

2017

# Educational Advocacy and the Foster Child

Jennifer Loetzerich  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Education Policy Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Jennifer Loetzerich

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

Review Committee

Dr. Mitchell Olson, Committee Chairperson, Education Faculty

Dr. David Falvo, Committee Member, Education Faculty

Dr. Michael Raffanti, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University  
2017

Abstract

Educational Advocacy and the Foster Child

by

Jennifer Loetzerich

MS, Walden University, 2010

Post Bac Certification, Mercer University, 2008

BS, State University of West Georgia, 2004

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

July 2017

## Abstract

In Georgia, there are high rates of instability in foster care, and each time a child changes placement, his or her support networks are gone until he or she can rebuild them. The purpose of this case study was to explore if current stakeholders provide effective support and assistance to professionals and others who assist foster students with their educational needs. This case study used a conceptual framework based on Rankism, in which students move up and down the rungs of the ladder of their social system. Data were collected via interviews with a Court Appointed Special Advocate (CASA) worker, a Department Division of Family and Child Services (DFCS) caseworker, a former foster parent, a teacher, a school social worker, a school administrator, and a school counselor, all of whom were involved with foster children. Interviews were recorded, transcribed, and then open coded using constant comparative analysis. Findings revealed a need for greater support, and illuminated the repercussions that may occur when students are moved from their homes and/or schools: They may lose their support networks, community supports, school supports, and recognition they had previously until these are rebuilt in their new placement. The major themes that emerged were (a) a need for data sharing, (b) effect of trauma on children, and (c) the need for improved educational advocacy. These findings, along with a review of the literature, led to the development of a policy change recommendation and the creation of a data system to enable collaboration amongst all agencies. The project that emerged was the creation of a data system that affords real-time transfer of educational records, allowing for appropriate educational plans to be put in place.

Educational Advocacy and the Foster Child

by

Jennifer Loetzerich

MS, Walden University, 2010

Post Bac Certification, Mercer University, 2008

BS, State University of West Georgia, 2004

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

July 2017

## Dedication

I dedicate all of the work I have done on this study to the three students who changed my life's work during my first year of teaching. My three J's as I call them were three foster children who came into my life during that year, changing my entire outlook on life. I wasn't able to save them from the system, and to this day I don't know what became of those innocent souls. It is because of them that my work began and will continue, to save other children from a fractured system.

## Acknowledgments

First and foremost, I would like to dedicate my dissertation to my father who passed away in November 2013 and my mother who has struggled through his death and still remained my rock. I know it I has not always been a smooth road, but it has brought me to this point. I also want to thank and acknowledge my friends and church members who have been so instrumental in helping me through rocky points in my research and development.

I would also like to thank my advisor and mentor Dr. Mitch Olson. From the time I spoke with him about my topic at residency to this point I have felt supported every step of the way. I would also like to thank my secondary committee member Dr. David Falvo. Both Dr. Falvo and Dr. Olson have been my teachers on this journey and have brought me to this point in my studies.

## Table of Contents

Section 1: Introduction to the Study .....	1
Definition of the Problem .....	1
Rationale .....	2
Evidence of the Problem from the Professional Literature.....	3
Definitions.....	4
Content Terms .....	5
Significance.....	7
Guiding/Research Questions.....	9
Conceptual Framework.....	9
Nobodies .....	10
Somebodies.....	11
Transitioning.....	11
Dignity .....	12
According to .....	12
Literature Review.....	12
Historical Foundations of the Social Welfare System .....	13
Institutional Shift .....	17
White House Conferences for Dependent Children.....	17
United States Children’s Bureau.....	18
Juvenile Court System Formation.....	18
Child Welfare League .....	20



Children’s Defense Fund .....	20
Historical Foundations of Common Grounds for Education and Human Services .....	21
Foster Care by the Numbers .....	24
Placement Models .....	26
Systemic Barriers .....	28
Stability .....	29
Attachment and Separation .....	33
School Readiness .....	36
School Success .....	37
Hierarchy of Needs .....	39
Rankism .....	40
Special Education Placement .....	42
Support Services .....	44
Mental Health.....	44
Health Care .....	48
Advocacy .....	49
Foster Care Perspectives .....	50
Pathway to College .....	53
Implications.....	55
Summary .....	56
Section 2: The Methodology.....	58
Introduction.....	58

Qualitative Research Design and Approach .....	58
Participants.....	60
Data Collection .....	61
Interviews.....	62
Interview Questions .....	63
Documentation.....	64
Data Analysis .....	64
Coding.....	65
Types of Validity .....	66
Triangulation.....	66
Data Analysis Results .....	67
Themes from the study.....	68
Interpretation of Findings .....	71
Claire.....	71
Louise.....	76
Sarah .....	79
Lauren .....	83
Riley .....	85
Erin.....	87
Carah.....	91
Conclusion .....	93
Section 3: The Project.....	95

Introduction.....	95
Rationale .....	95
Review of the Literature .....	96
Project Descriptions .....	108
Implementation .....	109
Potential Resources and Existing Supports.....	109
Potential Barriers .....	109
Proposal for Implementation and Timetable.....	112
Roles and Responsibilities of Stakeholders and Others.....	115
Project Evaluation Plan.....	115
Project Implications .....	117
<i>Local Community</i> .....	117
<i>Far-Reaching</i> .....	118
Conclusion .....	118
Section 4: Reflections and Conclusions.....	120
Introduction.....	120
Project Strengths and Limitations.....	120
Recommendations for Alternative Approaches .....	120
Scholarship, Project Development, and Leadership and Change .....	121
Scholarship.....	121
Project Development and Evaluation.....	123
Leadership and Change.....	123

Reflections on the Importance of the work.....	124
Analysis of Self as Scholar .....	124
Analysis of Self as Practitioner.....	125
Analysis of Self as Project Developer .....	125
Implications, Applications, and Directions for Future Research .....	125
Conclusion .....	127
References.....	129
Appendix A: Implementation of Electronic Data System .....	185
Background / Problems.....	187
Electronic Data Systems .....	188
Examples of Existing Data Systems .....	194
Project Evaluation Plan.....	205
Conclusion .....	206
Appendix B: Interview Questions.....	212
Interview Questions .....	212

## **Section 1: Introduction to the Study**

The problems within the foster care system are linked to 20 years of recorded history. According to The Center for the Future of Teaching and Learning (2008), an epidemic of systemic neglect is engulfing minors in foster care. The local education agency and the education they provide often determine the future success or failure of the foster child (Joftus, 2007; Lippman & Wilcox, 2013). Several factors undermine the education these children receive, such as a lack of data sharing among human services and the local education agency,, which contributes to a lack of school success; a lack of collaboration among relevant agencies and institutions, and high rates of school mobility. The lack of collaboration has allowed this population to suffer through the pitfalls that exist between the education and human services systems.

### **Definition of the Problem**

It is to recognize the current failings in the foster system, and the potential, need, and difference the advocate can make in the life of a foster child. Many educators are not able to accurately instruct many children in foster care due to insufficient or current educational records and support. Thus, these children often fall behind, and instructors remain uninformed or equipped with outdated or no prior student information. Hahnel and Van Zile (2012) explained that foster youth are not academically achieving due to a lack of interagency collaboration and education advocacy. According to The Center for the Future of Teaching and Learning (2008), it is common to have 15 people checking in on a foster youth and not one person to sign his or her report card or help him or her with his or her homework. Oftentimes, human services departments have little educational data concerning the children in their care (Hahnel & Van Zile 2012; Weinberg, 2009).

Many foster parents are actively involved in monitoring the child's behavior at school; however, most know only minor details about their foster child's academic strengths and weaknesses (Hahnel & Van Zile, 2012).

## **Rationale**

### **Evidence of the Problem at the Local Level**

As of 2015, Georgia had approximately 10,935 (U.S Department of Health and Human Services, 2016) children in foster care, as compared to approximately 8,000 children in foster care in 2011 (Carter & Church, 2012). Georgia does not have any standard education advocacy support in place for foster children. About 80% of those 10,935 children have court-appointed special advocates (Georgia Court Appointed Special Advocates, 2015), which is the only place where educational concerns are addressed. Other states like California have educational advocates in place to address education-related concerns of foster children; however, these are not found in Georgia. Court-appointed special advocates are in place to make sure that the child is treated fairly and with dignity (Tyner, 2012). These advocates are often lay people who are not trained in educational matters, so they often do not know how to navigate the local educational agency. Students in Georgia have standardized test scores 15% to 20% lower than their general education peers, a 40% grade retention rate, and are identified for special education at a 20% to 40% rate higher than average students (Cardenas, 2014). In the absence of a program to support the educational needs of foster children, it is helpful to look at other states that have implemented programs to combat similar problems.

School instability (California Education Collaborative for Children in Foster Care, 2008; Conn, 2011; Eckenrode, Rowe, Laird, & Brathwaite, 1995; Pears, 2015; Weinberg,

2009) is a contributing factor to a lack of school success for foster children. When children change placements, they have a new family, new teachers, and new children around them, and their support network is gone until they can rebuild it. It takes 4 (Joftus, 2007; Laviolette, 2011; Mehana & Reynolds, 2004; Pears, 2015; Shin, 2003) to 6 months for the foster child to recover academic ground lost after a school change. With the average foster child experiencing multiple school changes during the academic year, the time lost becomes too great to recover. As Joftus (2007) explained, these students are not protected under No Child Left Behind (NCLB) or the McKinney-Vento Act.

Subsequently, with little protection regarding their educational status or stability of placement, these students often fall further behind academically (Gustavsson & MacEacheron, 2012; Pears, 2015). In concurrence with their academic problems, they withdraw socially and often become further disadvantaged in regards to their education (Gustavsson & MacEacheron, 2012).

### **Evidence of the Problem from the Professional Literature**

As The California Education Collaborative for Children in Foster Care (hereafter referred to as California Education Collaborative; 2008) articulated in their definition of systemic neglect, students who are in the care of the state often fall victim to the breakdown of the overall system when they have been removed from their home. According to the California Education Collaborative, there is a lack of data sharing amongst human services and the local education agency in regards to the child's educational and human services documentation. Other problems include a lack of school readiness and a lack of school success for these students. All of these problems are caused by a lack of collaboration between agencies.

The lack of data sharing on the part of the local education agency and human services affects all aspects of collaboration and communication between agencies. The California Education Collaborative (2008) explained that the lack of data sharing could be attributed to agencies misinterpreting the laws and using Health Information Portability & Accountability Act (HIPAA) and Fair Education Rights and Privacy Act (FERPA) as a barrier to prevent interagency collaboration from occurring. These laws were meant to protect the privacy of individuals; agencies interpret these laws as a padlock on the child's records preventing others from viewing them (The Center for the Future of Teaching and Learning, 2008).

The purpose of this case study was to explore if current stakeholders effectively provide support and assistance to professionals and others who assist foster students with their educational needs. I explored whether educational advocates can bridge the disconnections that cause the lack of collaboration. Further, privacy is a concern on the part of both the local education agency as well as local human service agencies. One possible outcome for this study would be the creation of policy preparation for future legislation, which educational advocates concerned about the educational success of all foster children could use.

### **Definitions**

There are many terms associated with foster care services. These terms can be confusing and cumbersome for those not familiar with the inner workings of Human Services. Terms associated with foster care are defined below.



## **Content Terms**

*Adoption:* When biological parents' rights have been terminated, the child is eligible for adoption. The courts then begin legal proceedings that allow a minor to become a legal child of a family or individual other than their biological parents (Clermont for Kids, 2014; Foster Club, 2014; Indiana Department of Child Services, n.d.).

*Caseload/workload:* All children or family units assigned to a caseworker for management (Child Welfare League of America, n.d.; Indiana Department of Child Services, n.d.).

*Court-appointed special advocate (CASA):* A volunteer from the community who has been trained to represent, advocate, facilitate, and protect what is in the best interest of the child (Foster Club, 2014; Indiana Department of Child Services, n.d.).

*Educational neglect:* When a child's educational needs are not met. This can include instances such as chronic truancy, failing to enroll a child in school, or not informing the school of special education needs (Indiana Department of Child Services, n.d.).

*Educational Advocacy:* provide support and assistance to professionals and others who assist foster students with their educational needs

*Emergency shelter care:* A short-term placement designed to provide the child with protection during emergency removal or crisis, minimize stress during the transition into placement, and provide immediate stability (Indiana Department of Child Services, n.d.; Oklahoma Department of Human Services, 2012).

*Foster care:* Temporary care of a child by individuals other than the biological family. Foster care is usually governed by the state agency or a private placement agency licensed by the state (Child Welfare League of America, n.d.; Foster Club, 2014; Indiana Department of Child Services, n.d.).

*Guardian ad litem:* This person can be a lawyer or community member. They are responsible for representing the child's best interests in juvenile or family court (Clermont for Kids, 2014; Foster Club, 2014; Indiana Department of Child Services, n.d.).

*Individual education plan:* An instructional plan developed for students in special education. The plan includes current functioning levels, needed accommodations, as well as annual goals and objectives (Indiana Department of Child Services, n.d.).

*Juvenile and family court:* These courts specialize in cases involving child abuse/maltreatment, domestic violence cases, delinquency of a minor, child custody, and divorce, as well as child support disputes. These courts are designed to decide on the best interests of the child. (Hawaii State Judiciary, 2008; Indiana Department of Child Services, n.d.; New York Unified Court System, 2013).

*Nonemergency removal:* The removal of a child from a situation that does not require immediate protection of the health and safety of the child. In these situations, the caseworker often has time to make plans prior to removal for placement (Indiana Department of Child Services, n.d.).

*Parental rights:* The legal rights and obligations belonging to a parent (Foster Club, 2014; Indiana Department of Child Services, n.d.).

*Permanency planning:* A plan made for children in out-of-home care when reunification is deemed no longer applicable. This plan is made with the goal of finding a permanent placement for children that will eliminate the need for Department of Children Services (DCS) intervention and supervision. These placements could include adoption, legal guardianship, kinship care, or another planned permanent living arrangement (Child Welfare League of America, n.d.; Foster Club, 2014; Indiana Department of Child Services, n.d.).

*Relinquishment of parental rights:* When a parent is willing to give up his or her rights to the child (Foster Club, 2014; Indiana Department of Child Services, n.d.).

*Termination of parental rights:* The involuntary termination of parental rights by a court after finding the parent or guardian unable or unwilling to care for the child in question (Clermont for Kids, 2014; Foster Club, 2014; Indiana Department of Child Services, n.d.).

### **Significance**

According to the Adoption and Foster Care Analysis and Reporting System (AFCARS) report as of September 30<sup>th</sup>, 2015, there were 427,910 children in foster care in the United States, compared to 397,605 children in foster care in 2011 (U.S Department of Health and Human Services, 2016). As of 2015, there were approximately 10,935 children in foster care in the state of Georgia (U.S Department of Health and Human Services, 2016). In 2014, Georgia lost 138 children to abuse or neglect (Child Welfare League of America, 2014). On average, 251 reports of abuse or neglect are reported each day, and of those, 22,163 are confirmed cases of abuse or neglect (Child Welfare League of America, 2016).

When children are placed in out-of-home care, they are forced to rely on strangers to make decisions and give them guidance in place of their parents. The foster child needs one person checking on his or her educational progress and advocating for him or her (Rocio, 2007; Weinberg, Oshiro, & Shea, 2014), so there is a holistic view of how the child is doing rather than pieces and interpretations of progress from different sources. Without an educational advocate, the child is left without one single person to make educational decisions or provide him or her with guidance (Hahnel & Van Zile, 2012; Thorrington, 2015). This problem is further complicated in states where the biological parents retain legal authority until rights are terminated; this leaves the foster parents without the right to make educational decisions for the child (Hahnel & Van Zile, 2012).

Little is known about how foster youth perform in the classroom (Berliner, 2010). In addition to the lack of knowledge is the lack of legislation to classify foster children as a protected population. Reforms made to NCLB potentially further disadvantage foster youths by not requiring schools to focus on the needs that this special population requires to be successful in school (Gustavsson & MacEacheron, 2012). There is a lack of research-based guidance for teachers on how to work with these students (Nowak, 2009). This lack of guidance creates a gap in training and guidance on the part of the social workers and schools in regards to the barriers to foster children's academic success (Chisholm, 2010).

According to Hahnel and Van Zile (2012), many foster parents do not know the academic strengths and weaknesses of their foster children. In addition, these children are not being exchanged properly to inform all concerned parties (Berliner, 2010; Karatekin, Hong, Piescher, Uecker, & McDonald, 2014; Leone & Weinberg, 2010; Zetlin,

Weinberg, & Kimm, 2003). Few working avenues for collaboration exist between the schools and human services (Leone & Weinberg, 2010; Stone, Andrade, & Austin, 2007; Watson, 2010). However, collaboration between the social workers and teachers may be a critical component in a child's academic success (Rocio, 2007).

### **Guiding/Research Questions**

Research questions are at the heart of the study and should reflect the line of inquiry (Merriam, 2009; Yin, 2014). Perhaps the biggest challenge in defining the research questions is making sure that they sufficiently guide the research, while also not over directing the study (Stake, 1995). These questions are for an instrumental case study, meaning the issues must remain the focus and be the foundation of the questions (1995).

- How does educational advocacy affect the school progress of the foster child?
- What best practices need to be in place between state agencies for effective intra-agency communication?
- How can a foster child's academic progress be monitored effectively?

### **Conceptual Framework**

The framework chosen for this study was based on the theory of rankism. Fuller's theory of rankism is used to examine how rank causes oppression. Rankism causes and worsens the oppression felt by those affected. Oppression is the product of rankism, and it is what keeps those affected by rankism down. This oppression then furthers the damage done by rankism keeping the individuals oppressed with no support or belief that he or she can rise in ranks.

The plight of foster children can be understood through the lens of rankism (Fuller, 2006). Rankism is the process through which the dignity of those in subordinate positions is degraded or stolen (Fuller, 2003). These subordinate individuals are treated as if they are invisible, negating their needs or desires (Fuller, 2003). Rank is subjected over individuals through insults or exclusion from the group (Fuller, 2006). Rankism is not a new weapon, nor a new kind of prejudice or discrimination (Fuller, 2003). Rankism can be looked at as the top tier of the ism pyramid, of by which all other “isms” are created from (Fuller, 2003). It does not follow racial, gender, age, or class lines, nor does it follow any set parameters (Fuller, 2003).

### **Nobodies**

An important concept in Fuller’s theory is nobodies. Individuals are nobodies in many different ways, making it impossible to identify the subgroup with particular characteristics or visible traits (Fuller, 2003). This mal-recognition, or stealing of recognition, is as detrimental to an individual as malnutrition (Fuller, 2006). The effects of mal-recognition can be seen as early as 6 in a child’s lack of self- confidence (Fuller, 2006). Furthermore, if this trend is not noticed and reversed, by the age of 12, the effects are practically irreversible (Fuller, 2006).

In schools, this mal-recognition can play out as part of the pervasive acts of bullying (Fuller, 2006). Bullies steal the dignity of the targeted individuals rendering them as subordinates and invisible (Fuller, 2006). Foster children have reported bullying from peers after those around them learned that they were in foster care (Phillips, 2007; Thomas et al., 1999). This bullying can steal the life force from the individuals affected and can prove fatal in some cases for the individual nobodied, or the ones who have

nobodied them, and in some cases innocent bystanders in cases such as school shootings (Fuller, 2006). For example, in the case of Columbine, one of the shooters stated that he was afraid he would never be known; he had been nobodied (Fuller, 2006). Foster children face numerous placement changes, usually accompanied by a new school. Each time they start at a new school, they begin again at the bottom of the ladder created by rankism; they are a nobody again. Each move separates the child from his or her support system, friends, and any adults familiar with his or her progress (Blome, 1997; Courtney & Dworsky, 2005; Harker, 2004; Joiner, 2001; Weinberg, 2009).

### **Somebodies**

Another important concept in Fuller's theory is somebodies. Rankism both limits and entitles (Fuller, 2003). When rank has been earned by an individual through hard work up through the tiers or hierarchies, it is a measure of excellence (Fuller, 2003). These individuals are often given preference over others and they rule over others in positions of leadership (Fuller, 2003). Somebodies are treated with dignity, and they have the social and material resources necessary to a person's well-being (Fuller, 2003). Whereas a nobody suffers from malnutrition, or malrecognition, a somebody would have an abundance of food and recognition and a balanced diet (Fuller, 2006).

### **Transitioning**

Rankism is not something that falls upon the person and stays with them in every venue. As Fuller (2003) explained, a person can be a nobody in one venue and, when they leave and enter a new venue, they could then be a somebody. Foster children go through many different periods of identity. For example, when a child is in court, assuming the judicial system is acting fairly, he or she is regarded as a somebody for

which the state is responsible for. In the next seconds that they leave the court room, they become another invisible nobody for the world to ignore until their next court date.

Weinberg (2010) explained that one of the biggest concerns regarding foster children is that they often go unnoticed or unassessed for periods of time. Even when problems are detected, the attitude exhibited from the adults involved mimics the idea of “that’s not my child” with little participation in planned interventions or called school meetings (Weinberg, 2010).

### **Dignity**

According to Fuller and Gerloff (2008), when dignity is taken away through rankism, it often leads others to acts of revenge. Foster children have a high rate of mobility and, because of this, they also tend to have a high rate of behavior problems (Courtney et al., 2004), often attributed to physical manifestations of emotional feelings (Martin, 2007). Dignity is valuing oneself as well as others and understanding that everyone has the same rights and freedoms. Fuller and Gerloff (2008) studied the effects rankism has on the individual, organizations, and society, and they noted that rank is necessary, but rankism is not. Rank is the tool through which rankism can be ended by those of higher rank respecting all employees and treating them with equal respect.

### **Literature Review**

The educational and the human services systems often find it difficult to collaborate and end up working as separate entities with different agendas, even though their actions or inactions impact the children placed in their care (Altschuler, 1997; Altschuler, 2003; Goren, 1996; Weinberg, 2009). To understand the need for improvements in the area of educational opportunities for foster children, it is important



to understand the foster care system (Lips, 2007; Watson-Davis, 2010). There are many reasons for the complications across the various systems that these children encounter (Carrillo & Ashton, 2013; Lustig, 2008; Roco-Briggs, 2008). Often the systems put in place to protect foster children ultimately create harm.

### **Historical Foundations of the Social Welfare System**

In order to understand any system at its core, it is important to understand where it has come from. The history of foster care shows the separation between human services and the local education agency.

**Orphanages and orphan asylums.** Orphanages, or orphan asylums as they were also called, were first mentioned during times of Roman Emperor Trajan (Brace, 2010). Emperor Trajan established land and facilities for the purpose of caring for the destitute and abandoned children (Brace, 2010). The next mention of this practice came in the recorded history of the Christian era in Cities like Treves during the 6th century, Angiers during the 7th century, and Milan in 787 A.D (Brace, 2010). By the end of the 12th century, Monk Montpelier Guy formed a model of the first children's aid society providing provisions, shelter, and education for poor, abandoned, and orphaned children (Brace, 2010).

The first orphanage in the United States was built in Natchez, Mississippi in 1729 by Catholic nuns. The first wards were children of settlers who had been killed by Indians (Warren, 1996). In the United States, orphanages did not become widespread until the middle to late 1800s (Martin, 2007; Warren, 1996). However, by the 1890s, more than 600 of these facilities were operating in the United States (Martin, 2007). During this time, orphanages cared for orphans; but, they also became a solution for parents who

could not care for their child any longer (Martin, 2007). If a family decided that they could no longer take care of their child, they had the option of taking their child to an orphanage and dropping them off. They were expected to pay monthly payments to help support their child; however, if they missed a payment, their rights were terminated and the child became a ward of the state (Martin, 2007; Trattner, 1998).

Orphanages had the reputation of being a better solution than placing a child into almshouses (Martin, 2007). These facilities were not without problems and as time went by corruption filled them. The orphanage system was made up of government-run facilities and private facilities. The government would pay a fee per child, so it was in the facilities's best interest to have as many children as possible. This led to some facilities housing as many as 2,000 wards under one roof (Martin, 2007; Warren, 1996). With this many children obedience and rule abiding was valued, and individuality was often severely punished (Martin, 2007; Trattner, 1998).

**The impact of Charles Loring Brace.** Charles Brace was born in 1826. He was homeschooled by his father until he entered Yale University in 1842. He graduated from Yale in 1846 and began teaching. A year later he entered Yale Divinity School (Jalongo, 2010) and was ordained in 1849. Upon completing his education, he primarily toured Britain and Germany studying their charitable organizations and the services they provided for small groups of orphans (Warren, 2001). Brace was inspired by the Rauhe Haus in Hamburg, Germany (Jalongo, 2010). The Rough House was built in 1833 by Johann Hinrich Wicher on the premise of raising children in small cottages as family units instead of the large asylums that were currently in use in much of the United States and much of the world (The Rough House, 2008).

Brace was disturbed by the approximated 30,000+ children being abandoned on New York doorsteps (Jalongo, 2010; Warren, 1996, 2001). These homeless children wandering the streets were deemed “street Arabs” (Martin, 2007) or “The dangerous classes” by most, and “street rats” by the police (Brace, 2010). During this time, Brace witnessed local authorities periodically rounding up children as young as 5 years of age and incarcerating them with adult criminals (Jalongo, 2010). Brace wanted to help the children, and he did not believe that institutions were the answer (Cook-Fong, 2011; Warren, 1996, 2001).

**Children’s Aid Society.** The first recognizable care system for dependent children that had any resemblance to modern day foster care was put into place by a group of nine men including Charles Loring Brace in 1853 (New York Historical Society, 2009). Brace began by securing proper lodging facilities and setting up trade/industrial schools for these children (Warren, 2001). Brace believed that orphanages were not preparing the children to become adults (Warren, 1996). The Children’s Aid Society went on to set up shelters for mothers and their children, as well as nursery schools and playgrounds. The society would transform neighborhoods by setting up Boys’ and Girls Clubs and proper community centers, moving from neighborhood to neighborhood as the needs of the area changed (New York State Archives, 2009). The Children’s Aid Society also funded programs focused on proper nutrition and proper dental services for children, along with setting up farm schools, summer camps, and retreats (New York State Archives, 2009).

**Boarding out and the orphan trains.** The first instance of foster care was termed “boarding out” or “placing out” (Martin, 2000; Vasquez, 2004). Community members

would sponsor a child, and they paid a fee for rearing that child until that the child had the opportunity to be adopted (Karger & Stocz, 2002; Vasquez, 2004). Boarding out or placing out was not a new concept invented by the Children's Aid Society (Cook, 1995). It was, however, the first boarding out system that was put into action by a charitable organization (Cook, 1995). Brace tested his method of boarding out by placing orphans with families in upstate New York. Brace believed that every child needed a home and a child having a home would put him or her in "God's reformatory" (Vazquez, 2004). Brace believed that these children had potential to become productive citizens (Martin, 2014; Zambrano, 2014) if they had the opportunity to grow and learn in a structured, positive environment (Capizzi (2016). When these initial placements proved a success, Brace looked west for more families because the need was so great (Warren, 2001).

Between the 1850s and 1930s, between 150,000 and 200,000 (Warren, 1996) children were sent on orphan trains from the east to the Midwest to be placed out (Crosson-Tower, 2004; Jalongo, 2010; Vasquez, 2004). When the orphan trains pulled into the station, the children were then placed on auction blocks for the local families to choose which child they wanted, which is perhaps where the term "up for adoption" came from (Jalongo, 2010; Vasquez, 2004). Families would house these children and provide education, religious training, and job training until the child reached the age of 16, when the child was said to be of age where he or she could be independent (Warren, 2001). The last orphan train pulled out in 1929 headed for Texas, with only three children on board (Jalongo, 2010) putting an end to what was coined the largest child migration in recorded history (Warren, 1996).

**New York foundling and the baby trains.** The New York Foundling (NYF) Hospital was the second largest placing out agency in New York (Cook-Fong, 2011). Established in 1869 by Sisters of Charity (New York Foundlings, 2013), NYF focused on placing out infants and small children into better homes (Cook-Fong, 2011) with Catholic families (Cook, 1995).

Baby trains were different from orphan trains (Cook-Fong, 2011). All of the babies were matched with a proper family through pastoral and parish connections. Prior to leaving New York, the baby had the receiving family's name pinned to his or her shirt (2011). Frequently, larger amounts of children were sent on baby trains than the typical orphan train (2011).

### **Institutional Shift**

In 1909, a move away from institutional care for children and more towards family based care began (Vasquez, 2004). During this time, there was a focus on keeping families of dependent children together rather than separating them (Martin, 2000; Vasquez, 2004). By 1980, the move away from institutionalized care was complete with most children living in foster homes, group homes, or specialized care homes (Martin, 2007). Another significant shift in this move away from institutionalized care was a change in goals for the children in care. During earlier eras, orphanage placements were often permanent until the child aged out; whereas, now most children now have the goal of reunification with their family (2007).

### **White House Conferences for Dependent Children**

In 1909, the White House held the first conference on the care of dependent children. Six more conferences were held between 1909 and 1970 at the White House

focusing on child welfare (Child Welfare League of America, n.d.). In 1909, the focus of the conference was on reexamining the state of child welfare that relied on institutions to care for dependent children (Child Welfare League of America, n.d.). The conferences in 1919 and 1929 produced two reports regarding child welfare. The first was a report concerning child welfare and standards, and the second was a comprehensive report on the needs of children (Child Welfare League of America, n.d.). The focus of the 1939 conference was on the necessary environment for children, with special attention to values and services for proper child welfare (Child Welfare League of America, n.d.). The conferences that took place between 1950- 1970 focused on the healthy personality development of children, with special foci being placed on creativity, freedom, and dignities in 1960 (Child Welfare League of America, n.d.).

### **United States Children's Bureau**

The next shift in care for dependent children came in 1912 when the United States Children's Bureau, the first federal agency dedicated to child welfare, was established by President Taft (Children's Bureau, 2014; Vasquez, 2004). Their goal was to gather info about child welfare for dependent children (Vasquez, 2004), as well as gather and report child welfare for children from all classes of families (Children's Bureau, 2013). Kelley and Wald were saw these concepts through to legislation and creation in 1912 with an initial appropriation of 25,640 dollars to fund the organization (Children's Bureau, 2013).

### **Juvenile Court System Formation**

In 1825, The Society for the Prevention of Juvenile Delinquency became advocates for the separation of adult and juvenile offenders in the prisons (Bilchik, 1999; Louisiana Youth Services, 2013; Maryland Department of Juvenile Services, 2013). At

that time, children as young as 7 were being tried for crimes in criminal court and housed with adult offenders after sentencing (Bilchik, 1999; Louisiana Youth Services, 2013; Maryland Department of Juvenile Services, 2013; Warren, 2001). In 1825, The New York House of Refuge opened with six boys and three girls, as the first juvenile reform facility in the United States (New York State Historical Society, 2013). The reforms of the juvenile justice system during this time period were rooted in 16th-century reforms from the European education system. The focus of these reform movements was to change the perception of the child from being a miniature adult to calling attention to the lack of cognitive and moral development a child has (Bilchik, 1999).

The first juvenile court was formed by the Illinois General Assembly in 1899 (Children's Bureau, 2013) with the Children's Bureau establishing the first published juvenile court standards in 1923 (Children's Bureau, 2013). The mission or purpose of the juvenile court system was different from that of the traditional criminal court system. Juvenile courts focused on reform and rehabilitation until the child turned 21 or it was determined that the child was cured (Bilchik, 1999; Louisiana Youth Services, 2013; Maryland Department of Juvenile Services, 2013). It was not until the 1960s that children in juvenile courts received their constitutional rights, followed by the passing of the Juvenile Delinquency Prevention and Control Act in 1968 (Maryland Department of Juvenile Services, 2013). This was followed up by the Juvenile Justice and Delinquency Prevention Act in 1974 (Maryland Department of Juvenile Services, 2013); that still governs the juvenile justice system (Louisiana Youth Services, 2013). Both of these laws afford youth further protection and constitutional rights that had been denied in the

juvenile court system (Louisiana Youth Services, 2013; Maryland Department of Juvenile Services, 2013).

### **Child Welfare League**

The Child Welfare League of America was formed in 1920. The objective of the organization remains the same to this day: Making children a national priority (Child Welfare League of America, 2014). They have made it their mission to help the United States reshape its priorities where all children have the opportunity and tools to grow up healthy and strong (Child Welfare League of America, 2013). This organization established the first national policies and standards of care for all dependent children (Child Welfare League, 2013; Vasquez, 2004). Their journal *Child Welfare* began publication in 1922 under the original name of *Bulletin* (Child Welfare League of America, 2013). The organization has over 800 public and private agencies supporting their programs and mission (Child Welfare League of America, 2013). They helped establish the National Foster Parents Association in 1971. They also helped launch the council on Accreditation for Children and Family Services in 1977 (Child Welfare League of America, 2013).

### **Children's Defense Fund**

The Children's Defense Fund was founded in 1973 by Edelman. In 1974, the Children's Defense Fund highlighted that many children with disabilities were not enrolled in school (Children's Defense Fund, 2013). In 1975, they helped to pass the Education of Handicapped Children Act, the predecessor to the Individuals with Disabilities Act. In 1977, the Children's Defense Fund helped push through increased federal funding for the Head Start Early Education Program. Then, in 1980, the



Children's Defense Fund helped push through the Adoption Assistance Act (Children's Defense Fund, 2012). Over the years, the Children's Defense Fund has helped pass many of education and welfare laws to protect and support the wellbeing of children.

### **Historical Foundations of Common Grounds for Education and Human Services**

The success or failure of the foster care system has not been based on any indicators of how a child in care is performing in school (Jacobson, 1998; Parrish et al., 2001; Weinberg, Zetlin, & Shea, 2009).

**The impact of Jane Addams.** The social work taking place in schools has roots in the settlement house movement started by Addams in the late 1800s (Martin, 2007). Addams believed that the main reason for a person being poor was not by way of moral failing, but rather from societal and hardship conditions of immigration (Martin, 2007). Addams traveled in Europe and was taken by England's response to dealing with poverty (Martin, 2007). Toynbee Hall was a settlement house, designed to provide welfare services in the urban slum (Martin, 2007). Toynbee Hall provided skilled workers to people to help them improve their social welfare conditions, as well as working in the community to promote cooperation amongst its inhabitants. Toynbee Hall's workers lived alongside their immigrant families whom they served. They provided wraparound care for their inhabitants, including lessons in the English language, child care, advocacy services, health services, and assistance with other services such as getting food (Martin, 2007).

**U.S. settlement houses.** When Addams returned to the United States, she took a donated building in Chicago, Illinois and turned it into the United States' first settlement house, The Hull House. The Hull House was different from a traditional charity in that

they viewed all individuals as worthy of respect and dignity, not distinguishing individuals as worthy or unworthy of services (Martin, 2007). Settlement house workers began realizing the overcrowded conditions of the settlement house neighborhoods were also out of control in the urban schools, leaving some classes with 50 students (Martin, 2007; McCullagh, 1993, 1998). These same schools were not keeping in touch with the parents being served by the settlement houses. The settlement house workers began to bridge the abyss between the schools and the parents, enabling the teachers to focus on the task of teaching academics and creating the first the school social worker (Martin, 2007).

**Visiting teachers.** Visiting teachers were the pioneers of school social work soon gained the titles of visiting teachers, home visitors, special visitors, or even visiting social counselors (Martin, 2007; McCullagh, 1998). These individuals often lived in the settlement houses and acted as liaisons between the schools, child, and home (Martin, 2007). District created these positions from over concerns over child maladjustment in the schools, disabilities amongst students, and poor school attendance. The social worker was supposed to make sure that all students with disabilities had proper services, all students were properly adjusting to their new environment, and all students were attending school regularly (Martin, 2007; McCullagh, 1993).

This visiting teacher movement continued to grow through organizations such as the Public Education Association (hereafter known as the PEA). The PEA provided governing and organization to this new movement (Martin, 2007). The visiting teachers started focusing on school related matters such as attendance, or even searching the city for any child not attending school, for example, handicapped children or orphans living

on the streets (2007). The mission of this movement was to get a picture of the child from a holistic point of view, rather than viewing them simply as a child with behavior problems (2007). By 1910, many of the larger school districts saw the good that these visiting teachers were doing, and they began lobbying to have them come on board as paid employees of the school board. At the time, the visiting teachers were still volunteers for the settlement houses (Martin, 2007; McCullagh, 1993).

When the visiting teachers movement started it was much more aligned with teaching and the field of education. Around the 1940s, shift from education to social work was completed and the field was now aligned with social welfare programs rather than education (Martin, 2007). It was at this time that the Public Education Association changed its name to the National Association of School Social Workers (Martin, 2007; McCullagh, 1998; NASW, 2003).

**Major Trends and Risks.** When there has been a change in economic or social factors for the nation, this trend slowly invades other areas of the public sector. Foster care is one of the public sectors most affected by economic and social factors. Abuse, neglect, and maltreatment issues tend to show a marked increase when the economy takes a downfall (Barbell, 2001).

Between the years of 1961 and 1978 in an average month, 50 percent more children were receiving social welfare services than years past (Children's Bureau, 2013). The disturbing numbers were also accompanied by a shift in referral reasons with a drop in poverty referrals and a sharp increase in referrals for abuse, neglect, parent instability, and even substance abuse (2013).

