

CONGRESS PASSES MAJOR CHILD WELFARE REFORM BILL

On September 22nd, Congress passed the *Fostering Connections to Success and Increasing Adoptions Act* and sent it to President Bush to sign into law. The bill reauthorizes the Adoption Incentive Program, which encourages states to move children from foster care to adoption. It also allows states to extend foster care supports up to age 21, offer federal supports to relatives who assume legal guardianship of children, and supports to help keep siblings together in foster care.

The Congressional Budget Office has not publicly released cost estimates for the bill but the cost is reportedly fully offset by unspecified provisions of the bill.

The *Kinship Guardianship Payments for Children* (Sec. 2 of the bill) section allows states to provide assistance to relatives who become the legal guardians of children in foster care. States must provide maintenance

payments equal to foster care maintenance payments or at state option, the amount of adoption subsidy.

\$50 million per year will be available in matching grants for activities designed to connect foster children to relatives, including searching for relatives of children in foster care, creation of kinship navigator programs for relative caregivers, and family decision meeting for children and relatives.

The bill requires notification of options for participation to all relatives within 30 days of a child being placed in foster care.



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Childhood Bipolar Disorder Diagnosed More Frequently by Rakeem Washington, Attorney

A September 14, 2008, article on the New York Times Magazine website, *The Bipolar Puzzle*, written by Jennifer Egan, reveals that doctor visits for children and adolescents diagnosed with bipolar disorder increased by forty times between 1994 and 2003. An estimated seven percent of all mental-health disorders in children are identified as bipolar disorder. The article explores the difficulties faced by: the children living with mental-health disorder symptoms, the families struggling with "diagnostically homeless" or significantly medicated children, and the psychiatric field grappling with whether it is appropriate to diagnose young children with a "traditionally adult" disease.

While the DSM-IV describes bipolar disorder as a condition "whose average age of onset is 20," the article reports that most leaders **Continued on page 3.**

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NEWS BRIEFS

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Judge Demands State Keep Foster Care Promises

On June 30, 2008, a Washington judge gave the State's Department of Social and Health Services thirty days to implement changes it first promised four years ago in a class action lawsuit settlement on behalf of thousands of foster children.

This ruling came a decade into what is known as the *Braam* case, named for lead plaintiff, Jessica Braam, who shuffled through 34 foster-care placements by the time she reached 12 years old. In the July 2004 settlement agreements, the State agreed to a timetable to meet certain measurable goals, such as reducing the number of children who bounce through placements and creating a panel to track the agency's progress. However, after four years and little progress, the plaintiffs returned to court to file a Motion to Enforce the Settlement Agreement

After a lengthy hearing on June 30th, Whatcom County Superior Court Judge Charles R. Snyder ruled the Department was in non-compliance with the Settlement Agreement *and* the *Braam* Implementation Plan. The judge ordered the State to find ways to make monthly visits to children in care, to provide visits between siblings who are separated in care, to complete timely Child Health and Education Tracking screens, and finally, to reduce caseloads to the Council on Accreditation standard to make these reforms possible. The Court also ruled that strict deadlines need to be imposed in all four areas because the Department was out of compliance for some time (nearly three years in some cases).

Since the hearing, the

Braam Oversight Panel, the plaintiffs, and the Department are working to complete compliance plans in all four areas. The Department submitted its first round of plans within thirty days of the hearing. After submission, the Panel and the plaintiffs have an opportunity to make comments on and revisions to the plan. Once each plan is accepted by the *Braam* Oversight Panel, the Department has ninety days to show substantial improvement toward compliance. (Currently, one plan has been accepted and the other three are in stages of revision). In nine months, data will be checked for progress, and if progress has not been made, the plaintiffs can return to court and determine an appropriate remedy.

Although it remains unclear how this case will proceed in the future, sources from Columbia Legal Services, representing the plaintiffs, report they have received very high quality plans from the Department since the court action. The plans are thoughtful and show a real commitment to improving the plight of foster children in Washington – a vast improvement over plans submitted in years prior which were never approved by the *Braam* Oversight Panel.

References:

Braam ex rel. Braam v. State: 150 Wash.2d 689, 81 P.3d 851

"*Judge Demands State Keep Foster-Care Promises*,"
http://seattletimes.nwsources.com/html/localnews/2008026708_braam01m.html

More News Briefs on page 6.



Bi-Polar Disorder in Children,

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in the psychiatric field now believe that bipolar disorder exists in children. It is troublesome, however, that there is no foolproof method of identifying how the disorder manifests itself in children. Many of the symptoms that may be attributed to bipolar disorder are also symptoms of other disorders more common to children such as Attention Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD). Furthermore, some of the symptoms are easier to diagnose in adults than they are in children. "For example, it's normal for children to pretend that they are superheroes, or believe that they can run faster than cars, whereas in an adult, these convictions would be signs of grandiosity." The article cites research done by Ellen Leibenluft at the National Institute of Mental Health which estimates that only twenty percent of children identified as bipolar actually meet the strict criteria for bipolar disorder. Leibenluft states further, "[t]here definitely will be—and needs to be—more description of what bipolar disorder looks like in children, how one diagnoses it and some of the challenges."

A bipolar diagnosis for a child may lead to two very distinct problems for the child and family depending upon the accuracy of the diagnosis. Although necessary to initiate the appropriate treatment, an accurate bipolar diagnosis may nonetheless severely stigmatize a child. In the anonymous case studies throughout the article, several children mention the desire to keep their bipolar diagnoses secret—perhaps disorders such as ADHD or ODD do not carry as much stigma as bipolar disease—regardless, the stigma exists to the child's detriment. Parents too, are stigmatized when they have a bipolar child. An inaccurate diagnosis on the other hand, may lead to wrongly prescribed medications, leaving the true cause of the child's symptoms undetected. Gabrielle Carlson, the director of child and adolescent psychiatry at the Stony Brook University School of Medicine, states for example that a bipolar diagnosis for a child actually suffering from autism may have long-time effects—the behaviors may be treated, but "you're not going to treat his language disorder, you're not going to give the social-skills treatment he needs."

