

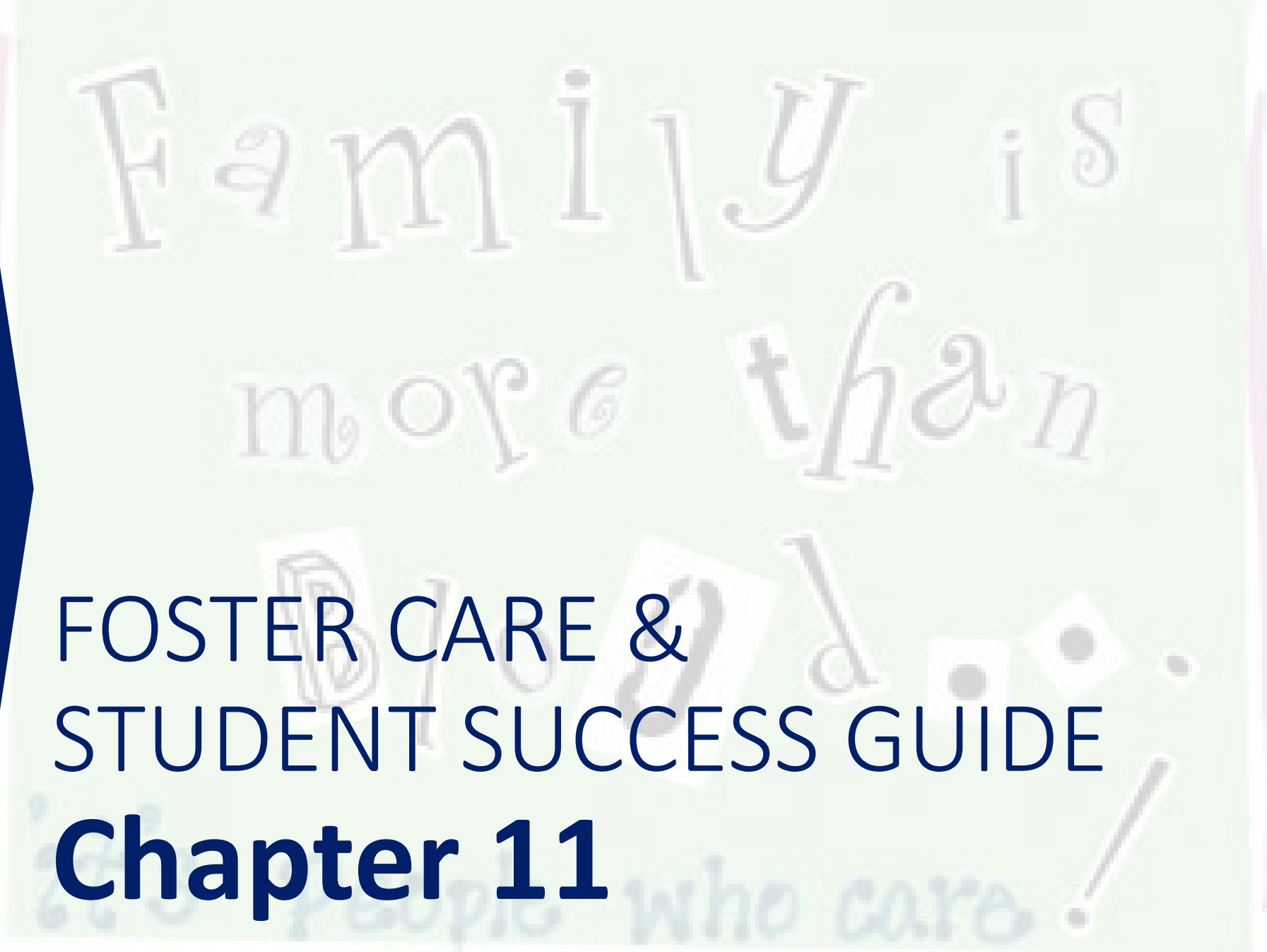


January 27,
2023

1:00 P.M.

