



Foster Care and Education

TWC YOUTH IN FOSTER CARE CONFERENCE
SEPTEMBER 10 2018

Objectives

- Introductions
- Overview of People Supporting Students in Foster Care, CPS Placements, CPS Education Decision Makers, Surrogate Parents, Education Liaisons
- Data Highlights
- Education Goals, Statutes, Policies and Resources
- Special Education and Transition
- Additional Resources

Foster Care:
Who is
Involved in a
students life?



Where do the students live?



- Types of Placements
 - Relative or kinship
 - Foster family home
 - Residential treatment center
 - Emergency shelter
- Placements may change at any point during the time the child is in the conservatorship of DFPS

What are education decision-making roles?

EDM

For all kids in conservatorship

Noted on Form 2085-E

Will make day-to-day education decisions

- Enrolls child
- Extracurricular activities
- Teacher conferences
- Approves field trips
- Determines course selection

Accesses school records and accesses/maintains education portfolio

Can be CPS staff, but most likely caregiver

Surrogate Parent

Only for students in conservatorship eligible for special education services

If foster parent unwilling or unable to act as parent

Noted on Form 2085-E, if known

Appointment by ISD or the court

Can't be CPS, ISD, or RTC staff

Can be CASA

Participates in ARD meetings/decisions

Training before next ARD meeting, ≤ 90 days

Surrogate parent

- District must appoint a surrogate parent if cannot identify or locate a parent or the foster parent is unwilling or unable to serve as parent
- Cannot be an employee of any agency responsible for care or education of the child and cannot have any conflicts

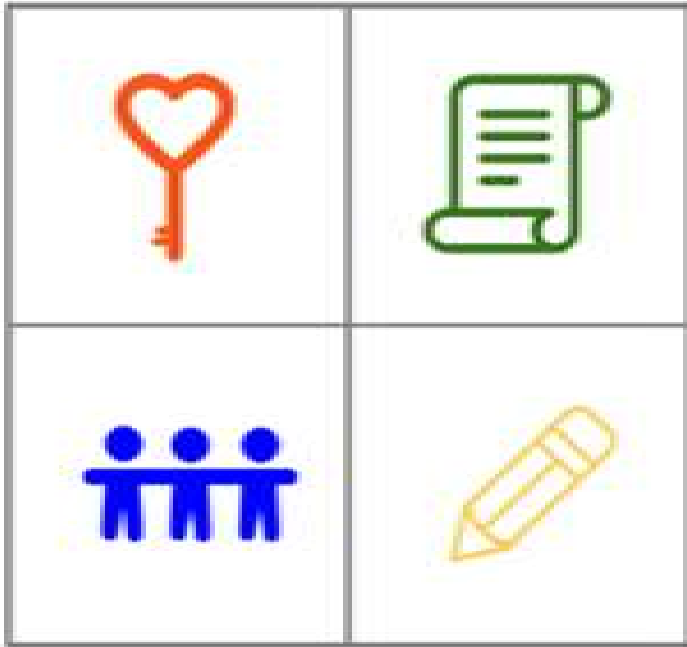
TEC § 29.0151

- Alternatively, the court can appoint a surrogate parent
- If district determines court surrogate not performing duties properly, district must notify DFPS and DFPS must notify court

TFC §263.0025

Requirements

- Surrogate parents must:
 - Be willing to serve in that capacity;
 - Exercise independent judgment in pursuing the child's interests;
 - Ensure that the child's due process rights under applicable state and federal laws are not violated;
 - Complete a training program no later than 90 days post-appointment
 - Visit the child and the school where the child is enrolled;
 - Review the child's educational records;
 - Consult with any person involved in the child's education, including the child's teachers, caseworkers, court-appointed volunteers, guardian ad litem, attorney ad litem, foster parent, and caregiver
 - Attend meetings of the child's ARD committee.



Information Sharing Between Child Welfare and Schools:

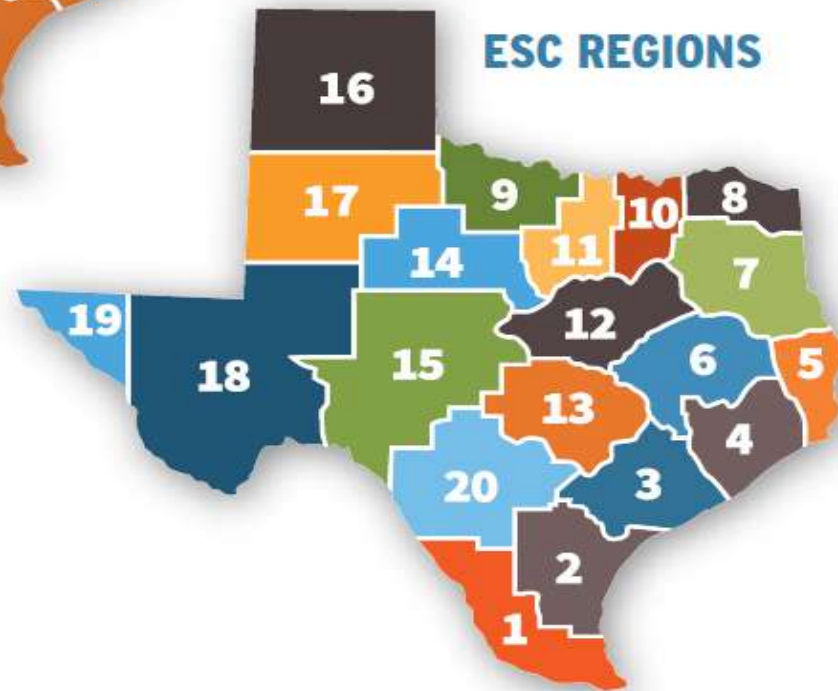
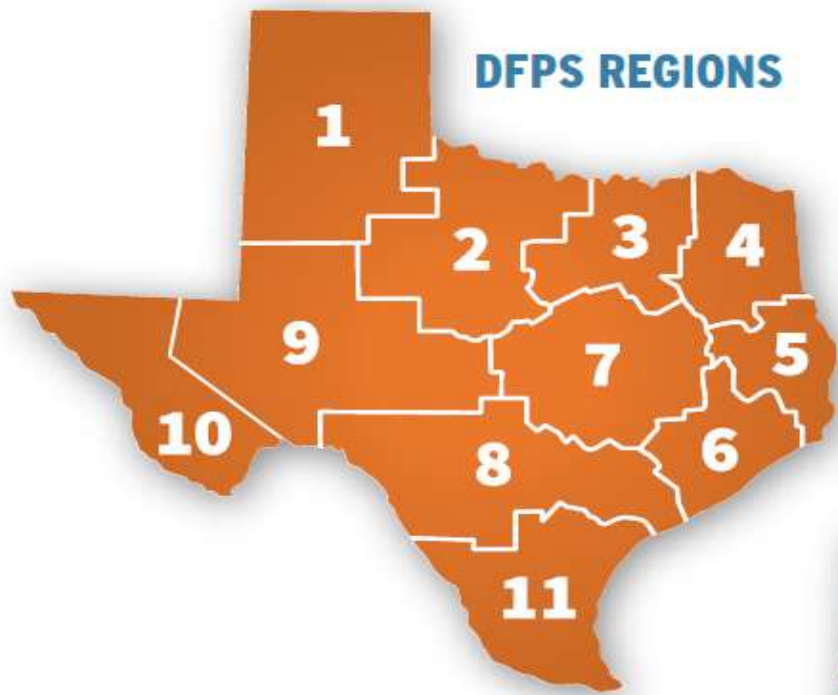
Maintaining Privacy and
Promoting Educational Success