Parents and the psychiatric field struggle with "diagnostically homeless" children. Parents are frustrated by the inability to fix the child's behavior, and many clinicians are frustrated by what they see as over-diagnosing of children as bipolar—"[i]ntriguingly...some of the bipolar children in the study appear to have gotten well." Director of psychopharmacology at the New York University Child Study Center, Roy Boorady, says, "you see [kids] that had this mood instability or irregularity and were diagnosed as

bipolar. But then you see them as they're older, and they're off in college and not having these labile mood swings anymore. You really wonder, what was it?" Boorady's statement demonstrates the difficulty of pinning down a bipolar diagnosis in a child, even in hindsight. Most clinicians believe "biological markers" of bipolar disease will eventually be discovered, taking the mystery of bipolar disease in children out of the picture. In the meantime, "[w]ork on the DSM-V is under way, and discussions have begun on how to address the issue of bipolar children." As it stands, it is unclear as to what bipolar disease really looks like in children, how many children are truly afflicted with bipolar disease, and whether or not these children will be bipolar adults.

To read the article, go to:

<http://www.nytimes.com/2008/09/14/magazine/14bipolar-t.html?ei=5124&en=c601b2218>

Child Welfare Reform— Continued from page 1

For children aging out of foster care, the bill extends federal Title IV-E funding for foster care payments for children up to the age of 21 (states can opt for limit of 19 or 20), for children who are in high school, post-secondary college or vocational training, participating in an employment program or employed a minimum of 80 hours per month. [Effective 10/1/2010].

Education stability is promoted under the bill by the requirement of educational stability plans and provision of payment under Title IV-E for reasonable transportation costs to allow foster children to continue in their school of origin.

The bill requires states to make reasonable efforts to place siblings together in the same foster care placement, unless such placements would be contrary to the safety or well-being of any of the siblings.

Adoption incentives are reauthorized and for special needs children incentives paid to the states are increased to \$4,000 per child.

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SUPPORTS FOR YOUTH AGING OUT

Older youth aging out of the foster care system form connections and relationships that create informal support networks, promote positive mental health, and help them transition through a period of major life changes. This support network was the basis of a recent research project among former foster care youth carried out by the Chapin Hall Center for Children. Some of the key findings that have emerged from the study include: (1) Adults play a key role in the transition to early adulthood, in particular biological relatives and professionals such as case workers, teachers, and mentors; (2) Relationships based on shared experiences and those that have lasted over time are a significant source of support; (3) Transitioning youth have support needs that directly relate to the loss of their biological parent and family support system; (4) Youth are often loyal to biological parents and want relationships with them but are conflicted due to past experiences; (5) Older youth are uncertain about permanency and their ability to achieve it.

In light of these findings the researchers offered three suggestions to help support young people during their transition into adulthood. First, promote relationships that help youth meet their

needs for emotional guidance and support. Second, help youth develop skills so they can sustain healthy relationships and avoid or end harmful ones. Lastly, broaden how the child welfare system views families to recognize multiple family relationships, memberships and affiliation. For more information related to this study see "A Reason, a Season, or a Lifetime: Relational Permanence Among Young Adults with Foster Care Backgrounds." (www.chapinhall.org/article_abstract.aspx?ar=1466&L2=61&L3=130)

One idea for helping youth in foster care create a meaningful support network is to create a "permanency pact." A permanency pact is a pledge by a supportive adult to provide specific supports to a young person in foster care, with a goal of establishing a lifelong, kin-like relationship. These pacts connect adults with youth in a formalized, facilitated process that helps to clarify their relationship and identify the parties' mutual expectations. For more information, go to: <http://www.fosterclub.com/pdfs/PerM Pact.pdf>.

From Claire Chiamulera, **Tapping the Inner Circle – Supporting Youth in Transition**, *A.B.A. Child L. Prac.* Vol. 27 No. 3 (May 2008).

AGING OUT OF FOSTER CARE: What can the Child's Lawyer Do to Protect Rights and Improve Outcomes?

By Whitney Hill, Law Clerk

"Tragedy begets tragedy" is not an absolute. When a child exiting foster care becomes ineligible for benefits from the Department of Human Services, statistically things go from bad to worse. However, an attorney's zealous advocacy and ongoing discussions can lead to better outcomes for a child client about to age out of the dependency system.

Current Outcomes

The word "bleak" frequently accompanies the statistics on former foster children. According to national statistics on youth after foster care¹, children who age out of the system are more likely to experience homelessness, low wage employment or unemployment, incarceration, early parenthood, ongoing mental health problems, and a lack of health insurance. According to Casey Family Programs, these children are also less likely to graduate from high school².

Casey Family Programs has done extensive research by interviewing foster care alumni. The organization's Northwest Foster Care Alumni Study reported on youth who were in

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NATIONAL JUVENILE DEFENDER CENTER RELEASES TEN CORE PRINCIPLES, 2ND ED.

In July 2008 NJDC, together with the National Legal Aid and Defender Association, released the 2nd Edition of the "Ten Core Principles for Providing Quality Delinquency Representation through Public Defense Delivery Systems" for guidance in efforts to reform and improve juvenile indigent defense systems across the country. The Principles promote: representation of children and adolescents as a legal specialty; public defense systems paying attention to this most vulnerable population and particularly to over-represented sub-groups of this population; upholding of juveniles'

constitutional rights through competent and diligent representation; personnel and resource parity for juvenile defenders; use of experts and ancillary services to promote quality representation; supervision of attorneys and staff to monitor work and caseloads; review of juvenile defense staff; ongoing training and education for juvenile defense attorneys and staff; presentation of independent treatment and disposition alternatives to the court; advocacy for the educational needs of juveniles, and fairness and equity for children. The Ten Core Principles are available online at:

http://www.njdc.info/pdf/10_Core_Principles_2008.pdf

RECENT CASE LAW

United States v. Craighead

No. 07-10135 (9th Cir.
8/21/08)WL 2863709

The Defendant, Ernest D. Craighead, an electronic warfare technician in the U.S. Air Force, was charged with transportation, shipping, and possession of child pornography. The district court denied Craighead's motions for an evidentiary hearing under *Franks v. Delaware* and to suppress statements taken in violation of *Miranda v. Arizona*. On appeal, the Ninth Circuit held that Craighead was not entitled to a hearing under *Franks* because he did not allege that a false statement knowingly, or with reckless disregard for the truth, was included in the warrant affidavit. However, the Ninth Circuit held the district court erred in denying Craighead's motion to suppress statements taken in violation of *Miranda*.

The Ninth Circuit held that although the interrogation took place in Craighead's home, the agents had transformed his home into a police-dominated atmosphere. The court reasoned that the fact that a large number of armed enforcement agents entered his house, that he was isolated in a storage area in his house with an officer leaning against the door, and that the "prevailing mood of the morning" left him with the impression that he was not free to leave, rose to the level of custody for *Miranda* purposes.