During the next few years, this increase in referrals plateaued and began to rapidly decrease. Between 1977 and 1984 there was a 45 percent decrease in children in social welfare care (Children's Bureau, 2013). Reduction in numbers accompanies the timeline and implementation of the 1980 Act (2013).

In the late 1980s foster care numbers saw a 140% increase in cases of abuse, neglect and maltreatment up to 2.4 million nationwide in 1989 (Barbell, 2001; Vasquez, 2004). In isolation, these numbers seem drastic, when looking at the economy these numbers align with Black Monday and Black Tuesday in 1987 and the economic hard times the nation was undergoing. This time period also aligns with increases in illegal drug use, and with increased births with prenatal exposure (Barbell, 2001).

### **Foster Care by the Numbers**

Many reports written about foster care represent the issues concerning foster children using numbers. These numbers represent per diem payments, overrepresentation, as well as other issues. The numbers when explained are a very important piece of the foster care puzzle.

**Overrepresentation.** In terms of proportionality with the general population, African American children are disproportionately represented in the foster care system (Courtney & Skyles, 2003; Knott, 2010; Zetlin, MacLeod & Kimm, 2012; Smith & DeVore, 2004; Stukes Chipungu & Bent-Goodley, 2004). According to the AFCARS report as of the report date September 2011 minorities accounted for a disproportionate amount of children in foster care (Beeman et al., 2000; Chipman et al., 2002; Ehrle & Geen, 2002; Hong, 2011; Schwartz, 2007), accounting for 58% of children currently in

foster care (U.S Department of Health & Human Services, 2013), down from 59% in 2010 (Casey Family Programs, 2011). The two largest minorities represented were African American children with 27% and Hispanic children with 21%. The other 10% were made up of smaller minority groups and mixed race children. In 2011, 55% of children entering foster care were minorities (U.S Department of Health & Human Services, 2013).

**Per Diem Payments by State.** To help alleviate the financial burden of foster placements, states give per diem payments to foster families to help offset costs. According to a 2013 survey, most states classify their foster children into categories based on different factors, and these categories of placement determine the per diem payments (DeVooght, 2013). Most states reported per diem payments increased with the age of the child; however, basic rates were the same regardless of placement type, e.g. non-relative or kinship (2013).

The basic rates for per diem fall below the estimated costs (MacGregor, Rodger, Cummings & Leschied, 2006; Patton, 2014; Geiger, Hayes & Lietz, 2013) to care for a child comparable in age according to Casey Family Programs (DeVooght, 2013). The survey also reported that additional allowances were paid to the families on top of the basic rates. These additional allowances were paid to families to help cover birthdays, child allowances, clothing, and any additional costs that arose while the child was in case (DeVooght, 2013). According to Georgia Department of Human Services (2003), foster parents in Georgia do not receive per diem payments. Foster parents are eligible only for partial reimbursement for expenses incurred while taking care of the child (Georgia Department of Human Services, 2003).

## **Placement Models**

As the need for foster care placements increases, the availability of foster homes has not (Brown, 2008. Brown, Anderson & Rodgers, 2014; Family to Family, 2001; Ferris-Manning & Zandstra, 2003) and perhaps even more concerning is that even the foster homes that were available are decreasing (Geiger et al., 2013). So to fulfill the need for homes and to increase permanency statistics the country has set up a multi-tier system of different placement models. In 2011, 47% of all children currently in placements were in Non-relative foster homes. Another 27% of all foster children were in kinship placements (U.S Department of Health & Human Services, 2013). Group homes made up 6% of all placements while institutions made up 9% of all placements (U.S Department of Health & Human Services, 2013).

**Family Foster Care.** Foster Homes remain the preferred placement scenario over group homes or Institutions because of increased opportunities for the children in gaining life skills and opportunities, more sound psychological environments. Foster homes are often associated with higher rates of successful reunification upon exit (Brown, 2008; Kluger, Alexander, Curtis, 2000; National Youth in Care Network, 2001; Thomas, 1993). With that being said, for a home to produce these positive benefits it is important that it be a good match between the child and family and that is not an exact science. Brown (2008) explained that one important variable in this successful match forming is for all parties involved, including the teachers, social workers, foster parents, and other staff to have a positive working relationship (Brown, 2008; Chipungu & Bent-Goodley, 2004; Evans, Scott, Schulz, 2004; Massing & Pecora 2004; Monck, Reynolds, Wigfall, 2004).

**Kinship Care.** One of the preferred models of foster care (Cuddeback 2004; Ehrle & Geen 2002; Hong, 2011) because of the long term exposure to family members is kinship care (Hong, 2011). The child is removed from their family home and placed with a relative until their family home or family members are deemed safe or more long term action is decided. This model has been proven to increase odds of the birth parent interaction with the child, as opposed to non-relative foster homes (Berrick & Barth 1994; Geen, 2003; Greef 2001; Green & Goodman 2010; Hong, Algood, Chiu & Lee, 2011). One controversy of this placement model comes in the over-representation of African American children placed in kinship care as an alternative for the caseworker finding a culturally relevant foster home (Beeman, Kim & Bullerdick, 2000; Brown & Bailey-Etta, 1997; Chipman, Wells & Johnson, 2002; Sawyer & Dubowitz, 1994; Ehrle & Geen, 2002; Iglehart, 2004; Scannapieco, Hegar & McAlpine, 1997). The strong and long standing tradition of kinship care for African American children can be traced back to the Middle Ages and became solidified during the slavery era when parents were sold or sent away, and others stepped in to parent the children left behind (Martin, 2007). Advocates in favor of kinship care for African American children used cultural genocide as their reason for their beliefs (Martin, 2007). Those on the other side of the argument disagree in favor of quick placement for children rather than delays due to lack of placements (Martin, 2007).

**Emergency Care.** When a child has to be taken from his or her family due to serious, imminent harm, it is a decision made without regards to time or day of the week. Emergency care is in place for these situations, where a child can be taken into immediate protective custody. Children can be placed into emergency care while background checks

are being completed on individuals in preparation for placement. Or the child can be placed in an emergency care home if the child was already in an out of home placement and the child has been deemed as in a crisis situation in need of immediate attention (Missouri Department of Social Services, 2010). In Georgia, emergency placement housing varies greatly from county to county, with some counties having dormitories where 50+ children stay for up to 6 weeks under protective custody, and other counties placing children in individual homes.

### **Systemic Barriers**

Systemic barriers are anything that slow down the process or stop it altogether. Barriers in communication and data sharing are systemic barriers because they go throughout the local systems creating roadblocks for progress. The following sections explain some of the systemic barriers, or breakdowns in the current system of foster care.

**Barriers in Communication.** Advocates have called for improved systems of communication between the local educational agency and social services for years (Behrman & Center for the Future of Children, 1992; Bowen & Richman, 2002; Franklin & Allen-Meares, 1997; Watson-Davis, 2010). Schools can act as that anchor for a child, helping them to weather the storm in which foster care envelopes them. However, the anchor offers no or little protection if the key participants involved are not collaborating, creating yet another storm for the child to weather (Altschuler, 2003; Lee, Benson, Klein & Franke, 2015).

**Data Sharing.** Interagency communication is a critical factor in the success of the child (Rocio, 2007). With the communication lines open, then data sharing can begin to



reverse the damaged system that has severely stunted the school success of so many children in foster care. The lines of communication between social services and the local educational agency appear to be non-existent. According to Stone (2007), the two agencies have differing missions, one for education, and one for safety. Stone (2007) explains that a major contributing factor to the lack of interagency communication is that the agencies see each other as uncooperative individuals.

This lack of inter-agency communication often creates delayed student enrollment, lack of information transfer regarding school records or previous school attendance, lack of school success, high rates of special education placement, and even escalation of behavior protocol penalties due to lack of notification between agencies as The California Education Collaborative for children in foster care (2008), explains. Another compounding issue often becomes the fact that social workers do not inform schools on a child's foster care status, and further they do not notify the school on who has the legal authority to sign documents or make decisions in regards to their education (Stanley, 2012; Zetlin, 2006).

### **Stability**

Perhaps one of the most troubling and detrimental issues in terms of academic success of foster children is the lack of stability (Weinberg, 2009). The lack of stability is often the catalyst in diminishing the successful foundation for school success. Lustig (2008), explains that placement changes can occur for any number of reasons, some of which having nothing to do with the child and everything to do with the system. Every change in placement can cost a child four to six months in academic skills lost (2008).

The average placement period for foster children is 29 months, with 50% experiencing an average of 3-4 placements (Emerson & Lovett, 2003; Zetlin, MacLeod & Kimm, 2012), during that time period, and 95% of children experiencing at least two placements during their placement period (Jonson-Reid & Barth, 2000; Leathers, 2002; Ryan & Testa, 2005). However, Joftus (2007) goes on to explain for the 15 percent of children that remain in foster care for over 5 years they could experience upwards of 20 or more placements by the time they age out of the system.

**Instability and School.** When children change placements, especially during high school, it can have detrimental effects on their education. Hahnel and Van Zile (2012) explained that high school students that transfer during the school year are often placed into open classes, and while they acquire partial credits in many subjects, they often do not gain enough credits in each subject to graduate. Another complication is that with every placement change, records are often lost, credits are lost (Hardin, 2016; Lavolette, 2011; Zetlin, MacLeod & Kimm, 2012; Zetlin, Weinberg & Kimm, 2005; Zetlin, Weinberg & Shea, 2006), and support networks are lost. Tracking down records for these students can be a laborious task that could take as short as 3 weeks or if the student has transferred between several schools it could stretch out to a period of 8 months (Zetlin, MacLeod & Kimm, 2012; Zetlin, Weinberg & Luderer, 2004). Given these and other issues, between one half (Zetlin, MacLeod & Kimm, 2012), and two thirds of foster children drop out or age out of high school (Blome, 1997; Courtney & Dworksy, 2005; Joiner, 2001; Weinberg, 2009). Of the students that do earn a high school diploma, only 1.8% actually obtains a college degree (Hahnel & Van Zile, 2012).

Every time children switch schools due to a placement change, they fall back to the bottom rung of this proverbial ladder of rankism. They begin anew with no friends, no support network, and new people around them who have a limited bank of knowledge about them or how to help them (Blome, 1997; Courtney & Dworsky, 2005; Joiner, 2001; Weinberg, 2009). The more they switch schools the more accustomed they become to being an outsider, subsequently losing the feeling of school connectedness that is so vital for students to succeed (Sulkowski, 2012). These students already are at a disadvantage due to the average 6 month loss of academic ground per placement change (Lustig, 2008). After a while, it becomes impossible to catch up, further complicated by the roadblocks already in place in our education system (Fuller, 2004). Fuller (2004), explains that failure is a great teacher if the child is able to get back on their feet, if not then the constant setbacks become a self-fulfilling prophecy limiting the child's ability to bounce back, crushing any dreams of future success (Fuller, 2006), and therefore increasing the foster youth achievement gap (Hahnel & Van Zile, 2012).

**Instability and Child Development.** Some children are able to enter and leave the foster care system within weeks or even months. However, for the ones that enter early and age out of the system at 18 the results are even more devastating. A recent study has even found that instability in placements leads to negative effects on the brains of children (Fisher, Bruce, Abdullev, Mannering, & Pears, 2011).

Fuller (2008) explains that during youth and adolescence it is a child's time to have a dress rehearsal for life. Foster children are no different from their same age peers in that they have their own dreams and aspirations in life (Joftus, 2007). During adolescence, their peers play recognition games such as sports or academics, and they

learn where they have skills to build on to be a successful adult (Fahlberg, 1991). If a child has a constant lack of stability these games are unable to occur (Fuller, 2008). In essence, that growth period is stunted. So while their peers reach 18 and begin carving their niche in life through sports, academics, or career paths, 1/3 to 2/3 of foster children will drop out of high school, often times leaving them unsure and unprepared for the next stage in their life (Blome, 1997; Courtney & Dworsky, 2005; Joiner, 2001; Weinberg, 2009).

**Instability and Identity.** The median age for American foster children currently in the system was 8.5 in 2012 (Child Welfare Information Gateway, 2013; U.S Department of Health & Human Services, 2013). The median entry age was 6.5, and the median exit age was 8.2 (Child Welfare Information Gateway, 2013; U.S Department of Health & Human Services, 2013), with the median time in care being 13.4 months (U.S Department of Health & Human Services, 2013). When this age range and the lack of stability are combined a deeper need can be realized. Younger children tend to rely on external factors for validation, identity, and even value (Martin, 2007; Siu & Hogan, 1989). For example, if they are asked to describe themselves they would use attributes externally based such as saying they were a soccer player or a singer (Martin, 2007; Siu & Hogan, 1989). As the child grows this process becomes more internalized, and they would use internally based attributes such as loyal, kind, brave, or extroverted (Martin, 2007; Siu & Hogan, 1989).

This recognition and identity formation patterns are further complicated by the fact that teachers are often not notified (Tyre, 2012; Watson-Davis, 2010) and even further are not trained to teach children coming from traumatic situations (Nowak, 2009).

These children have sometimes witnessed unimaginable events. Fuller explains that these children having been exposed to it are now set into a cycle through which they can play these events out onto others without proper intervention in place (Fuller, 2004).

### **Attachment and Separation**

Attachment theory is a psychological theory about human connections. It was formulated by Bowlby (1988) and is centered on three central beliefs (Snyder, 2011). The first belief is that human beings need to have emotional connections with others (2011). The second belief is that children's development is greatly based on how a child is treated by their parents with special attention being placed on the mother child relationship (2011). The third belief is that the early experiences of the child can explain their later in life tendencies in relationships (2011).

There are four major categories of attachment, all of which have specific characteristics, behaviors, and implications on later development (Bretherton, 1992; Schore, 2001; Snyder, 2011). The four major categories are secure, (insecure) avoidant, (insecure) anxious and (insecure) disorganized. In secure attachment the child sees the parent as a secure base from which they can go explore their world and return to (Bialy, 2006). The child has all of their needs physically and emotionally met by the mother, and the mother is the base from which they receive comfort and reassurance. For a child to form a secure attachment the child must go through a healthy emotional process including attunement, empathy, affective resonance, gaze sharing, entrained vocal rhythms, and mutually shared pleasures (Siegel & Hartzell, 2003; Snyder, 2011). Children who have a secure attachment are typically happy and cheerful children, in

comparison to children with insecure attachments who are typically alienated from their peers and generally unhappy (Bowlby, 1988; Snyder, 2011).

**Removal and Attachment.** When children are removed from their homes, even in the worst of situations, they will often go through a range of emotions and stages as part of their process (Martin, 2007; Siu & Hogan, 1989). The first stage of separation is pre-protest, during which time the children will accept the removal process with little sign of protest (2007; 1989). The next stage is the protest stage during which time the children can respond with oppositional defiance behavior, physical combativeness, or simple uncooperativeness (2007; 1989). The third stage is despair, during which time the child begins to accept the new placement, while also carrying with them a sense of being broken, or having little or no hope (2007; 1989). The final stage involves adjustment, during which time the child detaches from their biological families and adjusts to their new reality (2007; 1989).

**Transitions and Attachment.** Foster children go through many transitions while in out of home care, they change homes, change schools, have to make new friends, have new teachers, new social systems, all while adjusting to being in out of home care away from their biological families (Laviolette, 2011). When a child in foster care has changes in behavior during or after a transition many child welfare workers view these behaviors as a reaction to grief or loss (Franke, 2002). Due to this dismissal tendency these problems when they arise are not seen as something needing attention of mental health professionals (Franke, 2002). It is important to make the distinction between these behaviors or symptoms so that the cause can be narrowed down. The transition, initial

removal, or even pre-removal abuse or neglect may all have pieces in what is going on (2002).

**Attachment Disorders and Foster Children.** Children living in foster care have already been exposed and have a high risk for developing an attachment disorder or other mental health conditions (Lewis, 2011). Mental health conditions such as depression, post-traumatic stress disorder, or even substance abuse problems are directly related to childhood exposure to traumatic events (Brewin, 2003; Brodsky, Malone, Ellis, Dulit & Mann, 1997; Caspi et al., 2003; Fowler, Allen, Oldham & Frueh, 2013; Heffernan et al., 2000; Kendall-Tackett, Williams & Finkelhor, 1993; Kendler et al., 2000; Kingree, Thompson & Kaslow, 1999; Koenen, Moffitt, Poulton, Martin & Caspi, 2007). These children often have been pre-exposed to toxic family situations, or have been separated from families, and/or have been placed in foster care with frequent placement changes (Gauthier, 2004). Children experiencing frequent placement changes, over extended care, have the potential to develop an inability or aversion to trusting adult caregivers (Gauthier, 2004) as well as behavior problems (Akin, 2011; Chamberlain, Price, Landsverk, Fisher & Stoolmiller, 2006; Eggertsen, 2008; Hurlburt, Chamberlain, Degarmo, Zhang, & Price, 2010; Tucker, 2012).

**Attachment and Reunification.** The attachment problems do not automatically stop when a child is able to reach reunification with their biological family. Even when a child is able to return to their family they tend to have higher negative long term outcomes than youth staying in foster care or facing termination and potential adoption (Gauthier, 2004; Taussig, Clyman & Landsverk, 2001). Many of these kids experience

replacement in the foster care system after reunification because of severe behavior problems (Gauthier, 2004).

Gauthier (2004) and Tucker (2012) explained that a very troubling issue is when a child is forced back into reunification after they have shown positive growth while in foster care. It is even more troublesome when a child has to be taken out of a foster home where the child has securely attached to the family and shown successful growth (Gauthier, 2004; Tucker, 2012). In this case it is often better to recommend that the case goals be changed from reunification to permanency goals for keeping the child with that family (Gauthier, 2004).

**Attachment and School Success.** For children to succeed in school they must have a solid foundation to which they can form attachment. This attachment will then contribute to their overall social and emotional wellbeing (Bergin, 2009). School success is affected through many influences such as indirect attachments to their parents and also direct attachments to their teachers (Begin, 2009). When children feel secure in their classroom they will often feel that they are free to explore, and this security forms the basis for socialization in children (Begin, 2009). This socialization and security becomes a new foundation and the positivity and safety they feel can help to counter act previous trauma experienced (Laviolette, 2011; Shin, 2003).

### **School Readiness**

Much focus has been placed on school age children in foster care. However, the average age for children coming into foster care is three years of age (Braxton, 2011; Galehouse, Herrick, Rapyhael, 2010; Sadock & Sadock, 2009). It is during these first few



years of a child's development when their brain is developing rapidly forming the structures for their personality, and future learning processes. This time period is also the time when children begin establishing coping strategies, setting the bar for how the child will deal with stress later in life. All of these factors are largely influenced, shaped, and impacted by environmental factors (Braxton, 2011). When this development is impacted by turmoil, brain development can be greatly impaired (Braxton, 2011; Huttenlocher, 1994; Turner, 1985).

It is during this period in a child's life that they have a need for permanency and continuity with their primary adult figures in their life (Braxton, 2011). This permanency and essential attachments can only be attained through stability, and it is essential for the child to achieve this so that emotional security and social conscience can be developed (2011; Lieberman & Zeanah, 1995). If the child is not allowed the stability this act can prevent them from being able to establish lasting bonds with caring adults (Braxton, 2011; Jones-Harden, 2004; Rubin et al., 2004). A loving stable foster home has the possibility of reversing the scars of previous maltreatment suffered by the child (Berger, Bruch, Johnson, James & Rubin, 2009; Carlson, 2002; Harden, 2004; Holtan, Handegard, Thornblad & Vis, 2013)

### **School Success**

Descriptive statistics regarding foster children and school success paint a grim picture. As a collective group, foster children tend to fall into the lower quadrants, and significantly below their non-foster peers (Morton, 2015; Weinberg, 2014), in reference to standardized assessments (Zambrano, 2014), specifically in reading and mathematics

(Lynn, 2008; Smithgall, Gladden, Howard, Goerge & Courtney, 2004; Watson- Davis, 2010; Zetlin, MacLeod & Kimm, 2012), as well as academic grades such as reading (Morton, 2015; Zambrano, 2014), math (Morton, 2015), and classroom achievement (Goerge, Van Voorhis, Grant, Casey & Robinson, 1992; Heath, Colton & Adgate, 1994; Runyan & Gould, 1985; Sawyer & Dubowitz, 1994; Watson- Davis, 2010) while measuring in the higher quadrants in Behavior problems (Smucker, Kauffman & Ball, 1996; Watson- Davis, 2010; Wolkind & Rutter, 1973), school suspensions, grade retention/placements (Lynn, 2008; Watson-Davis, 2010), failed classes, truancy (Hedin, Hojer, & Brunnberg, 2010) and school instability (Runyan & Gould, 1985; Smucker, Kauffman & Ball, 1996; Watson- Davis, 2010). The difference between foster children and their non-foster peers has been coined by Hahnel and VanZile (2012) as the foster youth achievement gap.

Foster children shouldn't be viewed as having a less promising future than any other child; they have dreams and aspirations the same way any other child has (Joftus, 2007). While these children have lived through adverse experiences and now rely on adults other than their parents to care for them they still need to be able to develop a feeling of belonging. A youth's recovery from these experiences can occur when a child is able to develop feelings of attachment and belonging for their school environment coupled with academic success (Calix, 2009). Support is also a major contributing factor in reference to a child's academic success (Hedin et al., 2010). Research shows that those foster children with higher rates of foster parent involvement in school and classroom activities tend to have a higher success rate in regards to grades, attitudes, attendance, and overall participation in school (Pears, 2010).

## **Hierarchy of Needs**

Maslow's hierarchy of needs provides a model of what Maslow believed a person's needs were (Gobin, 2012). The model is in the shape of a pyramid with the most basic needs of shelter, food, clothing on the bottom, with the highest need attainment level being self-actualization at the top (Gobin, 2012). A foster child's physiological needs, or the first two levels of the hierarchy, are met by the foster family; food, clothing, shelter, security. However, the deficiency needs of esteem, friendship and love, security, and physical needs, have to be met before the child is able to focus on higher level needs (Braxton, 2011). If these basic needs are not met, the child may feel anxious or tense, with or without giving any physical indication of these feelings (Braxton, 2011).

School connectedness is of substantial importance in the success of a child (Sulkowski, 2012). School connectedness is not possible unless the child has stability. If the child cannot fulfill the safety requirements, they are unable to move further up the hierarchy to love and belonging. If the child cannot reach this tier, then it is impossible for them to move up to the need to know and cognitive tiers. The need to know and cognitive tiers are the areas important for education and learning. Since these tiers are not accessible for foster children, it is understandable that they are lagging behind their peer group in academics. School connectedness is of substantial importance in the academic success of a child (Sulkowski, 2012). School connectedness is not possible unless the child has stability. It is a vicious cycle that inhibits the furthering abilities of foster children.

When a child is in foster care the situation can impact their day to day activities, and this dysfunction does not stop when they enter a learning environment (Watson-

Davis, 2010; Vera Institute, 2004) because their minds may be on survival, limiting their ability to focus on other things. Children that are then experiencing high rates of instability in placement changes, or school changes never leave this survival stage and remain in constant turmoil, further thrusting them into nobody land (Fuller, 2004). If a child never leaves this survival mode, they are never able to focus on their identity (Fuller, 2004). Identity and dignity are similar to the needs of the body. For a body to be healthy they need a balanced diet, for a person to gain an identity, recognition is the food that creates this balanced diet (Fuller, 2004, 2006). If a person doesn't gain recognition, enabling identity formation, they sink into cycles of self-doubt and become primed for exploitation (Fuller, 2004).

### **Rankism**

This study's conceptual framework in part, is based on the theory of rankism by Fuller (2004, 2006). Fuller (2004) explains that rank is the difference between being a nobody and a somebody. Students must first learn the constant subtext that is their rank within their educational institution before even opening a textbook. Students with low rank are seen as nobodies, left undefended and vulnerable to bullying from not only the students around them but also from the very adults that should be protecting them, their teachers (Fuller, 2004, 2006). These students that are labeled as low rank also often tend to gain other nicknames such as lazy, stupid, or troublemakers (Fuller, 2004). One of the basic tenets of rankism is that the pull of rankism saps the will to learn because students will sacrifice learning to defend their dignity (Fuller, 2004, 2006).

Bullying is pervasive and is one of the ways that rank is asserted (Fuller, 2006). Somebodies pick on nobodies and nobodies pick on fellow nobodies (Fuller, 2004, 2006). Rank can be seen as a ladder, those at the top are the somebodies, and those at the bottom are invisible, voiceless, nobodies (Fuller, 2004). Bullying can be as little as leaving a group member out of the discussion in class. This act of leaving them out steals their voice, and plants in them the feeling that they are not even worthy of expressing an opinion (Fuller, 2006). When students are constantly beaten down through events such as this, they never gain their footing. This can be evident when a new student comes into class. They are seen as outsiders, not worthy of having an opinion, nobodies.

The sting of being nobodied can hit children anywhere at any age or grade level (Fuller, 2008) while most of these children will gain their footing and move up the ladder if given the time and opportunities, some will not. Foster children are at a disadvantage in this area because they move from school to school with an average of a new school each year, with some students experiencing between three and five placements and some higher on the spectrum experiencing upwards of 20 placements (Joftus, 2007). These children tend to travel this road without a single person standing up or speaking up for them (Rocio, 2007). According to The Center for the Future of Teaching and Learning (Fuller, 2008), foster children may have 15 people in charge of their welfare, and yet not one of them can tell you how the child is doing in school or how they feel.

One of the main problems with foster care centers around class-stratification, and a strong sense of loathing for those individuals and families coming from poverty situations (Watson-Davis, 2010). Mandell (1973) observed that the system that is meant to help those in need often ends up failing those same individuals or families socially,

emotionally, and academically, all due to push and pull between economics and social class.

### **Special Education Placement**

Foster children on average have a higher representation in special education than other subgroups (Crosby, Day, Baroni & Somers, 2015; Watson- Davis, 2010).

Approximately 30% to 50% of all foster children have been identified, evaluated and placed into special education programs (Berrick, Courtney, & Barth, 1993; Christian, 2008; Courtney, Terao, & Bost, 2004; Goerge, Voorhis, Grant, Casey & Robinson, 1992; Hochstadt, Jaudes, Zimo, & Schachter, 1987; Sawyer & Dubowitz, 1994; Watson- Davis, 2010; Weinberg, 2007; Zetlin, MacLeod & Kimm, 2012; Zima et al., 2000). A perhaps even more alarming statistic Weinberg (2009) explains is that 25% (Bauer, 1993), or possibly as high as 52% (California Education Collaborative, 2008), of foster children between the ages of 6 and 11 are in need of special education services versus 15% of their non-foster peers (Stone, 2007). According to a 1989 study, 40% of foster children have some type of developmental delay (Richardson, 1989). Foster students being placed into special education have a high rate of emotionally disturbed (Goerge, Voorhis, Grant, Casey & Robinson, 1992) or learning disabled classifications (Stone, 2007).

**Instability and Special Education.** For those children who have been placed in special education, the lack of stability is a compounding element that allows the perfect storm to brew. Foster children with disabilities on average experience more placement changes than do children without disabilities (Geenen & Powers, 2006; Stanley, 2012). Stanley (2012) explained that this high rate of change and mobility often makes it very

difficult to identify needs, and further on to diagnose and evaluate what those specific needs are. An additional problem that can arise is that when these children are moved to a new school there is no guarantee that they will have a continuance of services due to the fact that the new school may not have a class or services for their disability classification (Brown & Rodger, 2009; Stanley, 2012; Stone, 2007; Weinberg, 1999).

**Untrained and Unprepared.** Child welfare agencies have not trained most foster parents in noticing the warning signs for disabilities, knowing the availability of services for children already diagnosed or even in the steps to navigating the educational system to act as an advocate for the child (Brown & Rodger, 2009; Stanley, 2012; Weinberg, 1997). Part of this puzzle can be explained due to the fact that the social workers themselves are not often knowledgeable of special education needs and services because they may see their role as providing for the child's safety (Goerge, Woorhis, Grant, Casey & Robinson, 1992; Stanley, 2012).

Another aspect of the untrained and unprepared subgroup delves into the Teacher who works in the classroom with these students. Teachers in the classroom are generally not trained to work with a particular subgroup. Foster children present with unique complications resulting from situations involving traumatic incidences either from a single incident or incidents that have recurred over a long period of time. Teachers are not given any particular training on how to interact or communicate with foster parents or assigned guardians for foster children (Crosby, Day, Baroni & Somers, 2015).

**Lack of Knowledge.** The sheer lack of knowledge and high levels of frustration in regards to the educational system on the part of the social worker is a further compounding issue (Rittner & Stack, 1995; Stanley, 2012; Zetlin, Weinberg & Kim,

2003). A further piece of the puzzle is that caseworkers often have very little knowledge about the educational status or educational needs of the children on their caseload (Advocates for Children of New York, 2000; Goerge, Woorhis, Grant, Casey & Robinson, 1992; Stanley, 2012).

### **Support Services**

Children entering foster care often present with complex needs and are in need of health care services or mental health services (Galehouse, Herrick, Rapyhael, 2010; Lewis, 2011). Due to poor coordination between services, these children often are not receiving the health services they so desperately need (Burns et al., 2004; Galehouse, Herrick, Rapyhael, 2010). Galehouse (2010) presented some of the multiple factors that often affect the availability of medical and mental health services. First, the simple fact of complexity of a child's needs when entering care limit their availability to assistance. Second, the caseworkers often have such small amounts of time to devote to each child because of the size of their caseloads, that problems often go unnoticed or unhandled. Third, there is a severe lack of coordination and collaboration between health and social service agencies. Fourth, there is a lack of technology availability in regards to social services systems. Fifth, due to instability in placements and the fact that the child's records often do not follow there is a lack of availability in medical health records and histories (2010).

### **Mental Health**

Foster children have often been victims of abuse, maltreatment, and differing levels of neglect (Kohl, Edleson, English, & Barth, 2005; Lewis, 2011; Oswald, Heil, &



Goldbeck, 2009) leaving the child psychologically scarred and creating consequential behavioral disorders or problems (Jonkman, 2012; Minnis, Everett, Pelosi, Dunn, & Knapps, 2006; Pears, Kim, Fisher, 2008). A study by the U.S Department of Health services (2003) found that, compared to the same age peers, children in foster care exhibit higher than normal rates of mental health issues (Zlotnick, 2012) such as depression (Lewis, 2011), lower levels of social functioning, lower levels of adaptive functioning, higher than normal rate of aggressive or impulsivity acts (Watson-Davis, 2010), Acute Stress Responses, Post-Traumatic Stress Disorder, and Reactive Attachment Disorders (Lewis, 2011). According to Dore (1999), approximately 30% to 60% of children entering foster care are in need of psychiatric services or evaluation. Another study (Cornille, Mullis, & Mullis, 2001), found that even when children are in need of psychiatric services often the therapists involved have not spent enough time getting to know the foster care system and policies to fully understand the impact they have on their clients (Azar, & Benjet, 1994; Azar, Laureth & Loding, 1998; Brooks, 1996; McWey, 2006; Rosenfield, Altman, Alfaro, & Pilowsky, 1994). Another study of children already in the system found that approximately 40% to 65% of foster children were in need of mental health services (Boyd, Struchen & Panacek-Howell, 1989; Clark, 1996; Landsverk, Madsen, Ganger, Chadwick & Litrownik, 1998; Widom, 1989).

Children entering foster care often have been impacted by bouts of homelessness, poverty, domestic violence, parent substance abuse and/or mental illness (Deutsch & Fortin, 2015; Lewis, 2011). The scars that a child develops while in their home environment is then further compounded by removal and initial placement, in some cases

the children even develop attachment problems (Jonkman, 2012; Smyke, Dumitrescu & Zeanah, 2002; Zeanah et al., 2004).

**Overcoming Trauma and Abuse.** Students with a history of abuse or neglect tend to have higher rates of academic referrals along with higher rates of special education placement (Jonson-Reid, 2007). These students are also at higher risk for psychological problems (Child Welfare Information Gateway, 2013) often manifesting as aggressive or acting out behavior (2007). Children touched by trauma and abuse have higher rates of incidences with the juvenile justice system as well as the mental health system (Blumberg, Landsverk, Ellis-MacLeod, Ganger & Culver, 1996; Halfon, Berkowitz & Klee, 1992; Taussig, 2002; Widom, 1991). The risk for development of mental health problems and frequency of exposure to trauma has been directly linked (Finkelhor, Omrod & Turner, 2007; Vanderzee, Pemberton, Connors-Burrow & Kramer, 2016).

**PTSD often diagnosed as ADHD.** Foster children often have been exposed to abuse or neglectful conditions, leaving them with a higher chance of developing Post-Traumatic Stress Disorder (Allan, 2001; Andrews, Varenin, Rose, & Kirk, 2000; Becker-Weidman, 2009). Children with Post Traumatic Stress Disorder often present with symptoms that mimic those of Attention Deficit Hyperactivity Disorder (Thomas, 1995). These children may have symptoms such as hyperactivity or impulsiveness, problems with attention or levels of distraction, even tantrums and defiance, all of which mirror those symptoms of children diagnosed with Attention Deficit Hyperactivity Disorder (Thomas, 1995). While the co-diagnoses of ADHD and psychotic disorders have not

increased, the prescription of ADHD drugs in co-prescription with Antipsychotic medication has increased from 14% to 20% during the 11-year span from 1996-2007.

**Psychotropic drug usage.** Children living in group homes have a higher rate of unnecessary psychotropic drug prescriptions (Congressional Coalition on Adoption Institute, 2012; Rubin et al., 2012). Children in foster care receive psychotropic drugs at a 2.7 to 4.5 higher rate of prescription than non-foster youth on Medicaid (CCOAI, 2012; U.S Government Accountability Office, 2011). Yet another study found that foster youth are prescribed psychotropic drugs at a rate that is 13 times higher than non-foster youth (2012).

The problem is not only the higher rates but also the over medication of many of these children. Some of these children were on as many as five psychotropic drugs (CCOAI, 2012; U.S. Government Accountability Office, 2011) while another study found that 41% of foster children had been prescribed three or more psychotropic drugs in one month (CCOAI, 2012; National Survey of Child and Adolescent Well-being, 2008). A 2008 study found that 21.3% of children were on one class of psychotropic drugs, 41.3% of children were on 3 or more classes of psychotropic drugs, 15.4% of children were on 4 or more classes of psychotropic drugs, and 2.1% were on 5 or more classes of psychotropic drugs (Administration for Children and Families, 2012).

Further complicating the matter, many of these children often are receiving dosages that exceed the recommended maximum dosage (CCOAI, 2012; U.S. Government Accountability Office, 2011). Antipsychotics are the most common psychotropic drug for foster children, and are prescribed at a rate that is nine times higher than non-foster youth (Administration for Children and Families, 2012; CCOAI, 2012).

When therapists are prescribing these drugs for foster children, often times they are trying to treat the behaviors in order to make the child manageable rather than treating the actual underlying issues of traumatic events (CCOAI, 2012).

When these children receive psychotropic drugs, it can lower their need for supervision, thus lowering their service level, or basic daily rate of pay (Department of Family and Protective Services, 2006). Service levels or per diem rates are determined by a child's needs of supervision and/or interventions. If a foster parent presents unbalanced documentation for a child on psychotropic drugs, can be determined through discrepancies in the paperwork, their service level might not be lowered, thus maintaining the daily per diem payments at their previous amount (Department of Family and Protection Services, 2006).

### **Health Care**

Foster children often present with more special and complex needs in regards to health and emotional status (Lewis, 2011; Galehouse, Herrick & Rapyhael, 2010) that can be attributed to experiences before entering care or during care (Schilling, Fortin & Forkey, 2015). It is estimated that between 30% and 80% of children in foster care have chronic health conditions with the most prevalent being respiratory problems, allergies, dental problems, impaired vision and hearing (Lewis, 2011). An estimated 25% of youth in foster care have 3 more or more of these chronic conditions occurring simultaneously, (Lewis, 2011), conditions often exacerbated while in foster care (Pasztor, 2006). In 1995 a study was completed with a sampling of foster youth from New York, Pennsylvania, and California. This study revealed that in regards to children age 3 or younger less than

50% had all of their health needs addressed, and between 19% to 32% had none or only some of their health needs addressed (Lewis, 2011).

Another study found that 34% of children in foster care had not received proper immunizations (Braxton, 2011). Lewis (2011) lists delayed immunizations as a common medical problem for youth in foster care. Some of the factors associated with foster youth not receiving medical care are; young age, African American race, lack of stability, lack of data sharing in regards to medical histories and immunization records, and lack of communication amongst parties (foster parents, biological parents, physicians, agencies) in regards to health information (Lewis, 2011).

### **Advocacy**

Advocacy in foster care focuses on supplementing the services that are considered lacking or falling short of what is expected (Rosenwald, 2011). Advocacy also looks at providing appropriate services that are currently inaccessible or not able to be accessed fully (Rosenwald, 2011). Advocacy for foster children can come from many different avenues or points of care.

