

# Foster Care Education: Basics



Kathy Hoffman  
Superintendent of Public Instruction

## Joey Taylor

Arizona Department of Education  
Foster Care Education  
Coordinator

# Zoom Basics

- Participant Tools (sample with added boxes)

The image shows a screenshot of the Zoom Participant Tools bar. The bar contains icons for Unmute, Start Video, Invite, Participants (with a '2' next to it), Share Screen, Chat, Record, and a red 'Leave Meeting' button. Below the bar, three blue-bordered boxes provide instructions:

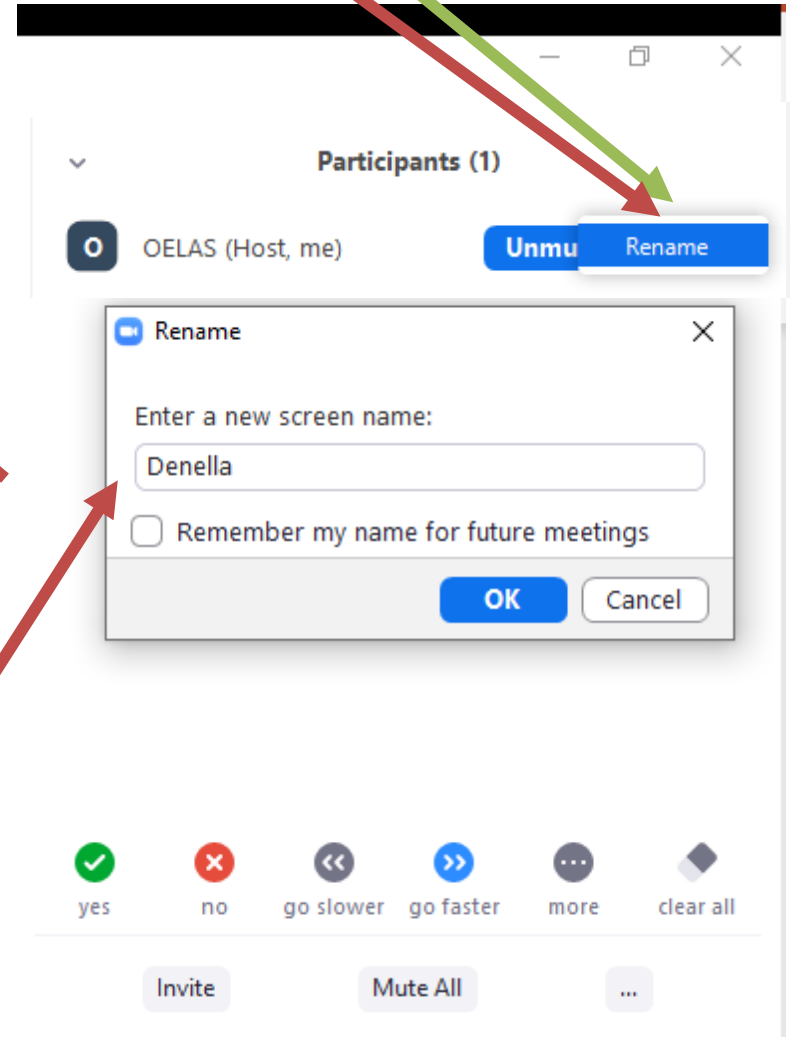
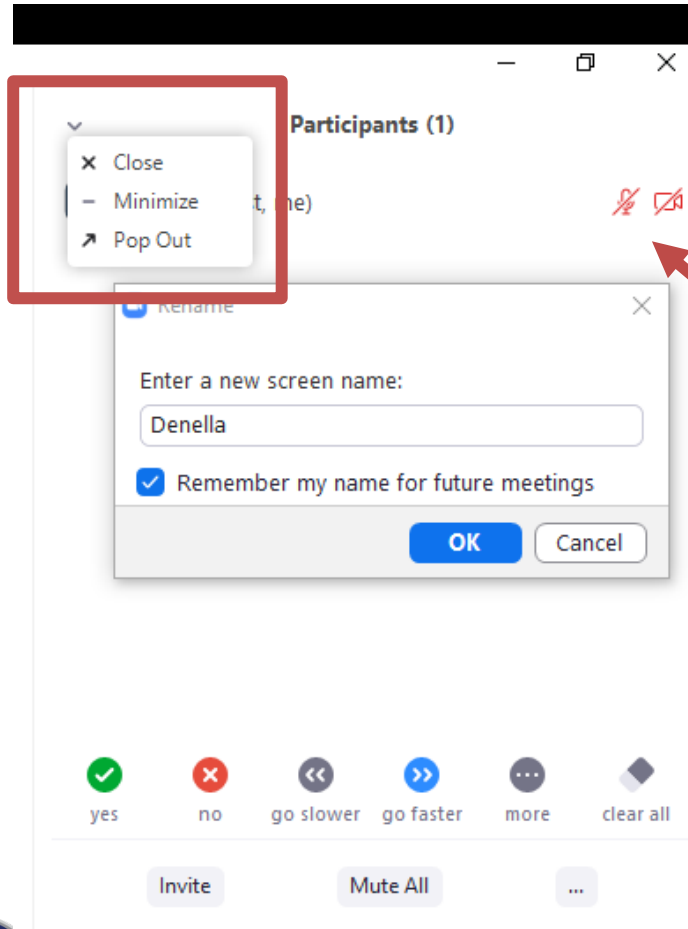
- Unmute/Start Video:** Please leave your **audio muted** and **video off** (both indicated by a red slash).
- Participants:** Click to open the **Participants** box. This will allow you to give nonverbal feedback. Below this box is a sub-panel showing nonverbal feedback options: raise hand, yes, no, go slower, and go faster.
- Chat:** Click to open the **Chat** box. This will allow you to chat with Hosts and Participants. Below this box is a sub-panel showing a chat window with 'To: Everyone' and a 'More' dropdown menu.

