

IMPROVING
EDUCATIONAL
OUTCOMES
FOR **YOUTH**
IN/FROM CARE

ANNOTATED BIBLIOGRAPHY

FOSTERING SUCCESS



Deborah Rutman, PhD and Carol Hubberstey, MA
School of Social Work University of Victoria

2016

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Research Initiatives for Social Change (RISC) is the research unit for the School of Social Work at the University of Victoria, Canada. The Research Initiatives for Social Change unit is committed to promoting social change through critical thinking and participatory processes.

Fostering Success: Improving Educational Outcomes for Youth in/from Care was a research project funded by Vancouver Foundation, through its Fostering Change initiative.

Another report based on findings from this project has been produced and may be accessed electronically or in paper copy:

Fostering Success: Improving Educational Outcomes for Youth in/from Care

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ANNOTATED LIST OF LITERATURE RE: SCHOOL OUTCOMES FOR YOUTH IN/FROM CARE

BRITISH COLUMBIA-BASED GOVERNMENT, AGENCY AND/OR MUNICIPALITY REPORTS

Albert, M., Penna-Cooper, T. & Downing, R. (2015). *Youth Pathways In and Out of Homelessness in the Capital Region*. Victoria: Greater Coalition to End Homelessness.

IN A NUTSHELL

The study attempted to weave two questions/goals together:

How many youth are experiencing homelessness in the Capital Regional District?

What are the pathways out of homelessness for youth?

In terms of education, the report notes the “Housing – Work – Education Puzzle” — i.e., the challenges youth face while trying to stay in school and working full time in order to afford housing in the region. Another strong theme in terms of the pathway to homelessness was the inadequate transition out of foster care (p. 23).

In terms of pathways out of homelessness, school engagement was identified as being a key protective factor, as was teaching life skills in high school (p. 30).

BC Commissioner for Teacher Regulation (2013). *Annual Report 2012-2013, Presentation to BC Teachers’ Council, October 17, 2013*.

IN A NUTSHELL

The presentation includes recommendations from the Draft Weaving Support report of the First Nations Education Steering Committee (FNEESC). A key recommendation is: “Knowledge about children in care also ideally would be woven into teachers’ educational experiences. . . . Teachers must acquire the skills needed to successfully support children in care. Such skills include: working with social workers to manage care plans; connecting social workers, students and community in order to encourage cultural care plans; effective coordinating student support with other service providers; writing individual education plans; educating colleagues about how to access youth mental health services; and a host of other specialized skills needed to effectively support students in care.”

BC Government (no date). *Aboriginal Post-secondary Education and Training Policy Framework and Action Plan 2020. Vision for the Future.* www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf

IN A NUTSHELL

Report includes statistics regarding Aboriginal graduation rate, and the graduation rate of Aboriginal children in care, based on 2007 report prepared by the BC Office of the Provincial Health Officer *Pathways to Healing*: “Only 15.5 per cent of Aboriginal children in care graduated from high school, compared to 51 per cent of Aboriginal children who were not in care. Aboriginal children are also more likely to be identified as having special needs.

Approximately 27 per cent of Aboriginal students who were not in care had special needs compared to 11 per cent of non-Aboriginal students not in care” (p. 8).

BC Ministry of Children and Family Development. (2014). *Performance Management Report 2013-2014*. Victoria BC: Ministry of Children and Family Development.

IN A NUTSHELL

This Report provides statistical information and some discussion of trends regarding MCFD service delivery and data for 2013-2014. Findings related to education performances/ outcomes for children and youth in care (CYIC) include:

- In 2012/2013, 47.4% of all BC CYIC who turned 19 had finished school with a high school credential (the rate was 44.3% for Aboriginal CYIC and 50.4% for non-Aboriginal CYIC). By contrast, the 6-year completion rate for all BC students was 84% (p. 88-89). Thus, the overall trend of students in care graduating within 6 years of entering grade 8 is up, however, nowhere near the provincial average of 84% (of students who graduate within 6 years).
- In 2012/2013, 27% turned 19 with a Dogwood, 17% with a School Completion Certificate and 4% with an Adult Graduation Diploma (p. 88-89).
- Since 2000, more CYICs have turned 19 with a high school credential: 28% in 2000/01 vs 47% in 2012 /13 (p.89). However, the increased rate is due to the Ministry of Education’s introduction of the School Completion Certificate in 2006. The rate of CYIC with a Dogwood was 22% in 2001 and rose to 27% in 2013.

BC Ministry of Education (2014). *Aboriginal Report 2009/10-2013/14: How Are We Doing?* Victoria, BC: Ministry of Education, Analysis and Reporting Unit. www.bced.gov.bc.ca/reports/pdfs/ab_hawd/Public.pdf

IN A NUTSHELL

Report provides provincial statistics on the performance of Aboriginal students (who self-identify as being Aboriginal) on a variety of education-related indicators, including six-year school completion rate (percentage of first time Grade 8 students who graduate with a Certificate of Graduation within 6 years). Between 2009/10 and 2013/14, these 6-year completion rates have increased steadily (from 51%-62%); however, the rates are substantially less than the rate of non-Aboriginal students (86% in 2013/14).

- Amongst CCOs (based on MCFD data), in 2013/14 the 6 year completion rate for all CCOs was 45%; for Aboriginal females, 44%; for Aboriginal males, 37%; for combined male and female Aboriginal CCOs, 40%; for non-Aboriginal CCOs, 51%; for non-Aboriginal females, 63%; for non-Aboriginal males, 42% (p. 33). In 2013/14, 63% of CCOs were Aboriginal; 37% were non-Aboriginal.

BC Ministry of Education and Ministry of Children and Family Development. (2008). *Joint Educational Planning and Support for Children and Youth in Care: Cross-Ministry Guidelines*. Victoria BC: Ministry of Children and Family Development.

IN A NUTSHELL

The purpose of the Guidelines is to “improve information sharing, strengthen practice and joint planning, and promote effective communication among educators, school-based teams, child welfare workers, caregivers and family members” (p. 2).

- The Guidelines document includes a number of useful Appendices including: Protective factors; Collaborative Planning and Information Sharing Checklists.

BC Representative for Children and Youth and Office of the Provincial Health Officer of BC (2015). *Growing Up in BC – 2015*. Victoria: BC Representative for Children and Youth.