**Foster Parents.** One of the most important players in this process is that of the foster parents, as they are the main caretakers of the child. However, there appears to be a lack on the part of foster parents in regards to adequate availability of trainings, attitudes, and even skills (Braxton, 2011; Pasztor, Hollinger, Inkelas, & Halfon, 2006). One problem is that due to the demand for foster parents the criterion for selecting these positions lacks the requirement of even the most basic knowledge and understandings in regards to children's developmental and psychological needs (Braxton, 2011; Colby &

Dziegielewski, 2001). Georgia does offer parents the option of attending some online sessions, however, some topics are only offered in face to face sessions (Georgia Department of Human Services, 2014).

**AB 490 Liaisons.** Impressive work is taking place in the area of educational advocacy in California. The California Assembly put into Action Bill (AB) 490 on January 1, 2004. This bill mandates that all individuals that have a part in the service of the foster child must find a way to work together to serve the educational needs of the child (Shea, 2008). Out of this mandate was the creation of the (AB) 490 Liaison. This liaison is the go-between for the schools, judicial courts, and the human resources department and acts as the educational advocate for the child attending all meetings in all areas of concern. The promising work that California is doing has yet to spread to other states in the same capacity level.

### **Foster Care Perspectives**

The foster care process consists of many different voices. It takes foster parents, teachers, social workers, biological parents, and children in foster care to complete the whole picture. Every perspective brings a different voice but all are important pieces of the puzzle.

**Foster Parent Perspectives.** Foster parents are the ones working on the front line of foster care, helping protect and serve the youngest and most helpless victims. They are often caught between the embattled child welfare system and the child's biological parents (Brunsden, 2011). One of the major hurdles found in a recent study was that foster parents often faced conflicts with all of the adults in the life of a foster child

(2011). Foster parents report feeling frustrated and battling with other professionals in the child welfare departments when poor judgment decisions were made in haste (2011).

**Biological Parent Perspectives.** Biological parents often have a wide mix of emotions when their child is taken into custody. Some parents will feel relief, while others grieve their loss (Schofield, 2011). The longer the child stays in custody the harder it is for the biological parent to maintain their parental role in the child's life (2011). These parents are often stigmatized in the public's eyes and face scrutiny in every decision they make after losing their children (2011).

**Teacher Perspectives.** Stanley (2012) explains that one of the biggest concerns for a new teacher is the lack of specialized training for students that have needs beyond the average child. Teacher preparation programs provide little support if at all in regards to how the teacher should be prepared to work with a foster child, or what a foster child's educational status or needs will be (Van Wingerden, Emerson & Ichikawa, 2002). To increase the chances of success for a foster child it is important that their teacher be sensitive to the situation, while being a positive influence in their life (Watson-Davis, 2010). One very important piece of this puzzle is that the teacher must be properly notified of children that are in foster care so that they can put plans into place to properly scaffold instruction or properly support areas of concern. This precaution would not be aimed at profiling the child but rather giving the teacher the knowledge and opportunity to monitor and differentiate to help meet that child's individual needs (2010).

**Foster Children Perspectives.** In all of the bureaucracy and paperwork it is easy to forget that foster care is there to support the children who need it. However, foster children are often widely left out of research on how to improve the system. Students

explained one of the biggest negative impacts on their schooling had to be the lack of stability in placements (Harker, 2003). Young people in care explained how the routine nature of school can afford them the stability that perhaps they are lacking in their lives (Hedin et al., 2010).

Another important aspect of the equation for foster children are the relationships that govern their time in care. When asked 44% of foster children said they felt they were doing well in school. Another 30% felt they were average and nearly 24% described their schooling as going bad or very bad (Harker, 2003).

### **Aging Out vs. Growing Up**

Estimates range between 25,000-32,000 teens that age out of foster care each year (Lockwood, Friedman & Christian, 2015; Krinsky, 2010; Unrau, 2011). Aging out of foster care means that the former child is now stripped of everything they had the day before. Often times the newly turned adult is left homeless, penniless, and jobless to find their own way in the world (Krinsky, 2010). To age out of the foster care system is something that leaves the individual in a challenging situation from which with proper supports they can grow into a productive member of society (Samuels & Pryse, 2008). Aging out occurs when a child turns 18 and are formally exited from care, however thanks to the Fostering Connections to Success and Increasing Adoptions Act of 2008, some foster children are able to stay in care until 21 years of age (Unrau, Font & Rawls, 2012).

Due to the pitfalls in the system many are left without the appropriate skill levels to grow into this productive member of society. Lower levels of attainment in education have shown to affect the physical, social, psychological, and emotional processes of



foster children (Crawford, 2011). Students exiting care with lower levels of education tend to have higher bouts of homelessness (Yates, 2012), teenage pregnancy, instability, run-ins with the legal system (Yates, 2012), substance abuse, poor physical and mental health, and a very limited if any support network (Cashmore, Paxman, & Townsend, 2007; Courtney, Piliavin, Grogan-Kaylor, & Nesmith, 2001; Crawford, 2011; Maunders, Liddell, Liddell, & Green, 1999; Stein & Munro, 2008).

### **Pathway to College**

Although most foster youth have the desire to attend college and graduate with a degree (Courtney, Terao & Bost, 2004; McMillen, Elze, White, & Thompson, 2003) only approximately 20 percent of qualified students in foster care go on to college (Unrau, 2011). Of that 20 percent only between one and eleven percent, actually do graduate from college (Burley & Halpern, 2001; Casey Family Programs, 2003; Unrau, 2011; Emerson, 2006; Pecora et al., 2003; Wolanin, 2005; Yates, 2012; Zetlin & Weinberg, 2004).

### **Conclusion**

Foster care and the Education system have very little common ground. The earliest cross over between the systems came from Jane Adams and the visiting teachers. The visiting teachers were the early attempts at bridging the abyss from the schools to the parents. These visiting teachers became the early school social workers of today. Even back then as continues today the ebbs and flow of the economy and society affected the numbers of individuals touched by the social welfare system. Foster care is quickly judged by the numbers of children they serve successfully, but they are also judged by the overrepresentation of individuals from certain demographics who they serve, the number

of children in foster care placed into special education, and the amount of monetary support they offer for the care of these children.

Foster care has many different models through which they implement the program to help children. The models range from emergency placements in dormitory or short term housing, to placement in a foster home. All of these placements are affected by the systemic barriers plaguing foster care. These barriers include communication barriers, lack of data sharing, lack of school and home stability. These barriers often have secondary effects on the children involved such as child development setbacks, identity malfunctions, as well as many issues related to attachment. School readiness and School success are other areas where these children struggle due to the systemic barriers and failures in services meant to serve these children.

Some of the pitfalls of this system include the fact that many of the social workers are untrained and unprepared to advocate for their charges education. Even the foster parents are often unprepared and under trained in regards to the placements education. Anyone can advocate for these children, however, there is again very little if any formal training for this purpose. These children often have deep needs that can only be addressed by mental health services. However, there is also a largescale misdiagnosis crisis and high rate of medication given to children in foster care. These children have an uphill climb that is the foster care system. Those who age out of the system go from having a home to being homeless on their 18<sup>th</sup> birthday. If they are lucky enough to graduate high school and be accepted into college or a tech school they can remain in care while they are actively in school. However, this is only between one and 11 percent who actually make it to secondary education programs.

There are many issues that plague children living in foster care. It is hard to put all of these issues into a bulleted or numbered list in order of importance. One of the most important things to remember is that none of these issues are going to be fixed overnight with one solution or plan. Taking a lead from other states currently the educational status of foster children is being spotlighted. Education is the foundation on which to build for the rest of a child's life. In the next sections foster care and education are the focus.

### **Implications**

In 2003 California charged the local educational system, human services division, and the judicial court systems with systemic neglect of foster children due to their lack of collaboration amongst service organizations (The Center for the Future of Teaching and Learning, 2008). All three systems were told to put some plan into action to facilitate collaborations and communication between the three agencies. Mandate AB 490 was part of this resolution process. The mandate put liaisons in place to monitor and facilitate communication and collaboration amongst the three agencies. The liaison is assigned a caseload of children in the foster care system and they are seen as the first point of contact for all three agencies in matters concerning the children on their caseload. They attend all meetings for the child across the three agencies and hold the holistic view of how the child is doing (2008).

In Georgia, there is no such position in place to monitor across agencies. All three agencies maintain their own records with little crossover occurring unless necessitated. The outcome of this study would be a multi-tiered resolution process. The first step would be to propose legislation in Georgia designed to mimic Mandate AB 490 in

California. This document would act as a preparatory manual in the proposal of such legislation. The aim of the legislation would be to put in place a liaison position to facilitate communication amongst these agencies in Georgia. The next step would be to create a non-profit organization to facilitate this process through a task force for implementation assistance and trainings. The final part of this project would be to create the non-profit website for foster parents, teachers, and others who come into contact with foster children offering articles on how best to serve and advocate for these children. The aim of this project would be to create positive social change in the lives of foster children in Georgia, while providing a model for implementation in other states.

### **Summary**

In order to put a spotlight on the place of the educational advocate in the lives of foster children, it is first important to recognize the current failings in the system, and the potential, need, and difference the advocate can play in the life of a foster child. The purpose of this case study was to explore if current stakeholders effectively provide support and assistance to professionals and others who assist foster students with their educational needs. According to The California Education Collaborative for Children in foster care (2008), school instability (Conn, 2011; Eckenrode, Rowe, Laird, & Brathwaite, 1995; Weinberg, 2009) is a large contributing factor in lack of school success. Each time a child changes placement, they have a new family, new teachers, new children around them, and their support network is gone until they can rebuild it (Joftus, 2007). This project study will use a conceptual framework based on rankism (Fuller,

2004, 2006, 2008) to show how rankism and oppression are so intertwined and debilitating in education attainment levels of foster children.

Chapter two of this study will detail the Methodology section. This methodology section will explain why a case study is the chosen research design of the proposed study. This chapter will also explain aspects of the study such as selection of participants, and measures taken for protection of participants. This chapter will also cover data collection procedures and the rationale for the procedures as well as data analysis techniques. Based on analysis of the data collected it should become relevant to what extent educational advocacy plays a role in the success of foster children.

## **Section 2: The Methodology**

### **Introduction**

The purpose of this case study was to explore if current stakeholders effectively provide support and assistance to professionals and others who assist foster students with their educational needs. This was a single case study inquiry using an instrumental design (Stake, 1995; Yin, 2009, 2014). Study participants included individuals from various realms of the foster care system, such as foster parents, caseworkers, juvenile court personnel, and advocacy specialists for foster children. Data were collected in the form of documents and interviews.

### **Qualitative Research Design and Approach**

The premise of qualitative research is to gain an understanding of the studied phenomenon from the perspective of those experiencing it as their reality (Bogdan & Biklen, 1992; Hammersley & Atkinson, 1983; Hatch, 2010; Jacob, 1988). All individuals, researchers included, assign meaning to the things that take place in their daily lives based on their interpretation of reality based on past experiences (Creswell, 2012; Hatch, 2010). Only qualitative research is designed to provide an encompassing view of complex human and social systems (Benbasat, Goldstein, & Mead, 1983; Eisenhardt, 1989; Peyton, 1982; Worthman & Roberts, 1982; Yves-Chantel, 2010).

The roots of qualitative research can be traced to interpretative sociology and Weber. Weber stressed how important understanding was (Hatch, 1985, 2010). Weber was interested in evaluating and describing the meanings that individuals assigned to their experiences to make sense of the daily social systems (Hatch, 2010).

Qualitative research has evolved throughout the 20th century, continuing into the 21st century. The first historical stage of qualitative research can be called the traditional period. This period started around 1900 and lasted through World War II. The next stage was the modernist phase, and it started after World War II lasting until mid-1970 (Hatch, 2010). During the 1970s and mid-1980s began the phase of blurred genres (Hatch, 2010). The last and current phase began in 1985 and continues now, deemed the crisis of representation (Hatch, 2010; Lincoln, 1994).

Case study research is appropriate when the objective of the study is to describe, explain, predict, or control the individual's process of existing (Woodside, 2010). Case study research allows the researcher to gain deeper understandings through its evaluation of "sense making" processes (Woodside, 2010). Sense making includes evaluating how individuals make sense of particular stimuli. Through this process, the researcher can focus on not only what individuals perceive, but also interpret what individuals have done, including their problem-solving processes (Woodside, 2010). Case study researchers focus on cases bounded by time and event (Creswell, 2013; Denzin, 2011; Merriam, 2009; Stake, 1995; Yin, 2014). It is important to maximize learning potential in the selected case (Stake, 1995); so, I used the instrumental case study design. In an instrumental case study, the focus is placed on understanding the individual case in order to understand the larger context situation (Stake, 1995).

There are five rationales for choosing a single case study design (Yin, 2014).

- When a theory is being tested using the case study
- When the case being studied is the extreme or unique in comparison to others

- When the single case is typical or when everyday situations can be captured rendering it as commonplace
- When the case has been previously inaccessible to researchers and thus has never been a focus of inquiry
- When the researcher is reviewing data from varying points in time. (p. 52)

This study would fall into the first rationale for choosing a case study. The purpose of this case study was to explore if current stakeholders effectively provide support and assistance to professionals and others who assist foster students with their educational needs

### **Participants**

Individuals important to this inquiry process belonged to human services, school personnel, juvenile courts, and court-appointed special advocacy subgroups. As Lodico (2010) explained, in purposeful sampling, the researcher chooses selected individuals as key informants. These key informants have information pertinent to the study (Lodico, 2010). Homogenous sampling was the best purposeful sampling technique because all of the selected individuals had attributes in common. These attributes were related to the field that they were working in and the people that they came into contact with on a regular basis. The criteria used to select participants followed a general premise:

- Participants were individuals who had daily interaction with foster children (All participants met this criteria, seven individuals total for data collection)



- Participants were familiar with the inner workings of the local education agency, human services division, and the juvenile court system (5 individuals fall into this criteria)
- Participants were familiar with advocacy and the foster care system (2 individuals fall into this criteria)

Walden Institutional Review Board (IRB) requires informed consent to be obtained from all individuals participating in the interview process to ensure confidentiality and protection of all participants from harm. Protection of participants is important because case studies are about matters and events of people's lives (Glesne, 2011). To protect participants, precautionary measures must be taken prior to starting any data collection. First, informed consent was obtained from all participants. The participant was made aware of the nature of the study to be performed; I also asked for them to volunteer their participation (Glesne, 2011). Second, it is imperative measures be taken to keep all participants safe from harm (Glesne, 2011). Third, it is also imperative procedures be put in place to protect the participants' confidentiality. Lastly, special precautions to protect populations considered vulnerable must be developed (Glesne, 2011).

### **Data Collection**

The data from a case study are collected over a sustained period (Creswell, 2013), are detail-oriented, and are collected using a variety of collection methods (Creswell, 2013). In this case study, data were collected from various data sources. Seven interviews were used as the first point of data collection. Those interviewed included a former DFCS case manager, a school social worker, a CASA volunteer, a teacher, a former foster

parent, a counselor, and a school administrator. All interviews were transcribed and coded to isolate the needed data and to look for codes throughout the documents. The second data collection was done by reviewing documentation received from several different sources including anecdotal notes from observations I conducted done as well as published reports from organizations working with foster children. The third type of data collected were through the use of archival records such as AFCARS reports, and other reports published by Child Welfare League, Casey Family Programs, and the Children's Defense Fund. The use of three sources ensured that triangulation of the data occurred.

### **Interviews**

The data collection process consisted of conducting one-on-one, structured, open-ended interviews with participants. According to Creswell (2012), interviews provides the researcher an advantage in that he or she is able to have more control over the range of information covered in the interview process through guided conversations (Yin, 2014). The questions posed by the researcher are open to change and take on a more fluid model as the interview proceeds (Yin, 2014). There are two types of interview structures. The in-depth interview focuses on facts as well as participants' opinions (Yin, 2014). During an in-depth interview, the person being interviewed can suggest other sources of information, and the person being interviewed is seen more as an informant by the researcher (Yin, 2014). The second type of interviews is a focused interview, which is a brief conversation in which the interviewee answers questions posed by the researcher; the interview is based on the overarching inquiry of the study (Yin, 2014). All interviews for this study were then transcribed and coded in an attempt to identify themes.

**Interview Questions**

1. What are the educational challenges facing foster children in our system?
2. What is an appropriate plan of action to address the educational levels of a child in foster care? What agencies have access to this plan? How is this plan communicated across agencies?
3. How is a child's progress monitored and maintained during placement changes?
4. Who is responsible for advocating for the educational concerns of the foster child? Is that person lay or trained? If there is training what does it include?
5. From your perspective how do you feel foster children are served in the educational setting?
6. How do local social services, the local educational agency, and the juvenile courts communicate? Do you feel improvements can be made?
7. What effective practices that are not already in place do you feel could easily be implemented between agencies for the betterment of the minor's education?
8. What effective practices need to be in place for the foster child to be successful in their education?
9. What do you feel are your contributions to foster care advocacy?
10. How do you see the role of the CASA worker in fostering or promoting educational matters?

## **Documentation**

Documentation is a part of case study research. Documentation, when used correctly, can corroborate or help build evidence from other sources (Yin, 2014). Due to the Internet and availability of documents, researchers can get lost in the review of the abundance of documents available. Yin (2014) suggested using a “triage” to sort the documents for review by their relevance to the study, reading the most relevant first and saving the less relevant for later. For this study the following documents were used:

- Four sets of anecdotal notes made on students in classes I have worked with in regards to any general observations made in the classroom and school environment
- Three sets of anecdotal notes made from student observations in residential care and individual academic tutoring.
- Four sets of observational notes from interactions with foster parents, county, and school caseworkers about these foster children
- Ten published reports and literature from organizations working with foster children

## **Data Analysis**

The objective of data analysis is to take the data apart (Stake, 1995), and then put them back together in the summary of the findings (Creswell, 2012). A full analysis of the data was done through analyzing and interpreting the data via reading and reviewing. I represented the data through charts and figures (Creswell, 2012). The data analysis was completed by writing out my conclusions.

There are five analytic techniques that case study researchers employ most frequently (Yin, 2014). The first analytic technique is pattern matching, or comparing two patterns, one empirically based and one predictable, to strengthen internal validity. The second analytic technique is explanation building, which is a specialized form of pattern matching. This technique is used with the end goal of finding an explanation about the case through the analysis of the data. The third type is a time series analysis in which there can be a single independent and dependent variable. For this method, due to a large number of data points being analyzed, statistical testing can be employed. The fourth type is the use of logic models through which the data are arranged in a cause-effect loop reviewing the dependent and independent variables over an extended period. The fifth and final analysis technique is the cross-case synthesis, which is used to analyze data across multiple cases. For this case study, I used pattern matching.

### **Coding**

Coding is an ongoing process during data collection and analysis (Creswell, 2012). In some cases, the coding of data can let the researcher know which data they need to collect next. The process of coding is essential to segment and label the data to establish broad themes (Creswell, 2012). The first step in coding is to identify text segments with brackets and deciding upon a word or phrase that describes that portion of text. Some codes can come from words used by the participants; this is called *in vivo* coding (Creswell, 2012). After the entire document is coded, the object is condensed into a list of codes into a manageable number; the researcher further reduces these codes by forming themes (Creswell, 2012). Pattern matching was done after coding was completed.

## **Types of Validity**

The first type of validity is external validity, which refers to what level the results can be generalized to other situations (Merriam, 2009). The second type of validity is reliability, which refers to whether or not a study's findings can be replicated by another researcher at another time (Merriam, 2009). Reliability is troublesome in case study research because human behavior is fluid and changing. For qualitative studies replication, is difficult because there can be numerous interpretations of the same information (Merriam, 2009). Reliability can be increased by using member checking (Creswell, 2012; Yin, 2014). Member checking is a technique in which participants are allowed to review the information gathered from their interview to check for correct interpretation (Creswell, 2012; Yin, 2014). The third type of validity is internal validity, which refers to how much the data matches reality (Merriam, 2009). Internal validity can be increased through triangulation as explained in the next section.

## **Triangulation**

One of the strengths of case study research is triangulation. Triangulation is a method of providing multiple sources of evidence and creating converging lines of inquiry (Yin, 2014). There are four types of triangulation. Triangulation can be done using different data sources, different evaluators, perspectives in regards to the same data set, and different methodologies (Denzin, 1978; Merriam, 2009; Yin, 2014). When the data have been properly triangulated, the facts of the study have been reinforced and supported through multiple avenues of data (Yin, 2014).

In the first type of triangulation of the data source, a researcher examines whether the phenomenon being studied occurred or continues at other times, in different locations,

or in situations in which the variables have changed (Stake, 1995). The second type of triangulation is investigator triangulation, in which the researcher has other investigators review the collected data. The third type of triangulation is theory triangulation, through which the researcher chooses co-observer reviewers from different theoretical camps. This technique is important because the alternative investigators are viewing the data from different theoretical viewpoints (Stake, 1995). The fourth type of triangulation is methodological triangulation in which the researchers use multiple sources of data such as performing a direct observation and then following it with a review of records. This is the most recognized type of triangulation (Stake, 1995), and this was the technique I used for my particular cases. The different sources used were interviews and review of documents.

### **Data Analysis Results**

The purpose of this case study was to explore if current stakeholders effectively provide support and assistance to professionals and others who assist foster students with their educational needs. Most of the participants were acquired through the local school system after I completed procedures for gaining permission to collect data within their school system. Individuals not with the school system were acquired by contacting the individual or the organization and following their procedures to obtain permission to conduct research. Consent was also gained from each individual participant. At the time of data collection, I was an employee within the participating school system.

All interviews were conducted over a 6-month period, recorded using a handheld digital recorder, and uploaded to my computer for transcription. After all interviews were transcribed and coded, all identifying information was removed. All audio copies of the

interviews were deleted once the transcription was complete. Codes were then analyzed and compared to other codes to look for common themes, properties, or variations. The overarching research questions for this study were the following:

- How does educational advocacy affect the school progress of the foster child?
- What best practices need to be in place between state agencies for effective intra-agency communication?
- How can a foster child's academic progress be monitored effectively?

The purpose of the first question was to examine what role educational advocacy played in the academic success or lack thereof. The second question was designed to examine levels of communication occurring, and any improvements that could be made. The third question was targeting specifics in regards to school progress, how it is monitored, and how it is maintained.

All interviews were recorded in preparation for transcription. After the interviews were concluded, all interview data were transcribed. Once the transcriptions were completed, the interviews were coded. When coding was completed, the codes were compiled, and major themes were formed. The top three themes from all interviews were compiled, and then the top three themes from each interview were compiled.

### **Themes from the study**

**Theme 1: the need for data sharing.** Data sharing refers to the sharing of any and all kinds of data in regards to the child in care and the case file regarding the child's care. This type of data sharing is pertinent to ensure that the child's education is on track (Day, Edwards, Pickover & Leever, 2013). DFCS considers two different types of data



regarding foster children, statistical data and student level data. Statistical data accounts for the development and identification of systemic problems in children and develops policies and procedures to address and target any discovered need areas (McNaught, 2009). The second type of data are student level, which looks at the educational needs of the student, determines whether intervention is needed, and measures growth and decline over a period (McNaught, 2009). This type of information is very important for child welfare officials because it could show them whether or not there is a correlation between a drop or a gain in school performance based on the child's current placement (McNaught, 2009). These type of data are a requirement under the Fostering Connections Act of 2008 (McNaught, 2009). The well-being outcome 2 has a requirement of collaboration with the educational system to show that the child is receiving educational services according to their needs and academic level (McNaught, 2009).

Results from all data collections indicated that there were issues demonstrating a need for data sharing. The ways data were communicated, or perceived to be communicated, was different from all points of view of participants. The counselor explained that "we don't always know when a child is in foster care, or if the child is in foster care often times they are dislocated with little to no information" in regards to records. The school social worker explained that "sometimes students are placed in our county from a county on the other side of the state because they are with a private agency, and we are not notified nor do we have access to their records just like they don't have access to our records." Even when a child enters foster care from their school, participants said that they receive little or no communication concerning the situation or how they can help from DFCS.

**Theme 2: Effect of trauma on children.** This theme was anchored in the literature as well as in the data collection. Throughout the data collection process *the effect of trauma on children* surfaced as a recurring theme that accounted for what happens when these children experience disruptive events that bring them into care or the stress, frustration, and instability of the foster care system itself (Schilling, Fortin & Forkey, 2015). Further trauma is often attributed to frequent placement changes while in care (Cook et al., 2005; Ko et al., 2008; Kramer, Sigel, Conners-Burrow, Savary & Tempel, 2013), with a change in placement during the school year proving to be more traumatic than a change in placement during the summer (Pears, 2015; Grigg, 2012), and a lack of appropriate measurement to assess levels of trauma experienced. Many of these children also may exhibit behavioral problems, health concerns, and/or mental health issues (Courtney, 1994; Dale, Kendall & Schultz, 1999; Gorey, 2004; McNicol & Tash, 2001; Silver et al., 1999; Zima, Bus- sing, Crecelius, Kaufman, & Belin, 1999a; 1999b; Zima et al., 2000), due to the trauma they have experienced and instability within the system (Newton, Litrownick & Ladsuerk, 2000), further complicated by an educational system that is ill-equipped to handle these kinds of persistent issues. Further, teachers and DFCS workers were often found to lack sufficient training to support children dealing with these kinds of traumatic situations.

**Theme 3: the need for improved educational advocacy.** In the state of Georgia, we have what are called CASA workers, or Court Appointed Special Advocates. This theme focused on what services these individuals provide in regards to educational matters and the training they received to offer this support. However, this theme also focused on individuals other than CASA workers, even the foster child themselves

learning how to advocate for themselves. Children in foster care can be left by the wayside in regards to their education if they have no one speaking up for them, and advocating for them (Hahnel & Van Zile, 2012). CASA workers are often volunteers who are often retired, and they spend their time and their money to travel sometimes as much as 100 miles one-way to visit with the children on their caseload. Another issue was that their training does not necessarily focus on educational matters for the children in their care.

### **Interpretation of Findings**

After reviewing all of the data, it is apparent that many feel there is more that could be done to help students in foster care. Many felt that their hands were tied due to limitations such as lack of funding, reduced staffing, lack of resources, and even lack of knowledge on behalf of staff and those involved. Many of the participants felt that they knew what needed to be done to solve some of the issues related to students in foster care. These solutions included actions such as increased funding, lower child to staff ratios, and collaborative training for those involved with foster children. In the following sections, I interpret the findings in three major themes encompassing several sub-themes within each. All names were removed, and the data have been labeled as their position, so for example, it is simply labeled counselor or CASA worker.

### **Claire**

Claire works as a school social worker currently and has many years' experience in this role. She has worked in several different school systems. She explained that the average size caseload is 2400 students to one school social worker. School social workers

bridge the fields between the local educational agency and DFCS. They attend meetings for the school as well as for DFCS and receive training from both sides. Upon analysis of the data three themes stood out upon reviewing the coding from this interview: (a) the need for improved educational advocacy, (b) a need for data sharing, and (c) collaboration.

**Claire: the need for improved educational advocacy.** Anyone can act as an advocate for the child, social worker, school social worker sometimes it involves the school counselor, if there's a teacher that is already working with the child so it could be a combination, if DJJ is involved because there are some children who have juvenile courts involvement as well as DFCS. Children in foster care lack the parental figure that would usually be the educational advocate for that child. Without that person they have to rely on others to fulfill that roll. If left unfilled the child is left without simple guidance, and can fall peril to systematic failures more easily (Hahnel & Van Zile, 2012). When asked who she felt was the biggest component of advocating for the child's education she explained it by saying "CASA workers are key I think they are one of the key players along with teachers, social workers, counselors, case managers, and the juvenile court people." Claire explained that the CASA workers are unique because "they were either retired or semi-retired which was good because they were able to help us advocate, support and remove barriers for meeting the needs of the children."

Claire explained that not every child gets a CASA worker because there are not enough to go around. "Sometimes families will ask, because and then sometimes the judge will say I've reviewed this case and I feel like they would benefit from a CASA worker". CASA workers are often able to connect the family or child with needed

resources. CASA workers are unique in that “they are there to advocate for the children and not worry about the parents or the agencies or being DFCS or schools.” Claire felt that their importance in the process should speak for itself in their need and demand in the future.

**Claire: a need for data sharing.** Data sharing is simply the exchange or sharing of information (Thorrington, 2015), and could also be labeled as a form of communication. Often when there is no plan for data sharing in place relationships between the schools and DFCS can be seen as adversarial at best (Altschuler, 2003; Leone & Weinberg, 2010; Thorrington, 2015). Claire explained that their data are paper based, she said she is not sure of how it is communicated across agencies because of different interagency agreements that may be in place. She explained, “We don’t always have access to their records, and they don’t have access to ours, sometimes we have to get releases of information.” Claire said that in some cases and with certain agencies they have easier access to files, but then sometimes they don’t. “We do have some interagency agreements where we communicate by phone or email for children when we have agreements that are signed.” She explained that they often have an agreement with DFCS and that they act as agents for the local juvenile court system.

Claire said that when a child enrolls in their system whoever is responsible for enrolling the child has to go over to central registration and notify them. Even when a child transfers within the system to a new school it is required that they go over to central registration and notify them of the changes. She said it is up to the person who enrolls the child to notify them that the child is in foster care. Unfortunately, even with this process in place “Sometimes it could be days or weeks until the school is notified that the child is

in foster care.” Claire explained that the thing that is sometimes frustrating is when a child is placed in an emergency placement because “they might be there a week or two weeks and then move on, the child may be gone before they ever received any records.” Children in foster care who experience frequent moves are more likely to have lost or incomplete records or lack of records altogether from schools not sending them on to the next school (Leone & Weinberg, 2010). A further complication and frustration were that educators are often not notified when a child is coming, especially when being placed by a private agency. Private agencies potentially could have children placed in any county within the entire state, wherever a foster home is located, and not bounded by county lines.

**Claire: collaboration.** The lack of collaboration can be seen as a barrier for working together (Weinberg, Zetlin & Shea, 2009) to address educational needs of the child. (Leone, Weinberg, 2010). When Claire was asked about involvement and collaboration across agencies for the betterment of the child, Claire expressed deep concern that all parties involved in the foster care process were not actively involved in meetings for the child. She wanted case, manager, foster parents, Juvenile courts personnel all to come to the table ready to talk about what the child needs. It is also not common for state or local education agencies to be included or invited to child welfare meetings (Leone & Weinberg, 2010; Zetlin, Weinberg & Shea, 2006). Claire expressed interest in collaboration moving forward, and she said that “we need to do some training together, not isolated but training together so that we know how to work together.” She felt that DFCS and the schools should be sitting together, talking together, and learning together since they are both actively involved in caring for the foster child. She said if

there were a culture of collaboration and an important push for collaboration then she would have more time to work towards “prevention and intervention and working together I think that would be being able to have those meetings and being part of the developing the intervention plans.”

She said one of the biggest problems for her now is her student-staff ratio; she said in previous counties she had lower ratios, so she was able to participate in weekly RTI or IEP meetings. She was able to be the voice in the meeting that could call DFCS and ask that the case manager comes over and join the meeting. Claire explained that it is during these meetings that issues might come up highlighting that the “foster parents need more training or support in meeting the needs of that child in their home to keep the placement from disruption, causing another move for a child.” When she has higher student staff ratio as she has now she is unable to have this one on one time to attend meetings regularly unless it is a drastic case that requires attention.

She said she is not sure if this collaboration would start at the classroom level or higher up the ladder. She explained one of the barriers as that of DFCS workers being protective and territorial. Claire expressed “I’m not perfect but how do we do better, better for the children.” Just as no family is perfect, no agency is perfect, but the most important thing is to look and learn from your imperfections to see what you can do better.

The three major themes that stood out in this section from interviews with the school social worker were (a) the need for improved educational advocacy, (b) a need for data sharing, and (c) lack of collaboration. Claire stressed the importance of the CASA workers, their role, and what a unique resource they are for advocating for these children.

She explained how the education stakeholders are not always included in all meetings for the children, and how collaboration is a key to making sure that these children's needs are met. As part of this collaboration the idea of shared training and shared support for all parties, in hopes that everyone involved in the child's life will be able to come to the table with shared understandings ready to work together. In the next section, the point of view will shift from that of a school social worker to that of the school counselor.

### **Louise**

Louise works as a school counselor. She is a certified educator and has worked in several schools during her career. Currently, she works in a title one school with a fairly low free and reduced lunch population. Counselors are often the first line of defense regarding the school level support for foster children. Counselors can offer students a safe place to talk, individual counseling sessions, as well as group sessions with students who have experienced situations similar to theirs. Three themes demonstrated strong frequency during this interview: (a) a need for data sharing, (b) effect of trauma on children, and (c) Collaboration.

**Louise: a need for data sharing.** When a child moves to a new school, it is important that they are identified, and supports are put in place. With the introduction of the Interrupted Scholars Act, children have to be enrolled immediately eliminating the previous waiting period for records (Legal Center for Foster Care and Education, 2013). This means that usually very little information is shared or known immediately and often it is a secretary entering information for enrollment that might pass along any known



information about the status of care. She explained that the agencies have gotten better at communicating, but there is still a lot of improvements that could be made.

According to Louise, the main problem is, “lots of times we don’t even know when a child is in foster care, we kind of find out through conversations. When students are placed in foster care they have often moved away from where they used to live, “they are dislocated,” and she explained that with this dislocation their records are often delayed. When student records are delayed, the schools are forced to make decisions about a child’s placement blindly (Legal Center for Foster Care and Education, 2012). Louise said that when a child comes in without records they have no idea about whether or not the child is supposed to be receiving special education services, and with a record delay there is a service delay meaning that the child is not getting what they need. She continued” even if a child’s documents are in order often it is not included in whether or not they are a foster child.” When a child comes in with a lack of records the child is then placed in a random classroom without care taken to secure a placement that will be academically successful for the child based on their specific needs. Another point of contention lies in the data sharing or ease of access from the agencies charged with caring and advocating for the child. Louise explains “if we inquire, then we are not always told anything, it’s like pulling teeth.”

**Louise: effect of trauma on children.** Children in foster care experience high rates of trauma from an incident prior to placement, and even instability within current placements (Rayburn, McWey & Cui, 2016; Riebschleger, Day & Damashek, 2015). When students come to our school that are in foster care “so often they are children with ya know deep emotional needs, and I think we might spend more time helping them

adjust and socialize and feel safe.” These students often present with special circumstances that are not seen in other students such as “behavioral and adjustment.” Students with a history of trauma may also carry higher rates of mental health issues as well as more substantive academic and language needs (Hoch, 2009; Kaplan, Pelcovitz & Labruna, 1999; Manly, Cicchetti, & Barnett, 1994; Pantin & Flynn, 2006; Pears & Fisher, 2005; Petrenko, Friend, Garridoa, Taussiga & Culhanea, 2012; Romano, Babchishin, Marquis & Frechette, 2014; Snow, 2009). These students often present with behaviors that could be attributed to low academic abilities, further coupled with problems with the transition, and a low self-esteem.

Louise explained that when working with these children, she tries to make sure that they understand that the situation they are in does not change that “they are still a person of worth.” She said that a lot of times it is just a matter of making sure that they understand and know when to ask for help or ask for something they need. Louise explained that “no matter how tragic it might be it’s what they knew and they have been put in with something else, so they have to learn a new normal.” She helps her students make this adjustment by holding social groups with students dealing with similar issues. She said they sometimes talk about it, sometimes they talk just about how school is going, but it is a common ear where they can make a friend with a similar family situation.

**Louise: lack of collaboration.** Louise brought up the need to communicate and collaborate. She expressed that “often times, our social worker has better luck of getting things” or information regarding a child. As mentioned above in the data notification section, one of the barriers to this collaborative process becomes the lack of

communication amongst agencies. For interagency collaboration and communication to occur it is necessary that all parties share a vision or goal, have open lines of communication, and share the basic understanding that they have a mutual responsibility (Johnson, Zorn, Tam, LaMontagnue & Johnson, 2003; Weinberg, Zetlin & Shae, 2009). Louise explains that in her county the school social worker is usually the primary point of contact for DFCS. She said sometimes DFCS will come by the school if they need something, or they might put a phone call in to the school. The main frustration level is “I could call and ask a similar question but it will be the social worker that gets the callback.” She said she’s not sure if they do this purposefully because they do not know her, or if they just prefer to deal with another social worker.

This interview from the school counselor demonstrated a strong frequency for three themes which were (a) a need for data sharing, (b) effect of trauma on children, and (c) collaboration. Louise stressed the frustration that accompanies a student registering without proper records. She said that without records they do not know which supports or services the child needs. These children often present with difficulties due to their situation, and she explains that she tries to support them however she can to help them acclimate. She also painted a bleak picture of the collaboration that takes place between DFCS and the school system. In the next section the point of view again shifts from that of a counselor to that of a CASA worker.

### **Sarah**

Sarah works as a CASA worker and is retired from her previous position. CASA workers act as advocates for foster children. Unfortunately, there are not enough CASA

workers to assign one to every foster child, and they are often assigned based on requests from the judiciary system, or family request. These advocates should attend all meetings for the child if possible, as well as meet with the child in their current foster home. These advocates act as the voice for the child. Three themes stood out during the data analysis of this interview: (a) the need for improved educational advocacy, (b) effect of trauma on children, and (c) collaboration.

