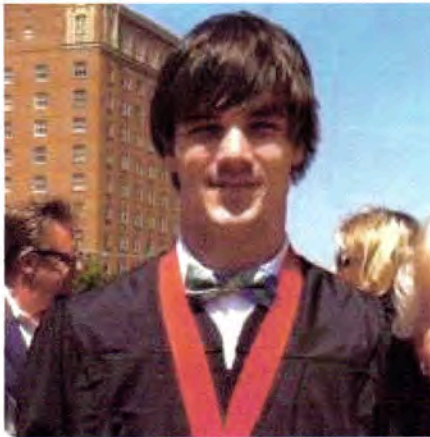


Annual Report



Joshua Kennedy
Howard Payne University
Physical Science, 2014

MISSOURI STATE EDUCATION & TRAINING VOUCHER PROGRAM

Academic Year 2013-2014

Hopes, dreams and goals that build on strengths, aptitudes and interests combined with financial and moral support will help Education and Training Voucher recipients earn a credential and move into the workforce and adulthood.

“I think MO ETV is great! It's helping me make good decisions and providing financial support so I don't have to take out a bunch of student loans. Thanks to this help, I know I'll graduate.”

—Whitney Hicks-Veach, University of Missouri - Columbia



Christian Bolding (left)
Ozark Technical Community College
Medical Administration, 2015

“My FC2S coordinator is very knowledgeable with all her advice. She always takes time to ask about my day and has always been a kind, gentle hand pushing me to stay on track. I am thankful and grateful for my coordinator because I am on track to graduate. Without her I don't know how I would have done it.”

—Kameron White-Ash, Southeast Missouri State University



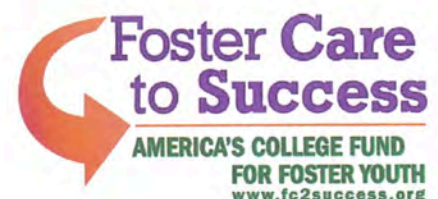
KayLynn Howard
University of Missouri
Parks, Recreation and Tourism, 2014

“Knowing that Missouri ETV funding is here to financially support me during my journey at Mizzou makes me feel confident that I can make it. I want everyone to know that I am a good investment.”

—Carrington Morse, University of Missouri - Columbia

“My FC2S coordinator has been very encouraging to me. I am getting good grades and the encouragement and funding helps motivate me to do even better.”

—Isaac Boll, University of Missouri - Springfield



MISSOURI ETV

Founded in 1981 as Orphan Foundation of America (OFA), the mission of Foster Care to Success (FC2S) is to help young people succeed at post-secondary education and training and enter the workforce as productive, able citizens.

The Missouri State Education and Training Voucher Program (ETV) has been administered by FC2S since academic year 2003-2004. The program goes well beyond simply awarding a financial grant. We forge relationships with students and encourage their dreams, share their joys and coach them over and around challenges to help them realistically plan and achieve their education and training goals.

In addition to fiscally managing the MO ETV Program, FC2S offers students a comprehensive support system that combines academic and moral support, volunteer mentors, care packages and employment readiness coaching. Additionally, carefully selected MO ETV recipients are recruited for the year-long Aim Higher Fellows Program. This peer-to-peer mentoring program seeks to improve college readiness for foster youth who are still in high school by tapping the experiences and unique perspectives of successful MO ETV students. Fellows receive training in Washington DC each June to hone their communication and presentation skills and learn how to share the FC2S Academic Success Model with foster youth in their home state.

FC2S guidance is always practical and personalized. ETV applicants are young; their chronological ages range from 18-23, but they have varying levels of maturity and understanding about college, finances, careers, relationships, goal planning, time management, accessing services, parenting, health and wellness, and positive decision making.

The living situation of each youth is different as well. Some remain in care and have an array of supportive adults in their lives, while others live independently, and still others live in dorms or move to another state. Some have a child(ren), or care for siblings or an ill relative, and some students are in precarious situations because they do not have safe and stable housing, reliable transportation, they must work too many hours while studying, or they have complex problems with family and friends.

The spectrum of academic and social readiness for post-secondary education and training varies greatly among ETV applicants. FC2S is committed to helping each young person understand there is a path to success that is built one step at a time. Their individual aptitude, temperament, learning style, and circumstances affect their ability to succeed in a college program, and as ETV coordinators get

to know each student, these qualities are taken into consideration as we guide and support them.

Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century, a February 2011 report issued by the Harvard Graduate School of Education, has begun influencing the discussion about high school curricula and post-secondary goals for young Americans. This lauded report contends that our national strategy for education and youth development has been too narrowly focused on an academic, classroom-based approach.

It notes that at present, we place far too much emphasis on a single pathway to success: attending and graduating from a four-year college. Despite this emphasis, nationally only 30 percent of young adults successfully complete this pathway and data shows that in the second decade of the 21st century, most jobs do not require a bachelor's degree. The United States is expected to create 47 million jobs in the 10-year period ending in 2018; only a third of these jobs will require a bachelor's or higher degree. Almost as many jobs – some 30 percent – will only require an associate degree or a post-secondary occupational credential.

Given the challenges many foster youth face in their pursuit of higher education and training, this acknowledgement that a two-year degree or specialized/technical certificate are viable paths to employment is welcome news. Foster Care to Success helps MO ETV recipients identify an achievable education and career goal and work towards success whether it is through a traditional four-year program, an associate degree, or a technical certificate.

For some the path is linear; fund them and get out of their way. Others struggle in remedial courses and risk failing or dropping out. FC2S tries to help young people recognize that their strengths and interests can align with a career path. It is important that everyone working with these young adults reinforce the concept of lifelong learning and growth, personally and professionally.

The information in the 2013-14 MO ETV annual report is data derived from students' applications, surveys, third party documentation and FC2S student support services. Beyond detailing data, the challenge in writing this report is to acknowledge that each and every MO ETV Program participant is an adult with a complex set of needs, strengths and challenges and expectations. *One step at a time, slow but steady, onward and upward, believe in yourself, ask for help, you're doing great, what do you need to succeed, how can I help you* - these words and sentiments have never been truer than when Foster Care to Success works with MO ETV Program participants.

Missouri ETV Program 2013-14

Funded Students: 279

- 143 New Students (51%)
- 136 Returning Students (49%)

In academic year 2013-14, all eligible Missouri youth who completed their applications and attended school were funded. Applications were reviewed as per the ETV program plan with a goal of fully funding those with the greatest need and students who are progressing and those soon to graduate.

Annually, starting on July 1, new and returning students begin applying online. Eligible applicants must be enrolled, attending and in good standing in a post-secondary program and they must receive funding before their 21st birthday. Students who are making progress towards completing a degree or certificate may receive funding until their 23rd birthday.

Missouri ETV Applications: 502

Ineligible Applicants: 223

Individuals who do not meet basic program eligibility criteria or have been ruled ineligible by the State do not receive ETV funding. These applicants include those who were not in foster care, did not attend school or were not making progress, first time applicants over the age of 21 and previous recipients who are older than 23.

Grant amounts are determined by carefully analyzing each student's Cost of Attendance, financial aid package and budget, and determining their unmet need as per the Higher Education Act.

Throughout the country, states and counties do their best to meet the needs of children in care, yet the complexity of their lives before foster care coupled with federal, state and local policies and the children's emotional needs often make their lives precarious. Their elementary and secondary school history may include sporadic attendance and multiple school placements. Gaps in education lead to a host of well-documented problems that follow youth into young adulthood, post-secondary education and the workforce. Additionally, many of those who pursue higher education may be the first in their families to graduate from high school, let alone start college.

Too often, these young adults are simultaneously grappling with birth family issues, emotional and social delays, and unidentified learning disabilities or mental health needs.

Still, foster youth are remarkably resilient and optimistic about their future. The number who apply annually increases. Although they do not all enroll in school, each application is recognition that education or training is important and accessible, and that foster youth are aware of the MO ETV Program. Many who do not complete the application the first time reapply and start their education within a year or two.

MO ETV Academic Year 2013-2014

435 MO ETV vouchers were awarded to 279 students.

- 231 vouchers were issued in the fall and winter semesters
- 204 vouchers were issued in the spring and summer semesters

Fall 2013

231 vouchers/students

- 110 youth started college for the 1st time
- 104 students continued on from the spring/summer semesters of 2013
- 17 students, previously funded but not enrolled in spring 2013, returned to school after stopping out for one or more semesters (*Stopping out* refers to students who are taking a "break" from school with no firm timeline for their return.)

