

Transcript of District Foster Care Liaison Collaborative Webinar 1
Thursday, November 8, 2018

Acronyms Key:

- CASA: Court Appointed Special Advocate
- CPS: Child Protective Services
- DAEP: Disciplinary Alternative Education Program
- DFPS: Department of Family and Protective Services
- ESC: Education Service Center
- FERPA: Family Educational Rights and Privacy Act
- IEP: Individualized Education Program
- MOU: Memorandum of Understanding
- NAEHCY: National Association for the Education of Homeless Children and Youth
- OSS: Out of School Suspension
- PEIMS: Public Education Information Management System
- RTC: Residential Treatment Center
- RTI: Response to Intervention
- TEA: Texas Education Agency
- TReX: Texas Records Exchange (TEA)
- USDE: US Department of Education

District Foster Care Liaison Collaborative

David: Here we go. All right, today is November 8, 2018 and basically, let's go over some housekeeping issues for the webinar today.

A lot of people have asked about course credit so basically the way that that'll come in is that after the webinar today, we will collect the number of attendees and we will take attendance. Those that were in attendance will receive an email in the next couple of days that includes the survey. And once you've completed that survey, you will be able to print your certificate to show your course credit. Region 10 also maintains those certificates electronically so if you registered, if you're not sharing or mooching off someone else's computer or their sign-in, if you actually registered yourself, then Region 10 would maintain that credit electronically as well.

A lot of people have asked about asking questions so you'll notice that in your interface or whatever comes up whenever you're in the webinar, there's a section on it that has questions and so you can maximize that question box and type in a question and after each section of our presentation today we'll answer those question as best (as) we can.

I also wanted to make y'all aware of the other upcoming webinars. You can register for those the same way you registered for this. We have one on January 24, one on March 28, and then also one on August 1. Our goal is to continue these throughout the years and try to have something each year, you know, possibly quarterly, where we can connect with all the

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homeless liaisons across the state, connect with child welfare, connect with higher learning, and also TEA.

So, this particular webinar that we're doing today in our webinar series is a collaborative effort. We have individuals from child welfare so we've got some CPS Educational Specialists. They're going to be speaking with us today. We also have educators. We've got Region 10 ESC, that's where I'm from, David Ray. We're part of organizing this but we know that a lot of our teachers are providing input as well. And then we also have the University of Texas' Building RTI Capacity program. [They have] been a big proponent of this. In fact, they're the ones that initiated this contact with the educators and child welfare to get this off the ground so big thanks to them.

Collaborative Effort

This is all a collaborative effort and you'll see that the idea of the collaborative effort between child welfare, educators, and then higher ed, is something that we see in the law so it's not just a good idea but it's also something that is maintaining our integrity as far as compliance as well.

Today's Subjects

So, my job today, what am I going to talk about. Well I'm going to first talk about serving students effectively in school and then we're going to hand it over to an education specialist and they're going to talk about the role of child welfare and then I will end by talking about the resources that we have available to talk about what we should be doing as schools as it relates to transporting these students.

Serving Students Effectively in School

So, let's start off with the first one, serving students effectively in school. I want to start off with some data as to why this is an important population for us to concentrate on, to put our efforts in. This is not a population that has a lot of success in school and we're going to see that in our data.

Numbers Highlight Call to Action

So, in general, students in foster care experience education instability and lag behind the general student population in high school completion. One of the reasons for this is that we see a higher indication that these students are needing an IEP or that they're eligible for special ed services. In fact, this is almost three times, it's above three times.

So, our general population is identified for special ed at a rate of 8.8% whereas our students who are in foster care we see that at 24.5%. You'll notice that this idea of three times is consistent throughout. We see this in discipline as well. So, students in foster care are much more likely to be disciplined in school. They receive OSS at more than three times the rate of their peers. We see this same thing for in-school suspension and DAEP as well.

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The largest makeup of students in foster care that we serve in schools is going to be between the age of 14 and 17. That makes up 23.1% of all youth in care. So, these are kids that are taking standardized tests, these are kids that are thinking about post-secondary. You know our major population of these kids is not kids that are in elementary school and they're, you know, they're beginning their educational career. The largest population that we have is that age 14 through 17.

So, if we look at our data from 2011, I know this is a little bit late data but this is data that I'm compiling from the TEA website. We can see that over 1,400 aged out of foster care and on average they lived in eight different places. And when children move placement, just about half the time are they able to remain in their home county. You know usually what we see is kids moving around, and 45% of the time that move around takes them out of the actual county in which they were originally in.

We look at leaver status. If we look at kids that left public school for grades seven through 12 because they dropped out, again we're looking at that three times issue. You know 8.4% of students who are what we consider a general population are in that drop-out statistic from grades seven through twelve but if we isolate it just for our kids in foster care, that jumps all the way up to 28.7%.

If we look at those who graduated, our kids that are in foster care their graduation rate is only 40.7%. Again, we're looking at that cohort from grades seven through twelve whereas our general population we look and they're at 70%.

Data

And if we look at the data related to post-secondary education you can just see it up here. So, the first number in those percentages is going to be our number of foster care and the second is going to be the national sample. So only 6% of our national sample did not attain a high school diploma. If compare that, if we just isolate it for foster care we're looking at 20%. For a two-year college, we got 4% for foster care, 10% for national sample. Four-year college, 3% versus 24%. One or more years of graduate school we're looking at 1% versus 13%. Look at that four-year college.

We all know here in Texas students who are in foster care have the tuition and fee waiver so if they are ready for college then there are things out there that can help them with that. But it appears here that we don't have a whole lot of kids that are ready for college. If we look at both two-year and four-year and we add those together we're looking at 7% of our total population as opposed to what's almost 35%, 34% for the national sample, the general population. So, we're seeing great lags in the ability to attain education, the ability to attain credits, the ability to get yourself ready for something post-secondary.

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Foster Care Liaisons

So, who can help with all this data? This data says that these kids are, you know, one of our most at-risk if not the most at-risk population to not graduate high school. So, what's out there to help them? Well if we look in the law, for this one specifically I'm looking at state law, I'm looking at Texas Education Code. Texas Education Code is going to mirror the federal law that says this but anytime I can get something from Texas Education Code rather than federal I'm going to do that for you because it's more applicable to what we're doing here in Texas. So here we go.