IN A NUTSHELL

Child learning (education) section highlights include:

- Of the 4,552 BC children and youth who are CCOs, 46% had a Special Needs designation (based on 2012/2013 data), while 8.7% of the non-CCO children and youth had this designation.
- High school graduation (Dogwood or Adult Dogwood) 6-year completion rate between 2008-2013 increased for: all students (from 79% to 84%); for Aboriginal students (from 47% to 60%); and for CCOs (from 27% to 41.6%).
- In 2007/2008, there was very little difference between the rate of progression from Grade 8 to Grade 9 between non-Aboriginal (99.8%), Aboriginal (98.3%), non-CCOs (96%) and CCOs (98.5%). It is by Grade 11-12 and then Grade 12 -graduation that the gap between the groups widens markedly.
- 86% of youth indicated that they will continue their education after high school. 70% of youth who had ever been in government care indicated that they planned to continue their education after high school (p.58).
- The report also includes youths' perspectives on youth education: Youth in care wanted flexible and tailored learning plans for all youth and felt it was important to offer a mentor to youth who understood the experience of youth in care and who could support them to graduate. Financial support to attend school, graduation events and post-secondary education would also give youth in care the incentive to stay in high school (p. 64).
- The report notes the effectiveness of mentoring programs (e.g., Big Brothers Big Sisters): "Measurable impacts include significant decreases in risky behaviour, reduced violence, reduced drug and alcohol use, reduced bullying, and significant increases in positive civic engagement, school completion, and enrollment in post-secondary education" (p. 87).

Creighton G., Shumay S., Moore E. & Saewyc E. (2014). *Capturing the wisdom and the resilience: How the Pinnacle Program fosters connections for alternative high school students*. Vancouver: Stigma and Resilience Among Vulnerable Youth Centre, University of British Columbia.

IN A NUTSHELL

(from the Report Executive Summary): The Pinnacle Program is a joint partnership between the Vancouver Board of Education and the Ministry of Children and Family Development, which provides grades 11 and 12 secondary education for adolescents. The Pinnacle Program is an innovative educational model that provides low barrier access for youth who wish to complete their Secondary School Graduation Certificate (Dogwood Diploma or Adult Dogwood Diploma). Alongside educational and social service supports, the Pinnacle Program team includes a Nurse Practitioner and Adolescent Medicine Specialist to provide primary care services and subspecialty support to youth.

Czeck, J. (2014). *Improving the Post-Secondary Educational Outcomes for Former Youth in Care: University Modes of Support*. Unpublished paper.

IN A NUTSHELL

This report provides background information and a literature review focusing on the factors that promote the successful completion of post-secondary education for former youth in care (FYIC), as well as barriers to post-secondary attainment. As well, the second part of the paper contains a report on a project that aimed to generate knowledge regarding supports that are in place and supports that are needed to promote FYICs' successful completion of post-secondary education.

Rutman, D., Hubberstey, C., Feduniw, A. & Brown, E. (2007). *When Youth Age Out of Care: Where to From There?* Victoria, BC: University of Victoria.

IN A NUTSHELL

This is the final report of a longitudinal study of youth as they were leaving government care, in order to identify factors that contributed to a successful transition and those that posed challenges. The study followed youth from two communities and conducted a series of four interviews with them, post care. Findings showed that youth from care fared poorly, relative to the general population, on a variety of life domains, including high school completion, health and mental health, income, involvement in crime and experience of victimization, and lack of safe and secure housing and/or experience of homelessness.

Smith, A., Peled M., Albert, M., MacKay, L., Stewart, D., Saewyc, E. & the McCreary Centre Society. (2007). *Making the Grade: A Review of Alternative Education Programs in BC*. Vancouver, BC: McCreary Centre Society.

IN A NUTSHELL

This report takes an in-depth look at the health of British Columbia public school students who have been involved with Alternative Schools.

- Disconnection most likely to occur between Grade 8 to 10 (13-16 years of age)
- Youth most commonly reported that what kept them coming to the program they were in was wanting to finish/graduate; liking the teaching style; feeling that the teachers and staff respect their abilities; teachers and staff showing respect to all students; teachers and staff understanding students' situations; and their friends being at the program.
- Access to non-academic activities, such as Food Safe, First Aid, Super Host, as well as volunteer activities, life skills, and outdoor recreation programs, are important.
- Partnerships between school district and community agencies that can provide unique opportunities/ community activities such as volunteer and work experiences are useful for students that need additional supports.

Smith, A., Stewart, D., Poon, C., Saewyc, E. & the McCreary Centre Society. (2011). *Fostering Potential: The lives of BC youth with government care experience*. Vancouver, BC: McCreary Centre Society.

IN A NUTSHELL

This report takes an in-depth look at the health of BC students who have been in care, either through foster care, group homes or Youth Agreements. It profiles their experiences and considers factors that promote their health and well-being. Findings related to education included:

- 64% of girls and 50% of boys reported having definite plans to carry on with school beyond high school.
- Presence of caring teachers in students' lives increased likelihood that students planned to complete high school and had post-secondary aspirations.
- Feeling safe at school was linked to lower substance use.
- Skipping school decreased when youth felt cared about by their teachers.

Smith, A., Peled, M., Poon, C., Stewart, D., Saewyc, E. & the McCreary Centre Society. (2015). *We all have a role: Building social capital among youth in care.* Vancouver, BC: McCreary Centre Society.

IN A NUTSHELL

(From Executive Summary): Using data from the 2013 BC Adolescent Health Survey, which was completed by over 1,000 youth who had ever been in government care, this report highlights some of the barriers that these young people face to building and maintaining social capital. It also shows the positive associations that can occur when youth have healthy relationships and supports within their family, school, community, and with peers (p. 7).

Tsuruda, S., Hoogeveen, C., Smith, A., Poon, C., Saewyc, E. & the McCreary Centre Society. (2012). *Raven's Children III: Aboriginal youth health in BC.* Vancouver, BC: McCreary Centre Society.

IN A NUTSHELL

Raven's Children III aims to present a balanced picture of Aboriginal youth health and to include information about how some areas of youth health can be improved.

- It can be challenging for youth to engage in mainstream schools if: the curriculum does not recognize Aboriginal culture, history, teachings or languages; if they have to travel long distances to attend; and if there are few Aboriginal teachers, Aboriginal support workers or other school-based role models.
- If youth with experience of care felt that a teacher cared about them, they were more likely to feel good about themselves and report being in good health. Liking school and feeling safe at school also increased the chances that young people would plan to continue their education beyond high school (p. 52).