Spring 2014

204 vouchers/students

- 33 youth started college for the 1st time
- 156 students attended in the fall and continued in the spring
- 15 students, previously funded but not enrolled in fall 2013, returned to school after stopping out for one or more semesters

Student Demographics

Demographic information from students is self-reported by the youth via the initial online application, financial information is provided by the school's financial aid office, and the registrar forwards the students' official transcripts.

The majority of applications are submitted between July - September (71%).

Missouri ETV Program (2013-2014)		
Month	Applications	Percentage of Total
July 2013	252	50%
August 2013	81	16%
September 2013	26	5%
October 2013	11	2%
November 2013	24	5%
December 2013	14	3%
January 2014	23	5%
February 2014	16	3%
March 2014	16	3%
April 2014	13	3%
May 2014	15	3%
June 2014	11	2%

Age of funded students

18	90	32%
19	78	28%
20	63	23%
21	30	11%
22	18	6%

African-American: 95 (34%)
Asian-American: 6 (2%)
Caucasian: 152 (54%)

Latino: 7 (3%)
Mixed-Race: 16 (6%)
Native-American: 3 (1%)

Trends in higher education shows that young men are not attending college at the same rate as young women. Colleges have begun addressing the disparity by developing strategies to engage young men in ways that make the college experience more relevant.

FC2S continually recognizes the need to specifically reach out to young men in an effort to establish and maintain a bond with them. It is important to actively engage with young men because college or a training program can provide the safe, stable environment and sense of structure that is so critical to the process of maturing. The ETV Program Manager is working closely with the Academic Success Program to ensure the active engagement of male students. The targeted coaching provided to young men focuses on strength-based career exploration and planning.

For example, male students are asked about role models. Do they have bonds with men they respect and can they articulate the traits they admire in the men they respect? We talk to them about on-campus clubs, activities and affiliations that might interest them and help them connect with mentors who can encourage them to evolve academically. Academic departments are ideal places for young men to identify a mentor who will take a lasting interest in their academic and career path.

Male: 99 (35%)
Female: 180 (65%)

Health Insurance

Often students do not think of Medicaid as insurance; therefore, they may not apply for it despite being eligible as per MO policy. All applicants who answer NO - without health insurance - are encouraged to apply for it and advised to obtain a letter from the state verifying eligibility. If a student is over 21, we discuss options for insurance including a plan through their college. Once MO finalizes its expansion of Medicaid and its health care exchange plan under the Affordable Health Care Act, FC2S will roll out information to current and former students.

Students without health insurance	67	24%
Students with health insurance	212	76%

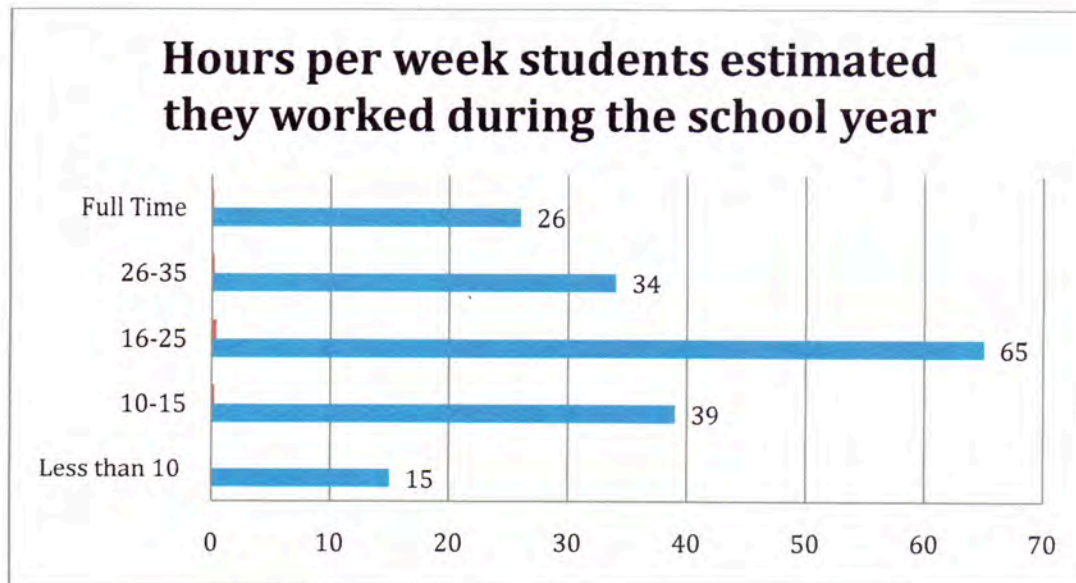
Volunteerism and Work

Studies show that youth who volunteer have increased self-esteem, engage with positive contacts and role models and develop workforce-transferrable skills and a better understanding of potential careers. In a competitive job market, volunteer work shows initiative and can be the experience needed to get a first job. FC2S urges students to get involved in campus and community-based activities and accurately record those experiences - tasks and skills, dates and duration, and to include this information on scholarship applications and their resumes.

Student Volunteering

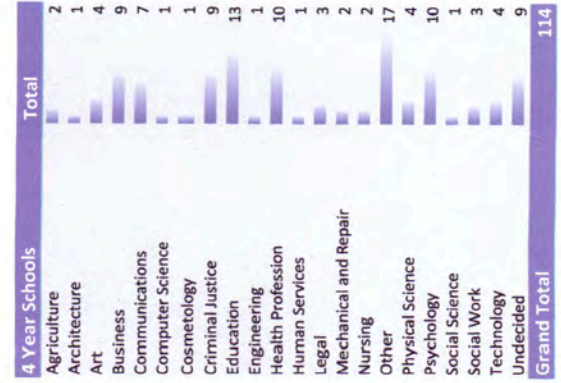
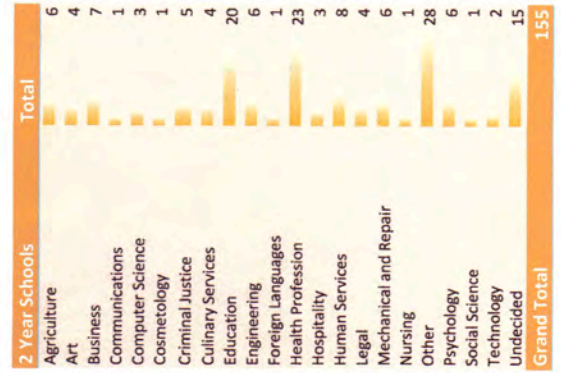
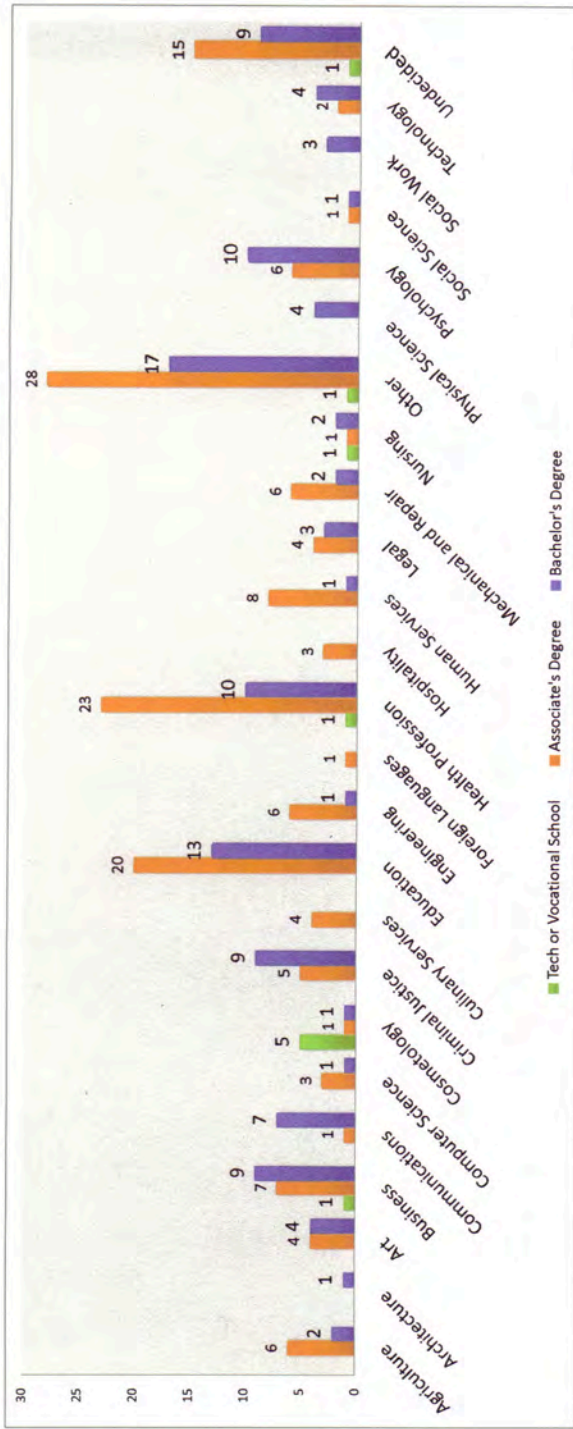
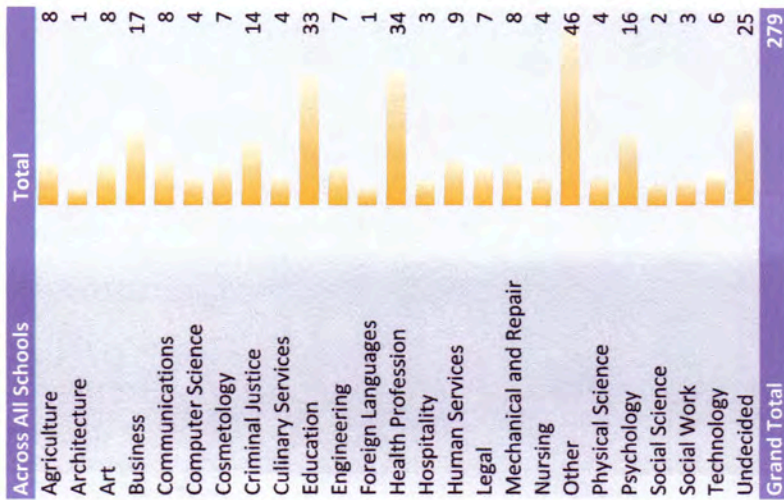
No	152	54%
Yes	128	46%

