Foster Care Education
Data Sharing Requirements

FY2018 Data Conference
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Federal Programs Grants Unit

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Georgia’s Systems of Continuous Improvement
Activity

Using the sticky notes provided, jot down your suggestions, questions and/or points of clarification for GaDOE regarding Foster Care data sharing. Place the sticky notes in the parking lot to be answered during the presentation.
Agenda

- Summary
- ESSA Authority
- Data Collection
- DFCS Education Support Services
- Consolidated LEA Improvement Plan (CLIP)
- Resources
Foster Care
Foster Care

**Foster care** means 24-hour substitute care for children placed away from their parents or guardians and for whom the State 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 preadoptive homes.
Foster Care

Are Foster Care youth eligible for McKinney-Vento?

McKinney-Vento eligibility should be considered on a case-by-case basis:

- Foster youth with a fixed, regular and adequate residence = Not eligible
- Foster youth without a fixed, regular and adequate residence = Eligible
  - I.e. – Youth ran away from placement and is not in a fixed, regular and adequate residence
  - I.e. – Youth fleeing domestic violence in the foster care home
  - I.e. – Youth displaced due natural disaster/fire at foster care home
- In a given school year, youth identified as MV eligible prior to entering foster care = Eligible
ESSA Authority
New ESSA Authority – Foster Care

State Title I Plans must describe the steps the SEA will take to ensure collaboration with the State child welfare agency to ensure the educational stability of children or youth in foster care, including assurances that:

- Foster youth are enrolled or remain in their school of origin, unless a determination is made that it is not in their best interest.
- The determination will be based on best interest factors, 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.
- When a determination is made that it is not in the child’s best interest to remain in the school of origin, the child will be immediately enrolled in a new school.
- The SEA will designate a point of contact for child welfare agencies, who will oversee implementation of the SEA responsibilities.
- The SEA point of contact may not be the same person as the State Coordinator for homeless children and youth under the McKinney-Vento Act.
ESSA Authority

New ESSA Authority – Foster Care

- 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.

- Creates new Title I, Part A assurances that will provide ALL children in any stage of foster care proceedings with McKinney-Vento-like rights and protections.

- LEAs are not required to provide school of origin transportation, if there are additional costs, unless they agree to provide the costs, share costs with the child welfare agency, or are reimbursed by the child welfare agency.

- Removes awaiting foster care placement from the McKinney-Vento Act one year after enactment.
ESSA Authority

New ESSA Authority – Foster Care

Local transportation 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.

- 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.
Data Collection
56%-75% of children in care experience school moves.

4-6 months of academic progress is lost with each school move.

11% of children in care graduate high school.
Data Collection

Improving educational outcomes

- **New!** Annual requirement for SEAs and LEAs to report academic achievement and graduation rates for children in foster care as a separate subgroup.

- Collaborate with local child welfare agency to determine method of notification and what information should be shared.

- Ensures proper support throughout education and connectivity to appropriate services.

- Compliance with federal privacy and confidential laws.
Data Collection

- The leadership at both DHS and GaDOE have agreed to share data at the school level.
- The foster flag will be displayed at the Teacher Level in Student Longitudinal Data System (SLDS). The foster youth information will be collected monthly and the flag will be available for only one year.
- When a student is adopted, the foster record will be expunged and the data will then be modified.
- ESSA requires SEA and local school districts to disaggregate foster care student data as a separate subgroup. State and LEA report cards will reflect this subgroup.
# Brainstorming

<table>
<thead>
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<th>Question</th>
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<tr>
<td>What processes have your LEA put in place to collect data for foster care youth?</td>
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<td>What methods have been implemented to collaborate with the local child welfare agency to share data?</td>
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<td>What steps were taken (or will be taken) to eliminate barriers for data sharing?</td>
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Education Support Services
Education Support Services

To address the critical need of providing education support services to youth in foster care, the Division created the

Educational Programming, Assessment and Consultation (EPAC) services unit in 2010.

