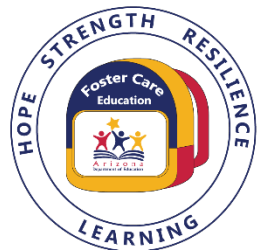


ESSA FC Essentials



Definitions & Acronyms

- * **Foster Care**- 24-hour (a day) substitute care for children placed away from their parents or guardians and for whom the child welfare agency (DCS, tribal, or local) has placement and care responsibility.



Definitions & Acronyms

ESSA- Every Student Succeeds Act

LEA- Local Educational Agency

POC- Point of Contact

SEA- State Education Agency (ADE)

IEP- Individualized Education Plan

SIS- Student Information System



Definitions & Acronyms

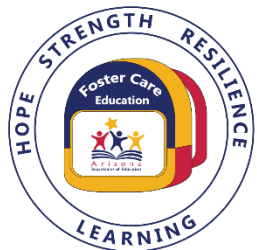
ADE- Arizona Department of Education

CWA- Child Welfare Agency (in Arizona, DCS or tribal)

DCS- Department of Child Safety

DCSS- Department of Child Safety Specialist

REL- Regional Education Liaison (DCS Staff)



ESSA FC & McKinney-Vento

*Children in foster care
are **NO LONGER**
McKinney-Vento
(Homeless)!!!



ESSA & McKinney-Vento

- * The ESSA also amended section 725 of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), **REMOVING** children “~~awaiting foster care placement~~” from the **definition of “homeless children and youths”** for purposes of the Education for Homeless Children and Youths (EHCY) program.*

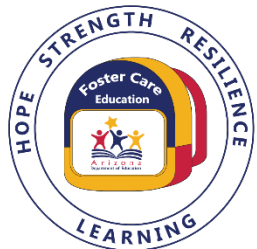
* Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015



School Stability Rationale

- * Studies demonstrate that students in foster care experience more challenges throughout their education compared to their peers, such as the following:

*Taken from 'Roadmap for Foster Care and K-12 Data Linkages Key Focus Areas to Ensure Quality Implementation' by Data Quality Campaign & Legal Center for Foster Care & Education



School Stability Rationale



Frequent school changes

*Taken from 'Roadmap for Foster Care and K-12 Data Linkages Key Focus Areas to Ensure Quality Implementation' by Data Quality Campaign & Legal Center for Foster Care Education



School Stability Rationale

Friendships



School Stability Rationale



Delayed enrollment when school changes occur

*Taken from 'Roadmap for Foster Care and K-12 Data Linkages Key Focus Areas to Ensure Quality Implementation' by Data Quality Campaign & Legal Center for Foster Care Education



School Stability Rationale

Class credits



School Stability Rationale

Education services



School Stability Rationale



Higher rates of school suspensions and expulsions

*Taken from 'Roadmap for Foster Care and K-12 Data Linkages Key Focus Areas to Ensure Quality Implementation' by Data Quality Campaign & Legal Center for Foster Care Education



School Stability Rationale



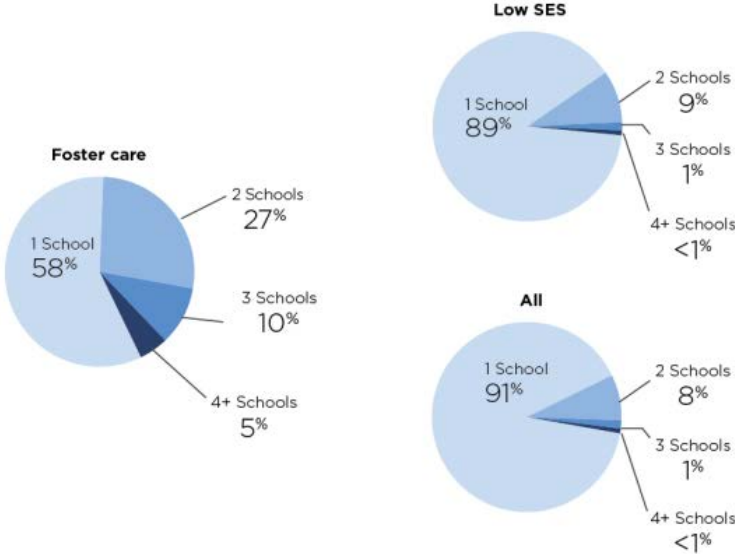
Far lower high school and college graduation rates

*Taken from 'Roadmap for Foster Care and K-12 Data Linkages Key Focus Areas to Ensure Quality Implementation' by Data Quality Campaign & Legal Center for Foster Care & Education



School Stability Rationale

Figure 5. Number of schools attended during the 2012/13 school year, for students in foster care, low-socioeconomic-status students, and all students in Arizona public schools, 2012/13