64% of students reported they worked during the school year.



The numbers along the bottom reflect the number of students.

Missouri Categories of Majors



Communications

Communicating with young adults presents a challenge to colleges, employers and programs such as ETV. Today's students are the first generation of digital natives. They are better at communicating online than in person and often are more closely connected to a virtual social-media community than to a physical campus community, or anyone else outside their immediate peer group. Even retailers are struggling to sustain brand loyalty, as young consumers are bombarded with ads tailored to their ever-changing online footprint.

FC2S is committed to helping program participants understand that they must be able to move between two worlds - a web-based instant gratification environment and the more traditional one of academia, community norms and the workplace. The ability to move between these two environments is a new dividing line - the haves and have nots of appropriate and effective communication skills. Providing students with both an understanding of the realities of the world and the skills and knowledge to thrive outside of their current 24/7, college-age universe of Vimeo, Instagram, FaceBook, Vine and Twitter is challenging.

As a rule, students' cell phone numbers change frequently, they do not listen to voice messages and they do not return phone calls. This is endemic in their age group. FC2S uses multiple modes of communication besides phone calls - email, text messaging, Twitter and Facebook – to reach students, and we constantly review our messages and modify them for the various communication platforms. The time, energy and effort the MO ETV team puts into reaching out to applicants and students throughout the year needs to be recognized.

Between July 1, 2013 and June 30, 2014 the MO ETV team reached out to MO ETV applicants and current program participants:

MO	Phone	Email	Text*	In Person	Total Communications
Funded Students	2,973	3,347	3,107	5	9,432
Non Funded Students	362	239	247	1	** 849
Total:	3,335	3,586	3,354	6	10,281

* not all students list a cell phone number or their cell blocks text messages

** this number represents 8% of the total communication time spent on students who are not funded/enrolled in school.

The ETV program is premised on students moving forward; to help them do that we need them to engage with us. Some ETV recipients do not equate the funding with being in a post-secondary support program. Every FC2S staff member a MO student connects with works carefully to help the student realize that the program is not 'just a check.' We strive to help them learn to be proactive and seek out information and guidance as well as being open to relevant, timely information sent to help them.

A core component of the program involves reviewing every applicant's budget with them prior to funding. Often students are not aware of the different funding streams they receive, and they may not plan appropriately. For example, by taking all of their funding added together – ETV, the Pell grant and other funds such as scholarships – often we help the student realize they may not need to accept the student loans automatically offered, or that their loan amount can be reduced.

We help students decide between the more expensive for-profit school and the local community college. Conversations about going out-of-state or attending an MO public institution, changing schools and losing credits, dropping classes, and moving across town without having reliable transportation are only a few of the very important conversations we have daily with students regarding logistics, planning for the future, and understanding the impact of their decisions.

Our goal is to have at minimum monthly phone calls with students. As per the chart on the previous page, on average, each funded student was called over 10 times per year. We encourage students to be proactive and set up a monthly phone meeting with ETV. Some enjoy the regular contact; however, others we call numerous times and despite our best efforts we may only talk with them two or three times a semester.

FC2S views its engagement with students as a balancing act; they are young adults many of whom do not want to be in another 'program' that tells them what to do.

By understanding their stage of development and how the past shapes their attitudes, we work to earn their respect and trust. Prior to being funded each student must have a phone meeting with ETV to discuss financial aid and classes. At that time we talk to them about how our experience and support can help them navigate the academic, financial and social challenges of college. Over time, our consistent phone calls, text messages and emails allow us to forge a strong relationship with many students.

Additionally, students are sent targeted academic success information based on their stated needs. Helping youth understand the realities of the world beyond foster care and their immediate community, and the skills and knowledge needed to progress in an ever-changing global, digital-information economy means helping them focus on career planning and the steps required to enter the workforce. During the calls we discuss challenges, successes, changes in living situations, and academic concerns with a goal of helping them start to develop short-term and longer-term life plans.

challenges, successes, changes in living situations, and academic concerns with a goal of helping them start to develop short-term and longer-term life plans.

Computer used for checking email prior to receiving ETV funding:

Don't have access to computer	2	1%
Personal computer	155	56%
Shared at school or library	35	13%
Shared at foster/group home	9	3%
Social Worker's office	2	1%
Cell phone	76	27%

How often students check primary email account:

Rarely/Never	13	5%
Once a week	57	20%
Every few days	46	16%
Daily	112	40%
Several times per day	51	18%

Housing and Transportation

Only 25 of the 279 funded students report that they live in a dorm. This indicates that 91% of all MO ETV students live off campus, and therefore stable housing and reliable transportation are key components to post-secondary success. For students living in major metropolitan areas, public transportation is generally reliable although the route sometimes can be circuitous. Transportation for students who do not live in a major metropolitan area can be a very real challenge.

Often, when ETV coordinators ask students about transportation to and from school and work it seems to catch them off guard. In discussions with the students and their workers the focus is on registering for classes, not on the logistics of attending them. Incoming freshmen often tell us, "My friend will drive me," or they assume the social worker who helped them register for school or apply for the ETV program is responsible for their transportation. Although we talk to the young person about the specifics associated with transportation, they are preoccupied because the semester is starting and they insist it will work out. Unfortunately, when ETV coordinators later discuss withdrawing from or failing classes, those same students say they couldn't get to school or they could only go sporadically.

Transportation to and from their local college campus remains a barrier. Students without a car or even a driver's license cite transportation problems as a major deterrent to consistently attending classes.

Ideally, MO ETV students should have housing, on-campus or close to campus, in place prior to the start of classes. Such living arrangements encourage the feeling of belonging to a campus community, which is an integral part of the college experience. Living on or close to campus facilitates attending every class, meeting with other students for study sessions, studying in the library or student center, and using the gym. Youth who live on or near campus are also more likely to visit the Student Service Center*, which offers sessions on college success skills and counseling (personal, academic, and career).

*Students should be encouraged to visit their career center to take advantage of all that it offers. A study of more than 13,000 Class of 2007 graduates found that students who used the Career Center and its resources at college were more likely to report job-search success than their friends who had decided to go their own way. (Source: *Moving On: Student Approaches and Attitudes Toward the Job Market for the College Class of 2007*. National Association of Colleges and Employers.)

Students in apartments constantly worry about paying the rent. Many live with others and they contribute a significant amount of their post-secondary financial aid – Pell Grant, ETV, and student loan money – to household expenses. We strongly urge social workers and education advocates to invest considerable time in working with youth on the logistics and mechanics of housing and transportation that facilitate their being able to independently travel to and from campus.