Texas Education Code Section 33.904 states that each school district and open-enrollment charter school shall appoint at least one employee to act as a liaison officer to facilitate the enrollment in or transfer to a public school or open-enrollment charter school of a child who is in the conservatorship of the state. And then you've got some other requirements there that the liaison is supposed to identify themselves with the state and then we see part b whereas TEA is supposed to help out our liaisons by providing technical assistance and things like that. What I find interesting about this part of the law is that is that there's really, in this one, there's really only one requirement for the foster care liaison and it's to facilitate the enrollment in or transfer to. We know that our foster kids have a lot more rights and services available to them but if we look at the law, the one that is specifically directed to the foster care liaison is the one that is about this idea of enrollment.

Role of the Foster Care Liaison (slide edited during presentation)

And so, if I was to pare down what the role of the foster care liaison it's really these two things: identification and enrollment. [Editing slide.] But we know in the law there's more things available to these students so who does that fall to? And if I was to argue that I would say it falls to the rest of the school district clientele, the rest of the school district employees that are there. They're the ones that are supposed to help out with these kids, not just the foster care liaison.

What do the Students Say?

If I've spoken to foster kids, when I've spoken to kids that have gone through trauma and they've had difficulty in school, what do these students say? In general, these students say that they had one adult that reached out to them and helped them in their educational career. Well if I'm looking at the districts in Texas and I think of the number of kids that are labeled as foster care in Dallas ISD, Houston ISD, Waco ISD, Austin ISD, can one person actually do the job of everything else that's listed in the law? And I would say "No." In general, when I talk to foster students or students that are homeless or other students that experience trauma it is not the foster care liaison that makes the connection with that kid. It's not the homeless liaison that makes the connection with that student that drives them to graduation, drives them to post-secondary education. In general, it's usually someone other than that person. It's not an

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administrator usually. Usually it's a teacher, a counselor, a bus driver. And so that's what the students say.

Can the Liaison?

And so, the question I would have is: In a large district, can the liaison develop a relationship with every student in foster care? Can the liaison actually monitor and guide the student academically, behaviorally, and socially? And my opinion is probably not. And so, we've got something in the law that actually points to more people in the school than just the liaison. This is a school-wide effort. This is not just a liaison effort.

Template for Implementation

And so, this template for implementation of how to involve these kids and get a successful transition into a new school we find some very good information about that in Texas Education Code Section 25.007 and the best in my opinion to find a summary of this law as well as some guidelines for how to implement this law comes from TEA's guidebook called the *Foster Care and Student Success Guidebook*. And chapter 11 specifically focuses on this idea of successful school transitions for students that are in foster care.

So, I'm going to hop off of my PowerPoint for just a second and I'm going to over to my documents.

[TEA website: Foster Care and Student Success, Chapter 11]

And so, if you were to download chapter 11 of the Foster Care Student Success Guidebook... in fact before I even get into that let me show you how to download that. So if you just search for TEA in your browser, you'll get some stuff here. We got tapioca house, the tea room and all that but we'll eventually get to the Texas Education Agency.

So, if I click on Texas Education Agency and I search 'foster care,' the first link that comes up is this webpage called 'Foster Care and Student Success.' I'm going to click on that. And it's going to take me over to, uh, which I feel is pretty well organized. You've got your information for liaisons, information directly about the laws and guidance, state efforts, collaboration. But the best thing in my opinion that's on this website is this guide right here, this 'Foster Care and Student Success Resource Guide.'

And they have several formats in which you can digest this guide. So, you can download the whole entire thing as a PDF if you want but the other thing you can do is you can look at each chapter individually and if I was a foster care liaison in a district, one of the most important chapters to me is going to be chapter 11, 'The School Experience: Providing Student Support, Implementing Academic Supports and Interventions and Promoting High School Completion.'

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So, let's pop over there for a second. If you were to actually click on that it's going to download a PDF. I've already downloaded it and I included it in your materials for today so I don't know if you printed it out or not, but if you didn't print it out that's fine. You can pull it up on your computer.

We're going to be looking at it here. And I'm just going to highlight a couple of things. This is, you know, a twenty-page chapter and I'm not going to read the whole thing to you but there's a couple things in here that I thought were pretty good.

So, the first issue that I want to talk about is this first thing they bring up here about maintaining confidentiality. So, it's important that a student is not publicly labeled as foster care. In the kids that I've spoken with that were formally foster care or currently foster care they're not real interested in everybody knowing at the school that they're having those issues with their family. That's something that they many times they like to maintain private and confidential but at the same time I want to make sure that my teachers that are working with that student are aware that this student is at risk, that this student has had some issues in the past, that the way we interact with this student is not the way... some of the things that we do with our general population may not be acceptable. I remember when I was a classroom teacher and there were some times where you would throw out some sarcastic little put-down or joke because you had a good relationship with the student. This may not be appropriate for our students that are in foster care because they may take that hurt a little bit harder. They don't have the same coping mechanisms that our other kids have. And so, making sure that our teachers are aware but also maintaining their confidentiality. I like this last one, 'refrain from asking students personal related to why they're in foster care.' It shouldn't matter to a teacher why that student's in foster care. The most important thing to that teacher should be that that student has experienced trauma and that the brain adjusts when it experiences trauma and so the way that I interact with that student may be a little bit different than I do with other students.

If I continue on to the second page of this chapter there's a section that talks about taking time to build relationships and establish trust and rapport. So, the idea is that these students generally have a hard time developing trust and rapport with adults and so we need to take that into consideration. We make sure that the adults that this student is interacting with have been through some sort of training related to trauma-informed care. You know, foster care is trauma for these students. Making sure that we discuss the positive attributes with them and make sure that we're not all down all the time. Now if you continue going through this guide you'll see that there's a lot of stuff here but my favorite part is when you get to this highlighted section where the top quadrant lists Texas Education Code 25.007.

TEC §25.007 Summary

That is the crux of what we're going to talk about today is the students' experience in school. And so, number one we all do in our school districts: Ensure that the school records are transferred within the tenth day. Well we all have TReX and we all know that that happens

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within the ten days. So, if I was a sleazy lawyer, I could probably argue that most school districts are in compliance with the law because they do the TReX transfer within the first two weeks but that's not really the heart of the law, is it? The heart of the law is we know that these individual students are individuals. They are people. They want to feel belonging. They want to feel love.

And so, what can we do at school to make them feel like this school is their school. And I think question two does a much better job of talking about that. And so, it says, two it says, 'We should develop systems to ease the transition of a student in substitute care during the first two weeks of school.' Now again if I was a lawyer I could argue that by getting their records within the first two weeks I've done something in that direction, but again that's not the heart of the law.