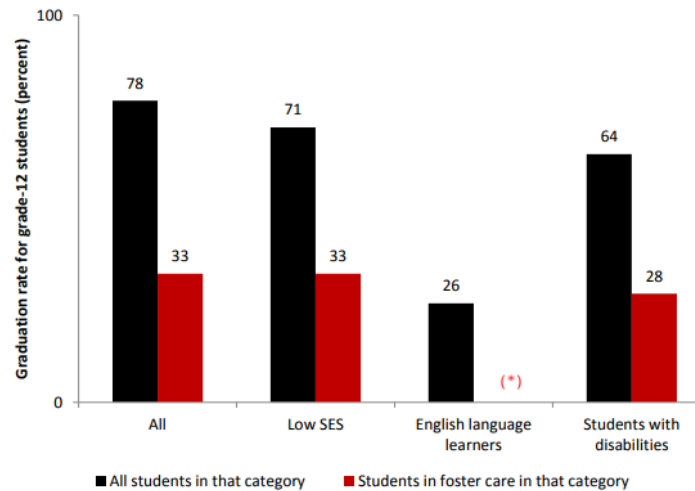


Source. Authors' analysis of linked administrative data from the Arizona Department of Education and Arizona Department of Child Safety, 2012/13.
 Note. Percentages are computed for 1,108,795 students ages 5–17, including 10,770 students in foster care and 535,681 low-socioeconomic-status students. Due to rounding, percentages may not add up to 100. Numbers and percentages are presented in appendix table B2.
 SES = socioeconomic status.



School Stability Rationale

Figure 12. Percentage of grade-12 students who graduated in 2013, for students in foster care, other at-risk student subgroups, and all students in Arizona public schools, 2012/13

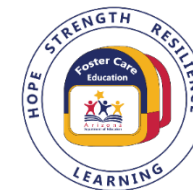


Source. Authors' analysis of linked administrative data from the Arizona Department of Education and Arizona Department of Child Safety, 2012/13.

Note. Percentages are computed for 66,794 students age 17 or younger enrolled in grade 12; 500 students in foster care; 26,243 low-socioeconomic-status students; 470 English language learners; and 5,147 students with disabilities, of which 139 were students in foster care. Numbers and percentages of grade-12 graduates, by student subgroups, are provided in appendix table B7.

(*)The number of students in foster care classified as English language learners in grade 12 was too low for reporting the graduation rate.

SES = socioeconomic status.



ESSA Foster Care Legal Text



ESSA Foster Care Legal Text

- *Two Parts:

- *Part 1- SEA Portion

- *Part 2- LEA Portion

ESSA Foster Care Legal Text

Part 1- SEA Portion

PL 114-95 Title I, Sec. 1111(g)(1)(E); 20 USC 6311(g)(1)(E)

- * “(E) the steps a **SEA** will take to ensure **collaboration** with the State agency responsible for administering the State plans under parts B and E of title IV of the SSA (42 U.S.C. 621 et seq. and 670 et seq.) to ensure the **educational stability of children in foster care**, including assurances that—



PL 114-95 Title I, Sec. 1111(g)(1)(E); 20 USC 6311(g)(1)(E)

- * “(i) any such child enrolls or **remains** in such child’s **school of origin**, unless a determination is made that it is not in such child’s **best interest** to attend the school of origin, which decision shall be based on all factors relating to the child’s best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;



PL 114-95 Title I, Sec. 1111(g)(1)(E); 20 USC 6311(g)(1)(E)

- * “(ii) when a determination is made that it is not in such child’s **best interest** to remain in the school of origin, the child is **immediately enrolled** in a new school, even if the child is unable to produce records normally required for enrollment;



PL 114-95 Title I, Sec. 1111(g)(1)(E);
20 USC 6311(g)(1)(E)

- *“(iii) the enrolling school shall **immediately contact** the school last attended by any such child to obtain relevant academic and other **records**; and



PL 114-95 Title I, Sec. 1111(g)(1)(E); 20 USC 6311(g)(1)(E)

- * “(iv) the SEA will designate an employee to serve as a POC for CWAs and to oversee implementation of the State agency responsibilities required under this subparagraph, and such POC shall **not** be the State’s Coor. for Ed. of HYC under sect. 722(d)(3) of the McKV Homeless Assistance Act (42 U.S.C. 11432(d)(3));



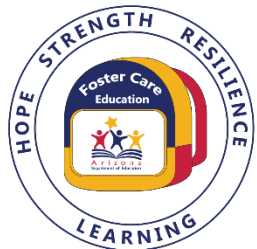
Basically...



SEA/CWA/LEA
Collaborate



FC children should
remain in their school
of origin



School of Origin

- * **School of Origin**- the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.



School of Origin

When a child enters foster care, even though they live here...



FC Placement



New School



Bio Family



School of Origin



... they have the right to attend school here!

School of Origin

When a child changes placement, even though they live here...



Old FC Placement



School of Origin



New FC Placement



New School

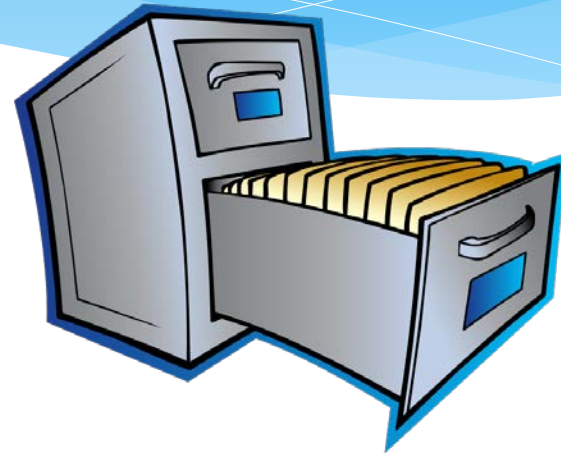
... they have the right to attend school here!