The court further reasoned that telling Craighead he was free to leave was not dispositive that a reasonable person would feel at liberty to terminate the interrogation. The mere recitation of statements that the suspect is free to leave does not render an interrogation non-custodial per se because an agent's state-

ment may have more or less resonance with a suspect depending on whether he can leave the interrogation site and retreat to the safety of his home or whether his home is in fact "the locus of police activity."

State ex rel Juv. Dept. v. J.W.

___ Or ___ (9/18/08) Case No. S055840.

In this case, the Oregon Supreme Court considered the appealability of a decision of a juvenile court referee in a juvenile dependency proceeding. The court affirmed the Court of Appeals to hold that the ruling of a juvenile court referee does not constitute a judgment under the relevant statutes and is therefore not subject to appeal.

ORS 419A.200(1) provides that "any person or entity * * * whose rights or duties are adversely affected by a *judgment* of the juvenile court may appeal therefrom." The document the referee signed did adversely affect the mother's rights, and therefore, if it was considered a "judgment" of the juvenile court, it could be appealed. However, the Court determined that because other statutes related to juvenile court proceedings required a judgment document and a signature by a "judge", that the decision of the referee was not a "judgment" and not appealable.

[Http://www.publications.ojd.state.or.us/S055840.htm](http://www.publications.ojd.state.or.us/S055840.htm)

N.B. v. Hellgate Elementary School Dist., ex rel. Bd. of Directors, --- F.3d ---, 2008 WL 4070273 C.A.9 (Mont.), September 04, 2008

Minor C.B. and his parents brought suit against Hellgate Elementary School District, alleging that the school violated the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 because the school failed to provide the minor with free appropriate public education. The district court held that the school had not violated the Act's requirements by using the following two-part test.

Did the state comply with procedures set forth in the Act?

Did the educational programs developed through the procedures reasonably calculated to enable the child to receive educational benefits?

On appeal, the Ninth Circuit reversed the district court concerning the first part of the test, but affirmed the second part of the test. The court held that the school failed to meet its procedural obligation under IDEA to evaluate the child to determine whether the child was autistic. The court reasoned that IDEA's procedural requirement necessitated schools, not parents, to bear the burden of seeking outside evaluations of special needs students. The court found that although the school did refer C.B.'s parents to outside resources, this action did not ensure that the child was "assessed" as required. Therefore, without evaluative information that C.B. had autism spectrum disorder, it was not possible for the IEP team to develop a plan reasonably calculated to provide C.B. with a meaningful educational benefit throughout the 2003-2004 school year. Because of this procedural error, the court held that C.B. and his family were entitled to the costs of the services they incurred during the school year and the associated legal fees.

The court further held there was no need to reach a decision whether the IEP was valid because Hellgate failed to meet its obligations to evaluate C.B. in all areas of suspected disability. Finally, the court did not believe the school violated the substantive rights of the family by denying him extended school year service because the denial of ESY services was appropriate to enable the child to receive educational benefits.



NEWS BRIEFS

By Katie Carson and Katharine Edwards, Law Clerks

Washington State Releases Study Revealing Racial Disproportionality in State's Child Welfare System

After a year of study, the Washington State Institute for Public Policy (WSIPP) has completed a thorough report finding that racial disproportionality does exist in the Washington State child welfare system. Racial disproportionality occurs when the percentage of children of color in any system, including the child welfare system, is higher than the percentage of children of color in the general population. This study examined data from the Children's Administration in 2004 to answer questions regarding the existence and nature of racial disproportionality in Washington.

The study revealed that the extent of racial disproportionality in Washington child welfare varies depending on the stage of state involvement. For example, the greatest disproportionality for children of color occurs at three stages: when the initial referral to Child Protective Services (CPS) is made; when the decision to remove the child from the home is made; and when a child is in care for more than two years.

For outcomes such as length of stay, Native-American and African-American children have less favorable outcomes than Caucasian children. Additionally, when statistically controlling for poverty, family structure, and case characteristics, the patterns of disproportionality did not change for Black, Hispanic, or Asian children. For Indian children however, disproportionality after referral was reduced by about forty-five percent. Finally, the study revealed that children from single-parent families are more likely to be in the child

welfare system than children from two-parent households.

This data was presented at the Symposium on Racial Disproportionality at the University of Washington, hosted by the King County Coalition on Racial Disproportionality. Symposium participants attended presentations from child welfare programs around the country who have implemented systemic reforms to address the overrepresentation of children of color in their child welfare systems.

Finally, the Symposium provided an opportunity for attendees to comment on the study's findings and future initiatives to eliminate disproportionality. Prevailing themes of the comments included DSHS's misplaced emphasis on placement, rather than family, the widespread mistake of poverty for neglect, and the lack of training in cultural differences that can lead to unneeded intervention. To review the report go to: *Racial Disproportionality in Washington's Child Welfare System*, <http://www.wsipp.wa.gov/rptfiles/08-06-3901.pdf> (June 2008)

OYA's New Youth Correctional Facility for Females

On February 21, 2008, the Oregon Youth Authority reopened the Oak Creek Youth Correctional Facility as an all female facility. Since opening, the facility has admitted and begun gender specific assessment and treatment for 90 young women from across the state. The facility uses Dialectical Behavioral Therapy (DBT) as the core treatment modality. To supplement the DBT model, the Oak Creek facility offers treatment for substance abuse, anger control, social skills, anti-social thinking, self discovery and empowerment.

The facility is working with the Linn-Benton Lincoln Education

Service District to provide the youth with opportunities to earn high school and GED credits. Online courses are available to help youth that have already obtained their high school diploma. In addition, the facility is working with Dr. Jeff Sprague of the University of Oregon's Institute on Violence and Destructive Behavior to develop an integrated behavioral management system to coordinate the treatment and school programs.

In the first 6 months of operation the facility has faced a variety of challenges including behavioral problems for many of the youth as they adjusted to the new facility, treatment model and staff. As the facility stabilizes over the next few months, the Oregon Youth Authority plans to focus its efforts on refining intake assessment and further developing services and treatment options in the Oak Creek Facility.