They suggest doing what's called an enrollment conference. I think this is a great idea. Have the important adults that are in that student's life attend this enrollment conference during the first two weeks that they attend and during that conference we're reviewing credits, we're identifying what are their academic and extracurricular interests, what are their strengths, what are their weaknesses, what is their past data, do they need help with credit accrual. And those are all things that can be done in the enrollment conference. The idea is that the student has attended many schools and how do we get to them to feel like this school is a school to which they belong. We saw from our data that the average student has eight different placements between the ages of 14 and 17 so that's possibly eight different high schools.

What can we do in the time that they're at my high school that they feel like this is a place where they belong and that they can be successful? So, they suggest doing this enrollment conference. They continue on the next page to talk about different things that you can do. They talk about having a PGP, which stands for a Personal Graduation Plan. So, during that enrollment conference we're looking at the credits of that student, are they on track to graduate? And if they're not, what can be put in place. And so, during that, you know, what are the educational bills, what is left next for that student to graduate, how participative is the foster parent? Is that something we can rely on or is that an area where we have a hole that we could possibly fill in that hole?

If we keep reading through this guide they give some more advice. I'm not going to go into detail to this other advice that they offer because I know that you can read. Question three talks about awarding credit. Many of our students who are in foster care have difficulty accruing credits over time and so you may want some strategies in place for those students to accrue those credits, especially since they're changing schools so often. There's a lot of resources there available through TEA for accruing that credit.

Question four talks about extracurricular activities. What are these students doing outside of school that makes them feel like they belong? Pretty much everyone that I talk to who has graduated from high school, if you ask them what they did in school they don't talk about AP US history or European history. They don't talk about the calculus class that they were in. They generally talk about their extracurricular activities. I was in band, I was in orchestra, I was in

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football. And so, that's an important part of the school life for every student, including our students that are in foster care. So, is there something in that first two weeks of school that we sit down and address their extracurricular activities.

Six talks about an MOU between TEA and DFPS. I cannot provide that to you. I'm not sure that exists right now. We do have FERPA between...we have FERPA guidelines that say that we can share information from one educational entity to the next. We can also share information with DFPS but I'm not sure that follows the heart of the law, talking about an MOU about procedures that we want, policy and procedure in place.

All right. Number seven talks about encouraging school districts to support these students when applying for admission at post-secondary education so each one of our counselors should know about education training vouchers. They should know about the tuition fee waiver for our students that are in foster care that are going to higher ed and they should know about helping these students with the FAFSA as well. So, every single counselor at a high school, if they're working with kids that are in foster care, they should know about these things, be pulling these students aside and making sure that they're aware of them as well. All right. So #8 talks about special ed. Basically we're going to get into special ed a lot deeper in our next webinar but basically that you should be able to accept a referral [for an evaluation to determine the presence of a disability] on the day [of enrollment] so if it's fifteen days into the thirty-day referral then you start at day fifteen, you don't start back over at day thirty if it's related to special ed.

But the crux of what I believe 25.007 talks about is these things right here. So, it says that we should have a transition plan for the first two weeks of school. That transition plan is not just getting their records from TReX but in sitting down. If the student's in choir I'm having a choir instructor as part of that team there. If the student's in football I'm having a football coach there. You know, we need to have all the adults there. Like I said earlier generally these students connect with one adult and generally that adult is not the liaison, it's someone else that helps drive that student through school. There should be some sort of academics review for this kid during the first two weeks. Is it credit, attendance, grades, special ed considerations, post-secondary considerations? There should be some sort of consideration for extracurricular activities as well as a care team with emotional supports as well.

They talk about the care team on question five and I skipped that one but we can go back there if you want. Let's do that. If we go back to question five...okay. The law says that we're supposed to establish procedures to lessen the adverse impact of moving a student in substitute care to a new school and this again is one of my favorite ones. It talks about having a care team. This is a team that's out there that's looking for the emotional and social well-being of a student that's experienced trauma.

And so just for one second, I want y'all to look at your PowerPoint and I want you to just to do a quick evaluation of your own programs at school. These four bullets here and even the

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checkmarks that go under the second bullet. How would you rate yourself? You know if you gave yourself a grade from F to A on a transition plan during the first two weeks of school.

Do you have any policy and procedure in place to work with students that are in foster care on those issues? What about an academics review? Do we purposefully sit down and look at the academics of our students that are in foster care? This is something we should be doing: transition plan, academic review, review of their extracurricular activities, and review of their emotional and behavioral supports.

So, basically what I want to get across today is it doesn't rely solely on that homeless liaison. If we look in that law, I'm sorry, the foster care liaison. If we look in the law the foster care liaison's only really dictated responsibilities in the law are about the enrollment and the identification. Everything else falls to the entire school, so the entire school should be working for this sort of transition plan, the acceptance into a new school.

All right. So, let's take some questions right now before I pass it over to child welfare and they're going to talk a little about the role of child welfare and some of the forms that you might see but before we pass it over to them let's see if there's any questions. [Pause] Right. Okay.

So, we've got some statements coming up about the confidentiality just to remind the issues related to why the students in care is not applicable to educators. Basically, we just need to know that they are in care. You know if I'm a teacher in a general ed classroom it's not necessarily important to me to know every detail about why that student's in care but it may be helpful for me to know that the student's at risk so that I change my educational strategy with that student.

The other statement that got brought up is that CPS and child welfare is looking to put these students in as few school changes as possible. We're going to talk about transportation at the end of the presentation today and so that kind of feeds into that idea but our data shows us that every time a student leaves or has to change schools because of either foster care or homelessness that they usually lose between three to six months of academic progress. So, our students that, you know, we saw on average that they had eight different placements we can guess that the majority of those placement changes include a school change as well. So if we're looking at eight times six months we're talking about your entire high school career could be definitely affected just by having those changes. Let's see. [Pause].

I think that's it for our questions right now and I'm going to go ahead and switch my computer to have Beverly from CPS talk to us a little bit about the role of CPS so give me one second and I will transfer the control over to her. All right, Beverly. Your computer is the presenter now and I'm going to unmute your telephone so you should be able to talk. Beverly are you there?

Beverly: I am. Can you hear me?

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D: I can hear you. So, tell us a little bit about yourself, Beverly. Which area do you serve and what is your role?

