The Foster Children Evaluation Service (FaCES) Clinic serves as the first healthcare checkpoint for children entering foster care and provides both primary and mental health care. Despite offering access to medical and mental health care, the youth seen at FaCES repeatedly struggle with appropriate school services that directly impact their emotional health, especially for those youth with more significant mental health needs. Children involved with child welfare often have poor school outcomes including consistently low math and reading achievement scores (Berger, Cancian et al. 2015), high likelihood of repeating a grade, and lower high school graduation rates (Barnow 2015).

Objectives
1. Understand how FaCES operates an integrated mental health arm of a medical evaluation program to address the physical, mental, emotional needs and new educational health needs for youth in foster through the Transforming Healthcare to Resource Education Service (THREdS) program
2. Define a pathway for how the education navigator (EN) can obtain information from the school and report medical and mental health information back to the school
3. Develop a resource roadmap that would navigate patients and foster parents to school and community based educational resources

Methods
Approximately 5 FaCES patients with significant mental health needs were tracked. Their academic needs and use of resources were identified. The THREdS volunteers attempted to obtain collateral information from various sources. A preliminary analysis of the THREdS volunteer communication logs was done to determine how the efforts of the volunteers outreach to multiple sources compared to the collateral information gathered from a source. Meetings with members of the FaCES Clinic, community organizations, and school representatives were held to spread awareness and form connections.

Introduction
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Results
1. Created a FaCES Clinic website that serves as a resource center for foster parents and families, as well as clinicians
Developed handouts for foster parents & caregivers on the following topics:
- What are my signing rights and responsibilities?
- What is the best interest determination collaboration?
- What is the difference between an IEP and 504?
- How do I initiate a special education evaluation?

2. Defined a 3-tier system of service intensity that will be provided by the education navigator

Low
- Child does not need Safe & Sound services
- EN's Tasks
  - Reconnecting child, caregiver w/ school system
  - School enrollment
  - Connecting child to community-based resources

Medium
- Child accesses Safe & Sound services
- EN's Tasks
  - Interplay between school and MH needs

High
- Child accesses Safe & Sound services
- Interplay between school and MH needs
- EN's Tasks
  - Supports caregiver when there are multiple concerns (e.g. changing schools to a less restrictive environment, request for EAL)
  - Connects child and caregiver to specialized community resources like CASA and Community Legal Aid

3. Preliminary data collection from 5 case studies: Why do we need an EN?
Preliminary Outcomes for THREdS Volunteers (n=5)

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Conclusions
The vulnerabilities of the foster youth stem in part from a child-serving system of care that often creates silos, making collaboration and communication difficult. The creation of the EN position can help link the local educational system to the FaCES medical and mental health care program. This link allows the academic needs of a high risk population to be better addressed in collaboration with an integrated care setting, ultimately promoting better outcomes and resiliency.

Next Steps
Website
- Translate resource documents created for foster parents and families to increase accessibility to non-English speakers
- Develop new podcast and video content to help foster parents, and more broadly individuals who interact with foster kids (e.g. teachers)
- Initiate a search engine optimization project

Preliminary Data Collection
- Continue analyzing THREdS volunteer logs, and use data to explain to potential funding sources why the role of an EN is crucial

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Literature Cited