For more information go to the OYA website:

<http://www.oregon.gov/OYA/>

In re Gault and the Promise of Systemic Reform

In 1967, the Supreme Court extended significant due process rights to juveniles in *In re Gault* to combat what the Court saw as excessive informality in juvenile court proceedings. The court wrote, "Under our Constitution, the condition of being a boy does not justify a kangaroo court." *In re Gault*, 387 U.S. 1, 8 (1967). Now, more than forty years later, Katherine R. Kruse of the William S. Boyd School of Law at the University of Nevada, Las Vegas, is calling upon juvenile defense counsel to continue *In re Gault's* promise of systemic reform: to create a "careful, compassionate, and individualized treatment" of juveniles. *Id.* at 18. Ultimately, Kruse proposes that, to fulfill this

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Improving Higher Education Outcomes for Students from Foster Care

Casey Family Programs Develops New Framework for Improving Higher Education Outcomes for Students from Foster Care.

Casey Family Programs has developed a new toolkit to improve higher education needs for students from foster care. Titled "*Supporting Success: Improving Higher Education Outcomes for Students from Foster Care*," the toolkit provides a framework and method for creating a system of support for young people currently in or from foster care who seek postsecondary education opportunities. The toolkit helps professionals in various capacities define a plan for improving their institution's support for students from foster care.

According to Casey Family Programs data, only seven to thirteen percent of students from foster care enroll in higher education. Of these students, only two percent earn bachelor's degrees, compared to twenty-four percent of adults in the general population.

In response to these troubling statistics, "*Supporting Success*" proposes that institutions implement essential elements to start, develop, and sustain a pro-

Six Necessary Elements for Program Development

Elements	Description
<i>Designated Leadership</i>	Youth from foster care need a caring, trusted staff person or designated leader who has primary responsibility for identifying them and consistently providing guidance in navigating higher education.
<i>Internal and External Champions</i>	Support champions within and outside of the college community provide direct and indirect program support through their influence and advocacy
<i>Collaborations with Community Agencies</i>	College support programs should have strong connections with local social service agencies, foundations, and independent living programs.
<i>Data-driven decision-making</i>	Decisions on individual support and program development should be based on data collection and analysis.
<i>Staff Peer Support and Professional Development</i>	New and established support program staff benefit from belonging to a network of peers in other colleges who support youth from foster care.

gram that increases foster children's access to higher education (in chart above).

According to "*Supporting Success*," these elements lay the groundwork for developing effective support systems for foster children entering and attending postsecondary schools. The toolkit also recommends inclusion of year-round hous-

ing, financial aid, and academic advising in addition to the essential elements listed.

You can download the toolkit at:

<http://www.casey.org/Resources/Publications/HigherEdFramework.htm>

Or contact Theresa Lewis, National Homeless Center for Education (NCHC), 1-800-308-2145.

NJDC OFFERS DETENTION TOOLS

The National Juvenile Defender Center (NJDC) has released detention tools prepared for the Annie E. Casey Foundation's Juvenile Detention Alternatives Initiative: ***Ten Principles for Providing Effective Defense Advocacy at Juvenile Delinquency Detention Hearings (Ten Principles)***. The tools include a fact sheet describing best practices at detention hearings for defense attorneys—***Guidelines for Juvenile Defenders to Provide Zealous Advocacy at Initial Detention Hearings***—a questionnaire that helps juvenile defenders examine their detention hearing advo-

cacy and makes suggestions for ways they might enhance their practice— ***Checklist to Evaluate Defense Representation at Detention Hearings***, and a questionnaire that helps juvenile section supervisors and chiefs evaluate the detention hearing advocacy of their defenders— ***Checklist to Evaluate Defense Representation at Detention Hearings***.

The Principles and the tools are available for download at: <http://www.njdc.info>

promise, juvenile defenders engage in systemic reform efforts to ultimately improve individual outcomes.

In her article, *In re Gault and the Promise of Systemic Reform*, 75 Tennessee Law Review 385 (2008), Kruse argues that engagement in stakeholder models is a strategic opportunity for defense advocacy at the systemic level. Kruse defines the stakeholder model as a process of engaging in systemic reform that requires collaboration among juvenile justice stakeholders. For example, stakeholder collaboration models usually promote inter-agency collaboration and data-driven, research-based reforms to juvenile justice system practice and procedure.

Kruse first argues that participation in this model is not antithetical to defense counsel's adversarial advocacy in individual representation. Although on its face, this kind of advocacy appears to undermine a juvenile defender's commitment to adversarial client advocacy, Kruse argues that this model can be employed strategically to influence system officials. According to Kruse, participation in such a model allows juvenile defenders to utilize many of the same tools they use for advocacy in individual cases to shape policies and procedures on a systemic level. For example, through participation, juvenile defenders can support the kinds of changes they advocate for in individual cases, such as carefully tailored intervention in the lives of children and families that favor community placement over institutionalized custody.

Kruse's article also suggests building blocks for systemic reform advocacy that will facilitate juvenile defender's reform efforts. Proposed skills include: the ability

to act as a spokesperson from the client's perspective, the cultivation of an acute awareness of the underlying interests and incentives that shape the status quo, and the capacity to frame proposed changes in ways that allow system participants to legitimate change, as opposed to furthering the blame game

that can be prevalent in child advocacy and service circles. Finally, Kruse encourages juvenile defenders to share their strategies for use in clinical teaching to help students draw connections between advocacy in individual cases and advocacy for broader systemic reform.

EFFECTS OF EARLY NEGLECT

Two recent studies have revealed new information about the extent and effect of infant neglect in the United States. The first study, promulgated by the Center for Disease Control (CDC) in April 2008, analyzed nonfatal maltreatment of infants on a nationwide basis. The research analyzed data from 2006 and found 97,278 infants under age one had experienced nonfatal maltreatment, or 1 or every 43 infants in the United States. The researchers believe that many of these reports resulted from maternal and newborn drug tests; however disparities between state definitions of maltreatment made it difficult for the researchers to pinpoint the exact circumstances of the mistreatment, indicating that more research is needed.

The researchers suggested several strategies for intervening for these young victims including: (1) look for missed opportunities to detect and manage early risk for maltreatment; (2) increase in-hospital programs for parents of newborns aimed at reducing maltreatment; and (3) promote home visitation and parent-training programs starting during pregnancy to give parents support and help them understand infant development and appropriate discipline

and parenting skills. To learn more about this study and its results see "Nonfatal Maltreatment of Infants – United States, October 2005–September 2006" on the CDC website:

www.cdc.gov/MMWR/preview/mmwr.html/mm5713a2.htm.