**Sarah: the need for improved educational advocacy.** Students entering foster care often have past traumas including abuse or neglect, which can contribute to academic deficiencies (Weinberg, Oshiro & Shea, 2014; Zetlin & Weinberg, 2013). This trauma can be magnified when coupled with placement disruptions (Courtney, Terao & Bost, 2004; Pecora et al., 2005; Smithgall, Gladden, Howard, Goerge & Courtney, 2004; Weinberg, Oshiro & Shea, 2014). Sarah explained that “it’s not uncommon to see children with several schools in one school year.” Sarah said that the frequent moves cause a “total disruption, they go from losing teachers, losing friends, to some extent or lesser extent different ways things are taught.”

CASA workers are responsible for advocating for the needs of the whole child. However, Sarah explained that the CASA worker is the one stop advocate for the foster child. DFCS workers are also supposed to be advocating for the needs of their caseload. Another source of possible advocates would be the foster parents and or the biological parents if they are allowed to be involved with the child. Sarah stated that the “CASA is the only one that specifically says we are advocating on behalf of the child including its educational needs.” She added that DFCS should be advocating for the educational needs of the child as well.

CASA workers as stated above are responsible for advocating for all aspects of the foster child. Sarah explained that their training process includes items pertaining to the child and family. They look at subject matter in regards to mental illness when it presents in a family setting, and other items like substance abuse. She said they spend very little time on education because they only have approximately 30 hours of training. She added that after they are trained, they have more opportunities for training and webinars on different subject matter pertaining to advocating for the educational needs of the child. The main problem with those additional trainings is that “if someone attends that particular seminar, they’ve got it, if two other people don’t attend that they don’t have it.”

**Sarah: effect of trauma on children.** Children being placed in foster care often have suffered trauma prior to being placed in foster care. The trauma these children have suffered often inhibits their ability to focus, cope, and learn. Sarah explained that the “education system is not designed to deal with trauma.” The current education system does not ensure that students with maltreatment histories can achieve success. Part of this weakness in the current system is the lack of training for all stakeholders ensuring proper levels of support are available for students. (Romano, Babchishin, Marquis & Frechette, 2014). Many students in foster care are not doing as well as they could be in school, many are underachieving, not making great grades, and many are struggling.

**Sarah: lack of collaboration.** There is a need for interagency collaboration between child welfare and the local educational agency (Altschuler, 2003; American Bar Association, 2012; Garstka, Lieberman, Biggs, Thompson & Levy, 2014; Smithgall, Gladden, Yang & Goerge, 2005). All parties involved in looking after foster children

need to have open lines of communication for appropriate collaboration to take place. The problem is that sometimes there is no open collaboration due to people being busy and not making time for that collaboration to happen. For successful collaboration to occur all parties must share responsibility and understanding concerning the main issues and key policies (Bachman & Inkpen, 2011; Bolland & Wilson, 1994; Bunger, 2010; Garstka, Lieberman, Biggs, Thompson & Levy 2014) and take ownership in working towards a resolution. Sarah explained that DFCS workers are busy, they have training, they have to go out on calls, and so they are just busy people. This level of workload creates a problem with returning phone calls. Sarah explained that “sometimes they call us and we are volunteers and we can’t get to the phone.” She said that overall she feels that everyone tries, but that there is always room for improvement.

Collaboration remains an important component of the betterment of a child’s education. The lack of a clear plan for collaboration to occur is still one of the biggest issues. She explained that children with special needs have an IEP accordingly, but that if a child doesn’t have special needs, there is no additional plan. Even with special needs students “CASAs are not always present at IEPs meetings, they might be on occasion and they might not be, they are not required to be.” If students are not special needs students grades are monitored to make sure that they are passing, “which is probably not enough because those children are not making excellent grades.” In regards to who can access these plans, she said that since there really isn’t a set plan, besides the IEP, there isn’t a set plan for accessing material. Sarah said DFCS, foster parents, and CASA workers can access a child’s records, “but plans other than IEPs there really aren’t any so no agency

has access.” Interagency communication for documents is basically just making a copy of items.

Sarah is a CASA worker, and the three themes that stood out in her interview were (a) the need for improved educational advocacy, (b) effect of trauma on children, and (c) collaboration. Sarah explained how disruptive it is for a child to be moved during placements. She spotlighted the importance of the CASA worker in advocating for the needs of the child especially when a child has experienced trauma. She also spoke of the need for a systemic plan for collaboration across the board. In the next section the point of view shifts yet again from a CASA worker to that of a DFCS case manager.

### **Lauren**

Lauren worked as a Department of family and children services caseworker. DFCS workers are responsible for making sure that all foster children are properly taken care of and housed in a safe location. Their job focuses more on the physical aspects of care such as clothing, feeding, housing, and family situation. DFCS workers have a very high turnover rate and high caseload numbers leading to high rates of burnout. The three themes that stood out after analyzing this interview were: (a) the need for improved educational advocacy, (b) assessments, and (c) training.

**Lauren: the need for improved educational advocacy.** Any person working with the child can act as an advocate, whether it is the guardian ad litem, CASA worker, or another person. It is important for issues regarding the child to be brought up quickly so that they can be addressed. However, often specific barriers to a child’s education are either not discussed or not seen due to lack of timely assessments.

**Lauren: assessments.** Just as it is important for any student to identify the needs early on rather than waiting until the student falls so far behind retention is necessary, it is just as important for students in foster care to have needs identified early on so proper supports can be put in place. Lauren emphasized that it is important for teachers to understand that students in foster care are often suffer from a great deal of anxiety inhibiting their ability to score well on standardized assessments. She said that these students' placement decisions should not be based solely on standardized assessment data.

**Lauren: training.** Communication is a key factor in working with students in foster care. Caseworkers are sometimes unfamiliar with the bureaucracy of the education system (Hope, 2009; Thorrington, 2015; Weinberg et al., 2009). Those individuals who advocate for these students may not always be trained in education, so it may not be apparent to those individuals when a specific barrier or problem is present or what problem it could pose to the child succeeding in the classroom. Lauren also emphasized that students in foster care often present with behavioral and other impairment concerns that make it difficult for them to succeed in the general education classroom without proper supports.

Lauren worked as a DFCS case manager and the three main themes drawn from her interview were (a) the need for improved educational advocacy, (b) assessments, and (c) training. Lauren stressed the importance of noticing and dealing with issues that come up quickly and efficiently. Part of this is realizing and understanding that children who are in foster care have often been through some kind of trauma and that they may not always perform as well as they could on assessments due to anxiety issues. She also



stressed that the individuals who are advocating for these children are not always necessarily trained in education. In the next section the point of view shifts from that of a DFCS case manager to that of a teacher.

### **Riley**

Riley has worked as an educator for over 25 years. She has taught every elementary grade in her teaching career, and she has taught in many different schools and systems. Teachers are often on the frontlines of working with children in foster care. Unfortunately, teachers are also often the last to know when they have a child in foster care in their room. Children spend their largest amount of time on a day to day basis in a classroom with their teachers. If teachers are informed that a child is in foster care, they would have the opportunity to provide extra supports for the child in the classroom such as a peer helper. The top three themes from her interview: (a) Involvement, (b) Collaboration, and (c) need for supports.

**Riley: involvement.** Children in foster care often lack the parental unit to advocate for them (Thorrington, 2015). Riley expressed how students in her class who were in foster care often had a difficult time when it came to school events and they had no parent involvement. When biological or foster parents are actively involved and engaged in the child's education, it promotes academic success of a foster child (Cheung, Lwin & Jenkins, 2012). Parents being actively engaged in their child's education does not just stop when a child brings home a report card, rather it is important to build an involved relationship between home and school giving the child access to activities that will further their education between school hours such as books, educational outings, etc.

(Cheung, Lwin & Jenkins, 2012). She said that often times after picture day their pictures came back unopened. Riley explained that “When I had students in foster care I really never met anyone except the relatives they were living with, and that was only once or twice a year if that.” Riley felt that there was a lack of concern, and that “it’s more of them coming in because I called about a problem.”

**Riley: collaboration.** It was very frustrating that there was no communication plan in place. “I never heard from DFCS or any other person and I never saw a plan for the child other than any plans we created at school.” Caseworkers and educators both work with children in care; however, their priorities are very different. Caseworkers often are focused on making sure the child is safe, whereas the educator focuses on educational priorities (Gerbger & Dicker, 2005; Goerge, Woorhis, Grant, Casey & Robinson, 1992; Thorington, 2015). Riley explained that she did have one child who was in care for which she received a phone call about; however it was after they had unenrolled and moved to a new school. She said it was a bit disappointing because the call was not in regards to anything academic, but rather about the child’s behavior. Riley explained that “They apparently had called the police because the child was out of control and all I could do was explain that I had never seen that behavior.” She said all she could do is explain some positive techniques that she used while the child was in her classroom.

**Riley: beyond the classroom.** Riley expressed how she would like to see more experiences for students beyond the classroom in place for students. Riley explained, “Students don’t just automatically absorb everything I say into their heads there has to be reinforcements from home and homework and review and discussions.” She said there has to be a follow through to help children make the connections. Riley also explained

that some of the most memorable activities are “activities on the weekend that further their desire to learn and none of this seems to happen with children in care.”

Riley is a teacher and the three main themes from her interview were (a) involvement, (b) collaboration, and (c) need for supports. Riley expressed concern for the lack of parent involvement for children in foster care. She also said another point of frustration was that there was little or no contact with DFCS concerning the child’s academics. Even if a child is doing ok in the class, they still will need extra supports outside of the classroom, and they need to experience things that will build their desire to learn. In the next section the point of view shifts from a teacher to that of the foster parent.

### **Erin**

Erin is a former foster parent. She was given the opportunity to adopt her foster child and she accepted. Foster parents are the ones who spend the second most amount of time with the children. They have the opportunity to see the children in a family setting and express concerns that they might have. If a child is experiencing difficulty in a family setting it might represent a need for mental health intervention prior to reunification or adoption attempts are made. The three themes that stood out in her interview were: (a) the need for improved educational advocacy, (b) effect of trauma on children, and (c) Collaboration.

**Erin:** the need for improved educational advocacy. When Erin was asked about educational advocacy, she explained that she acts as his advocate. She said “I don’t wait for the DFCS person because nothing would get done if I did. “ In her house, she said he

is treated just like her daughter is treated, he has the same privileges, the same voice and the same rights, especially the right to have someone stand up for him when something is not right. Erin explained that she goes to his school conferences and meets with his teachers without the DFCS case manager. She very passionately explained that she tries to make sure that he has someone at every event and that he has access to every event that any other child would have.

Erin said that the training that she did have to go through to become a foster parent “did not focus on how to advocate for your child’s education, it focused more on the aspects of foster care.” Simply assigning a person who can make the decisions for a child is not enough it is important that that person is trained in how to properly advocate for the educational needs of the child (Hahnel & Van Zile, 2012). When asked in regards to a CASA worker she paused and then added that her child “never had a CASA worker. I remember them being mentioned in court and other meetings but the judge said that he didn’t feel it was warranted.”

**Erin: effect of trauma on children.** One of the biggest frustrations concerning her foster child came down to the lack of understanding from the schools in regards to his behavior issues. Foster children tend to have higher rates of emotional and behavioral challenges (Burns et al., 2004; Oosterman, Schuengel, Slot, Bullens & Doreleijers, 2007; Weinberg, Oshiro & Shea, 2004; Wojciak, Thompson & Cooley, 2016; Webb et al., 2007; Zima et al., 2000). She continued by saying “He does have behavior issues but I think it’s because of what he has been through and that is hard to help the school to understand.” Foster children tend to have a higher risk compared to their peers for internalization and externalization of behaviors (Wojciak, Thompson & Cooley, 2016;

Leslie, Hurlburt, Landsverk, Barth, & Slymen, 2004; McCrae, 2009; Pears, Kim, Fisher et al., 2013; Shulz et al., 2014; Tarren-Sweeney, 2013) due to trauma experienced. She said she treats his behavior issues in the same manner as she does if her daughter comes home with a note, they sit down and they talk about what led up to it, what happened, and how he feels when it happens. Erin added that “his reply is he either doesn’t want to talk about it or he doesn’t know why he did what he did.” She said that when he exhibits the behavior at home he does receive consequences, but they do have a little more understanding than she thinks the schools do.

She explained that his mother still had visitation rights and “he has gone back to his mother for a few months or weeks and then he will come back and he has lost everything that we had worked on.” Another risk factor for acting out of behaviors is school mobility when the child is moved from placement to placement or even between placement and biological families (Gruman, Harachi, Abbott, Catalano, & Fleming, 2008; Wojciak, Thompson & Cooley, 2016; McCrae, 2009; Pears, Kim, Fisher et al., 2013). She said that before the biological parent’s rights were terminated that she had been granted weekend visitation and that he would “come back withdrawn and tantrums, and just takes a week or so to get back to his normal self.” She explained that when he comes back, the “changes break him, he doesn’t want to sleep in his bed, he wets the bed.” She said it was very hard for anyone to understand but that he would cry before visitations, and that his behavior shifted towards the negative when he knew a visitation was coming up or right after returning.

**Erin: collaboration.** When youth are in care, they are involved in multiple systems, across which there needs to be some level of collaboration and alignment or

priorities and policies (Garstka, Lieberman, Biggs, Thompson & Levy, 2014).

Collaboration and everyone working together was important and it was one of the biggest improvements she would like to see. She said if nothing else comes of it she would like them “to learn to call a person back.” She said that usually when someone calls it is for a reason and that reason should be seen as important enough to call someone back just to see what they need. She said it is hard to work on a team when there is this one-way communication going on. She explained that “when the case manager shows up in court they are almost always not in the loop, like they never listened to my messages. “

One of the walk arounds she has found is that “the judge will ask questions to me instead of just taking what the case manager says as law. “ She explained that there is little if any communication between DFCS and the school. She said that if there is a problem, it is on her shoulders to notify the case manager. Erin added, “Now when we do go to court they have this whole log of visits and calls they have made but most of the time we don’t hear from them.” She said one of her frustrations is that there are no uniform forms. She said if there were “forms from the courts that I needed to fill out monthly concerning his academics or concerns then I would do it but I have never seen anything like that.”

Erin is a former foster parent and the three main themes that came from her interview were (a) the need for improved educational advocacy, (b) effect of trauma on children, and (c) collaboration. Erin took it upon herself to be his advocate because he was not assigned a CASA worker. She expressed frustration with the schools not understanding the ins and outs of working with children who have been through traumatic situations. She also expressed a need for collaboration amongst all the parties

involved in taking care of a foster child. In the last section, the point of view shifts from a foster parent to that of a school administrator.

### **Carah**

Carah is currently working as a school administrator. An administrator is often the person responsible for reporting difficulties to DFCS after the counselor reports problems to her. Administrators spend limited if any amount of time with the child, however, they are the individuals most responsible for reporting issues to DFCS. The two themes that stood out in her interview were: (a) the need for improved educational advocacy, and (b) effect of trauma on children.

**Carah: the need for improved educational advocacy.** She said as far as her knowledge and her experiences in the school system that the foster parent and the DFCS caseworker are the advocates for the child. She did not mention the CASA worker when asked about advocacy or even educational advocacy. She explained that another possible advocate might be the counselor. She said, “our school counselors also receive training in meeting the needs of the child from our County Office Student Support Department.”

**Carah: effect of trauma on children.** She does not work directly with the children but she said that the largest concerns that she has heard brought up were that the students in foster care often had a “lack of trust and difficulty building relationships.” Children in foster care often have entered care with previous traumas and even the removal from their biological families can cause further trauma (McCrae, 2009; Wojciak, Thompson & Cooley, 2016), which coupled with losses, and any additional placements can lead the child to exhibit a basic lack of trust (Edlestein, Burge & Waterman, 2001;

Palladino, 2009). She said another complication that has been mentioned is that the children are under a great amount of stress pertaining to their situation. She said that this “stress about their situation interferes with ability to focus on learning and tasks at school.”

Carah is a school administrator and the two main themes that stood out in her interview were (a) the need for improved educational advocacy, and (b) effect of trauma on children. She listed a couple of people who could act as advocates but did not express that she had actively seen how these individuals advocated for the child. She expressed that she did not work with the children directly but that she has been told that the children in foster care often have trouble trusting new individuals, and a lack of focus in class.

The data analysis yielded many differing ideas about what is wrong or needs to be fixed with foster care and educational advocacy. The data were so spread out because each individual was able to give answers from their perspective and based on the interaction and work that they do daily. The foster care field is so diverse that individuals from many different fields are responsible for making sure that these children in state care are taken care of properly. The top three themes were: (a) a need for data sharing, (b) the effect of trauma on children, and (c) the need for improved educational advocacy.

This study had three overarching research questions to address foster children, the need for improved educational advocacy, and agency best practices. One of the first things this study was looking at was educational advocacy and how that affects the educational progress of foster children. Each participant felt that this was an important aspect for children to have access to, someone to help them stay on track, and monitor their educational progress. However, the data collection also noted that although CASA



workers are available in the state of Georgia they do not seem to be as widely used as initially thought. Interviewees mentioned having worked with one or two throughout their work, rather than having one assigned to every child.

The data unveiled the need for best practices to be in place such as communication and collaboration between agencies. One of the weak points discussed during the interviews were the lack of a common language between agencies furthering the divide. One of the points of concern were that the lack of communication can leave other agencies at a loss as one agency is asking to close the case, without asking for recommendations from other agencies involved with the child.

The third question this study addressed was how foster children's progress can be monitored effectively. There is a clear gap in what interviewees felt needs to be done and what is being done. Interviewees felt that their hands were tied and that they were doing the best that they were able to do with the tools that they had at their disposal.

### **Conclusion**

Interviewing those individuals on the front lines of foster care gave selected insight into the world of these children that grow up in a system rather than a single family. The interviews allowed significant patterns to emerge, gaps in knowledge to appear, and helped develop possible outcomes from those working in the system. The data determined that other measures need to be taken outside of the educational advocate realm.

The final analysis of data in the preceding chapter produced an anecdotal explanation of the topic, and findings in regards to what role educational advocacy has on

the educational success of foster children. The next chapter focuses on the development of the project and highlights current policies, and problems with those policies and solutions to bridge the gap between services for foster children to create a solid foundation for education success. This population will perhaps for the first time be spotlighted outside of the lens of rankism and be given the rights they deserve for the success they desire. This project has the potential to make a change for the positive in the lives of not only foster children in the state of Georgia, but could conceivably radiate to other states reinventing the human services and educational plans for millions of foster children nationwide.

## **Section 3: The Project**

### **Introduction**

The purpose of this case study was to explore if current stakeholders effectively provide support and assistance to professionals and others who assist foster students with their educational needs. In the literature review, I uncovered a lack of educational success for children in care, a lack of data sharing amongst agencies involved in the care of foster children, as well as many other issues.

### **Overview of Project**

The full project is presented in Appendix A, and it is a white paper intended to recommend a policy change. In the white paper, I present the idea for an electronic exchange system for students in foster care. This system would include a drag and drop feature through which student records could be changed from county to county in the chance of a move. This would allow the real time transfer of records and enable appropriate educational planning be put in place for the student's needs. In the white paper, I outline the 18-month implementation plan and provide examples of existing electronic data systems.

### **Rationale**

This project was completed to address the issues pertaining to data notification as identified in the data analysis. There were many mentions in the data analysis of problems with timely accessing information, files, or, records for children in state care. This system eliminates the lack of access and the timeline of transfers for records. Another point of concern from the data analysis section was that there was little or no

conscience collaboration between agencies. The word drama was used in several interviews regarding communication attempts made between agencies. By creating a database, it might not be able to eliminate the drama; however, it would eliminate some of the heightened tensions due to a lack of access to information. The database would be hub-based, allowing agencies to maintain ownership of their information in individual databases, while still allowing others to view the information for pertinent forms.

Security and privacy would be of concern when building this system. All users would be assigned a unique password and username with assigned security clearance based on their employment position to limit access to only pertinent documents needed to perform their role. The log-in system would also be equipped with a secured two point authentication, which will be explained in further detail later. The electronic system would be hosted on a secure server with proper firewalls and encoding.

## **Review of the Literature**

### **Data Sharing and the Achievement Gap**

The foster youth achievement gap prevents all but 1.8% of foster youth to obtain and complete higher education degrees (Hahnel & Van Zile, 2012). One of the contributing factors to this achievement gap is that many teachers, social workers, and foster parents have a have a negative view on what these children in foster care can do (Forsman & Vinnerljung, 2012; Hedin et al., 2010; Tideman et al., 2011; Vacca, 2008). Several other contributing factors to this achievement gap include mobility from home to home and school to school, a lack of collaboration, and a lack of educational advocacy (Hahnel & Van Zile, 2012). When students have to move from home to home or school to school, this can put them at a higher risk for repeating courses or classes. Foster youth

are twice as likely to repeat a grade or course (Advocates for children, 2000; Burley & Halpen, 2001; Courtney, Piliavin, Grogan-Kaylor, & Nesmith, 2001; Courtney, Terao, & Bost, 2004; Cox, 2012; Day, Riebschleger, Dworsky, Damashek, & Fogarty, 2012; Eckenrode, Laird, & Doris, 1993; Ferguson & Wolkow, 2012; National Working Group on Foster Care and Education, 2008; P Parrish, Graczewski, Stewart-Teitelbaum, & Van Dyke, 2002; Percoa et al., 2005; Sawyer & Dubowitz, 1994). The achievement gap tends to grow as a child gets older (Jackson & Cameron, 2012; Tordon, Vinnerljung, & Axelsson, 2014).

Sharing of information is the only way to ensure a student receives a proper education (Day, Edwards, Pickover, & Leever, 2013). Schools often have little or no access to information such as test scores, credits previously earned, or even transcripts (Downes, 2001; Gluckman & Phelps, 2010; Smithgall, Gladden, Howard, Goerge, & Courtney, 2004). Without access to this information, students may have to retake classes that they have already had and even improper grade placements (Calix, 2009; Eckenrode, Laird, & Braithwaite, 1995; Gluckman & Phelps, 2010; Zetlin, 2003).

A database that can be accessed by all agencies involved in the care of foster youth would allow academic progress to be monitored with appropriate interventions provided as needed (Zetlin, 2010). Succeeding in education can equalize the effects of trauma, abuse, and neglect. This type of success in education can also help the child achieve permanency in placements; in contrast, the lack of educational success can prevent the child to achieve permanency in placements (Legal Center for Foster Care and Education, 2008).

### **Data Sharing and Collaboration**

Child welfare agencies and school systems have different missions and purposes. Child welfare agencies are not designed to provide or monitor a child's education; whereas, the schools are not designed to serve children who change schools frequently. This lack of common purposes between these two agencies creates a significant barrier to interagency collaboration and education success for youth in care (Leone & Weinberg, 2010). A lack of collaboration amongst agencies (Altschuler, 2003; Stone, D'Andrade, & Austin, 2007) working with foster youth can have a negative impact on a child's education (Altschuler, 1997; Calix, 2009; Stone et al., 2007) and create a barrier to addressing any educational needs that arise while the child is in care (Leone & Weinberg, 2010; Weinberg et al., 2009).

Confidentiality laws designed to protect children from disclosure of records like the Fair Education Rights and Privacy Act have led to a lack of interagency collaboration and data sharing (Laney, 1996; Leone & Weinberg, 2010). CAPTA and FERPA limit the accessing and sharing of data. These obstacles should be seen as misunderstandings or misinterpretations of the law (Day et al., 2013). Frequently, there are no data sharing systems set in place between child welfare agencies and the school system (Weinberg, Zetlin, & Shea, 2009). With no data sharing system in place, child welfare agencies often lack information regarding school information for youth in foster care, such as standardized test scores, grade reports, or even transcripts (Leone & Weinberg, 2010). Child welfare agencies are held accountable for the children in their care; without basic school information, it is difficult to make sure that the child is not only succeeding in school but also gaining the credits needed for graduation. Accountability is a part of collaboration (Walker, Farley, & Polin, 2012).

### **Data Sharing and Educational Advocacy**

Confidentiality laws can lead to interference with advocacy for foster children. Child welfare agencies and the schools may be reluctant to share information regarding the child (Altschuler, 2003; Leone & Weinberg, 2010; Zetlin, Weinberg, & Shea, 2006). This barrier often is compounded because there is a high burnout rate for social workers, as well as large caseloads for those who remain. Case managers have little accountability for monitoring a child's educational status (Weinberg et al., 2006) leaving the child without a single designated person to advocate for him or her (Leone & Weinberg, 2010). Child welfare agencies often view the education system as too difficult to understand, and the education system often sees the child welfare agency as a confusing labyrinth. Individuals from the education system are rarely asked to convene for meetings concerning foster youth (Leone & Weinberg, 2010; Zetlin et al., 2006).

### **Data Sharing and Electronic Data Systems**

Electronic data systems can provide up-to-date tracking information for all children in care, and they provide a detailed description of when, who, and what services are provided for the child (Walker et al., 2012). Most states have electronic child welfare systems through which they track the children, in regards to entry dates, exit dates, and placements. Those same states also have electronic education systems that track students' attendance, grades, and so on. The education and child welfare system tend to have no common numbers, identifiers, or tracking systems for any cross over data. Frequently, child welfare is unaware of grades or even attendance (Leone & Weinberg, 2010). At the same time, the schools are often unaware of existing students in foster care or which schools they attend (Wested, 2014).

## **Data Support Systems**

Foster children have high rates of poor outcomes partly due to the fractured system charged with taking care of them. Interagency collaboration and communication were some of the main complaints from my data collection, as well as my previous literature review. With the possibility of the electronic exchange capabilities, interagency collaboration and communication is easier than ever. There are several different options for systems of electronic exchange, such as hub-based systems, web-based warehouse systems, as well as a hybrid system. A hybrid system would be a combination of both the hub- and web-based warehouse system. Each system has benefits, as well as limitations, that need to be explored and weighed before making a choice (Morrow, 2013).

**Hub-based data system.** Hub-based data systems are built using service-oriented architecture (SOA) or software built around services provided over a network. Another part of this program is the use of an enterprise service bus (ESB). An ESB works with SOA, providing communication capabilities between interacting software programs. In this instance, the SOA, and ESB provide access and communication between multiple databases containing information about foster children. The hub-based system would be accessed via nonidentifying usernames and passwords that would be limited based on the user's security clearance. The username and passwords can be tracked and monitored through the use of an audit trail (Morrow, 2013).

There are benefits and limitations to both types of systems. One of the benefits of a hub system is that it allows users to retrieve pertinent information without the need to move all files to a centralized space. This lack of centralized space allows each individual database to continue to dominate ownership of the data, while still allowing users to view



it, assuming their security clearance allows it. However, the lack of centralized space also can create a problem when it comes to retrieving information or auto-filling forms (Morrow, 2013).

**Web-based warehouse data system.** A web-based warehouse system is built also using SOA, and it also contains an ESB, just like the hub-based model. All information would be updated automatically whenever information is altered in its individual database. In this system, as with the hub-based system, usernames and passwords would be tracked and monitored using an audit trail. Also like the hub-based system, users would have a username and password based on security clearance. Users would log into a website to access information. Accessed records would be based on the information stored in the warehouse, as well as some from connected databases (Morrow, 2013).

One limitation of this system would be that users could not add new information into this warehouse; they would have to access the original database and add new information via that route, which would then be updated in the warehouse. Another limitation of this system is that it does not allow databases to retain ownership of information entered once it is transferred to the centralized space or warehouse. Also, because the information is stored and managed in a centralized space, there could be an issue of how long records need to be kept, creating a possible store limitation issue. For example, if a child exits care, or ages out of care, there would need to be a formula created for how long data are maintained in this centralized space (Morrow, 2013).

**Integrated Children's System.** The Integrated Children's System is an electronic data system from the United Kingdom designed to maintain seamless records between

social services, medical care, and educational services while providing all team members instant access to necessary documents (Anderson, 2005) from the point of referral to exit from care (Flynn, Dudding, & Barber, 2006). The Integrated Children's System took the place of the Frameworks for Assessment and Looked after children, both of which were previous programs in place in the United Kingdom. It also forces all human services records be uploaded into a digital format by 2005 (Flynn et al., 2006). The main focus of this implementation was to improve outcomes for all children involved in social services.

**Texas Health Passport.** In 2005, Texas created and passed State Bill (SB) 6, mandating that all health care records for foster children be consolidated into a management system. In this web-based system, electronic records are updated automatically. Guardians, doctors, and medical consenters are allowed to have access to this system. The creation of this database was funded through a federal grant of 7 million dollars given by the US Department of Health and Human Services. The system features a front-end security system using usernames and passwords, also featuring an audit trail, as explained earlier in this section. The database allows for 19 different and distinct user roles (Michels, 2008).

**Foster Youth Student Information System.** In 2006, the Office of Education began integrating data populated from the educational agencies, health care facilities/providers, juvenile courts, and probation for children in foster care in San Diego County. The system automatically updates on a weekly basis by receiving electronic feeds from 42 separate school districts, one program for juveniles, one agency of child welfare, as well as an agency managing juvenile probation caseloads. The automatic feeds that populate and update this database include information related to current assigned child

welfare caseworker, history/ information regarding placements, current medications the child is taking, current grades, test scores, up-to-date attendance records, unofficial academic transcripts, as well as the name of their current guardian responsible for making decisions involving the child's education. The system is outfitted with a security system that dictates what a user can see based on his or her clearance level (San Diego County Office of Education, 2013).

**Follow my Child.** In Dade and Monroe counties Florida, a similar system exists to provide electronic records for foster youth. This system uses a web-based warehouse system, which creates a centralized space through which data can be stored from connected databases. This system gathers information related to local school districts, department of juvenile justice for Monroe and Dade counties, court administrator records and forms, state agencies for child welfare in Monroe and Dade counties, as well as any other education agencies that hold pertinent data for their children. Unlike the above-mentioned systems, this web-based warehouse system was built and funded through cost cutting measures by the local child welfare agencies (Morrow, 2013).

**Los Angeles Educational Passport System (LA-EPS).** The LA-EPS provides support to child welfare agencies, local school districts, as well as other pertinent stakeholders in need of information regarding foster children. The LA-EPS system is managed by the Office of Education for Los Angeles and was developed as a collaborative venture with the Department of Family and Children Services for Los Angeles. This system is supported by the principal advisory team, made up of education professionals from the local school districts, and also the core advisory teams, made up of

professionals from several different government agencies involved with caring for foster youth (Los Angeles County Office of Education, 2011).

### **Privacy and Security for Data Systems**

Security is a concern when exchanging electronic information across the web. Whether it is a web-based warehouse, hub-based system, or a hybrid system, security has to be at the forefront of the design. Many of the systems mentioned above use a unique identifier for logging in by using an assigned username and password. That assigned username and password is assigned based on the person's security clearance, allowing him or her to see what he or she is allowed to see. For example, when a child goes to see the therapist, a guardian would be allowed access to see the scheduled appointment date; however, the guardian would not have the clearance to see any notes that were uploaded by the therapists pertaining to the child's sessions. Users should not have any higher clearance than is necessary to carry out their job or role in caring for the child in care (Morrow, 2013). Any and all security clearance items must also comply with federal laws, such as FERPA and HIPAA.

### **The Family Educational Rights and Privacy Act of 1974**

This law was enacted to protect the privacy of student educational records. All schools receiving federal funding have to follow the guidelines laid out in FERPA. This act gives parents certain rights with regards to their child's educational records. For example, parents have the right to view their child's records, they can request corrections be made on records when discrepancies or errors are found, and parental consent is required for the release of a student's educational records (Ed.gov, n.d.). However, FERPA offers a broad definition of a parent, allowing individuals who are acting in the

role of the parent to be deemed to a parent under the law (Day et al., 2013). According to FERPA, schools can disclose what they deem as directory information, such as birthday, name, address, and honors and awards when a reasonable attempt to get permission from the parents or written permission has been obtained (ed.gov, n.d.).

### **Uninterrupted Scholar Act (2013)**

This act became effective January 1<sup>st</sup>, 2013. It served to amend some of the FERPA mandates that were creating barriers to timely and needed data sharing amongst agencies. This act allows schools to release a child's educational record to a case manager, or other acting individual from a social service agency handling the child's case without prior notification and/or prior written consent from the parents (Legal Center for Foster Care and Education, 2013).

### **Child Abuse Prevention and Treatment Act**

The Child Abuse Prevention and Treatment Act of 1974 created the National Center on Child Abuse and Neglect (NCCAN). NCANN became a division of the Department of Health, Education, and Welfare (Child Welfare Information Gateway, n.d.). This act also created the national clearinghouse on Child Abuse and Neglect Information (Child Welfare Information Gateway, n.d.). CAPTA does not prohibit sharing of information; instead, it requires a certain level of confidentiality to be kept in regards to a record pertaining to children in abuse or neglect situations (Administration for Children and Families, 2014; Day, Edwards, Pickover et al., 2013). CAPTA does allow for a wide array of stakeholders outside of the realm of child welfare in sharing of information regarding a foster child. If authorized by the state of residency schools are allowed to be a

part of this information exchange for the betterment of the child's education (Day, Edwards, Pickover et al., 2013).

**Capta and ferpa.** CAPTA and FERPA can work well together; however, they may also demonstrate a conflict between the two. These two laws do limit the amount of information that can be shared between the two agencies of child welfare and education; however, it is important to not use misinterpretations as a reason to not collaborate (Leone & Weinberg, 2010). If a conflict does occur, CAPTA will always override FERPA. Together these two laws create a framework from which the agencies of child welfare and education can take their lead to begin interagency collaboration and communication. Gaps present in the current system can be best seen when individuals from either agency do not take advantage of the collaboration aspect (Day, Edwards, Pickover et al., 2013).

### **Child and Family Services Improvement and Innovation Act**

The Child and Family Services Improvement and Innovation Act are very important when looking at how and what data are collected pertaining to foster children. Data collections according to this act must utilize technology and be able to be exchanged within databases. This information exchange must meet all requirements for intergovernmental agencies data exchange (Administration for Children and Families, 2014).

### **Fostering Connections to Success and Increasing Adoptions Act**

The Fostering Connections to Success and Increasing Adoptions Act (Administration for Children and Families, 2014) combines several different provisions such as education, stability, and health concerns information exchange. According to this

act the child should remain in their home school if possible, and if not possible the child must be enrolled promptly, and the school must be provided with records promptly. The health part of this act looks at coordination of care, making sure that there is a certain level of oversight between agencies the child is working with for medical and mental health care (Administration for Children and Families, 2014).

### **Health Information Portability & Accountability Act**

The Health Information Portability & Accountability Act of 1996 Title II requires that the U.S Department of Health and Human Services set standards for handling in regards to electronic health data transactions (Davis, 2012). The whole premise of this law is to keep individuals health information private. However, in the case of foster children, HIPAA encourages sharing of information (Davis, 2012). HIPAA does not currently label child welfare, courts, or education agencies as covered entities in regards to sharing of information. In other words, they do not fall under the HIPAA regulations currently (Davis, 2012).

There are many different systems that have been implemented either here in the United States or across the pond in England. There are many laws guiding the development of systems, as well as communication and collaboration in general. The first and utmost important objective of developing an electronic data system is to make sure that all elements are within the guidelines of the above-mentioned laws. It is also important to look at the existing systems, and build on the strengths while eliminating or improving the weaknesses.

## **Project Descriptions**

One of the largest problems uncovered in the data analysis was the lack of data sharing amongst agencies. This project is designed to eliminate the gaps in data sharing between the different facets and agencies involved in Child Welfare. The idea of an electronic data system to house all education, health, child welfare, and judicial records is not new to child welfare; however, it would be new to the state of Georgia. There are systems, as demonstrated in the literature review, functioning around the country that all have operating parts of such a system that is being proposed.

The project proposed in this document is a recommendation for a policy change that would enable the building of an electronic data system to retain and organize all files for children in state care. This would enable all pertinent parties to have open and ready access to files instantly rather than waiting on heavy paper-based files to be picked up and hand delivered, or mailed when a child is moved. This system would feature a drag and drop process that would enable governing bodies to take a child's files and instantly move them to the new county, or new school district. This instantaneous transfer would give the school the needed information to create appropriate plans to scaffold instruction for the child.

As of right now with the Scholar's Act students must be enrolled immediately, but this is often done with a blind enrollment because the files have not transferred with them. Also, as mentioned in my analysis section, schools often give the child a tour of the school and enroll them while they wait for the files, without actually allowing them to start school until the file arrives. The first and foremost goal of this system would be to eliminate that waiting period, giving schools instant access for enrollment to ensure no



further learning gaps occur. Another goal for this project would be open access to all parties involved with the child. There are many parties that need access to information pertaining to a child in state care. This system would allow all of these individuals to see court files, school files, State welfare files and so on. The system would feature password sections to allow levels of confidentiality, only allowing individuals to see files that they have permission to view.

## **Implementation**

### *Potential Resources and Existing Supports*

The largest area of support and resources will be gained from studying existing systems that are already in place such as the California model, as well as other states as mentioned in the literature review. Also, Georgia already has a case management system that works with data across a technology platform; this system would presumably become part of the database exchange under the assumption that their system is compatible to the exchange. The idea would be to enable access via wired access as well as mobile access.

### *Potential Barriers*

The major barrier to building this data system is the barriers that surround the human services profession. As noted in the data collection human services and other agencies serve different missions. With the difference in missions there is also a difference in language, practices, and priorities. These differences create invisible barriers that halt open collaboration before it can begin. It is not assumed that the Department of Family and Children services will participate in this willingly at first. It is

very likely that DFCS will be the last entity to join in the building of the database after they see the work that has been done via the other agencies.