Additionally, a housing plan for their regularly scheduled breaks should be in place as early as possible. Despite remaining in care until age 21, many students who go away to school and live in a dorm say they do not want to 'go back there' (their placement) on breaks. Students and workers should candidly discuss housing options and concerns; this would not only reduce students' stress and couch-surfing, but it is an opportunity for the youth and worker to proactively plan ahead. On several occasions, there has been considerable friction when students returned to their placement after living independently. A placement that worked for a high school student may not be appropriate for a young adult who is learning to manage independence. We urge students to think about how they have changed and where there could be conflicts and then discuss it with their social worker or agency. Finding a win/win solution includes honesty and creativity. Youth need to be coached and encouraged to make good decisions and see the short term nature of some of these situations and hopefully, the placement will also make some accommodations for the emerging young adult.

Because so many MO students attending the state-wide network of excellent community colleges plan to transfer to a four-year institution, FC2S strongly advises them to meet with a counselor to understand the transfer process and be put on a priority list for student housing at the four-year institution.

School Choice

Encouraging every young person to earn a credential after high school that will open up employment opportunities is the right thing to do. Foster youth need post-secondary education and training and we as a nation must assist and support them. FC2S is committed to helping them to make good decisions about what sort of program to attend and where, how to afford school and how to decide which academic and career path is right for them at this time in their life.

The marketing that some schools do is different from simply making young people aware of their institutions. Many proprietary schools advertise extensively in low income communities. On buses, in radio ads and with personalized welcome letters, they promise an affordable, fast degree that will lead to a job.

People enthusiastically respond, foster youth included, because they know they want the education and training, and the ads and schools make it seem so easy.

Additionally, schools may package federal aid and student loans so attendees are given a refund check although the school may be very expensive. This lulls attendees into a false understanding of higher education - a quick and easy certificate or degree and "get paid for going to college." Unfortunately, many foster youth choose these programs.

As soon as an ETV application is received, we review it to determine what school the youth is planning to attend. While it is most often first time applicants who choose a proprietary school, returning students who failed classes or struggled in remedial courses often want to change to these schools. Additionally, those who stopped out and are returning after a hiatus quite often enroll in such programs. We contact these young people to discuss their school choice. We talk to them about the cost of the program, the school's reputation and their short and long term goals. Our object is to help students understand the pros and cons of different programs by explaining the concept of being an informed consumer. Because students do not write checks for their schooling, they often believe it is free. In the case of proprietary schools we must, carefully and respectfully, help them set aside the school's marketing messages and begin to objectively consider their options.

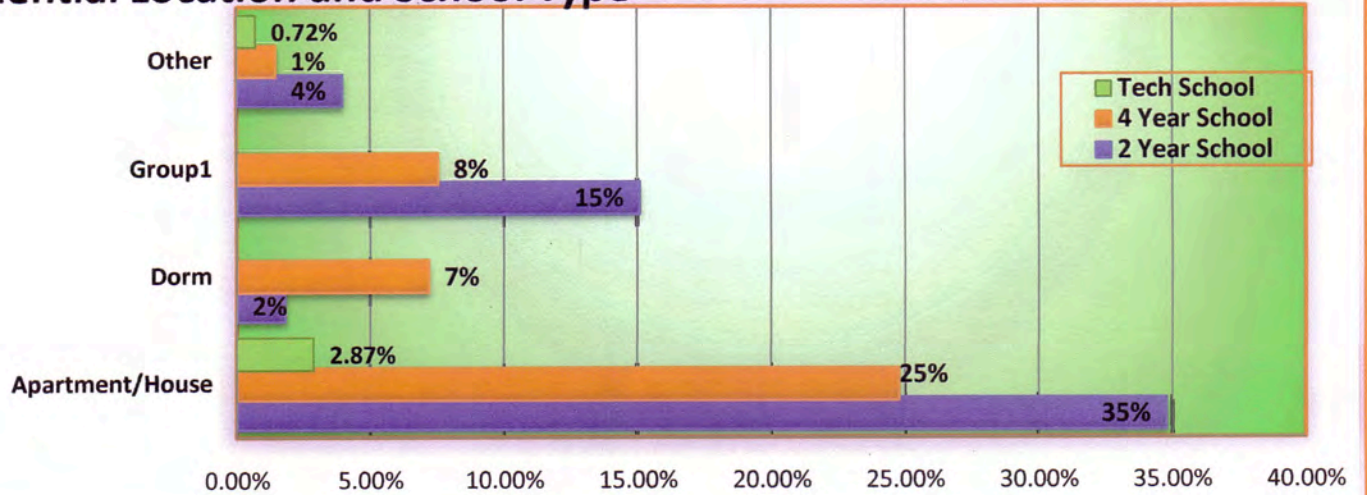
Foster Care to Success does not promote taking online classes in order to overcome housing and transportation challenges. Online classes are only a good option for the most determined and academically ready students, and they should not take more than one or two online classes at a time. Successful online students must have strong reading and writing skills and must manage their time effectively. There are weekly assignments, and without scheduling the time to physically sit in a classroom, the responsibility for meeting deadlines falls entirely upon the student. Online classes were initially developed for working adults in Master's Programs who had to juggle job and family responsibilities, and studies show that younger students do not do well in these classes and programs.

Upperclassmen who are academically achieving may have the discipline to take these classes, but they should not replace face-to-face time with peers and professors.

Missouri Residential Information

Residential Location at time of Application	Number	Percent
Apartment/House	174	62%
Dorm	25	9%
Foster Home/Group Home	63	23%
Other	17	6%
Grand Total	279	100%

Residential Location and School Type



Foster Care Placement at time of Application	Number	Percent
Adopted	22	8%
Aged Out	52	19%
Family Placement	36	13%
Foster Home	59	21%
Group Home	13	5%
Guardian	10	4%
Independent Living	75	27%
Residential Facility	12	4%
Grand Total	279	100%

Nationwide

Only about half of all Americans ever earn a higher degree or credential after high school. Furthermore, according to the Bill and Melinda Gates Foundation less than half of all first-time, full-time students complete a four-year degree within six years or a two-year degree within three years. That figure drops to about 25 percent for low-income students and is even bleaker for foster youth. According to Connected by 25, "only one to five percent of foster youth earn a bachelor's degree or higher."

There is general agreement in the field of higher education that students do not do well for a variety of reasons, including:

- Academic unpreparedness
- Unfamiliarity with college structure versus that of high school
- Unrealistic world view
- Attending the wrong school/selecting the wrong major
- Financial issues
- Inability to prioritize time and responsibilities between school, work, family and social life
- Lack of maturity

In addition to these reasons, college-bound foster youth are often uniquely disadvantaged. Not only are many of them the first in their families to graduate from high school, let alone start college, but they face challenges unique to having been in foster care, birth family issues, emotional and social delays, unidentified or untreated learning disabilities or mental health needs.

Recent findings from the science of brain development show that intense and sustained stress biologically alters the structure of the growing brain. Prolonged stress can impede the appropriate connection of brain circuits, affect the immune system, and even cause cognitive defects. Lack of bonding as an infant or child also can cause emotional and psychological trauma that is very difficult to overcome. Many foster youth enter young adulthood without a stable emotional, social or educational foundation.

Academic preparation for the rigors of college work

Remedial education courses teach high school learning skills and material students need to be ready for college-level work. *Students pay for the classes, earn no credits and the course is reported on their transcript.*

Studies have shown that only one out of every four students (25%) who take remedial classes will graduate within eight years, compared to 60 percent of students not required to take remedial courses. Additionally, students in the bottom quarter by income are more than twice as likely to take remedial courses as those in the top quarter.

- 4-year colleges - 30+% of full-time students need remedial classes
- Community college students - 60% overall need remedial course work, 90% of low-income students

Remedial Math Classes

- 55% of students who pass them graduate
- Of those who fail, only 20% graduate

Remedial English Classes

- 50% of students who pass them graduate
- Of those who fail, only 21% graduate

MO ETV Students

Some MO ETV recipients, like their peers, are academically unprepared when they start college. They lack core math, reading and comprehension skills, but through remedial work they can learn these skills in a semester or two and be successful in upper level classes. The challenge is to help these young people realize that progress is made one class at a time. Other students are very ready academically and they understand that the coursework will get progressively more challenging.

Transcripts are sent in prior to receiving funding for a subsequent semester. The information below was collected from the 2013-14 school year. It details the number of students that attempted, passed and failed their remedial classes.

