Presenters

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Summary of the Wily Road Map

Our Approach
TWN employs one-to-one coaching, mentoring, tutoring, group programming, and networking to support students as they:
• Transition to college
• Navigate all stages of college life, from orientation through graduation
• Identify and secure year-round housing
• Address any health and food security issues
• Build their community.

Each scholar receives a flexible and dynamic combination of supports including:
• On-campus individual college coaching, mentoring, and tutoring
• Group programming, and networking
• Financial literacy education
• Assistance with affordable year-round housing
• 24-hour on-call support
• Yearly stipends.
Students who grew up in foster care face unique challenges when entering a four-year residential college.

The Wily Network partners with colleges to equip these hard-working students with the resources to succeed.

Wily Network services are both intensive and extensive. We employ a flexible and collaborative approach to meeting students' individual needs.

Throughout their journey, Wily Scholars gain critical life skills, develop strong relationships, and build a support network of peers and adults.

With the strength of their pack, Wily Scholars graduate college ready to succeed.
Turn and Talk

If you went to college what did move in day look like for you?

If you did not attend college or did not live at college – how do you imagine that day would have gone for you?

Think about:

Who was with you? What did you bring? How did you get there?
Foster care alumni in college typically have greater needs and fewer resources than their college peers.
The Wily Stance

Starting with the dream
Anticipating College Success
Changing the conversation
Educational Pipeline for Youth Formerly in Foster Care

- **50%** Graduate High School
  - Compared to **70%** U.S. Average

- **20%** Enroll in College
  - Compared to **60%** U.S. Average

- **~2%** Earn a Bachelor’s Degree
  - Compared to **25%** U.S. Average

History

Map of Post Secondary Support Programs

put together by Fostering Success Michigan
Common Elements of Existing Programs

• On Campus Coaching Model
• On campus mentor – with supervision
• Student accountability to the program – agreement
• Stipend – varies for all programs – some do not have one
• Early transition supports/Orientation
• Help to identify housing
• Collaboration/advocacy around financial-aid packages
• Peer support groups
• Connections to community activities
• Referrals for mental health support to deal with trauma and life stressors
• Programs are embedded in universities
• Collaboration with departments and student life services
What is behind the name?

the wily network  
rely on the strength of your pack
The Wily Network

Vision

The vision of the Wily Network is to improve college graduation outcomes for youth with foster care experience at four-year residential college programs by establishing The Wily Network on college campuses in the Greater Boston area.

Mission

The Wily Network’s mission is twofold:

• to ensure that college students who lack permanent homes and families have the tools and networks of support necessary to thrive in four-year residential programs
• to empower these Wily Scholars to transition successfully into post-college life and become vibrant members of their communities.

The Wily Network will provide services in each student’s college community that are both extensive and intensive. Each Scholar will receive a flexible and dynamic combination of supports including on-campus college coaching, financial security, and affordable year-round housing.
Internal Dialogue of concerns
Life Domains

**THE WILY VERSION**

**WILY SCHOLARS**

**Housing**
summer housing, school vacation housing, co-op housing, campus housing, off-campus housing, and long-term housing

**Physical Health and Personal Wellness**
some examples: creating balance, extra-curricular activities, exercise, stress management, conflict resolution, seeking emotional support, medical appointments, medication management, and healthy eating

**Education and Academics**
study skills, presentation skills, time management, organizational skills, daily and weekly schedule/planning, graduation plan, class registration, asking for help, and using college resources

**Social Connectedness**
community opportunities on and off campus, and personal and school connections

**Finances and Financial Future**
financial aid, employment/income, work study, savings, banking, financial planning, career preparation, money management, planning, and budgeting

**Personal Identity**
cultural, class, race, gender, religion, ethnicity, sexuality, self-story, and ideas

**Life Skills and Campus Living**
for example: laundry, transportation, food, nutrition, daily calendar, and time management

Adapted from Fostering Success Michigan, Shared Measurement
**Housing:** summer housing, school vacation housing, co-op housing, campus housing, off-campus housing, and long-term housing

**Physical Health and Personal Wellness:** creating balance, extra-curricular activities, exercise, stress management, conflict resolution, seek emotional support, medical appointments, medication management, and healthy eating

**Social Connectedness:** community opportunities on and off campus, and personal and school connections

**Personal Identity:** cultural, class, race, gender, self-efficacy, religion, ethnicity, sexuality, self-story, and ideas

**Life Skills and Campus Living:** for example: laundry, transportation, food, nutrition, daily calendar, and time management

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**Education and Academics:** study skills, presentation skills, time management, organizational skills, daily and weekly schedule/planning, graduation plan, class registration, access support, and utilize college resources

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*Adapted from Fostering Success Michigan, Shared Measurement*
## Benchmarks