DFPS Education

B: Sure. I am Beverly Rowden and I am one of the 11 education specialists we have across the state. We also have a program specialist, Kris Mohajer, at the state office level. I cover Dallas and eastern outlying counties for [DFPS] Region 3. We're Region 3 here. We actually have two education specialists in our region. One in Tarrant county, and of course I cover Dallas county and I just want to present a brief overview of some of the forms and documents that's needed for enrollment, education decision-maker forms, and the roles and responsibilities of education specialists, surrogate parents, and you know, things to know, especially foster care liaisons should be informed of.

D: All right, sounds good. So, I've transferred the computer over to you so we're seeing your screen now and I'm going to mute myself and just let you go.

B: Awesome, is my PowerPoint up? I don't see it but I have it printed out.

D: Pull it up on your screen. I'm only seeing your internet browser is what I'm seeing.

B: Okay, I have it now.

D: There we go. Go ahead and make that full screen and we're ready to go.

B: Wonderful, okay. Well good afternoon, everyone and thank you all so much for joining this webinar. I'm really excited about it. I'm always excited to talk about DFPS and education so I just want to present a brief overview of DFPS, Department of Family Protective Services and education. I will start with the education specialist's roles and responsibilities. Like I said earlier there are eleven across the state and we work, in a nutshell, to meet the educational needs of children in care and of course we do that in a myriad of ways. So first of all, we specialize in education and school related matters. Education specialists act as the liaisons between DFPS, local school districts, and districts within our region. We advocate for the educational and services that best meet the needs of kids in foster care and we do that in ways by attending ARD meetings, 504 meetings, RTI staffing, we help school districts track credit, we work internally with our staff answering questions and responding to school-related requests, and training. We offer training presentations to the local ISDs on trauma-informed care also abuse and neglect presentations and presentations on improving educational outcomes for children and youth in foster care. So, if you would like to find a list, they just pulled up the TEA website but that website also has a list of the foster care, I'm sorry, the DFPS education specialists you can pull that up by going to the TEA website as well and you can find a list in your particular area. So here we are. Are you still there? Okay.

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Education Decision-maker & Surrogate Parents

Next, I want to talk about here is the education decision maker and surrogate parents. Education decision maker. Every kid in foster care, school-aged child, PreK and above, must have an education decision maker. So, the education decision maker is an individual designated by CPS to make educational decisions on behalf of children and youth in foster care, and typically the caregiver and the education decision maker are the same person. It's usually the foster parent. However, if the child receives special education services, a surrogate parent may be appointed to make decisions related to the special education and that can also be the foster parent.

The foster parent can also be the education decision maker and the surrogate parent. However, the foster parent must be certified to be a surrogate parent to serve in that capacity. The surrogate parent must not be an employee of the Texas Education Agency, the school district, DFPS or any other agency that is involved in the education or care of a child. The district must assign a surrogate parent within thirty days of determining the need unless the court has, you know, already appointed one.

And I will also add that a CASA volunteer can also serve as a surrogate parent, a Court Appointed Special Advocate. They can also serve as a surrogate parent for kids who receive special education services. I also want to talk a little bit more also about, I'm sorry, the education decision maker.

That form [2085E] is developed by the CPS worker. It names who the education decision maker is. As I said, it's usually the foster parent. However, it can also be a CASA advocate but that form must be signed and provided to the school. The school must have a copy of that form. It's called the 2085E form. Every school should have one for kids who are in foster care and they're school-aged. So, the form also has a space for the caseworker's phone number, supervisor's phone number and all the contact information so the school will know who to call if they can't reach the education decision maker. If you have any questions of course there will be questions left to answer after my presentation.

Enrollment Documents

Now I want to talk about the enrollment documents, what's needed for enrollment, what's required, and who may enroll a student. Of course, the birth certificate or other proof of identity, proof of residence, and this is a 2085 form. It's a little confusing because there's a 2085 and then there's a 2085E form. Now the 2085 that's the placement form.

Once a child is placed in the caregiver's home, the caseworker provides the 2085 placement authorization form and this form should also be shared during enrollment as part of enrollment to provide the proof of residence.

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It also prompts the free lunch because every student, every child in foster care receives free lunch so the 2085 also has a space on there for the free lunch because no child in foster care should be paying for their lunch.

In addition, previous school records and immunization records. Who may enroll a student? Foster parent or designated caregiver, the CPS caseworker or other staff, a CASA or the student's guardian ad litem, RTC facility or child placing agency staff can enroll a student.

Now when it comes to withdrawal, I didn't put a slide on here for that but I just want to add that right now if a student is to be withdrawn from school, whoever enrolled the child may very well be a different person who withdraws the child. It could be the foster parent, it could be the caseworker, it could also be a CASA volunteer.

Immunizations

I also want to add too about the immunizations. A person may be provisionally admitted to an elementary or secondary school if the person has the required immunizations and continues to receive the necessary shots as rapidly as possible. In other words, as long as we're trying to work on that and get those shots taken care of, the school should accept the child. Schools must cooperate in transferring a student's immunization record to the other school when requested.

Approval is not needed from the legal guardian before the transfer for a record that's required is done. So, we usually have the schools will give us up to thirty days to present records whether we have the shots records or the previous school records or the birth certificate. We have up to thirty days to provide those documents. However, as long as we're working on trying to get them, I think the schools work with us in trying to make sure those kids are kept in school and not withdrawn because of a lack of records. So, we really try to work in collaboration with the schools and we do the best we can trying to get those records as quickly as possible.

Education Portfolio

Okay now I want to switch gears here and talk about the education portfolio. That's a green binder that Senate Bill 6 mandated that every school-aged child in foster care have an education portfolio.

Each child's records must be kept in their education portfolio. When this child leaves the placement the education portfolio goes with the child to allow all the records to be easily transferred.

The caseworker should regularly request to see education portfolio when they make their home visits and, you know, go and visit the child living in a foster home or in an RTC placement.

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They must make sure they review the child's education progress with the caregiver and the child.

So, what belongs in the education portfolio? The 2085 form I just discussed is the 2085 placement form and also the 2085E education decision maker form. The birth certificate, the immunization record, school transcripts, and if they're in special education we definitely want those [Special Ed] records in there, the 504 documents, school withdrawal form, and I did highlight that the psychological evaluations should not be part of the education portfolios. They used to be but we pulled those out. They're no longer a part of the education portfolios because they are highly confidential. So, we longer keep the psychologic evaluations as part of the education portfolio.