Basically...

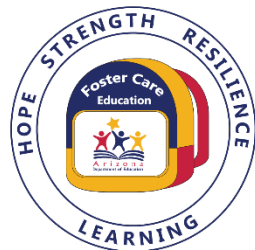


Enroll Now

If not in the best interest of the child to remain, immediately enroll in new school.



Enrolling school shall immediately obtain records from previous school.



School of Origin

A child in foster care will only attend here...



**FC
Placement**



New School



Bio Family



School of Origin



... if it is not in their best interest to attend here!

ESSA Foster Care Legal Text

Part 2- LEA Portion

PL 114-95 Title I, Sec. 1112(c)(5); 20 USC 6312(c)(5)

- * “(c) ASSURANCES.—Each LEA plan shall provide assurances that the LEA will—
 - * “(5) collaborate with the State or local CWA to—
 - * “(A) designate a POC if the corresponding CWA notifies the LEA, in writing, that the agency has designated an employee to serve as a POC for the LEA; and



PL 114-95 Title I, Sec. 1112(c)(5); 20 USC 6312(c)(5) (cont.)

- * “(B) by not later than 1 year after the date of enactment of the ESSA, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—



PL 114-95 Title I, Sec. 1112(c)(5); 20 USC 6312(c)(5) (cont.)

- *“(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with sect. 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and



PL 114-95 Title I, Sec. 1112(c)(5); 20 USC 6312(c)(5) (cont.)

- *“(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if—



PL 114-95 Title I, Sec. 1112(c)(5); 20 USC 6312(c)(5) (cont.)

- *“(I) the local CWA agrees to reimburse the LEA for the cost of such transportation;
- *“(II) the LEA agrees to pay for the cost of such transportation; or
- *“(III) the LEA and the local CWA agree to share the cost of such transportation;



Basically...



SEA/CWA/LEA
Collaborate



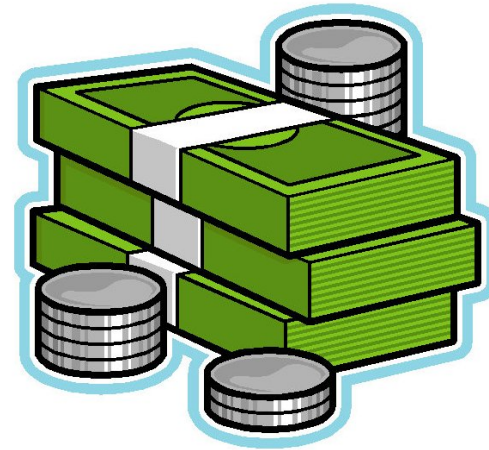
CWA & LEA establish
POCs



Basically...



Plans to transport FC children to their school of origin.



Additional costs- I pay, you pay, we pay.

Roles & Responsibilities



SEA Roles & Responsibilities



SEA Roles & Responsibilities

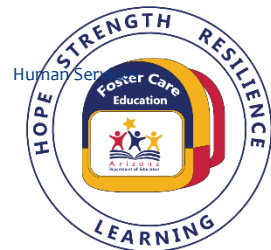
- * The SEA must designate a POC for the CWAs and this person may **NOT** be the State's Coord. for Ed. of HCY.
- * The SEA must ensure children in foster care are remaining in their school of origin, immediate enrollment, that LEAs and the CWA are collaborating for school stability & transportation, and that foster children are being identified as their own subgroup with student achievement & graduation rate data.



SEA Roles & Responsibilities

- * Advocating for a thorough best interest determination process regarding school selection
- * Monitoring LEAs to ensure compliance with the Title I requirements at the local level
- * Providing professional development opportunities and technical assistance for LEA POCs and other personnel regarding school stability and educational supports for children in foster care, as needed.*

* Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services, Act of 2015
Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015



LEA Roles & Responsibilities



LEA POC

- * The LEA designates their POC. At the LEA level, this person **can** also serve as the LEA's McKinney-Vento Liaison/Specialist.
- * To update your LEA's POC:
 - * Send an email containing the POC's contact info to-
 - * EducationPOC@AzDCS.gov &
 - * FosterCare@azed.gov



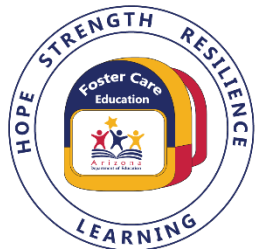
LEA POC

*The LEA POC should:



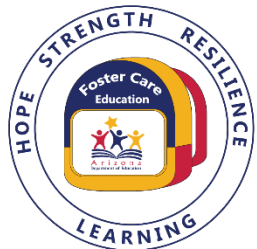
LEA POC

- * Collaborate with the CWA to maintain school stability



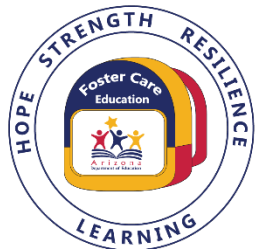
LEA POC

- *Ensure the best interest is determined regarding school selection



LEA POC

- *Ensure necessary transportation is provided, funded, and arranged.