Vancouver Foundation. (2103). *Fostering Change: Perceptions on the challenges facing British Columbia youth transitioning out of government care.* <https://d3n8a8pro7vhmx.cloudfront.net/vancouverfoundation/pages/83/attachments/original/1436552595/Fostering-Change-Survey-Perceptions-on-the-Challenges-Facing-BC-Youth-Transitioning-Out-of-Gov-Care.pdf?1436552595>

IN A NUTSHELL

In 2013, Vancouver Foundation surveyed close to 2,000 adults in BC to gain a better understanding of public attitudes, values and perceptions about youth aging out of government care in the province. The report presents findings regarding assumptions about why young people end up in care, the kinds of supports available to young people as they transition out of care, and assumptions about young adults' vulnerability to a range of problems, including homelessness.

CANADA

Brownell, M. (2014). *Children in Care and Child Maltreatment in Manitoba: What Does Research from the Manitoba Centre for Health Policy Tell Us, and Where Do We Go From Here?* Paper prepared for Phase III, Phoenix Sinclair Inquiry. www.phoenixsinclairinquiry.ca/exhibits/exhibit139.pdf

IN A NUTSHELL

Using population-based data and regression analyses/inferential statistics, this report examines educational outcomes for children/youth in care relative to the general Manitoba population. The study found that: "Youths receiving services from CFS had poorer outcomes than youths without any risk factors, and the more risk factors they had, the poorer the outcomes. 60.4% of the youths involved with CFS earned 8 or more credits in grade 9 compared to 83.4% of youths with no risk factors. With one additional risk factor, the percent dropped to 30.1% or 41.2% (depending on the risk factor) and with all three risk factors only 20.2% of the youths earned 8 or more credits in grade 9" (p. 4).

Brownell, M., Chartier, M., Au, W., MacWilliam, L., Schultz, J., Guenette, W. & Valdivia, J. (2015). *The Educational Outcomes of Children in Care in Manitoba*. Winnipeg, MB: Manitoba Centre for Health Policy.

IN A NUTSHELL

This research project and resulting report had five objectives:

1. Describe the characteristics of children in care in Manitoba.
2. Describe the educational outcomes of children in care in Manitoba.
3. Identify factors that are associated with positive (and negative) educational outcomes for children in care in Manitoba.
4. Provide information on programs that improve educational outcomes for children in care.
5. Provide recommendations on how educational outcomes for children in care can be improved in Manitoba.

Key findings include:

- The project's quantitative analyses demonstrated that: "For all [educational] outcomes examined, the children who had never been in care nor received services from CFS had better educational outcomes than the children who had never been in care but had received services from CFS, who in turn had better outcomes than the children who had ever been in care." (p. xiii).
- The study reviewed the relevant literature as means to address its 4th and 5th objectives; the scoping literature review drew largely from two very recent literature reviews on educational outcomes for youth in/from care: (Forsman & Vinnerljung, 2012; Liabo, Gray, & Mulcahy, 2013). These reviews found that: "Of the programs evaluated, many showed promising results for improving the educational success of these children; however, both reviews caution readers that weaknesses in study designs limit the conclusions that can be made" (p. xv).
- By way of summary, the report concludes that: "the overwhelming story from this analysis is that children in care have fewer successes in school than children who have not been in care. . . . It appears that the solution to improving the educational outcomes of these

children is through inter-sectoral approaches: social services and education working together with community organizations, and in some cases, the federal government, to alleviate the conditions that lead to children going into care in the first place” (p. xv).

Dewar, L. & Goodman, D. (2014). *Literature Review: Best Practices in Transitioning Youth Out of Care – Successful Transitions, Success as Adults*. Toronto: Child Welfare Institute, Children’s Aid Society of Toronto. www.untilthelastchild.com/wp-content/uploads/2014/06/CWI-Best-Practices-Transition-Youth-Lit-Review-Mar-30-2014-FINAL.pdf

IN A NUTSHELL

This literature review focused on identifying areas that were barriers to youth achieving successful transitions from care, and identifying evidence-informed approaches and successful programs that assist youth to succeed in their transition from care. In terms of evidence-informed practices to increase high school completion rates and to improve educational outcomes overall, the review includes discussion of educational mentoring programs. The paper notes, however, that mentoring programs require sustained commitment to collaboration amongst Children’s Aid Society staff, school personnel, the community-based sector, and government — e.g., in some communities, the Crown Ward Champion Teams. Pairing current youth in care with former youth in care as mentors has also had positive results (see Kirk & Day, 2011). The literature review also includes a useful annotated bibliography.

Dill, K., Flynn, B., Hollingshead, M. & Fernandes, A. (2012). Improving the educational achievement of young people in out-of-home care. *Children and Youth Services Review*, 34, 1081-1083.

IN A NUTSHELL

This is the Editorial article of a Special Issue of the *CYSR* focusing on educational outcomes for children and youth in/from care. The editorial provides an overview/summary of the articles included in the special issue, as well as the background/rationale for the Special Issue, emphasizing that educational achievements of CYIC pale compare with mainstream children and youth, and that the child welfare and education systems require greater collaboration with each other. The editorial notes that the articles (and the papers presented at the PART conference, which was the antecedent to the special issue) fell into three categories: caregivers’ influence on education outcomes (and thus, interventions/ supports to help caregivers help students); interaction between the education and child welfare systems; and methodological issues.

Dunleavy, J., Willms, J. D., Milton, P., & Friesen, S. (2012). *The Relationship Between Student Engagement and Academic Outcomes. What did you do in School Today? Research Series Report Number One*. Toronto: Canadian Education Association.

IN A NUTSHELL

The project popularized a multidimensional framework of student engagement that recognizes the importance of young people’s engagement in school (social and institutional engagement) and learning (intellectual engagement). It has also drawn attention to important relationships between engagement and key developmental outcomes for adolescent learners, and to the importance of increased student engagement.

Ferguson, H. & 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*, 1143-1149.

IN A NUTSHELL

Research has demonstrated that young people in care are at a significant educational disadvantage. This article provides a review of the literature, including qualitative literature based on the perspectives of CYIC and FYIC on the barriers to school success. The article also outlines potential solutions, focusing primarily on facilitating collaborative relationships between the various systems and individual professionals in charge of these students' needs. Other core recommendations call for improved school records, increased stability of educational placements and educational supports for students in care. Such strategies, combined with high expectations and a focus on individual needs, may result in more positive educational outcomes.