### Alumni of Foster Care Achievement Benchmarks through the College Years

**last revised: 10/4/2012**

<table>
<thead>
<tr>
<th>Life Domain</th>
<th>Pre-College</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Graduate/Employee</th>
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<tbody>
<tr>
<td><strong>1. Academics</strong></td>
<td>- Qualify for admission to 4-year college (WMU); = Complete Seita application, sign and return scholarship contract and CSI.</td>
<td>- Complete 26 credits with min 2.5 GPA; - Understand how foster care affects learning and secure academic support; - Explore courses directed at potential major.</td>
<td>- Complete 56 credits; - Declare major; - Secure academic support (tutor, academic skills, writing center, etc); - Seek summer internship.</td>
<td>- Complete 88 credits; - Secure academic support (tutor, academic skills, writing center, etc); - Decide on internship or study abroad.</td>
<td>- Complete requirements for degree; - Secure academic support (tutor, academic skills, writing center, etc).</td>
<td>- Baccalaureate Degree</td>
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</table>

<p>| <strong>1. Finances</strong>  | - $500 savings in bank account; - Apply for scholarships; - File tax return. | - $1000 savings for post-grad in bank account; - $500 saved for emergency funds; - Create a budget for the calendar year; - Apply for scholarships; - File tax return. | - $2000 savings for post-grad in bank account; - $1000 saved for emergency funds; - Create a budget for college years; - Apply for scholarships; - File tax return. | - $3000 savings for post-grad in bank account; - $1,000 saved for emergency funds; - Complete a 5 year budget plan; - Apply for scholarships; - File tax return. | - $4000 savings for post-grad in bank account; - $1,000 saved for emergency funds; - Update 5 year budget plan; - Apply for scholarships; - File tax return. | - Budget plan for post-graduation transition |</p>
<table>
<thead>
<tr>
<th>Employment</th>
<th>- Part-time or volunteer job.</th>
<th>- On-campus part-time job (maximum of 20 hours per week).</th>
<th>- Part-time job in major (max. of 20 hours per week); Resume Completed overview with Career Planning Center.</th>
<th>- Part-time job (max of 20 hours per week); Internship in career path; Resume updated.</th>
<th>- Part-time job (max of 20 hours per week); Post-grad job search action plan (include job applications during spring semester).</th>
<th>- 5-year post-grad career action plan; Professionally employed within 6 months of college graduation</th>
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<td>Housing</td>
<td>- Determine continuity of foster care placement over freshman year.</td>
<td>- Learn campus living code; - Establish semester and summer break housing options</td>
<td>- Housing plan for college years (include plans for car or transportation).</td>
<td>- On-campus apartment (update housing and transportation plan)</td>
<td>- Post-grad housing search and transportation action plan.</td>
<td>- Safe and stable housing plan; - Reliable transportation.</td>
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<td>Health</td>
<td>- List of known health issues and available health resources (e.g., Medicaid); Complete annual check ups (physical, mental, dental, eye, etc) before coming to college.</td>
<td>- Annual physical, mental and dental health check-up; - Obtain health insurance; - Implement a health plan that includes rest, nutrition, daily exercise, and medical help when symptoms arise.</td>
<td>- Annual physical, mental and dental health check-up; - Maintain health insurance; - Implement a health plan that includes rest, nutrition, daily exercise, and medical help when symptoms arise.</td>
<td>- Transition from Medicaid to student health insurance (after 21); - Maintain health insurance; - Implement a health plan that includes rest, nutrition, daily exercise, and medical help when symptoms arise.</td>
<td>- Maintain health insurance and plan for health insurance post-graduation.; - Implement a health plan that includes rest, nutrition, daily exercise, and medical help when symptoms arise.</td>
<td>- Demonstrated daily healthy living; Secure health insurance.</td>
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<td>Social Relationships</td>
<td>- List of people supportive and not supportive of college.</td>
<td>- Establish healthy supportive relationships (foster family, bio family, friends old &amp; new); - Secure a mentor.</td>
<td>- Social network consistently supports student to thrive in college; - Maintain mentor relationship.</td>
<td>- Social network consistently supports student to thrive in chosen career; - Maintain mentor relationship.</td>
<td>- Invite and prepare social network members to graduation; - Establish plan for post-grad communication; - Maintain mentor relationship.</td>
<td>- Supportive personal relationships; - Established interdependent social network.</td>
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<td>Community Connections</td>
<td>- List of community groups involved with.</td>
<td>- Join campus groups of interest (RSOs, church, MYOI, sports, etc.)</td>
<td>- Maintain active membership in groups related to major/career.</td>
<td>- Maintain active membership in groups related to major/career.</td>
<td>- Join professional groups related to career.</td>
<td>- Supportive professional relationships; - Established interdependent career network.</td>
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<td>Life Skills</td>
<td>- Asking questions of college departments (Help-seeking).</td>
<td>- Help-seeking to address needs and prioritizing; - Social accountability (checking back); - Time management.</td>
<td>- Problem-solving; - Scheduling.</td>
<td>- Communication - Planning.</td>
<td>- Decision-making; - Investing.</td>
<td>- Generalized problem-solving skills.</td>
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</table>
Metrics and Data Collection

• Documentation
  – Domains
  – Benchmarks

• Database

• Input from students

• Need for coordination among programs
References

• A Chance in the World
  Steve Pemberton (Harper Collins, 2012)
• Out of Foster Care into College
• Potential Strategies for Supporting Current and Former Foster Youth at Harvard University
  Julie Boatright Wilson (2014)