LEA POC

- * Ensure immediate enrollment, transfer of records, & that school staff are trained on the provisions & educational needs of children in foster care.*

* Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015



Best Interest Determination

- * The LEA & CWA should collaborate in determining the best interest of a child in foster care. The CWA is the final decision maker regarding a foster child's school selection if any conflict cannot be resolved.
- * The cost of transportation **CANNOT** be considered when determining the best interest of the child!!!!!!!!!!!!!!



Best Interest Determination

Factored into the best interest determination should be:



Best Interest Determination

- *The safety of the child
- *The wishes of the parent, caregiver, and child



Best Interest Determination

- * The toll of the commute, distance, and time for the child to travel to and from the school
- * Projected duration of out-of-home placement



Best Interest Determination

- *The child's academic, developmental, and socialization needs
- *The effect a school change will have on the child's learning and any potential for loss of credits*

* Taken from the Department of Child Safety Open Discussion on ESSA Foster Care PowerPoint



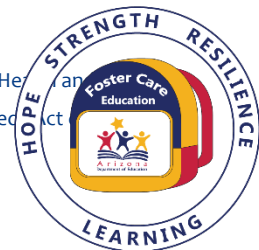
Transportation



Transportation

- * An LEA must collaborate with the CWA to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the **duration of the child's time** in foster care.*

* Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act



Transportation

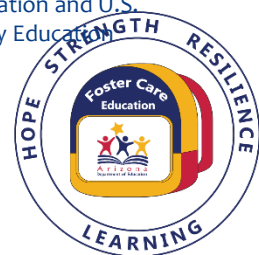
- * These procedures must ensure that—
 - * Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner and in accordance with [section 475\(4\)\(A\) of the Social Security Act](#); and



Transportation

- * If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if
 - * (1) the local CWA agrees to reimburse the LEA for the cost of such transportation;
 - * (2) the LEA agrees to pay for the cost; or
 - * (3) the LEA and local CWA agree to share the cost.*

* *Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015



Transportation

- *The LEA should first pursue **existing & low or no-cost** options for transportation.

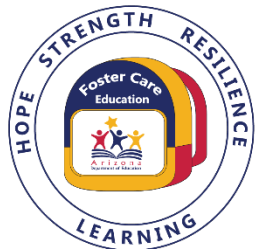


Individual Procedure



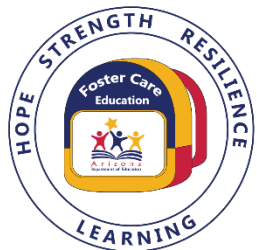
Transportation

- * Existing options could include:
 - * Transportation already provided by other programs (i.e. if a child in foster care has an IEP that requires they be transported; that transportation would already be covered by IDEA or if the child qualifies for Title IV-E funds)
 - * If a child is placed in a foster group home, the group home is **contractually obligated to transport up 50 miles one way**



Transportation

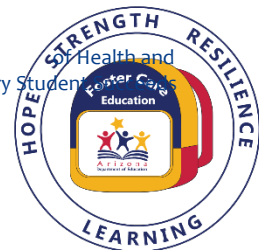
- * Low or no cost options could include:
 - * Caregiver provides transportation to school or existing bus routes; CWA may be able to provide mile reimbursement to the caregiver
 - * Amending current bus routes
 - * Public transportation, if appropriate



Transportation

- * **Additional costs** incurred in providing transportation to the school of origin should reflect the **difference** between what an LEA otherwise would spend to transport a student to their assigned school and the cost of transporting a child in foster care to their school of origin.*
- * These additional costs can be covered by the LEA, or the CWA, or the LEA & CWA can share those costs. The LEA POC should work closely with the CWA POC & REL to implement the transportation plan.

* Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015



Scenario

- * In early *May*, young Jasmine is disrupted & has to move to a new group home. Jasmine is a sophomore in Tempe UHSD. Jasmine's new group home is in Mesa. It is in Jasmine's best interest to remain at Tempe UHSD.



Scenario

- * In early February, young Simone enters foster care. Simone is in the 5th grade in the Tolleson ESD. Simone's new placement is in Surprise. Simone has an IEP and having academic success. Transportation is mandated in Simone's IEP. It is in Simone's best interest to remain at Tolleson UHSD.



Scenario

- * In late September, young Timothy enters foster care & is placed in a kinship placement (aunt). Timothy is in eighth grade in Gilbert USD. Timothy's new placement is in South Scottsdale. It is in Timothy's best interest to remain at Gilbert USD.



Scenario

- * In December, young Veronica enters foster care. Veronica is a junior in Phoenix Union UHSD (Cesar Chavez). Veronica's new group home is by Metrocenter. It is in Veronica's best interest to remain at Phoenix UHSD.



Transportation

- * **BOTH** the **LEA & CWA** share the responsibility of school stability and transporting these children to their school of origin.



Immediate Enrollment

- * When a determination is made that remaining in the school of origin is not in a child's best interest, SEAs and LEAs must ensure that a child in foster care is **immediately enrolled** in his or her new school even if the student does not have the required documentation.