In the second study, "Importance of Early Neglect for Childhood Aggression" researchers explored the effect of maltreatment by monitoring children known to be or at risk of maltreatment, interviewing them or their caregivers, and conducting developmental testing of the children. The results indicated that only early neglect, occurring before age two was found to predict aggressive behavior between the ages of four and eight. Early abuse, later abuse, and later neglect were not found to predict aggressive behavior. Based on these results, the researchers also believe that the link between neglect and aggression is likely to extend into early adolescents and adulthood. For more information about this study see "Importance of Early Neglect for Childhood Aggression" by Jonathan B. Kotch et al in the April 2008 issue of *Pediatrics* 121(4), 725-731.

From Claire Chiamulera, **New Clues About Neglect in Early Life**, *A.B.A. Child L. Prac.* Vol. 27 No. 3 (May 2008).

ABA Implements Program to Improve Representation for Parents Involved in Child Welfare Systems

By Katie Carson, Law Clerk

The American Bar Association's Center on Children and the Law has recently implemented the National Project to Improve Representation for Parents Involved in the Child Welfare System. This project aims to strengthen representation of parents in the child welfare system through various means including: training and technical assistance for parents' attorneys, courts, and legislators; networking opportunities, including a listserv and national conference; resources to improve parent representation; and system reforms that ensure parents and their attorneys are given a voice. To learn more and access other useful links related to this project see:

<http://www.abanet.org/child/parentrepresentation/home.html>

Some resources of interest to practitioners that are available on the ABA website include:

(1) Diane Boyd Rouber and Lisa A. Granik, **Representing Parents in Child Welfare Cases: A Basic Introduction for Attorneys** (Mimi R. Laver ed., ABA 2000). This resource begins with a description of the responsibilities and duties of attorneys who represent parents. It then outlines the different phases and procedures in a case and the effect of recent legislative changes in state and federal child welfare law. The book concludes with citations to relevant books, articles, federal and state statutes and regulations, and other resources relating to the child welfare process.

<http://www.abanet.org/child/rclji/RepresentParents.pdf>

(2) Mimi Laver, **Representing Parents Effectively Post-ASFA**, *ABA Child L. Prac.* Vol. 18 No. 10 (Dec. 1999). This article

highlights changes created by the Adoption and Safe Families Act of 1997 (ASFA) including reasonable efforts, permanency hearings, termination of parental rights, a caretaker's right to notice, and the opportunity to be heard. The article includes practice tips for each of these topics and strategies for becoming a more effective parent advocate post-ASFA.

<http://www.abanet.org/child/parentrepresentation/representparent.pdf>

(3) Mimi Laver, **Incarcerated Parents: What You Should Know When Handling an Abuse or Neglect Case**, *ABA Child L. Prac.* Vol. 20 No. 10 (Dec. 2001). This article tackles issues that arise when representing a parent who is incarcerated in child abuse and neglect cases. Some of the issues covered include a parent's right to participate in a hearing, reasonable efforts for an incarcerated parent, and the impact of incarceration on the termination of parental rights. The article includes practice tips for judges, parents' attorneys, agency attorneys, and children's representatives for each substantive area discussed.

<http://www.abanet.org/child/parentrepresentation/incparents.pdf>

(4) Trine Bech, **A Family Centered Model of Legal Representation for Parents in Child Protection Cases**, *ABA Child L. Prac.* Vol. 19 No. 2 (Dec. 2000). This article is a byproduct of a national conference focused on the shortcomings of the current system of parental representation. This article describes the different aspects of a "family-centered" problem solving representation model which is premised on the notion that if parents are given options, they can choose what will work for them and their families, if they have competent legal counsel.

The article describes the "family-centered" model, the systematic and organizational structure needed to support it, and offers tips for creating an action plan to implement it.

<http://www.abanet.org/child/parentrepresentation/Trine%20Bech%20Family%5fCentered%5fLegal%5fRepresentation%20PDF.pdf>

(5) Angela Greene, **The Crab Fisherman and His Children: A Constitutional Compass for the Non-Offending Parent in Child Protection Cases**, *24 Alaska L. Rev.* 173 (2007). This article explores the authority of the court to intervene when a fit, non-offending parent presents him- or herself to authorities and claims he or she is ready to care for a child, even though the other parent may have neglected or abused the child. The article includes a review of United States Supreme Court case law relating to the rights of parents in child protection cases and goes on to analyze the four primary approaches that states have taken in regards to the non-offending parent in the factual situation outlined above.

<http://www.abanet.org/child/parentrepresentation/ALR24P1731.pdf>

(6) Vivek S. Sankaran, **Out of State and Out of Luck: The Treatment of Non-Custodial Parents Under the Interstate Compact on the Placement of Children**, *25 Yale L. & Pol'y Rev.* 63 (2006). This article explores child protective cases in which a non-custodial parent, one against whom no allegations of parental unfitness have been made, requests to have the child placed with him or her. The article begins by explaining the tensions between protecting the rights of the non-custodial parent and pro-

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Summits, Academies, Conferences and Road Shows!

MINORITY OVERREP CONFERENCE

The Governor's Summit on Eliminating Disproportionate Minority Contact in the Juvenile Justice System, in partnership with the Coalition for Juvenile Justice and the Multnomah County Local Public Safety Coordinating Council are hosting a conference dedicated to building momentum for the next decade, strengthening collaborations and affirming milestones. The event will be at the Jantzen Beach Red Lion Hotel in Portland, Oregon, on November 17 and 18, 2008.

The Science and the Law: Domestic Violence, Psychological Evaluations, and the Role of Culture in Juvenile Dependency Cases

The third annual Juvenile Law Training Academy CLE for juvenile court lawyers and other members of the juvenile court community is scheduled for **October 13 - 14, 2008**, (during the Judicial Conference) at the Holiday Inn at Gateway in Eugene. Topics include: domestic violence in juvenile dependency cases; psychological evaluations and evidence; getting evaluations into evidence or keeping them out; ethics and the use of guardians ad litem in juvenile dependency cases; the impact of culture in dependency cases, an update on appellate cases, a review of online resources for juvenile lawyers and others in the juvenile system and a discussion of participation of

children in permanency hearings. For information and registration go to: www.ocdla.org

SHOULDER TO SHOULDER CONFERENCE

The Tenth Annual Shoulder to Shoulder Conference will be held November 13 at the Oregon Convention Center in Portland. This multi-disciplinary conference for juvenile dependency and children in foster care. 10 simultaneous tracks provide a variety of choices in workshops that include speakers on such subjects as College Access for Foster Youth, Understanding the Effects of Child Sexual Abuse, Transforming Oregon's Approach to Helping Children and Families, Adoptive Family Selection, Why Focus on Fathers in Serving Children and Youth?, Building Hope: Supporting Youth Who are Involved in both Foster Care and Special Education as They Transition into Adulthood, Oregon Internet Crimes Against Children Taskforce, Judges Panel, Apples, Oranges and Diversity, Working with Addicted Clients, Assessing the Mental Health Needs of Children in Foster Care, and Creating Family Connections: Pursuing Permanence. This jam-packed conference is a bargain at \$65 (for registration by 11/3) which includes lunch. For information and registration go to:

<https://dhslearn.hrstate.or.us> or call 503-872-5601.

