

# Foster Care 101

November 28, 2023

10:00 -11:30 AM



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*At-Risk State Coordinator*

Highly Mobile and At-Risk Student Programs

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## Highly Mobile and At-Risk Student Programs Division

Military  
Connected  
Students

Homeless  
Children &  
Youth

Child  
Abuse &  
Neglect

Pregnancy  
Related  
Services

Foster  
Care &  
Student  
Success

**Purpose:** To increase awareness, build capacity, and improve TEA supports, resources and tools available for schools to address the unique needs and statutory requirements of highly mobile and at-risk students.

We are committed to improving the school experience and education outcomes of all highly mobile and at-risk students in Texas public schools.



# Objectives



**To provide educators with useful information for addressing the educational needs of students in foster care.**



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



**Provide centralized information and resources to increase awareness and knowledge for the educator working with students in foster care.**



# Agenda

What is Foster  
Care?

Data

Foster Care  
and the Law

Foster Care  
Liaison

Promote  
Student  
Success

Foster Care  
Resources



# What is Foster Care?

# Students in Foster Care

- **Foster care** – refers to children & youth who are in custody of the State of Texas due to abuse/neglect, regardless of their living arrangements.
- A court grants legal custody of the student to DFPS (Department of Family and Protective Services) if it is determined the student cannot safely remain with a parent or legal guardian. DFPS secures a relative, foster home, or other setting to ensure the student's safety and well-being.



# DFPS (Department of Family & Protective Services)

- **Conservatorship:** used in the Texas Education Code and by DFPS to describe the status of a child who is placed in DFPS legal custody by a court order.
- Two terms used to define whether a child is in a short or long-term conservatorship:
  - **Temporary Managing Conservatorship (TMC)**
  - **Permanent Managing Conservatorship (PMC)**