Immediate Enrollment

- *The enrolling school must then contact the student's prior school for relevant records.



Identification & Data

- * ... ESSA requires states and districts to publish annual report cards with information about the state as a whole and all districts and schools within the state.*

* Taken from the Leadership Conference Education Fund's 'Data Provisions in the Every Student Succeeds Act' updated April 20, 2016



Identification & Data

- * ESSA requires districts to make a number of academic achievement data available in a way that either is or can be cross-tabulated by race/ethnicity, whether a student has a disability, English proficiency, income, migrant status, gender, homeless status, **foster care status**, and military connected status.*

* Taken from the Leadership Conference Education Fund's 'Data Provisions in the Every Student Succeeds Act' updated April 20, 2016



Identification & Data

- * Helpful Data table from the Leadership Conference Education Fund's 'Data Provisions in the Every Student Succeeds Act'

Data Element	Race & ethnicity	Students w/ Disabilities	English Learner	Income	Migrant	Gender	Homeless	Foster Care	Military Connected
Test Scores	X	X	X	X	X	X	X	X	X
% tested by subject	X	X	X	X	X	X			
HS Grad Rate	X	X	X	X			X	X	
K-8 Indicator of Student Growth	X	X	X	X					
School Climate, Quality, and Safety	X	X	X						
Postsecondary Enrollment	X	X	X	X					

Identification & Data

- * It is important that any remaining or new student that meets the definition of ‘foster care’ (24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency (DCS or tribal) has placement and care responsibility) be accurately identified in your SIS.
- * For example, as you are updating a foster care student, you would go into the Student Demographics section & under Student Parent relationship, you would mark the Relationship Type as ‘Foster Parent’; whether it be a child in a foster home, foster group home, or a kinship placement that is in CWA custody.



18-19 Use Case 4.0 Responsible Party

Responsible Party

Create new parent information - Resolve Parent Identity first

API Resource Name	Get	Post	Put/Post	Delete
parents		X		

Tables

EdFi.Parent

Column Name	Data Type	Codes	Description
PersonalTitlePrefix (O)	nvarchar(30)		A prefix used to denote the title, degree, position or seniority of the person.
FirstName (R)	nvarchar(75)		A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change. National Education Data Model (NEDM): First Name
MiddleName (O)	nvarchar(75)		A secondary name given to an individual at birth, baptism, or during another naming ceremony. National Education Data Model (NEDM): Middle Name
LastSurname (R)	nvarchar(75)		The name borne in common by members of a family. National Education Data Model (NEDM): Last Name/Surname
GenerationCodeSuffix (O)	nvarchar(10)		An appendage, if any, used to denote an individual's generation in his family (e.g., Jr., Sr., III).
MaidenName (O)	nvarchar(75)		The person's maiden name, if applicable.
SexTypeID (O)	int	Table A	A person's gender.
ParentUniqueID (R)	nvarchar(32)		A unique alpha-numeric code used solely for backend purposes.

studentParentAssociations

X

Tables

EdFi.Student

ParentAssociation

Column Name	Data Type	Codes	Description
StudentUniqueID (R)	nvarchar(32)		A unique alpha-numeric code assigned to a student by the state.
ParentUniqueID (R)	nvarchar(32)		A unique alpha-numeric code used solely for back-end purposes; a new ID is created for every enrollment each year.
RelationTypeID (O)	int	Table 22	The nature of an individual's relationship to a student; for example: Father Mother Step Father Step Mother Foster Father Foster Mother Guardian; National Education Data Model (NEDM): Relationship to Student
PrimaryContactStatus (C)	bit		Indicator of whether Responsible Party is the primary parental contact for the student.

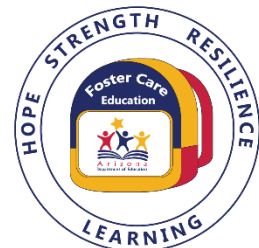
Modify parent information



18-19 Use Case 4.0 Responsible Party

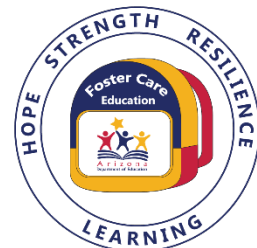
Table 22: Responsible Party Relationship Type

ID	Code Value	ID	Code Value	ID	Code Value	ID	Code Value
1	Aunt	11	FatherInLaw	21	Nephew	31	Great Grandparent
2	Brother	12	Fiance	22	Niece	32	Foster parent
3	BrotherInLaw	13	Fiancee	23	Other	33	Mother, step
4	CourtAppointedGuardian	14	Friend	24	SignificantOther	34	Father, step
5	Daughter	15	Grandfather	25	Sister	35	Great aunt
6	DaughterInLaw	16	Grandmother	26	Son	36	Great uncle
7	Employer	17	Husband	27	Unknown	37	Cousin
8	Father	19	Mother	28	Uncle		
9	FathersSignificantOther	18	MothersSignificantOther	29	Ward		
10	FathersCivilPartner	20	MothersCivilPartner	30	Wife		



19-20 Use Case 5.0 Student Demo.