Flynn, R., Marquis, R., Paquet, M-P., Peeke, L. & Aubry, T. (2012). Effects of individual direct-instruction tutoring on foster children's academic skills: A randomized trial, *Children and Youth Services Review, 34*, 1183-1189.

IN A NUTSHELL

This article reports on an evaluation of the effectiveness to an individualized direct-instruction tutoring intervention provided to youth in foster care by their foster parents; the study employed a randomized control design. The findings showed that students experienced significantly greater pre-test to post-test gains in reading and math than would foster children in a wait-list control group. The sample consisted of 77 foster children in 9 local Children's Aid Societies in Ontario, Canada. At the pre-test, the foster children were aged 6 to 13 years and were in Grades 2 through 7.

Gharabaghi, K. (2014). Supporting education in foster and group care. *Relational Child and Youth Care Practice, 27(3)*, 41-47.

IN A NUTSHELL

Barriers to education success for youth in/from care are identified in the article, which then puts forward the view that improving educational outcomes requires re-thinking the role of caregivers, and the centrality of education in case/care planning. Educational success needs to be front and centre in Plans of Care.

Goodman, D. & Burnett, J. (2014). *Literature review: Best Practices in Educational Transitions and Outcomes for Children and Youth in Care*. Toronto: Child Welfare Institute: Children's Aid Society of Toronto.

IN A NUTSHELL

This report is a literature review examining the best practice literature related to identifying means to improve the academic achievement of young people in and from care. This review is divided into three sections, with the first focusing on best practices for educational transitions. Four features were recommended in the literature as means to promote best outcomes during educational transitions for youth in care: stability of foster care homes and schools; increased communication between child welfare workers and education system personnel; increased training for foster parents; increased transitional services and supports. The report also included a useful annotated bibliography.

Harper, J. & Schmidt, F. (2012). Preliminary effects of a group-based tutoring program for children in long-term foster care, *Children and Youth Services Review*, 34, 1176-1182.

IN A NUTSHELL

This article reports on an evaluation of a direct instruction literacy and math program (“Teach Your Children Well”) in a small-group format to children in foster care. The evaluation employed a randomized control trial intervention, using a waiting list control group of children in foster care. Findings revealed a statistically significant increase in standard scores on reading decoding and spelling skills for those in the tutoring condition, but statistical group differences were not obtained for mathematics or sentence comprehension.

Liljedahl, S., Rae, J., Aubry, T. & Klodawsky, F. (2013). Resilient Outcome: Academic Engagement by Youth with Histories of Homelessness. In S. Gaetz, S., B. O’Grady, K. Bucciari, J. Karabanow & A. Marsolais (Eds.), *Youth Homelessness in Canada: Implications for Policy and Practice*. Toronto: Canadian Homelessness Research Network Press.

IN A NUTSHELL

Chapter focuses on a study of academic resilience amongst Ottawa-based homeless youth — i.e., how is it that some youth with histories/experience of homelessness are able to participate in school. Predictive factors at individual, family and community levels were identified and assessed. One hundred and fifty seven youth were interviewed at Time 1, and 82 were re-interviewed at Time 2, approximately two years later. Youth who were housed for longer durations of time and youth who were female were more likely to participate in school.

O’Brien, M. (2012). Knowledge transfer resulting from the Improving Educational Outcomes for Children in Care conference: How it is helping a child welfare organization to build a long term educational strategy. *Children and Youth Services Review*, 34, 1150-1153.

IN A NUTSHELL

Article summarizes findings from the Special Issue and speaks to how the knowledge has been used within one CAS in Ontario (in Renfrew Ontario). Summary of promising/effective approaches include: transitions, collaboration, educational support, expectations, the importance of caregiver involvement, and the creation of a culture of education were messages transmitted by many of the presenters. Additional important themes were:

- involving youth and foster parents in education planning both at an individual and agency level;
- using data to plan and evaluate progress; and
- finding ways to engage children, youth, and carers in the learning journey.

Office for the Provincial Advocate for Children and Youth. (2012a). *25 is the new 21: The costs and benefits of providing Extended Care & Maintenance to Ontario Youth in Care until Age 25*. Toronto: Office of the Provincial Advocate for Children and Youth.

IN A NUTSHELL

(from the Executive Summary): This is the first Canadian study that examines available data (from Ontario), as well as Canadian and international sources, to estimate the cost of a program extension in Ontario. It also estimates the savings that could be achieved by bettering the lives of youth aging out of care.

Office for the Provincial Advocate for Children and Youth. (2012b). *My Real Life Book: Report from the Youth Leaving Care Hearings*. Toronto: Office of the Provincial Advocate for Children and Youth.

IN A NUTSHELL

The report entitled, My REAL Life Book, stems from almost 200 submissions from young people and others across the province about how to improve outcomes for the Province's children. A number of the youths' recommendations relate to educational support, including:

- Provide an educational support liaison for Crown Wards in public and high school to help us stay in school. (p. 15).

Ontario Association of Children's Aid Societies. (2014). *Gateway to Success Cycle Three: OACAS Survey of the Educational Attainment of Crown Wards and Former Crown Wards, Aged 16-20 During the 2012-2013 Academic Year*. Unpublished Report.

IN A NUTSHELL

(from the Report's Executive Summary): In the Fall of 2007, the Ontario Association of Children's Aid Societies (OACAS) conducted a first of its kind survey in Ontario, Gateway to Success, which explored the educational attainment of Crown wards and youth aged 16 to 20. At that time the survey showed that Crown wards and former Crown wards aged 19 and 20 held a high school diploma (42%) and were enrolled in or graduated from a post-secondary education (21%) at approximately half the rate of their peers. In the summer of 2013, OACAS launched Gateway to Success: Cycle Three. Once more we are seeing a very modest gain — another 2 percentage point improvement bringing the percentage of Crown wards and former Crown wards aged 19 and 20 with at least a high school diploma to 46% in a year when the provincial average has increased to 83%.

Patterson, M., Moniruzzaman, A. & Somers, J. (2015). History of foster care among homeless adults with mental illness in Vancouver British Columbia: a precursor to trajectories of risk. *BMC Psychiatry*, 15:32, 1-11, DOI 10.1186/s12888-015-0411-3

IN A NUTSHELL

From article abstract: A history of foster care placement independently predicted incomplete high school, duration of homelessness, discontinuous work history, less severe types of mental illness, multiple mental disorders, early initiation of drug and/or alcohol use, and daily drug use. This is the first Canadian study to investigate the relationship between a history of foster care and current substance use among homeless adults with mental illness, controlling for several other potential confounding factors. It is important to screen homeless youth who exit foster care for substance use, and to provide integrated treatment for concurrent disorders to homeless youth and adults who have both psychiatric and substance use problems.