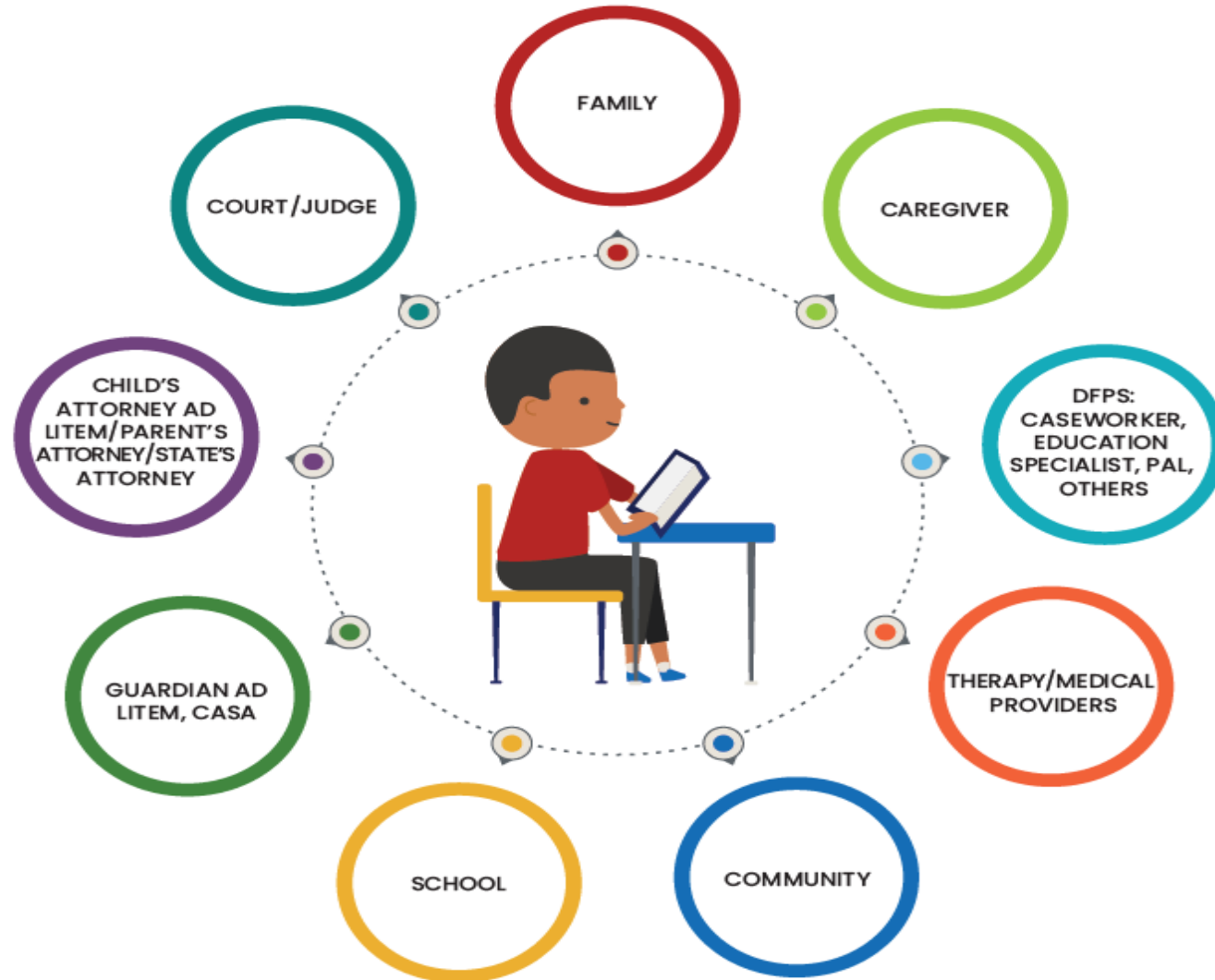
# Foster Care Placements

- DFPS may place the child in several different types of living arrangements:
  - Relative/kinship caregiver or (close family friend)
  - Foster family homes
  - Residential treatment centers and emergency shelters
  - Facilities overseen by another state agency
  - Adoptive family
  - Supervised independent living (SIL) arrangement

# Mobility

- Highly mobile children may lose four to six months of emotional, academic growth and educational progress for each school move.
- When students in foster care change schools, despite the protections in place, they may lose course credits, repeat courses they have already taken, be placed in inappropriate classes or grade levels, or not be allowed to participate in extracurricular activities.
- It is very important to support students in foster care when they come to your district/campus.