Required	Table				
	edfi.StudentEducationOrganizationAssociationStudentCharacteristic				
	Column Name	Data Type	Codes	Description	
	StudentUniqueID (R)	int		A unique alphanumeric code assigned to a student.	
	EducationOrganizationId (R)	int		The identifier assigned to an education organization. (SchoolId)	
	StudentCharacteristicDescriptorId (R)	int	Table 23	The characteristic designated for the Student. (Parent in Military, Foster Care, 1/4 or more degree Indian blood)	
Optional	Table				
	edfi.StudentEducationOrganizationAssociationStudentCharacteristicPeriod				
	Column Name	Data Type	Codes	Description	
	StudentUniqueID (R)	int		A unique alphanumeric code assigned to a student.	
		EducationOrganizationId (R)	int		The identifier assigned to an education organization. (SchoolId)
		StudentCharacteristicDescriptorId (R)	int	Table 23	The characteristic designated for the Student. (Parent in Military, Foster Care, 1/4 or more degree Indian blood)
	BeginDate (R)	Date		The month, day, and year for the start of the period.	
	EndDate (O)	Date		The month, day, and year for the end of the period.	



19-20 Use Case 5.0 Student Demo.

Table 23: StudentCharacteristicDescriptorID (Parent in Military, Foster Care, or 1/4 or more degree Indian blood)

URI	CodeValue	Short Description
uri://azed.gov/...	Parent in Military	Parent in Military
uri://azed.gov/...	Foster Care	Foster Care
uri://azed.gov/...	1/4 or more degree Indian blood	1/4 or more degree Indian blood



Compliance

- * Each year, when an LEA applies for the ESEA Consolidated Grant (which includes Title I funds), they must upload a document of assurances which includes the foster care provisions laid out in ESSA.



Title I Monitoring

- * In Cycle 4 of the six year cycle, Title I specialists will do on-site monitoring. They will pull a sampling (10%) of your Procedure Transportation Plan to Ensure School Stability for Individual Students in Foster Care. The LEA will also upload the current Transportation Plan to Ensure School Stability for Students in Foster Care into ALEAT.



School Fees

Auxiliary Payments and Special Allowances/Supplemental Financial Supports

Service Group: Allowances

Service Type Category	Service Type Description	Uses, Maximum Amounts and Qualifiers. Approval levels are designated in CHILDS.
EMRG CLTH ALLOW	Emergency Clothing	\$150 maximum per state fiscal year. Independent Living Subsidy program youth are <i>not</i> eligible for this allowance.
EMRG CLTH EXTRA	Emergency Clothing – Extra	\$100 maximum per state fiscal year. (examples: Fire, Flood, Theft). Independent Living Subsidy program youth are <i>not</i> eligible for this allowance.
BOOKS/EDUCATION	Books Education Expenses	\$82.50 maximum per school year for all dependent children. For books, supplies, course fees, student services and physical education fees/equipment. May be approved for special pre-school and college level, technical and vocational classes.
SUPP SCH TUIT	Supplemental Extra School Tuition and Fees	\$165 maximum per session. For use during summer sessions or interim sessions at year round schools.
GRADUATION	Graduation Expenses	\$220 maximum. Available for High School only for cap, gown, ring, yearbook, and other graduation related fees.
SPECIAL NEEDS	Special Needs Allowance	\$22.50 maximum per state fiscal year. Available to assist foster parents with expenses such as holidays, birthdays, and special occasions. Independent Living Subsidy program youth are <i>not</i> eligible for this allowance.
CAMP AND VACATION	Camp and Vacation Allowance	Suspended.
PASSPORT	Passport Allowance	Reimbursement for the actual cost of obtaining a passport book or card. Receipts are required. Effective 1/1/09 and is a one-time reimbursement per child.
DIAPERS-SPECIAL	Diaper – Special	\$62.50 maximum per month. This allowance must be authorized monthly. Available with medical documentation for children who require additional funds for diapers.

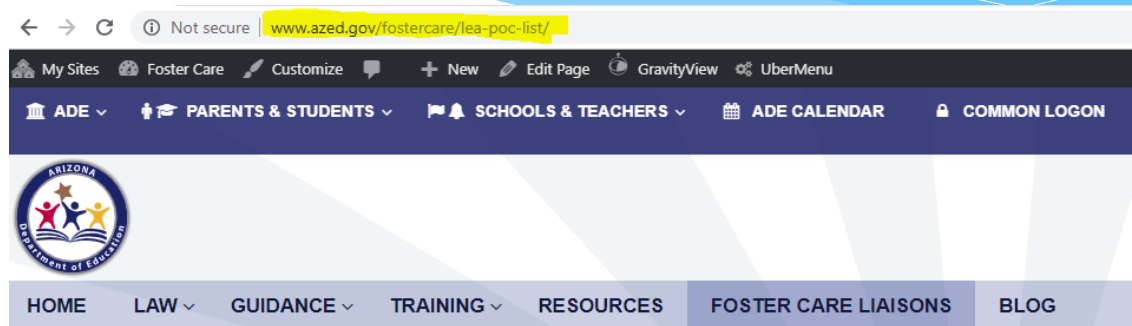
Auxiliary Payments and Special Allowances/Supplemental Financial Supports are available to licensed family foster care providers and unlicensed kinship and non-relative providers.