Fall Semester 2013 - Based on submitted grades, 51 students took remedial courses

- 25 students 1 class
- 9 students 2 classes
- 12 students 3 classes
- 5 students 4 classes

41 of the 51 students passed one or more Fall remedial class (80% as compared to 73% last year)

10 students failed remedial classes (20% this year compared to 27% last year)

Spring Semester 2014 - As of August 7, 2014 MO ETV has received 17 transcripts showing remedial course work

- 11 students 1 class
- 1 students 2 classes
- 2 students 3 classes
- 1 student 4 classes
- 2 students 6 classes

4 new students – first time funded Spring 2014

9 were continuing students funded in Fall 2013 and Spring 2014

4 were returning after a hiatus

13 of the 17 students passed one or more Spring remedial class (76%)

4 students failed remedial classes (24%)

Missouri Summary of Credits 2013-14

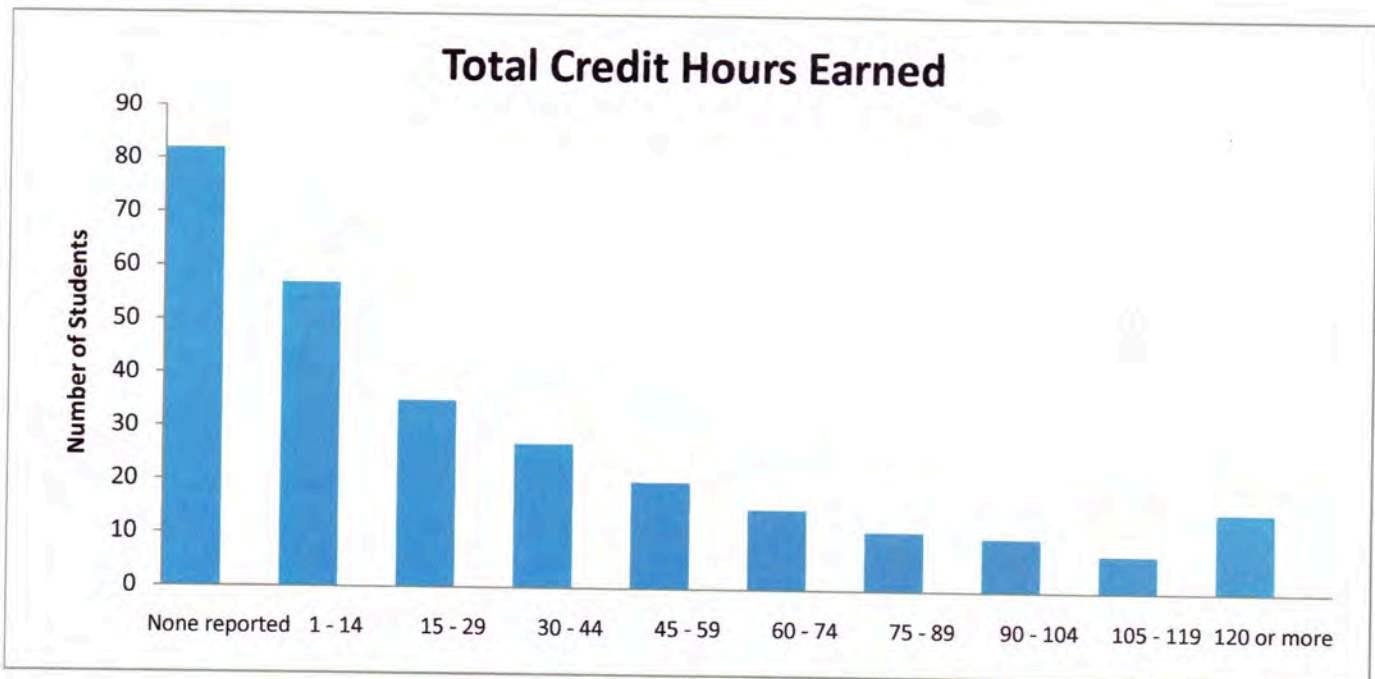
Students w/ grade records	Attempted # of credits							With-drawn Credits	Failed Credits	Remedial Courses Attempted	Remedial Courses Passed	Tech hrs attempted	Tech hrs passed			
	0-3	4-6	7-9	10-12	13-15	16-18	19-21							22+		
170	10	12	14	44	51	33	2	4	2114.5	1727.5	169	218	99	64	2207	1971.4
# of students who attempted	26	17	30	36	40	18	0	3								
# of students who earned*	0	0	1	0	0	0	0	0	7	7	0	0	0	0	288	168
2	0	0	0	0	0	0	0	0								
# of students who attempted	0	0	1	0	0	0	0	0								
# of students who earned*	2	2	0	0	0	0	0	0	15.5	15.5	0	0	0	0	70	70
4	2	2	0	0	0	0	0	0								
# of students who attempted	2	2	0	0	0	0	0	0								
# of students who earned*	12	5	10	17	19	19	5	15	1562	1422	87	53	35	27	5788.8	5447.9
102	17	8	13	15	15	17	5	12								
# of students who attempted																
# of students who earned*																

* Many students will attempt 15 credit hours but will actually finish with less credits earned.

For example, Mary Starts the Fall semester with 16 credit and is counted as one of the **33** students who will attempt 16-18 credits. Mary will then withdraw from one class worth three credits and fail another class worth three credits. Now she appears as one of the **36** students that actually earned 10-12 credits.

MO GPA	Fall	Winter	Spring	Summer
0	10	0	3	0
<1.0	7	0	2	0
1-1.99	24	0	6	0
2-2.49	33	1	22	2
2.5-2.99	35	0	19	0
3.0-3.49	33	1	24	1
3.5-3.99	20	0	21	0
4	8	0	5	1

Credit Hours Earned	# Students	%
None reported	82	29%
1 - 14	57	20%
15 - 29	35	13%
30 - 44	27	10%
45 - 59	20	7%
60 - 74	15	5%
75 - 89	11	4%
90 - 104	10	4%
105 - 119	7	3%
120 or more	15	5%
Total	279	100%



# Students Year in School *	%
174 First (Freshman)	62%
47 Second (Sophomore)	17%
26 Third (Junior)	9%
32 Fourth (Senior)	11%

* Students may retain a school year status (freshman, sophomore, etc.) for more than two semesters if they are taking non-credit remedial classes, are not full-time or are repeating classes they previously failed.

School Type

2 Year Schools	155	56%
4 Year Schools	114	41%
Tech & Vocational Schools	10	4%

Parenting

Parenting students are a unique group of ETV recipients who need more help than the Missouri ETV Program alone can provide. To meet this need, Foster Care to Success has added a Parent Liaison to the MO ETV team. This full-time staff member works solely with pregnant and parenting students.

The complexity of these students' needs and challenges requires intensive engagement. The Parent Liaison has found that the majority of these students lack the basic knowledge needed to access services and navigate interconnected systems such as the housing authority, social services, Medicaid, post-secondary institutions and financial aid systems.

Specifically, they do not understand or are unable to consider how having a child will impact their daily life. Because many assume college will be like high school, they expect that accommodations for pregnant and parenting students will be provided. For example, pregnant youth do not understand that delivering a child in the first few weeks of the semester means they will miss too many classes and will either be dropped or given a failing grade. Experiencing morning sickness, being put on bed rest, and delivering during mid-terms or finals are common situations that can derail student progress.

On a daily basis, the Parent Liaison has conversations about all of the challenges facing parenting students - child development, what it means to have reliable child care, having a back-up plan if your child is sick, child support, stable housing, avoiding disruptive altercations with the other parent or relatives, as well as choosing a career path that will promote success. She routinely works with students to find reliable child care, deal with transportation between home, day care and school, and support students who have a medically fragile child(ren).

Barriers to completing their education

The barriers to success that face parenting students are significant. At least 10% of FC2S/ETV student parents have partners that are incarcerated and another 10% report that they have mental health issues. These issues exist in addition to the child-centered responsibilities that they must manage and their urgent need to obtain education and training that will lead to self-sustaining employment.

Without support from FC2S/ETV to explain the potential difficulties that lie ahead, parenting students will routinely withdraw or fail out because they lack child care, get into serious financial difficulty or do not know how to access and maintain the social services supports they need to pursue education and training.

The FC2S Parent Liaison provides intensive, one-on-one support to young parents to help them anticipate, identify, and work through the challenges they are likely to encounter. The majority of these obstacles – such as child care, transportation, and housing, *must* be addressed before they can actually attend classes and progress toward their goals.