- Students in foster care may be affected by several federal confidentiality provisions including FERPA, HIPAA, IDEA, and CAPTA
- New guidance on information sharing and maintaining privacy available at:
 - <http://texaschildrenscommission.gov/media/2076/confidentiality-guide-final.pdf>

Regional Texas Contacts

- Existing points of contact in the both education and child welfare systems can help Texas to meet new ESSA and TEC State Law requirements
- DFPS Education Specialists*
 - <http://texaschildrenscommission.gov/foster-care-education/education-resources.aspx>
- District/Charter School Foster Care Liaisons and ESC Foster Care Champions
 - <http://tea.texas.gov/FosterCareStudentSuccess/liaisons/>



DFPS and TEA Collaboration: Regions



TIP: DFPS and ESC service regions differ. It is important to clarify which type of region is being referred to when working with partners from the child welfare system.

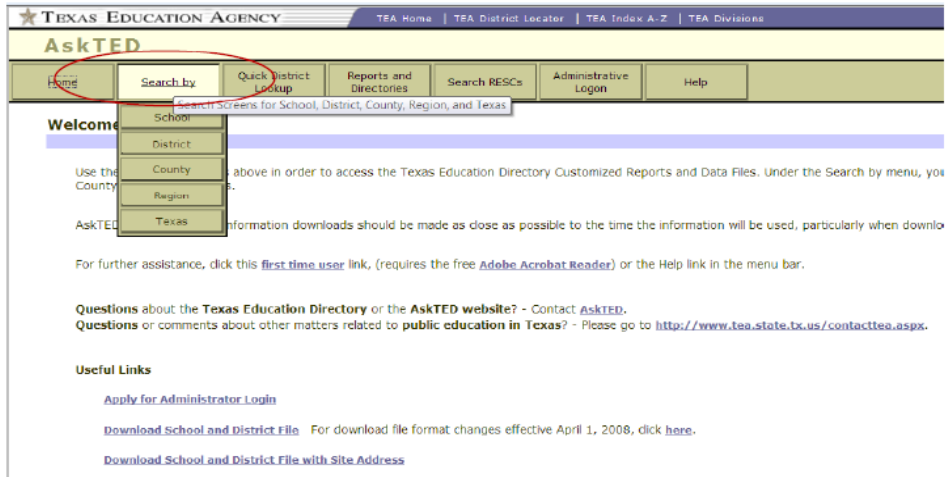
School District Foster Care Liaison

Foster Care Liaison List | TEA's AskTED Database System | September 2014

AskTED is TEA's online Texas Education Directory. AskTED is real-time database where each district and charter schools foster care liaison contact information is maintained starting in the 2014-15 school year. Updates and or/changes regarding the foster care liaison(s) contact information is now submitted to TEA through each districts AskTED administrator. Charter schools are responsible to submit their foster care liaison(s) to the Charter School Division at TEA directly via (512) 463-9575 or CharterSchools@tea.state.tx.us. Below are two different avenues (with instructions and pictures) to view and download Foster Care Liaison contact information from TEA's AskTED database.

→ To view and/or download the foster care liaison list by: "School," "District," "County," "Region," or "Texas" from AskTED, follow the instructions below:

- 1) Go to the [AskTED](http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx) homepage:<http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>
- 2) Select "Search by" and choose how you would like to sort the list: "School," "District," "County," "Region," or "Texas".



School District Foster Care Liaison Information is maintained in AskTED:

<http://tea4avholly.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>

Additional information can be found on TEA's website:

<http://tea.texas.gov/FosterCareStudentSuccess/liasons/>



It was hard to be a kid and focus at school when life had so many uncertainties.



Education Data

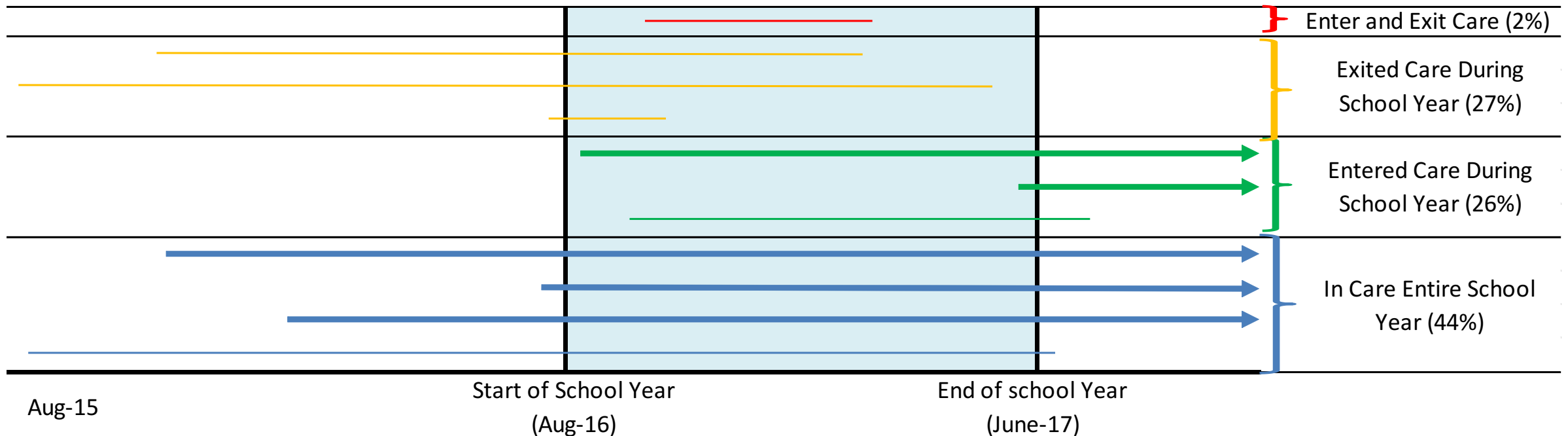
The History of the DFPS and TEA Data Match

- While the two agencies signed an MOU in 2010, the first data exchange dated back to the 2007-08 school year.
- Data sent from DFPS to TEA included all children in care for 10 days or more in the fiscal year.



