private four-year institutions (n=21) and 83% in public four-year schools (n=78).

For the 334 Passport students in this analysis, 216 (65%) attended two-year community and technical colleges. The persistence rate for these Passport students was 80%, five percentage points higher than the 2010 national cohort.

Exhibit 9
Percentage of College Students Staying in School by Sector
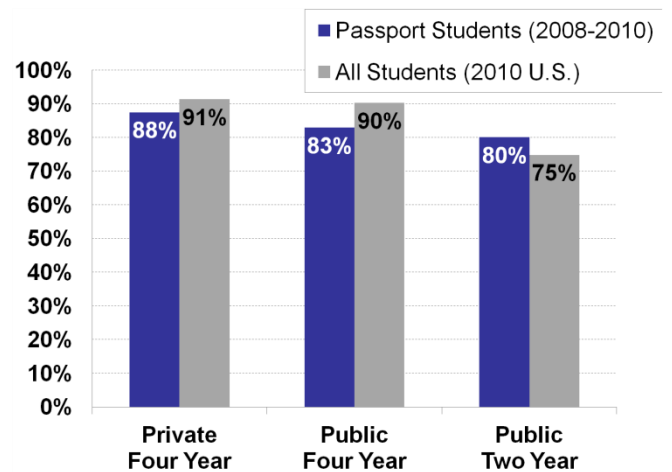
Among the 270 students in this analysis, 17 youth qualified for Passport but had their financial need met through other sources. These students received $0 in scholarship awards, but did receive wraparound services and assistance from DSS. We found that 82% (14) of these students persisted past fall term, a rate consistent with other students in public sector institutions.

[43] http://www.studentclearinghouse.info/snapshot/docs/ SnapshotReport1-Persistence.pdf

COLLEGE RETENTION

Retention rates measure the percentage of freshman that re-enroll as sophomores in the next academic year. This measure provides an indication of student achievement and progress, and is commonly reported.[44] For this analysis, we compare retention rates for Passport students to all college students in Washington State during the same time period.[45]

The retention rate reported here is based on first-time, full-time undergraduate freshmen enrolled during the fall of a given academic year. For the 540 students receiving a Passport award for the first time, 403 (75%) enrolled as full-time freshman. Among these students, 167 (41%) started school in the fall. As Exhibit 10 shows, the retention rate for these students varied by sector. In two-year institutions, 40% of Passport students (n=90) starting as freshmen in the fall re-enrolled in their second year. Statewide, the retention rate for community and technical college students was 57%.

In public four-year institutions the gap was smaller. For Passport students in this sector (n=54), 70% re-enrolled the following year. This compares to a retention rate of 80% for all Washington students in public four-year schools. Passport students in private four-year institutions (n=17) had a retention rate of 88% (5% higher than all students in Washington State).

Exhibit 10
Freshman to Sophomore Retention Rate by Sector
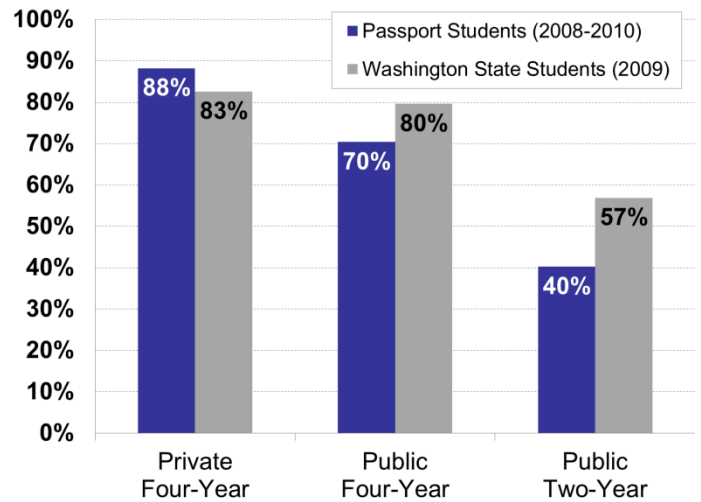
We also examined the retention rates for Passport students with a zero award (as described on the previous page). The retention rate for students that received support services but no financial award was 38%. This retention rate was similar to other Passport students in public two-year colleges.