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protecting the children involved. It then goes on to explain the impact of the Interstate Compact on the Placement of Children (ICPC) which comes into play when the non-custodial parent resides out of state, including the constitutional concerns that arise when the ICPC is applied to parents. The article concludes by proposing solutions to expedite permanency in the lives of foster children, encourage parents to remain involved in their children's lives, and reduce the burden on the child welfare system.

<http://www.abanet.org/child/parentrepresentation/sankaran.pdf>.

(7) Vivek Sankaran, **But I Didn't Do Anything Wrong: Revisiting the Rights of Non-Offending Parents in Child Pro-**

tection Proceedings, 85 *Mich. B. J.* 22 (2006). This article describes a facet of Michigan law which allows the court to assume temporary custody of a child and enter dispositional orders affecting the child and parents based solely on a finding that one parent neglected the child. The author criticizes the scope of power that the court obtains after it assumes jurisdiction over the child because of the constitutional concerns that are raised for a non-offending parent. The article concludes by advocating for reform of current practice and offers several possible solutions for aligning practice with constitutional principles articulated by the United States Supreme Court.

<http://www.abanet.org/child/parentrepresentation/Sankaran%20%283%29>

[.pdf](#).

(8) Vivek Sankaran, **Procedural Injustice: How the Practices and Procedures of the Child Welfare System Disempower Parents and Why It Matters**, *Mich. Child Welfare L. J.* (Fall 2007). This article describes the uphill battle many parents in the Michigan Child Welfare System face throughout a child protection case, both individually and systematically. Ultimately, the author suggests designing a child protective system based on principles of procedural justice to encourage parents to invest more in the process and enhance the legitimacy of the various decision makers in the system, ranging from judges to social workers. Access this resource at

Lane County Youth Services Re-entry Program Featured at Judiciary Committee Hearing

Research on the Lane County Re-entry Program at the MLK Jr. Education Center was presented in a recent Interim Judiciary Committee Hearing of the Oregon Legislature. The program has helped to reduce recidivism rates and decrease the number of chronic offenders. The presentation described the way in which these successful outcomes translated into reduced cost for the juvenile system.

Data on recidivism in 2004 to data from 1997, showed a decrease in new offenses — 60% of youth didn't re-offend in the subsequent 36 month period. Youths who had one or two new referrals made up 25%, and those with three or more new referrals made up 14.7%. The group with the most referrals was referred to as the "chronic offender" group. This group is the most active — in 2004 they accounted for 68.4% of the new referrals to the juvenile department. This trend is similar to that experienced nationwide and has led Lane County to conclude that this is the group that juvenile systems need to be focusing on for rehabilitation purposes.

In Lane County, the chronic offender group has decreased 5%, from 20% of offenders, since 1997. This reduction is very significant, because this is the group committing most of the offenses. This reduction in the number of chronic juvenile offenders translates to 1,000 fewer crimes committed. The estimated cost savings in Lane County was 5 million dol-

lars.

Research from the program level was done on the MLK Jr. Education Center in Lane County. This center provides many services for juvenile offenders who are re-entering the community. The research compares the average criminal referrals a youth had before entering the program with the average criminal referrals after receiving services from the program. The crime reduction rate of the center was 59%. The MLK Education Center provides 4-12 hours of daily supervision, depending on which services the youth is engaged in. It includes a school, which has a daily attendance rate of 80%. This is a strong rate considering the youth have been in and out of school before starting at the Center.

There is also a job training program with a long waiting list. The Center provides useful skills training, for example, they work with Starbucks to provide a customer service training for the youth. Another practical area of skill building is the Veterinary Technician Program. Youth involved in the program also have the opportunity to work in a pro bono vet clinic. At the clinic the students work with local veterinarians to provide vet care to homeless people's pets. For more information about Lane County Youth Services and juvenile re-offenses, see the 2007 report at: <http://www.lanecounty.org/YS/documents/2007reoffensereport.pdf>.

ROAD SHOW 2008

The Road Show, a collaboration of the Department of Human Services, the Citizen Review Board, Local Model Court Teams and the Juvenile Court Improvement Project will be touring Oregon this fall. Instead of focusing on new legislation, this Road Show will provide training on:

- The permanency planning process, including DHS's soon to be implemented case plan document, and how you can use it, regardless of your role in the process
- Timeliness of interstate placements
- Development of protocols to implement the federal mandate that judges "consult in an age appropriate manner" with children at permanency hearings
- Fulfilling the promise of concurrent planning

For more information and to register go to:

[Http://www.ojdstate.or.us/osca/cpsd/courtimprovement/jcip/WhatsNew.htm](http://www.ojdstate.or.us/osca/cpsd/courtimprovement/jcip/WhatsNew.htm)



Spanish-Speaking Foster Parents are Vital to Reunification

By Annette Smith, Law Clerk

Young children are like little sponges, especially when learning to speak. They hear and repeat sounds, learning patterns and tones, until they are able to communicate themselves. For foster children who are removed from Spanish-only speaking parents, it can be a challenge to maintain their language and cultural development when placed in non-Spanish speaking foster homes. When a parent and child lose the ability to meaningfully communicate, reunification becomes increasingly difficult. According to the 2000 census, Hispanic/Latino children are the largest ethnic minority group of children in the nation. With increasing numbers of Spanish-speaking families that come into contact with the juvenile dependency court, the need for Spanish-speaking foster families is mounting. (Children's Bureau Express, 2001)

Failure to expose a young child to his or her parent's native language can be permanently crippling. There are very critical stages in language development that children go through. When these critical periods are allowed to pass without early exposure to the child's first language, the ability of the child to learn the language will be more difficult and perhaps less efficient or effective. Research suggests that by the time a toddler reaches six months of age, he or she is able to recognize the basic sounds of his or her native language. At age one, most infants can speak a few words. At eighteen months, they master eight to ten words, and by age two, they are putting together crude sentences. At ages three, four and five, a child begins to master the rules of language and his or her vocabulary increases dramatically. "[F]or non-English speaking populations, the child welfare system can forever separate children from their families if children are placed in English-speaking homes where they will grow up without the language of their parents and grandparents." (Appell, 2007)

Layla P. Suleiman Gonzalez from *The Future of Children* describes the risks of placing a child from a limited-English-proficiency (LEP) family in an English speaking home. Developmentally, the risks may be more pronounced for young and preverbal children. They risk being linguistically severed from family connections because language is an essential tool for cultural transmissions and for maintaining connections to cultural heritage and traditions across generations.

