# SUPPORTING ACADEMIC OUTCOMES FOR STUDENTS IN FOSTER CARE

## Introduction

In 2017, there were over 400,000 students in the United States in the foster care system. Of those, about 268,500 were of school age (between ages 5 and 17).[1] Given the large number of students in foster care and their unique needs and prior life experiences, districts must be prepared to support students in foster care. To support these efforts, Hanover Research (Hanover) reviews secondary literature and best practice guidelines related to supporting the academic achievement of students in foster care. More specifically, Hanover discusses challenges faced by students in foster care, recommended practices at the district and school levels, and recommended practices at the classroom and teacher levels. When available, Hanover also provides examples of how other education organizations provide academic support to students in foster care.

## Key Findings

**Districts and schools should first focus on meeting students' basic needs.** Students cannot focus on reaching their academic potential until their basic physiological needs (e.g., food and water), needs for safety (e.g., security of environment and health), and needs for belongingness (e.g., friendship) are met. Districts and schools can begin to meet these needs by screening students for medical and mental health issues (physiological and safety needs) and engaging students in foster care in the school community (belongingness needs).

**School stability is associated with standardized test scores and other academic outcomes.** As such, districts and schools should do what they can to minimize students' school changes and keep students at their school of origin. This process might involve developing transportation plans to ensure that students placed in new foster homes can still attend their school of origin if it is determined that it is in the best interest of the student to remain at their school.

**Providing trauma-informed instruction to students in foster care can improve their academic outcomes.** Trauma-informed instruction involves implementing trauma-sensitive policies (e.g., disciplinary practices), establishing mentoring relationships, and connecting students to mental health services in the community. As an example, a Delaware district improved students in foster care's standardized test scores by implementing a trauma-informed instructional model.

**Districts and schools should support students to graduation and in the transition to postsecondary education or work.** Foremost, schools should ensure that students in foster care have a plan for completing their remaining graduation requirements. Districts should also ensure that credit recovery options are available for students in foster care to support a timely graduation. In terms of preparing for postsecondary education, districts and schools should ensure that students in foster care are supported by counselors in the application process and in seeking funding sources.

**Teachers can support the academic achievement of students in foster care by creating a welcoming, supportive learning environment.** Teachers should orient students to the classroom's expectations and routine shortly after they enroll in the school. Teachers can also help students navigate social situations if they lack social skills and combat stigmatization of students in foster care.

**Teachers should personalize students' education to best meet their educational needs.** Teachers should attempt to find the student's educational records to get a sense of their educational needs and strengths. Additionally, teachers should determine quickly if the student might benefit from special education services, tutoring, or remedial instruction.

## Challenges Faced by Students in Foster Care

**Generally, students in foster care have poorer academic and behavioral outcomes than their peers.**[2] For example, students in foster care have lower graduation rates and lower test scores. They also have "higher rates of grade retention, chronic absenteeism, suspensions, and expulsions."[3] Indeed, in California in 2016, only 19 and 12 percent of students in foster care scored as proficient or above on the English language and math portions, respectively, of the California Assessment of Student Performance and Progress (CAASPP). Comparatively, 44 and 33 percent of students across the state scored as proficient or higher on the English language and math portions, respectively, of the CAASPP.[4]

**Students in foster care experience many challenges that pose barriers to educational success, including:**

| | |
|---|---|
| 🎓 **Academic challenges** | 📄 **Incomplete academic records** |
| ⚛ **Relationship instability** | ➕ **Behavioral and emotional challenges** |

Further, students in foster care are twice as likely to be absent from school than their peers.[5] Students in foster care may also struggle to meet grade-level standards. For example, the estimated average reading level of students aged 17 to 18 in foster care is Grade 7, with just 44 percent reading at a high school level or higher.[6] Students in foster care also underperform compared to their peers on standardized tests of reading, math, and writing.[7] As a result of absences and gaps in educational requirements, students in foster care may have to repeat grade levels.[8]