If a Passport student stayed enrolled during the entire freshman year, he or she was more likely to return for the second year of college (Exhibit 11). Among students in community and technical colleges, the retention rate for students enrolled seven months or more was 54% (compared to 12% for short-term enrollees). For Passport students in four-year institutions, 80% of those with full-year enrollment re-enrolled as sophomores.

Exhibit 11
Freshman to Sophomore Retention Rate by Months Enrolled

Months Enrolled First Year	Re-Enrolled Next Year	Total Passport Students
Two Year Colleges		
One to Six	4 (12%)	33
Seven to Twelve	34 (54%)	63
Four Year Colleges and Universities		
One to Six	4 (40%)	10
Seven to Twelve	49 (80%)	61

Based on our interviews with agency administrators and DSS, we identified several institutions with strong programming and support services. The following schools were in this group and had retention rates for Passport students that exceeded the state average in their sector:[46]

- Seattle University
  (100% - 6 of 6)

- Washington State University
  (100% - 3 of 3)

- Spokane Falls Community College
  (83% - 5 of 6)

- Seattle Central Community College
  (78% - 7 of 9)

- Yakima Valley College
  (63% - 10 of 16)

COLLEGE DEGREE COMPLETION

In this report, we describe baccalaureate institutions as 'four-year' schools, and refer to community and technical colleges as 'two-year' schools. These designations are based on the expected graduation time for full-time students enrolled over the entire academic year. The majority of students, however, do not complete degrees within two or four years. The degree completion rate is typically measured by the percent of full-time students that graduates within 150% of 'normal' time (three years for associate's degree and six years for bachelor's degree).

In Washington State, 14% of all full-time students seeking an associate's degree graduated within two years;[47] the average time to complete an associate's degree was 3.1 years.[48] For this analysis, we followed 77

community college students who enrolled full-time as freshmen and received a Passport award during the 2008-09 school year.

For students in this category, eight graduated with an associate's degree by 2011—a 10% graduation rate within three years. The three-year associate's degree completion rate for all students in Washington during this period was 29%. These results are similar to a survey of foster youth in the Midwest which found that 8% had completed a degree by the age of 26.[49]

The next section summarizes a survey of Passport students to help understand the factors related to student retention and degree completion.

PASSPORT STUDENT SURVEY RESULTS

As part of the statewide technical assistance contract (discussed on page 11), the College Success Foundation implemented an online 'year-end survey' for students receiving a Passport scholarship. A total of 113 out of 384 students (29%) responded to the 2010-11 year end survey.[50]

Since the survey was anonymous, we cannot determine if these students are representative of all Passport students. Nevertheless, the responses provide an interesting perspective on the status and perceptions of Passport students regarding academic preparation, assistance received during college, connections made with other students and staff, and financial aid issues. Results from the survey are included in this summary, and selected student quotes are available in Appendix D.

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[46] Only schools with three or more Passport students are reported.
[47] Complete College America. Part 3: State Profiles. Retrieved from www.completecollege.org/docs/ Time_Is_the_Enemy_Profiles.pdf
[48] CollegeBoard Advocacy& Policy Center. Average Time to a Certificate and an Associate Degree: Washington. Retrieved from http://completionarch.collegeboard.org/sites/default/files/pdf-downloads/average_time_to_a_certificate_and_an_associate_degree_washington.pdf
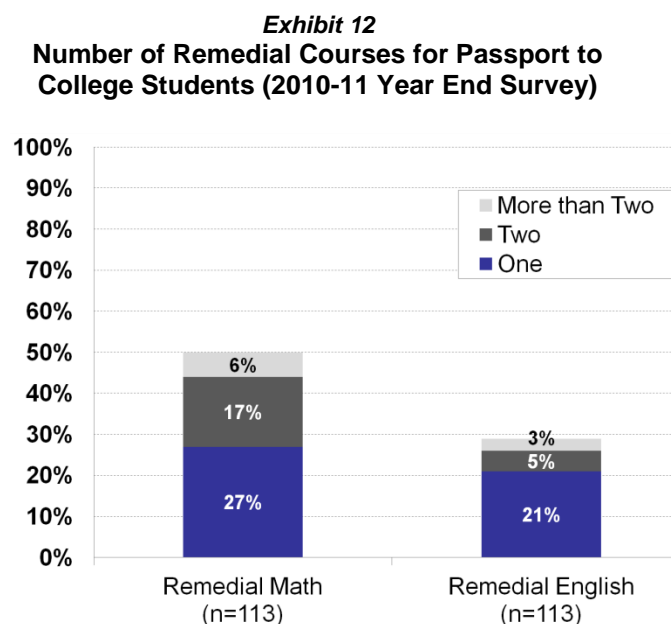
[49] Courtney, M., Dworsky, A., Brown, A., Cary, C., Love,K., & Vorhies, V. (2011). *Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 26.* Chicago, IL: University of Chicago, Chapin Hall.
[50] Survey results were also available for the 2009-10 school year and these results were generally consistent with the findings from the latest survey.