What AFFCF Can Consider Funding

LEA Foster Care Liaisons

The screenshot shows a web browser at the URL www.azed.gov/fostercare/. The browser's address bar is highlighted in yellow. The website's navigation bar includes links for My Sites, Foster Care, Customize, New, Edit Page, and UberMenu. Below this is a dark blue header with navigation links: ADE, PARENTS & STUDENTS, SCHOOLS & TEACHERS, COMMON LOGON, and ADECONNECT. The Arizona Department of Education logo is on the left. The main navigation bar at the bottom contains links for HOME, LAW, GUIDANCE, TRAINING, RESOURCES, FOSTER CARE LIAISONS, and BLOG. The FOSTER CARE LIAISONS link is circled in red, and three red arrows point to it from above.

LEA Foster Care Liaisons



Foster Care

LEA POC List

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Search Entries:

Search

[Academy Del Sol, Inc.](#)

[Academy of Building Industries, Inc](#)

[Academy Of Excellence, Inc.](#)

CWA Roles & Responsibilities



CWA Roles & Responsibilities

- *The CWA is required to include a plan for ensuring the educational stability of a child in foster care in the child's case plan. This plan must include:



CWA Roles & Responsibilities

- * An assurance that each placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child was enrolled at the time of placement



CWA Roles & Responsibilities

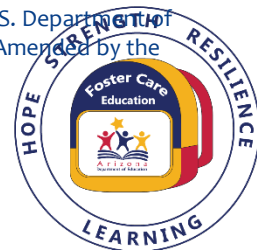
- * An assurance that the CWA has coordinated with the LEA(s) to ensure the child can remain in that school, or if remaining in that school is not in the child's best interest, an assurance that the child will be enrolled immediately in a new school and that the new school obtains relevant academic and other records.



CWA Roles & Responsibilities

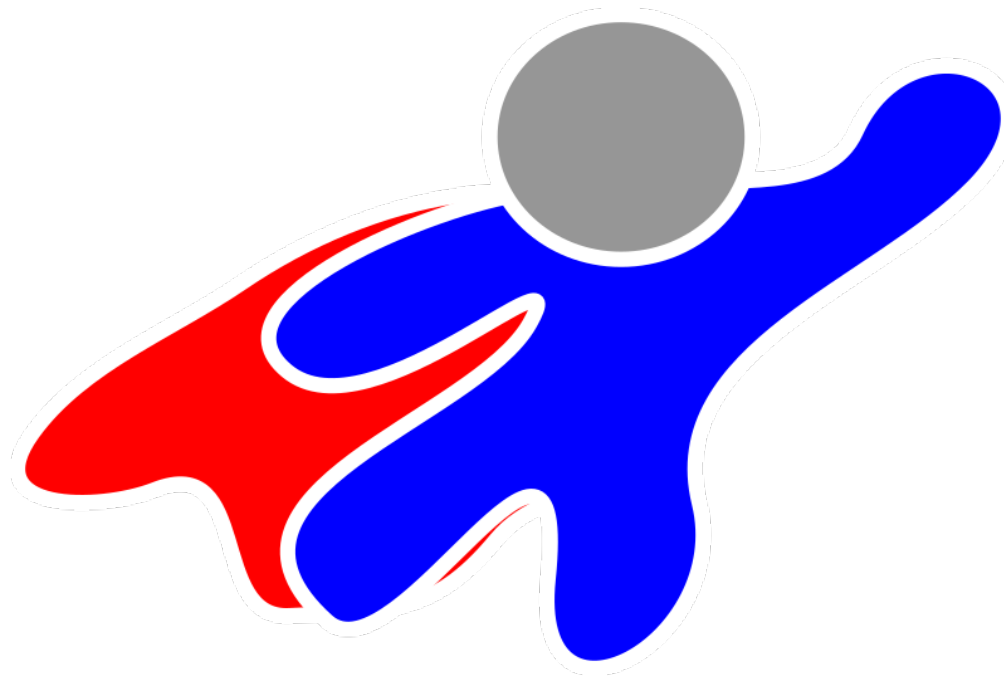
- * These assurances relate to the circumstances at the time of the child's initial placement into foster care, as well as each time a child moves to a different foster care placement.*

* Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015



CWA Roles & Responsibilities

- * The roles of the CWA POC could include:



CWA Roles & Responsibilities

- * Collaborating with the SEA & LEA to ensure school stability for children in foster care, to determine the best interest of a child in regards to school selection, and facilitate transportation plan.



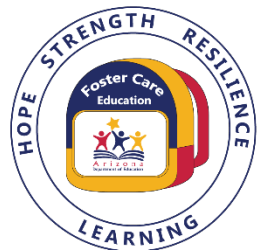
CWA Roles & Responsibilities

- *Notifying the LEA when a child enters foster care or changes placement.



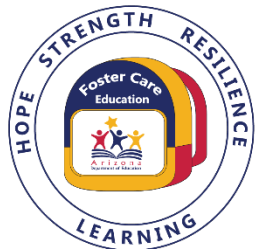
CWA Roles & Responsibilities

* Helping expedite record transfers.



CWA Roles & Responsibilities

* Providing training to
LEAs & caregivers.