FOSTER CARE &
STUDENT SUCCESS GUIDE

Chapter 11



Foster Care Guide

FOSTER CARE & STUDENT SUCCESS:



TEXAS SYSTEMS WORKING TOGETHER TO
TRANSFORM EDUCATION OUTCOMES OF
STUDENTS IN FOSTER CARE



Link:

<https://tea.texas.gov/foster-care-guide>

Presenter



Dr. LaTrenda Watson

Highly Mobile & At-Risk State Coordinator


Highly Mobile and At-Risk Student Programs

Phone: 512-936-6208


Email: LaTrenda.Watson@tea.texas.gov




Foster Care & Student Success Guide Collaboration

FOSTER CARE & STUDENT SUCCESS:



TEXAS SYSTEMS WORKING TOGETHER TO TRANSFORM EDUCATION OUTCOMES OF STUDENTS IN FOSTER CARE





Objectives

To provide educators and all those working with students in foster care a brief overview of the foster care and student success guide.

Familiarize educators with the foster care guide and relevant laws and policies that affect the educational experience of students in foster care.

Provide access to the foster care guide for purposes of ensuring students in foster care are provided the proper assistance.

Agenda

Foster Care Guide Overview

Chapter 11

Pause for Understanding

Continue Chapter 11

Questions

Foster Care Guide Training Series

Let's see
who is
here.



In the Q &A, please indicate your job title.



How have you promoted student success
with students in foster care?



AskTed Update

REMINDER

LEA Foster
Care Liaisons

LEAs need to confirm that their FC Liaison listed in AskTED is accurate.

If not, contact the LEA AskTED Coordinator to request any changes or updates to the AskTED directory.

More information is available on TEA's Foster Care and Student Success website, under the Foster Care Liaison tab.

ESC Foster Care Champions also posted in AskTED

Sign Up for Updates!

The screenshot shows the TEA website header with a navigation bar containing links for Popular Applications, AskTED, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, and TSDS. The TEA logo is on the left, and a Help Desk icon is on the right. A search bar is located in the center of the header. Below the search bar, a row of links includes A - Z Index, Contact, Employment, Sign Up for Updates (highlighted with a red circle), and TEA Correspondence. A secondary navigation bar features icons and labels for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. A main content area features a 'Coronavirus (COVID-19)' banner with a 'GET UPDATES' button and a photo of Governor Greg Abbott. Below the banner are three categories: Coronavirus (COVID-19), Supplemental Special Education Services, and Texas Home Learning. The 'The Latest TEA News' section follows, with a sub-header and a brief description. At the bottom, there are three colored boxes for 'Emergency Support', 'Texas Schools', and 'About'.

- Special Student Populations
 - At-Risk and Highly Mobile Student Program Division
 - Early Childhood Education
 - English Learners
 - Foster Care and Student Success
 - Gifted/Talented Education
 - Languages Other Than English
 - McKinney-Vento Homeless Education
 - Mental and Behavioral Health
 - Military Connected Students
 - Pregnancy Programs
 - Spanish Curriculum Standards
 - Special Education Updates

Icons within the guide

The icons are located throughout the guide to assist with finding information needed.

The table of contents and the chapters are grouped by color.



Preface, Appendices, and References



Overview



Cross-System and Collaboration



District and LEA (Local Educational Agency) Responsibilities

Use the icons as a valuable resource for understanding of specific information.



