

Mega Conference FosterEd/DCS/ADE

Arizona Department of Education
November 2016

Goals

- ▶ Be in compliance with all new ESSA requirements starting December 10, 2016
- ▶ Provide quality educational services based on best practices – grandfathered
- ▶ Continue to be advocates for foster youth within your community

• Quiz

ESSA Requirements

Collaborate with the state or local child welfare agency to:

- Within one year of enactment, **develop and implement procedures for how transportation to maintain foster youth in their schools of origin, when in their best interest, will be provided, arranged and funded.** These procedures must:
 - Ensure that foster youth who need transportation to the school of origin promptly receive it in a cost-effective manner, and in accordance with the child welfare agency's authority to use child welfare funding available under section 475(4)(A) of Title IV-E of the Social Security Act to provide transportation.

ESSA Requirements

- Ensure that if there are additional costs incurred in providing transportation to the school of origin, LEAs will provide it if:
 - They are reimbursed by the child welfare agency;
 - The LEA agrees to pay the costs; or
 - The LEA and the child welfare agency agree to share the costs.
- Designate a point of contact for the local child welfare agency, if the local child welfare agency notifies the LEA, in writing, that it has designated a point of contact for the LEA.

ESSA State Plan

- ▶ The ADE Foster Youth Education office **will work with the LEA to ensure that students in foster care are entitled to enroll in or remain in their school of origin, unless a determination is made that it is not in their best interest to do so.**
- ▶ The Foster Youth Education office **will collaborate with the LEA when a determination is made that it is not in the student's best interest to remain in the school of origin, the student will be immediately enrolled in a new school,** even if the student cannot produce records normally required for enrollment.



ESSA State Plan

- ▶ The ADE Foster Youth Education office will collaborate with the LEA to ensure that the enrolling school must immediately contact the student's previous school to obtain academic and other records.
- ▶ The Foster Youth Education office has designated an employee to serve as a state point of contact for child welfare agencies, to oversee implementation of ADE's responsibilities.
- ▶ The Foster Youth Education office will collaborate with the Department of Child Safety Point of Contact to facilitate all aspects of the implementation of ESSA.
- ▶ The Foster Youth Education office will work with LEAs receiving funds under Title I, Part A to provide students in foster care transportation

Foster Care Definition

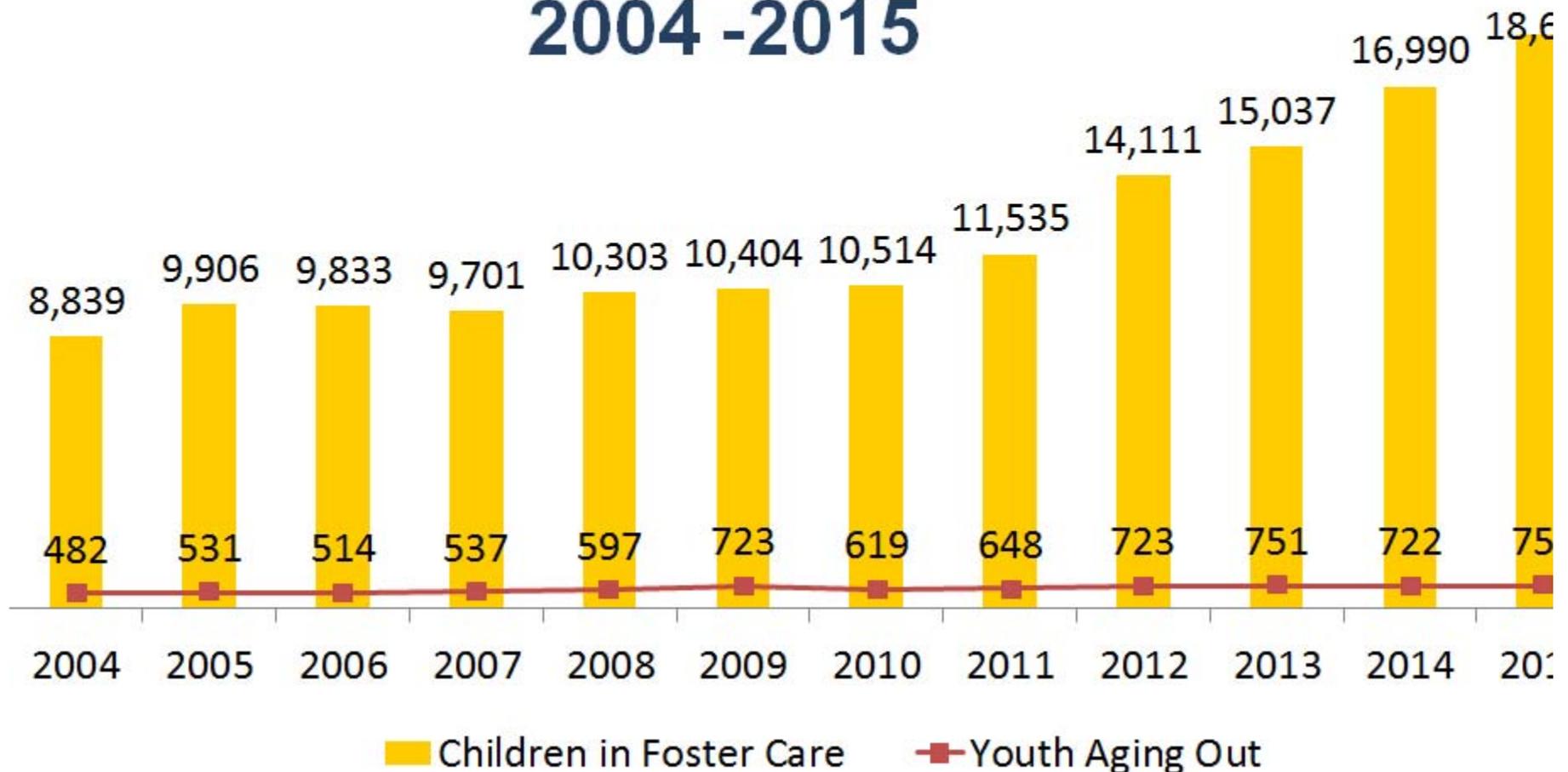
- ▶ *Foster care* means 24-hour substitute care for children placed away from their parents or guardians and for whom the title IV-E agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