# Wheel of Support

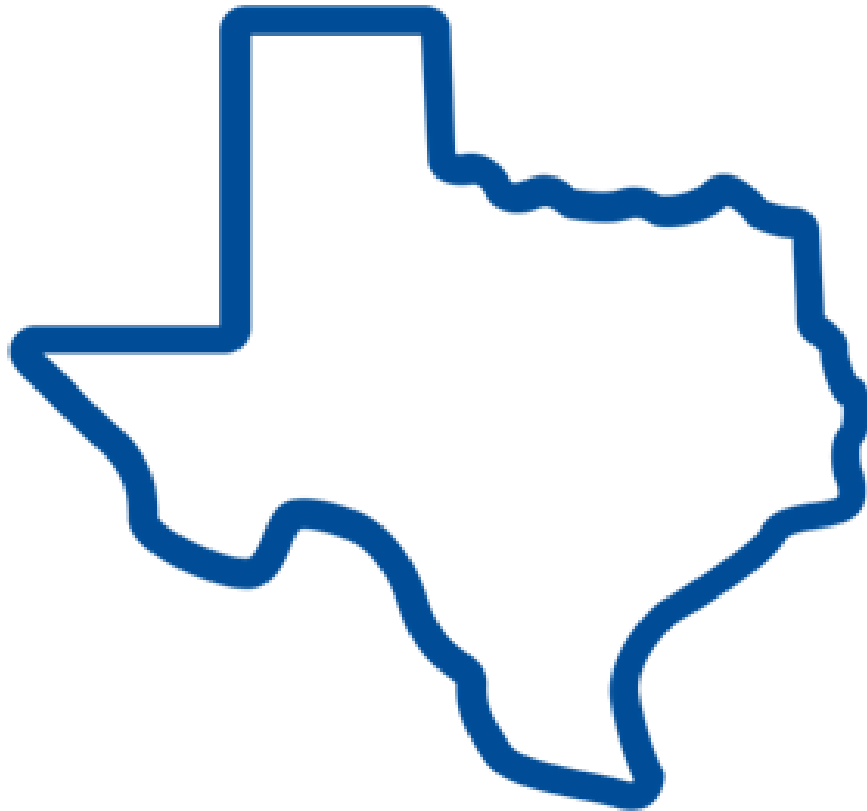




# Data



# Foster Care Identification



**Total Foster Care Students:**

**15,404**

**2021-2022 PEIMS Data**

**35,054**

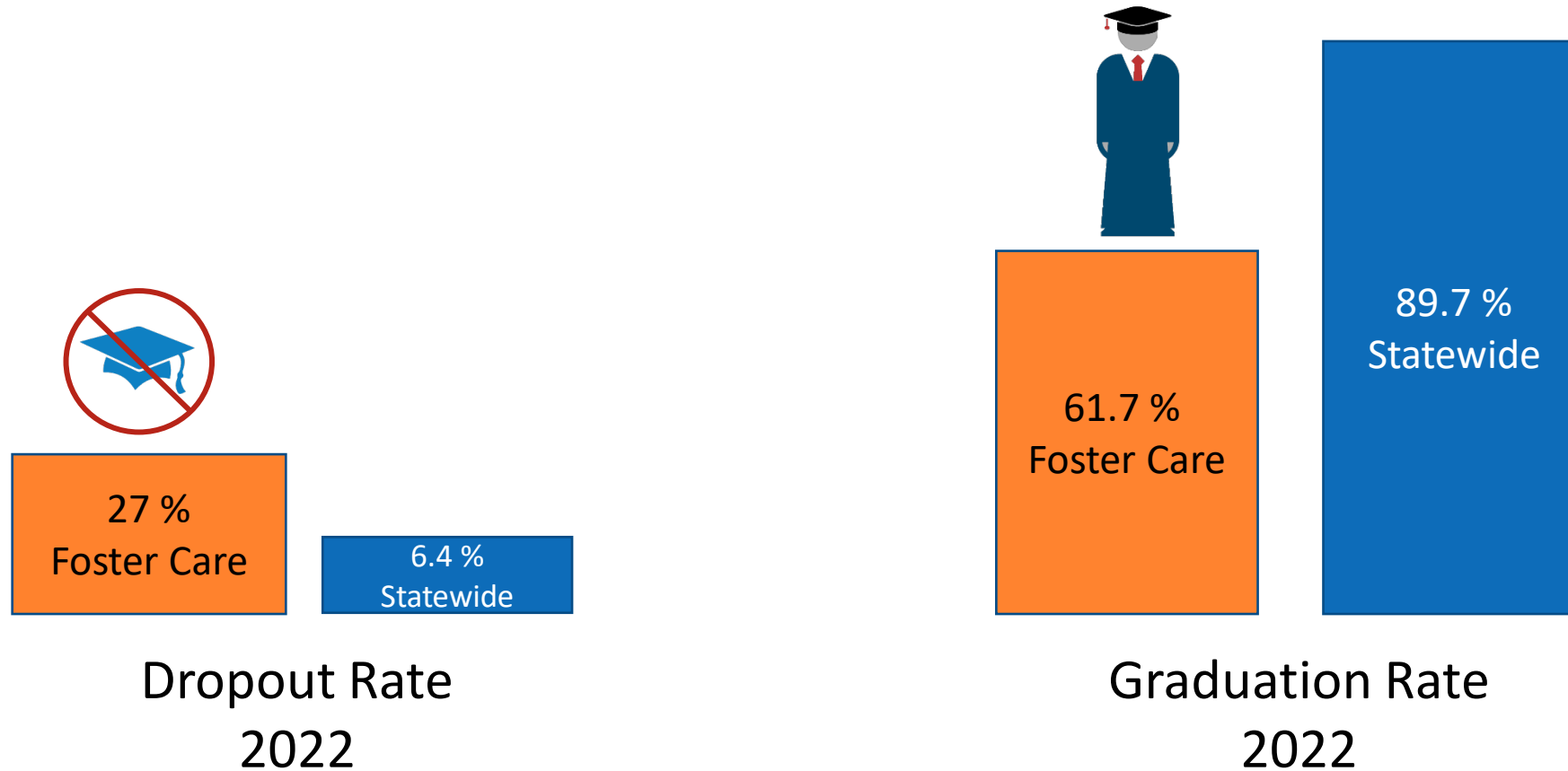
in DFPS Conservatorship  
5-18 years of age

**Under Identified**

Source: Texas Education Agency, PEIMS Standard Report Data 2021-2022  
Source: [DFPS Data Book](#)- Children in DFPS Conservatorship in Fiscal Year 2022