Tip



Reminder



Collaboration



Note



Law



Resources







New Items



Best Practice

Table of Contents

TABLE OF CONTENTS

	PREFACE	9
	Opening Remarks.....	9
	The Goals of this Guide	9
	Guide Background	9
	How to Use this Guide.....	10
	Where Can I Go for More Information on Foster Care and Education at the Texas Education Agency?.....	10
	Top Things Educators Should Know About Students in Foster Care	11
	CHAPTER 1 Education & Students in Foster Care: An Overview	13
	Introduction	14
	National Overview	14
	Maintaining School Stability.....	15
	Texas Foster Care Data.....	17
	CHAPTER 2 Increasing Cross-system Awareness	22
	Texas Commits to Improving Education Outcomes of Students in Care.....	23
	Texas Department of Family & Protective Services	24
	Court System	25
	Education System.....	25
	Workforce System.....	27
	CHAPTER 3 Building Cross-System Partnerships: Education, Child Welfare, And Courts	29
	Cross-System Collaboration is Necessary.....	30
	Guiding Principles and Ground Rules.....	30
	Practical Steps for Establishing Collaboration and Local Partnerships	31
	Collaboration in Action: Foster Care Consortia.....	33

Where can I get more information about Foster Care at TEA?

Visit:

[TEA Foster Care &
Student Success
Webpage](#)

Subscribe:

[TEA Foster Care &
Student Success
Newsletter](#)

Email:

Fostercareliaison@tea.texas.gov

Chapter 11





- Create a School Environment that is sensitive to the experiences of Student in Foster Care
- Programmatic School Supports for Students Academic Success and Well-Being
- Implementing Academic Supports & Intervention According to State Law
- Promoting High School Completion
- Determining the Right Endorsement for Graduation
- The Impact of Testing on High School Completion
- Determining when a High School Equivalency Program (HSEP) is Appropriate

Creating A School Environment That is Sensitive to the Experiences of Students in Foster Care



Maintain Confidentiality

Be Mindful of the Impact of Assignments & Activities

Avoid Negative Stigmatizations or Assumptions

Be aware of the reasons of school absents & the impact to coursework

Take time to build relationships & establish trust

Provide students with choices & involve them in decision-making

Promote information related to foster care & activities, supports, resources, scholarships

Maintain Confidentiality



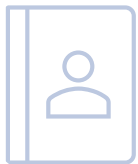
A student is not publicly labeled as a foster child nor attention brought to the fact that the student is in foster care.



Avoid discussing private student matters in public places.



Do not use public means to notify students of appointments and visitors related to their DFPS cases.



Refrain from asking students personal questions related to why they are in foster care. Student can share if they would like to. All information should be kept confidential.

Be Mindful of the Impact that Family-Based School Assignments and Activities Have on Students



- School Assignments and activities that assume all students live with their birth family or know their family history may present challenges for students in foster care.
- Assignments such as creating a family tree or a Mother’s Day card or giving a presentation about a memorable family vacation can be difficult for the student.
- Educators should differentiate activities with a choice board or menu of activities that allow for student choice with alienating any student.

Avoid Negative Stigmatization and Assumptions



COMMON ASSUMPTIONS	UNINTENDED CONSEQUENCE	PREFERRED ACTION
ENROLLMENT		
Students in foster care will only be enrolled in the new school for a short period of time.	Enrollment is delayed.	Ensure that enrollment occurs in a timely manner. No consideration should be given to the duration of attendance at the new school.
CONTINUITY OF SERVICE		
Students do not need accommodations, modifications, or scheduling changes.	The student's educational experience is disrupted.	Students should have the same course schedule including endorsements, enrichment, and extra-curricular activities. Services provided by special programs should also continue with the same guidelines and procedures.
GRADUATION PROGRAM		
Students in foster care do not have post-secondary education goals. ¹⁴⁶	Students do not achieve post-secondary success. Students do not graduate with endorsements.	Ensure that the endorsement students select matches their interest and promotes post-secondary success in their career, college, or military endeavors. ¹⁴⁷



Promote post-graduation career and education messaging and use asset- and strength-based approaches to encourage the academic dreams of middle & high school students in foster care.

- Students in foster care may miss school due to:
 - Parent & sibling visits
 - Court dates
 - Therapy
 - Other appointments
- These absences are excused if the activity was ordered by the court.
- Ensure proper documentation is submitted for attendance purposes.

Be Aware of The Reasons Why A Student in Foster Care May Miss School



Caseworkers do their best to ensure school is not interrupted for visits or other appointments.