Not all Children in The Data Were in Care the Entire School Year

Illustration of How Children Entered and Exited Care During the School Year



Demographics : FY2014-15

There are higher percentages of children in care in the lower grades compared to the rest of the state.

Grade	Foster Care	% Foster Care	State	% State
EE	321	1%	17,744	< 1%
PK	2,392	9%	236,134	4%
KG	2,850	11%	402,983	8%
1	2,812	10%	423,697	8%
2	2,438	9%	418,135	8%
3	2,188	8%	405,591	8%
4	1,858	7%	399,350	7%
5	1,761	7%	396,510	7%
6	1,653	6%	391,755	7%
7	1,570	6%	391,392	7%
8	1,691	6%	397,502	7%
9	2,249	8%	432,022	8%
10	1,619	6%	382,308	7%
11	957	4%	342,055	6%
12	684	3%	334,755	6%
Total	27,043	100%	5,371,933	100%

Texas commits to transform education outcomes of students in foster care

Findings from the *Texas Blueprint* Implementation Data Workgroup

Priority

Cross-system data sharing

Sharing essential data across child welfare, education, and court systems is critical to the educational success of students in foster care. In 2012, the *Texas Blueprint* Implementation Data Workgroup was established to assess the educational outcomes of students in care in Texas. This brief uses baseline data to highlight the complexities and challenges that impact students in foster care while providing opportunities for agencies to promote cross-system practices and strategies that improve stability and achievement.

Collaboration

Diverse, multi-disciplinary membership

The *Texas Blueprint* Implementation Data Workgroup includes:



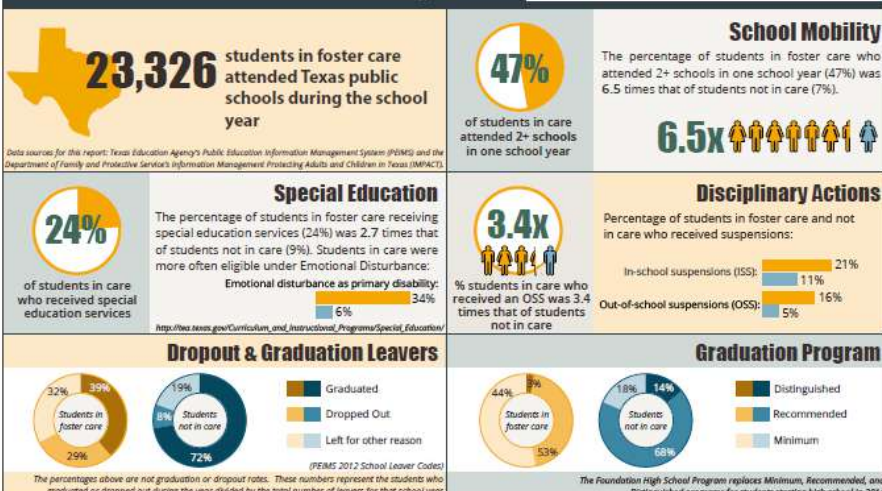
*CPS is a division of the Texas Department of Family and Protective Services (DFPS)

Accomplishments

Mobilizing data driven change

Participated in national information sharing programs
 Amended Memorandum of Understanding (MOU) between DFPS and TEA in 2014
 Developed shared definitions across systems
 Mapped data collection timeline
 Identified priority data indicators
 Established 2012-2013 baseline data to measure the educational outcomes of students in foster care

Outcomes from the 2012-2013 school year



Building local cross-system collaborations

Using data to transform education outcomes for students in foster care in Texas

Recommendations

- Collect, share, and analyze local data across systems to inform decision-making and improve practices
- Organize a group of child welfare, education, and judicial stakeholders in your community
- Consider local strengths and challenges, create shared definitions, and brainstorm solutions to meet the needs of your community

Questions to consider

	Schools	Courts	CPS
School Mobility	Do you know your district's foster care liaison and the student's designated education decision-maker? How can foster care liaisons work with school staff to improve transition services within required time frames?	Where is the student enrolled in school? If the student changes placements, what can be done to ensure school stability? Can the student remain in the current school? If not, is there a transition plan in place to ensure prompt record transfers?	Do you coordinate with schools and caregivers to develop either creative transportation solutions that allow a student to remain in the same school or a transition plan if the student changes schools?
Special Education	Who is responsible for making a student's special education decisions? If required, is a surrogate parent appointed and trained?	Do the caregivers, attorneys, surrogate parent, CASA, or other advocates have current information about the student's Individualized Education Program?	What issues are addressed in the student's Admission, Review, and Dismissal (ARD) committee meetings?
Disciplinary Actions	Do you include trauma-informed training for staff? What prevention and alternative strategies to suspension and expulsion are available to students? Does your school use Response to Intervention and Positive Behavior Support strategies effectively?	What behaviors does the student present in school that lead to a disciplinary action? What services are needed to prevent and address these behaviors?	Do you remind caregivers annually and during the enrollment process to provide a written signed statement of "opting-out" from corporal punishment for each student in foster care?
Dropout Prevention	What evidence-based dropout prevention strategies are in your school plan? When do you review students' course credit accruals? How do you address student needs for tutoring, content mastery, credit recovery, and extra-curricular activities?	What laws are in place to support high school completion? If a student is not on track to graduate, what is needed to support high school completion?	Does a student have a personal graduation plan, and if so, when was it last reviewed? How can you collaborate with schools to facilitate student participation in extra-curricular activities, online courses, credit recovery services, and tutoring?
Graduation Program	Have you talked with the student about their post-secondary goals, aspirations, and options? Is this information reflected in the student's personal graduation plan, current course selection, and graduation program?	Is the student on track to graduate, and what are the student's postsecondary education goals and plans?	What are the student's educational goals and aspirations? Are additional services available to help the student realize these goals?

This brief highlights data collected at the state level as the result of collaboration between child welfare, education, and court systems in Texas. For more information, please see:
 Child Protective Services Education Policy: https://www.dfps.state.tx.us/handbooks/CPS/Files/CPS_pg_x15000.asp
 Texas Education Agency Foster Care & Student Success: <http://tea.texas.gov/FosterCare/StudentSuccess/>
 Children's Commission education site: <http://education.texaschildrenscommission.gov/>

Suggested Citation: *Texas Blueprint* Implementation Data Workgroup. (2015, November). Texas commits to transform education outcomes of students in foster care: Findings from the *Texas Blueprint* Implementation Data Workgroup. Austin, TX: Children's Commission & Child and Family Research Institute, The University of Texas at Austin.