EPAC provides education support services to all school-aged youth in care between the ages of 5-17 years old. Education support services include, but are not limited to:

- Training and consultation to all Division staff and stakeholders who serve foster youth.
- Connecting youth to Education Specialists (tutors), when and where appropriate.
- Connecting youth to education support services within their community (i.e. Title 1 tutoring programs within their school or community).
- Review and monitoring of Individualized Education Plans (IEPs)
EPAC Services Provided

- Online Diagnostic Assessments
- Development of Education Action Plan
- Consultative Community Services
  - Child Caring Institutions
  - Community-Based Programs
  - Local Educational Agencies
  - Progress Monitoring
- Tutoring
- Stakeholder Training
- Education Advocacy & Consultation
Welcome

The Educational Programming, Assessment and Consultation (EPAC) Program provides comprehensive academic support services focusing on improving educational stability and the academic achievement of children and youth (ages 5 to 17) in the custody of the Department of Family and Children Services. EPAC collaborates with several strategic partners to serve its target population.

Continuum of Services

Continuum of Services

After a foster child is referred, Education Support Monitors meet several requirements to ensure the foster child is supported academically and is able to achieve at their highest potential.
EDUCATIONAL PROGRAMMING, ASSESSMENT AND CONSULTATION

Student Profile

Case Managers - Referral Form Completion Instructions:
1. DFCS Case Managers or Staff identifies a school-aged child in need of educational services.
2. DFCS Case Managers or Staff completes form below.
3. DFCS Case Managers or Staff submits form.
4. DFCS Case Managers or Staff saves PDF version of referral for their records.

Disclaimer: This referral is exclusively for DFCS foster children. Only State of Georgia DFCS Case Managers or Staff can fill out this referral. Foster children must be school-aged (ages 5 to 17 years old), and currently in care to be eligible for educational support services. All children in care should be referred for educational services, regardless of educational performance.

Educational Detail Page: Once a referral is submitted, please be advised that the Educational Detail Page in SHINES serves as a resource for Education Support Monitors. The Educational Detail Page should be filled out in its entirety, and updated as needed.

Student Identification

EPAC Record No #
Last Name: [ ]
First Name: [ ]
Middle Name: [ ]
Date of Birth (mm/dd/yyyy): [ ]
Statewide Longitudinal Data System (SLDS)

All case managers have access to SLDS via GA SHINES
Access to SLDS via GA SHINES

The *Edu* link located in the upper right corner of the Georgia SHINES page allows users the ability to connect to the GaDOE Statewide Longitudinal Data System (SLDS).
Data Collection Tips

- Ensure effective and efficient inter-district data sharing and records retention.
- Develop an agreement with the local child welfare agency to facilitate the transfer of student information.
- Develop an internal confidential data collection methodology for your district.
- Maintain focus on educational outcomes and student achievement.
- Engage additional stakeholders for input in developing a possible integrated data sharing (i.e. health records, transferring records and placement).
Comprehensive LEA Improvement Plan (CLIP)
What is the CLIP for FY18?
Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017
Comprehensive Needs Assessment (CNA)

- District Level
- Includes all Federal programs and subgroups
- Meets CNA statute requirements for each Federal program
- Meets other statute requirements in several Federal programs
Foster Care

We will review:

- **CNA**
  - LEA foster care point of contact and the DFCS program contact identified as part of planning team
  - Foster care program included in Needs Identification and Root Cause Analysis

- **DIP**
  - Foster care program addressed in each of the 5 system “buckets”

- **FY18 Foster Care Transportation Plan**
  - Identification of LEA foster care point of contact
CLIP Review Rubric

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<th>Essential Elements</th>
<th>Met</th>
<th>Met with Recommendations</th>
<th>Not Met</th>
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<tr>
<td>What we will look for...</td>
<td>Sample</td>
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- Rubric will be used for all 5 parts of CLIP
- CLIP approval and/or revision requests will be documented on this rubric; loaded to portal as part of the approval documentation
Resources

- GaDOE Foster Care Webpage- http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Foster-Care-Program.aspx
- DFCS EPAC Webpage- http://epac.dhs.ga.gov/
- Georgia CASA Webpage- http://www.gacasa.org/
Questions
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