**Students in foster care often have incomplete academic records**, which is problematic because "students lose four to six months of progress every time they switch schools because of acclimation, delays in the transfer of records, and assessment for special services."[9] Schools struggle to support students in foster care given the lack of information

that may accompany the student about their previous academic performance and needs.[10] Students may also lose academic credit because schools do not know what courses the student previously completed or what credits could be transferred to the new school.[11]

**Repeated moves also impact students in foster care's relationships with others.** Students in foster care often must "leave behind siblings, other family members, friends, and teachers when they enter foster care" and when they move foster homes.[12] With each move, they must form new relationships and develop a new support system. This process can be frustrating for many students in foster care.[13]
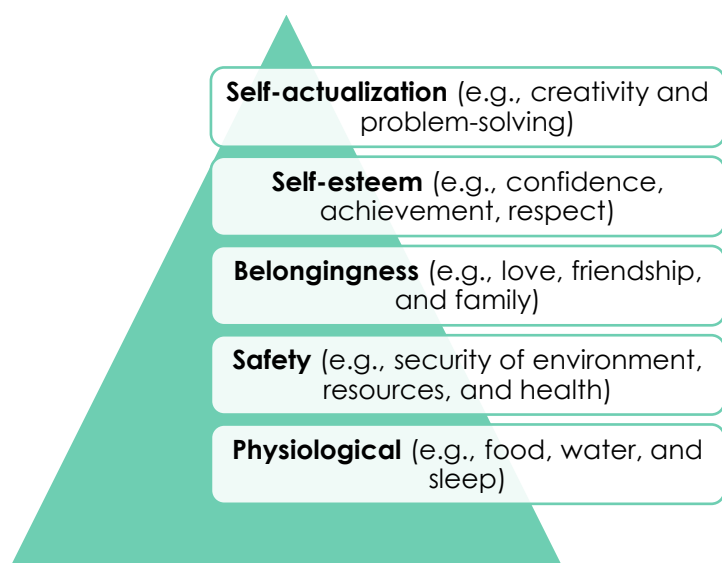
**Further, students in foster care may have a variety of behavioral and emotional challenges.** Students in foster care may experience various types of trauma including physical or emotional abuse. As a result, students in foster care may have poor social skills; be disruptive in class; experience depression, substance abuse, anxiety, or self-harm; among other issues. The instability of their home lives and past trauma puts students in foster care at a higher risk of negative behaviors such as substance abuse and delinquency than their peers. These behaviors and emotional states can prevent students from engaging with their school community and achieving academically.[14]

## Recommended Practices at the District and School Levels

### Meeting Students' Basic Needs

**Districts and schools should meet students in foster care's basic needs before focusing on improving their academic outcomes.** Students in foster care are more at risk than their peers of developing medical, behavioral, and emotional issues because of traumatic experiences and an unstable home life. Basic needs in these areas must be met before students can be expected to improve academically. Districts can use Maslow's hierarchy of needs as a framework to serve the basic needs of youth in foster care (see Figure 1).[15]

**Figure 1: Maslow's Hierarchy of Needs**



- **Self-actualization** (e.g., creativity and problem-solving)
- **Self-esteem** (e.g., confidence, achievement, respect)
- **Belongingness** (e.g., love, friendship, and family)
- **Safety** (e.g., security of environment, resources, and health)
- **Physiological** (e.g., food, water, and sleep)

*Source: Learning Theories[16]*

Districts and schools need to support students in satisfying their basic needs, to the extent possible, so that they can move up the hierarchy to self-actualization needs, which includes needs related to learning and education.[17] This research brief will discuss ways in which districts and teachers can meet students' basic needs including screening for medical and mental health issues (physiological and safety needs) and creating a supportive learning environment (belongingness needs).