Student Preparation

When factors such as social integration, institutional/family supports, student motivation, and academic preparation are examined together, a student's level of academic readiness stands out as the primary predictor of college persistence.[51] Upon entering college, many students are not yet ready to succeed in required coursework. Colleges typically offer pre-college, or remedial, courses in math, writing and reading for students who are under-prepared.

Research indicates that while remediation may help students to stay in school over the short term, there are no discernible effects on degree completion.[52] Half of the students completing the Passport year-end survey reported taking remedial coursework in math, and 29% reported taking remedial English coursework (Exhibit 12).
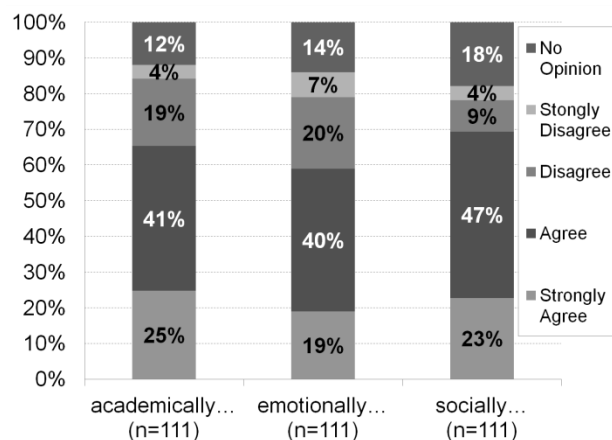
Exhibit 12
Number of Remedial Courses for Passport to College Students (2010-11 Year End Survey)

Remediation rates among Passport students are similar to students in Washington's community colleges. A recent analysis by the State Board for Community and Technical Colleges (SBCTC) looked at over 20,000 students that graduated from high school in 2009 and enrolled at a two-year institution the following year. Among these students, 51% enrolled in a pre-college math class and 20% enrolled in a remedial writing course.[53]

This survey also included a self-assessment of a student's level of preparation for college. The responses showed that between 59 and 66% of Passport students believed they were academically and emotionally prepared to succeed in college (Exhibit 13).

Exhibit 13
Student Self-Assessment on Preparation to be Successful in College (2010-11 Year End Survey)

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[51] Cabrera, A. F., Nora, A., & Castañeda, M. B. (1993). College Persistence: Structural Equations Modeling Test of an Integrated Model of Student Retention. *Journal of Higher Education, 64*(2), 123-139.

[52] Calcagno, J. C., Long, B. T., & National Bureau of Economic Research. (2008). *The impact of postsecondary remediation using a regression discontinuity approach: Addressing endogenous sorting and noncompliance.* Cambridge, Mass: National Bureau of Economic Research.

[53] Washington State Board for Community and Technical Colleges. (2012). Role of Pre-College (Developmental and Remedial) Education: 2008-09 Public High School Graduates Who Enroll in Washington Community and Technical Colleges in 2009-10. Retrieved from http://www.sbctc.edu/college/education/resh_rpt_11_3_role_of_precollege_education_revised3.pdf

Student Willingness to Seek Assistance

One of the key features of the Passport program is the provision of 'wrap-around' services.[54] The enacting legislation and supporting contracts emphasize the role of multiple agencies and partners in providing resources, encouragement and advice to enrolled students. The year-end survey includes a list of institutional support staff and asks students if they have received assistance from any of these individuals during the past academic year (Exhibit 14).