School Experiences of Foster Youth

- ▶ When a student in foster care changes schools, an average of four to six months of educational progress is lost. (Calvin, Revised 2008)
- ▶ Only 28% of youth are able to remain in their school of origin when they enter foster care. (National Foster Care Review Coalition, 2009)
- ▶ Nearly one-third (30.2%) of foster care alumni in the Casey Foster Care Alumni Study experienced ten or more school changes through high school. 65% had seven or more changes.(Pecora, 2005)



Arizona Children in Foster Care 2004 -2015



Youth in Foster Care

- ▶ I have been to so many schools in my life that I can't count them, or even remember their names. I have lived in so many homes and shelters. Just in the past year I have lived in 12 different homes. I have lived with classmates, teachers, friends, and strangers. Anybody who would accept me was better than the street...



Youth in Foster Care

- ▶ All I've ever wanted throughout my whole life is to be a regular kid, not someone that people are afraid of.”

Austin 13



Case Study



Implications for Systems

Interagency collaboration is not optional—it is necessary—at a minimum, there must be a nexus between the child welfare and juvenile justice systems.

Interagency collaboration is not limited to child welfare and juvenile justice: Involvement of educational and behavioral health systems is essential

Collaboration also includes public defenders and prosecutors—working through confidentiality issues, for instance, requires partnerships characterized by trust



System-to-System



AZ Initiatives – JJSIP/SJP/JDAI

- ▶ Juvenile probation
- ▶ Juvenile prosecutor
- ▶ Juvenile public defender
- ▶ DCS
- ▶ Cartwright ESD/PUHSD
- ▶ MCESA
- ▶ Phoenix Police Department
- ▶ ADE
- ▶ Georgetown University – CJJR

School Connectiveness

Students do better when they ...

- ▶ Have a sense of belonging/being part of
- ▶ Like school
- ▶ Perceive that teachers are supportive/caring
- ▶ Have friends within the school
- ▶ Are engaged in academic progress
- ▶ Believe that discipline is fair and effective
- ▶ Participate in extracurricular activities



Screening and Progress Monitoring

High Yield Indicators

Engagement

- Attendance/absenteeism

Course Performance

- Course grades
- Number of credits earned

CCSR End-of-Year Indicator

- Core course performance and accumulated credits

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The National Evaluation and Technical Assistance Center for the
Education of Children and Youth Who Are Neglected, Delinquent or At-Risk (NDTAC)



www.neglected-delinquent.org

IES Strategy Guide Recommendations

Diagnostic

- Utilize data systems that identify individual students at high risk of dropping out

Targeted Interventions

- Assign adult advocates to students at risk
- Provide academic support and enrichment
- Implement programs to improve students' classroom behavior

Schoolwide Interventions

- Personalize the learning environment
- Provide rigorous and relevant instruction

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Title I, Part A, Neglected Reservation

- ▶ Title I, Part A Section 1113 c (3)
- ▶ (3) RESERVATION– A local educational agency shall reserve such funds as are necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve —
 - ▶ (A) homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live;
 - ▶ (B) children in local institutions for neglected children; and
 - ▶ (C) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.

Next Steps

- ▶ ADE/DCS
- ▶ Annual N&D Child Count
- ▶ Best practices – data
- ▶ Further training
- ▶ Other



Contact Information

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