## Identifying and Monitoring Students in Foster Care

**To effectively serve students in foster care, districts and schools must first establish a plan for identifying students in foster care.**[18] As a next step, districts should screen students in foster care to get a better sense of their living situation and important individuals in their life (e.g., social worker, probation officer, public defender, mental health provider). Districts can also ask students for their educational history and attempt to gather their educational records.[19]

**Districts and schools should closely monitor the progress of students in foster care.** Further, schools should communicate the student's progress to key people in their life, such as their foster parents and social worker. Schools might, for example, "arrange periodic progress report meetings with the foster parents, the caseworker, and the student to discuss the student's accomplishments and needs."[20] Social workers should also take written notes of information discussed at these meetings so that a record of the

student's educational plan and needs can follow them if they transfer to a new school.[21] Importantly, involving the student in the monitoring and planning process promotes their self-advocacy skills, gives them a sense of control over their life, and encourages them to develop goals and plan for the future.[22]

**Districts and schools should also track data points to monitor the progress of students in foster care.** To begin, districts should collect baseline data on academic skills. Districts and schools can then use this data to identify students' educational needs and areas for development. Armed with this information, schools can develop educational programming to meet the needs of students in foster care. District and school personnel should be trained on the implementation of the programming. The district should continue to collect data on the fidelity of implementation and efficacy of the programming to determine if it is improving students in foster care's outcomes. Districts and schools can use this information to adjust the programming or design and implement a new program that better meets students' needs.[23] This data collection and evaluation cycle is illustrated in Figure 2.

**Figure 2: Data Collection Cycle**



- Collect data
- Identify areas of need
- Create a policy or program
- Implement

*Source: Alliance for Children's Rights and several other organizations[24]*

> Districts and schools can view pages 31 to 35 of the Foster Youth Education Toolkit for more information on identifying and monitoring students in foster care. This toolkit includes a comprehensive list of data points that

districts and schools should track related to students in foster care.

**Spotlight: Vermont Fostering Understanding to Reach Educational Success (VT-FUTRES)**

VT-FUTRES, a collaboration between the Vermont Department of Education and several other state organizations, collects data on students in foster care related to educational stability. The organization also uses a Youth Engagement Survey to understand the experiences and perceptions of students in foster care.[25] Further, districts in the state screen students when they are enrolled in a new school to understand their educational history and needs.[26]

## Providing Stability and Transportation

Between 31 and 75 percent of students in foster care change schools after being placed in foster care. Further, an estimated 34 percent of students in foster care aged 17 to 18 experienced at least five school changes during their education.[27] Students who frequently change schools may fall behind academically and face challenges in forming and maintaining relationships with teachers or peers.[28] Indeed, students who change schools have 16 to 20 percent lower scores on standardized tests than their peers who did not change schools.[29]

**As such, districts should do what they can to minimize students' school changes and keep students at their school of origin.** Students in the foster care system who move out of the boundaries of their school of origin have the right to remain at the school of origin if the student's education rights holder determines that it is in the best interest of the student to remain at their school. Districts can facilitate this process by having school of origin recommendation letter templates on hand, such as the one presented on page 20 of the Foster Youth Education Toolkit.[30]

**Districts should also be prepared to develop transportation plans to ensure that students placed in new foster homes can still attend their school of origin.** Transportation may be provided by a group home, child welfare or probation agency, or the school of origin's district. The school of origin's district may offer transportation by providing a bus or other vehicle for the student, reimbursing an individual who coordinates the student's transportation, or facilitating public transportation.[31]

**Spotlight: Jefferson County School District (Colorado)**

Jefferson County worked with its local child welfare agency to develop a program called Fostering Opportunities that supports school stability for students in foster care. As part of the Best Interest Determination, a specialist and the student's teacher meet monthly to discuss the student's progress and educational needs.[32]

**Spotlight: Los Angeles County of Education (LACOE)**

LACOE's Foster Youth Services Coordinating Program facilitates Best Interest Determination (BID) meetings "to provide students in foster care the opportunity to have a meaningful and collaborative participation between their Ed Rights Holder (ERH) and the school of origin (SOO) to determine the best plan for school stability."[33] Although the Every Student Succeeds Act (ESSA) does not specify how BID meetings should be conducted,[34] LACOE provides a BID meeting script and examples of forms that might be used during a BID meeting.