Exhibit 14
Student Received Assistance from Following Individuals in Past Year (2010-11 Survey)
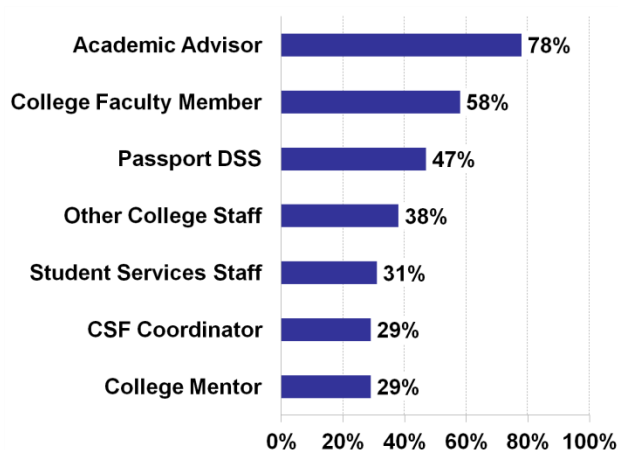
Nearly four in five Passport students received assistance from an Academic Advisor in the last year, and about 58% received assistance from a faculty member. Less than half (47%) reported assistance from the Passport DSS.

Students reported needing assistance with a range of issues, shown in Exhibit 15. Students most often received help for logistical concerns such as financial aid and administrative tasks (like class registration). In some areas, students reported a gap in assistance. For issues like time management or finding housing, about one in five students said that they needed, but did not receive, assistance. Keeping up with academic work was the highest concern, with 23% of students reporting this need.

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[54] RCW 28B.117.010

Exhibit 15
Areas Where Student Reported Needing Help During Last Academic Year (2010-11 Survey)

| Issue	Needed, Not Received	Needed, Received
Keeping up with Academic Work	23%	19%
Time Management	20%	12%
Housing/Stable Living Environment	18%	33%
Budgeting and/or Money Management	15%	16%
Paying for College Expenses	13%	70%
Navigating College Administrative Tasks	11%	51%
Family Obligations	8%	9%
Making Friends	7%	4%
Getting to Know My Way Around	5%	13%
Connecting to the College	5%	13%

n=107

Student Connection to Support Networks

In the College Success Foundation Survey, students expressed a desire to create a peer network for support during their college experience. While a student's academic background and skills have the strongest relationship to college retention, non-academic factors such as institutional commitment and social support have been shown to be positively related to academic performance.[55]

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[55] Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. 2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin, 130*(2), 261-288.

In general, Passport students reported they felt stronger links to the campus community as a whole than to other Passport students. While 62% of students said they felt connected to the campus community, 26% reported feeling connected to other Passport scholars (Exhibit 16).

Exhibit 16
How Strongly Do You Agree or Disagree With the Following Statements? (2010-11 Survey)
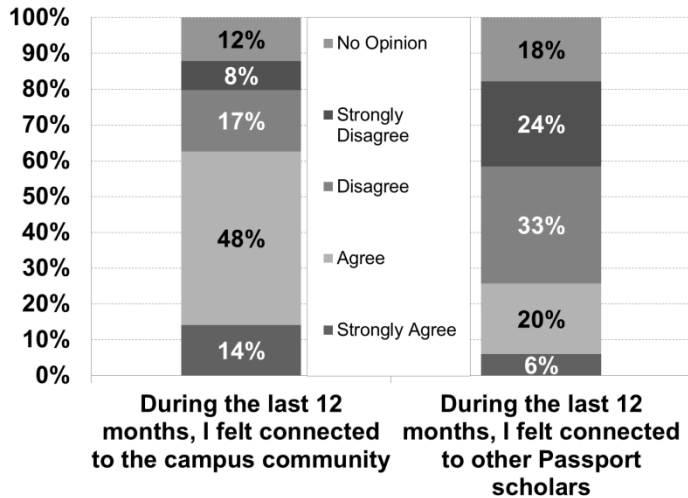
n=106

Passport students also described how they were involved in campus activities. During the year prior to taking the survey:

- **22%** were active members of one or more campus organizations;

- **14%** held a campus leadership position;

- **13%** mentored other college students to succeed in school; and

- **46%** participated in other community service or volunteer work.