DCS Regional POCs

- * **State level POC:** Barbara Guillen, Barbara.Guillen@azdcs.gov
- * The 5 CWA Regional POCs are:
 - * **Northern Region** (Mohave, Coconino, Yavapai, Apache, and Navajo Counties): Mary Prince, Mary.Prince@azdcs.gov
 - * **Southwest Region** (Yuma, La Paz, and Western Maricopa Counties): George Johnson, George.Johnson@azdcs.gov
 - * **Central Region** (Eastern Maricopa and Pinal Counties): Jennifer Farrish, Jennifer.Farrish@azdcs.gov
 - * **Pima Region** (Pima County): Czarina Balderrama, Czarina.Balderrama@azdcs.gov
 - * **Southeast Region** (Santa Cruz, Cochise, Graham, Greenlee, and Gila counties): Sharon Travis, Rebecca.Travis@azdcs.gov



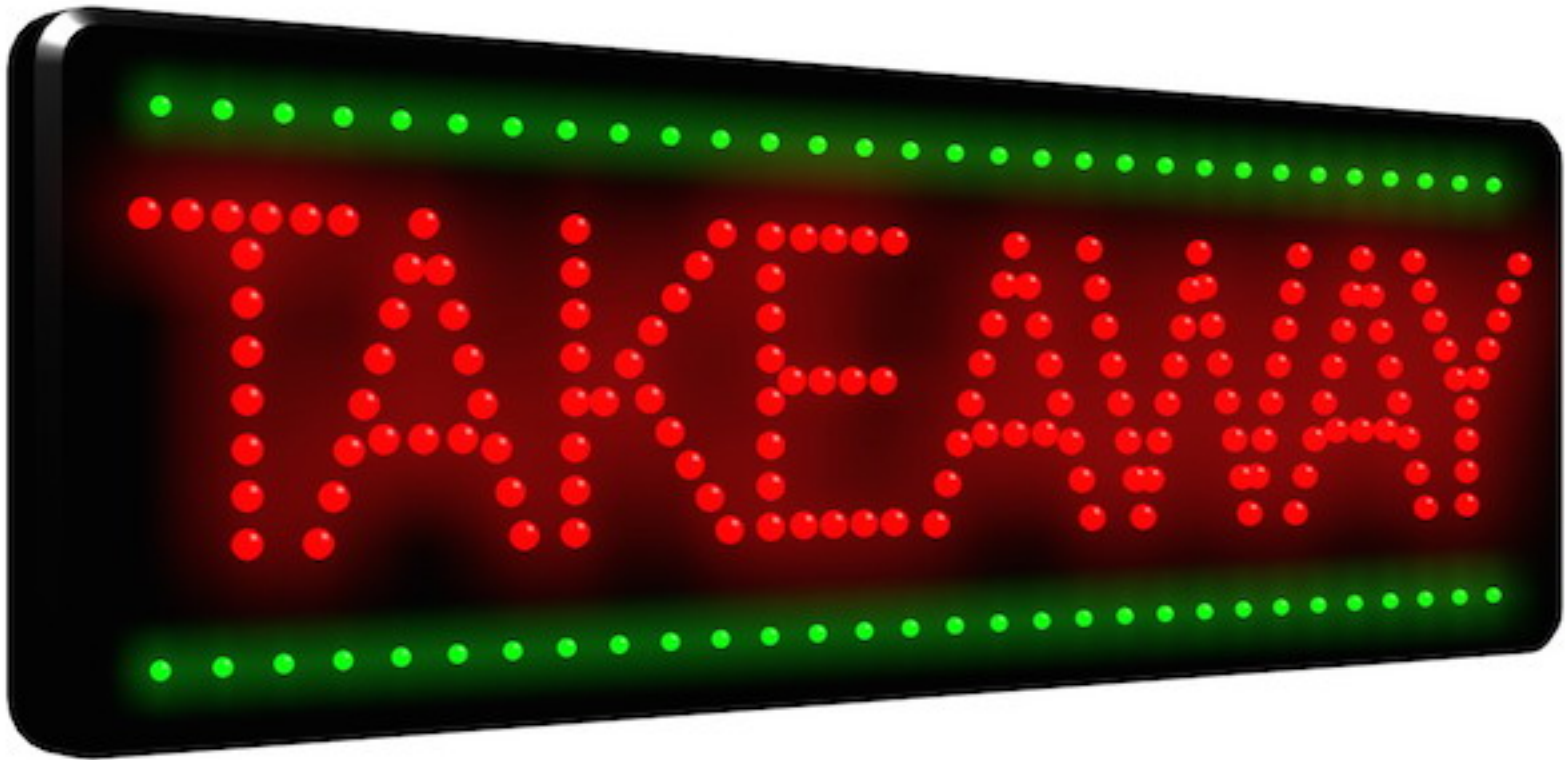
Whew!



Questions???



Big Takeaways



Big Takeaways

- * School of origin
- * CWA & LEA collaboration for best interest determination & transportation to school of origin
- * Immediate Enrollment
- * Accurate identification



Contact Information

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Web Page:

- * Law
- * Guidance
- * Resources

<http://www.azed.gov/FosterCare/>