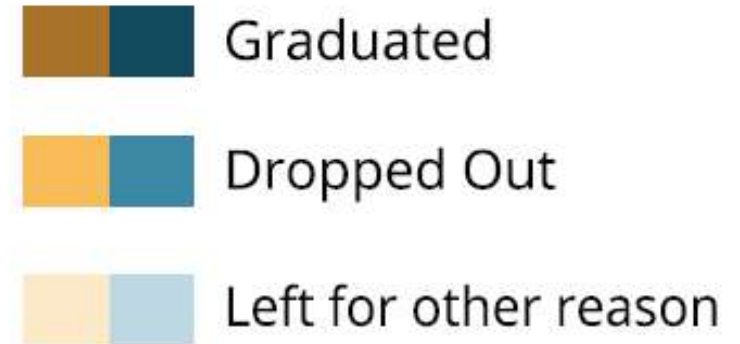
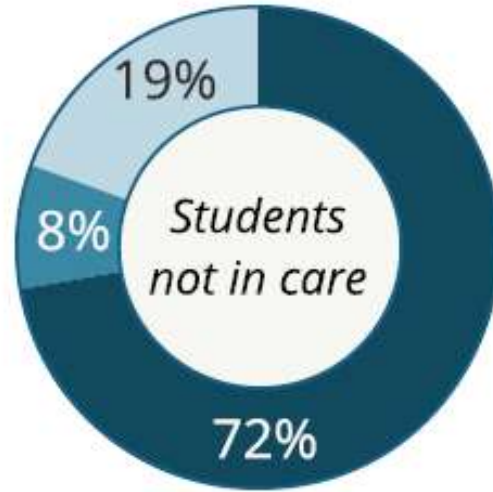
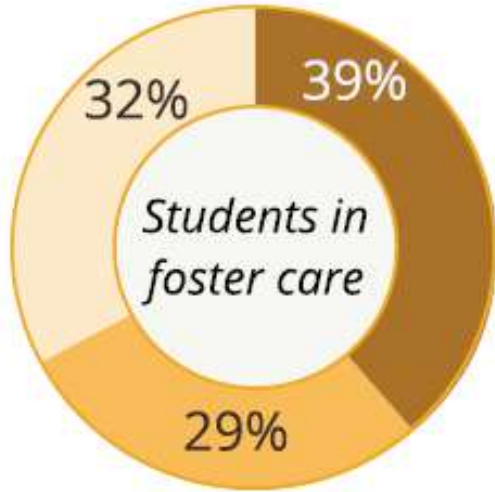


23,326

**students in foster care
attended Texas public
schools during the school
year**

Data sources for this report: Texas Education Agency's Public Education Information Management System (PEIMS) and the Department of Family and Protective Service's Information Management Protecting Adults and Children in Texas (IMPACT).

Dropout & Graduation Leavers



(PEIMS 2012 School Leaver Codes)

The percentages above are not graduation or dropout rates. These numbers represent the students who graduated or dropped out during the year divided by the total number of leavers for that school year



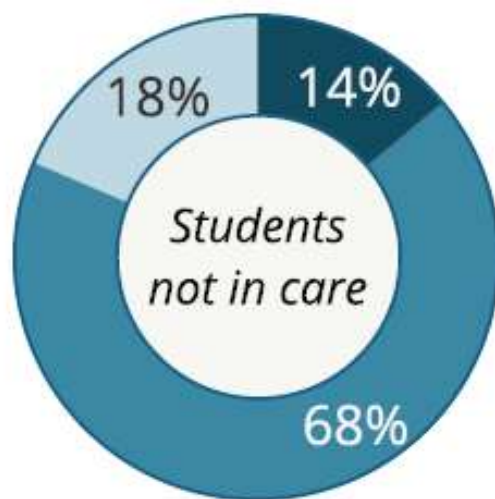
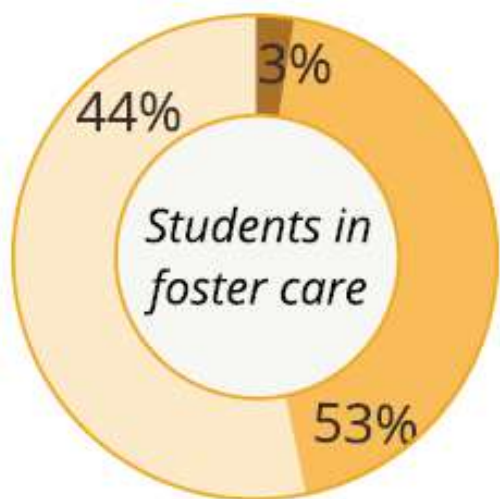
of students in care
attended **2+ schools**
in one school year

School Mobility

The percentage of students in foster care who attended 2+ schools in one school year (47%) was **6.5** times that of students not in care (7%).



Graduation Program



The Foundation High School Program replaces Minimum, Recommended, and Distinguished programs for students starting high school in 2014

National Data

- 56-75% of children/youth change school when first entering foster care
- 34% of 17-18 year olds in care experience 5+ school changes
- 7th grade is the average reading level of 17-18 year olds in foster care
- 20% of foster care alumni who graduated from high school attend college
- 84% of youth in foster care WANT to go to college

Education at Age 26

Alumni of Foster Care	vs.	National Sample
No high school diploma or GED		
20%	vs.	6%
2-year college degree		
4%	vs.	10%
4-year college degree		
3%	vs.	24%
One or more year of graduate school		
1%	vs.	13%

Education Goals, Statutes, Policies and Resources

Strategic Plan

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support, and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)



FOSTER CARE & STUDENT SUCCESS:



Texas Systems Working Together
to Transform Education Outcomes
of Students in Foster Care

PRODUCED BY



Federal Law

- Fostering Connections (2008)
 - Continuation in school of origin, unless not in best interest
 - School is part of residential placement decision
 - Immediate enrollment/prompt records transfer

Public Law 110-351
- Every Student Succeeds Act (2015)
 - Clear, written transportation plans
 - State level foster care liaison, local points of contact
 - Student achievement data = school report cards

Public Law 114-95

Data and Accountability

- Students in foster care are now a mandatory sub-group for which LEAs and states must collect and report data
[20 USC §6311\(h\)\(1\)\(C\)\(ii\)](#)
- State report cards must include disaggregated information, including the graduation rates and academic achievement of students in foster care
[20 USC §6311\(h\)\(1\)\(C\)\(iii\)](#)
- The existing PEIMS code for students in foster care will help Texas to fulfill the new data collection requirements
[TEC §7.029\(b-1\)](#)

Texas Law

- School Stability

- Right to remain in school where student is enrolled at the time of placement or subsequent placements
- Until completion of the highest grade offered
- Regardless of whether student in foster care for duration of enrollment

TEC § 25.001(g)–(g-1)

- Enrollment within three days

TFC § 264.115(a)

- Records transferred within 10 working days

TEC § 25.007(b)(1)

Texas Law

- Transition Assistance - [TEC § 25.007](#)
 - Establish procedures to lessen adverse impact of movement
 - Encourage school districts and open enrollment charter schools to provide services for a student when applying for admission to postsecondary and seeking financial assistance.
 - Allow a student who is in a course required for graduation to complete course at no cost, before the beginning of the next school year.
 - Review course credit accrual and personal graduation plan