Though most dependency cases are resolved relatively quickly, there is still the risk of a child spending too long in a home where his or her language development is neglected. A 2005 Casey Family Pro-

grams report indicated that three in five foster children are from minority populations; nineteen percent of children in foster care are Hispanic/Latino. Compared to the 2000 census, Hispanic/Latino children in foster care increased by 2% in five years. Reports indicate that minority children are more likely to spend longer in foster care than their non-Hispanic white peers, and are less likely to be reunited with their parents. Though the Multiethnic Placement Act of 1994 mandates state agencies to make diligent efforts to recruit foster and adoptive parents who represent the racial and ethnic backgrounds of children in foster care, MEPA-IEPA has not been well implemented and is not being enforced.

Placing children in appropriate homes that cater to their particular language needs may become an issue of diligent efforts by DHS. In *Enedina v. Family Court of New York*, the agency failed to prove that it exercised diligent efforts to strengthen the parent-child relationship as required by the court. DHHS placed the infant in a non-Spanish speaking foster home, repeatedly failed to arrange for Spanish-speaking counselors to assist mother, and for several

years, ignored the court's orders to encourage the child's language and cultural heritage. As part of a plan to reunify

the family, the court ordered the agency to diligently search for Spanish-speaking foster homes for the children and to provide meaningful exposure to the language for the children, sufficient for them to learn the language and begin to communicate with their mother. The agency failed to do either of those things for any significant amount of time. Judge Kohout stated, "the result of the repeated failings of DHHS to provide the needed assistance to [mother] and her son can only be described as devastating."

In addition to the problems created by a language barrier, Hispanic/Latino foster kids who are placed with



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public or private foster care at any time from 1988-1998, in Oregon or Washington³. One quarter of the foster care alumni had experienced Post-Traumatic Stress Disorder (PTSD). This population was much less likely to have a bachelor's degree than their peers. One third lived below the poverty line and 17% were dependent on public assistance such as food stamps, compared to 3% of the general population. Admittedly, there are a multitude of reasons why foster care alumni might have trouble functioning as adults, such as past trauma and attachment disorders. Some of the causes cannot be mitigated by even the most dedicated attorney. But the importance of zealous advocacy cannot be understated.

Helpful Laws on the Books

Oregon has passed laws that are meant to combat the problem of children aging out and subsequently falling through the cracks. In Oregon, children can remain in foster care after age 18 up to age 21. ORS 419B.328(2)(e). By policy, Oregon allows a youth to begin Independent Living preparation as early as age 14. Department of Human Services Caseworkers are legally required to assist children aging out of foster care in creating thorough, realistic independent living transition plans under ORS 419B.343(3).

On the federal front, The Foster Care Independence Act of 1999,⁴ a.k.a. the Chafee Act, increased funding to states for Independent Living Programs and extended coverage to former foster youth between the ages of 18 and 21. The law also gave states the option of covering former foster children under Medicaid if the child was in foster care on his or her 18th birthday, but Oregon has not expanded Medicaid this far.

Additionally, the Promoting

Safe and Stable Families Amendment of 2001 provides some foster youth with vouchers toward post-secondary education. The existence of these types of laws is only a foundation for better outcomes for children as they age out of the foster care system. The next level is knowledge of their availability, and on top of that the children need the wherewithal to access these programs, services, and funds. A strong advocate -- one who is well-informed about services for foster care alumni -- is essential for a child to gain access and take action.

Lawyer's Role as Counselor and Advocate

Professionals involved in a dependent child's life are very busy. Many times it is unclear whose role it is to help youth with such tasks that usually fall to parents, such as preparation and registration for the SAT. Helping youth look for scholarships is another task that can easily fall by the wayside.

Attorneys who attend to child clients' needs when they are younger are setting the stage for a more successful transition to adulthood. A number of issues that attorneys address for child clients correlate to greater success in adolescence and adulthood: promoting adoption or other permanency options, promoting kinship care options, preventing disruptions in living and school placements, and addressing children's needs in for services, such as mental health treatment or special education.

Working diligently on a dependent child's case for months or years builds trust, and that trust creates an opportunity for the attorney to counsel the client about his or her future.

Clients may not have the skills necessary to obtain information on their own and may feel lost and

overwhelmed. The attorney may be a good source of information. For example, JRP's Survival Guide to Aging out of Foster Care is a resource available for attorneys to provide their clients to answer some of their questions.⁵

Counseling clients involves providing useful information. Attorneys may provide some of the same information that case workers provide, but it will clearly be provided by the attorney in a way that serves the client's interests. Even if the attorney is repeating information already provided by the caseworker, delivery through the attorney-client relationship may give the information greater weight or impact.

If the client is in an Independent Living Program (ILP), ask him or her if he or she wants to be there, finds it worthwhile, or is paying attention. Merely being signed up for the class may not be enough, especially for clients who tend to be oppositional and/or have an attention deficit disorder.

There are some issues that the zealous advocate will want to track:

- Make sure that the Youth Decision Meeting (YDM) actually occurs.
- If the client is far behind in credits, does he or she wish to graduate high school or get a GED?
- Learn about Expanded Options, which provides the opportunity for free college credits in high school, and ask your client if they are interested in the program.
- Counsel the client on reasons to stay in care until age 21, such as food, housing and people to turn to, even if it means less freedom in the short term.
- If applicable, make sure the client has been provided an opportunity to

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Spanish Speaking Foster Parents—Continued from page 12

non-Hispanic/non-Latino families are often deprived of cultural experiences and cultural heritage. There is also a risk of culture shock when a child is placed in a home that is so vastly different from the one they came from. Placing children in a home where culture, food and language is similar to the child's own home would greatly help during the adjustment period.