## Addressing Trauma

Students in the foster care system may have experienced "trauma involved with numerous removals and placements in out-of-home care."[35] Types of trauma children in foster care may have experienced include "(1) the abuse, neglect, or abandonment that brought them into the child welfare system; (2) being removed from their families; and (3) repeated home and/or school placement changes while in the system."[36] As a result of these traumatic experiences, children in foster care may:[37]

- Have mental health issues such as depression, anxiety, and post-traumatic stress disorder;

- Have poor social skills;

- Exhibit disruptive classroom behavior; and

Have deficits in memory, impulse control, and other cognitive functions.

**As such, districts should provide trauma-informed care to students in foster care.** More specifically, districts and schools can:[38]

- Implement trauma-sensitive policies, including disciplinary practices;
- Train staff on how trauma affects children and how to provide trauma-sensitive instructional strategies;
- Provide students with connections to mental health services from external community partners;
- Offer trauma-informed non-academic strategies including mentoring relationships or extracurricular activities; and
- Implement trauma-sensitive instructional strategies including using culturally responsive instruction, teaching self-regulation skills, creating a sense of safety and stability, and fostering relationships between staff and students in foster care.

Districts and schools can view pages 37 to 41 of the Foster Youth Education Toolkit for more information on addressing trauma faced by students in foster care.

### *Spotlight: Delaware*

In Delaware, an initiative was developed between the court system, child welfare agency, and school districts that promotes trauma-informed instructional practices and strategies. The goal of the initiative is to train teachers to provide trauma-informed instruction using the Compassionate Schools Model. In 2016, Delaware reported that one school district that implemented the model "experienced dramatic improvement on their statewide assessment tests," increasing English language and math scores by 14 and 11 percentage points, respectively.[39]

## Preventing Behavior and Discipline Issues

Students in foster care aged 17 to 18 are twice as likely as their peers to have out-of-school suspension. Further, they are three times as likely as their peers to be expelled.[40] Students in foster care may act out in class, skip school, or dropout due to frustration caused by "frequent moves, rough transitions, or life circumstances."[41]

To **address the behavioral challenges** of students in foster care, districts and schools can:[42]

- Create a behavior support plan;
- Allow for a "cooling off" period when a student becomes upset;
- Teach specific coping methods for dealing with anger;
- Provide school-based counseling; and
- Develop a signal with the student to alert teachers and administrators when they are having a bad day.

To **improve the attendance** of students in foster care, districts and schools can:[43]

- Communicate with the student's support team early and often at the first sign of attendance concerns;
- Provide more individualized instruction or other help to catch up in school;
- Adjust the student's schedule;
- Provide vocational courses or work experience; and
- Help the student obtain services that might address the cause of the absences.

Districts and schools can view pages 43 to 46 of the Foster Youth Education Toolkit for more information on addressing disciplinary challenges.

## Engaging Students in Foster Care in the School Community

**Schools should strive to engage students in foster care in the school community.** Involvement in extracurricular activities may support the development of students' sense of accomplishment and self-worth.[44] Extracurricular participation can also help students in foster care's academic outcomes, behavioral issues, and interpersonal skills.[45] Schools should allow for extracurricular involvement for students who enroll after the start of the school year.[46] To facilitate extracurricular involvement, school staff can:[47]

Talk to the student about his or her interests;

Assist the student in signing up for relevant extracurricular activities; and

Ask the student if he or she needs help figuring out transportation or other accommodations to be a part of activities and connect with the people in the school who can help.