Texas Law

- Transition Assistance - TEC § 25.007
 - Develop systems to ease transition in first 2 weeks of school.
 - Must accept special education referral from previous school
 - Use previous IEP until new one developed
- 20 U.S.C. § 1414(d)(2)(C)(i)(I),
- Promote practices that facilitate access by a student to extra-curricular activities, summer programs, after-school tutoring programs, electronic courses, etc at nominal or low-cost

Texas Law

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Texas Law

Transition Assistance - TEC § 25.007

Procedures for awarding credit, including partial credit
SBOE Rules:

- Credit by exam at any point in the school year

19 TAC § 74.24

- Proportional credit for one completed semester of a two semester course

19 TAC § 74.26

Texas Law

- In Texas, students in foster care can remain at the school they are attending (both upon entering care and after changing foster care placement) unless it is not in their best interest:
 - Without payment of tuition
 - Through the highest grade level offered at that campus
 - Even after exiting the foster care system

TEC §25.001(g)-(g-1)

- Truancy: LEA shall provide additional counseling and may not refer to truancy court if truancy is a result of ...pregnancy, foster care, homeless, principal income earner for family.....

TEC § 25.0915



Career Development Education Resources

High School Graduation Information

https://tea.texas.gov/Academics/Graduation_Requirements/

Texas Certificate of High School Equivalency Information

<https://tea.texas.gov/TxCHSE.html>

College, Career, and Military Prep

https://tea.texas.gov/Academics/College,_Career,_and_Military_Prep/College,_Career,_and_Military_Prep/

Special Student Populations

https://tea.texas.gov/Academics/Special_Student_Populations/

Texas Foster Care & Student Success Resource Guide

<https://tea.texas.gov/fostercarestudentsuccess/>



Career Development Education Resources

Career and Technical Education

<https://tea.texas.gov/cte/>

Texas Career and Technical Education Resource Center

<https://txcte.org/resource/special-populations-special-education-course-list>

Career and Technical Education Student Organizations

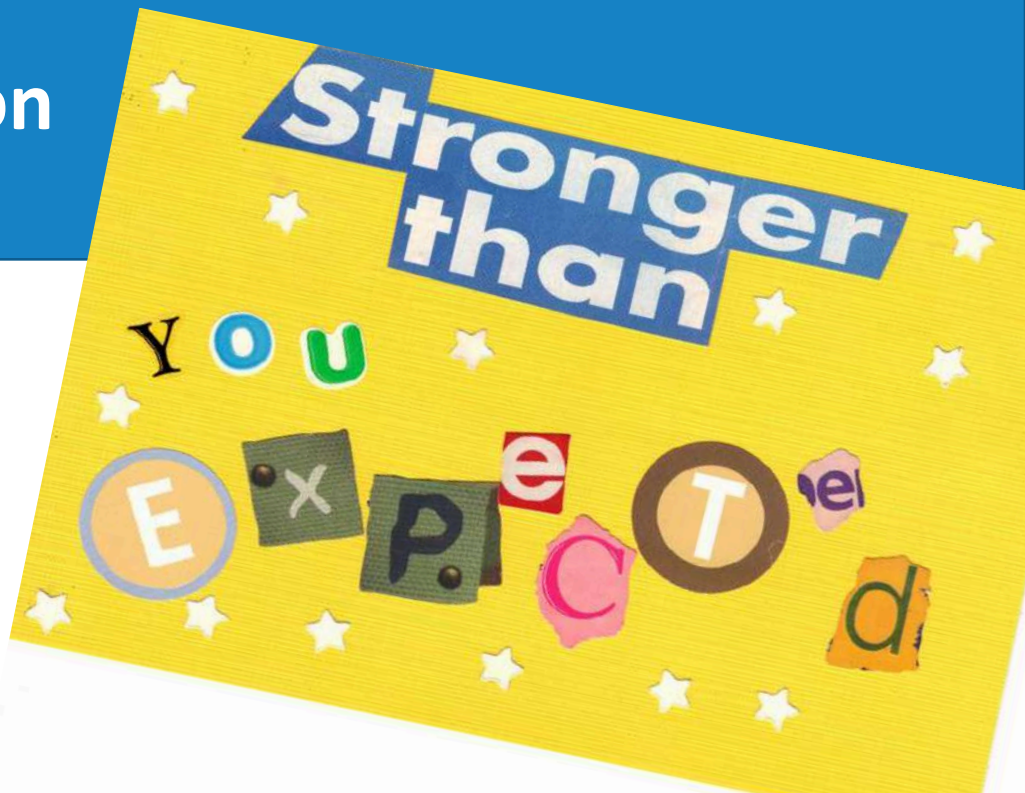
https://tea.texas.gov/Academics/College,_Career,_and_Military_Prep/Career_and_Technical_Education/Career_and_Technical_Education_-_Student_Organizations/

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

https://tea.texas.gov/Academics/College,_Career,_and_Military_Prep/GEAR_UP/



Special Education



Individuals with Disabilities Act (IDEA) Eligibility



- To be eligible, the student must have a qualifying disability and because of that disability need special education and related services.

Individuals with Disabilities Act (IDEA) Eligibility



• These disabilities include:

- Intellectual disabilities
- Hearing impairments, including deafness
- Speech or language impairments
- Visual impairments, including blindness
- Serious emotional disturbance
- Orthopedic impairments
- Autism
- Traumatic brain injury
- Other health impairments
- Specific learning disabilities

20 U.S.C. § 1401(3)

Individuals with Disabilities Act (IDEA)

Purpose



- To ensure that all children with disabilities have available to them a free appropriate public education (“FAPE”) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

20 U.S.C. § 1400(d)(1)(A)

- Applies to all public schools, including open-enrollment charter schools.

20 U.S.C. § 1413 (a)(5)

Entitlement and FAPE

- IDEA guarantees that all students with disabilities age 3 through 21 have the right to FAPE. 21 means 21 at the beginning of a school year. Thus, a 22 year old student can often be served in a district.
- The right to a FAPE ends when a student graduates with a regular high school diploma. FAPE is still required for students who have received a certificate of attendance or a certificate of graduation that is not a regular high school diploma.

20 U.S.C. § 1412; 34 C.F.R. §
300.102(a)(3)

- School districts deliver FAPE by providing “special education services” and “related services.” They are required to do so in all settings including RTCs, hospitals, jails, juvenile facilities, etc.

Child Find

- IDEA’s “child find” mandate imposes an affirmative duty on every school district to:
 - identify,
 - locate, and
 - refer for evaluation
- Each student residing in the district who is suspected of having a disability and, because of that disability, requires specially designed instruction in order to access the general curriculum.

20 U.S.C. §§ 1401(3) and
1412(a)(3)

Admission, Review, and Dismissal (ARD) Committee

- IDEA's "child find" mandate imposes an affirmative duty on every school district to:
 - identify,
 - locate, and
 - refer for evaluation
- Each student residing in the district who is suspected of having a disability and, because of that disability, requires specially designed instruction in order to access the general curriculum.