School

- Choosing the wrong school has serious repercussions. Among all parenting students with whom FC2S works, 35% have selected an expensive proprietary school which markets itself as an easy, fast and inexpensive way to get a professional certification or degree.
- ETV staff spend a considerable amount of time helping students, especially those who are parenting, to understand the economics of school choice and the actual employment rate and income associated with different concentrations and program levels.
- Students are often unaware of the difference between proprietary schools and two-year and four-year state schools that offer the same degrees at one-tenth of the cost.

Transportation

- ETV staff explore the following with every parenting student to assess their transportation needs.
 - How are they getting to school?
 - How are they getting their child to day care and home again?
 - If not residing in a city with public transportation, what are their transportation options?

Child Care

- Many parents do not know if they have a child care voucher or understand what that means. They often say 'my social worker pays for that' or 'I get welfare for that.' They are not clear about what agency pays for child care. As a result, when a problem arises, they do not know how to rectify the situation.
- Some, who remain in foster care with their child, do not understand the system's structure or their rights.
- ETV staff works with them to understand the benefits available to them and helps them to answer the following questions.
- When does the voucher end?
 - What requirements to they need to fulfill to remain eligible?
 - What happens when/if their care provider stops accepting the voucher?
 - How much will they need to pay when they graduate from school and take over the payments?

Self Management

- MO ETV works with student parents to put together a daily schedule. For many, it is an hourly account of their responsibilities and obligations that are essential to their educational and personal success.
- All children get sick. It is a reality that young parents must be prepared to face. The Parent Liaison works with student parents to develop and update their back-up plans so that they know what they'll do if they cannot take their child(ren) to child care.
- Additionally, MO ETV helps young parents learn how to ask the right questions when their child is sick, how to access reliable information on the Internet, (CDC, Mayo Clinic, etc.), and when to seek medical care.

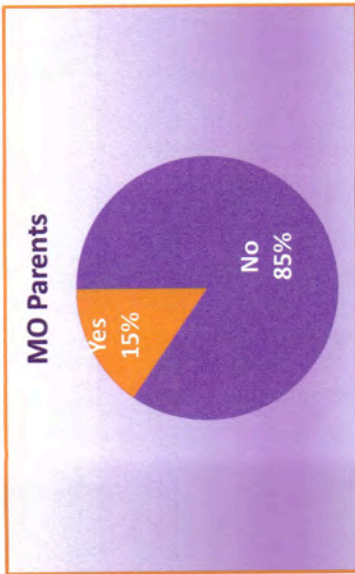
Financial Literacy

- In conversations with students, we recognize that many of them are financially "illiterate." Approximately 85% of the pregnant/parenting students do not understand the cost of borrowing money and how it may impact the future well-being of their family.
- Often, these students borrow excessively. As parents, their Cost of Attendance (COA) is higher thereby making them eligible for more student loan money. They are unaware or do not understand how much they'll be paying back when they graduate, "stop out" or fail out. (*Stopping out* refers to students who are taking a "break" from school with no firm timeline for their return.)
- When MO ETV helps them compare schools and degree programs, nearly 50% are surprised when they realize they could get their education at a lower cost.
- The majority of students don't know how to do comparative research and are easily swayed by promises of quick degrees and easy entry into the job market. MO ETV works with students to show them how to research options, compare opportunities, and look at costs because these are vital life skills for adulthood.
- Like their peers, it takes effort to help young parents really understand that funding is time-limited. Every D or F or W represents a lost opportunity; these are expensive mistakes that parenting students cannot afford to make.
- MO ETV helps students develop a monthly budget based on their combined funding and explains how they can pay for school without occurring excessive debt.
- The Parent Liaison spends considerable time over the course of many conversations to teach money awareness and budgeting skills. A level of trust needs to exist for the youth to discuss money, beliefs, needs and wants. It is only by working with students to "do the math" that we can help them understand the adult decisions they must make to ensure the well being of themselves and their families.

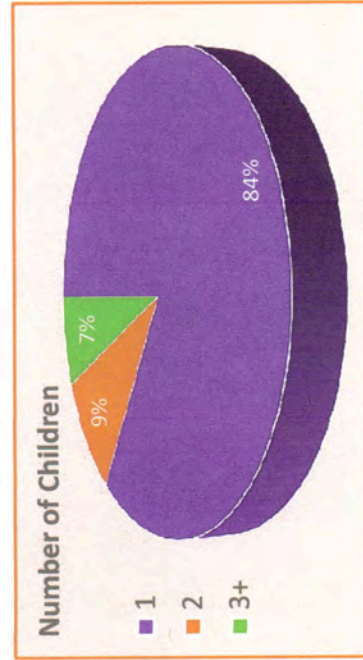
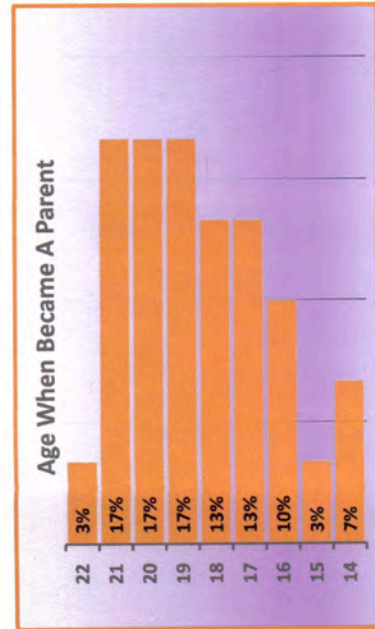
The FC2S Parent Liaison is committed to helping MO ETV recipients understand the developmental needs of their children. We discuss child development and address the needs of children from pre-birth through school age. Our goal is to help them anticipate what to expect in the future and to find the right balance between being a parent and being a student who is striving to create a stable and healthy home life for their family.

The collective impact of the FC2S Parent Liaison and MO ETV Coordinators is significant; it allows us to work one-on-one with parenting students to address the challenges they are likely to face. Ultimately, our approach and continual support helps many of these students develop a realistic plan to successfully complete their education and training and enter the workforce. Every parent wants to provide for their children and FC2S is committed to our parenting students and their goal of raising their child(ren) in a loving, safe home.