# Zoom Basics

- Participant Panel

## Co-Host

- Screen Share
- Mute/Un-Mute Participants



# Recording in Progress

**ON AIR**

# Training Link

<http://bit.ly/2021FCEBasic>

S



# Foster Care Experience

Poll: How long have you been working with children in foster care?



# Objective

- Participants will be able to define foster care and separation from McKinney-Vento Act
- Participants will be able to identify the School of Origin
- Participants will understand the Best Interest Determination process
- Participants will be able to use tools provided to ensure students in foster care are transported to their school of origin
- Participants will understand the IDEA parent succession for students in foster care



# Pre-Assessment

1. Are students in foster care identified as McKinney-Vento or Homeless?
2. Define school of origin for students in foster care?
3. What process should be used to help assess where a student in foster care will attend school?
4. Who should the LEA collaborate with to transport students in foster care to their school of origin?
5. Who is the first choice to serve as the IDEA Parent for students in foster care?





# Agenda

- Foster Care Definition & Separation from McKinney-Vento Act
- School Stability Rationale
- Overview of the ESSA foster care school stability provisions
- BID Process
- LEA/Child Welfare Agency Points of Contact
- Transportation
- Foster Care IDEA Parent



# 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

**POC-** Point of Contact

**SEA-** State Education Agency (ADE)

**LEA-** Local Educational Agency

**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 FC & 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



## *Frequent School Changes*

# School Stability Rationale



*Friends*