20 U.S.C. §§ 1401(3) and
1412(a)(3)

ARD Committee's Purpose

- Primary duties of a student's ARD committee include:
 - Determining eligibility for special education;
 - Developing the student's IEP;
 - Reviewing and revising the IEP, at least annually.

34 C.F.R. § § 300.306; 300.324;

Tex. Educ. Code § 29.005; 19 Tex.Admin. Code § 89.1050

ARD Meeting



- Meets at least annually to develop student's individualized education program (IEP).
- Parent/surrogate must receive 5+ school days notice of meeting, unless waived, and school must attempt to work with parent's schedule.

ARD Process

- School districts must actively seek parent participation at all ARD committee meetings.
- A parent may request an ARD committee meeting at any time.
- Committee decisions must be reached by consensus; state law does not allow the committee to reach decisions by majority vote.
- If the ARD committee cannot agree on the substance of the IEP, the parent is offered an opportunity to recess and reconvene.
- If, upon reconvening, the parties still disagree, the school district must implement the IEP that it determines to be appropriate for the student.

Tex. Educ. Code §29.005(b); 19 TAC 89.1050

Contents of the IEP

- The IEP is the written statement developed by the ARD committee of the student's education program that contains certain components, including:
 - Present levels of academic achievement and functional performance;
 - Statement of goals;
 - Method of measuring progress;
 - Special education, related services, & supplementary aids/services;
 - Participation in general education class and activities;
 - Accommodations for assessments;
 - Time, place, and duration of services;
 - Transition services;
 - Transfer of rights at age of majority

20 U.S.C. §§ 1414(d)(1)(A) and (d)(6)

Least Restrictive Environment (LRE)

- School districts must ensure that students with disabilities, including students in public or private institutions or other care facilities, are educated with their peers who are not disabled to the extent appropriate.
- School districts must offer a continuum of alternative placements, including instruction in:
 - regular classes;
 - special classes;
 - special schools;
 - home instruction; and
 - instruction in hospitals and institutions.

20 U.S.C. § 1412(a)(5); 19 Tex. Admin. Code §
89.63

IEP and School Transfer

- If a child with an IEP transfers to a new school district in Texas within the same school year, the new district must provide Free Appropriate Public Education (FAPE) to the student until the new district:
 - Adopts the child's IEP from the previous school district; or
 - Develops, adopts, and implements a new IEP that meets the applicable federal requirements.

34 C.F.R. §§ 300.320-
300.324

§504 v. Special Education

- §504 requires accommodations for students' disabilities, regardless of whether they have an educational need for special education.
- To be eligible a student must have a physical or mental impairment that substantially limits a major life activity.
- There is no funding that comes with §504.
- There is no standard for what a §504 plan looks like, though one must exist.
- §504 teams meet on an annual basis, similar to ARD committees.

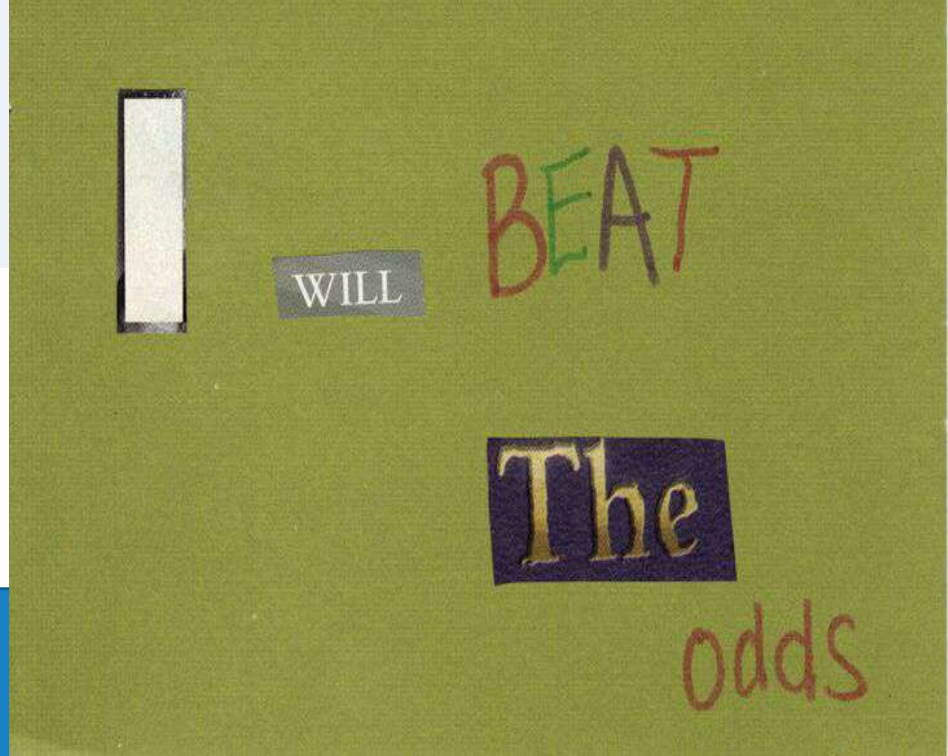
See 29 U.S.C. § 794

Dispute Resolution



- The IDEA requires the state education agency (TEA) to offer dispute resolution options to assist with disagreements over eligibility and the special education and related services offered to a student.
 - These include:
 - Mediation,
 - State complaint investigation, and
 - Due process hearings.

34 CFR § §300.151-153; 300.506-518



Transition Services





[https://tea.texas.gov/
FosterCareStudents
Access/Resources/](https://tea.texas.gov/FosterCareStudents/Access/Resources/)

What are transition services?

CPS

- Coordinated set of activities
- Assists youth in DFPS conservatorship
- Includes PAL supports (e.g. life skills class, workforce readiness)
- To transition from foster care to independent living

Special Education

- Coordinated set of activities
- Based on the individual needs of a student with a disability
- Focus on improving the academic and functional achievement
- To facilitate movement from school to post-school activities

At what age is a student's transition plan first developed?

CPS

- Age 14; OR
- The age of the youth upon entering conservatorship if the youth is older than 14

Special Education

- No later than 14; OR
- If the student is not eligible before 14, when the student becomes eligible for special education

At what age is transition planning no longer required?

CPS

- **Once** the youth or young adult exits foster care

Special Education

- Once the student is ineligible for special education

How is the transition plan developed?

CPS

- Transition Plan attached to youth's plan of service
- Developed at a Permanency Conference, Circles of Support, or Transition Plan meetings

Special Education

- Individual transition plan (ITP) is a component of the student's IEP
- Developed at the admission, review, and dismissal (ARD) committee meeting

Who participates in developing the transition plan?