LEA Foster Care Liaisons should consider providing information regarding important testing dates to DFPS Regional Education Specialist & other child welfare stakeholders. School attendance is especially important around state-mandated testing periods.

Take Time to Build Relationships and Establish Trust with Students in Foster Care



- Students in foster care may be reluctant to interact with adults based on disappointments.
- Celebrate! Encouragement & support
- Research
- Mentors serve an important role in supporting a student's social & emotional needs.
- Discuss student's positive attributes with them



A great way to be a part of a high school student's success is by participating in a DFPS-sponsored meeting called a Circle of Support, if invited by the student.



- Students in foster care may experience a sense of loss and powerlessness.
- Educators and supportive adults can use positive youth development practices that provide choices and include youth in decision-making processes.



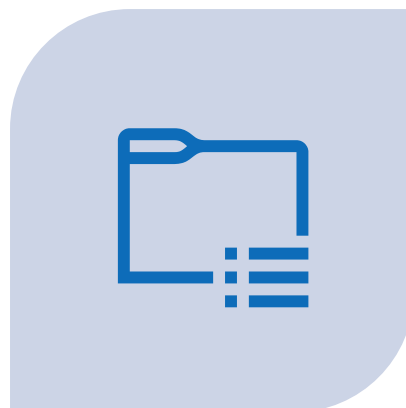
Promote Information Related To Foster Care & Activities, Supports, Resources, and Scholarships Available



- Students may not be identified publicly as being in foster care; however, providing information about resources available for students in foster care at counseling centers or similar settings keeps students informed of available supports without singling them out or invading their privacy.



COMPENSATORY
EDUCATION SERVICES



SPECIAL PROGRAMS



COLLEGE & CAREER
READINESS PROGRAMS



Tutoring and assessment intervention activities

Supplemental reading or math programs

Credit Recovery Programs

School counselors, parent support specialist, social workers, and/or student support teams

Home visitation

Coordinating community resources such as mentors and advocates

Out-of-school opportunities

Providing direct individual, group, and crisis counseling

Resources: Additional Supports



- [The Texas State Compensatory Education program](#)
- [Bilingual and English as a Second Language Education Programs](#)
- [Special Education](#)
- [Gifted/Talented Education](#)
- [Highly Mobile and At-Risk Supports](#)



Pause for Understanding

- What information is new to you in Chapter 11 so far?





- **TEC Code §25.007**: students in foster care who move from one school to another are faced with special challenges in learning & future achievement. The law requires TEA to assist these transitions by providing a list of required supports.



Reminder: The term “foster care” is being used throughout the guide to refer to all children and youth in DFPS conservatorship/substitute care.

Transition Assistance for Students Who are Homeless or in Substitute Care



Commissioner Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care



TAC § 89.1603, Transfer of Student Records and Transcripts





TAC § 89.1605, Development of Systems to Ease Transitions and Establish Procedures to Lessen the Adverse Impact Movement of a Student



Reminder: School staff should remember that decisions about a student's special education eligibility or services may only be made by a properly constituted admission, review, and dismissal (ARD) committee.



Tip: The enrollment conference provides an opportunity to communicate in a confidential manner about court dates, behavior interventions, DFPS supports, and other information that may impact a student's academic success and progress.



- Commissioner Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care



TAC § 89.1607, Award of Credit (**updated 1/1/23 to Evaluation of Student Records*)



TAC § 89.1609, Placement in Educational Programs and Courses



- Commissioner Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care



TAC § 89.1611, Promotion of Access to Educational and Extracurricular Programs for Students Who are in Substitute Care (**Updated 1/1/23 now includes Summer Programs, Credit Transfer Services, Electronic Courses, and After-School Tutoring Programs*)



TAC § 89.1613, Promotion of Post-secondary Information



School personnel can assist students in foster care by facilitating enrollment in at least one dual-credit or college course while in high school, automatically qualifying students for the lifetime tuition and fee waiver. Any college course, including developmental course and many continuing education classes, will initiate the tuition and fee waiver. Connecting students to these opportunities is a positive strategy schools can implement to support successful transition and college and career readiness.