**Technology.** This database would be managed and viewed online. So in other words, all participants would need a way to access the database. Offices would need secure wifi, as well as wired and mobile devices capable of accessing secure sites.

**Funding.** Several interview participants mentioned funding issues. Funding would be an issue in this instance as well. Funding for a project like this is not going to be cheap. Other existing systems received grants from larger corporations, while others received funding from the federal government. Currently, the case management system for DFCS is paid for through Title IV E Funds. It is unknown how much this project would cost, but a similar system in Texas cost approximately 7 million dollars for a full implementation (Michels, 2008). A financial team would be put together to address this issue.

**Collaboration.** Collaboration is a key issue to make sure that this database will serve everyone's needs. Collaboration or lack thereof was mentioned in almost every interview. DFCS is not necessarily an open society, they mostly communicate with each other, and they often do not communicate with others without a lot of pushing. This database would eliminate a lot of the need for the everyday communication, and hopefully, it would open up the lines of collaboration from then on.

**Privacy laws.** There are many privacy laws that need to be followed when working with data regarding foster children. This system would have the capability of bringing in the healthcare side so it would need to include HIPAA precautions.

**File compatibility.** Currently, the Department of family and children services uses a case management software program. It would not be known if their system would be compatible until the hub and software were tested. If it is not compatible, it would be unlikely that DFCS would be willing to change their whole file system just to accommodate this database. If the files are compatible, it would simply be an issue of granting access to the system.

**Training.** One of the items that came up several times in the interview process was that there is a high turnover rate for case managers. Training would be an ongoing issue. The initial training program would roll-out and take approximately a week, with ongoing training provided by onsite facilitation as well as through online podcasts. Training for new individuals coming into a new position would be required to attend a face to face training as well as maintain the ongoing training sessions after that. Individuals will also have a feature within the system where they can submit questions that they might not be comfortable asking their site facilitator.

**Management.** The building of the database would involve a team. The ongoing management would also need to involve a team of people who could troubleshoot and maintain the database for optimum usage. This team would need to look at usage, accessibility, common errors, troubleshooting, upgrades, as well as looking at the potential for the system development in the future. For the initial roll-out the management team would be small, however, for a full roll-out this would be a large fluid team, consisting of committees, and individuals assigned to specific rolls to keep the system moving smoothly.

*Proposal for Implementation and Timetable*

In regards to the local context, it will be important to start building a team of professionals who are experts in their field. This would be done by meeting with the individuals and showing them my proposal and selling them on the importance of this system. Based on the implementation of the California Data System, the timetable for implementation should be expected to be a long process.

**Months 1-3.** This project is not a one-person job. The first important aspect of making sure this endeavor succeeds would be to build an Executive Council comprised of individuals who were experts in their field of knowledge. The individual members of the council would later become chairs of individual committees as the need came up. So for example, the financial person on the Executive Council would chair the financial committee later on. Months one through three would be comprised of meeting, interviewing and selecting individuals to be a part of this group. Individuals from the education realm, as well as the legal and human services realm, would be needed. It would also be very important to have strong IT choices to add to this mix. During this time the council would be meeting with individuals and groups who have built these systems in other states. These meetings would take place over Skype, or face to face if individuals were geographically close. Part of this process would be to differentiate between the requirements, and the capabilities. One of the largest pitfalls of this project will be to keep it within range, rather than building a dream system that is not able to be completed. For that reason, it would be important to build a very strong goal section during this first period, to help us stay on track. The most important part of this period would be to open the lines of communication with the local representatives, so we could

build a legal support network for implementation of our data system with the potential for those individuals to help us introduce legislation.

**Months 3-6.** At this point, in the process the Executive Council will be firmly built with individuals who can push this project through to fruition. The next steps would be branching out from the advisory meetings to community meetings. We would take what was learned from our meetings with individuals who have already built systems like this, and start taking the next steps as suggested. An important part of our planning would be to build a budget. In other words, we would at this point need to make the decision about what electronic platform we want to use, and what form we want to use. Once this is decided we can start looking at how much all of this is going to cost. We would take into consideration what others have done, as well as making sure that the project stays within doable realms and does not grow too large before we are ready for that growth. By the end of this period, a mock electronic system would be expected. This would allow us to start building the system in the next three months. It would also be important during this time period to start financial sponsor meetings. Another important part of this time period would be legal and human services meetings to start an open dialogue with our human services community.

**Months 6-9.** During this time period we would be focused on choosing a platform for our system, building of the system, and furthering communication with human services. Another important part of this three month period would be to start communications with local school districts, to choose a pilot roll out location for when we are ready. We would need to meet with some local superintendents to see which systems would be our amicable choice. Ideally, we would be able to start getting out in

the community with presentations to gauge support for our system from opportunities like Lobby day.

**Months 9-12.** Starting the ninth month of this project should see a semi-functional prototype of the data system. All of the work that has been done up to this point should be starting to see some results. Legally speaking we should be in line to present legislation with a prototype. With the Human Services channel hopefully, we should be at the point where we have a few sponsors down at the state offices who can be our ambassadors when we formally roll-out the system. We should meet with our chosen school districts to show them the prototype and receive feedback on functionality for their needs. We will also need to meet with local CASA offices to welcome their input on the functionality of the system from their point of need. Our budgets should be finalized at this point, and our donors should be already in place. Our final budgetary meetings would need to take place during this period with our donors and our prototype.

**Months 12-15.** Our Executive Council should be expanding during this period. As we make finalizations in budgetary areas, and move into the legislation period, our committees should start forming. We would need a financial committee, which would be responsible for fundraising moving forward. We would need an IT committee to troubleshoot the system during roll-out and implementation. We would also need a speaker's committee, which would be responsible for our community presentations, and bring in more interested sponsors. One of our most important committees would be the alumni committee, these individuals would be foster care alumni, and they would help us create the system with foster youth in mind. Our system should be in the final stages of building, while our focus moves toward roll-out. Our committee members would be able

to start testing the system at this point, logging in and clicking through the screens, checking for errors in validation or system pitfalls.

**Months 15- 18.** During this final phase we should be making finalization plans in everything. We should see the legislation going through. We should have a final system roll-out ready to go with all aspects up and running. This would be a time when we would start generating usernames and passwords for all users. We would start scheduling training sessions for Human services offices, as well as Education personnel who would have access. These training programs would happen together, seeing as during my interviews one of the complaints was that there were no joint training between human services and education staff.

#### *Roles and Responsibilities of Stakeholders and Others*

The director of the Executive Council will be leading the development of this project. This proposal will be the blueprint on which the overall system moves from paper to the actual implementation stages. As mentioned in previous sections this is not a one-person project. There will be many individuals who have very important roles in this process as the implementation timetable rolls on. My Executive Council will be made up of individuals who are experts in their field including; human services, education, legal, financial, among others. All of the individuals will be important pieces of the puzzle and all of our contributions together will create a system that will change foster care in Georgia.

### **Project Evaluation Plan**

Due to the sustained effort that it will take to see this system through to fruition, the assessment method will have to be formative rather than summative. Formative assessments are ongoing progress monitoring that can allow for course adjustment if needed. The information collected as part of these formative assessments would demonstrate the need to maintain or adjust the timeline in accordance. The timetable is split into three month increments. Each month there would be a progress meeting to check in and see what progress has been made. The progress meeting would be the collection point for the formative assessments. During each progress meeting council members will be asked to give an update as well as list any pitfalls or potential problems that might need to be addressed by the group, or input given by other members. All information discussed would be documented within the system so that all members could access the document as needed. Part of this process will also include filling out an internal check in document stating what progress has been made, what their next objectives will be, and what future help they can foresee needing. This document would create a visual timeline to show whether or not the project is on track or not and would be hosted within the data system available to all members who had proper clearance.

As the project proceeds and the outside matters, such as funding, and staffing, resolve themselves the evaluation would shift a little more towards the technology side of the project. Individuals and council members involved in the beta testing of the system would be required to run weekly tests of the software and complete system hosted data forms about how the system performed as well as explaining any problems that were encountered. All individuals would be asked to rank their encountered issues on a scale of one (minor) to five (major). These data sheets and rankings would be available to the



tech team to address and fix before the next tests were run. The rankings would allow the tech team to address the major issues first and work down to the minor issues.

Once the system is up and running, even as a trial system our users will be able to report their findings, express their needs, explain what they would like the system to yield towards in the future. Users will be asked to fill out data reports if there is a problem with the system, or if the system is not operating in a way that it should. Users will be able to request additional capabilities to be considered for future roll-outs. Within the system there will be a chat feature that will enable them to chat or leave a message with the tech team for quick response. The whole idea of this project is for it to be functional, useful, and easy to use for all users regardless of their security clearance level.

### **Project Implications**

#### *Local Community*

This project would allow students in state care to continue their education uninterrupted. Pertinent parties would have access to a child's school files instantly with a click of a button. The weeks or months of waiting for records to transfer would be a thing of the past. This would also eliminate the problem of lost records and transcripts ensuring students would not lose credits between moves.

The electronic data system would be tier based with usernames and passwords. Each individual would have a unique username and password set up with restrictions based on their designated access level. All records pertaining to the child's care would be automatically synched weekly. This means that child welfare would have real-time records for the child's grades, attendance, even behavior reports at their fingertips. The

electronic data system would be based on a drag and drop concept enabling governing bodies to click on a child's file and drag them to a new county instantly in the event of a move, allowing for immediate access for enrollment.

As of right now when students transfer they are supposed to be enrolled immediately according to the Scholar's Act. However, without records students are often still delayed in starting school due to schools needing information in regards to their academic levels, or their behavior concerns before placing them into a classroom. This system would allow them instant access and eliminate any concerns because they would be able to see everything they need to know from previous schools pertaining to the child's education.

#### *Far-Reaching*

Once this system is implemented successfully ensuring students can enroll promptly, and giving access to records for all parties involved in the child's care, state agencies would be able to come together for the betterment of the child. This system would leave no doubt as to how the child is doing, updating in real-time, allowing an instant progress check for court officials, DFCS workers, CASA workers, and the schools. This system would eliminate the drama between agencies over child files and information.

### **Conclusion**

The electronic data system is designed to retain and organize files for all children in state care. The first roll out phase would include digitalization of all education files. This would enable a drag and drop system that would instantaneous moving of student

files in the event that a child's placement is changed. The implementation would take approximately 18 months and would be planned by an executive council of individuals specialized in the areas of Education, Child Welfare, Technology, and Funding. The primary objective of this hub based system would be to create a seamless education experience for children in state care, with each expansion adding larger dimensions of care. The full system when completed would encompass all records including courts, healthcare, education, child welfare, and CASA.

In section four, the focus is more on project strengths, limitations, and evaluation. As the focus shifts more to the evaluation, it also spotlights a time for reflection on the topic, and the process as a whole. This section also gives a chance for reflection on what it means to be a scholar, and what scholarship meant to this process. Another important part of the next section is the self-reflection in regards to being a scholar, practitioner, and project developer. The section is concluded with looking towards the future and looking at possible implications for future research opportunities.

## Section 4: Reflections and Conclusions

### **Introduction**

In this section, I reflect on the work that has been done, the skills that have been acquired, and the scholarship that has been gained in this long process. I focus on what I have learned through this journey. This next section is a reflection on the journey so far, touching on high and low points, as well as reviewing lessons learned. I also explore the project's limitations and strengths, future recommendations for the project, and a self-reflection.

### **Project Strengths and Limitations**

A project strength included the willingness of participants to participate and the richness of their interview data. At first, many were reluctant to allow the project to proceed in their agencies due to the nature of the cross over, two private fields; but, there were enough willing individuals to participate in this project. Another strength of the project study was how easily the findings aligned with the literature and experiences found by other states that sought for more communication and data sharing for foster children. One limitation was the constraint of time because many of the participants were hard to schedule and track down for an in-depth interview.

### **Recommendations for Alternative Approaches**

In an attempt to foresee any potential limitations, the implementation timetable is stretched out. This is not a project that can be done overnight or even in a month. The timetable that was created for the project was 18 months to make sure that there is plenty of time to receive financial stability, as well as needed technical support in building the

system. For the timetable to work, and seeing as the individuals involved will not be solely working on this project alone, it has to be outstretched over the 18 months. The tasks are broken down into smaller parts so that there is built in make-up time in case something were to take extra time. In regards to the financial situation, the only remedy for it is to make sure that the plans and proposal are rooted and well written to give the potential donors an idea of what the system is and its potentially far-reaching effects. The backup financial plan would be to look at the legislation, change the timetable, and ask for a financial support clause to be written into the legislation.

It may be difficult to address the cooperation or collaboration issue. As seen in the literature review and in the data collection, these fields are private due to confidentiality laws; but, they are also not used to working together. Hopefully, the first individuals chosen to work on the executive council will have enough connections in their field that they can suggest names of individuals who would be willing to work on this project as a part of the committee phase. Combating the not my child syndrome will be a difficult hurdle to clear, but is it not impossible. It is my hope that once people look at the proposal and hear the potential of the system, they will want to hear, they will want to listen, and they will want to help.

### **Scholarship, Project Development, and Leadership and Change**

#### **Scholarship**

The doctoral process is a transformative one that includes many up-hill climbs, bumpy roads, and perseverance. Everything from topic choice to developing and emerging as a scholar permeated my thinking and has fulfilled many of my dreams. The road to becoming a scholar was more of a cross-country trek rather than a sprint, and I

now understand why this process is not for everyone. In this journey, I also uncovered heartbreaking statistics, gut-wrenching stories from the literature, and enlightenment from the interviews. The statistics of how many children are in care, how long they stay, the numbers of children who are labeled as special education due to trauma, and even the numbers of children who age out of the system with little or no support opened my eyes. The stories of how children came into care from existing traumas, or that a child may have no one to even care enough about them to attend parent teacher conferences or ask how their schooling is doing called me to action. The enlightenment gained from the interviews helped me regain my sense of direction as I saw the pieces of what is already happening unfold; everyone felt like they were doing what they could. All of this helped me grow as a socially responsible person and see the importance of social change in the area of foster care and meaningful child advocacy.

One of the lasting lessons learned during this transformative process was that this journey cannot be completed in isolation. Even with being an online learner, students need to have people surrounding them who have traveled the same road or are traveling the same road as they are. One of the biggest supports was an academic mentee group that met every month. All of the members were at different spots in their research process, which meant that they could offer advice to those behind them, and gain advice from those students ahead of them. All students involved in this mentee group were able to sit in on other students' oral proposals, as well as final oral boards, enabling others to know what to expect when they reach that point in this process. All of this support built each member up, and it became a cheering squad and sounding board, which helped everyone get through the program with support.

## **Project Development and Evaluation**

Throughout the coursework, I practiced the skills needed for this project development in isolation. This process of project development required me to take all of those skills learned in isolation and apply them into this formulaic process ending in the project development. Part of this formulaic process is that of collaboration. This process is not possible to complete in isolation; it can only be done by collaborating with support networks, stakeholders, and other individuals pertinent to the research and development of the study.

Writing a project study is a daunting task with a whole different level of depth and magnitude. Prior to starting a project like this, it was impossible to realize the tools that I would need that would become important or that I had the ability to create the tools needed. One of the most important parts to remember about project implementation is that it not only has to look good on paper, but it also has to have an implementation plan. Without proper implementation, all good intentions will fail.

## **Leadership and Change**

Leadership often brings the term superior or supervisor to mind. A person in a leadership position often has the power to yield control over others. This study taught me about how people often abuse this power to yield their control over others; those being yielded over have little power to stop this from happening. When I started this project, I had witnessed rankism in school situations, even in work situations. I had never experienced it as a part of my studies until I started the process of writing my proposal and subsequent sections.

Several changes had to be made while going through the IRB process due to what I hope can be considered misinterpretations. Even before that, changes had to be made to my community partners due to leadership changes within the community partners. Originally, I had received permission from one potential community partner; however, when I checked back with them, the person who had given tentative permission was no longer the supervisor. Fortunately, I was able to reach out to several other community partners to replace that perspective in my study, and luckily I was able to find a compatible one.

### **Reflections on the Importance of the work**

#### **Analysis of Self as Scholar**

In growing up in the Southern United States, certain values were instilled in me at an early age. One of the most important values is the passing on of traditions and stories through the art of spoken word. The use of interviews fueled my intrigue for qualitative research. Another important value is that of family and home. Teachers often refer to the students they teach as their kids, and they become like family through the school year. Foster children are ripped from the only family they know, and they may skip from place to place without that one central home to come back to. The child welfare system can best be described as a labyrinth. It is understandable how a child can get lost in the system. This project study is not designed to fix the whole system; but, I aimed at a small piece, education. Teachers provide students with the tools needed to build their future. Community was also another important value of my life. Community can be church, school, or neighborhood. For foster children, community can be seen as those around them. I see this project as an attempt to restore some permanency in that community. As a



scholar, I feel it is my duty to take what I have learned and use it to better those around me, in whatever way is possible.

### **Analysis of Self as Practitioner**

Finishing my doctoral study has taught me a lot about what I am capable of as a practitioner. As a teacher, my role is that of a collaborator with fellow educators and as an advocate for my students. As a doctoral student, my role is to collaborate with my fellow students and teachers and to advocate and motivate myself to achieve my goals. As a practitioner, I feel that my skills will and do enable me to step across the lines of education and human services to bridge the gap to better serve the students who are served by both organizations.

### **Analysis of Self as Project Developer**

The idea for this project started many years before my doctoral program enrollment date. It started because I saw a need and wanted to start thinking of a way to solve it. It started as a means to an end to help the children sitting in my classroom who were falling through the cracks of broken systems. I did not realize when I started the project just how large it would be. The project took many shapes and sizes while I was honing in on my final topic for study. My advisor stated it best when he explained that my first topic was the world and I needed a topic that was the size of a city or state. So after a lot of thought and planning, I was able to trim the project down to focusing on educational advocacy and foster youth.

### **Implications, Applications, and Directions for Future Research**

Due to the nature of the project, it will take the cooperation of all parties to measure effectiveness after the initial implementation. A lot has been learned throughout this journey, and a lot more has yet to be learned. The electronic data system project is just the first step. It is my hope that this data system will pave the way for future changes to make foster care even better. Another important aspect of future research would be to look at aspects of foster children's lives touched by the data system, checking for improvements. So for example, has this system lessened the loss of credits, has the system lessened the need for enrollment wait periods, as well as what are the feelings and attitudes associated with using the system.

Education is essential for children to have a solid foundation for life and all students should have an equal opportunity to an education. If students do not have the opportunity to receive an education they start life behind their peers. This system would eliminate the issues brought up in the literature review such as lost transcripts, lost credits, attendance issues due to enrolment dates and placement changes. The system would allow foster children to download transcripts from the system at any time, or if they are interested they can check on their credits and make sure that they stay on track for high school, or strive for early graduation. This system gives these children who may have no control in other parts of their life an aspect of control on their education. Education can go from being simply something they have to do, to something that they can have input on. If students have more control in their education, it might ultimately increase the graduation rates.

## Conclusion

This project study is the culminating piece of all the coursework during this doctoral journey. When the journey started, it was about teaching us to be a scholar and produce scholarly work. During all of our courses, each assignment gave us a chance to look towards the future, hone our interests, and practice or research skills. In every course, we were given a chance to explore impacts and opportunities to shift the social culture around us. It was during my coursework that I fell in love with qualitative research and that love sustained me as I pushed on throughout the culmination of this project study.

The project was designed to address gaps from the literature, and interview data. It was designed to set up an electronic data system for children in foster care. This electronic data system would allow real-time transfer of educational records for children in state care. The full system when completed would encompass all records including courts, healthcare, education, child welfare, and CASA. This system would encompass many qualities of the existing data systems nationwide. This system will not take the place of advocates; however it will make the task of crossing agency lines easier. Individuals working with children in state care will have instant access to the documents they need to effectively monitor the child's care. Older children in care will also have access to access their own files, allowing them to grow and change from following orders to deciding and empowering themselves. Breaking down the veils of obscurity that exist now by tearing down the agency walls, and putting the electronic data system in place will enable and empower all individuals involved with children in state care to not only advocate effectively but also build a mentality of empowerment to work towards positive

social change. These children deserve more, they should believe it, we should strive for it, and we should teach it.

## References

- Administration for Children and Families. (2012). *Oversight of psychotropic medication for children in foster*. U.S Department of Health and Human Services. Retrieved from <https://www.acf.hhs.gov/sites/default/files/cb/im1203.pdf>
- Adoption and Foster Care Analysis Reporting System. (2001). *The AFCARS report: Interim FY 1999 estimates as of June 2001*. Washington, DC: Children's Bureau. Retrieved from <https://www.acf.hhs.gov/cb/research-data-technology/reporting-systems/afcars>
- Akin, B. A. (2011). Predictors of foster care exits to permanency: A competing risks analysis of reunification, guardianship, and adoption. *Children and Youth Services Review, 33*, 999-1011. <http://doi.org/10.1016/j.childyouth.2011.01.008>
- Allan, J. (2001). *Traumatic relationships and serious mental disorders*. New York, NY: John Wiley. <https://doi.org/10.1007/bf03061983>
- Allen, M., & Bissel, M. (2004). Safety and stability for foster children: The policy context. *Children, Families, and Foster Care: Analysis*, 1-3. <https://doi.org/10.2307/1602754>
- American Bar Association. (2012). *How the IDEA and the Fostering Connections Act can work together to ensure school stability and seamless transitions for children with disabilities in the child welfare system*. Washington, DC: Foster Care and Education Issue Brief. Retrieved from [http://www.fostercareandeducation.org/portals/0/dmx/2012/09/file\\_20120921\\_111940\\_cMMGMu\\_0.pdf](http://www.fostercareandeducation.org/portals/0/dmx/2012/09/file_20120921_111940_cMMGMu_0.pdf)

- Altschuler, S. (1997). A reveille for school social workers: Children in foster care need our help! *Social Work in Education*, 121-127. <https://doi.org/10.1093/cs/19.2.121>
- Altschuler, S. (2003). From barriers to successful collaboration: Public schools and child welfare working together. *Social Work*, 52-63. <https://doi.org/10.1093/sw/48.1.52>
- Anderson, C. (2005). The Integrated Children's System: Challenges of information sharing. *Pediatric Nursing*, 17(10), 34-36.  
<https://doi.org/10.7748/paed.17.10.34.s24>
- Andrews, B., Brewin, C. R., Rose, S., & Kirk, M. (2000). Predicting PTSD symptoms in victims of violent crime. *Journal of Abnormal Psychology*, 109, 69-73.  
<https://doi.org/10.1037/0021-843x.109.1.69>
- Azar, S. T., & Benjet, C. L. (1994). A cognitive perspective on ethnicity, race, and termination of parental rights. *Law and Human Behavior*, 18, 249-268.  
<https://doi.org/10.1007/bf01499587>
- Azar, S. T., Lauretti, A. F., & Loding, B. V. (1998). The evaluation of parental fitness in termination of parental rights cases: A functional-contextual perspective. *Clinical Child and Family Psychology Review*, 1, 77-100.  
<https://doi.org/10.1023/a:1021883611965>
- Bachman, R., & Inkpen, A. C. (2011). Understanding institutional-based trust building processes in inter-organizational relationships. *Organizational studies*, 32, 281-301. <https://doi.org/10.1177/0170840610397477>
- Barbell, K., & Freundlich, M. (2001). *Foster care today*. Washington, DC: Casey Family Programs. Retrieved from

[http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/policy-issues/foster\\_care\\_today.pdf](http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/policy-issues/foster_care_today.pdf)

Bauer, A. M. (1993). Children and youth in foster care. *Intervention in School and Clinic*, 28, 134-142. <https://doi.org/10.1177/105345129302800303>

Becker-Weidman, A. (2009). Effects of early maltreatment on development: A descriptive study using the vineland adaptive behavior scales-II. *Child Welfare*, 88(2), 137-161. Retrieved from [https://www.researchgate.net/profile/Arthur\\_Becker-Weidman/publication/26834837\\_Effects\\_of\\_Early\\_Maltreatment\\_on\\_Development\\_A\\_Descriptive\\_Study\\_Using\\_the\\_Vineland\\_Adaptive\\_Behavior\\_Scales-II/links/565c744f08ae1ef92981e3d6.pdf](https://www.researchgate.net/profile/Arthur_Becker-Weidman/publication/26834837_Effects_of_Early_Maltreatment_on_Development_A_Descriptive_Study_Using_the_Vineland_Adaptive_Behavior_Scales-II/links/565c744f08ae1ef92981e3d6.pdf)

Beeman, S., Kim, H., & Bullerdick, S. (2000). Factors affecting the placement of children in kinship and non-kinship foster care. *Children and Youth Services*, 22, 37-54. [https://doi.org/10.1016/s0190-7409\(99\)00072-9](https://doi.org/10.1016/s0190-7409(99)00072-9)

Beisse, K., & Tyre, A. (2013). Caregiver involvement in the education of youth in foster care: An exploratory Study. *School Social Work*, 37(2), 1-20. Retrieved from [http://web.a.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&auth\\_type=crawler&jrnl=01615653&AN=85926836&h=beWkCc4bbTP%2fhJP7JSaTbNlbSFW68dTah7mruwUeJSliiGXMNhUL8tWwfp9ReULgLYPcFYQguh6ncOXjT9cQaQ%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26auth\\_type%3dcrawler%26jrnl%3d01615653%26AN%3d85926836](http://web.a.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&auth_type=crawler&jrnl=01615653&AN=85926836&h=beWkCc4bbTP%2fhJP7JSaTbNlbSFW68dTah7mruwUeJSliiGXMNhUL8tWwfp9ReULgLYPcFYQguh6ncOXjT9cQaQ%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26auth_type%3dcrawler%26jrnl%3d01615653%26AN%3d85926836)

- Benbasat, I., Goldstein, D., & Mead, M. (1987). The case research strategy in studies of information. *MIS Quarterly*, *11*, 369-388. <https://doi.org/10.2307/248684>
- Berger, L. M., Bruch, S. K., Johnson, E. J., James, S., & Rubin, D. (2009). Estimating the "impact" of out-of-home placement on child well-being: Approaching the problem of selection bias. *Child Development*, *80*, 1856-1876. <https://doi.org/10.1111/j.1467-8624.2009.01372.x>
- Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review*, *21*, 141-170. <https://doi.org/10.1007/s10648-009-9104-0>
- Berliner, B. (2010). *Grappling with the Gaps: Towards a research agenda to meet the educational needs of children and youth in foster care*. Stuart Foundation and the Ready to Succeed Leadership Team . Retrieved from <https://www.wested.org/resources/grappling-with-the-gaps-toward-a-research-agenda-to-meet-the-educational-needs-of-children-and-youth-in-foster-care/>
- Berrick, J. D., Courtney, M., & Barth, R. P. (1993). Specialized foster care and group home care: Similarities and differences in the characteristics of children in care. *Children and Family Youth Services Review*, 453-473. [https://doi.org/10.1016/0190-7409\(93\)90026-6](https://doi.org/10.1016/0190-7409(93)90026-6)
- Berrick, J., & Barth, R. (1994). Research on kinship foster care: What do we know? Where do we go from here? *Children and Youth Services Review*, *16*, 1-5. [https://doi.org/10.1016/0190-7409\(94\)90013-2](https://doi.org/10.1016/0190-7409(94)90013-2)
- Bialy, L. K. (2006). Impact of stress and negative mood on mother and child: Attachment, child development and intervention. *Dissertation Abstracts International*, *67*(5), 104.



- Bilchik, S. (1999). *Juvenile justice: A century of change*. U.S Department of Justice.  
Retrieved from <https://www.ncjrs.gov/pdffiles1/ojjdp/178995.pdf>
- Blome, W. (1997). What happens to foster kids? Educational experiences of a random sample of foster care youth and matched group of non-foster care youth . *Journal of Child and Adolescent Social Work*, 41-53.  
<https://doi.org/10.1023/A:1024592813809>
- Blumberg, E., Landsverk, J., Ellis-MacLeod, E., Ganger, W., & Culver, S. (1996). Use of public mental health system by children in foster care: Client characteristics and service use patterns. *Journal of Mental Health Administration*, 23, 389-405.  
<https://doi.org/10.1007/bf02521024>
- Blumer, H. (1969). *Symbolic Interactionism: Perspectives and Method*. Englewood Cliffs, NJ: Prentice-Hall.
- Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative Research for Education: An Introduction to theory and Methods*. Boston: Allyn & Bacon.
- Bolland, J. M., & Wilson, J. V. (1994). Three faces of integrative coordination: A model of interorganizational relations in community based health and human services. *Health Services Research*, 29, 341-366.  
<https://doi.org/10.1177/107755879605300105>
- Bowen, G. L., & Richman, J. M. (2002). Schools in the context of communities. *Children and School*, 24, 67-71. <https://doi.org/10.1093/cs/24.2.67>
- Bowlby, J. (1988). *A secure base: Clinical applications of attachment theory*. London: Routledge.

- Boyd, L. A., Struchen, W. L., & Panacek-Howell, L. J. (1989). *A study of the mental health and substance abuse service needs of florida's foster children: A report to the department of health & rehabilitative services*. Tampa, FL: University of South Florida, Florida Mental Health Institute.
- Brace, C. L. (2010). *The Dangerous Classes of New York* . Echo Library .
- Braxton, C., & Krajewski-Jaime, E. (2011). Exploration of the American Foster Care System: An experiential Account. *The International Journal of Interdisciplinary Social Sciences*, 6(1), 47-56. <https://doi.org/10.18848/1833-1882/cgp/v06i01/51986>
- Bretherton, I. (1992). The origins of attachment theory: John bowlby and mary ainsworth. *Developmental Psychology*, 28, 759-775. <https://doi.org/10.1037/0012-1649.28.5.759>
- Brewin, C. R. (2003). *Posttraumatic Stress Disorder: Malady or Myth?* New Haven, CT: Yale University Press.
- Brodsky, B. S., Malone, K. M., Ellis, S. P., Dulit, R. A., & Mann, J. J. (1997). Characteristics of borderline personality disorder associated with suicidal behavior. *American Journal of Psychiatry*, 154, 1715-1719. <https://doi.org/10.1176/ajp.154.12.1715>
- Brooks, C. M. (1996). The law's response to child abuse and neglect. In J. Petrila, & K. S. Otto, *Law and Mental Health Professionals* (2nd ed., pp. 173-285). Washington, DC: American Psychological Association.

- Brown, A., & Bailey-Etta, B. (1997). An out of home care system in crisis: Implications for african american children in the child welfare system. *Child Welfare, 74*(2), 65-83.
- Brown, J., Anderson, L., & Rodgers, J. (2014). Needs of foster parent resource workers. *Children and Youth Services Review, 46*, 120-127.  
<https://doi.org/10.1016/j.childyouth.2014.08.014>
- Brown, J. D. (2008). Foster Parents' Peceptions of Factors Needed for Successful Foster Placements. *Journal of Child and Family Services, 17*, 538-554.  
<https://doi.org/10.1007/s10826-007-9172-z>
- Brown, J. D., & Rodger, S. (2009). Children with Disabilities: Problems faced by Foster Parents. *Children and Youth Services Review, 31*, 40-46.  
<https://doi.org/10.1016/j.childyouth.2008.05.007>
- Brunsdan, V., & Pickin, L. (2011). Exploring the emotional experiences of foster carers using the photovoice technique. *Adoption & Fostering, 35*(2), 61-76.
- Bunger, A. C. (2010). Defining service coordination: A social work perspective. *Journal of Social Work Research, 29*, 385-401.  
<https://doi.org/10.1177/030857591103500207>
- Burley, M., & Halpern, M. (2001). *Educational attainment of foster youth: Achievement and Graduation outcomes for children in state care*. Olympia: Washginton State Institute for Public Policy. Retrieved from  
<http://files.eric.ed.gov/fulltext/ED460220.pdf>
- Burns, B. J., Phillips, S. D., Wagner, H. R., Barth, R. P., Kolko, D. J., Campbell, Y., & Landsverk, J. (2004). Mental health need and access to mental health services by

youths involved with child welfare: A national survey. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43, 960-970.

<https://doi.org/10.1097/01.chi.0000127590.95585.65>

Calix, A. (2009). The effect of foster care experiences and characteristics on academic achievement. *The University of North Carolina at Chapel Hill*.

Capizzi, L. M. (2016). AB 97 Implementation for students in foster care: A case study of three school districts. *Doctoral Dissertation*. San Francisco State University.

Retrieved from <http://sfsu->

[dspace.calstate.edu/bitstream/handle/10211.3/172975/AS352016EDDC37.pdf?sequence=1](http://dspace.calstate.edu/bitstream/handle/10211.3/172975/AS352016EDDC37.pdf?sequence=1)

Cardenas, J. (2014, March 22). *Educational advocacy for children in foster care*.

Retrieved from Georgia CASA Conference 2014 Handouts:

<http://www.gacasa.org/docs/Jennifer%20Cardenas%20-%20Ed.%20Advocacy.pdf>

Carlson, G. L. (2002). An examination of selected variables affecting the outcomes for adult former foster children placed in Baltimore City: The impact of placement stability and type of out-of-home care. *Dissertation Abstracts International*, July, 378-a.

Carter, M., & Church, C. (2014, March 22). *The state of child welfare in georgia*.

Retrieved from Georgia CASA Conference 2012 Handouts:

<http://www.gacasa.org/docs/The%20State%20of%20Child%20Welfare%20in%20Georgia.pdf>

- Cashmore, J., Paxman, M., & Townsend, M. (2007). The educational outcomes of young people 4-5 years after leaving care: An Australian perspective. *Adoption & Fostering Journal, 31*, 50-61. Retrieved from: <http://docs.scie-socialcareonline.org.uk/fulltext/73911.pdf>
- Caspi, A., Snugden, K., Moffit, T. E., Taylor, A., Craig, I. W., Harrington, H., . . . Poulton, R. (2003). Influence of life stress on depression: moderation by a polymorphism in the 5-HTT gene. *Science 301, 301*, 386-389. Retrieved from <http://usdbiology.com/cliff/Courses/Advanced%20Seminars%20in%20Neuroendocrinology/Susceptibility%20and%20Resilience/Caspi%2003%20Sci%20Stress%20Depression%205-HTTLPR%20s.pdf>
- Center for the Future of Children. (1992). School linked services. *The Future of Children*, 2(1). Retrieved from [http://futureofchildren.org/futureofchildren/publications/docs/02\\_01\\_FullJournal.pdf](http://futureofchildren.org/futureofchildren/publications/docs/02_01_FullJournal.pdf)
- Center for the Future of Teaching and Learning; Mental Health Advocacy Services, Inc. (2008). *Ready to Succeed- Changing systems to give California's Foster Children the opportunities to be ready for and succeed in school*. Retrieved from [www.cftl.org](http://www.cftl.org)
- Chamberlain, P., Price, J. B., Landsverk, J., Fisher, P. A., & Stoolmiller, M. (2006). Who disrupts from placement in foster and kinship care? *Child Abuse & Neglect, 30*, 409-424. <https://doi.org/10.1016/j.chiabu.2005.11.004>

- Cheung, C., Lwin, K., & Jenkins, J. M. (2012). Helping youth in care succeed: Influence of caregiver involvement on academic achievement. *Children and Youth Services Review, 34*, 1092-1100. <https://doi.org/10.1016/j.childyouth.2012.01.033>
- Child Welfare Information Gateway. (2013). *Child Welfare Information Gateway*. Retrieved from Child Welfare Information Gateway: <https://www.childwelfare.gov>
- Child Welfare Information Gateway. (2013). *Foster care statistics 2012*. Retrieved from Child Welfare Information Gateway: <https://www.childwelfare.gov/pubs/factsheets/foster.pdf>
- Child Welfare Information Gateway. (2013). *Long term consequences of child abuse and neglect*. Retrieved from Child Welfare Information Gateway: [https://www.childwelfare.gov/pubs/factsheets/long\\_term\\_consequences.pdf](https://www.childwelfare.gov/pubs/factsheets/long_term_consequences.pdf)
- Child Welfare League of America. (2014). *About cwla: Fact sheet*. Retrieved from Child Welfare League of America: <http://www.cwla.org/whowhat/more.htm>
- Child Welfare League of America. (n.d.). *Glossary of terms*. Retrieved from Child Welfare League of America: <http://www.cwla.org/newsevents/terms.htm>
- Child Welfare League of America. (n.d.). *The history of white house conferences on children and youth*. Retrieved from Child Welfare League of America: <http://www.cwla.org/advocacy/whitehouseconfhistory.pdf>
- Children's Defense Fund. (2012). *Milestones*. Retrieved from Children's Defense Fund: <http://www.childrensdefense.org/about-us/our-history/milestones.html>

- Chipman, R., Wells, S., & Johnson, M. (2002). The meaning of quality in kinship foster care: Caregiver, child, and worker perspectives. *Families in society*, 83, 508-520. <https://doi.org/10.1606/1044-3894.51>
- Chipungu, S. S., & Bent-Goodley, T. B. (2004). Meeting the challenges of contemporary foster care. *Children, Families, and Foster Care: Analysis*, 14(1), 75-93. Retrieved from <http://files.eric.ed.gov/fulltext/EJ795825.pdf>
- Chisholm, G. (2010). The educational professional: The educational experiences that enhances and impeded the academic outcome of youth in foster care. *Doctoral Dissertation*, Cardinal Stritch University.
- Choice, P., Andrade, A. D., Gunther, K., Downes, D., Schaldach, J., Csiszar, C., & Austin, M. J. (2001). *Education for foster children: Removing barriers to academic success*. Berkeley: Bay Area Social Services Consortium Center for Social Services Research School of Social Welfare University of California. Retrieved from <http://cssr-pw01.berkeley.edu/pdfs/educf27.pdf>
- Christian, S. (2008). *Educating Children in Foster Care*. Denver, CO: National Conference of State Legislators (Vol. 24, p. 2014). Retrieved from [https://www.ncsl.org/print/cyf/foster\\_care\\_education.pdf](https://www.ncsl.org/print/cyf/foster_care_education.pdf)
- Christiansen, O., Havik, T., & Anderson, N. (2010). Arranging stability for children in long term out of home care. *Children and Youth Services*, 32, 913-921. <https://doi.org/10.1016/j.childyouth.2010.03.002>
- Clark, H. L., Prange, M., & McDonald, B. (1996). Children lost within the foster care system: Can wraparound service strategies improve placement outcomes? *Journal of Child and Family Studies*, 5(1), 39-54. <https://doi.org/10.1007/bf02234677>

- Clermont for Kids. (2014). *Glossary of foster care/adoption terms*. Retrieved from  
Clermont for Kids: <http://www.clermontforkids.org/glossary.aspx>
- Colby, J., & Dziegielewski, S. (2001). *Social Work, the people's profession*. Chicago, IL: Lyceum Books.
- Congressional Coalition on Adoption Institute. (2012). *Hear me now*. Congressional Coalition on Adoption Institute. Retrieved from  
<http://ccainstitute.org/images/stories/foster/fyi/final%20fyi%20report%20high%20resolution.pdf>
- Conn, A. (2011). Examining relationship between parenting style, the home environment, and placement stability for children in foster care. (Doctoral Dissertation, Capella University). Retrieved from  
<http://search.proquest.com/openview/9bf0a369ab396bc4fe40664ff623ad48/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., & Cloitre, M. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35(5), 390-404. Retrieved from <http://www.academia.edu/download/32495504/complex-trauma-in-children.pdf>
- Cook, J. (1995). A history of placing-out: The orphan trains. *Child Welfare League of America*, 24(1), 181-197. Retrieved from  
<http://search.proquest.com/openview/63c33e7e6f0f4496270f1fe47798e741/1?pq-origsite=gscholar&cbl=40853>
- Cook-Fong, S. (2011). Orphan train riders to Nebraska: A look at life experiences. *North American Association of Christians in Social Work Conference*. Retrieved from



<http://www.nacsw.org/Publications/Proceedings2011/CookFongSORphanTrainRidersE.pdf>

Cornille, T. A., Mullis, A. K., & Mullis, R. L. (2001). Engaging reluctant families: A research based intervention and a workbook for implementing that approach.