Also

And, I feel like I'm rushing through this here, also is it really important for the foster parents and caregivers to sign the no corporal punishment, to opt-out during when they're signing the enrollment forms. You know when kids come home from school the first day of school they have all the enrollment documents. It's tucked away in all that paperwork you have to sign but we have our caseworkers to make sure that the caregivers sign the "opt-out" of no corporal punishment for the youth in foster care. And also, again the free lunch. This is prompted by the 2085 form. Kids in foster care are entitled to free lunch. And there's the Excused Absence Letter. The excused absence letter is for kids who have frequent absences for if they're absent for court hearing or they have a therapy appointment. A student whose absence falls under TEA [regulations], they may not be penalized for that absence. They shall be counted as if the student attended school for purposes of calculating the average daily attendance of students in the school district, and must be allowed a reasonable time to make up the school work on those missed days. So, the schools must accept the excused absence form to keep that child from not being allowed to accept their missed schoolwork. So, we have our caseworkers file these forms with the school for each child and it should be a part of their file at school and these are the excused absence forms. So, David are there any questions right now? I feel like I just kind of rushed through it.

D: Sure. So, the most common question I'm having is if you will be available to share your PowerPoint. So, if you'll send it to me, then what I'll do is I'll share it to all of the registrants and then that way everyone can have that PowerPoint as well.

B: Absolutely. Definitely. Sure, I will share it.

D: Okay

B: I will send it to you. Okay.

D: So, I've got a couple other questions that came in though as well. So..

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B: Sure

D: One question that came up is how often is a child's placement reviewed and documented?

B: Well it's up to the caseworker and child placement agency. They see the child monthly and they document in the child's case plan, service plan. So, children are seen monthly by either CPS or child placement agency staff.

D: Okay. Now it's...I've seen this question quite a bit and we've seen this over the past, I mean I've seen this for the past six years that I've been working with foster care and there's always been the question about whether or not DFPS can share a list of names of students and that one's always been a "No" with our school districts so I just wanted to verify that that's still the way it is. I know that it's an issue for school districts but that's something where our CPS workers, they work hard but that's an area where their hands are a little bit tied that they're not allowed to do that.

B: Exactly. And yes, I'm sorry, but it's still a "No." We do not have a list of children's names we can share. However, if you send your child's name and you need to verify that child is in foster care I can check that child for you in our system and give you information if, you know, up to whatever information I'm allowed to share. But as far as a list, we don't have a list of children that we can share with the schools for confidentiality reasons but I can, you know, if you send me some kids' names I can look into the system and see if they're in foster care or what school district or share as much information as I'm allowed to share.

D: Okay. The next question is if a student who's in foster care does not have birth certificate available does the 2085 form suffice for their identification?

[Advancing several slides]

DFPS Education

B: It can, but we still have to work on getting that birth certificate in, and that's part of that, you know, giving us up to thirty days but the school should still accept that child because it's proof that they are in foster care because of that 2085 form, sure.

D: Okay. The next question is should all foster care students have a 2085E form on file?

B: Yes, they should and it's up to the caseworker or the caregiver, the foster parent, to provide that form to the school. Every school should have a 2085E form on file for students in foster care, yes.

D: And so, if they, if the caregiver doesn't have it could they reach out to their education specialist for help with that or where would they go?

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B: Well they can. They can contact the CPS caseworker but if they can't get in contact with the CPS caseworker they can definitely contact the education specialist and we'll do our best trying to get in contact with the caseworker to make sure they get that form filed.

D: Okay. What if a district is having trouble getting green folders for their students?

B: Sure, the education portfolio?

D: Yeah

B: Yes, the CPS caseworker and their unit they are responsible for making sure each child has an education portfolio so you would want to contact the CPS caseworker to let them know that the student needs one and of course if you can't reach them you can also reach an education specialist and we'll try to reach out to let the caseworker know that they need an education binder.

D: Okay, good. So, I've got two questions that are kind of the same question. I'm going to try to combine them and they're about the excused absence form. Where should that be on file? Does the DFPS caseworker provide it or is it the caregiver, where do they find that?

B: Yes, it's in there within our agency and the DFPS worker they have to provide the forms to the schools. The foster parent can also provide the forms but we have the forms on our letterhead and the worker completes the form. It has the kid's name, the date they're going to be absent, caseworker's signature, phone numbers at the bottom and they file the forms with the school.

D: Okay. So, if a school is getting other types or let's say they're getting the 2085-E but they don't get any other types. Do they need any other types or is the 2085-E sufficient?

B: The 2085-E should be sufficient because denotes who the education decision maker is, it has the caseworker's information on there and it also has a spot, a space, for the surrogate parent on there. So that should be enough information to alert the schools, you know, this child is in foster care so with that the 2085 and the 2085E is more than enough information for enrollment purposes.

D: Okay. And if a caregiver or a foster parent says that they don't have access to the 2085 what should a school do?

B: Well contact the CPS caseworker because they're the ones who would have to get the 2085 or the 2085E to the school and the foster parents should definitely have the 2085 because that's the placement authorization form. Once the child is placed with them so they should definitely have that form, but if they don't you contact the CPS caseworker.

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D: Okay. Let's see. How do schools know when a child is removed from CPS care if they're adopted or age out or how are schools notified or how would they know?

B: I'm sorry, say that again David. Repeat that again. How would a school know if a child is adopted?

D: Yeah. So, I can tell you kind of from my experience on that...

B: Why would a school need to know that? I'm just kind of curious why would a school need to know if they're adopted or...

D: And that's one of my experience as well is, you know, if you have a new adult that's enrolling that child they're going to have whatever paperwork is necessary to enroll that child.

B: Right

D: You know if it's the adoption court order or something else. In general schools should go with the most recent documentation that they have on file so you may have a 2085 that's two years old but still valid if the student has not changed placements

B: Right.

D: Okay. Can a caseworker help a student get a birth certificate if they don't have one?

B: Yes, and they should. Yes.

D: Okay.

B: And also, I want to add too about the shot records, the immunization records. We can go through ImmTrac also to try to retrieve those records if they had their shots taken anywhere in the state of Texas. So, there's another way we can try to get those records in too through the ImmTrac system, the shot record.

D: Yeah it looks like I have a follow-up on that if they're no longer...if they're adopted. The school is saying that they want to know because they have to change the PEIMS code. So real quick information on that the PEIMS coding would remain with that student until the end of the academic year in which they're no longer in foster care. At enrollment next year if the student's placement has changed, the person enrolling that student should have their most up to date paperwork for that student. So that's the answer to that question. Are our foster care students exempt from compulsory attendance or truancy filing? I can answer that one. The answer is "No!"