Reid, C & Dudding, P. (2006). *Building a Future Together: Issues and Outcomes for Transition Aged Youth*. Ottawa: Centre of Excellence for Child Welfare.

IN A NUTSHELL

(from the Report's Executive Summary): This paper outlines the eight areas where youth need support to ensure a smoother transition to adulthood: relationships, education, housing, life skills, identity, youth engagement, emotional healing and financial support. The first seven areas are referred to as pillars while the final area, financial support, is considered to be the foundation on which all of those pillars are built.

The Report's discussion about education identifies a number of the struggles that youth in care have to graduate from high school; foremost amongst these is the frequent changes in placement and changes in school, neighbourhood and community — and the ripple effects that these changes have in terms of severing relationships, emotional disengagement, and so forth. Additional challenges include the impacts of trauma, abuse and/or neglect, lack of school readiness and/or social development skills stemming from the child's early years (and from which the youth hasn't caught up), and students' learning difficulties. The chapter on school also discusses the potential protective value of school as a place where youth can experience continuing in personal and social relationships and access supports from caring adults.

Schibler, B. & McEwan-Morris, A. (2006). *Strengthening Our Youth: Their Journey to Competence and Independence: A Report on Youth Leaving Manitoba's Child Welfare System*. Winnipeg: Office of the Children's Advocate.

IN A NUTSHELL

Executive Summary notes that: "less than 30% of youth in care do not complete high school" (based on NYICN study). ... The arbitrary age of 18 [to age out of care] makes no sense if the goal is for the youth to complete high school. Youth need time to complete their high school education, to learn life skills and they need adequate financial support to pursue postsecondary education or training programs when they leave. (p. 5). The report also states that less than 10% of permanent wards in Winnipeg complete high school (p. 57).

Snow, K. (2013). "I am a voyager": From aspirations to belonging. *Vulnerable Children and Youth Studies*, 8(1), 18-28.

IN A NUTSHELL

The article describes the Voyager Project, which is a peer-to-peer social innovation project that developed over a five-year period, as a project aiming to identify and address barriers related to educational attainment faced for former youth in care in Toronto. The article also discusses the need for educational interventions for youth in/from care, noting statistics and findings demonstrating that only 44% of young people in/from care graduate from high school, compared to the Ontario population-based rate of 81%. The Voyager project developed out of a pilot that: granted tuition waivers to former Crown Wards; paired a group of these youth with undergraduate students for weekly tutoring; and the offered a two week Summer Experience on campus for a group of former youth in care.

Snow, K. (2012). *Vulnerable children and youth studies: An international interdisciplinary journal for research, policy and care*. "I am a voyager": From aspirations to belonging, 1-11, doi: 10.1080/17450128.2012.722703

IN A NUTSHELL

(from Goodman & Snow review article, 2015): This article discusses a project that is identified as a social innovation strategy that unfolded over a five-year period in an Ontario children's aid society. The aim was to redress educational disruption and disadvantages faced by children in the permanent care of a CAS. Author recommends that investment is required in supporting youth in care having in increased opportunities to 'network bridging' as a promising approach to improve outcomes.

Snow, K. & S. H., K. S., K. J., D. O. A. & M. P. (2013). Aspirations and Belonging: Touchstones for the Journey, *International Journal of Child, Youth and Family Studies*, 3, 381-390.

IN A NUTSHELL

(from article abstract): This paper explores the concept of belonging as it relates to the transitional experience of young people from foster care attempting to realize their educational aspirations. The Voyager Project is a social innovation program that sees peers who grew up in government care reach out to and mentor other young people in and from care, with the objective of encouraging them to pursue their educational aspirations. A theoretical examination of the concept of belonging and affiliation are woven together with reflections by the program participants on their experiential knowledge.

Snow, K. (2009). The case for enhanced educational supports for children in public care: An integrative literature review of the educational pathway of children in care, *Vulnerable Children and Youth Studies*, 4(4), 300-311.

IN A NUTSHELL

This review examines the published literature with respect to the educational and associated outcomes of children who leave foster care. The study's purpose was to "examine the factors that impact on the educational pathways of children in care, and to demonstrate their need for enhanced educational support" (p. 300). The review states that: "Histories of poverty and maltreatment, special education needs and developmental disabilities as well as the effect of systems must all be considered when disentangling the varying outcomes uncovered in the process of surveying former foster youth" (p. 301).

Student Achievement Division. (2014). *Improving the Education Outcomes of Children and Youth in Care Capacity Building Series*. Toronto: Ministry of Education. Retrieved via: www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ImproveEducation.pdf

IN A NUTSHELL

(from abstract): This monograph identifies educational challenges that children and youth in care face and offers some practical suggestions for teachers seeking to better support them. The monograph also summarizes the release of a Joint Protocol for Student Achievement in 2014, created by the Ontario Ministries of Education and Children and Youth Services; this Protocol "sets minimum expectations of collaborative practices and processes to support the educational success of children and youth in care or receiving services from a CAS." Supports to youth in care in the classroom include:

- Presence of caring adult (this is strongly supported by the literature)
- Involve students in creation of their educational plans
- Positive communication with foster parents and case workers, celebrating the student's successes

Ungar, M., Russell, P. & Connelly, G. (2014). School-Based Interventions to Enhance the Resilience of Students, *Journal of Educational and Developmental Psychology*, 4(1), 66-83.

IN A NUTSHELL

This article is a "scoping review" of programs targeting middle school students and examines the effectiveness of "resilience-promoting" interventions.

- Several studies show that changing the child's context rather than adapting the child to function in poorly resourced environment can override other negative impacts — i.e., a

caring school community, and access to right supports, etc., can make up for less than optimum community/home environment.

Waterloo Region District School Board (WRDSB), Waterloo Catholic District School Board (WCDSB), Student Transportation services of Waterloo Region and Family and Children's Services of Waterloo Region (F&CS). (2010). *Protocol*. Unpublished document.

IN A NUTSHELL

This protocol lays out roles and responsibilities for collaboration between the Waterloo School Board, Transportation services for the Waterloo region, and the Waterloo F&CS. It includes:

- Guiding Principles (and assumptions), including "Making school continuity a priority at all times";
- School registration protocol;
- Ongoing communication protocol;
- Role of educational consultants;
- Working with crown wards (identification and tracking of Crown Wards; semi-annual meetings with staff from F&CS; training school board staff)
- Transportation of students (i.e., if keeping child in current school is in child's best interests educationally and emotionally)

USA

Annie E Casey Foundation. (2014a). *Sustaining Momentum: Improving Educational Stability for Young People in Foster Care*. Baltimore, MD: The Annie E Casey Foundation.