Retrieved from

[http://www.chs.fsu.edu/content/download/68063/753851/file/Engaging\\_Reluctant\\_Families.pdf](http://www.chs.fsu.edu/content/download/68063/753851/file/Engaging_Reluctant_Families.pdf)

Courtney, M. E. (1994). *The foster care crisis*. University of Wisconsin- Madison:

Institute for Research on Poverty. Retrieved from

<http://www.ssc.wisc.edu/irpweb/publications/dps/pdfs/dp104894.pdf>

Courtney, M. E., & Dworsky, A. (2007). *Midwest Evaluation of the adult functioning of former foster care youth: Outcomes at age 19*. Chicago: Chapin Hall Center for

Children . Retrieved from

[http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1059&context=socwork\\_fac](http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1059&context=socwork_fac)

Courtney, M. E., Terao, S., & Bost, N. (2004). Midwest Evaluation of the adult

functioning of former foster care youth: Outcomes at age 21. Retrieved from

[www.chapinhall.org/sites/default/CS\\_97.pdy](http://www.chapinhall.org/sites/default/CS_97.pdy)

Courtney, M., & Skyles, A. (2003). Racial disproportionality in the child welfare system.

*Children and Youth Services Review*, 25, 355-358. [https://doi.org/10.1016/s0190-7409\(03\)00025-2](https://doi.org/10.1016/s0190-7409(03)00025-2)

Courtney, M. E., Terao, S., & Bost, N. (2004). *Midwest evaluation of the adult*

*functioning of former foster care youth: Conditions of youth preparing to leave*

*state care in Illinois*. Chicago: Chapin Hall Center for Children , University of

Chicago. Retrieved from

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.599.150&rep=rep1&type=pdf>

Courtney, M., Piliavin, L., Grogan-Kaylor, A., & Nesmith, A. (2001). Foster youth

transitions to adulthood: A longitudinal view of youth leaving care. *Child*

*Welfare*, 80, 685-717. Retrieved from

[http://www.thenightministry.org/070\\_facts\\_figures/030\\_research\\_links/060\\_homeless\\_youth/courtneyfosteryouthtransitions.pdf](http://www.thenightministry.org/070_facts_figures/030_research_links/060_homeless_youth/courtneyfosteryouthtransitions.pdf)

Cox, T. L. (2012). Improving educational outcomes for children and youths in foster care.

*Children & Schools*, 35(1), 59-62. <https://doi.org/10.1093/cs/cds040>

Crawford, M., Tilbury, C., Creed, P., & Buys, N. (2011). The role of carers and

caseworkers in the school to work transition of young people in care. *Australian*

*Association of Social Workers*, 64(4), 459-474. <https://doi.org/10.1080/0312407X.2010.537353>

[doi.org/10.1080/0312407X.2010.537353](https://doi.org/10.1080/0312407X.2010.537353)

Creswell, J. (2012). *Educational Research: Planning, conducting, and evaluating*

*quantitative, and qualitative research*. Boston, MA: Pearson.

Creswell, J. (2012). *Qualitative Inquiry & Research Design: Choosing Among Five*

*Approaches*. Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods*

*Approaches*. Thousand Oaks, CA: Sage Publications, Inc.

- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Upper Saddle River, NJ: Pearson Education .
- Crosby, S. D., Day, A. G., Baroni, B. A., & Somers, C. L. (2015). School staff perspectives on the challenges and solutions to working with court-involved students. *Journal of School Health, 85*(6), 347-354.  
<https://doi.org/10.1111/josh.12261>
- Crosson-Tower, C. (2004). *Exploring child welfare: A practice perspective*. . Boston: Allyn & Bacon.
- Cuddleback, G. S. (2004). Kinship family foster care: A methodological and substantive synthesis of research. *Children and Youth Services Review, 26*, 623-639.  
<https://doi.org/10.1016/j.chilyouth.2004.01.014>
- Dale, G., Kendall, J. C., & Schultz, J. S. (1999). A proposal for universal medical and mental health screenings for children entering foster care. In P. A. Curtis, G. Dale, & J. C. Kendall, *The foster care crisis: Translating research into policy and practice* (pp. 175-192). Lincoln: Nebraska: University of Nebraska Press.
- Day, A., Edwards, H., Pickover, S., & Leever, M. (2013). When does confidentiality become an impediment rather than a pathway to meeting the educational needs of students in the foster care system? *Journal of Social Work Values and Ethics, 10*(2), 36-48. Retrieved from  
[http://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=1022&context=soc\\_work\\_pubs](http://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=1022&context=soc_work_pubs)

- Day, A., Riebschleger, J., Dworsky, A., Damashek, A., & Fogarty, K. (2012). Maximizing education opportunities for youth aging out of foster care by engaging youth voices in partnership for social change. *Children and Youth Services, 34*(5), 1007-1014. Retrieved from [http://www.academia.edu/download/31370487/Kidspeak\\_article.final.pdf](http://www.academia.edu/download/31370487/Kidspeak_article.final.pdf)
- Del Quest, A., Fullerton, A., Geenen, S., & Powers, L. (2012). Voices of youth in foster care and special education regarding their educational experiences and transition to adulthood. *Children and Youth Services Review, 34*, 1604-1615. <https://doi.org/10.1016/j.childyouth.2012.04.018>
- Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of Qualitative Research*. Sage Publications.
- Deutsch, S. A., & Fortin, K. (2015). Physical health problems and barriers to optimal health care among children in foster care. *Current Problems in Pediatric and Adolescent Health Care, 45*(10), 286-291. <https://doi.org/10.1016/j.cppeds.2015.08.002>
- Devooght, K. (2013). *A Report from a 2012 National Survey on Family Foster Care Provider Classifications and rates*. Child Trends. Retrieved from <https://www.childtrends.org/publications/family-foster-care-reimbursement-rates-in-the-u-s-a-report-from-a-2012-national-survey-on-family-foster-care-provider-classifications-and-rates/>
- Dore, M. (1999). Emotionally and Behaviorally disturbed children in the child welfare system: Points of preventative Intervention. *Children and Youth Services Review, 21*(1), 7. [https://doi.org/10.1016/s0190-7409\(99\)00003-1](https://doi.org/10.1016/s0190-7409(99)00003-1)

- Dubowitz, H., & Sawyer, R. J. (1994). School behavior of children in kinship care. *Child Abuse and Neglect, 18*, 899-911. [https://doi.org/10.1016/s0145-2134\(05\)80001-8](https://doi.org/10.1016/s0145-2134(05)80001-8)
- Dyer, W. G., & Wilkins, A. L. (1991). Better stories, not better constructs to generate better theory: A rejoinder to Eisenhardt. *Academy of Management Review, 16*(3), 613-619. <https://doi.org/10.5465/amr.1991.4279492>
- Eckenrode, J., Rowe, E., Laird, M., & Braithwaite, J. (1995). Mobility as a mediator of the effects of child maltreatment on academic performance. *Child Development, 66*, 1130-1142. <https://doi.org/10.2307/1131803>
- Eckenrode, J., Laird, M., & Doris, J. (1993). School performance and disciplinary problems among abused and neglected children. *Developmental Psychology, 29*(1), 53-62. <https://doi.org/10.1037/0012-1649.29.1.53>
- Education, L. C. (2006). *Blueprint for Change: Education success for children in foster care*. American Bar Association and the Casey Foundation. Retrieved from [http://www.americanbar.org/content/dam/aba/publications/center\\_on\\_children\\_and\\_the\\_law/education/blueprint\\_second\\_edition\\_final.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/publications/center_on_children_and_the_law/education/blueprint_second_edition_final.authcheckdam.pdf)
- Eggertsen, L. (2008). Primary factors related to multiple placements for children in out-of-home care. *Child Welfare, 87*, 71-90. Retrieved from <http://search.proquest.com/openview/dbdd22e409a24737640037e04a28c690/1?pq-origsite=gscholar&cbl=40853>
- Ehrle, J., & Green, R. (2002). Kin and non-kin foster care: Findings from a National Survey. *Children and Youth Services Review, 24*, 15-35. [https://doi.org/10.1016/s0190-7409\(01\)00166-9](https://doi.org/10.1016/s0190-7409(01)00166-9)

- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14(4), 532-550. Retrieved from <https://www.jstor.org/stable/pdf/258557.pdf>
- Emerson, J. (2006). Strategies for working with college students from foster care. *E-Source for College Transitions*, 3(4), 3-4. Retrieved from <http://fyesit.metapress.com/content/8354x240j2j24673>
- Epstein, J. L. (2001). *School, Family, and Community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Epstein, J. L. (2010). *School, family, and community Partnerships: Preparing educators and improving schools* (3rd ed.). Boulder, CO: Westview Press.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Wittrock, *Handbook of Research on Teaching* (3rd ed., pp. 119-161). New York: MacMillan.
- Evans, L. D., Scott, S. S., & Schulz, E. G. (2004). The need for educational assessment of children entering foster care. *Child Welfare Journal*, 83, 565-580. Retrieved from <http://search.proquest.com/openview/4d8270c2cdca6d21457afb6a6706be55/1?pq-origsite=gscholar&cbl=40853>
- Fahlberg, V. I. (1991). *A Child's Journey Through placement*. Indianapolis, IN: Perspectives Press.
- Family to Family. (2001). *Lessons Learned*. Philadelphia, PA: Center for Applied Research .
- Ferguson, H. B., & Wolkow, K. (2012). Educating children and youth in care: A review of barriers to school progress and strategies for change. *Children and Youth*

*Services Review*, 34(6), 1143-1149.

<https://doi.org/10.1016/j.chilyouth.2012.01.034>

Ferris-Manning, C., & Zandstra, M. (2003). *Children in care in Canada*. Ottawa, ON: Child Welfare League of Canada.

Fisher, P. A., Bruce, J., Abdullev, Y., Mannering, A. M., & Pears, K. C. (2011). The effects of early adversity on the development of inhibitory control: Implications for the design of preventive interventions and the potential recovery of function. In M. T. Bardo, D. H. Fishbein, & R. Milich, *Inhibitory control and drug abuse prevention: From research to translation* (pp. 229-248). New York, NY: Springer.

Flynn, R. J., Dudding, P. M., & Barber, J. G. (2006). *Promoting Resilience in Child Welfare*. Ottawa: University of Ottawa Press.

Forsman, H., & Vinnerljung, B. (2012). Interventions aiming to improve school achievements of children in out-of-home care: A scoping review. *Children and youth services review*(6), 1084-1091.

<https://doi.org/10.1016/j.chilyouth.2012.01.037>

Foster Club. (2014). *Glossary*. Retrieved from Foster Club:

<https://www.fosterclub.com/glossary>

Foster, J. (1998). A quaker commitment to education. *Cobblestone*, 19(2), 12.

Fowler, C. J., Allen, J. G., Oldham, J. M., & Frueh, C. B. (2013). Exposure to interpersonal trauma, attachment insecurity, and depression severity. *Journal of Affective Disorders*, 149, 313-318. <https://doi.org/10.1016/j.jad.2013.01.045>

Franke, L. (2002). *Child and Family Services Update*.

- Franklin, C. G., & Allen-Meares, P. (1997). Linking Education, Health, and Human Resources [Special Edition]. *Social Work in Education, 19*(3).
- Fuller, R. (2004). *Somebodies and nobodies: Overcoming the abuse of rank*. New Society Publishers.
- Fuller, R. (2006). *All Rise: Somebodies, nobodies, and the politics of Dignity*. Berrett-Koehler Publishers, Inc.
- Fuller, R., & Gerloff, P. (2008). *Dignity for All: How to create a world without rankism*. Berrett-Koehler Publishers, Inc.
- Galehouse, P., Herrick, C., & Rapyhael, S. (2010). Children on Foster Care. *Journal of Child and Adolescent Psychiatric Nursing, 25*, 36-39.  
<https://doi.org/10.1111/j.1744-6171.2009.00215.x>
- Garstka, T. A., Lieberman, A., Biggs, J., Thompson, B., & Levy, M. M. (2014). Barriers to cross-systems collaboration in child welfare, Education, and the courts: Supporting educational well-being of youth in care through systems change. *Journal of Public Child Welfare, 8*, 190-211.  
<https://doi.org/10.1080/15548732.2014.888697>
- Gauthier, V., Fortin, G., & Jeliu, G. (2004). Clinical application of attachment theory in permanency planning for children in foster care: The importance of continuity of care. *Infant Mental Health Journal, 25*(4), 379-396.  
<https://doi.org/10.1002/imhj.20012>
- Geen, R. (2003). *Finding permanent homes for foster children: Issues raised by kinship care*. Washington, DC: Urban Institute.



- Geenen, S., & Powers, L. (2006). Are we ignoring youths with disabilities in foster care? An examination of their school performance. *Social Work, 51*, 233-241.  
<https://doi.org/10.1093/sw/51.3.233>
- Geiger, J. M., Hayes, M. J., & Lietz, C. A. (2013). Should I stay or should I go? A mixed methods study examining the factors influencing foster parents' decisions to continue or discontinue providing foster care. *Children and Youth Services Review, 35*, 1356-1365. <https://doi.org/10.1016/j.childyouth.2013.05.003>
- Gelbrich, J. (1999). *American Education*. Retrieved from Oregon State School of Education: <http://oregonstate.edu/instruct/ed1416/ae1.html>
- Georgia Department of Human Services. (2003). *Georgia division of family and children services foster care manual*. Georgia Department of Human Services. Retrieved from [http://dfcs.dhr.georgia.gov/sites/dfcs.georgia.gov/files/imported/DHR-DFCS/DHR-DFCS\\_CommonFiles/16875120FosterParentManual2.pdf](http://dfcs.dhr.georgia.gov/sites/dfcs.georgia.gov/files/imported/DHR-DFCS/DHR-DFCS_CommonFiles/16875120FosterParentManual2.pdf)
- Georgia Department of Human Services. (2014). *Foster care in georgia*. Retrieved from Georgia Department of Human Services:  
<http://dfcs.dhs.georgia.gov/sites/dfcs.dhs.georgia.gov/>
- Gerring, J. (2007). *Case Study Research: Principles and Practice*. Cambridge University Press.
- Gifford, E. J., Wells, R., Bai, Y., Troop, T., Miller, S., & Babinski, L. (2010). Pairing nurses and social workers in schools: North Carolina's school-based child and

family support teams. *Journal of School Health*, 80, 104-107.

<https://doi.org/10.1111/j.1746-1561.2009.00472.x>

Glesne, C. (2011). *Becoming Qualitative Researchers* (4th ed.). Boston: Pearson.

Gluckman, S., & Phelps, A. (2010). *Electronic information exchange for children in foster care: A roadmap to improved outcomes*. The Children's Partnership.

Retrieved from [http://www.childrenspartnership.org/wp-](http://www.childrenspartnership.org/wp-content/uploads/2016/06/Electronic-Information-Exchange-for-Children-in-Foster-Care%E2%80%94A-Roadmap-to-Improved-Outcomes_February-2010.pdf)

[content/uploads/2016/06/Electronic-Information-Exchange-for-Children-in-](http://www.childrenspartnership.org/wp-content/uploads/2016/06/Electronic-Information-Exchange-for-Children-in-Foster-Care%E2%80%94A-Roadmap-to-Improved-Outcomes_February-2010.pdf)

[Foster-Care%E2%80%94A-Roadmap-to-Improved-Outcomes\\_February-2010.pdf](http://www.childrenspartnership.org/wp-content/uploads/2016/06/Electronic-Information-Exchange-for-Children-in-Foster-Care%E2%80%94A-Roadmap-to-Improved-Outcomes_February-2010.pdf)

Gobin, B. A., Teeroovengadam, V., Becceea, N. B., & V, T. (2012). Investigating into the relationship between the present level of tertiary students' needs relative to maslow's hierarchy: A case study at the university of mauritius. *The International Journal of Learning*, 18(11), 203-219. Retrieved from

<http://web.a.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&auth type=crawler&jrnl=14479494&AN=83813238&h=XYnzLi7TQtxMa1ZxrBuuP%2b48YNA2ZffCHTTPwQnhZBRhQTnP7aMuIA2v0Mg7H9OgT993oEeMlsAdgcZSFBaBg%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d14479494%26AN%3d83813238>

Goerge, R. M., Voorhis, J. V., Grant, S., Casey, K., & Robinson, M. (1992). Special education experiences of foster children: An empirical study. *Child Welfare*, 71, 419-437. Retrieved from <http://psycnet.apa.org/psycinfo/1993-10985-001>

Goodkind, S., Schelbe, L. A., & Shook, J. J. (2011). Why youth leave care:

Understandings of adulthood and transition success and challenges among youth

- aging out of child welfare. *Children and Youth Services Review*, 33(6), 1039-1048. <https://doi.org/10.1016/j.childyouth.2011.01.010>
- Goren, S. C. (1996). Child protection and the school social worker. In R. Constable, S. McDonald, & J. P. Flynn, *School Social Work: Practice, policy, and research perspectives* (pp. 355-366). Chicago: Lyceum Books.
- Gorey, K. M., & Holland, P. (2004). Historical developmental and behavioral factors associated with Foster care challenges. *Child Abuse and Adolescent Social Work Journal*, 21(2), 117-135. <https://doi.org/10.1023/b:casw.0000022727.40123.95>
- Greef, R. (2001). Family dynamics in kinship foster care. In B. Broad, *Kinship Care: The placement choice for children and young people* (pp. 47-59). Dorset, England: Russell House Publishing.
- Green, Y. R., & Goodman, C. C. (2010). Understanding birthparent involvement in kinship families: Influencing factors and the importance of placement arrangement. *Children and Youth Services*, 32, 1357-1364. <https://doi.org/10.1016/j.childyouth.2010.06.003>
- Grigg, J. (2012). School enrollment changes and student achievement growth: A case study in educational disruption and continuity. *Sociology of Education*, 85, 388-404. <https://doi.org/10.1177/0038040712441374>
- Guba, E. G. (1990). *The paradigm dialogue*. Newbury Park, CA: Sage.
- Gustavsson, N., & MacEacheron, A. (2012). Educational Policy and foster youths: The risks of change. *Children & Schools*, 34(2), 83-92. <https://doi.org/10.1093/cs/cds005>

- Hahnel, J., & VanZile, C. (2012). The other achievement gap: Court dependent youth and educational advocacy. *Journal of Law & Education*, 41(3), 435-482. Retrieved from <http://heinonline.org/HOL/LandingPage?handle=hein.journals/jle41&div=28&id=&page=>
- Halfon, N., Berkowitz, G., & Klee, L. (1992). Mental health service utilization by children in foster care in California. *Pediatrics*, 89, 1238-1244. Retrieved from [http://pediatrics.aappublications.org/content/89/6/1238?sso=1&sso\\_redirect\\_count=1&nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nfstatusdescription=ERROR%3a+No+local+token](http://pediatrics.aappublications.org/content/89/6/1238?sso=1&sso_redirect_count=1&nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nfstatusdescription=ERROR%3a+No+local+token)
- Hamilton, J. D. (1994). *Time Series Analysis*. Princeton University Press.
- Hammersley, M., & Atkinson, P. (1983). *Ethnography: Principles in Practice*. Routledge.
- Hancock, D. R., & Algozzine, B. (2011). *Doing case Study Research: A Practical Guide for Beginning Researchers* (2nd ed.). New York: Teachers College Press.
- Harden, B. J. (2004). Safety and Stability for foster children: A developmental perspective. *The Future of Children*, 14, 31-47. <https://doi.org/10.2307/1602753>
- Hardin, T. (2016). Educational experiences of foster children and communication patterns of key stakeholders: The foster parent perspective. *Theses and Dissertations- Family Sciences*, Paper 41. Retrieved from [http://uknowledge.uky.edu/hes\\_etds/41](http://uknowledge.uky.edu/hes_etds/41)

- Harker, R. M., Dobel-Ober, D., Berridge, D., & Sinclair, R. (2004). *Taking care of education: An evaluation of the education of looked after children*. London: National Children's Bureau.
- Harker, R., Dobel-Ober, D., Lawrence, J., Berridge, D., & Sinclair, R. (2003). Who takes care of education? looked after children's perceptions of support for educational progress. *Child and Family Social Work*, 8, 89-100.  
<https://doi.org/10.1046/j.1365-2206.2003.00272.x>
- Hatch, A. (2010). *Doing Qualitative Research in Educational Settings*. SUNY Press.
- Hawaii State Judiciary. (2008). *Family courts*. Retrieved from Hawaii State Judiciary:  
[http://www.courts.state.hi.us/courts/family/family\\_courts.html](http://www.courts.state.hi.us/courts/family/family_courts.html)
- Heath, A., Colton, M., & Aldgate, J. (1994). Failure to escape: A longitudinal study of foster children's educational attainment. *British Journal of Social Work*, 24, 241-260. <https://doi.org/10.1093/oxfordjournals.bjsw.a056064>
- Hedin, L., Hojer, I., & Brunnberg, E. (2010). Why one goes to school: What school means to young people entering foster care. *Child and Family Social Work*, 16, 43-51. <https://doi.org/10.1111/j.1365-2206.2010.00706.x>
- Heffernan, K., Cloitre, M., Tardiff, K., Marzuk, P. M., Portera, L., & Leon, A. C. (2000). Childhood trauma as a correlate of lifetime opiate use in psychiatric patients. *Addictive Behaviors* 25, 25, 797-803. [https://doi.org/10.1016/s0306-4603\(00\)00066-6](https://doi.org/10.1016/s0306-4603(00)00066-6)
- Hoch, A. L. (2009). Trauma-focused cognitive behavioral therapy for children. In D. W. Rubin, *Treatment of traumatized adults and children: Clinician's guide to evidence-based practice* (pp. 179-253). New York, NY: John Wiley.

- Hochstadt, N. J., Jaudes, P. K., Zimo, D. A., & Schachter, J. (1987). The medical and psychological needs of children entering foster care. *Child Abuse & Neglect, 11*, 53-60. [https://doi.org/10.1016/0145-2134\(87\)90033-0](https://doi.org/10.1016/0145-2134(87)90033-0)
- Holtan, A., Handegard, B. H., Thornblad, R., & Vis, S. A. (2013). Placement disruption in long term kinship and nonkinship foster care. *Children and Youth Services Review, 35*, 1087-1094. <https://doi.org/10.1016/j.childyouth.2013.04.022>
- Hong, J. S., Algood, C. L., Chiu, Y., & Lee, S. A. (2011). An ecological understanding of Kinship foster care in the United States. *Journal of Child and Family Studies, 20*, 863-872. Retrieved from <https://link.springer.com/article/10.1007/s10826-011-9454-3>
- Hope, R. G. (2009). Foster children and the IDEA: The fox no longer guarding the henhouse? *Louisiana Law Review, 69*(2), 349-388. Retrieved from <http://digitalcommons.law.lsu.edu/cgi/viewcontent.cgi?article=6276&context=lalrev>
- Hurlburt, M. S., Chamberlain, P., Degarmo, D., Zhang, J., & Price, J. M. (2010). Advancing prediction of foster placement disruption using brief behavioral screening. *Child Abuse & Neglect, 34*, 917-926. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3026636/>
- Hutenlocher, P. R. (1994). Synaptogenesis, synapse elimination, and neural plasticity in human cerebral cortex. In C. A. Nelson, *Threats to optimal development: Integrating Biological, Psychological, and Social Risk Factors* (pp. 35-54). Hillsdale, NJ: Lawrence Erlbaum and Associates.

- Hyde, J., & Kammerer, M. (2009). Adolescents' perspectives on placement moves and congregate settings: Complex and cumulative instabilities in out of home care. *Children and Youth Services Review, 31*(2), 265-273. Retrieved from [http://www.academia.edu/download/37275172/hyde\\_kammerer\\_adolescents\\_perspectives\\_on\\_placement\\_moves.pdf](http://www.academia.edu/download/37275172/hyde_kammerer_adolescents_perspectives_on_placement_moves.pdf)
- Iglehart, A. P. (2004). Kinship foster care: Filling the gaps in theory, research, and practice. *Children and Youth Services Review, 26*, 613-621. [https://doi.org/10.1016/s0190-7409\(04\)00083-0](https://doi.org/10.1016/s0190-7409(04)00083-0)
- Indiana Department of Child Services. (2014). *Common Terms*. Retrieved from Indiana Department of Child Services: <http://www.in.gov/dcs/2515.htm>
- Jackson, S., & Cameron, C. (2012). Leaving care: Looking ahead and aiming higher. *Children and Youth Services Review, 34*(6), 1107-1114. <https://doi.org/10.1016/j.chilyouth.2012.01.041>
- Jacob, E. (1987). Qualitative Research traditions: A Review. *Review of Educational Research, 57*, 1-50.
- Jacob, E. (1988). Clarifying Qualitative Research: A focus on traditions. *Educational Researcher, 17*(1), 16-24.
- Jacobson, L. (1998). One on one. *Education Week, 18*(1), 42-47.
- Jalongo, M. (2010). From urban homelessness to rural work: International origins of the orphan trains. *Early Childhood Education Journal, 38*(3), 165-170. <https://doi.org/10.1007/s10643-010-0421-1>

- James, S. (2004). Why do foster placements disrupt? An investigation of reasons for placement change in foster care. *Social Services Review*, 78, 601-627.  
<https://doi.org/10.1086/424546>
- Jeynes, W. (2007). *American Educational History*. Long Beach: Sage Publications, Inc, California State University.
- Joftus, S. (2007). Educating Children in foster care: The McKinney-vento Act and No Child Left Behind Acts. *Foster Care and Educational Outcomes*, 3-27.
- Joiner, L. (2001). Reaching out to Foster Children. *American School Board Journal*, 188, 30-37.
- Jones-Harden, B. (2004). Safety and Stability for Foster Children: A Developmental Perspective. *Children, Families, and Foster Care Analysis: Executive Summary*, 14(1), 3. <https://doi.org/10.2307/1602753>
- Jonkman, C. S., Bolle, E. A., Lindeboom, R., Schuengel, C., Oosterman, M., Boer, F., & Lindauer, R. J. (2012). Multidimensional treatment foster care for preschoolers: early findings of an implementation. *Child and Adolescent Psychiatry and Mental Health*, 6(38), 1-5. <https://doi.org/10.1186/1753-2000-6-38>
- Jonson-Reid, M., & Barth, R. P. (2000). From placement to prison: The path to adolescent incarceration from child welfare supervised foster or group care. *Children and Youth Services Review*, 22, 493-516. [https://doi.org/10.1016/s0190-7409\(00\)00100-6](https://doi.org/10.1016/s0190-7409(00)00100-6)
- Jonson-Reid, M., Kim, J., Barolak, M., Citerman, B., Laudel, C., Essma, A., Thomas, C. (2007). Maltreated children in schools: The interface of school social work and



child welfare. *National Association of Social Workers*, 29(3), 182-191.

<https://doi.org/10.1093/cs/29.3.182>

Kaplan, S. J., Pelcovitz, D., & Labruna, V. (1999). Child and adolescent abuse and neglect research: A review of the past 10 years Part I: Physical and emotional abuse and neglect. *Journal of American Academy of Child and Adolescent Psychiatry*, 38, 1214-1222. <https://doi.org/10.1097/00004583-199910000-00009>

Karger, H. J., & Stoesz, D. (2002). *American Social Welfare: A pluralist approach*. New York, NY: Addison Wesley Longman.

Karatekin, C., Hong, S., Piescher, K., Uecker, J., & McDonald, J. (2014). An evaluation of the effects of an intergrated services program for multi-service use families on child welfare and educational outcomes of children. *Children and Youth Services Review*, 41, 16-26. <https://doi.org/10.1016/j.chilyouth.2014.03.008>

Katz, M. (1976). History of Compulsory Education. *Phi Delta Kappa Educational Foundation*, 75, 1-39. Retrieved from <http://files.eric.ed.gov/fulltext/ED119389.pdf>

Kendall-Tackett, K. A., Williams, L. A., & Finkelhor, D. (1993). Impact of sexual abuse on children: a review and synthesis of recent empirical studies. *Psychological Bulletin* 113,, 113, 164-180. <https://doi.org/10.1037/0033-2909.113.1.164>

Kendler, K. S., Bulik, C. M., Silberg, J., Hettema, J. M., Myers, J., & Prescott, C. A. (2000). Childhood sexual abuse and adult psychiatric and substance abuse disorders in women: an epidemiological and co-twin control analysis. *Archives of General Psychiatry*, 57, 953-959. Retrieved from <http://jamanetwork.com/journals/jamapsychiatry/fullarticle/481660>

- Kingree, J. B., Thompson, M. P., & Kaslow, N. J. (1999). Risk factors for suicide attempts among low-income women with a history of alcohol problems. *Addictive Behaviors* 24, 24, 583-587. [https://doi.org/10.1016/s0306-4603\(98\)00109-9](https://doi.org/10.1016/s0306-4603(98)00109-9)
- Kluger, M., Alexander, G., & Curtis, A. (2000). *What works in Child Welfare*. Washington, DC: Child Welfare League of America.
- Knott, T., & Donovan, K. (2010). Disproportionate representation of African-American children in foster care: Secondary analysis of the National child abuse and neglect data system, 2005. *Children and Youth Services Review*, 32, 679-684. <https://doi.org/10.1016/j.childyouth.2010.01.003>
- Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., & Wong, M. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology: Research and Practice*, 39(4), 396-404. <https://doi.org/10.1037/0735-7028.39.4.396>
- Koenen, K. C., Moffitt, T. E., Poulton, R., Martin, J., & Caspi, A. (2007). Early childhood factors associated with the development of post-traumatic stress disorder: results from a longitudinal birth cohort. *Psychological Medicine*, 37, 181-192. <https://doi.org/10.1017/s0033291706009019>
- Kohl, P., Edleson, J. L., English, D. J., & Barth, R. P. (2005). Domestic Violence and Pathways into Child Welfare Services: Findings from National Survey of Child and Adolescent Well-being. *Child Youth Services Review*, 27, 1167-1182. <https://doi.org/10.1016/j.childyouth.2005.04.003>
- Kramer, T. L., Sigel, B. A., Conners-Burrow, N. A., Savary, P. E., & Tempel, A. (2013). A statewide introduction of trauma-informed care in a child welfare system.

*Children and Youth Services Review*, 35(1), 19-24. Retrieved from

[https://www.researchgate.net/profile/Ashley\\_Tempel/publication/257042865\\_A\\_statewide\\_introduction\\_of\\_trauma-informed\\_care\\_in\\_a\\_child\\_welfare\\_system/links/02e7e530fbe73c7852000000.pdf](https://www.researchgate.net/profile/Ashley_Tempel/publication/257042865_A_statewide_introduction_of_trauma-informed_care_in_a_child_welfare_system/links/02e7e530fbe73c7852000000.pdf)

Krinsky, M. (2010). A not so happy birthday: The foster youth transition from adolescence into adulthood. *Family Court Review*, 48(2), 250-255.

<https://doi.org/10.1111/j.1744-1617.2010.01306.x>

Landsverk, J., Madsen, J., Ganger, W., Chadwick, D., & Litrownik, S. (1998). Mental health problems of foster children in three California counties. *Child Abuse & Neglect*. <https://doi.org/10.1023/A:1022989411119>

Laney, R. (1996 (July)). *Information sharing and the Family Education Rights and Privacy Act. Fact Sheet # 39*. Washington, D.C: U.S Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Retrieved from <https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=269941>

Lavolette, G. T. (2011). Promoting smooth school transitions. *Doctoral Dissertation*.

Retrieved from

<http://digitalcommons.du.edu/cgi/viewcontent.cgi?article=1356&context=etd>

Leathers, S. J. (2002). Foster children's behavioral disturbance and detachment from caregivers and community institutions. *Children and Youth Services Review*, 24, 239-268. [https://doi.org/10.1016/s0190-7409\(02\)00175-5](https://doi.org/10.1016/s0190-7409(02)00175-5)

Lee, S.-Y., Benson, S. M., Klein, S. M., & Franke, T. M. (2015). Accessing quality early care and education for children in child welfare: Stakeholders' perspectives on

- barriers and opportunities for interagency collaboration. *Children and Youth Services Review*, 55, 170-181. <https://doi.org/10.1016/j.childyouth.2015.06.003>
- Leone, P., & Weinberg, L. (2010). *Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems*. Washington, DC: George Town University : Center for Juvenile Justice Reform.
- Leslie, L. K., Gordon, J. N., Lambros, K., Premji, K., Peoples, J., & Gist, K. (2005). Addressing the developmental and mental health needs of young children in foster care. *Journal of Developmental Behavior and Pediatrics*, 26(2), 140-151. <https://doi.org/10.1097/00004703-200504000-00011>
- Lewis, C., Beckwith, J., Fortin, K., & Goldberg, A. (2011). Fostering Health: Health Care for Children and Youth in Foster Care. *Medicine & Health, Rhode Island*, 7(94), 200-202. Retrieved from <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/healthy-foster-care-america/documents/fosteringhealthbook.pdf>
- Lieberman, A. F., & Zeanah, C. H. (1995). Disorders of attachment in infancy. *Infant Psychiatry*, 4, 571-587. Retrieved from <http://psycnet.apa.org/psycinfo/1997-07339-004>
- Linares, L., Rhodes, J., & Monalto, D. (2010). Perceptions of co-parenting in foster care. *Family Process*, 49, 530-542. <https://doi.org/10.1111/j.1545-5300.2010.01338.x>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.
- Lippman, L. W., & Wilcox, B. (2013). *Mapping family change and child well being outcomes*. Child Trends. Retrieved from [www.childtrends.org/links](http://www.childtrends.org/links)

- Lips, D. (2007). *Foster care children and better educational opportunities*. The Heratige Foundation, Leadership for America. Retrieved from [www.heratige.org/research/education/bg2039.cfm](http://www.heratige.org/research/education/bg2039.cfm)
- Lodico, M., Spalding, D., & Voegtle, K. (2006). *Methods in Educational Research: From theory to practice*. San Francisco, CA: Jossey-Bass.
- Lustig, M. (2008). A silent and significant subgroup: Closing the achievement gap for students in foster care. *Doctoral Dissertation*. Retrieved from ProQuest Dissertations and Theses (Accession Order no. 33150431)
- Lynn, S. (2008). Support networks and the effect they have on foster youth's academic success. *Doctoral Dissertation*. Retrieved from ProQuest Dissertations and Theses (Accession Order No. 14525501)
- Lockwood, K. K., Friedman, S., & Christian, C. W. (2015). Permanency and the Foster Care System. *Current Problems in Pediatric and Adolescent Health Care*, 45(10), 306-315. <https://doi.org/10.1016/j.cppeds.2015.08.005>
- Los Angeles County Office of Education. (2011). *Foster Youth Services*. Retrieved from Los Angeles County Office of Education: <http://www.lacoe.edu/StudentServices/HomelessFosterYouth/FosterYouth.aspx>
- MacGregor, T. E., Rodger, S., Cummings, A. L., & Leschied, A. W. (2006). The needs of foster parents: A qualitative study of motivation, support, and retention. *Qualitative Social Work*, 5(3), 351-368. <https://doi.org/10.1177/1473325006067365>
- MacKenzie, M. J., & McDonough, S. C. (2009). Transactions between perception and reality: Maternal beliefs and infant regulatory behavior. In A. J. Sameroff, *The*

*Transactional Model of Development: How children and contexts shape each other* (pp. 35-54). Washington, DC: APA Books.