CPS

- The youth determines who should be invited
- May include:
 - Youth
 - Caregiver
 - Education Decision-maker and/or surrogate parent
 - Biological parents, siblings, extended family
 - Other caring adults who can provide support
 - Attorney, guardian ad litem

Special Education

- Student (as appropriate)
- Parents
- Regular education teacher (s), Special education teacher(s) or provider(s) (as appropriate)
- District representative
- Individuals with knowledge or special expertise re: student (at discretion of parent and district)
- Individual to interpret evaluations

What information is included in the transition plan?

CPS

- Personalized at the direction of the youth. Includes specific information regarding:
 - Housing
 - Health insurance
 - Education
 - Local opportunities for mentors and continuing support service
 - Workforce supports and employment services

Special Education

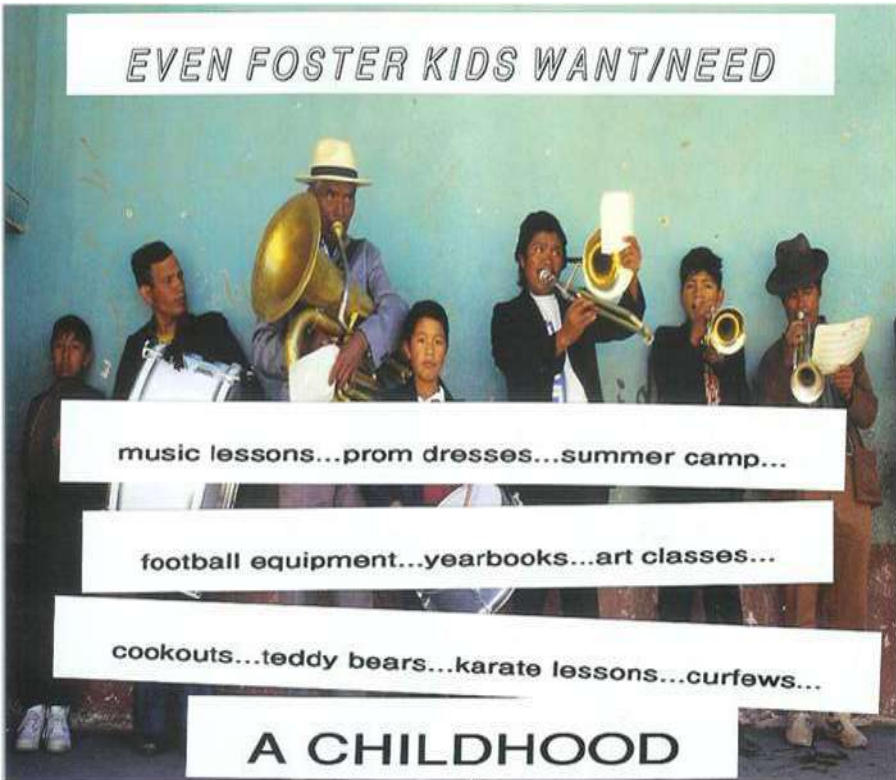
- Outlined in TEC § 29.011
- Includes appropriate:
 - Postsecondary education options, including preparation for postsecondary-level coursework
 - Functional vocational evaluation
 - Employment goals and objectives
 - Independent living goals and objectives

Transitions-Best Practices

- Collaborate and Coordinate
- Start early
- Engage youth and caregivers
- Be realistic
- Meet regularly
- Share information and documents, while respecting privacy
- Recognize individual student needs and goals
- Add informal pre-planning to formal meeting structure
- Use resources efficiently

Helpful Links

- Texas Education Agency
 - https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Special_Education/
- IDEA – Individuals with Disabilities Education Act
 - <https://sites.ed.gov/idea/>
- *A TRANSITION GUIDE TO POSTSECONDARY EDUCATION AND EMPLOYMENT FOR STUDENTS AND YOUTH WITH DISABILITIES (OSERS)*
 - <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf>
- Transition in Texas
 - <https://www.transitionintexas.org/>



Additional Resources

Additional Resources

- American Association of School Administrators (AASA) and National Association for the Education of Homeless Children and Youth (NAEHCY), Considerations for LEAs in Developing Transportation Procedures for Students in Foster Care under ESSA:
http://www.aasa.org/uploadedFiles/Policy_and_Advocacy/AASANAHCYTransportationplanguide.pdf
- The Legal Center for Foster Care and Education:
<http://fostercareandeducation.org/NewsUpdates.aspx>
- NAEHCY, Foster Care: <http://www.naehcy.org/essa-and-children-foster-care>
- NCHE, Foster Care: http://nche.ed.gov/ibt/sc_foster.php
- US Dept of Health and Human Services, Administration for Children and Families, Children's Bureau, Child Welfare Information Gateway:
<https://www.childwelfare.gov/topics/systemwide/service-array/education-services/meeting-needs/educational-stability/>



U.S. Department of ED and HHS ESSA Foster Care Joint Guidance: Webinar Series

- USDE, ESSA Laws and Guidance:
<http://www2.ed.gov/policy/elsec/leg/essa/index.html>
 - [An Overview of the ED/HHS Joint Guidance](#) (7.27.16)
 - [Points of Contact](#) (8.17.16)
 - [Best Interest Determination and Immediate Enrollment](#) (8.24.16)
 - [Transportation](#) (8.31.16)
 - [Effective Collaboration](#) (9.7.16)
- USDE, Foster Care: <http://www2.ed.gov/about/inits/ed/foster-care/index.html>

ESSA Implementation Resources

TASB – supportive resources

TEA and DFPS Implementation FAQ and USDE Guidance Letters and Documents

<http://tea.texas.gov/FosterCareStudentSuccess/Resources/>

Foster Care & Student Success

Foster Care & Student Success, housed in Texas Education Agency's Division of Federal and State Education Policy maintains resources and information to advance the education of student's impacted by foster care. The resources and materials provide guidance related to the unique circumstances surrounding students who are in the foster care system and attend Texas public schools. In Texas, nearly 16,000 school-age students are in foster care at any given time.

The Foster Care & Student Success web content is divided into the following areas:

- [School District Liaisons](#)
- [Laws and Guidance](#)
- [State Efforts](#)
- [Collaboration](#)
- [Child Protective Services](#)
- [Information and Resources](#)

Foster Care & Student Success Resource Guide



TEA developed a premiere resource to support Texas schools in addressing the education of students in foster care: [Texas Foster Care & Student Success Resource Guide](#) (PDF). This guide is the product of collaboration with the Texas Department of Family and Protective Services, the Supreme Court of Texas, and the Permanent Judicial Commission for Children, Youth and Families (Children's Commission). This e-guide and training manual contains a variety of key researched-based topics and calls attention to important matters related to the

Special Student Populations

[Bilingual - ESL Education](#)

[Dyslexia](#)

[Early Childhood Education](#)

[Foster Care and Student Success](#)

[Gifted and Talented Education](#)