Missouri Parent Information



Number of Parents	Total
No	236
Yes	43
Grand Total	279



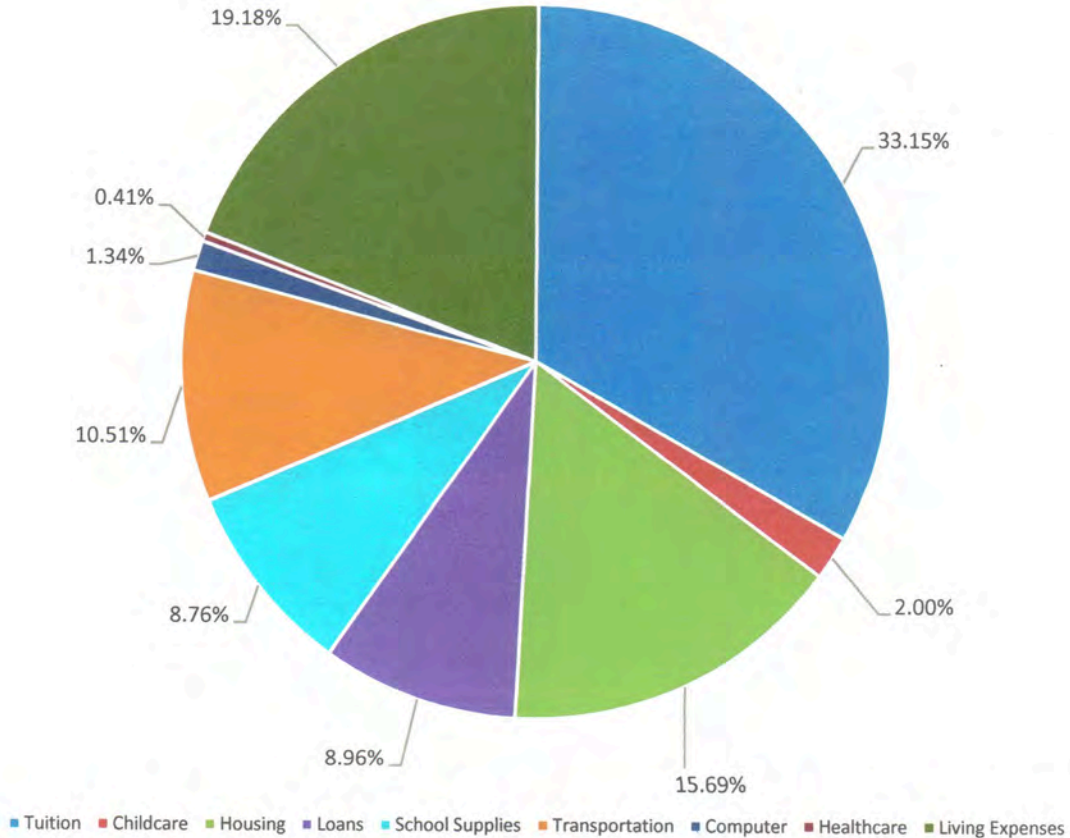
Missouri ETV Funding by County

Missouri 13-14 Counties	Total Funds	Percentage
ADAIR	\$9,000.00	0.97%
ANDREW	\$1,800.00	0.19%
ATCHISON	\$7,000.00	0.75%
AUDRAIN	\$2,500.00	0.27%
BARRY	\$5,000.00	0.54%
BENTON	\$3,600.00	0.39%
BOONE	\$12,000.00	1.29%
BOULDER-CO	\$500.00	0.05%
BUCHANAN	\$9,500.00	1.02%
BUTLER	\$1,335.00	0.14%
CALLAWAY	\$2,500.00	0.27%
CAMDEN	\$11,700.00	1.26%
CARTER	\$2,000.00	0.22%
CASS	\$9,450.00	1.02%
CHARITON	\$5,000.00	0.54%
CHRISTIAN	\$28,316.74	3.05%
CLAY	\$10,000.00	1.08%
COLE	\$21,660.00	2.33%
DALLAS	\$9,300.00	1.00%
DAVISS	\$2,500.00	0.27%
DEKALB	\$5,000.00	0.54%
DENT	\$2,500.00	0.27%
DOUGLAS	\$3,000.00	0.32%
FRANKLIN	\$14,400.00	1.55%
GREENE	\$80,885.74	8.71%
HENRY	\$5,000.00	0.54%
HOWELL	\$3,916.74	0.42%
JACKSON	\$97,060.78	10.45%
JASPER	\$26,000.00	2.80%
JEFFERSON	\$32,500.00	3.50%
JOHNSON	\$11,400.00	1.23%
LACLEDE	\$5,000.00	0.54%
LAFAYETTE	\$5,000.00	0.54%
LAWRENCE	\$3,800.00	0.41%
LEWIS	\$6,250.00	0.67%
LINN	\$2,900.00	0.31%
LIVINGSTON	\$2,165.00	0.23%

MACON	\$20,000.00	2.15%
MARION	\$5,000.00	0.54%
MCDONALD	\$2,306.00	0.25%
MERCER	\$5,000.00	0.54%
MISSISSIPPI	\$5,000.00	0.54%
MONROE	\$5,000.00	0.54%
NEWMADRID	\$1,900.00	0.20%
NEWTON	\$13,750.00	1.48%
NODAWAY	\$1,000.00	0.11%
OREGON	\$330.00	0.04%
OSAGE	\$1,800.00	0.19%
PERRY	\$4,300.00	0.46%
PETTIS	\$1,561.27	0.17%
PHELPS	\$16,588.00	1.79%
PLATTE	\$18,800.00	2.02%
POLK	\$1,000.00	0.11%
RANDOLPH	\$5,000.00	0.54%
REYNOLDS	\$1,700.00	0.18%
RIPLEY	\$6,800.00	0.73%
SAINTCHARLES	\$19,100.00	2.06%
SAINTFRANCOIS	\$26,578.65	2.86%
SAINTLOUIS	\$207,744.46	22.36%
SHELBY	\$5,000.00	0.54%
ST._LOUIS_CITY	\$51,385.00	5.53%
SULLIVAN	\$5,000.00	0.54%
TANEY	\$11,147.62	1.20%
TEXAS	\$4,500.00	0.48%
VERNON	\$3,000.00	0.32%
WARREN	\$2,125.00	0.23%
WEBSTER	\$15,070.00	1.62%
Total:	\$928,926.00	100.00%

2013-2014 School Year		
MISSOURI ETV		
Purpose	Totals	Ratios
Tuition	\$307,942.48	33.15%
Childcare	\$18,582.66	2.00%
Housing	\$145,715.32	15.69%
Loans	\$83,242.00	8.96%
School Supplies	\$81,386.74	8.76%
Transportation	\$97,631.66	10.51%
Computer	\$12,411.14	1.34%
Healthcare	\$3,825.00	0.41%
Living Expenses	\$178,189.00	19.18%
Grand Total	\$928,926.00	100.00%

ETV Distributions



Student Support

Scholarships: Foster Care to Success provided \$7,125 in private scholarship funding to MO students.

Lovectecus Allen	University of Missouri	\$1,000.00
Savannah Davis	Drury University	\$4,000.00
Terrell Reed	St Louis Community College	\$2,150.00

Care Packages: Students were sent care packages in the fall, in February, and in early May. Each box was themed and sent to students who confirmed their address within the required time frame. Computer memory sticks, toiletries, fun summer items, gift cards, healthy food snacks, Girl Scout cookies, and a hand knit or crocheted red scarf and chocolate to celebrate Valentine's Day were included in the packages. Throughout the school year, additional care packages were sent by community groups to selected students such as those who are parenting, students in a geographical area, or those chosen by gender.

Academic Success Program: ASP provides age-appropriate information to students who are in different academic and social stages of young adulthood. First-year students need basic information and encouragement, while upperclassmen need to focus on academic progression. All students are enrolled in ASP once they are funded.

Students who are pregnant and parenting receive more intensive ASP support with phone calls that focus on helping them realistically plan on how giving birth and/or parenting affects their post-secondary plans.

Aim Higher Fellow Program: Foster youth who obtain higher education and training say they want to give back and help those who are younger do well in school and life. The Aim Higher Program and the Fellow's component promotes and facilitates meaningful volunteer work that meets the needs of the foster care community while helping Fellows developing tangible skills and leadership traits. The purpose of the program is threefold:

- To teach professional presentation skills to students that will be helpful while still in school and into their professional life,
- To engage current FC2S students in volunteerism, and
- To provide critical information and resources to high school age foster youth (as well as their case workers, care givers, and other advocates) about what it takes to be successful in post-secondary education.

Two MO ETV recipients were selected for the year-long program and came to Washington DC in June for training in how to promote college readiness to foster youth who are still in high school in their communities. Fellows were given a stipend, housing and transportation, and entertainment and social events were arranged.

The MO Fellows will present to groups throughout the academic year. An MSW manages the program and coordinates the logistics of the students' presentations to prevent conflicts with school and other obligations. The manager debriefs with the Fellows after each event, not only identifying what went well and what the students feel they need to work on, but also helping them emotionally process the experience. The manager also surveys the local community to identify needs and opportunities for the students to present at professional conferences, youth conferences and in meetings with public officials. In addition to having the ongoing support of the program manager, Fellows are encouraged to work with a Senior Year Coach if they are not getting those services from their college.

Mentoring/Coaching: MO ETV students who have good communication skills and reliable means of communicating (telephone, internet, etc.) are offered a mentor who makes a one-year commitment to the student. These well-trained and supported volunteers communicate with the student throughout the school year, at least two times a week, via phone calls and text messaging, email and FaceBook. This is a strategic coaching model, designed to meet the individual student's academic and social/emotional development needs. Mentors encourage and offer guidance on issues such as: communicating with instructors, graduation requirements, career planning and employment skills and etiquette.

Senior Year Coaching: All MO ETV students who met the expanded criteria were recruited for this coaching program, which was developed to match students who will be looking for a job after graduation with a professional coach who is either a certified life/career coach or an HR professional. The goal of this program is to encourage students to plan ahead, avail themselves of opportunities and identify gaps or weaknesses in their resume before they graduate.

Coaches encourage students to focus on tangibles and tasks such as:

- Making an appointment with advisors on campus to do a degree audit,
- Identifying internships, fellowships and student abroad opportunities early,
- Understanding how volunteer work or part-time employment should be presented on a resume,
- Developing a plan to collect and keep important documentation such as letters of reference, and
- Identifying opportunities to work on projects with a professor or in the community on a report or publication.

The more prepared students are for college, the more likely they are to succeed.