Student Financial Resources

In addition to academic preparation and institutional support, financial resources help Passport students progress through college. As described on page 8, a variety of grant and scholarship options are available to former foster youth attending college. Between 83 and 93% of students reported receiving the State Need and Pell Grants (Exhibit 17). These income-based grants are widely available to foster youth; youth emancipating from foster care (age 18 to 24) are assured receipt of State Need Grants.[56]

Exhibit 17
Experience with Grants and Scholarships
2010-11 Year End Survey

Experience	Pell Grant	State Need Grant	Education and Training Voucher (ETV)
Do not need	3%	2%	0%
Used	93%	83%	78%
Have not used, but would like to	1%	5%	12%
Do not know about this grant	3%	10%	10%

n=94

About 22% of respondents either did not know about or would like to use federal Education and Training Voucher (ETV) funds. In 2010-11, 368 students received ETV funds for college, and half of these students (181) also received a Passport scholarship. If the student does not have remaining financial need or applies too late, they may be unable to receive an ETV grant. However, greater coordination in the disbursement of these grants may help extend available funds to serve more foster youth.

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[56] RCW 28B.92.060(2)

III. OPTIONS FOR PROGRAM IMPROVEMENT

The legislative direction for this study calls for 'recommendations for program revision and improvement.' The options outlined below are based on feedback from a review of related research, interviews with Passport DSS and SETuP providers, survey of students, suggestions from agency administrators, and analyses of program data. Recommendations in four different categories are provided:

- High school to college transition efforts;

- Modifications in eligibility requirements;

- Clarifications in the roles and responsibilities of DSS and Passport students; and

- Coordination of programs assisting former foster youth.

*High School to College
Transition Efforts*

If the goal of the legislature is to track the effectiveness of Passport over time, then the legislature could require DSHS to provide names of SETuP participants to WSAC for following college enrollment and retention. Currently, SETuP providers report to DSHS on a summary of the number of students served each month. These reports include aggregate numbers of students served in each location—the names of students and the number of contacts with each student are not reported to the state. Consequently, outcomes for individual students are not currently followed over time.

The new National Youth in Transition Database (NYTD)[57] is available to these SETuP providers, and could be used to record and track SETuP activity. Furthermore, through an agreement with the Washington Student Achievement Council (WSAC) statewide college enrollment for participants could be followed over time.

If the goal of the legislature is to ensure appropriate placement and services for Passport students entering college, then the legislature could follow outcomes for a pilot project on early student assessment and make policy changes based on findings. As noted previously (page 16), over 25% of Passport students reported needing remedial English courses after starting college. The SETuP provider in Snohomish County is currently working with Everett Community College to identify and assist students that may need remedial instruction prior to college enrollment. Students that are able to receive academic assistance early may be able to avoid the need for remedial classes later. Results for this pilot should be monitored to determine if this approach improves student outcomes.

*Modifications to Program
Eligibility Requirements*

If the goal of the legislature is to expand the number of qualified former foster youth that receive Passport assistance, then steps could be taken to remove current age limits (maximum age 23). Many campuses were unable to provide financial or support assistance to former foster youth who delayed college enrollment until their early twenties. Students age 23 and older are not eligible for Passport awards.

The decision to postpone college attendance is not uncommon for students in this age range. For former foster youth especially, college attendance may occur at later stages. In a longitudinal study of foster youth, the percentage attending college for at least one year rose from 29% at age 21, to 37% by age 24.[58] The Passport guidelines could be made consistent with the Pell grant which limits eligibility to 12 semesters (or equivalent) over a student's lifetime, but does not include an age limit.

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[57] See http://www.dshs.wa.gov/pdf/Publications/22-1439.pdf

[58] Dworsky, A., & Courtney, M. (2010). *Does extending foster care beyond age 18 promote postsecondary educational attainment?* University of Washington School of Social Work. Retrieved from http://www.chapinhall.org/sites/default/files/publications/Midwest_IB1_Educational_Attainment.pdf

If the goal of the legislature is to improve career-readiness of Passport youth, then additional state-funded work study opportunities could be made available for Passport students. In many cases, former foster students receive considerable grants and scholarships which meet the entire calculated cost of attendance. As such, these students may not be eligible for work study positions (since they do not have remaining financial need). Some colleges, however, have dedicated institutional funds for work study positions for Passport youth. These positions were designed to give the student valuable work experience and skills that could be beneficial when the student begins looking for jobs. Policymakers may want to consider providing a certain number of state work study[59] opportunities to Passport students as part of the overall program budget.