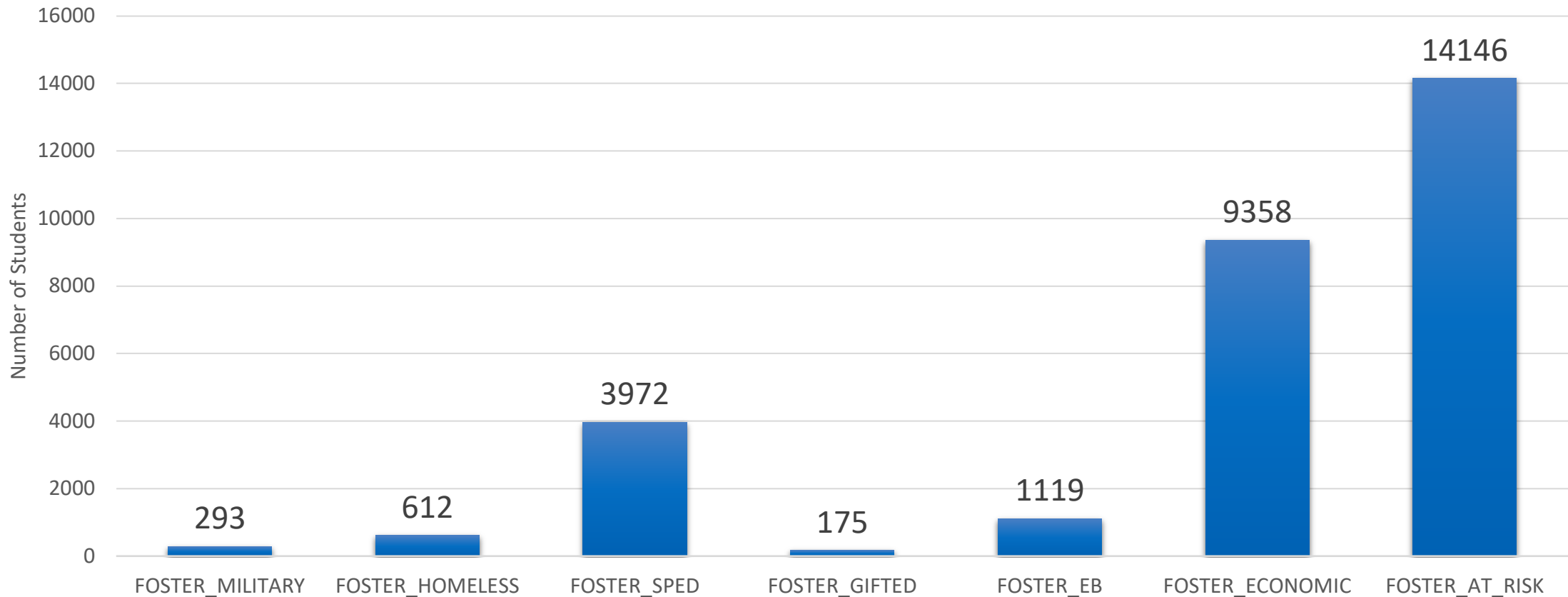
# Graduation & Dropout Data

## Students in Foster Care vs. Peers Statewide



# Foster Care & Special Populations

## Foster Care & Special Student Populations



PEIMS Fall Snapshot 2021



# Foster Care and The Law

# Every Student Succeed Act (ESSA), 2016

## EDUCATIONAL STABILITY PROVISIONS IN ESSA - BASIC OVERVIEW

<b>SCHOOL OF ORIGIN</b>	The school in which the student was enrolled upon entry into foster care or any subsequent placement change.
<b>EDUCATION BEST INTEREST DETERMINATION</b>	The decision-making process that determines what school setting is best for the child. ESSA requires educators and child welfare systems to work together and collaboratively determine which school setting is in the child's best interest, whenever possible.
<b>STREAMLINED TRANSITIONS</b>	The process for ensuring a student seamlessly transitions from one school to another, in the event of a school move ( <i>see Chapter 11: The School Experience, on page 117</i> ).
<b>DESIGNATED POINTS OF CONTACT (POC)</b>	A person who has been appointed by TEA, the LEA, or DFPS to coordinate the educational needs of students in foster care.
<b>TRANSPORTATION</b>	LEAs and DFPS must work together to ensure that a child promptly receives transportation to their school of origin when a determination is made that remaining in the school is in the child's best interest.
<b>DISPUTE RESOLUTION</b>	A process between education and child welfare systems to resolve disputes concerning education best interest decisions or transportation planning for a student in foster care to continue attending the school of origin.
<b>DATA COLLECTION AND REPORTING</b>	ESSA requires disaggregated data on students in foster care, including academic achievement, dropout, and graduation information. <sup>100</sup> Previous reauthorizations, including No Child Left Behind, did not require this information to be collected, disaggregated, and reported by TEA.

