

Fostering Success

Program Objective

To work in partnership with the Tuition Waiver Program at VIU to create a campus of support by utilizing the strengths of the institution and campus resources at VIU.

Partner

The Tuition Waiver Program:

Provides financial support to students who have experienced at least 1 year of government care.

Project Deliverables

- Create opportunities for students to be connected and supported through social connections.
- Collaborate with students and services to create a bridge to resources offered by the campus community.
- Offer growth opportunities for students accessing the Tuition Waiver Program.
- Create presentations to educate and create awareness of the specific needs and experiences of students from government care.
- Create recommendations for the project, VIU campus and resources, and the greater community moving forward.

Preliminary Research

Educational Achievement

- “Many children and youth who grew up in government care, face ranges of challenges that accessing and successfully completing” (Czeck, 2015, p.3) their educational journey is often is uncompleted or impacted.

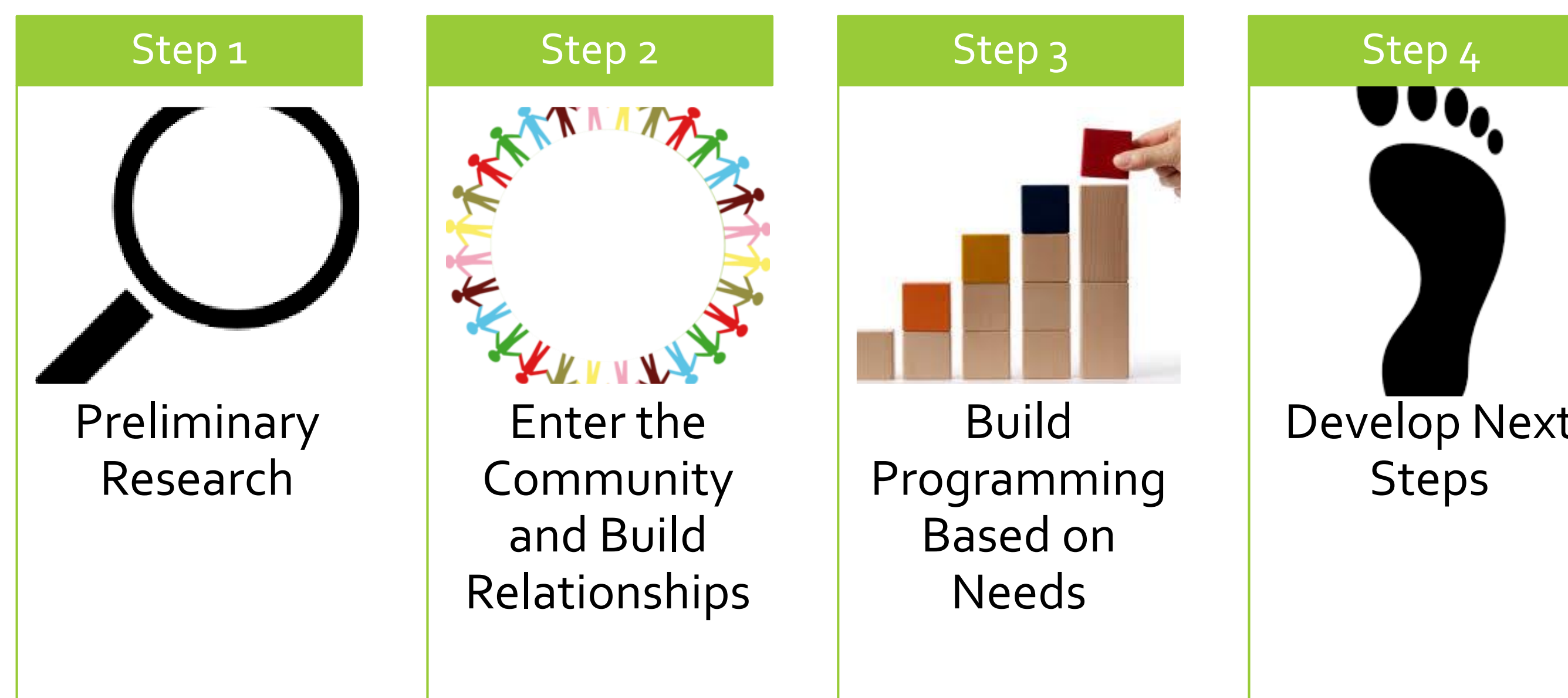
Barriers

- For example many students “do not graduate from high school” (Snow, 2009, p.306)
- Age out “lack[ing] the support to transition into adulthood successfully” (Anderson, Nelson & Shaffer, 2016, p. 2)

Factors Associated with Being in Care

- Youth in and from care attend post-secondary at half the rate of their peers.
- Lose up to 16-plus months of education during time in care.
- Trauma histories that impact many dimensions of oneself.

Project Development Process



Project Achievements

Offered	Supported
Friends-giving Dinner	13
Holiday Check In	7
Holiday Care Packages	17
One to One Support (Relational Support, Scholarships & Awards Education, Service Connection, Campus Navigation, New Tuition Waiver Students & Youth In Care Services)	8
Growth Series	4
Connection to VIU Services (Counselling, Tutoring, Gathering Place, Residence, Advising, Campus Career Centre, Writing Centre & Financial Aid)	24
Community Presentations (Student Affairs, Nanaimo Ministry of Children and Family Development & Canadian Federation of University Women Nanaimo Club)	3

Applied Models and Theories

- The Circle of Courage Model
- Maslow’s Hierarchy of Needs
- Ecological Model (Bronfenbrenner)
- Narrative Therapy
- Sanctuary Model & Principles of a Trauma Informed Campus
- Child and Youth Care Perspectives: Relational, Strength-based, Ecological, Pluralistic, Developmental & Social Justice

Recommendations Moving Forward

1. Analyze where and how VIU does and can embrace the principles of a Trauma Informed Campus:
 - Example: Provide informative training to staff, faculty, and services to build tools to embrace trauma informed practice.
2. Build lines of communication between services to reach more students.
3. Build upon the Fostering Success Project to become one of the full time services offered at VIU.
4. Model to other universities offering Tuition Waiver Programs for students from government care.
5. Reach out to other community partners to enhance awareness of needs and bridge resources.

Citations

- Anderson, L., Nelson, A. & Shaffer, M. (2016). Opportunities in transition: An economic analysis in youth aging out of foster care. Summary report, pp. 1-11.
- Brendtro, L.K., Brokenleg, M. & Van Bockern, S. (2014). Environments where children thrive: The circle of courage model. *Reclaiming Children and Youth* (23)3 pp. 10-15.
- Czeck, J. (2015). *Improving the post-secondary educational outcomes of former youth in care: A Discussion with Former Youth in Care in British Columbia.*
- Snow, K. (2009). The case for enhanced educational supports for children in public care: An integrative literature review of the educational pathway of children in care. *Vulnerable Children and Youth Studies*, 4(4), pp.300-311.