If the goal of the legislature is to ensure greater consistency in support services, the Passport scholarship award could also include an expectation that Passport students meet on a monthly basis with DSS. The central premise of the Passport program is that the combination of financial assistance and 'wraparound' services are necessary for at-risk students entering college. Once enrolled in the program, however, Passport students are not required to have any contact with support staff.

Many support staff we interviewed were creative and resourceful in facilitating and encouraging meetings between students and staff. In most colleges, email and social media websites were used to communicate important information and events to student participants. These staff members, however, believed that to effectively assist Passport students, it is important to have regular face-to-face communication with all students.

Introductory meetings or incentives may also increase meetings with DSS and Passport students. An orientation summit or meeting for new Passport students may be a means to encourage student contact and provide information about program resources and expectations. Certain incentives (such as priority course enrollment) may be one way to increase engagement between students and designated support staff.

Coordination of Passport with Other Programs Serving Former Foster Youth

If the goal of the legislature is to make state tuition assistance for former foster youth more widely available, then efforts should be made to coordinate expenditures from state and federal funding sources. According to a 2009 Institute report, roughly 50% of all Education and Training Voucher (ETV) funds are used to pay for housing costs of foster youth. [60] Since this time, however, new programs have been implemented that can also assist with housing costs for this population. The Independent Youth Housing Program (state) and the Extended Foster Care program (federal) provide housing support for young adults leaving foster care.

DSHS and other administering agencies (i.e. WSAC) should reexamine both federal and state programs providing financial assistance for foster youth attending college. When possible, these agencies should coordinate efforts to maximize federal funding for former foster youth. This type of coordination should help reduce budgetary pressure on state programs such as Passport that also provide tuition assistance.

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[60] S. Whiteman, R. Lieb, & M. Burley (2010). *Foster youth transitions to independence: Options to improve program efficiencies*. Olympia: Washington State Institute for Public Policy, Document No. 10-01-3901. Retrieved from http://www.wsipp.wa.gov/rptfiles/10-01-3901.pdf. See page 8 for information about ETV.

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[59] See http://www.wsac.wa.gov/PayingForCollege/StateAid/WorkStudy

1. **The Free Application for Federal Student Aid (FAFSA)**: To be considered for federal financial aid (and most state and college aid), students must complete the Free Application for Federal Student Aid (FAFSA) administered by the Department of Education. In 2009, some questions on the FAFSA form were revised, including the question related to foster care status, which reads:

   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?"

   The FAFSA also includes consent language which authorizes the release of student information to state and institutional financial aid programs for the purpose of determining eligibility for various aid programs.

   In Washington State, a secure data exchange process has been established between the Student Achievement Council (WSAC) and DSHS to determine Passport eligibility. The WSAC sends records for students that identify as former foster youth on FAFSA to DSHS. These records are manually reviewed at DSHS to determine if a youth was in foster care and meets the criteria for Passport. Through this system, students may be enrolled in Passport even if they have not been previously informed about the program through caseworkers, SETuP staff, or other service providers.

2. **Passport Consent Form**: SETuP providers or another outreach program may give foster students the application and consent form for Passport. This form is also available on the WSAC web site. [61]

3. **The Common Application for Foster Youth**: Foster students who apply for the federal Education and Training Voucher (ETV) program may also elect to be considered for a Passport scholarship in the same application. This application[62] is available on www.independence.wa.gov, a website designed to assist foster youth as they leave care and transition to adulthood.

4. **College Application Questions**: The Passport legislation requires participating colleges to include a question on applications for admission regarding a prospective student's foster care status.[63] Most of the students found eligible through this process, however, have already been identified from the FAFSA application match.

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[61] http://www.wsac.wa.gov/sites/default/files/PassportConsentForm-2012.pdf
[62] https://fortress.wa.gov/dshs/f2ws03appsns/cacommonapp/
[63] RCW 117.040