# School Stability Rationale



## *Class Credits*

# School Stability Rationale



*Education  
Services*

# School Stability Rationale



*Delayed  
Enrollment*

# School Stability Rationale



## *School Discipline*

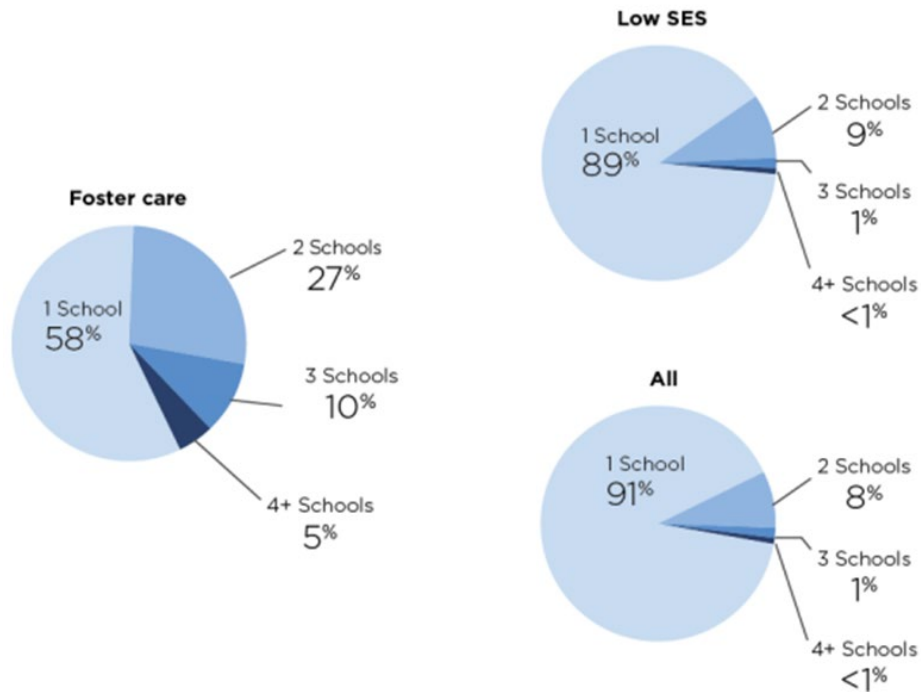
# School Stability Rationale



*Graduation Rate*

# School Stability

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

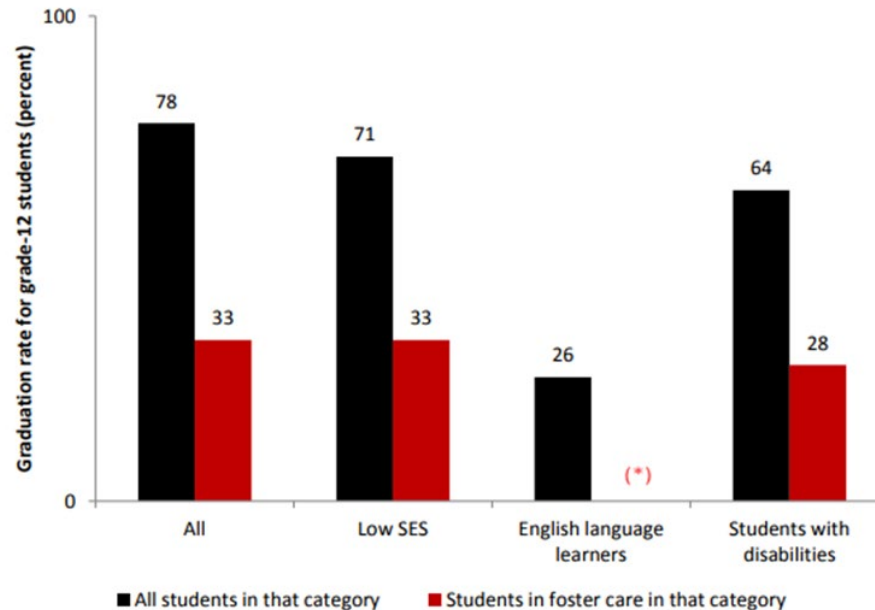


Source. Authors' analysis of linked administrative data from the Arizona Department of Education and Arizona Department of Child Safety, 2012/13.  
 Note. Percentages are computed for 1,108,795 students ages 5–17, including 10,770 students in foster care and 535,681 low-socioeconomic-status students.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



# School Stability

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.

**The Every Students Succeeds Act:**  
**Foster Care Provisions**



# ESSA Foster Care Legal Text

Two Parts:

- Part 1- SEA Portion
- Part 2- LEA Portion



# ESSA Foster Care Legal Text

## Part 1- SEA Portion



# 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

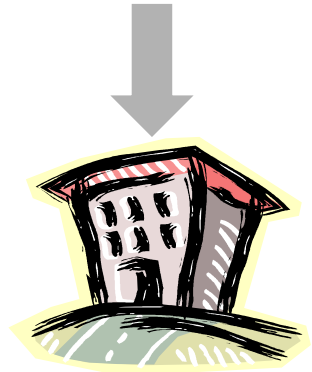
When a child enters foster care, even though they live here...



**Bio Family**



**School of Origin**



**FC Placement**

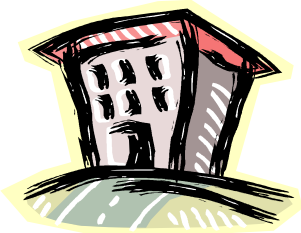


**New School**

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

# School of Origin

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



**New FC Placement**



**New School**



**Old FC Placement**



**School of Origin**



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

# Basically...



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.