## Assigning an Adult Advocate

**Districts should assign students in foster care an adult advocate to coordinate their educational services.** It is common for districts to designate one employee who serves as a liaison for coordinating school enrollment and transfer for students in the foster care system. For example, in Texas, each district is required to designate at least one foster care liaison.[48] In Colorado, districts have a Child Welfare Education Liaison dedicated to "working with child welfare staff and advocate[ing] to facilitate prompt and appropriate actions for the educational wellbeing of students in foster care."[49] Specifically, the liaison coordinates school placement, transfers, and enrollment.[50]

On a more personal level, districts or schools might also appoint a teacher or other volunteer mentor to provide a supportive, stable relationship to students in foster care. In addition to monitoring the students' educational progress and needs, this mentor "can advise adolescents in foster care about course selection, volunteer and part-time job opportunities, college and technical school applications, and financial aid for postsecondary education."[51] Further, the mentor might help the student develop skills, such as problem-solving and persistence, that positively impact the student's ability to excel in school.[52]

### Spotlight: Catawba County Schools (North Carolina)

Catawba County Schools employs a full-time social worker who "focuses on the educational achievement, stability, and continuity of children from their entry into foster care through post-care."[53] This system "establishes school stability and seamless school transition procedures; empowers youth, family, and community; increases stakeholder investment through training and education; and ensures equal access to quality education and educational support services for children in care and post care."[54] The system seems to be effective; in 2016, 88 percent

of students in foster care in the county passed all their subject courses.[55]

## Offering Early Childhood Education Programs

**Districts should provide access to early childhood education programs for students in foster care.** Students who are taken into the foster care system at an early age (i.e., between birth and age three) may have "physical, cognitive, emotional, behavioral, and social problems, including attachment disorders, cognitive delays, and altered brain development."[56] Early childhood intervention programs help students overcome these types of challenges and developmental delays. That is, early childhood programs can help students "prepare early for school and provide a foundation for learning."[57]

Students in foster care are less likely than their peers to participate in early childhood intervention programs; however, they may benefit greatly from these programs.[58] Indeed, students in foster care who attend quality preschool programs have improved academic outcomes and are more socially and emotionally prepared for school.[59]

Districts and schools can view pages 48 to 53 of the Foster Youth Education Toolkit for more information on providing early childhood education for students in foster care.

## Supporting Students in Foster Care to Graduation

Students in foster care are less likely to finish high school than their peers. Those who do graduate tend to do so later than their peers; an estimated 65 percent of students in foster care complete high school by age 21, compared to 86 percent of all students aged 18 to 24.[60]

**Districts and schools should take steps to ensure that students in foster care are on the path to graduating on time.** School staff can start by ensuring that students' coursework is aligned with graduation requirements and on track for a timely graduation.[61] Further, districts should ensure that students in foster care have options for credit recovery. Students in the foster care system may lose academic credits when they change schools in the middle of the school year. Districts should "develop procedures for assigning credits in less-than-whole blocks so that even when students are forced to move during the

school year, they can receive credit for the work that they have completed."[62]

In some cases, it may be more appropriate for students in foster care who are behind on coursework to enroll in an alternative high school in which they can receive more intensive support and personalized instruction that may promote completion of high school.[63] Districts and schools should consider a student's current standing relative to graduation requirements and the student's postsecondary goals when selecting the most appropriate completion option for the student.[64]

> 📎 Districts and schools can view pages 55 to 61 of the Foster Youth Education Toolkit for more information on supporting students in foster care to graduation.