APPENDIX B: ANNUAL ENROLLMENT BY INSTITUTION AND SECTOR

Higher Education Sector	Institution	Year		
		2008-09	2009-10	2010-11
Community and Technical Colleges	Bellevue Community College	2	7	6
	Big Bend Community College	.	4	.
	Centralia College	5	10	9
	Clark College	6	16	15
	Columbia Basin College	3	8	17
	Edmonds Community College	7	4	5
	Everett Community College	6	19	22
	Pierce College	3	9	9
	Grays Harbor College	1	2	4
	Green River Community College	5	8	11
	Highline Community College	3	3	5
	Lower Columbia College	5	5	4
	South Puget Sound Community College	8	7	4
	Olympic College	.	6	8
	Peninsula College	3	3	2
	Seattle Central Community College	10	9	11
	North Seattle Community College	3	4	8
	South Seattle Community College	.	2	5
	Shoreline Community College	2	.	7
	Skagit Valley College	2	8	14
	Spokane Community College	9	25	24
	Spokane Falls Community College	5	23	29
	Tacoma Community College	5	16	19
	Walla Walla Community College	2	2	2
	Wenatchee Valley College	1	1	2
	Whatcom Community College	3	7	9
	Yakima Valley College	9	19	18
	Northwest Indian College	.	.	1
	Cascadia Community College	1	.	3
	Bates Technical College	.	1	1
	Bellingham Technical College	.	1	1
	Clover Park Technical College	7	13	12
	Lake Washington Technical College	1	1	2
	Renton Technical College	1	.	1
	Seattle Vocational Institute	2	3	4
Private Vocational Colleges	International Air & Hospitality Academy	.	1	1
	Gene Juarez Academy	.	1	1
	Everest College	1	2	1
	Art Institute of Seattle	1	4	1
	Perry Technical Institute	.	1	2
	Glen Dow Academy	2	2	.
Private Colleges and Universities	Heritage University	.	2	.
	Gonzaga University	.	1	1
	Northwest University - Kirkland	1	1	1
	Pacific Lutheran University	1	2	1
	Saint Martin's University	2	3	4
	Seattle Pacific University	.	1	3
	Seattle University	6	5	10
	University of Puget Sound	.	1	.
	Whitman College	.	1	1
	Whitworth University	.	.	1
	Northwest College of Art - Poulsbo	.	1	.
Regional Colleges and Universities	Central Washington University	8	13	14
	Eastern Washington University	4	10	17
	The Evergreen State College	.	.	1
	Western Washington University	2	7	8
Research Universities	University of Washington	6	10	13
	Washington State University	3	4	9
State Total		157	319	384

**APPENDIX C: SUPPLEMENTAL EDUCATION TRANSITION PLANNING (SETuP)
AGENCY PROVIDERS**

DSHS Region	Provider Agency	Counties Served
Region 1 North	**Volunteers of America**	Okanogan, Chelan, Douglas, Grant, Ferry, Stevens, Pend Oreille, Lincoln, Spokane, Adams, Whitman, Garfield, Asotin
Region 1 South	**Catholic Family & Child Services**	Kittitas, Yakima, Klickitat, Benton, Franklin, Walla Walla, Columbia
Region 2 North	**YouthNet**	Whatcom, Skagit, San Juan, Island, Snohomish
Region 2 South	**YMCA**	King
Region 3 North	**Pierce County Alliance**	Kitsap, Pierce
Region 3 South	**Community Youth Services**	Clallam, Jefferson, Grays Harbor, Mason, Thurston, Pacific, Lewis, Wahkiakum, Cowlitz, Skamania, Clark

APPENDIX D: PASSPORT STUDENT PERSPECTIVES

"I have nothing but the utmost appreciation for Passport to College. It has allowed me to put financial worries to the back of my mind and allowed me to focus on the real work: studies. I will always recommend it to younger foster youth looking at making a difference in their lives."

"I think a lot of foster children who have aged out of the system have a hard time finding a parental figure to connect to in a time where they are making life-altering decisions... I think this is a difficult issue to solve, but I feel that I would have liked to have some mandatory meetings with some kind of mentor on a regular basis. I am unlikely to reach out on my own, but a check in...with someone who you can be honest [with] would be very helpful."

"…in high school all [the] paperwork and other things [were] dealt [with] for me by foster parents or case workers. Going directly into college where it automatically becomes my responsibility was overwhelming and there were not enough people around to help me."
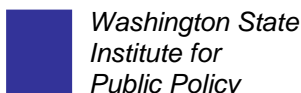
"Create a better accountability system, in which students are making specific goals and have the support needed to accomplish those goals."

"Create a club, community, something. There are few foster youth on _____'s campus, but the few that are there need more support than the average kid. Because I did not have a tight knit community, I fell through the cracks of the education system."

"It would be nice to have informal meetings to get comfortable with other members in the group, instead of always being all about school."