IN A NUTSHELL

Excellent report that discusses both the risks/barriers to school completion for youth in foster care, and the supports/enablers to school completion; the report also highlights Casey's efforts to enhance education stability for youth in foster care from 2008-2013, focusing on milestones achieved by the Foundation. The report also reports evidence that positive school experiences can counterbalance other negative effects in the young person's life; school can provide youth with a place to make positive connections with peers and develop supportive relationships with adults, mitigating trauma experiences in other facets of their life.

Annie E Casey Foundation. (2014b). *Youth in Care Share Their School Experiences*. Baltimore, MD: The Annie E Casey Foundation.

IN A NUTSHELL

Excellent report that discusses both the risks/barriers to school completion for youth in foster care, and the supports/enablers to school completion, based on qualitative interviews with youth in/from care. The report shares a number of youths' recommendations for policy and practice, including that youth in care should automatically have an IEP to ensure their educational needs are met.

Bartell Nowak, K. (2013). *Educating Children in Foster Care: State Legislation 2008-2012*. Washington, DC: National Conference of State Legislatures.

IN A NUTSHELL

In the years 2008 through 2012, equipped with the Fostering Connections Act, state legislators continued to focus on education stability and continuity for children in foster care. This report provides an overview of and discusses the major categories of legislation enacted between 2008 and 2012 that relate to the education of children and youth in foster care. These types of legislation/policy focus on: Stability (e.g., allowing children and youth in foster care to attend their school of origin); transportation; and continuity ("If it is not in the child's best interest to remain in the school of origin, the Fostering Connections Act requires immediate and appropriate enrollment in a new school, along with transfer of all educational records" p. 2); information sharing and interagency collaboration; early childhood development; and post-secondary educational opportunities.

Batsche, C., Hart, S., Ort, R., Armstrong, M., Strozier, A. & Hummer, V. (2014). *Post secondary transitions of youth emancipated from foster care. Child and Family Social Work, 19*, 174-184.

IN A NUTSHELL

(from article Abstract): This study investigated the extent to which KnowHow2Go (KH2Go), a national college access campaign developed for first-generation students in the USA, would resonate with youth who had aged out of foster care.

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 They Deserve to be Ready for and Succeed in School. Recommendations and Implementation Strategies from the California Education Collaborative for Children in Foster Care*. San Francisco, CA: Stuart Foundation. www.wested.org/wp-content/files_mf/139940951632064.FCfullreport.pdf

IN A NUTSHELL

California Education Collaborative for Children in Foster Care was created in 2005 when the Stuart Foundation provided funding to the Center for the Future of Teaching and Learning and Mental Health Advocacy Services to model and achieve greater collaboration between the education and child welfare sectors. A Design Team was formed and met from 2005-2007 to review and interpret the policy landscape and then recommend concrete actions to improve educational outcomes for CYIC/FYIC. This report summarizes research and identifies specific recommendations in three areas: school readiness, school success, and data sharing.

Chang, H.N. & Romero, M. (2008). *Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*.

IN A NUTSHELL

Attendance is an important 'flag' and therefore should be tracked at the level of the individual, not just as a school average.

Children's Administration, Washington State Department of Health and Social Services (2010). *Education Advocacy Guide for Caregivers: Supporting School Success for Children and Youth in Care*. Seattle: Washington State Department of Health and Social Services. <https://www.dshs.wa.gov/sites/default/files/SESA/publications/documents/22-1192.pdf>

IN A NUTSHELL

This guide, prepared in collaboration with Casey Family Programs, Treehouse, the College Success Foundation and the Washington Department of Health and Social Services, is geared to caregivers who will assume the role of advocates for children and youth in care. The guide provides a “road map” for caregivers to help define the advocacy role and also spell out roles and responsibilities of caregiver advocates, students and child welfare workers.

Clemens, E. V. (2014). *Graduation and Dropout Rates for Colorado Students in Foster Care: 5-Year Trend Analysis (2007-08 to 2011-12)*. Greeley, CO: University of Northern Colorado.

IN A NUTSHELL

(from Report). This report provides a description of trends in graduation and dropout rates for Colorado students in foster care during the 2007-08 to 2011-12 fiscal years. These findings are then compared to statewide averages for students across demographic characteristics and unique populations. The trend findings coupled with the comparison data shed light on this population in Colorado and establish a foundation for setting benchmarks and targets for the coordinated efforts and responses.

Courtney, M. E., Charles, P., Okpych, N. J., Napolitano, L., & Halsted, K. (2014). *Findings from the California Youth Transitions to Adulthood Study (CalYOUTH): Executive Summary*. Chicago, IL: Chapin Hall at the University of Chicago

IN A NUTSHELL

The California Youth Transitions to Adulthood Study (CalYOUTH) evaluates the impact of the California Fostering Connections Act on outcomes during the transition to adulthood for foster youth. CalYOUTH includes collection and analysis of information from three sources: (1) transition-age youth, (2) child welfare workers, and (3) government program data.

Cox, T. (2013). *Improving Educational Outcomes for Children and Youths in Foster Care. Children & Schools, 35, 59-62.*

IN A NUTSHELL

US research indicates that 50% of youth in care drop out and do not graduate from high school, 25% are homeless 18 months after aging out, and 33% become public welfare recipients. In terms of educational outcomes, statistics also reveal that children/youth in care experience twice as many grade repeats and school transitions as mainstream youths, lower standardized scores and low graduate rates in post-secondary education programs. “This article explores a number of educationally focused interventions that have proven or have promise to be effective with children and youths in foster care” (p. 59).

Day, A., Riebschleger, J., Dworsky, A., Damashek, A., & Fogarty, K. (2012). *Maximizing educational opportunities for youth aging out of foster care by engaging youth voices in a partnership for social change. Children and Youth Services Review, 34, 1007-1014.*

IN A NUTSHELL

This article presents testimony from CYIC/FYIC (n=43) who participated in two Kidspeak events in Michigan regarding the barriers to educational success, including challenges associated from transition from high school to post-secondary. From the perspective of CYIC/ FYIC, barriers to high school completion include:

- Need for stable relationships with caring adults outside of school who know how to support their educational successes.