Schofield, G., Moldestad, B., Hojer, I., Ward, E., Skilbred, D., Young, J., Havik, T. (2011). Managing loss and a threatened identity: experiences of parents of children growing up in foster care, the perspectives of their social workers and implications for practice. *British Journal of Social Work, 41*, 74-92.

Mandell, B. R. (1973). *Where are the Children? A Class Analysis of foster care and adoption*. Lexington, MA: Lexington Books.

Manly, J. T., Cicchetti, D., & Barnett, D. (1994). The impact of subtype, frequency, chronicity, and severity of child maltreatment on social competence and behavior problems. *Developmental Psychology, 6*, 121-143.

<https://doi.org/10.1017/S095545794000005915>

Martin, J. (2000). *Family Foster Care: Theory and Practice*. Needham Heights, MA: Allyn & Bacon.

Martin, M. (2007). *Introduction to Human Services: Through the eyes of practice settings*. Boston: Pearson Education .

Martin, A. (2014). A study of essential factors for successful placement of foster children in a Georgia metropolitan county. *ETD Collection for AUC Robert W. Woodruff Library*, Paper 1532. Retrieved from, <http://digitalcommons.auctr.edu/cgi/viewcontent.cgi?article=3206&context=disserations>

- Maryland The Department of Juvenile Services. (n.d.). *History of juvenile justice in the united states*. Retrieved from Maryland The Department of Juvenile Services:  
<http://www.djs.state.md.us/history-us.asp>
- Massinga, R., & Pecora, P. J. (2004). Providing better opportunities for older children in the child welfare system. *The Future of Children: Children Families, and Foster Care*, 14(1), 150-173. <https://doi.org/10.2307/1602759>
- Maunder, D., Liddell, M., Liddell, M., & Green, S. (1999). *Young people leaving care and protection: A report to the National Youth Affairs Research Scheme*. Hobarth: National Youth Affairs Research Scheme.  
<https://doi.org/10.1017/s1035077200009147>
- McCrae, J. S. (2009). Emotional and behavioral problems reported in child welfare over 3 years. *Emotional and Behavioral Disorders*, 17, 17-28.  
<https://doi.org/10.1177/1063426608319141>
- McCullagh, J. G. (1993). The roots of school social work in New York City. *Iowa Journal of School Social Work*, 6, 49-74.
- McCullagh, J. G. (1998). Early School Social Work Leaders: Women forgotten by the profession. *Social Work in Education*, 20(1), 55-64.  
<https://doi.org/10.1093/cs/20.1.55>
- McMillen, J. C., Auslander, W., Elze, D., White, T., & Thompson, R. (2003). Educational experiences and aspirations of older youth in foster care. *Child Welfare*, 82, 475-495. Retrieved from  
<http://europemc.org/abstract/med/12875372>

- McNicol, T., & Tash, C. (2001). Parental substance abuse and development of children in family foster care. *Child Welfare, 80*, 239-256. Retrieved from <http://search.proquest.com/openview/f2c60078dc449d96239e343d669cc7e6/1?pq-origsite=gscholar&cbl=40853>
- McWey, L., Henderon, T., & Rice, S. (2006). Mental health issues and the foster care system: An examination of the impact of the adoption and safe families act. *Journal of Marital and Family Therapy, 32*(2), 195-214. <https://doi.org/10.1111/j.1752-0606.2006.tb01600.x>
- Mehana, M., & Reynolds, A. J. (2004). School mobility and achievement: A meta-analysis. *Children and Youth Services Review, 26*, 93-119. <https://doi.org/10.1016/j.childyouth.2003.11.004>
- Merriam, S. (2009). *Qualitative Research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Michels, P. (2008, September 29). *Electronic Health Records Improve Care for Texas Foster Children*. Retrieved from Government Technology: <http://www.govtech.com/health/Electronic-Health-Records-Improve-Care-for.html>
- Milot, T., St. Laurent, D., Ethier, L. S., & Provost, M. A. (2010). Trauma related symptoms in neglected preschoolers and affective quality of mother-child communication. *Child Maltreatment, 15*, 293-304. <https://doi.org/10.1177/1077559510379153>



- Minnis, H., Everett, K., Pelosi, A. J., & Knapp, M. (2006). Children in foster care: Mental health, service use and cost. *European Child Adolescent Psychiatry, 15*, 63-70. <https://doi.org/10.1007/s00787-006-0452-8>
- Monck, E., Reynolds, J., & Wigfall, V. (2004). Using concurrent planning to establish permanency for looked after young children. *Child and Family Social Work, 9*, 321-331. <https://doi.org/10.1111/j.1365-2206.2004.00340.x>
- Morrow, B. (2013). *Electronic Information Exchange: Elements that matter for children in foster care*. State Policy Advocacy and Reform Center. Retrieved from [http://www.childrenspartnership.org/wp-content/uploads/2016/06/Electronic-Information-Exchange%E2%80%9494Elements-that-Matter-for-Children-in-Foster-Care\\_January-2013.pdf](http://www.childrenspartnership.org/wp-content/uploads/2016/06/Electronic-Information-Exchange%E2%80%9494Elements-that-Matter-for-Children-in-Foster-Care_January-2013.pdf)
- Morton, B. (2015). Barriers to Academic Achievement for foster youth: The story behind statistics. *Journal of Research in Childhood Education, 29*, 476-491.
- National Association of School Social Workers. (2003). *NASW Standards for School Social Work Services*. Washington, DC: National Association of School Social Workers. Retrieved from [http://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?article=1145&context=soe\\_faculty](http://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?article=1145&context=soe_faculty)
- National Survey of Child and Adolescent Well-being. (2008). *National survey of child and adolescent well-being*. Retrieved from <http://stoneleighfoundation.org/sites/default/files/Dougherty%20-%20NCASW%20Brief%20on%20Health%20Care%20Needs.pdf>

- National Working Group on Foster Care and Education. (2008). Educational outcomes for children and youth in foster care and out-of-home care. Retrieved from <http://casey.org/Resources/Publications/EducationalOutcomes.htm>
- National Youth in Care Network. (2001). *Who will teach me to learn: Creating positive school experiences for youth in care*. Ottawa, ON: National Youth in Care Network.
- New York State Unified Court System . (2013). *New york city family court*. Retrieved from New York State Unified Court System : <http://www.nycourts.gov/courts/nyc/family/overview.shtml>
- Newton, R. R., Litrownik, A. J., & Landsverk, J. A. (2000). Children and youth in foster care: Disentangling the relationship between problem behaviors and number of placements. *Child Abuse & Neglect, 24*(10), 1363-1374. [https://doi.org/10.1016/s0145-2134\(00\)00189-7](https://doi.org/10.1016/s0145-2134(00)00189-7)
- Nowak, F., & Piver, P. (2009). Overcoming Challenges of teaching foster children: Suggestions of foster parents from Ohio and South Carolina. *The International Journal of Learning, 16*(3), 231-241. <https://doi.org/10.18848/1447-9494/cgp/v16i03/46121>
- Oklahoma Department of Human Services. (2012). *Foster care: Glossary*. Retrieved from Oklahoma Department of Human Services: <http://www.okdhs.org/programsandservices/foster/docs/glossary.htm>
- Oswald, S. H., Heil, K., & Goldbeck, L. (2009). History of Maltreatment and Mental Health Problems in Foster Children: A Review of the Literature. *Journal of Pediatric Psychology, 35*, 462-472. <https://doi.org/10.1093/jpepsy/jsp114>

- Pantin, S., & Flynn, R. J. (2006). *Financial and educational interventions for improving foster youths' postsecondary educational achievement: A review of the literature and proposed policy study*. Report submitted to Human resources and social Development Canada, Strategies Partnerships and Program Design, Canada Education Savings Program (Gatineau, QC): Centre for Research on Community Services, University of Ottawa.
- Parrish, T., Dubois, J., Delano, C., Dixon, D., Webster, D., Berrick, J. D., & Bolus, S. (2001). *Education of foster group home children: Whose responsibility is it? Study of the educational placement of children residing in group homes*. Palo Alto, CA: American Institutes for Research.
- Parrish, T., Graczewski, C., Stewart-Teitelbaum, A., & Van Dyke, N. (2002). *Policies, procedures, and practices affecting the education of children residing in group homes*. Palo Alto, CA: American Institute for Research.
- Pasztor, E. M., Hollinger, D. S., Inkelas, M., & Halfon, N. (2006). Health and mental health services for children in foster care: the central role of foster parents. *Child Welfare*, 85(1), 33-57. Retrieved from [http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/healthy-foster-care-america/Documents/Health\\_and\\_Mental\\_Health\\_Foster\\_Parents.pdf](http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/healthy-foster-care-america/Documents/Health_and_Mental_Health_Foster_Parents.pdf)
- Patton, R. (2014). Foster Parents' key barriers to agency training and support groups. *Master of Social Work Clinical Research Paper*, Paper 373. Retrieved from [http://sophia.stkate.edu/msw\\_papers/373](http://sophia.stkate.edu/msw_papers/373)
- Pears, K. C., Kim, H. K., & Fisher, P. A. (2015). Adverse Consequences of School Mobility for Children in Foster Care: A prospective longitudinal study. *Child*

- Development*, 86(4), 1210-1226. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4618793/>
- Pears, K. C., Kim, H. K., & Fisher, P. A. (2013). Early school engagement and late elementary outcomes for maltreated children in foster care. *Developmental Psychology*, 49(12), 2201-2211. <https://doi.org/10.1037/a0032218>
- Pears, K., & Fisher, P. A. (2005). Developmental, cognitive, and neuropsychological functioning in preschool-aged foster children: Associations with prior maltreatment and placement history. *Journal of Developmental and Behavioral Pediatrics*, 112-122. <https://doi.org/10.1097/00004703-20050400000-00006>
- Pears, K. C., Kim, H. K., & Fisher, P. A. (2008). Psychosocial and cognitive functioning of children with specific profiles of maltreatment. *Child Abuse and Neglect*, 32, 958-971. <https://doi.org/10.1016/j.chiabu.2007.12.009>
- Pears, K., Bruce, J., Fisher, P., Kim, H., & Yoerger, K. (2010). Early Elementary School Adjustment of Maltreated children in Foster Care: The roles of inhibitory control and caregiver involvement. *Child Development*, 81(5), 1550-1564. <https://doi.org/10.1111/j.1467-8624.2010.01491.x>
- Pecora, P., Williams, J., Kessler, R., Downs, A., O'Brien, K., Hiripi, E., & Morello, S. (2003). *Assessing the effects of foster care: Early results from the Casey National Alumni Study*. Seattle, WA: Casey Family Programs. Retrieved from <https://www.casey.org/national-alumni-study/>
- Pecora, P. J., Kessler, R. C., Williams, J., O'Brien, K., Downs, A. C., & English, D. (2005). *Improving family foster care: Findings from the Northwest Foster Care*

*Alumni Study*. Seattle, WA: Casey Family Programs. Retrieved from  
<https://www.casey.org/northwest-alumni-study/>

Petrenko, C. L., Friend, A., Garridoa, E. F., Taussiga, H. N., & Culhanea, S. E. (2012).

Does subtype matter? Assessing the maltreatment on functioning in preadolescent youth in out-of-home care. *Child Abuse & Neglect*, *36*, 633-644.

<https://doi.org/10.1016/j.chiabu.2012.07.001>

Phillips, R. (2007). The need for information how the attachment difficulties of adopted and looked after children affect their schooling. *Adoption & Fostering*, *31*(3), 28-38. <https://doi.org/10.1177/030857590703100305>

Rauktis, M. E., Fusco, R. A., Cahalane, H., Bennett, I. K., & Reinhart, S. M. (2011). Try to make it seem like we're regular kids: Youth perceptions of restrictiveness in out of home care. *Children and Youth Services Review*, *33*(7), 1224-1233.

<https://doi.org/10.1016/j.childyouth.2011.02.012>

Ravitch, D. (2008). Education and Democracy: The United States of America as a Historical Case Study. *Yearbook of the National Society for the Study of Education*, *107*(1), 42-57. <https://doi.org/10.1002/9781444307214.ch3>

Rayburn, A. D., McWey, L. M., & Cui, M. (2016). The interrelationships between trauma and internalizing symptom trajectories among adolescents in foster care. *Children and Youth Services Review*, *61*, 332-336.

<https://doi.org/10.1016/j.childyouth.2016.01.006>

Richardson, M., West, M. A., Day, P., & Stuart, S. (1989). Children with Developmental Disabilities in the Child Welfare System: A National Survey. *Child Welfare*, *68*, 605-612. Retrieved from

<http://web.b.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&auth type=crawler&jrnl=00094021&AN=24622585&h=zorJfPFivPJWJgJyrbmLz%2bkEbBw3BKuQrbE6hAbulyn8cv%2fUgaZAEGEhlTMiTIZhSG9TAWQrCnFo7l3EsztSeg%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d00094021%26AN%3d24622585>

- Riebschleger, J., Day, A., & Damashek, A. (2015). Foster care youth share stories of trauma before, during, and after placement: Youth voices for building trauma-informed systems of care. *Journal of Aggression, Maltreatment & Trauma, 24*, 339-360. <https://doi.org/10.1080/10926771.2015.1009603>
- Rittner, B., & Sacks, A. (1995). Children in protective services: The missing educational link for children in kinship networks. *Social Work in Education, 17*, 121-130. Retrieved from [https://www.researchgate.net/profile/Barbara\\_Rittner/publication/234593581\\_Children\\_in\\_Protective\\_Services\\_The\\_Missing\\_Educational\\_Link\\_for\\_Children\\_in\\_Kinship\\_Networks/links/582a3e2008ae102f071f2276.pdf](https://www.researchgate.net/profile/Barbara_Rittner/publication/234593581_Children_in_Protective_Services_The_Missing_Educational_Link_for_Children_in_Kinship_Networks/links/582a3e2008ae102f071f2276.pdf)
- Robert, S. E. (1995). *The Art of Case Study Research*. Thousand Oaks: SAGE Publications.
- Rocio, S. (2007). Children's social workers' perceptions of the educational experiences of children in foster care. *Doctoral Dissertation*. Retrieved from ProQuest Dissertations and Theses (Accession Order No 1442729)
- Romano, E., Babschin, L., Marquis, R., & Frechette, S. (2014). Childhood maltreatment and educational outcomes. *Trauma, Violence & Abuse, 16*(4), 418-437. Retrieved

from

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1032.8124&rep=rep1&type=pdf>

- Rosenfield, A. A., Altman, R., Alfaro, J., & Pilowsky, D. J. (1994). Foster Care, Child Abuse and Neglect, and Termination of Parental Rights. *Child and Adolescent Psychiatric Clinics of North America*, 3, 877-893.
- Rubin, D. M., Alessandrini, E. A., Feudtner, C., Mandell, D. S., Localio, A. R., & Hadley, T. (2004). Placement stability and mental health costs for children in foster care. *Pediatrics*, 113, 1336-1341. <https://doi.org/10.1542/peds.113.5.1336>
- Rubin, D., Matone, M., Huang, Y. S., Dos Reis, S., Feudtner, C., & Localio, R. (2012). Interstate variation in trends of psychotropic medication use among medicaid-enrolled children in foster care. *Children and Youth Services Review*, 34(8), 1492-1499. <https://doi.org/10.1016/j.childyouth.2012.04.006>
- Runyon, D., & Gould, C. (1985). Foster care for child maltreatment: Impact on School Performance. *Pediatrics*, 76, 841-847. Retrieved from [http://pediatrics.aappublications.org/content/76/5/841?sso=1&sso\\_redirect\\_count=1&nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nfstatusdescription=ERROR%3a+No+local+token](http://pediatrics.aappublications.org/content/76/5/841?sso=1&sso_redirect_count=1&nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nfstatusdescription=ERROR%3a+No+local+token)
- Ryan, J., & Testa, M. F. (2005). Child maltreatment and juvenile delinquency: Investigating the role of placement and placement instability. *Children and Youth Services Review*, 27(3), 227-249. <https://doi.org/10.1016/j.childyouth.2004.05.007>
- Sadock, B. J., & Sadock, V. A. (2009). *Concise Textbook of Child and Adolescent Psychiatry*. Philadelphia, PA: Lippincott, Williams, and Wilkins; Wolters Kluwer.

- Samuels, G. M., & Pryce, J. M. (2008). What doesn't kill you makes you stronger: Survivalist self-reliance as resilience and risk among young adults aging out of foster care. *Children and Youth Services Review, 30*(10), 1198-1210.  
<https://doi.org/10.1016/j.childyouth.2008.03.005>
- San Diego County Office of Education . (2017). *Foster Youth Services Coordinating Program*. Retrieved from San Diego County Office of Education:  
<http://www.sdcoe.net/student-services/student-support/fyhes/Pages/foster-youth-services-home.aspx>
- Sawyer, R., & Dubowitz, H. (1994). School performance of children in kinship care. *Child Abuse and Neglect, 18*, 587-597. [https://doi.org/10.1016/0145-2134\(94\)90085-x](https://doi.org/10.1016/0145-2134(94)90085-x)
- Scannapieco, M., Hegar, R. L., & McAlpine, C. (1997). Kinship care and foster care: A comparison of characteristics and outcomes. *Families in Society, 178*(5), 480-488.  
[https://www.researchgate.net/profile/Maria\\_Scannapieco/publication/265276440\\_Kinship\\_Care\\_and\\_Foster\\_Care\\_A\\_Comparison\\_of\\_Characteristics\\_and\\_Outcomes/links/564212ea08aec448fa621e72.pdf](https://www.researchgate.net/profile/Maria_Scannapieco/publication/265276440_Kinship_Care_and_Foster_Care_A_Comparison_of_Characteristics_and_Outcomes/links/564212ea08aec448fa621e72.pdf)
- Schilling, S., Fortin, K., & Forkey, H. (2015). Medical management and trauma-informed care for children in foster care. *Current problems in Pediatric and Adolescent Health Care, 45*(10), 298-305. <https://doi.org/10.1016/j.cppeds.2015.08.004>
- Schore, A. N. (2001). Effects of a secure attachment relationship on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal, 22*(1-2), 7-66. [https://doi.org/10.1002/1097-0355\(200101/04\)22:1%3C7::aid-imhj2%3E3.0.co;2-n](https://doi.org/10.1002/1097-0355(200101/04)22:1%3C7::aid-imhj2%3E3.0.co;2-n)



- Schwartz, A. E. (2007). "Caught" versus "Taught": Ethnic identity and the ethnic socialization experiences of African American adolescents in kinship and the non-kinship foster placement. *Children and Youth Services Review*, 29, 1201-1219. <https://doi.org/10.1016/j.chidyouth.2007.05.006>
- Schwartz, H., & Jacobs, J. (1979). *Qualitative Sociology*. Simon and Schuster .
- Shea, N., Weinberg, L., & Zetlin, A. (2008). Improving School Stability: An Exploratory Study of the world of the AB 490 Liaisons in California. *Children and Youth Services Review*, 32(1), 74-79. <https://doi.org/10.1016/j.chidyouth.2009.07.013>
- Shin, S. H. (2003). Building evidence to promote educational competence of youth in foster care. *Child Welfare*, 82, 615-632. Retrieved from [http://web.b.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&auth\\_type=crawler&jrnl=00094021&AN=10844958&h=MN%2bDGQIEuXOVTAgCg ewETRigrhae5cToJTMqJkZ1Mtn0ZBAXGrQQT%2f7g%2by1Wpigfxb8aUl8qHc75aP7IdtHtzg%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d00094021%26AN%3d10844958](http://web.b.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&auth_type=crawler&jrnl=00094021&AN=10844958&h=MN%2bDGQIEuXOVTAgCg ewETRigrhae5cToJTMqJkZ1Mtn0ZBAXGrQQT%2f7g%2by1Wpigfxb8aUl8qHc75aP7IdtHtzg%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d00094021%26AN%3d10844958)
- Shulz, A., Becker, M., Van Der Auwera, S., Barnow, S., Appel, K., Mahler, J., & Grabe, H. J. (2014). The impact of childhood trauma on depression: Does resilience matter? Population-based results from the Study of Health in Pomerania. *Journal of Psychosomatic Research*, 77, 97-103. <https://doi.org/10.1016/j.jpsychores.2014.06.008>
- Siegel, D. J., & Hartzell, M. (2003). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive*. New York, NY: Penguin.

- Silver, J., DiLorenzo, P., Zukowski, M., Ross, P. E., Amster, B. J., & Schlegel, D. (1999). Starting young: Improving the health and developmental outcomes of infants and toddlers in the child welfare system. *Child Welfare*, 78, 148-165. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/9919642>
- Siu, S., & Hogan, P. T. (1989). Common clinical themes in child welfare. *Social Work*, 34(4), 229-345. Retrieved from <http://www.jstor.org/stable/23715836>
- Smithgall, C., Gladden, R. M., Howard, E., Goerge, R., & Courtney, M. (2004). *Educational experiences of children in out of home care*. Chicago: Chapin Hall Center for Children, University of Chicago.
- Smithgall, C., Gladden, R. M., Yang, D. H., & Goerge, R. (2005). *Behavior problems and educational disruptions among children in out-of-home care in Chicago [Chapin Hall Working Paper]*. Chicago, IL: Chapin Hall Center for Children. Retrieved from <http://www.chapinhall.org/research/report/behavior-problems-and-educational-disruptions-among-children-out-home-care-chicago>
- Smucker, K. S., Kauffman, J. M., & Ball, D. W. (1996). School related problems of special education foster care students with emotional and behavioral disorders: A comparison to other groups. *Journal of Emotional and Behavioral Disorders*, 4, 30-39. <https://doi.org/10.1177/106342669600400104>
- Smyke, A. T., Dumitrescu, A., & Zeanah, C. H. (2002). Disturbances of attachment in young children: The continuum of caretaking casualty. *Journal of American Academy of Child Adolescent Psychiatry*, 41, 972-982. <https://doi.org/10.1097/00004583-200208000-00016>

- Snow, P. C. (2009). Child maltreatment, mental health and oral language competence: Inviting speech-language pathology to the prevention table. *International Journal of Speech-Language Pathology, 11*, 95-103.  
<https://doi.org/10.1080/17549500802415712>
- Snyder, R., Shapiro, S., & Treleaven, D. (2011). Attachment theory and mindfulness. *Journal of Child and Family Studies, 21*, 709-717.  
<https://doi.org/10.1007/s10826-011-9522-8>
- Spradley, J. P. (1979). *The ethnographic Interview*. Cengage Learning.
- Stake, R. (1995). *The art of Case Study Research*. Sage Publications.
- Stanley, S. (2012). Children with Disabilities in Foster Care: The role of the school social worker in the context of special education. *Children & Schools, 34*(3), 190-192.  
<https://doi.org/10.1093/cs/cds012>
- State of Louisiana Youth Services Office of Juvenile Justice. (2014). *U.S history* . Retrieved from State of Louisiana Youth Services Office of Juvenile Justice:  
<http://ojj.la.gov/index.php?page=sub&id=230>
- Stein, M., & Munro, E. R. (2008). *Young people's transitions from care to adulthood: International research and practice*. London: Jessica Kingsley Publishers.
- Stone, A., Austin, M., & D'Andrade, A. (2007). Educational services for children in foster care: Common and contrasting perspectives of child welfare and education stakeholders. *Journal of Public Child Welfare, 1*(2), 53-71.  
[https://doi.org/10.1300/j479v01n02\\_04](https://doi.org/10.1300/j479v01n02_04)

- Stott, T., & Gustavsson, N. (2010). Balancing Permanency and stability for youth in foster care. *Children and Youth Services Review*, *32*, 619-625.  
<https://doi.org/10.1016/j.childyouth.2009.12.009>
- Sulkowski, M., Demaray, M., & Lazarus, P. (2012). Connecting students to schools to support their emotional well-being and academic success. *Communique*, *40*(7), 1-22. Retrieved from <https://eric.ed.gov/?id=EJ981518>
- Tarren-Sweeney, M. (2013). An investigation of complex attachment and trauma-related symptomatology among children in foster and kinship care. *Child Psychiatry & Human Development*, *44*, 727-741. <https://doi.org/10.1007/s10578-013-0366-x>
- Taussig, H. N., Clyman, R. B., & Landsverk, J. (2001). Children who return home from foster care: A 6-year prospective study of behavioral health outcomes in adolescence. *Pediatrics*, *108*, 1-7. <https://doi.org/10.1542/peds.108.1.e10>
- The New York Foundling. (2014). *History* . Retrieved from The New York Foundling: <https://www.nyfoundling.org/about/history/>
- The New York Historical Society . (2009). *Guide to the Records of the Children's Aid Society 1836-2006*. Retrieved from The New York Historical Society : [http://dlib.nyu.edu/findingaids/html/nyhs/childrensaidsociety\\_at\\_content.html](http://dlib.nyu.edu/findingaids/html/nyhs/childrensaidsociety_at_content.html)
- Thomas, C., Beckford, V., Lowe, N., & Murch, M. (1999). *Adopted Children Speaking*. London: BAAF.
- Thomas, J. (1995). Traumatic stress disorder presents as hyperactivity and disruptive behavior: Case presentation, diagnoses, and treatment. *Infant Mental Health Journal*, *16*(4), 306-317. [https://doi.org/10.1002/1097-0355\(199524\)16:4%3C306::aid-imhj2280160406%3E3.0.co;2-v](https://doi.org/10.1002/1097-0355(199524)16:4%3C306::aid-imhj2280160406%3E3.0.co;2-v)

- Thomas, K. (1993). *An evaluation research study: Comparing placement outcomes of treatment foster care to residential care*. Faculty of Social Work, University of Manitoba: Winnipeg.
- Thorrington, V. A. (2015). *Educational experiences of foster care youth with disabilities*. Open Access Dissertations. Paper 1561.
- Tideman, E., Vinnerljung, B., & Hintze, K. (2011). Improving foster children's school achievements promising results from a swedish intensive study. *Adoption & Fostering*, 35(1), 44-56 . <https://doi.org/10.1177/030857591103500106>
- Tilbury, C., Buys, N., & Creed, P. (2009). Perspectives of young people in care about their school to work transition. *Australian Social Work*, 62(4), 476-490. <https://doi.org/10.1080/03124070903312849>
- Tordon, R., Vinnerljung, B., & Axelsson, U. (2014). Improving foster children's school performance: a replication of the Helsingborg study. *Adoption & Fostering*, 38(1), 37-48. <https://doi.org/10.1177/0308575913518003>
- Trattner, W. (1989). *From Poor Law to Welfare State, 6th Edition: A History of Social Welfare in America*. Free Press.
- Tucker, D., & MacKenzie, M. (2012). Attachment theory and change processes in foster care. *Children and Youth Services Review*, 34, 2208-2219. <https://doi.org/10.1016/j.childyouth.2012.07.020>
- Turner, A. A., Finkelhor, D., Ormrod, R., Hamby, S., & Mercy, J. A. (2012). Family context, victimization, and child trauma symptoms: Variations in safe, stable, and nurturing relationships during early and middle childhood. *American*

*Orthopsychiatric Association*, 82, 209-219. <https://doi.org/10.1111/j.1939-0025.2012.01147.x>

Turner, A. M. (1985). Different rearing effects on rat visual cortex synapses: I. Synapse and neural density and synapses per neuron. *Brain Research*, 329, 195-203. [https://doi.org/10.1016/0006-8993\(85\)90525-6](https://doi.org/10.1016/0006-8993(85)90525-6)

Tyner, A. (2012). Call to service: Georgia casa. *The YLD Review*, 54(2), 1-2.

Tyre, A. (2012). Educational supports for Middle School Youths Involved in the Foster Care System. *Children and Schools*, 34(4), 231-238. <https://doi.org/10.1093/cs/cds009>

U.S Department of Health and Human Services. (2011). *Title IV-E Flexible Funding: Child Welfare Waiver Demonstrations*. Retrieved from <https://www.acf.hhs.gov/sites/default/files/cb/flexible.pdf>

U.S Department of Health & Human Services, Administration for Children & Families. (2014). *History*. Retrieved from Children's Bureau: <http://www.acf.hhs.gov/programs/cb/about/history>

U.S. Department of Health and Human Services, Administration for Children and Families. (2013). *The afcars report*. Retrieved from Children's Bureau: <http://www.acf.hhs.gov/sites/default/files/cb/afcarsreport20.pdf>

United States Government Accountability Office. (2011). *Foster children: Hhs guidance could help states improve oversight of psychotropic prescriptions*. Washington, DC.

- Unrau, Y. A., Font, S. A., & Rawls, G. (2012). Readiness for college engagement among students who have aged out of foster care. *Children and Youth Services Review, 34*(1), 76-83. <https://doi.org/10.1016/j.chilyouth.2011.09.002>
- Unrau, Y. A. (2011). From foster care to college: The seita scholars program at western michigan university. *Reclaiming Children and Youth, 20*(2), 17-20. Retrieved from <https://wmich.edu/sites/default/files/attachments/u356/2014/2010Unrau.pdf>
- Van Santen, E. (2010). Predictors of exit type and length of stay in non-kinship family foster care: The German Experience. *Children and Youth Services, 32*(10), 1211-1222. <https://doi.org/10.1016/j.chilyouth.2010.04.001>
- Van Wingerden, C., Emerson, J., & Ichikawa, D. (2002). Education issue brief: Improving special education for children with disabilities in foster care. *Casey Family Programs*. Retrieved from <https://www.gascore.com/documents/ImprovingSpecialEducationforChildren.pdf>
- Vanderzee, K. L., Pemberton, J. R., Conners-Burrow, N., & Kramer, T. L. (2016). Who is advocating for children under six? Uncovering unmet needs in child advocacy centers. *Children and Youth Services Review, 61*, 303-310. <http://doi.org/10.1016/j.chilyouth.2016.01.003>
- Vasquez, F. (2004). Teachers' perceptions of foster youth in the school setting. *Doctoral Dissertation*. Retrieved from [https://etd.ohiolink.edu/!etd.send\\_file?accession=osu1397212826&disposition=in](https://etd.ohiolink.edu/!etd.send_file?accession=osu1397212826&disposition=in)  
line

- Vera Institute of Justice. (1994, February). *Foster children and education: How you can create a positive educational experience for the foster child*. Retrieved from Vera Institute of Justice: <http://archive.gao.gov/t2pbat4/150724.pdf>
- Walker, K. E., Farley, C., & Polin, M. (2012). *Using Data in Multi-Agency Collaboration: Guiding performance to ensure accountability and improve programs*. Public Private Ventures; Child Trends. Retrieved from [https://www.childtrends.org/wp-content/uploads/2011/02/Child\\_Trends-2012\\_02\\_23\\_FR\\_UsingData.pdf](https://www.childtrends.org/wp-content/uploads/2011/02/Child_Trends-2012_02_23_FR_UsingData.pdf)
- Warren, A. (1996). *Orphan Train Riders: One boy's true story*. Boston, MA: Houghton Mifflin Company.
- Warren, A. (2001). *We rode the orphan trains*. Boston, MA: Houghton Mifflin Company
- Watson-Davis, D. (2010). *Teacher's understanding, perceptions, and experiences of students in foster care: A forgotten population*. Claremont, California: ProQuest Dissertations and Theses.
- Wehmeyer, M. L., Palmer, S. B., Agran, M., Mithaug, D. E., & Martin, J. E. (2000). Promoting causal agency: The self-determined learning model of instruction. *Exceptional Children*, 66(4), 430-453.  
<https://doi.org/10.1177/001440290006600401>
- Weinberg, L. (1997). Problems in educating abused and neglected children with disabilities. *Child Abuse & Neglect*, 21, 889-905. [https://doi.org/10.1016/s0145-2134\(97\)00051-3](https://doi.org/10.1016/s0145-2134(97)00051-3)
- Weinberg, L. (2007). *The Systematic Mistreatment of Children in the Foster Care System: Through the Cracks*. New York, London: Routledge.



- Weinberg, L., Shea, N., & Zetlin, A. (2009). Removing barriers to educating children in foster care through interagency collaboration: A seven county multiple case study. *Child Welfare, 88*(4), 77-112. Retrieved from [https://www.researchgate.net/profile/Lois\\_Weinberg/publication/43225738\\_Removing\\_barriers\\_to\\_educating\\_children\\_in\\_foster\\_care\\_through\\_interagency\\_collaboration\\_A\\_seven\\_county\\_multiple-case\\_study/links/55ff8fb108aeafc8ac8b9d8a.pdf](https://www.researchgate.net/profile/Lois_Weinberg/publication/43225738_Removing_barriers_to_educating_children_in_foster_care_through_interagency_collaboration_A_seven_county_multiple-case_study/links/55ff8fb108aeafc8ac8b9d8a.pdf)
- Wested. (2014). Shared data reveal the invisible achievement gap of students in foster care. *R & D Alert, 15*(1), p 1-3. Retrieved from <http://files.eric.ed.gov/fulltext/ED559578.pdf>
- Widom, C. S. (1989). *Pathways to criminal violence*. Newbury Park, CA: Sage.
- Widom, C. S. (1991b). Childhood victimization: Risk factor for delinquency. In M. E. Colton, & S. Gore, *Adolescent stress* (pp. 201–221). New York, NY: Aldine de Gruyter.
- Wojciak, A. S., McWey, L. M., & Helfrich, C. M. (2013). Sibling relationships and internalizing symptoms of youth in foster care. *Children and Youth Services Review, 35*, 1071-1077. <https://doi.org/10.1016/j.childyouth.2013.04.021>
- Wojciak, A. S., Thompson, H. M., & Cooley, M. E. (2016). The relationship between caregivers and youth in foster care: Examining the relationships for mediation and moderation effects on youth behaviors. *Journal of Emotional and Behavioral Disorders, 1-11*. <https://doi.org/10.1177/1063426616628816>
- Wolanin, T. R. (2005). *Higher education opportunities for foster youth: A primer for policymakers*. Washington, DC: The Institute for Higher Education Policy.

- Wolkind, S., & Rutter, M. (1973). Children who have been "in care": An epidemiology Study. *Journal of Child Psychology & Psychiatry, 14*, 97-105. <https://doi.org/10.1111/j.1469-7610.1973.tb01178.x>
- Woodside, A. G. (2010). *Case Study Research: Theory, Methods, Practice*. Emerald Group Publishing .
- Yates, T. M., & Grey, I. K. (2012). Adapting to aging out: Profile of risk and resilience among emancipated foster youth. *Development and Psychopathology, 24*(2), 475-492. Retrieved from [http://www.academia.edu/download/40087994/Adapting\\_to\\_aging\\_out\\_Profiles\\_of\\_risk\\_a20151116-28718-1cg3q2s.pdf](http://www.academia.edu/download/40087994/Adapting_to_aging_out_Profiles_of_risk_a20151116-28718-1cg3q2s.pdf)
- Yin, R. K. (2009). *Case Study Research: Design and Methods* (4 ed., Vol. 5). Los Angeles: SAGE Publications .
- Yves-Chantal, G. (2010). *The Case Study as Research Method: A Practical Handbook*. Presses de L'Universite du Quebec.
- Zeanah, C. H., Scheeringa, M., Boris, N. W., Hellers, S. S., Smyke, A. T., & Trapani, J. (2004). Reactive Attachment Disorder in Maltreated Toddlers. *Child Abuse & Neglect, 28*, 877-888. <https://doi.org/10.1016/j.chiabu.2004.01.010>
- Zetlin, A. (2006). The experiences of foster children and youth in special education. *Journal of Intellectual & Developmental Disability, 31*(3), 161-165. <https://doi.org/10.1080/13668250600847039>
- Zetlin, A. G., Weinberg, L. A., & Shea, N. M. (2006). Seeing the whole picture: Views from diverse populations on barriers to educating foster youth. *Children and Schools, 28*(3), 165-174. <https://doi.org/10.1093/cs/28.3.165>

- Zetlin, A., & Weinberg, L. A. (2004). Understanding the plight of foster youth and improving their educational opportunities. *Child Abuse & Neglect, 28*(9), 917-923. <https://doi.org/10.1016/j.chiabu.2004.03.010>
- Zetlin, A., Weinberg, L. A., & Shea, N. (2006). Improving educational prospects for youth in foster care: The education liaison model. *Intervention in School & Clinic, 41*(5), 267-272. <https://doi.org/10.1177/10534512060410050301>
- Zetlin, A., Weinberg, L., & Kimm, C. (2003). Are the educational needs of children in foster care being addressed? *Children & Schools, 25*(2), 105-119. <https://doi.org/10.1093/cs/25.2.105>
- Zetlin, A. G., Weinberg, L. A., & Kimm, C. (2005). Helping social workers address the educational needs of foster children. *Child Abuse & Neglect, 29*, 811-823. <https://doi.org/10.1016/j.chiabu.2004.12.009>
- Zetlin, A., Weinberg, L., & Luderer, J. W. (2004). Problems and solutions to improving education services for children in foster care. *Preventing School Failure, 48*(2), 31-36. <https://doi.org/10.3200/psfl.48.2.31-36>
- Zima, B. T., Bussing, R., Crecelius, G. M., Kaufman, A., & Belin, T. R. (1999). Psychotropic medication use among children in foster care: Relationship to severe psychiatric disorders. *American Journal of Public Health, 89*, 1732-1735. <https://doi.org/10.2105/ajph.89.11.1732>
- Zima, B. T., Bussing, R., Freeman, S., Yang, X., Belin, T. R., & Forness, S. R. (2000). Behavior problems, academic skill delays and school failure among school-aged children in foster care: Their relationships to placement characteristics. *Journal of Child and Family Studies, 9*, 87-103. <https://doi.org/10.1023/A:1009415800475>

Zlotnick, C., Tam, T., & Soman, L. (2012). Life course outcomes on mental and physical health: The impact of foster care on adulthood. *American Journal of Public Health, 102*(3), 534-540. Retrieved from [https://www.researchgate.net/profile/Cheryl\\_Zlotnick/publication/221888188\\_Life\\_course\\_outcomes\\_on\\_mental\\_and\\_physical\\_health\\_the\\_impact\\_of\\_foster\\_care\\_on\\_adulthood/links/00b49533672e12d8e0000000.pdf](https://www.researchgate.net/profile/Cheryl_Zlotnick/publication/221888188_Life_course_outcomes_on_mental_and_physical_health_the_impact_of_foster_care_on_adulthood/links/00b49533672e12d8e0000000.pdf)

## **Appendix A: Implementation of Electronic Data System**

### Executive Summary

This white paper is the result of a project study based on Educational Advocacy and Foster Children. The data collection yielded three main areas of concern; the need for data sharing, effect of trauma on children, and filling the role of the educational advocate. This white paper and project rose from the need for data sharing. This paper outlines the creation of a data system to enable real time data sharing between all parties working with children in foster care.