## Transitioning Students in Foster Care to Postsecondary Education or Work

Between 32 and 45 percent of students in foster care who graduated from high school enroll at college at some level, compared to 69 percent of all students. Only between 3 and 11 percent of individuals formerly in foster care go on to attain a bachelor's degree. However, an estimated 70 to 84 percent of students in foster care aged 17 to 18 want to go to college.[65]

**Districts and schools should support students in preparing for postsecondary education.** Students in foster care may not have an adult in their life who attended college who could serve as a mentor. Further, students in foster care who are interested in postsecondary education often require funding and supports (e.g., housing) to make postsecondary education a possibility.[66] Districts and schools may connect students in foster care with a school counselor who can provide information about scholarships, financial aid, and the application process. Schools should also encourage counselors to provide students in foster care extra support "with the application process, touring schools, pursuing financial aid, and setting up housing and other supports for college."[67]

Schools can also support students in reaching their postsecondary education and career goals by:[68]

- Preparing students for postsecondary education and training while in **middle and high school**, helping them become aware of the full range of postsecondary program options. Have high aspirations for their post-high school lives.

- Training students early **in self-determination and self-advocacy** so they can speak up for themselves, direct and redirect their lives, solve problems, reach valued postsecondary education and training goals, and take part in their communities.
- Providing students with access to **appropriate academic supports**, high school course planning, SAT/ACT, and other assessment preparation, as well as guidance and follow-up in selecting and applying to postsecondary education and training programs.
- Linking students to existing **community educational and career development programs** such as TRIO, Gear Up, and College Bridge Programs.

> 📎 Districts and schools can view the Foster Care Transition Toolkit from the U.S. Department of Education, which is a guide students in foster care can use to develop a plan to transition to postsecondary education or work.

> 🔍 **Spotlight: Michigan State University (MSU)**
>
> MSU's Fostering Academic Mentoring Excellence (FAME) is a resource center for students who were formerly in the foster care system. The center offers various services "including the Coach Program, which provides each student with a Life Skills Coach who regularly meets with him/her individually to build independent living skills and to provide a support system."[69]

> 🔍 **Spotlight: Los Angeles Unified School District (LAUSD)**
>
> LAUSD is focused on improving students in foster care's performance on standardized state tests, among other academic and behavioral outcomes.[70] To accomplish this goal, the district's Foster Youth Achievement Program offers the following services, among others:[71]
>
> - Comprehensive academic assessments;
> - Advocate for the educational rights of foster youth;
> - Collaborate with school programs and community agencies;
> - Refer to District and community resources;
> - Group counseling;

- Individual counseling;
- Facilitate transfer of student records;
- Assist with appropriate school placement; and
- Provide professional development trainings on LAUSD policies and legislation regarding youth in foster care.

As shown in the figure below, students in foster care in LAUSD improved on the English language arts and math portions of the CAASPP from 2014-15 to 2017-18.

**Percentage of Students in Foster Care Who Met or Exceeded CAASPP Standards**

| | 2014-15 | 2017-18 |
|---|---|---|
| **English Language Arts** | 19% | 23% |
| **Math** | 11% | 14% |

*Source: California DataQuest[72]*

# Recommended Practices at the Classroom and Teacher Levels

## Creating a Supportive Learning Environment

**Creating a welcoming and supportive classroom environment is one way in which teachers can support students in foster care.** Shortly after a student is enrolled in a new school, their teachers should clarify the academic and behavioral expectations of the classroom, as well as typical classroom practices or daily routines.[73] Importantly, orienting students in foster care to the structure within the classroom can help in "[offsetting] the chaos in the student's life."[74] Teachers should also be patient when attempting to develop a trusting, supportive relationship with the student as students in foster care may be hesitant to trust adults.[75]

Other actions teachers can take to create a classroom that will support students in foster care's ability to learn are:[76]

> **Obtain relevant background information from the student's social worker and caregiver.** This step is the most obvious obligation for schools. Too often, teachers do not really begin working with students until their records arrive, which can take up to three or four weeks, losing valuable learning time.
>
> **Help children develop adequate social skills.** Studies have indicated that students in foster care are more apt to lack social skills. Most schools have social-skills training programs. Teachers should encourage their students in foster care to participate in these vital programs so that they acquire the behaviors they need to positively interact with others and make friends.
>
> **Anticipate difficult social situations.** Because of a history of abuse, neglect, and removal from the home, children in foster care may be especially wary and even suspicious of others. Allow these students to work on their own until they feel comfortable with their environment and help them gradually establish relationships with peers and adults.