B: No, they're not.

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D: Yes. You know there's been some changes in the law, we see where there are some things about students who are homeless in foster care in making sure we have other avenues in place before we file truancy, but it does not say that we cannot file truancy. So we need to make sure that we have the interventions in place that help that help that student attend school and then yes, you can file truancy. My guidance on filing truancy is always to get to know the judges in your area. If the judge is going to do something that's going to promote that student attending school more regularly then I'm probably going to be more apt to file truancy on that student because I know the judge is going to work with me. If I've got a judge that's going to simply give tickets [fines] out, I'm not sure that's going to help the situation out. So, what I see the law...when the law came out and said that they have the different requirements for pregnancy and homelessness and foster care related to truancy I see that as giving our independent school districts a little bit more freedom to determine a better intervention for those kids

B: Yeah because school attendance is mandatory for students in foster care, you know, but due to the nature of foster care, students may have various appointments that are mandated through the court or their case plan that may interfere with school attendance. So, we try to give caregivers to schedule student appointments before and after school, maybe on the weekend, but sometimes it's not always possible. Caregivers and staff should, you know, work together to secure missed assignments and to ensure students to complete them. Truancy for students in foster care should be handled as it is for all other students.

D: Right. So, we got a question about coding these students as "at-risk" as well. Are they coded each year as "at-risk?" And the answer is yes. So, this particular district has a residential treatment center in the district and most have medical consenters as well. Do they need to have the medical consenter form as well as the 2085E?

B: The schools I do not believe they do not need to have that medical consenter form. Just the education decision-maker form.

D: Okay. And then if it's a kinship caregiver that is formal foster care will they receive a 2085 as well, or will it be a different form?

B: Sometime it's a different form but it's still a placement authorization form because DFPS usually is still involved.

D: Okay. What about the green binder? Are they kept at the campus, at the district administration level or is that something that the foster parent would keep?

B: No, the green binders, they're with the child. They're placed wherever the child is, in the foster home placement, RTC placement, so no, and they travel with the child. If the child leaves one foster home and goes to a subsequent placement, the binder follows the child. But they're never kept at school, no.

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D: Okay. All right. So, when a student turns 18 and they drop out or age out of DFPS care what happens then? Do we still retain the code as foster care or does it change to something else? So, I can speak a little bit to that question. Some of those students would be considered McKinney–Vento if they age out and they choose to no longer pursue any of the programs related to Texas DFPS. Many of them are doubled up, or they have living arrangements that we would not consider fixed or either adequate. We could consider those students homeless but we do also have students that extend their time in foster care even though they've turned 18 and I'll let you speak to that.

B: Yes. When they turn 18 we have what's called aging out meetings/circle of support meetings and we discuss their plans, their transitional plans, when they plan to leave care, where are they going to stay or if they want to do extended foster care. So, they don't have to leave care at 18, but if they choose to, that's the age of majority they can. But we also have the return to care program where kids can also return after leaving care during a certain period of time but if they're 18 and they're still in school they're still allowed to remain in state-paid foster care, unless they choose not to.

D: Right. So, we got a question here about early childhood services. If a student was previously in foster care or they have a history of foster care do they qualify and the answer is yes. Your PEIMS coding for that in the foster care indicator would be a PEIMS code of "2." Is the student previously in foster care who is now eligible for early childhood services? and they would receive a letter from Texas DFPS that would indicate their eligibility for that.

B: Okay

D: So, here's one [question]. She said she received a placement authorization 2085 form that lists the student as being in the placement for only six months but it's been past the six months and the school has not been updated as to whether or not the child's placement has changed. Is there something the school should be receiving at that end?

B: No. I think it's yearly on enrollment. and if they change schools and they have to provide a different, another, you know, 2085 form.

D: Right.

B: But yes, unless they change caregivers.

D: That kind of links to this next question: Does the 2085 form expire on a yearly basis and the answer is no these students do not receive a 2085 form annually. They receive a new 2085 form once placement changes.

B: Exactly.

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D: So, you may have a 2085 form that's three years old that is still eligible to be used because we don't have any newer information. So, you're going to use the forms that have the closest date to the present as possible. Next question is, if a student leaves foster care do they lose free lunch? The answer would be that they are able to retain their rights and services until the end of that academic year. At that point then they would actually fall off of the free lunch program. They would no longer be considered foster care in PEIMS. So as an example, let's say we have a 14 year-old student that in December becomes adopted. That student would be able to access their rights related to foster care for the remainder of that academic year. And once they re-enroll the next year, then they would not be labeled as foster care in PEIMS and so then the rights including their nutrition rights would go along with that. Does a 2085 form ever expire? Is there an expiration date on it?

B: No. They wouldn't...the only time they would have another 2085 form is if they change placements.

D: Right.

B: And they'll have a new 2085 form to reflect the new placement

D: So technically we could have a kid from kindergarten to 12th grade with one 2085 form and as long as the placement hasn't changed that student would still be applicable.

B: That's exactly right, yes.

D: Yeah. All right so in Region 6, and I'm guessing this is ESC region six, there is a question about the green binders. They've been told that the green binders are supposed to stay with the CPS worker and not with the placement and they're just looking for clarification on that. Is there any sort of clarification?

B: Well the green binders remain with the student and if they're in an RTC we do ask the caseworkers to keep the renewal documentation documents with them in their case file in the office but they're still supposed to have their green binders. And it follows the child, so it should not be with the school. It's with the caregiver with the child in their placement

D: Okay. All right so we got a question about is a kinship placement officially considered foster care and does that include a 2085 form and the answer to that question is it depends. So some of our kinship placements are an official, formal foster care and they are going to receive a 2085 form. Sometimes we have students that are involved with CPS but they don't go before a judge and have their rights removed. Those students would not receive a 2085 form. There are other CPS forms that go into place. So there's a...I'm going to take the screen away from you, Beverly. I'm going to put it back on my screen and I want to show a document.

B: Okay.

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Screen: TEA website search PEIMS foster care. "TEA Foster Care PEIMS Coding Supplemental Guidance."