- Need for connections with caring and competent teachers who understand their personal challenges as a young person in/from care.
- Need for teachers who are flexible and sensitive to individual learning needs.
- Having basic unmet school-related needs (e.g., transportation, money for clothes, food, etc).
- Young people aging out of foster care need more support and independent living skills training to help them transition from high school to college.

Implications for policy and practice (identified by the youth) include: matching youth in foster care with adult mentors who would provide guidance and support.

DeGarmo, J. (no date). *Foster Parents Must be Involved in School to Help Kids Succeed*. Expert Beacon. Retrieved via: <https://expertbeacon.com/foster-parents-must-be-involved-school-help-kids-succeed#.VR2BozTF9uo>

IN A NUTSHELL

This on-line article on the Expert Beacon website focuses on the importance of foster parents' involvement in their foster child's/youth's education. Although this practice-informed article is not based on research/empirical findings, it parallels findings reported in the research literature.

Dworsky, A., Smithgall, C & Courtney, M (2014). *Supporting Youth Transitioning out of Foster Care, Issue Brief 1: Education Programs*. OPRE Report # 2014-66. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. www.urban.org/UploadedPDF/2000127-Supporting-Youth-Transitioning-out-of-Foster-Care.pdf

IN A NUTSHELL

This short report summarizes: a) the findings from studies on the educational outcomes of youth in foster care; b) education-focused programs and their outcomes for young people in foster care. The report organizes the literature reviewed in terms of: high school completion programs; college access programs; and college success programs. Two high school completion programs for youth in care are profiled: Seattle's Treehouse Graduation Success program and Solano County California's Project HOPE. The effectiveness of these and other programs (i.e., focusing on college access and college success) is assessed, based on the "scientific rigor" of the evaluation studies. The report suggests that an evidence base demonstrating the effectiveness of education-focused programs is still needed/lacking and concludes by offering a number of "considerations for the field", including: recognizing the unique needs of youth in foster care; appreciating program location and modality of service delivery; the nature of the "targeting population" for the intervention (i.e., involvement/focus on parents/caregivers); and identifying and recruiting youth to participate in support programs.

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*, 34, 1084-1091.

IN A NUTSHELL

(From article abstract) Despite a comprehensive searching strategy, only eleven relevant studies were found, indicating that little has been done in intervention research to improve

educational outcomes for children in public care. Nine out of the eleven interventions reported some positive results. Literacy was improved in most studies, while evaluated attempts to enhance numeracy skills yielded mixed results. Positive results came from a range of different interventions, e.g. tutoring projects and structured individualized support.

Frerer, K., Davis Sosenko, L. & Henke, R. (2013). *At Greater Risk: California Foster Youth and the Path from High School to College*. San Francisco: Stuart Foundation. <http://stuartfoundation.org/wp-content/uploads/2016/04/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf>

IN A NUTSHELL

This report presented groundbreaking analyses of education and child welfare data on high school-aged foster youth in California. To assess foster youth's rates of high school completion, enrollment in community college, and persistence to a second year of college, researchers selected a sample of 4,000 foster youth and compared their outcomes with 4,000 general population youth who matched foster youth on grade level, school year, gender, race/ethnicity, English language learner status, free or reduced-price lunch status, primary disability (if any), district or school performance rank, and academic achievement as measured by the CST in English-Language arts. Selecting comparison youth who matched foster youth on these characteristics allowed examination of whether foster youth status added to the risk posed by such factors as disability and poverty. The analyses demonstrated that youth in foster care are less likely than other disadvantaged youth to complete high school, enroll in community college, or remain in community college for a second year. Moreover, this study demonstrated that, independent of such risk factors as having a disability, California youth in foster care are less likely to complete high school, enroll in a community college, or persist in community college once enrolled (p. 13).

Geenen, S., Powers, L., Phillips, LA., McKenna, J., Wings-Yanez, N., Croskey, A., Nelson,, M., Blanchette, L., Dalton, L., Salazar, A. & Paul Swank. (2014). *Better Futures: a randomized field test of a model for supporting young people in foster care with mental health challenges to participate in higher education*, *Journal of Behavioral Health Services and Research*, via <http://link.springer.com/article/10.1007/s11414-014-9451-6>

IN A NUTSHELL

(from Abstract) The purpose of the study was to conduct a preliminary efficacy evaluation of the Better Futures model, which is focused on improving the postsecondary preparation and participation of youth in foster care with mental health challenges. Sixty-seven youth were randomized to either a control group that received typical services or an intervention group, which involved participation in a Summer Institute, individual peer coaching, and mentoring workshops. Findings indicated significant gains for the intervention group on measures of postsecondary participation, postsecondary and transition preparation, hope, self-determination, and mental health empowerment, as compared to the control group. Youth in the intervention group also showed positive trends in the areas of mental health recovery, quality of life, and high school completion.

Hale, L.F. (1998). *School Dropout Prevention: Information and Strategies for Educators*. Bethesda, Maryland: National Association of School Psychologists.

IN A NUTSHELL

This report identifies and discusses strategies to help students who are struggling and at risk of dropping out; for example, teachers can: focus on student goals (rather than reasons why the student is unsuccessful); encourage school involvement (at least one extra curricular activity); consider alternative schools; consider realistic post secondary goals; encourage exploration of the GED; identify special needs. The report also identifies strategies to help re-connect youth who have dropped out.

Klitisch, S. (2010). *Beyond the Basics: How Extracurricular Activities Can Benefit Foster Youth*. *Youth Law News*. National Center for Youth Law. Retrieved via: <http://youthlaw.org/publication/beyond-the-basics-how-extracurricular-activities-can-benefit-foster-youth/>

IN A NUTSHELL

This brief report is a summary of literature demonstrating positive impacts of extracurricular activities for youth in foster care (e.g., in relation to reduced dropout rate; development of positive relationships with teachers and peers; feelings of positive connection with school), and argues that young people's participation in these activities would address three areas of concern for foster care youth: (poorer levels of) academic achievement and engagement; behavioural programs; and identity development issues. The report also discusses barriers to participation in extracurricular activities (costs, lack of caregiver knowledge/ encouragement) and identifies states in which notable steps have been taken to remove these barriers, in particular California and Colorado, which waive fees for foster youth to participate in activities.

Leone, P. & Weinberg, L. (2010). *Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems*. Washington, DC: Georgetown University Center for Juvenile Justice Reform.

