2018 Foster Care & Education Summit

Every Student Succeeds Act

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Agenda

• Overview of ESSA for Foster Care
• Points of Contact
• Transportation Planning
• Collaboration
• Best Interest Decision Making
ESSA for Foster Care

- New requirements for points of contact and transportation
- Collaboration and coordination
- Published data
TEA Support

• Increased capacity and focus on serving highly mobile students.
• Dedication of additional resources
• Comprehensive data and trends report
• Data sharing
• Expanded resources
• ESSA State Plan
• Collaboration with TASB Resources
How to Look up Your Education Point of Contact

• AskTED
• www.tea.texas.gov/FosterCareStudentSuccess/liaisons/
How to Look up Your CPS Point of Contact

• To view a list of CPS regional education specialists and service program administrators:

  • www.dfps.state.tx.us/Child_Protection/State_Care/education.asp
TASB FFC(REGULATION)

District Foster Care Liaison

The District foster care liaison is a District employee who facilitates the enrollment in or transfer to a public school of a student in the District who is in the conservatorship of the state. The District’s foster care liaison is considered the designated point of contact for collaboration with DFPS on transportation procedures.

The District has designated the following staff person as the District foster care liaison in the TEA AskTED system:

Name: ________________________________
Position: ______________________________
E-mail: _________________________________
Address: _______________________________
Phone number: _________________________
Points of Contact – Effective Strategies

• Communication with CPS Regional Education Specialist
  • Call
  • Email
  • Arrange a meeting/staffing/conference

• Communication with school district Foster Care Liaisons
Overview Points of Contact Transportation Planning Collaboration Best Interest
Written Transportation Planning

• Procedures for planning
• Funding
• Opportunities for coordination
Collaborative Planning

1. Average number of students in your LEA? Is this number increasing or decreasing from the previous year?

2. Are students remaining in their schools of origin within your community?

3. How many students reside in a foster home in a different LEA but still attend school in your LEA?

4. What type of placement setting exist in your LEA (kinship, caregiver, foster homes, emergency shelter, residential treatment center, other)

5. What patterns do you observe regarding school mobility and student entering/exiting schools within your community and LEA?
Best Practices and Helpful Examples

• Communication between two districts
• Collaboration with CPS
• What’s required?
Individual Transportation Plan Template

• TASB FFC EXHIBIT B
  • Daily and alternative transportation plan
  • Additional costs
  • Cost estimate
  • Afterschool activities
Collaboration

- Local consortia, trainings, and workshops
- Cost-sharing
- Examples and scenarios
Collaborative Planning

• School communication with the regional education specialist, caseworker and/or caregiver
• Information sharing to support best-interest decision-making
Overview

Points of Contact

Transportation Planning

Collaboration

Best Interest
Education Best Interest Decision-Making

• Collaboration examples and scenarios
• Smooth transitions
• Best interest considerations form, TASB Guidance
Education Best Interest Decision Considerations

• How is the child currently performing in school?

• Does the child have strong interpersonal relationships, connections, and support networks (e.g. friends, coaches, mentors, etc.)?

• What extra-curricular activities, academic programs, and interventions is the child participating in?

• Where is the student in the academic calendar year, academic testing window, grading period, etc.? (*critical for course completion, continuity of instruction, on-time promotion, and graduation*)

• Attendance factors, including numbers of absences and tardies.

• Distance from school to placement.

• What are the resources and services provided at either school? Do they meet the child’s academic and non-academic needs?
FFC Exhibit A

• Best Interest Decision Making Form
  • Student Preferences
  • Academic Factors
  • Social Emotional Factors
  • Conclusion
TASB Resources

• Policies
  • FD, CNA

• Regulations and Exhibits
  • FFC

• Contact your district’s Policy Services contact!
Transportation of Students in Foster Care

Definitions
- Additional Costs
- School of Origin
- Best-Interest Determination
- District Foster Care Liaison
- Foster Care
- Child Welfare Agency
- Child Welfare Contact
- Title IV-E Funds

General Transportation Procedures
- Funding Strategies

Transportation Strategies

Individual Transportation Plan
- Determining Additional Costs
- Individual Transportation Plan Elements
TEA Resources

• TEA website
  • School District Liaisons
  • Laws and Guidance
  • State Efforts
  • Collaboration
  • Child Protective Services
  • Information and Resources

• www.tea.texas.gov/FosterCareStudentSuccess/
Contact Information

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Thank you for attending this presentation!