■ Commissioner Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care



TAC § 89.1615, Provision of Special Education Services



TAC § 89.1617, Notice to Student's Educational Decision-Maker and Caseworker



When receiving an Educational Decision Maker Form 2085-E, make sure the form is signed and legible.



If an 11th or 12th grade student in the conservatorship of the DFPS transfers to a different school district and the student is ineligible to graduate from the receiving district, the sending district shall award a diploma at the student's request, if the student meets the graduation requirements of the sending school



A student in substitute care who was previously enrolled in a course required for graduation must be allowed the opportunity, to the extent practicable, to complete the course at no cost to the student before the beginning of the next school year.



- School staff should work with students to identify high school completion and credit recovery supports that help students make progress towards high school completion.
- Alternative mechanisms
- Appropriate high school graduation plan

Best Practices for Academic Monitoring to Promote High School Completion and Prevent Dropout



- LEAs should utilize student data reports to assist in academic progress monitoring of students in foster care. Student identification, attendance, assessment, discipline, grades and credits should be monitored on a regular basis to ensure on-time promotion & graduation.
 - Accurately coded with TSDS PEIMS Foster Care Indicator
 - Accurately coded with TSDS PEIMS At-Risk Indicator



Academic monitoring with data-driven system that will facilitate and drive positive student experiences and academic outcomes.



Review data reports

- Monitor attendance and grades
- Identify or modify academic interventions & supports
- Develop student academic goals
- Ensure students in foster care receive appropriate grades and/or credits for courses taken

Utilize data reports

- Ensure continuity of education programs, services and supports
- Ensure on-time promotion and graduation
- Provide academic progress monitoring updates to foster care parents, caseworkers, caregivers, etc.
- Assist students in foster care with post-secondary planning.



The U.S. Department of Education has identified seven key strategies for dropout prevention that apply to students in foster care:

- Use diagnostic data & data systems to identify student needs.
- Assign adult advocates to students who are at risk.
- Provide academic supports and enrichment to improve academic performance.
- Implement programs to improve students' classroom behavior and social skills.
- Personalize the learning environment and instructional process.
- Provide rigorous and relevant instruction that better engages students in learning.
- Provide the skills needed to graduate and serve students after they leave school.



Foundation High
School Program
(FHSP)

Endorsements &
Distinguished
Levels of
Achievement

Career and
Technical
Education (CTE)



The State of Texas Assessments of Academic Readiness (STAAR) and End of Course (EOC) exams measure the extent to which students have learned and are able to apply the knowledge and skills defined in the TEKS.



The 87th Texas Legislature established Accelerated Learning Committees for students who did not pass the STAAR test in reading or math (grades 3,5,& 8) (HB 4545).



Individual Graduation Committee:

- Student not passed the minimum required EOC exams, student may be eligible for IGC.
- Student receiving special education services is not subject to IGC requirements.

College, Career, and Military Readiness Exams

- Texas Success Initiative Assessment (TSIA)
- PSAT, SAT, or ACT
- Armed Services Vocational Aptitude Battery (ASVAB)

Determining When A High School Equivalency Program (HSEP) IS Appropriate



- In the event the student has not shown appropriate educational progress towards graduation, students have the opportunity to receive their Texas Certificate of High School Equivalency by taking the GED (General Education Development) or HiSET (High School Equivalency Test) exam.





Pause for Understanding

What information are you going to share from today's training?





Upcoming Trainings

Foster Care & Student Success Guide

**Chapter
12**

**Chapter
13**

**Feb. 23,
2023**

**Mar. 30,
2023**

The sessions will be from 10:00 – 11:30 a.m. CST
Register on the [Foster Care Website](#)

Questions?

If you have further questions, please email:
fostercareliaison@tea.texas.gov



Survey



https://tea.co1.qualtrics.com/jfe/form/SV_b1tELNiEiZHPUXk