> **Modify homework assignments.** Some common assignments can be insensitive to the situations of many students in foster care. Projects requiring children to bring in baby pictures, trace their family trees, or describe family traditions, for example, should be modified.
>
> **Be conscious of educational gaps.** The numerous moves that many students in foster care must make often result in school absences. Students may have significant gaps in the acquisition of language, motor, and basic academic skills. Provide tutoring and other remedial services to help close this gap.
>
> **Convince youngsters that they are worthwhile.** Many children in foster care have a longing for respect and recognition. Children in foster care should be shown how to think positively about their lives and plan for their futures.

## Personalizing Instruction

**Personalizing instruction can benefit students in foster care.** To match instruction to students' educational needs, teachers should attempt to find and review student's educational records, if available. Teachers might also have students complete sample assignments shortly after enrolling in the school to get a sense of how the "classroom curricula match his or her instructional level."[77]

**Teachers should also determine if the student might require special education services, tutoring, or remedial instruction.** Teachers who suspect that a student might benefit from these types of additional educational services should notify the student's social worker or appropriate school personnel as soon as possible to eliminate delays in services.[78]

Further, recommended instructional strategies for students with poor grades and/or standardized test scores include:[79]

- School-based tutoring;
- Assistance with organization skills from a peer or counselor; and
- Remedial classes.

## Addressing Stigmas

**Teachers should work to combat the stigmatization of students in foster care.** Students in foster care may be stigmatized or marginalized by their peers due to their living situation, past experiences, biological family's actions, or being new to the school.[82] To overcome stigmatization, teachers can:[83]

- Use classroom materials and books that include fostered and adopted children to help children in foster care feel less different from their peers and to provide information and modeling for classmates;
- Be sensitive to the difficulties that children in foster care may have in completing certain assignments, like bringing their baby pictures to school or constructing a family tree; and
- Offer alternative activities to students, if possible, or make assignments more sensitive/flexible from the start.

## Building Relationships with Students and Foster Families

**Students in foster care benefit from stable and supportive relationships with adults.**[84] Students in foster care have often not had the opportunity to develop trusting relationships with adults. Teachers can serve as a stable relationship in the student's life, helping them to develop social skills and providing support emotionally as appropriate.[85]

**Teachers should also attempt to engage students' foster families in the classroom and educational decisions.** Foster families may be new to the school community; if so, teachers should ensure that they are aware of "the school's calendar, policies, expectations, and opportunities to be involved in the school."[86] Teachers might also suggest how foster parents can help the student with their academic studies at home.[87]

Specific ways in which teachers can engage both foster families and students' social workers are:[88]

- **Establishing positive relationships with caregivers.** This is an apparent, but sometimes overlooked, obligation. It is imperative to know who the child's foster parents are, and in some cases, who their surrogate parents and birth parents are. It is also crucial to know whom to contact for what reason.
- **Helping caregivers access special programs.** In addition to special education programs, there are many other school programs that could be helpful to students in foster care. These include remedial and compensatory programs (Title 1, Learning Assistance Programs, English as a Second Language) and Head Start and Early Head Start programs.
- **Aligning caregivers with support groups.** There are dozens of agencies that can support foster parents of children who have particular types of disabilities. These include organizations that provide information about learning disabilities, attention deficit disorder, muscular dystrophy, cerebral palsy, epilepsy, diabetes, Down syndrome, fetal alcohol syndrome, and autism. In addition to important information about such conditions, these organizations also often help pay for needed equipment and services.
- **Inviting the student's social worker to meetings.** It is important to seek the advice of these professionals when educational plans and supports are being discussed. It is especially important to involve social workers when IEPs are planned.

## Project Evaluation Form

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## Endnotes

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