# Best Interest Determination

**BEST**



# 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
- The toll of the commute, distance, and time for the child to travel to and from the school



# Best Interest Determination

- Projected duration of out-of-home placement
- 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



# School of Origin

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

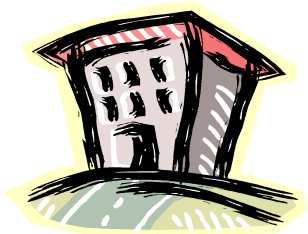


**Bio  
Family**



**School of  
Origin**

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



**FC  
Placement**



**New  
School**



# ESSA Foster Care Legal Text

## Part 2- LEA Portion



# Basically...



SEA/CWA/LEA  
Collaborate



CWA & LEA establish  
POCs

# DCS Regional Contacts

The 5 CWA Regional POCs are:

- ***Northwest Region*** (Mohave, Coconino, Yavapai, & La Paz Counties): Caryn Wagner, [Caryn.Wagner@azdcs.gov](mailto:Caryn.Wagner@azdcs.gov)
- ***Maricopa West Region*** (Western Maricopa County): George Johnson, [George.Johnson@azdcs.gov](mailto:George.Johnson@azdcs.gov)
- ***Maricopa East Region*** (Eastern Maricopa County): Pamela Harris, [Pamela.Harris@azdcs.gov](mailto:Pamela.Harris@azdcs.gov)





# DCS Regional Contacts

- ***South Region*** (Pima, Yuma, Santa Cruz, & Cochise Counties): Czarina Valadez,  
[Czarina.Valadez@azdcs.gov](mailto:Czarina.Valadez@azdcs.gov)
- ***Northeast Region*** (Pinal, Gila, Graham, Greenlee, Navajo, & Apache Counties):  
Rebekah Guillory,  
[Rebekah.Guillory@azdcs.gov](mailto:Rebekah.Guillory@azdcs.gov)

**State level POC:** Barbara Guillen,  
[Barbara.Guillen@azdcs.gov](mailto:Barbara.Guillen@azdcs.gov)



# LEA Foster Care Liaisons







Home / Foster Care / Welcome to Foster Care

## Welcome to Foster Care

ADE Foster Care Ed. COVID-19 Update

**The Every Student Succeeds Act (ESSA) contains key provisions to promote educational stability and success for students in foster care.**

-  Children in foster care should remain in the school they attended before entering foster care or before a placement change (school of origin).
-  The transportation of a child in foster care, to their school of origin, is a shared responsibility between the LEA (public school district or public charter) & the child welfare agency.
-  The only reason a child in foster care would have to change schools is that it is in their best interest to go to a new school.
-  If it is in the best interest of a child in foster care to go to a new school, the new school would need to immediately enroll that child, even without relevant paperwork.

Law ▾

Guidance ▾

Training ▾

Resources

Contact Us

News Blog

**Foster Care Liaisons**

[www.azed.gov/fostercare](http://www.azed.gov/fostercare)



# 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](mailto:EducationPOC@AzDCS.gov) &
- [FosterCare@azed.gov](mailto:FosterCare@azed.gov)



# Basically...



Plans to Transport FC children to their school of origin.