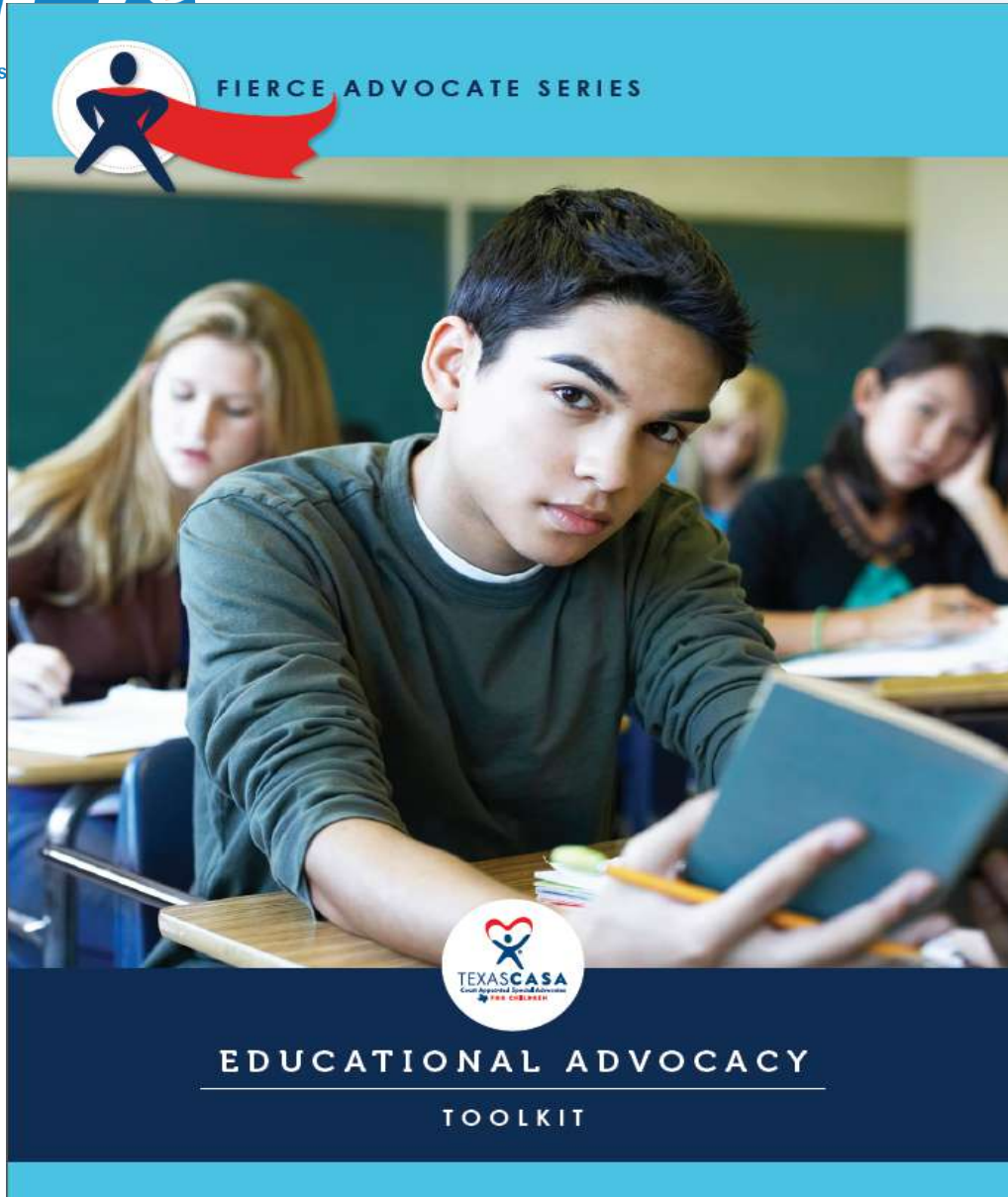
[Title III, Part A English Language Acquisition](#)

[Title I, Part C - Migrant Education](#)

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CASA Educational
Advocacy Toolkit:
<http://texascasa.org/learning-center/resources/educational-advocacy-toolkit/>

Thank You!

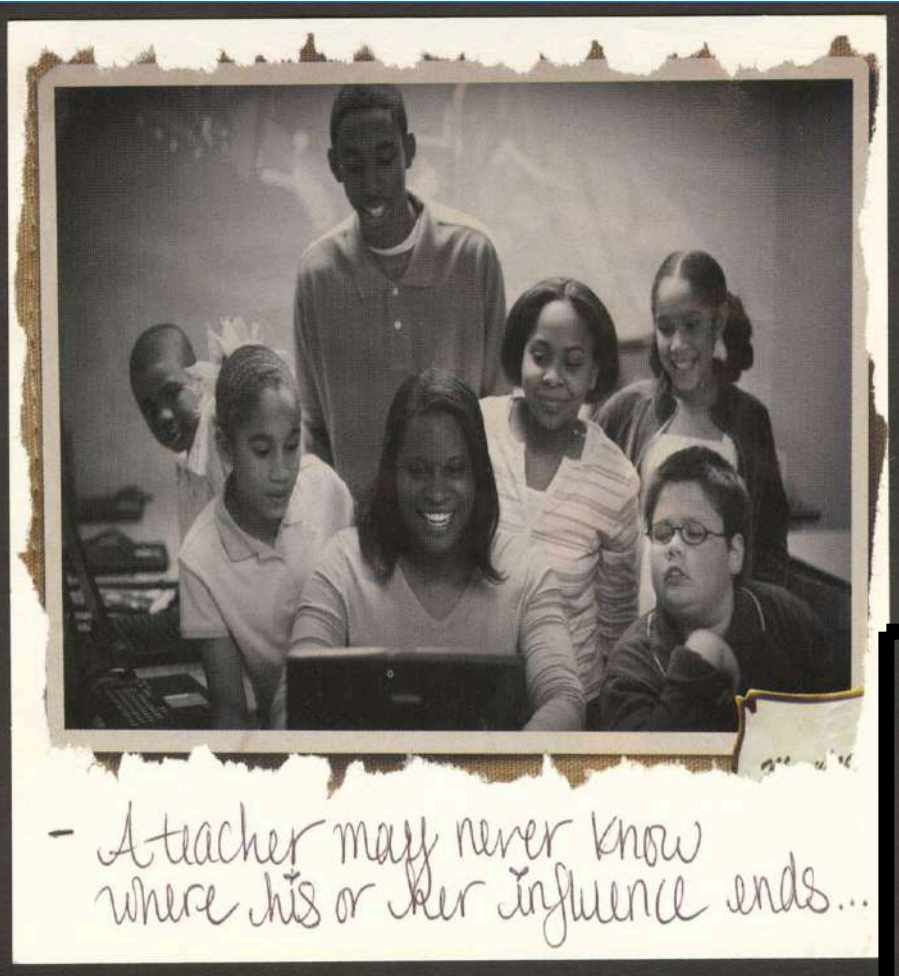


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Questions?



The postcard art throughout this presentation was generously donated by Foster Care Alumni of America
www.fostercarealumni.org