IN A NUTSHELL

This monograph examines a number of topics relevant to the education and experiences of youth in the child welfare and juvenile delinquency systems; areas of focus in the monograph include: barriers to providing effective services as well as legislation and evidence-based strategies intended to improve their educational outcomes (pp. 7-8).

National Working Group on Foster Care and Education. Legal Center for Foster Care & Education. (January 2014). *Fostering Success in Education: National Factsheet on the Educational Outcomes of Children in Foster Care*. www.fostercareandeducation.org/DesktopModules/Bring2mind/DMX/Download.aspx?EntryId=1279&Command=Core_Download&method=inline&PortalId=0&TabId=124

IN A NUTSHELL

This report offers several examples of promising programs, promising policies, and promising practices that are aimed at making a difference in the educational outcomes for foster youth. For example:

- Some schools/school boards have designated staff to help CICs liaise/transition into the new school.
- Individualized Plans for CICs (as per The Graduation Success program at Treehouse in Seattle).

Pecora, P., Williams, J., Kessler R., Hiripi, E., O'Brien, K., Emerson, J., Herrick, M. & Torres, D. (2006). Assessing the educational achievements of adults who were formerly placed in family foster care. *Child & Family Social Work*, 11(3), 220-231.

IN A NUTSHELL

This article reports educational outcomes of youth in foster care, based on an analysis of case records and interviews with nearly 1,100 former foster care youth in 23 communities across the US. Findings revealed that while high school completion was on par with youth in the general population, the percentage of youth from care who completed with a GED rather than through graduation was higher than in the general population. Predictors of high school completion while in foster care included fewer placement changes, extracurricular activities and independent living training; the article concludes by presenting recommendations for improving educational and vocational preparation.

Rubin, D., O'Reilly, A., Zlotnik, S., Hendricks, T., Zorc, C. Matone, M. & Noonan, K. (2013). *Improving Education Outcomes for Children in Child Welfare. Policy Lab Evidence to Action*. Philadelphia: The Children's Hospital of Philadelphia Retrieved via: <http://policylab.chop.edu/evidence-action-brief/improving-education-outcomes-children-child-welfare>

IN A NUTSHELL

(From the Abstract): The Children's Stability and Well-being (CSAW) study from PolicyLab at The Children's Hospital of Philadelphia sought to understand the educational experiences of children in child welfare. Over a two-year period, researchers followed a cohort of children ages 5-8 years who entered a foster care placement in Philadelphia between 2006 and 2008. The report provides key findings from the study and highlights three opportunities for action to improve education outcomes for children affected by educational instability.

Treehouse. (no date). *A Youth Guide to School Success: Educational Advocacy Youth Manual*. Retrieved via: https://www.treehouseforkids.org/wp-content/uploads/2013/03/TH_Youth-Education-Manual-v16-1-2012.pdf

IN A NUTSHELL

This guide, created by the "Graduation Success" program of the Seattle-based non-profit organization Treehouse, is written for young people in/from care, to assist them to become self-advocates and develop skills, tips and tools to achieve good education-related outcomes.

Wiegmann, W., Putnam-Hornstein, E., Barrat, V., Magrader, J. & Needell, B. (2014). *The Invisible Achievement Gap Part 2: How the Foster Care Experiences of California Public School Students are Associated with Their Education Outcomes*. <http://stuartfoundation.org/wp-content/uploads/2016/04/IAGpart2.pdf>

IN A NUTSHELL

This report examines the education outcomes of California children in foster care by characteristics unique to the foster care population such as type of placement, time in care, and number of placements during the study year. (The report is the 'sequel' to the IAG Part 1, which compared the education outcomes of students in foster care with those of other students, including both the K-12 population as a whole as well as other at-risk subgroups with documented achievement gaps, e.g., low socioeconomic status students). Overall, Parts 1 and 2 of the reports create a first ever state-wide education snapshot of education outcomes for youth in care. California is the first state to begin to track academic progress of children and youth in care.

BEYOND NORTH AMERICA

Cameron, C., Connelly, G. & Jackson, S. (2015). *Educating Children and Young People in Care: Learning Placements and Caring Schools*. London: Jessica Kingsley Publishers.

IN A NUTSHELL

(from the book's Introduction, p. 7): This book is an evidence-based practical guide to supporting the education of children and young people in care, and those leaving care as young adults. Its main argument is that for children to thrive, flourish and realize their potential, they need to be cared for at school and educated at home. The integration of care and education in daily life is key. Chapters include: "Caring schools", "Supporting Education in the Care Environment" and "Putting it all Together: Taking a Strategic Approach".

Children's Partnership. (2014). *Staying Put: Good Practice Guide*. Children's Partnership. www.ncb.org.uk/media/1154341/staying_put.pdf

IN A NUTSHELL

In 2014, the UK Children's and Families Act was revised to "place a duty on local authorities to support care leavers who wished to stay with their former foster carers ('staying put' arrangements) until aged 21. The Act allows them to leave stable and secure homes when they are ready and able to make the transition to independence (Foreward).

Munro, E., Lushey, C., Maskell-Graham, D. & Ward, H. (2012). *Evaluation of Staying Put: 18 Plus Family Placement Programme: Final Report*. Loughborough University. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183518/DFE-RR191.pdf

IN A NUTSHELL

(From Report Conclusion): The Staying Put 18+ Family Placement Pilot Programme offered a cohort of young people the opportunity to remain with their foster carers beyond the age of 18 and up to the age of 21. Those staying put were significantly more likely to be in full time education at 19 than their counterparts who did not stay put (p. 106). Young people who stayed put were more than twice as likely to be in full time education at 19 compared to their counterparts who did not stay put (55% and 22% respectively). Twelve percent of those that stayed put were in higher education compared to 5% of those that did not stay put (p. 61).

Tilbury, C., Creed, P. Buys, N., Osmond, J. & Crawford, M. (2014). Making a connection: school engagement of young people in care, *Child and Family Social Work*, 19, 455-466.

IN A NUTSHELL

(From Abstract): Intervention to improve education for children in care is increasingly being recognized as important for their well-being and future opportunities. This paper reports on a mixed method study of school engagement or connectedness of young people in care. Based on qualitative interviews with CYIC: "Young people's personal motivation and tenacity also affected their level of school engagement. Going beyond the low expectations of parents provided a motivation for some participants, who spoke about their drive to create a different future and life for themselves from that of their own parents" (p. 463).

FOSTERING SUCCESS

IMPROVING EDUCATIONAL OUTCOMES FOR YOUTH IN/FROM CARE

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