For the children living and growing up in the foster care system the twists, turns, and gaps in the system have the potential to create gaping holes that could booby trap the success of the minors entrusted to the state. Schools can act as that anchor for a child, helping them to weather the storm in which foster care envelopes them. However, the anchor offers no or little protection if the key participants involved are not collaborating, creating yet another storm for the child to weather (Altschuler, 2003; Lee, Benson, Klein & Franke, 2015). One of the major issues plaguing students living in foster care are the lack of appropriate data sharing between the pertinent individuals involved in the child's care (Berliner, 2010; Karatekin, Hong, Piescher et al., 2014; Leone & Weinberg, 2010; Lewis, 2011; Zetlin, Weinberg & Kimm, 2003). Students in foster care have a high rate of mobility (Courtney, Terao & Bost., 2004), and with this mobility the lack of data sharing becomes apparent when school records are not transferred promptly or at all, partially transferred with documents missing, or lost altogether. An electronic data system would eliminate this hurdle altogether allowing open data sharing between the education and child welfare systems.

The electronic data system would be tier based with usernames and passwords. Each individual would have a unique username and password set up with restrictions based on their designated access level. All records pertaining to the child's care would be automatically synched weekly. This would enable child welfare to have real-time records for the child's grades, attendance, even behavior reports at their fingertips. This instantaneous transfer would give the school the needed information to create appropriate plans to scaffold instruction for the child.

Currently the state has a child welfare system that allows for the digital upload of grade reports or transcripts at the end of each semester, as well as a running insurance record for medical notices. Each county school district also has an independent system through which they put grades in and take attendance. These counties also have collectively different systems through which they handle write-ups for discipline. This electronic data system would create a centralized space through which all records can be created, entered, and accessed.

The electronic data system would be based on a drag and drop concept enabling governing bodies to click on a child's file and drag them to a new county instantly in the event of a move, allowing for immediate access for enrollment. The electronic data system would be hub-based, allowing all agencies to retain ownership of their files while still allowing necessary viewing of all parties, and auto-population of pertinent forms. The planning process for this system would occur over an 18-month period with an initial roll-out planned as a pilot during this period. All planning and organizing would be completed by an executive council consisting of professionals from the fields of education and child welfare. Members of this council will be discussed later in this paper.

## **Background / Problems**

Child welfare agencies and school systems have very different missions and purposes (Stone, 2007). Child welfare agencies are not designed to provide or monitor a child's education, whereas the schools are not designed to serve children who change schools frequently (Leone & Weinberg, 2010). This lack of common purposes between these two agencies creates a significant barrier to interagency collaboration and education success for youth in care (Leone, Weinberg, 2010). Lack of collaboration amongst agencies (Altschuler, 2003; Capizzi, 2016; Stone, D'Andrade & Austin, 2007), working with foster youth can have a negative impact on a child's education (Altschuler, 1997; Calix, 2009; Stone et al., 2007) and create a barrier to addressing any educational needs that arise while the child is in care (Leone, Weinberg, 2010; Weinberg et al., 2009).

Confidentiality laws designed to protect children from disclosure of records like the Fair Education Rights and Privacy Act have often acted as an excuse for lack of interagency collaboration and data sharing (Laney, 1996; Leone & Weinberg, 2010). CAPTA (Child Abuse Prevention and Treatment Act), and FERPA (Family Educational Rights and Privacy Act), tend to create a variable obstacle course to limit accessing and sharing of data. These obstacles should be seen as misunderstandings or misinterpretations of the law (Day, Edwards, Pickover et al., 2013). Frequently there are no data sharing systems set in place between child welfare agencies and the school system (Weinberg, Zetlin & Shea, 2009). With no data sharing system in place, child welfare agencies often lack information regarding school information for youth in foster care such as standardized test scores, grade reports, or even transcripts (Leone & Weinberg, 2010). Child welfare agencies are held accountable for the children in their

care, without basic school information it is nearly impossible to make sure that the child is not only succeeding in school but also gaining the credits needed for graduation.

Accountability is a huge part of collaboration (Walker, Farley & Polin, 2012).

### **Electronic Data Systems**

Electronic data systems can provide up to date tracking information for all children in care, and provide a detailed description of when, who, and what services are provided for the child (Walker, Farley & Polin, 2012). Most states have electronic child welfare systems, through which they track the children, in regards to entry dates, exit dates, placements, etc. Those same states also have electronic education systems that track students' attendance, grades, etc. The education and child welfare system tend to have no common numbers, identifiers, or tracking systems for any cross over data. Often, child welfare is unaware of grades, or even attendance (Leone & Weinberg, 2010). At the same time, the schools are often unaware of existing students in foster care or which schools they attend (Wested, 2014).

Foster children notoriously have substantial rates of poor outcomes partly due to the fractured system charged with taking care of them. A lack of inter-agency communication often creates delayed student enrollment, lack of information transfer regarding school records or previous school attendance, lack of school success, high rates of special education placement, and even escalation of behavior protocol penalties due to lack of notification between agencies (The California Education Collaborative for children in foster care, 2008). Another compounding issue often becomes the fact that social workers do not inform schools on a child's foster care status, and further, they do



not notify the school on who has the legal authority to sign documents or make decisions in regards to their education (Stanley, 2012; Zetlin, 2006).

Inter-agency collaboration and communication were some of the main complaints from my data collection, as well as my previous literature review. With the possibilities of the electronic exchange capabilities, inter-agency collaboration and communication could be made easier than ever. There are several different options for systems of electronic exchange, such as Hub-based systems, web-based warehouse systems, as well as a hybrid system. A hybrid system would be a combination of both the hub and web-based warehouse system. Each system has benefits, as well as limitations, that need to be explored and weighed before making a choice (Morrow, 2013).

### **Hub-based Data System**

A hub-based data system is built using Service-oriented Architecture (SOA), or in other words, software built around services provided over a network. Another important part of this program is the use of an ESB, or an enterprise service bus. An ESB works with SOA, enabling interacting software programs to communicate. In this instance, the SOA, and ESB provide access and communication between multiple free- existing databases containing important information about foster children. The hub-based system would be accessed via a username and password that would be limited based on the user's security clearance. The username and passwords can easily be tracked and monitored through the use of an audit trail, a log documenting what information is accessed and by whom (Morrow, 2013).

**Benefits and limitations of a hub-based system.** One of the major benefits of a hub-system is that it allows users to retrieve pertinent information without the need to

move all files to centralized space. This lack of centralized space allows each individual database to continue to dominate ownership of the data, while still allowing users to view it, assuming their security clearance allows it. However, the lack of centralized space also can create a problem when it comes to retrieving information or auto-filling forms (Morrow, 2013).

### **Web-based Data System**

A web-based warehouse system is built also using service-oriented architecture (SOA), and also contains an Electronic services bus (ESB), just like the hub-based model. All information would be updated automatically whenever information was altered in its individual database. In this system as with the hub-based system usernames and passwords would be tracked and monitored using an audit trail. Also like the hub-based system, users would have a username and password based on security clearance. Users would log into a website to access information. Accessed records would be based on information stored within the warehouse, as well as some from connected databases (Morrow, 2013).

**Limitations and benefits of a Warehouse based data system.** One limitation of a web-based warehouse system would be that users could not add new information into this warehouse, they would have to access the original database and add new information via that route, which would then be updated in the warehouse. Another limitation of this system is that it does not allow databases to retain ownership of information entered, once it is transferred to the centralized space, or warehouse. Also, since the information is stored and managed in a centralized space, there could be an issue of how long records need to be kept, creating a possible store limitation issue. So for example, if a child exits

care, or ages out of care, there would need to be formula created for how long data is maintained in this centralized space (Morrow, 2013).

### **Privacy and Security for data systems**

Security is always a major concern when exchanging electronic information across the web. Whether it is a web-based warehouse, hub-based system, or a hybrid system, security has to be at the forefront of the design. Many of the systems mentioned above use a unique identifier for logging in by using an assigned username and password. That assigned username and password is assigned based on the person's security clearance, allowing them to see what they are allowed to see. So, for example, when a child goes to see the therapist, a guardian would be allowed access to see the scheduled appointment date, however, the guardian would not have the clearance to see any notes that were uploaded by the therapists pertaining to the child's sessions. Users should not have any higher clearance than it absolutely necessary to carry out their job or role in caring for the child in care. All security clearance items must also comply with federal laws such as FERPA, and HIPAA.

### **The Family Educational Rights and Privacy Act of 1974**

This law was enacted to protect the privacy of student educational records. All schools receiving Federal funding have to follow the guidelines laid out in FERPA. This Act gives parents certain rights with regards to their child's educational records. For example, parents have the right to view their child's records, they can request corrections be made on records when discrepancies or errors are found, and parental consent is required for the release of a student's educational records. (Ed.gov, n.d.). However, FERPA offers a very broad definition of a parent, allowing individuals who are acting in

the role of the parent to be deemed to a parent under the law, and deem them eligible to receive confidential information (Day, Edwards, Pickover et al., 2013). According to FERPA schools can disclose what they deem as directory information, such as birthday, name, address, and honors and awards when a reasonable attempt to get permission from the parents or written permission has been obtained. (ed.gov, n.d.).

**Uninterrupted scholar act (2013).** This Act became effective January 1<sup>st</sup>, 2013. It served to amend some of the FERPA mandates that were creating barriers to timely and needed data sharing amongst agencies. The largest of these shifts being that this act allows schools to release a child's educational record to a Case Manager, or other acting individual from a social service agency handling the child's case without prior notification, and/or prior written consent from the parents (Legal Center for Foster Care and Education, 2013).

### **Child Abuse Prevention and Treatment Act**

The Child Abuse Prevention and Treatment Act of 1974 created the National Center on Child Abuse and Neglect (NCCAN). NCANN became a division of the Department of Health, Education, and Welfare (Child Welfare Information Gateway, n.d.). This act also created the national clearinghouse on Child Abuse and Neglect Information (Child Welfare Information Gateway, n.d.). CAPTA does not prohibit sharing of information; instead, it requires a certain level of confidentiality to be kept in regards to a record pertaining to children in abuse or neglect situations (Administration for Children and Families, 2014; Day, Edwards, Pickover et al., 2013). CAPTA does allow for a wide array of stakeholders outside of the realm of child welfare in sharing of information regarding a foster child. If authorized by the state of residency schools are allowed to be a

part of this information exchange for the betterment of the child's education (Day, Edwards, Pickover et al., 2013).

**CAPTA and FERPA.** CAPTA and FERPA can work well together; however, they may also demonstrate a conflict between the two. These two laws do limit the amount of information that can be shared between the two agencies of child welfare and education; however, it is important to not use misinterpretations as a reason to not collaborate (Leone, Weinberg, 2010). If a conflict does occur, CAPTA will always override FERPA. Together these two laws create a framework from which the agencies of child welfare and education can take their lead to begin interagency collaboration and communication. Gaps present in the current system can be best seen when individuals from either agency do not take advantage of the collaboration aspect (Day, Edwards, Pickover et al., 2013).

#### **Child and Family Services Improvement and Innovation Act**

The Child and Family Services Improvement and Innovation Act are very important when looking at how and what data are collected pertaining to foster children. Data collections according to this act must utilize technology and be able to be exchanged within databases. This information exchange must meet all requirements for intergovernmental agencies data exchange (Administration for Children and Families, 2014).

#### **Fostering Connections to Success and Increasing Adoptions Act**

The Fostering Connections to Success and Increasing Adoptions Act (Administration for Children and Families, 2014) combines several different provisions such as education, stability, and health concerns information exchange. According to this act the child should remain in their home school if possible, and if not possible the child

must be enrolled promptly, and the school must be provided with records promptly. The health part of this act looks at coordination of care, making sure that there is a certain level of oversight between agencies the child is working with for medical and mental health care (Administration for Children and Families, 2014).

## **HIPAA**

The Health Information Portability & Accountability Act of 1996 Title II requires that the U.S Department of Health and Human Services set standards for handling in regards to electronic health data transactions (Davis, 2012). The whole premise of this law is to keep individual's health information private. However, in the case of foster children, HIPAA encourages sharing of information (Davis, 2012).

## **Examples of Existing Data Systems**

**Integrated Children's System.** The Integrated Children's system is an electronic data system from the United Kingdom designed to maintain seamless records between social services, medical care, and educational services while providing all team members instant access to necessary documents (Anderson, 2005) from the point of referral to exit from care (Flynn, Dudding & Barber, 2006). The Integrated children's system took the place of the Frameworks for Assessment and Looked after children, both of which were previous programs in place in the United Kingdom. It is also a means to an end forcing all human services records to be uploaded into a digital format by 2005 (Flynn, Dudding & Barber, 2006). The main focus of this implementation was to improve outcomes for all children involved in social services.

**Texas Health Passport.** In 2005, Texas created and passed State Bill (SB) 6, mandating that all healthcare records for foster children be consolidated into a management system. This system would create a web-based system through which electronic records would be updated automatically. Guardians, doctors, and medical consenters would be allowed to have access to this system. The creation of this database was funded through a federal grant of seven million dollars given by the US Department of Health and Human Services. The system features a front-end security system using usernames and passwords, also featuring an audit trail, as explained earlier in this section. The database allows for 19 different and distinct user roles (Michels, 2008).

**Foster youth student information system.** In 2006, the Office of Education began integrating data populated from the educational agencies, health care facilities/providers, juvenile courts and probation data for children in foster care in San Diego County. The system automatically updates on a weekly basis by receiving electronic feeds from 42 separate school districts, one program for juveniles, one agency of child welfare, as well as an agency managing juvenile probation caseloads. The automatic feeds that populate and update this database include information related to: current assigned child welfare caseworker, history/ information regarding placements, current medications the child is taking, current grades, and test scores, up to date attendance records, unofficial academic transcripts, as well as the name of their current guardian responsible for making decisions involving the child's education. The system is outfitted with a security system that dictates what a username can see based on their clearance level (San Diego County Office of Education, 2013).

**Follow My Child.** In Dade and Monroe counties Florida, a similar system exists providing electronic records for foster youth. This system uses a web-based warehouse system, which as explained earlier creates a centralized space through which data can be stored from connected databases. This system gathers information related to local school districts, department of juvenile justice for Monroe and Dade counties, Court Administrator records and forms, State agencies for child welfare in Monroe and Dade counties, as well as any other education agencies that hold pertinent data for their children. Unlike the above-mentioned systems, this web-based warehouse system was built and funded through cost cutting measures by the local child welfare agencies (Morrow, 2013).

**Los Angeles Educational Passport System (LA-EPS).** The LA-EPS provides support to child welfare agencies, local school districts, as well as other pertinent stakeholders in need of information regarding foster children. The LA-EPS system is actively managed by the Office of Education for Los Angeles and was developed as a collaborative venture with the Department of family and children services for Los Angeles. This system is supported by the Principal Advisory Team, made up of education professionals from the local school districts, and also the Core Advisory teams made up of professionals from several different government agencies involved with caring for foster youth (Los Angeles County Office of Education, 2011).

### **Electronic Data System Project**

#### **Design**

In regards to the local context, it will be important to start building a team of professionals who are experts in their field. This would be done by meeting with the



individuals and showing them my proposal and selling them on the importance of this system.

### **Executive Council**

The goal of the Executive Council would be to build, maintain, and evolve the system that is chosen. Due to the nature of this project and the sensitive information that will be exchanged, all members of the Executive Council will need to be trusted professionals in their field. These individuals would be entrusted to fulfill and uphold the mission of this project at all times. School Counselors, School Social Workers, and foster/homeless liaisons would be pertinent members from the education realm. Social workers from Child Welfare would be a crucial member from Social Services. It would also be important to have representatives from the Juvenile Courts, Probation, Financial institutions, as well as Technology professionals familiar with application and software development.

### **Funding**

Funding options for the creation and management of this system will be thoroughly evaluated. One possible option for funding this project would be to use IV-E funds. IV-E funds are a type of federal disbursement given to the states to cover costs related to foster parents, administrative or operating costs, and data systems (U.S Department of Health and Human Services, 2011). These funds are supposed to be used to increase positive outcomes for children served by Child Welfare. Another option for funding would be to pursue public or private grants.

### **Security**

In a day and age when words like hacking and breaches, are commonplace, it is important to have a verified safe and protected site for this system. One of the ways that security will be provided would be through unique and non-identifying usernames. The login site for these usernames would be secured, and the passwords would be assigned with a length of 11-16 characters. The passwords would contain upper and lower case letters, as well as symbols; they would also not be any recognizable word or phrase. The passwords would not be able to be changed by users and would only be changed if an error occurs. A secondary measure to protect the log in process would be to use two point authentication. Two point authentication includes two points of access. The first would be the username and password and a second method might be to register a cellphone on which you would receive a onetime use code to log in with. Another example of a secondary authentication point on mobile devices might be to use your fingerprint to log in after putting in your username and password. The system would also be equipped with encryption software to make sure that any data that are exchanged can only be seen by the authorized users with proper security clearance. An additional layer of security such as biometrics would be implemented after the final roll-out and medical files are added.

### **Time table for Implementation**

**Months 1-3.** This project is not a one-person job. The first important aspect of making sure this endeavor succeeds would be to build an Executive Council comprised of individuals who were experts in their field of knowledge. The individual members of the council would later become chairs of individual committees as the need came up. So for example, the financial person on the Executive Council would chair the financial committee later on. Months one through three would be comprised of meeting,

interviewing and selecting individuals to be a part of this group. Individuals from the education realm, as well as the legal and human services realm, would be needed. It would also be very important to have strong IT choices to add to this mix. During this time the council would be meeting with individuals and groups who have built these systems in other states. These meetings would take place over Skype, or face to face if individuals were geographically close. Part of this process would be to sort out the want to's, and the can do's. In other words, we want to make sure that the project stays small, and stays within doable range until we are ready for the growth. One of the largest pitfalls of this project will be to keep it within range, rather than building a dream system that is not able to be completed. For that reason, it would be important to build a very strong goal section during this first period, to help us stay on track. The most important part of this period would be to open the lines of communication with the local representatives, so we could build a legal support network for implementation of our data system with the potential for those individuals to help us introduce legislation.

**Months 3-6.** At this point, in the process the Executive Council will be firmly built with individuals who can push this project through to fruition. The next steps would be branching out from the advisory meetings to community meetings. We would take what was learned from our meetings with individuals who have already built systems like this, and start taking the next steps as suggested. An important part of our planning would be to build a budget. In other words, we would at this point need to make the decision about what electronic platform we want to use, and what form we want to use. Once this is decided we can start looking at how much all of this is going to cost. We would take into consideration what others have done, as well as making sure that the project stays

within doable realms and does not grow too large before we are ready for that growth. By the end of this period, a mock electronic system would be expected. This would allow us to start building the system in the next three months. It would also be important during this time period to start financial sponsor meetings. Another important part of this time period would be legal and human services meetings to start an open dialogue with our human services community.

**Months 6-9.** During this time period we would be focused on choosing a platform for our system, building of the system, and furthering communication with human services. Another important part of this three month period would be to start communications with local school districts, to choose a pilot roll out location for when we are ready. We would need to meet with some local superintendents to see which systems would be our amicable choice. Ideally, we would be able to start getting out in the community with presentations to gauge support for our system from opportunities like Lobby day.

**Months 9-12.** Starting the ninth month of this project should see a semi-functional prototype of the data system. All of the work that has been done up to this point should be starting to see some results. Legally speaking we should be in line to present legislation with a prototype. With the Human Services channel hopefully, we should be at the point where we have a few sponsors down at the state offices who can be our ambassadors when we formally roll-out the system. We should meet with our chosen school districts to show them the prototype and receive feedback on functionality for their needs. We will also need to meet with local CASA offices to welcome their input on the functionality of the system from their point of need. Our budgets should be finalized

at this point, and our donors should be already in place. Our final budgetary meetings would need to take place during this period with our donors and our prototype.

**Months 12-15.** Our Executive Council should be expanding during this period. As we make finalizations in budgetary areas, and move into the legislation period, our committees should start forming. We would need a financial committee, which would be responsible for fundraising moving forward. We would need an IT committee to troubleshoot the system during roll-out and implementation. We would also need a speaker's committee, which would be responsible for our community presentations, and bring in more interested sponsors. One of our most important committees would be the alumni committee, these individuals would be foster care alumni, and they would help us create the system with foster youth in mind. Our system should be in the final stages of building, while our focus moves toward roll-out. Our committee members would be able to start testing the system at this point, logging in and clicking through the screens, checking for errors in validation or system pitfalls.

**Months 15- 18.** During this final phase we should be making finalization plans in everything. We should see the legislation going through. We should have a final system roll-out ready to go with all aspects up and running. This would be a time when we would start generating usernames and passwords for all users. We would start scheduling training sessions for Human services offices, as well as Education personnel who would have access. These training programs would happen together, seeing as during my interviews one of the complaints was that there were no joint training between human services and education staff.

### **Tiers and Capabilities**

**Tier one.** Tier one users would include foster parents, foster children (aged 12-17), and foster children (aged 18-21) who have aged out of care but have chosen to remain in care while they complete secondary education. In this level users, would have features like messaging, appointment scheduling, appointment reminders, access to basic educational records, tutor requests, as well as contact information for pertinent individuals involved in the child's care. The messaging feature would allow users to contact the social worker privately. This would allow a child to contact their social worker to alert them to anything they did not want to talk about in person or in front of others. Older individuals in care would also be able to request life skills assistance, such as financial classes, or working with individuals on resumes or getting a job.

**Tier two.** Tier two users would include teachers, school counselors, and school social workers. Users in this level would be able to view educational records in digital format. The records would be able to be digitally transferred immediately when a child's placement changes. Previous grade reports, standardized assessments and even a point of contact individual at a previous school would be included. Messaging would also be included in this tier, allowing the teacher or counselor to contact the social worker or CASA worker. Teachers would be able to add anecdotal notes about techniques that have worked for the child, while the counselor would be able to add disciplinary and/ or session notes that would be of assistance to a future placement. The documents section would allow educational personnel to fill out pertinent medical forms and post them so that medical staff can see them instantly. This feature would be implemented as part of the medical roll-out.

**Tier three.** Tier three users would include medical personnel. The child's medical records would be accessible to users at this level. These individuals would also be able to view a child's educational records for medical reasons. This section would include a messaging feature that would contact the child's social worker. Doctors would be able to see all past diagnoses, past and current prescriptions including dosage and issue date, and they would be able to digitally send forms to the child's teacher to fill out for evaluations.

**Tier four.** Tier four users would include child welfare caseworkers. This section would allow Child welfare workers to manage a child's case. They would have access to all information in levels below theirs. All information involved in managing a child's case would be accessible in one place. All education and attendance records would be synched every seven days, allowing for instant access concerning a child's progress in educational matters. The current system in place in Georgia for case management only uploads grade reports after a semester finishes. This would be a major improvement and allow up to date progress monitoring of how a child is doing, and allow for immediate intervention when needed.

**Tier five.** Tier five users would include CASA workers. CASA workers would have access to all information from tiers below them allowing for a full picture of how the child is doing. CASA workers would have access to all scheduled upcoming court dates, a visit scheduler, evaluation requests, and funding requests for special events the child is interested in, as well as contact information for the child's social worker and school personnel. Casa workers would also be able to fill out and post all forms required for the courts.

**Tier six.** Tier six users would include Juvenile court personnel in charge of the case. Juvenile court personnel would have access to all information from the lower tiers as well as official court documents. This system would allow Juvenile court personnel to have real-time access to information regarding the case, and make informed decisions for the child's best interest. This would also allow for a child's case to be transferred to another judge with no lapse in case management.

With each tier, the security requirements would increase, and fewer usernames would be issued. Each username and password combination would include non-identifying characters and unique to the individual. Usernames and passwords would not be re-used once they are discontinued. Since this would be a hub-based system all information shared within the system would be encrypted and secured. All individual databases would retain ownership of their data. All data hosted on individual databases would be up to that company to implement proper security features for their hosting site.

### **Future Expansions**

The initial roll-out for this system would focus on the education and child welfare realm of information. The future expansions of this system are limitless. When the system is at full capacity the interactivity for users will be unlike any other system currently in use. Foster children (aged 12-17) will have access to this online portal, as will foster parents, educational personnel, CASA workers, caseworkers, medical personnel, and judicial personnel. The days of incomplete records, or lost files will be long gone, and everything will be digitally synched instantly, online for each child.

The last phase would be to bring in the medical access and medical records for all children in state care. Due to the privacy laws and the sensitive nature that this phase



would involve, this would take the longest and most care in developing, so it would be rolled out in the final stages. The medical phase roll-out would enable foster parents or older foster children (18-21 years) to request doctor's appointments, inquire about insurance information, previous doctor's information, even sending medical forms to be filled out for evaluations.

### **Project Evaluation Plan**

Due to the sustained effort that it will take to see this system through to fruition, the assessment method will have to be formative rather than summative. Formative assessments are ongoing progress monitoring that can allow for course adjustment if needed. The information collected as part of these formative assessments would demonstrate the need to maintain or adjust the timeline in accordance. The timetable is split into three month increments. Each month there would be a progress meeting to check in and see what progress has been made. The progress meeting would be the collection point for the formative assessments. During each progress meeting council members will be asked to give an update as well as list any pitfalls or potential problems that might need to be addressed by the group, or input given by other members. All information discussed would be documented within the system so that all members could access the document as needed. Part of this process will also include filling out an internal check in document stating what progress has been made, what their next objectives will be, and what future help they can foresee needing. This document would create a visual timeline to show whether or not the project is on track or not and would be hosted within the data system available to all members who had proper clearance.

As the project proceeds and the outside matters, such as funding, and staffing, resolve themselves the evaluation would shift a little more towards the technology side of the project. Individuals and council members involved in the beta testing of the system would be required to run weekly tests of the software and complete system hosted data forms about how the system performed as well as explaining any problems that were encountered. All individuals would be asked to rank their encountered issues on a scale of one (minor) to five (major). These data sheets and rankings would be available to the tech team to address and fix before the next tests were run. The rankings would allow the tech team to address the major issues first and work down to the minor issues.

Once the system is up and running, even as a trial system our users will be able to report their findings, express their needs, explain what they would like the system to yield towards in the future. Users will be asked to fill out data reports if there is a problem with the system, or if the system is not operating in a way that it should. Users will be able to request additional capabilities to be considered for future roll-outs. Within the system there will be a chat feature that will enable them to chat or leave a message with the tech team for quick response. The whole idea of this project is for it to be functional, useful, and easy to use for all users regardless of their security clearance level.

## **Conclusion**

Once this system is implemented successfully ensuring students can enroll promptly, and giving access to records for all parties involved in the child's care, state agencies would be able to come together for the betterment of the child. This system would leave no doubt as to how the child is doing, updating in real-time, allowing an

instant progress check for court officials, DFCS workers, CASA workers, and the schools. This system would eliminate the drama between agencies over child files and information.

### References

- Altschuler, S. (1997). A reveille for school social workers: Children in foster care need our help! *Social Work in Education*, 121-127. <https://doi.org/10.1093/cs/19.2.121>
- Altschuler, S. (2003). From barriers to successful collaboration: Public schools and child welfare working together. *Social Work*, 52-63. <https://doi.org/10.1093/sw/48.1.52>
- Anderson, C. (2005). The integrated Children's system: Challenges of information sharing. *Pediatric Nursing*, 17(10), p. 34-36.  
<https://doi.org/10.7748/paed.17.10.34.s24>
- Berliner, B. (2010). *Grappling with the Gaps: Towards a research agenda to meet the educational needs of children and youth in foster care*. Stuart Foundation and the Ready to Succeed Leadership Team. . Retrieved from <https://www.wested.org/resources/grappling-with-the-gaps-toward-a-research-agenda-to-meet-the-educational-needs-of-children-and-youth-in-foster-care/>
- Calix, A. (2009). The effect of foster care experiences and characteristics on academic achievement. *The University of North Carolina at Chapel Hill*.
- Capizzi, L. M. (2016). AB 97 Implementation for students in foster care: A case study of three school districts. *Doctoral Dissertation*, San Francisco State University.  
Retrieved from <http://sfsu->

dspace.calstate.edu/bitstream/handle/10211.3/172975/AS352016EDDC37.pdf?sequence=1

Center for the Future of Teaching and Learning; Mental Health Advocacy Services, Inc. (2008). *Ready to Succeed- Changing systems to give California's Foster Children the opportunities to be ready for and succeed in school*. Retrieved from [www.cftl.org](http://www.cftl.org)

Courtney, M. E., Terao, S., & Bost, N. (2004). Midwest Evaluation of the adult functioning of former foster care youth: Outcomes at age 21. Retrieved from [www.chapinhall.org/sites/default/CS\\_97.pdy](http://www.chapinhall.org/sites/default/CS_97.pdy)

Day, A., Edwards, H., Pickover, S., & Leever, M. (2013). When does confidentiality become an impediment rather than a pathway to meeting the educational needs of students in the foster care system? *Journal of Social Work Values and Ethics*, 10(2), p. 36-48. Retrieved from [http://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=1022&context=soc\\_work\\_pubs](http://digitalcommons.wayne.edu/cgi/viewcontent.cgi?article=1022&context=soc_work_pubs)

Flynn, R. J., Dudding, P. M., & Barber, J. G. (2006). *Promoting Resilience in Child Welfare*. Ottawa: University of Ottawa Press.

Karatekin, C., Hong, S., Piescher, K., Uecker, J., & McDonald, J. (2014). An evaluation of the effects of an intergrated services program for multi-service use families on child welfare and educational outcomes of children. *Children and Youth Services Review*, 41, 16-26. <https://doi.org/10.1016/j.childyouth.2014.03.008>

Lee, S.-Y., Benson, S. M., Klein, S. M., & Franke, T. M. (2015). Accessing quality early care and education for children in child welfare: Stakeholders' perspectives on

- barriers and opportunities for interagency collaboration. *Children and Youth Services Review*, 55, 170-181. <https://doi.org/10.1016/j.childyouth.2015.06.003>
- Leone, P., & Weinberg, L. (2010). *Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems*. Washington, DC: George Town University : Center for Juvenile Justice Reform.
- Lewis, C., Beckwith, J., Fortin, K., & Goldberg, A. (2011). Fostering Health: Health Care for Children and Youth in Foster Care. *Medicine & Health, Rhode Island*, 7(94), 200-202. Retrieved from <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/healthy-foster-care-america/documents/fosteringhealthbook.pdf>
- Los Angeles County Office of Education. (2011). *Foster Youth Services*. Retrieved from Los Angeles County Office of Education: <http://www.lacoe.edu/StudentServices/HomelessFosterYouth/FosterYouth.aspx>
- Michels, P. (2008, September 29). *Electronic Health Records Improve Care for Texas Foster Children*. Retrieved from Government Technology: <http://www.govtech.com/health/Electronic-Health-Records-Improve-Care-for.html>
- Morrow, B. (2013). *Electronic Information Exchange: Elements that matter for children in foster care*. State Policy Advocacy and Reform Center. Retrieved from [http://www.childrenspartnership.org/wp-content/uploads/2016/06/Electronic-Information-Exchange%E2%80%9494Elements-that-Matter-for-Children-in-Foster-Care\\_January-2013.pdf](http://www.childrenspartnership.org/wp-content/uploads/2016/06/Electronic-Information-Exchange%E2%80%9494Elements-that-Matter-for-Children-in-Foster-Care_January-2013.pdf)
- San Diego County Office of Education . (2017). *Foster Youth Services Coordinating Program*. Retrieved from San Diego County Office of Education:

<http://www.sdcoe.net/student-services/student-support/fyhes/Pages/foster-youth-services-home.aspx>

Stanley, S. (2012). Children with Disabilities in Foster Care: The role of the school social worker in the context of special education. *Children & Schools, 34*(3), 190-192.  
<https://doi.org/10.1093/cs/cds012>

Stone, A., Austin, M., & D'Andrade, A. (2007). Educational services for children in foster care: Common and contrasting perspectives of child welfare and education stakeholders. *Journal of Public Child Welfare, 1*(2), 53-71.  
[https://doi.org/10.1300/j479v01n02\\_04](https://doi.org/10.1300/j479v01n02_04)

U.S Department of Health and Human Services. (2011). *Title IV-E Flexible Funding: Child Welfare Waiver Demonstrations*. Retrieved from  
<https://www.acf.hhs.gov/sites/default/files/cb/flexible.pdf>

Walker, K. E., Farley, C., & Polin, M. (2012). *Using Data in Multi-Agency Collaboration: Guiding performance to ensure accountability and improve programs*. Public Private Ventures; Child Trends. Retrieved from  
[https://www.childtrends.org/wp-content/uploads/2011/02/Child\\_Trends-2012\\_02\\_23\\_FR\\_UsingData.pdf](https://www.childtrends.org/wp-content/uploads/2011/02/Child_Trends-2012_02_23_FR_UsingData.pdf)

Weinberg, L., Shea, N., & Zetlin, A. (2009). Removing barriers to educating children in foster care through interagency collaboration: A seven county multiple case study. *Child Welfare, 88*(4), 77-112. Retrieved from  
[https://www.researchgate.net/profile/Lois\\_Weinberg/publication/43225738\\_Removing\\_barriers\\_to\\_educating\\_children\\_in\\_foster\\_care\\_through\\_interagency\\_colla](https://www.researchgate.net/profile/Lois_Weinberg/publication/43225738_Removing_barriers_to_educating_children_in_foster_care_through_interagency_colla)

boration\_A\_seven\_county\_multiple-  
case\_study/links/55ff8fb108aeafc8ac8b9d8a.pdf

Wested. (2014). Shared data reveal the invisible achievement gap of students in foster care. *R & D Alert*, 15(1), p 1-3. <http://files.eric.ed.gov/fulltext/ED559578.pdf>

Zetlin, A. (2006). The experiences of foster children and youth in special education. *Journal of Intellectual & Developmental Disability*, 31(3), 161-165.  
<https://doi.org/10.1080/13668250600847039>

Zetlin, A., Weinberg, L., & Kimm, C. (2003). Are the educational needs of children in foster care being addressed? *Children & Schools*, 25(2), 105-119.  
<https://doi.org/10.1093/cs/25.2.105>

## Appendix B: Interview Questions

### Interview Questions

1. What are the educational challenges facing foster children in our system?
2. What is an appropriate plan of action to address the educational levels of a child in foster care? What agencies have access to this plan? How is this plan communicated across agencies?
3. How is a child's progress monitored and maintained during placement changes?
4. Who is responsible for advocating for the educational concerns of the foster child? Is that person lay or trained? If there is training what does it include?
5. From your perspective how do you feel foster children are served in the educational setting?
6. How do local social services, the local educational agency, and the juvenile courts communicate? Do you feel improvements can be made?
7. What effective practices that are not already in place do you feel could easily be implemented between agencies for the betterment of the minor's education?
8. What effective practices need to be in place for the foster child to be successful in their education?
9. What do you feel are your contributions to foster care advocacy?



10. How do you see the role of the CASA worker in fostering or promoting educational matters?