D: that has been really helpful to me in making those determinations. All right. Okay. So if you just go to Google and you search...it's on the TEA website...but if you just search PEIMS and foster care there's a PDF document that comes up and this has been one of the most helpful documents. It's the first link there. It's on the TEA website but again my easiest way for me to find it is just to Google PEIMS foster care. And so, you'll see this PDF come up and it's a two-pager. It's dated October 2015 but there's not been anything released sooner that would contradict this so this is still a valid document and you can see it divides it up into Acceptable Documentation for coding a student as foster care in PEIMS and then the second section is this Non-acceptable Documentation. So, we can see on the Acceptable Documentation [list] it's going to include all forms of the 2085. The major one that our schools are going to get is this 2085E here down at the bottom but if you receive any type of 2085 this is an acceptable documentation to code the student as foster care. When we get down to Non-acceptable Documentation we see this DFPS Form 2298, an agreement for a parental child safety placement. So, in my experience this occurs when a child is in some sort of dangerous situation but DFPS does not feel that the danger of that situation is something that's going to be long term, it's just intermittent maybe or an individual case. And so, they don't feel like it's appropriate to formally remove the rights of the parents. However, they're going to sit down with the parents and they're going to say, 'Hey, is there a place where we can put this child while we work with you through these minor issues?' and that's what I consider, I call it informal foster care. Those students are not coded as foster care in PEIMS. However, our guidance from TEA is that these students should be referred to the homeless liaison. The majority of these students have lost their housing and they're temporarily doubled up with someone else and therefore that they would actually qualify under McKinney-Vento. But we can see it right here from TEA that pretty much anything other than the 2085 is going to be considered Unacceptable Documentation. The only kinship caregiver agreement we see on Acceptable [Documentation list] is Form 0695. In my experience, in the however many years I've been working in this, I have never seen one of these. I've been told that they're still out there, the 0695 [Form], but, I would say 100% of the time districts are showing that they are receiving the 2085. What's also good about this document is in footnote number two. It talks about that question we had earlier about previously in foster care what, you know, what is their rights? And they do have a right to participate in early childhood programs and so you can see the information there in footnote number two about that. All right. Once a child is adopted does the child still get free lunch? The answer would be yes until the end of the academic year and then after that point they would be removed from PEIMS as foster care. The PEIMS code is what the driver is for that nutrition services and so the answer to your question is kind of, it's yes and a no. The "Yes" they do get it until the end of the academic year. Once that academic year is over then the answer is "No."

B: [interrupts]

D: Go head.

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B: Go ahead, I'm sorry.

D: Well, I just wanted to make sure everyone knew that DFPS regions are different than our ESC regions so I'm ESC Region 10, Beverly's DFPS Region 3 but we're in the same area.

B: Exactly.

D: If a student gets adopted, and this may not be one that DFPS can answer...if a student gets adopted in PEIMS what do they do for the end date? That's probably a question for TEA rather than it is for CPS because CPS doesn't deal with PEIMS. I can tell you right now that I know that in my conversations with TEA previously that we know that the students' rights and services go until the end of the academic year. If you're able to put in an end date that still allows a student to receive their services you can do that. Otherwise I imagine the end date would be the last day of the academic year. Question about kinship placements. Some kinship placements are formal foster care, some are informal. If it's formal they should have the 2085. If it's informal they're probably going to have this Unacceptable Document 2298 so that's going to be your differentiating factor. Basically, the difference between those two documents is one student's [parents have] gone before a judge and had their rights removed. The other has not. Can a residential treatment center sign a medication administration form or is there a designated person at the care center that can do this or can anyone sign those forms? Do you know that answer?

B: Well we have the medical consentor. So that person is designated on the medical consentor form that CPS has also, yes.

D: Okay. This particular school district has said that they're getting the green binder but it often is lacking a lot of information about previous school records and things like that. My guidance to you on that would be to locate the foster care liaison in the previous district and see if you can get informal records prior to TREx.

B: Exactly.

D: So, we know that TREx can take up to two weeks. However, if I was to look up the foster care liaison in the previous district, FERPA would allow her to send, her or him, to send me the records for that student informally while I wait for TREx. If you don't know who the foster care liaison is in your neighboring districts, that information is located on AskTED.

Demonstration: AskTED website search for foster care liaison

D: So, if you just go to Google and you search 'AskTED,' AskTED is the ask Texas Education Directory so I'm going to click on the first link that comes up. Here is what the website looks like for AskTED. And I can actually search by schools, districts, counties, region, or I can search the whole state of Texas. But say I wanted to look up Region 10. So, I just want to know all the

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foster care liaisons in Region 10. I select Region 10 and I'm not looking for organizational information, I'm actually looking for personnel because I'm looking for the liaison. I don't want principals, I don't want superintendents. I do want other district roles. And so then from this list I'll be able to choose the foster care liaison. You'll notice the homeless liaison is there as well. And when I search it's going to provide me a list of all of the listed foster care liaisons for Region 10, hopefully, if it'll...come on, work for me. There it goes. All right so here I go. So for example, let's say McKinney ISD I had just gotten a student in my district from McKinney. Jennifer Akins is the foster care liaison there. I could click on her name and I want to view the details and it's going to give me her email address, her phone number, her address and anything that I would need to reach out and contact her? So that's one way to get those records if your green folders are sparse and you want to place the student in the most appropriate classes on that very first day. You can do other avenues to get that. You don't necessarily have to go through TReX. Would an education specialist be able to be involved in school meetings?

B: Absolutely. As a matter of fact, we attend quite a few school meetings so yes, once we're invited by caseworkers, case managers, foster parents, schools, CASA, and if we're able to attend, available, definitely, absolutely.

D: All right. And our final question is 'Will this webinar be archived so we can go back and review as needed?' The answer is yes. It is being recorded right now. I will get it over to UT's RTI [project] and I will probably also host it on the Region 10 website as well but if you would like the MP4 or the copy of it you can also email me and I'm more than happy to send you that in an email. Phew. That was a lot of questions, wasn't it?

B: Yes. That was lots of good questions.

D: Yeah, great questions. All right. So we're done with our questions for this portion and we're going to end the day by talking about transportation. So I'm going to go ahead and mute you, Beverly. Hopefully that's okay.

B: Sure.

Slides: [TEC 25.007 Summary and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)

D: And I'm going to go ahead and take over and for my transportation portion I don't actually have any slides. Really the best information that is out there is on documents. So, we're going to look at documents that are out there. And so, the two documents that you were provided in your email.