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

# Transportation



# Transportation

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



# Transportation

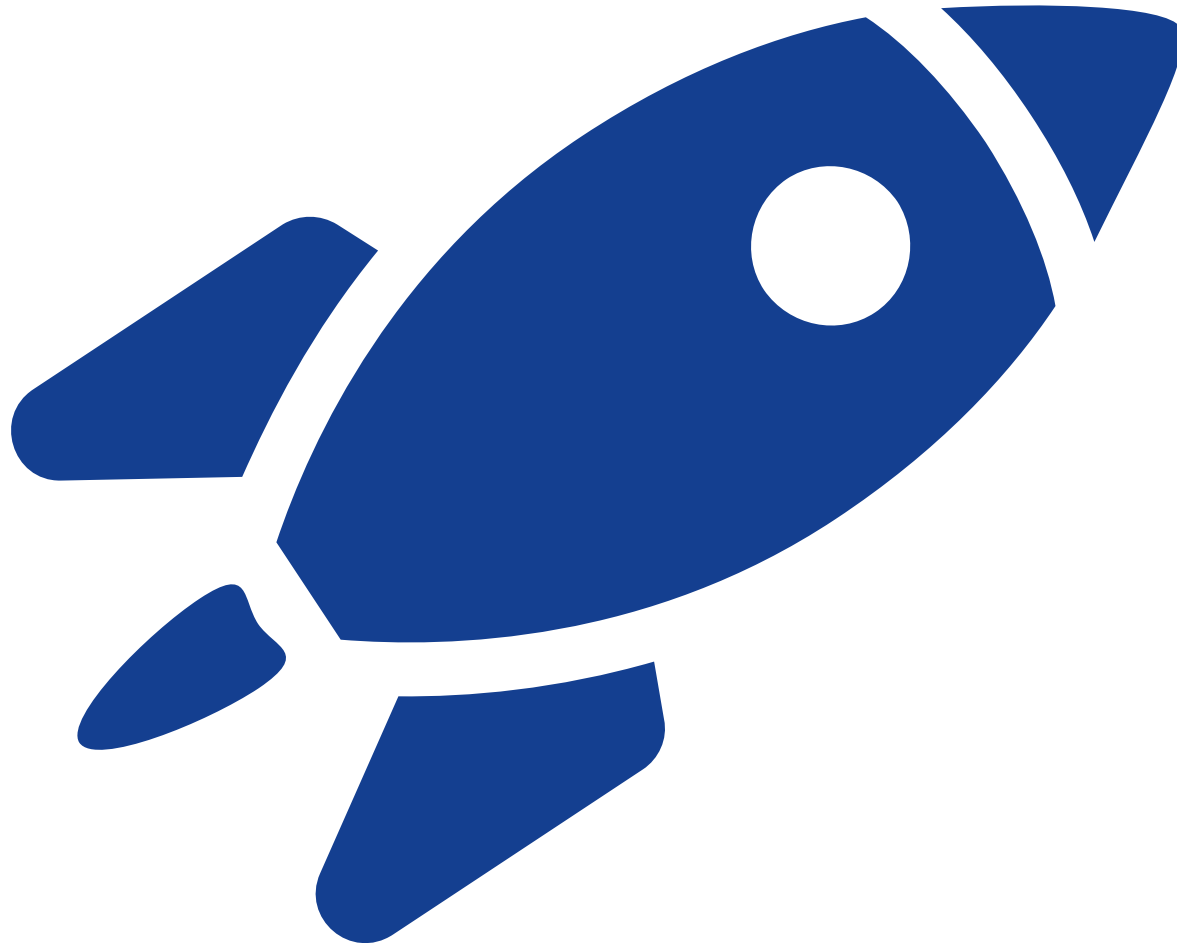
If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if

- (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



# Individual Procedure





# Transportation

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



# 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**; after 50 miles one way, they are eligible for mileage reimbursement.



# 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



# Foster Parent Agreement

**2.7.** Accept, encourage and support the child's individual lifestyle, including the arrangement and facilitation for the child to receive an education based upon his or her ability and within the **school district of their origin** when appropriate...



# Foster Parent Transportation

## **R21-6-316. Transportation Responsibilities**

A. A foster parent shall *provide or arrange appropriate local transportation* to meet the *routine educational*, medical, recreational, social, religious, and therapeutic needs of a foster child.



# DCS Policy



# IEP



# IDEA Parent Succession

- Bio Parent
- Foster Parent
- Guardian Generally Authorized
- Individual Acting in Place
- Surrogate Parent





# IEP & DCS

DCS *may* attend IEP meetings.

DCS *may not* sign IEPs, act as the IDEA Parent, or officially request an evaluation.



# DCS SPED Policy



# School Fees

## What AFFCF Can Consider Funding

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.



# Whew!



# Objective

- ✓ Participants will be able to define foster care and separation from McKinney-Vento Act
- ✓ Participants will be able to identify the School of Origin
- ✓ Participants will understand the Best Interest Determination process
- ✓ Participants will be able to use tools provided to ensure students in foster care are transported to their school of origin
- ✓ Participants will understand the IDEA parent succession for students in foster care

# Post-Assessment

1. Are students in foster care identified as McKinney-Vento or Homeless?
2. Define school of origin for students in foster care?
3. What process should be used to help assess where a student in foster care will attend school?
4. Who should the LEA collaborate with to transport students in foster care to their school of origin?
5. Who is the first choice to serve as the IDEA Parent for students in foster care?



# Contact Information

**Joey Taylor**

Foster Care Education Coordinator

*1535 W. Jefferson, Bin #31*

*Phoenix, AZ, 85007*

602.542.3569

[joey.taylor@azed.gov](mailto:joey.taylor@azed.gov)

[FosterCare@azed.gov](mailto:FosterCare@azed.gov)

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