In light of this growing problem, many states are implementing programs to recruit more diverse foster families. Suleiman Gonzalez says that simply making foster care and adoption materials available in Spanish is a crucial step to increasing needed foster families; while many Hispanic/Latino homes are bilingual and proficient in English, some families may still need access to Spanish-language resources for the children in their homes. Federal law requires programs that receive federal funds to be accessible to LEP persons pursuant to Title VI of the Civil Rights Act of 1964.

The difficulty in recruiting Hispanic/Latino foster parents or

adoptive parents may be more to blame on culture than on numbers alone. The United States Department for Health and Human Services describes certain structural and cultural barriers some Latinos may face, including: lack of information, unavailable financial resources, agencies' failure to provide bilingual services, the belief that Latinos should take care of their own through informal arrangements, and the fact that adoption has not been historically practiced by Latinos. Overcoming these obstacles through informative recruiting efforts is essential, and must be done in a culturally appropriate manner. They suggest hiring more bilingual staff members, disseminating more information to Hispanics/Latinos about the need for adoptive families and the adoption process, adjusting assessment criteria to promote the recruitment of prospective Hispanic/Latino adoptive parents, informing families about using financial subsidies, offering support groups led by Latinos/Hispanics, and broadly recruiting from child's extended family.

Enabling children from

Spanish-speaking homes to maintain the linguistic bond with their biological parents is essential to preserving the parent-child relationship. In order to do that, more families who are able to meet those needs must be recruited. It is a travesty for a child to be kept from having a relationship with his or her mother or father simply because of lack of available resources to teach the child how to meaningfully communicate with his or her parents.

Sources:

Growing Latino Population Spurs Efforts to Recruit Latino Foster and Adoptive Families
http://cbexpress.acf.hhs.gov/articles.cfm?issue_id=2001-01&article_id=195
http://cbexpress.acf.hhs.gov/nonissart.cfm?issue_id=2001-01&disp_art=196

Evan B. Donaldson Adoption Institute, Finding Families for African American Children: The Role of Race & Law in Adoption from Foster Care (May 2008).

<http://www.adoptioninstitute.org/pub>

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Aging Out—Continued from page 13.

take the SAT during his or her junior year of high school, and try all the channels to get the client into an SAT preparation class.

- Make sure the client has filled out a Free Application for Federal Student Aid (FAFSA) by the deadline, and give information about other scholarship deadlines, such as for the Chafee voucher.
- Advocate early on for mental health services if the client wishes, so the client can work through some issues before losing access to services.
- Find out if your client has had any access to family planning and sexually transmitted infection (STI) information. Even clients who are already sexually active may not have any information about birth control and disease prevention.

- Make sure caseworkers are doing their job, per ORS 419B.343(3), to help the child fully plan his or her transition out of care.
- Encourage your client to start working while still in school, as a good employment record is helpful in finding better jobs in the future. If the client so desires, advocate for visits with extended family members, even if those family members cannot be placements or adoptive homes. The client needs emotional support and family contact for stability.
- Make sure the client receives originals and copies of important documents, such as their Social Security Card, Birth Certificate, school records, immunization records, and medical records. Ask the client if they have a safe place to store these items. (Next page)

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- If they don't already have one, show them how to set up a web-based email account where they can store important information and always have access to it, such as in public libraries. Arrange for the client to learn about internet searching and internet security.
- Scan important documents to the client's email account so they have them stored.

Having an email account that the client can access from any computer will help the client stay in touch with friends and family and other adults in their life. But also warn them about internet scams and cyber-predators.

Some resources for youth and their attorneys:

- Information on GED: 800-626-9433.
- Americorps: www.americorps.org
- Oregon Employment Department: www.emplstate.or.us
- JobCorp: www.jobcorps.org
- Northwest Youth Corps: www.nwyouthcorps.org
- Oregon Department of Education: www.ode.state.or.us
- School-to Work: www.oregonjobs.org/stw/
- Financial Aid Day at Portland Community College in January 2009, 503-977-4934.

It will not be easy, but an attorney can make time to tailor their advocacy when a client is aging out of the dependency system. By planning ahead, studying up on relevant laws and programs, having copies of helpful documents and phone numbers on hand ahead of time, and keeping abreast of the case, an attorney will become deft at helping clients who are in this predicament.

It is important for all of the professionals involved to remember that a client, even though legally an adult at age 18, might be more scared than excited about the future. They do not have to read about statistics in a report to know that they face some major obstacles.



Endnotes:

1. <http://www.cwla.org/programs/fostercare/factsheetafter.htm>.
2. <http://www.casey.org/NR/rdonlyres/89F2787D-AA68-45D5-B5CC-557B20BB426F/590/fcFACTS1007.pdf>.
3. <http://www.casey.org/Resources/Publications/NorthwestAlumniStudy.htm>.
4. 42 U.S.C. § 677 (2000).
5. http://www.jrplaw.org/Documents/Teen_Survival_Guide_for_Teens_07.pdf

Spanish-Speaking Foster Parents, Continued from page 13

[lications/MEPApaper20080527.pdf](#)

Annette R. Appell, "Bad" Mothers and Spanish-Speaking Caregivers. 7 Nev. L.J. 759 (Summer 2007).

Layla P. Suleiman Gonzalez, Commentary 5: Looking to the Future

http://www.futureofchildren.org/information2827/information_show.htm?doc_id=210646

National Institute on Deafness and Other Communication Disorders, Speech and Language Development Milestones.

<http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp>

Enedina v. Family Court of New York, Monroe County, 2004 NY Slip Op 50866U, 4 Misc. 3d 1013A, 791 N.Y.S.2d 870, 2004 N.Y. Misc LEXIS 1381 (2004).

Casey Family Programs, The Disproportional Representation of Children of Color in Foster Care.

<http://www.casey.org/MediaCenter/MediaKit/DisproportionalityFactSheet.htm>

Child Welfare Reform Continued from page 3

Incentives for adoption of older children are increased from \$4000 to \$8000 per child. States will also be required to inform adoptive parents and potential adoptive parents of existing federal tax credits.

For more information on the Fostering Connections to Success and Increasing Adoptions Act go to:

http://www.alliance1.org/Public_Policy/welfare/Fostering_Connections.pdf



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