As the nation's oldest and largest nonprofit serving college-bound foster youth, Foster Care to Success (FC2S) has spent over three decades providing financial, academic and moral support to youth in college and other postsecondary programs. In the past 10 years alone, FC2S has helped 50,000 young people use higher education to move from foster care to independent adulthood. The **Aim Higher Fellows Program** distills this experience into best practices to prepare foster youth still in high school for college success.

Aim Higher offers current FC2S students the opportunity to advise and guide younger foster care youth about the academic and life skills they need to persist in and graduate from college and training programs. Using social media, video and in-person presentations, they serve as role models and help foster teens gain a better understanding of the differences between high school and college. Aim Higher Fellows emphasize how much hard work it takes, and how earning a degree or credential can change a life. Fellows provide similar information to the caregivers and professionals who are responsible for supporting foster youth as they transition to adulthood.

Fellows travel to Washington DC each June for an intensive two-week program. During this time, they work with professional trainers who teach them to effectively communicate and connect with diverse audiences. They take from their own educational experiences to explain the expectations, responsibilities and opportunities of college life. Together, FC2S and the Fellows produce digital materials that will be disseminated to thousands of teens through social media, foster care agencies and educational organizations. Returning home, the Aim Higher Fellows continue to spread the message through local speaking engagements using the skills and materials developed during their stay in Washington DC. They also receive ongoing professional development, career coaching and academic and emotional support from FC2S.

Young people from foster care want to give back; through volunteerism, advocacy and leadership they try to make the road easier for younger foster youth. Aim Higher harnesses this desire by providing Fellows with unique opportunities to take the Foster Care to Success message of realistic expectations and hard work to teens still in care. Successful students have learned time management, balance academics, work and personal life, merge their interests and aptitudes with attainable career goals, and effectively manage their resources. Using this framework of their own successful college experience, Aim Higher Fellows are uniquely qualified to talk with younger students from similar backgrounds. And as study after study has shown, teenagers are more likely to listen to and emulate their peers than adults.

The Aim Higher Program engages successful students in encouraging and inspiring others while at the same time offering opportunities to learn new skills, enhance their own career potential, and forge relationships that will serve them well on their journey to productive adulthood and positive citizenship.

Thanks to our generous sponsors!





Christian Bolding, Ozark Technical Community College, Medical Administration, transfer degree, 2015. Christian plans to transfer to a four-year school to pursue a bachelor's degree, with the ultimate goal of working in a medical prison facility.

Christian has had mentors in his life, and says that two of the people he looks up to most are his grandmother and his FC2S coordinator, who has a "motherly nature and always lets me know when I am slacking off!" Still, he admits that many teens "blow off" the advice of their elders and he is very excited to be a part of Aim Higher, because he believes that the videos, created by peers, will motivate and inspire younger foster youth. "I want to be sure that young people in foster care understand that postsecondary education is essential to finding a good job and having a fulfilling career."



Torri Lippold, Missouri State University, Bachelor in Elementary Education, 2016. Although Torri has great ambitions - to be an elementary school teacher or to open a daycare center - she also believes in appreciating the small moments of one's life because, "it is easy to be rushed and forget some of these important things." This characteristic surely will help make her an outstanding caretaker and role model for children.

Without Foster Care to Success, Torri feels that she would have been lost in college. She values the funding that FC2S provides but also appreciates the support and information that staff offer to their students. "Thanks to the support of FC2S and others," she says, "I have been successful in college and am on track to accomplish my educational and personal goals."

Through Aim Higher, she hopes to impart some of that same support and information to younger foster youth. She is also excited both to learn from the other Fellows and share her own commitment and enthusiasm with them.

Our other 2014-15 Aim Higher Fellows:

Alabama

Willie Reeves - University of Alabama
Andrew Thomas - Jacksonville State University

Arizona

Zakeeyah Habeel - Arizona State University

California

Bette Maisel - Notre Dame de Namur
Gabriel Mendez - Fullerton College
Lilly Pan - Saddleback College

Colorado

Mercedez Taylor - Colorado Mesa University

Illinois

Nicole Everett - Kentucky State University

Maryland

Lacresha White - Frostburg State University

New York

Latara Bell - SUNY at Cortland
Angelique Salizan - SUNY at Binghamton
Shavonn Wheeler - CUNY John Jay College
Xi Ye - Rochester Institute of Technology

North Carolina

Isaiah Dorthy - Winston Salem State University
Kashawn Little - North Carolina A&T
Jason Robinson - University of North Carolina
Daniel Vandenberg - Appalachian State University

Ohio

Eric Gbur - Youngstown State University
Shuana Jones - Wright State University
Megan Tipton - Ohio University

Washington State

Gabriel Kruse - North Idaho College

End of Year Survey

279 Funded Students

143 (51%) response rate

83% Without ETV funding, students say they would not have the financial resources needed to finish college

78% ETV funding reduced or eliminated student amount borrowed

96% MO ETV program is well organized and managed.

96% liked their FC2S ETV coordinator

97% their coordinator was responsive to them

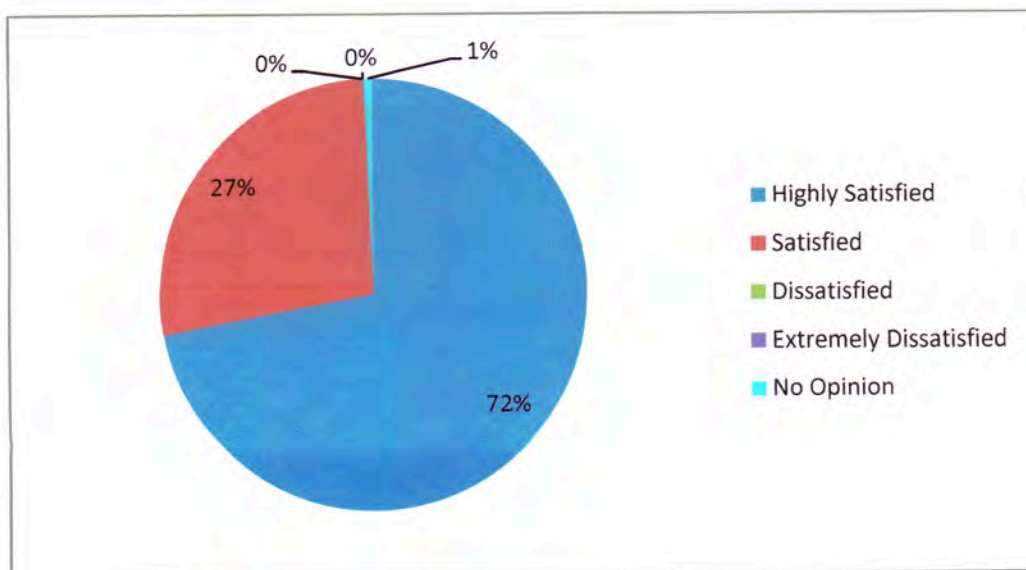
90% Feel that FC2S program is helping me be a better student

3% wanted changes to the ETV program

- Increase the annual amount of funding
- Increase the age limit to receive funding

When asked the question, "Overall, how satisfied are you with FC2S' MO ETV program services?" this is how they responded:

Highly Satisfied	103	72%
Satisfied	39	27%
Dissatisfied	0	0%
Extremely Dissatisfied	0	0%
No Opinion	1	1%



IN CONCLUSION:

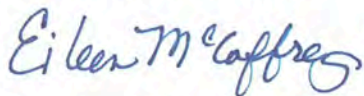
Foster Care to Success is proud to administer the Education and Training Voucher program on behalf of the State of Missouri.

Our work with these foster youth and adoptees begins with ensuring that all eligible students receive the funding they need, appropriately disbursed in a timely manner. However, our staff and trained volunteers go much farther, working with individual students to help them plan for their own futures and achieve their goals step by step. We believe that educational success is founded not simply on test-taking, book-learning intelligence but also on aptitude for and interest in the subject, persistence, hard work, good time management, and supportive resources including an engaged faculty, positive and encouraging peers, helpful community organizations including social workers, guidance counselors and education advocates, and FC2S staff and volunteers.

Together, with Missouri Department of Social Services, we are moving Missouri's foster youth towards successful adulthood one step at a time, teaching them to form good connections, understand financial responsibilities, study and progress through school efficiently, and develop appropriate short- and long-term plans.

Missouri youth are making great educational and personal gains as a result of ETV funding, and we are pleased to play a part in this progress. We look forward to continuing to support Missouri foster youth and adoptees in the years to come.

Respectfully submitted,



Eileen McCaffrey
Executive Director
Orphan Foundation of America
DBA Foster Care to Success, America's College Fund for Foster Youth
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