The first was the Non-Regulatory Guidance Related to Ensuring Educational Stability for Children in Foster Care. They have a section in there related to transportation. And then we also have the National Association for the Education of Homeless Children and Youth, NAEHCY, and the School Superintendent Association. They came together and they released some

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guidance as well. You'll notice that neither of this guidance comes from the state of Texas. Currently we don't have any written guidance in the state of Texas related to fulfilling the transportation responsibility as they relate to serving students in foster care. It's not that our state's not working on it. We have the Children's Commission and we have child welfare, TEA, and educators, all working together, judges as well [others] on the Children's Commission working together to try to put stuff in place. The most recent stuff we have is this document that we looked at earlier which is the foster care and student success guide. That is in the process of being updated and it should be updated soon. I don't know the due date on it but the previous one did not contain information from ESSA. And so now we have the Every Student Succeeds Act. We need to update the Foster Care and Student Success guidebook. And so that's what being updated right now. So, in that guidebook right now you're not going to find anything related to transportation. You're probably not going to find anything on the TEA website. I've gone all over it and not found anything. So, both of the documents we're looking at today are national or federal guidance, right?

And in so in the Non-regulatory Guidance that comes from USDE, it's 28 pages. I went ahead and sent you the entire thing but the main thing that we're going to look at is the education portion and I believe that that starts on page 15. In mine it does. So, let's get over there. There we go. Okay. So, if we get to this transportation portion of the federal guidance we'll see that it operates basically as an FAQ. Some of these things relate to the state's role, and then some of them relate to your local education agency's or your school district's, your charter schools' role. School districts' role, so not the state anymore, but what is the school supposed to do? And here's the crux of what you're supposed to be doing: When a student who enters your school is identified as a student who's in foster care, an LEA must collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain, to maintain them in their school of origin when it's in their best interest will be provided, arranged, and funded.

So that is the federal guidance that we have there. We also have this document from NAEHCY that I think brings some good points as they relate to transportation so I included that in the email as well. Again, I wouldn't rely on this document as much as I would from the USDE document. Each one of these documents we're taking kind of one step away further from what the law says so with the guidance, you know, you take that tiptoe. But with this one, you know, even though they have some really good advice, I'm not sure that this advice would stand up in law because it comes from NAEHCY, it doesn't come from USDE. But I still believe that there are some things in here that are good. So, what I like about this one is in the very beginning they define who has to do this and they define the authority under which you have to do it. So, ESSA amended Title I, Part A of the Elementary and Secondary Education Act to require that LEAs [who] receive Title IA funds, that they must collaborate with state or local child welfare agencies to provide procedures for transportation for students in foster care.

So, let's see what questions we have. So, did you attach a copy of the Non-regulatory Guidance? I did but if it didn't come through your email let me know and I'll make sure to get you a copy of it. You can find the non-regulatory guidance, I can't remember where I found it. I

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think I just Googled it. Oh, actually no, I found it on the...well, just Google it. I can't remember where I actually pulled it from. Let's just try to...let's see if we can just Google it and find it. Yeah, so if I Google, and I just Googled non-regulatory guidance foster care, it's the second link that comes up and we can see the date matches what I have, June 23rd. I can't remember where I originally got my document but a lot of times if you just Google the title you can find it that way.

{Demonstration of search}

D: All right. Does this mean if a child changes placement they can stay in their prior school and schools, advocates, LEAs must figure out transportation? The answer to that question is "Yes." Mainly this is to promote school stability. Again, we discussed earlier about how every time a student leaves school because of foster care or homeless issues they lose between three and six months of their academic progress so definitely this is a priority. If they change schools our hope is if, at all possible, they can remain in their school of origin and have that continuity of instruction while everything else in their world is kind of going the other direction. [Pause.] All right, so for clarification the Title I funding is not just for students in foster care that require transportation that also attend a Title I school? That is correct. Just like with homeless, Title I funds can be used for students in foster care regardless if they're on a Title I campus or not. They would be able to tap into that. All right. Well that looks like all of our questions. I'm going to unmute Beverly in case she has anything else she wants to add. Anything else, Beverly?

B: I believe that's it, David.

D: All right. Well I appreciate you helping us out today, Beverly. And I also want to give a shout out to UT's RTI program. They're the ones that reached out to me and got this whole ball rolling so good for them.

RTI: Thank you.

D: I see our foster care program here in the state of Texas definitely headed in the right direction. Of course, if you have any questions after the webinar or any other concerns, we have a lot of resources for you. You're more than welcome to reach out to me here at Region 10. You can also reach out...every ESC should have a foster care person as well and you can also reach out to your education specialist. Before we leave I want to show you how to find your education specialist for the area in which you serve.

[Demonstration of search].

So, if we just go to the TEA website and we search foster care the first thing that comes up is foster care and student success. We did this a little bit earlier today. But if we scroll down to the link that says Child Protective Services and click that, it's going to produce a map of Texas with the DFPS regions. You'll notice that these regions again are different than our ESC regions. And so even though I'm Region 10 for ESCs you can see on this map that I'm Region 3 for DFPS. If I

Transcript of District Foster Care Liaison Collaborative Webinar 1
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click on the education specialist link, it's going to produce a word document that is going to list the names and contact information for all the education specialists. So I'm here at 3 so mine are Beverly and Norma. Norma tends to do the Fort Worth side. Beverly's more of our Dallas person so that's why Beverly's on with us today. That's who I usually have my contact with. But you'll notice some of the regions have more than one. Some just have one. But you can see who the education specialist is. I would encourage you to reach out to these people, make the connection, let them know who you are. Get to know who they are because as questions arise this is going to be a great point of contact for you. We got one more question came in at the very last. It says 'David, when you spoke of doing the transition plan would you include the student in this meeting? If so, what ages would you say are appropriate?' 100% yes I would include the student in those meetings. I have a daughter who is six years old and I feel like at her age she would be a great person to have in that meeting. So I don't know what limit you want to put on the bottom of it, but my daughter is six and she's in first grade and she definitely has opinions about her own education and how she wants to do stuff. And so yes, 100% I would include the students in there. And now the amount to which you include them in their decision making is definitely going to depend on their age and their maturity and what they got going on but again, my six year-old daughter, I would put her in those meetings because she definitely has some opinions about what she wants to do. All right well it looks like those are all of our questions. Of course feel free to email, call, or reach out anybody that was on the presentation today, me or Beverly or anybody from UT's RTI program [BuildingRTI.utexas.org]. And we hope you guys have a wonderful rest of your day and we will see you next time. Thank you.