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January 18, 2021

The Honorable Maggie McIntosh
Chairman, Appropriations Committee
2 East Miller Senate Building
Annapolis, MD 21401-1991

**RE: TESTIMONY IN SUPPORT OF HOUSE BILL 258
State Child Welfare System - Reporting**

Dear Chairman McIntosh and Members of the Committee:

Thank you for your invitation to present testimony on HB 258. The Legal Aid Bureau, Inc. (Maryland Legal Aid) is a private non-profit law firm representing indigent persons in civil matters throughout Maryland. As a part of this representation, Maryland Legal Aid's staff provides legal services to over 2,000 Maryland children every year in the child welfare system who participate in Children in Need of Assistance (CINA) and Termination of Parental Rights (TPR) proceedings. Consequently, Maryland Legal Aid has expertise in child welfare matters, children in foster care, and youth aging out of foster care; Maryland Legal Aid supports HB 258 and asks that this committee give it a favorable report. Maryland Legal Aid also supports the favorable amendments.

HB 258 is necessary because it aims to pinpoint strategies to improve outcomes for foster children and assists efforts to ensure that systemic issues affecting foster children are appropriately addressed. Evidence-based practice is increasingly common in fields such as medicine and public health. However, the child welfare field is in the early stages of developing and utilizing a solid empirical evidence base. The lack of available evidence about specific child welfare policies, programs, and outcomes is one barrier to the widespread implementation of evidence-based practice,ⁱ so we can report accurate information to the Federal government.

Obtaining this specific information for Maryland is imperative to address the need of Maryland's foster children. Information should be accessible to compare children's performance in foster care to other students to identify deficiencies, which could assist with providing the supports that they need to increase post-secondary education or vocational training.

Children and youth in foster care represent one of the most vulnerable student subgroups in this country. Studies find that children in foster care are

much more likely than their peers to fall behind and struggle academically. Students in foster care at age 17 are also less likely to graduate from high school; only 65 percent graduate by grade 12.ⁱⁱ Children in foster care experience much higher residential and school instability than their peers; one study showed that 75 percent of children in foster care made an unscheduled school change in one school year, compared to less than 40 percent for children not in foster care. Unplanned school changes may be associated with delays in children's academic progress, leaving highly mobile students potentially more likely to fall behind their less mobile peers academically. Children experiencing this type of instability, including many students in foster care, are thus more likely to face various academic difficulties. The data collected and reported pursuant to SB662 will go a long way to collecting evidence-based practices to improve the lives of foster children.

For example, seven-year-old "Aaronⁱⁱⁱ" was removed from his mother's care due to unsafe conditions in the family home. Upon his removal, the Department of Social Services placed Aaron in a foster home outside Baltimore City and enrolled him in a nearby elementary school. Shortly thereafter, located a relative who was willing to care for Aaron, moved Aaron to the relative's home, and enrolled him in another new school. Six months after Aaron's placement in foster care, his mother obtained new housing, and Aaron returned to his mother's care. Although in Baltimore City, this new home was in a different catchment resulting in a third school change. Knowing how many foster children have the same or similar experience will undoubtedly help create practices that will have positive outcomes for foster children all over the State of Maryland. Aaron has learning disabilities and speech delays and requires evaluation for special education services. Changing schools three times during one academic year substantially delayed his receipt of necessary educational services and as a result, Aaron is still not receiving the special education services he desperately needs. Aaron's experience is not unlike that of many other foster children throughout Maryland who need Independent Educational Plans (IEPs) and Section 504 Plans. However, it is often very challenging to get assessments for those who need these plans. More data in these areas would assist in policy changes and training.

It is also essential to track reports, services, and outcomes for siblings who are not removed to determine whether those children are safe/stable with services in their home environment or whether they should have been removed based on the initial report. When children who are the subject of abuse and neglect reports are not removed from their homes, child's counsel and the juvenile court cannot monitor their safety and services being provided to the family. This bill would require the Department to report information regarding those children, as well.

For the reasons stated above, Maryland Legal Aid supports HB 258 with favorable amendments and asks that this committee give it a favorable report.



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cc: Delegate Maggie McIntosh
Stuart O. Simms, Chief Counsel, Maryland Legal Aid

ⁱ Evidence-Based Practice in Child Welfare <https://www.childwelfare.gov/topics/management/practice-improvement/evidence/ebp/> (last visited January 18, 2021)

ⁱⁱ Maryland Department of Education, Ensuring Educational Stability for Children in Foster Care, <http://marylandpublicschools.org/about/Pages/DSFSS/SSSP/FosterCareStudents/index.aspx> (Last visited January 18, 2021)

ⁱⁱⁱ This name was changed for privacy considerations.