# Texas Administrative Code

**19 TAC 89 FF**  
**Subchapter**  
**FF: Transition**  
**Assistance for**  
**Highly Mobile**  
**Students Who**  
**are Homeless or**  
**in Substitute**  
**Care**

**§89.1603**  
Transfer of  
Student  
Records and  
Transcripts

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

**§89.1607**  
Evaluation  
of Student  
Records for  
Students  
Who are  
Homeless or  
in  
Substitute  
Care

**§89.1609**  
Placement  
in  
Educational  
Programs  
and Courses

# Texas Administrative Code

19 TAC 89 FF  
Subchapter  
FF: Transition  
Assistance for  
Highly Mobile  
Students Who  
are Homeless  
or in  
Substitute  
Care -  
Continued:

## §89.1611

Promotion of  
Access to  
Educational  
and  
Extracurricula  
r Programs,  
Summer  
Programs,  
Credit

## §89.1613

Promotion of  
Postsecondary  
Information.

## §89.1615

Provision  
of Special  
Education  
Services

## §89.1617

Notice to  
Student's  
Educational  
Decision-  
Maker and  
Caseworker

# Transition Assistance Toolkit



**TEA**  
Texas Education Agency

## Nutrition Benefits

TAC § 89.1605(a)(3)

All students who are identified as homeless or in foster care are eligible for Agricultural Child Nutrition Program.

Local Educational Agencies (LEAs) must ensure there is an expedited process for students who qualify to receive nutrition benefits upon enrollment. Communication with the LEA nutrition coordinator to ensure that enrollment is not charged in error or experience delays in receiving these benefits.

**Best Practices**

- Appropriate LEA or campus staff should immediately notify food services when a new student enrolls.
- Verify student coding is in alignment with effective date.
- Ensure student confidentiality.
- Collaborate with Nutrition (to establish such as approval via email).

**REMINDER:** Applications must be expedited when the student enrolls. Ensure systems and supports are student and family centered.

**TEA**  
Texas Education Agency

## Enrollment Conferences

TAC § 89.1605(b)

Local Educational Agencies (LEAs) must provide welcome packets to students who are homeless or in foster care within the first two weeks of enrollment. LEAs may include the required welcome packet contents with any existing items being provided to new students.

### Welcome Packet Required Items:

- Extracurricular activities (e.g., fine arts, athletics, etc.)
- Club activities
- Information on fee waivers
- Tutoring opportunities
- Student code of conduct
- Available student supports
- Contact information for pertinent school staff

Local Education Agencies must convene an enrollment conference with a student who is homeless or in foster care within the first two weeks, or as soon as possible after a student who is homeless or in substitute care enrolls at a new school. Participation in the meeting should be addressed on a case-by-case basis. The meeting cannot delay or impede enrollment.

The enrollment conference may be used in conjunction with an existing meeting designed for a similar purpose for newly enrolled students.

An **Enrollment Conference** is a student-centered meeting for a newly enrolled student.

- Identify academic and extracurricular interests.
- Review credits and assessment information.
- Introduce school processes and opportunities for student engagement.
- Determine social-emotional support needs.
- Develop course and instructional strategies.
- Communicate confidential information to impact a student's success, if needed.

### Key People to Consider Including:

- School Administrators
- McKinney-Vento Liaisons
- Foster Care Liaisons
- School Counselors

**Others to Include\*:**

LEA AND CAMPUS STAFF	COMMUNITY SUPPORT
<ul style="list-style-type: none"> <li>Special Program Staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, etc.)</li> <li>Teachers</li> <li>Social Workers</li> <li>Dropout Prevention Specialist</li> <li>Attendance/Tuancy Officer</li> </ul>	<ul style="list-style-type: none"> <li>Parent or Guardian</li> <li>Relative or Foster Placement Caregiver</li> <li>Texas DFPS Caseworker</li> <li>DFPS Educational Decision Maker</li> <li>CASA Volunteer</li> </ul>

\*Additional people may be invited, as needed.  
\*\*Discussion topics are required in TAC § 89.1605(b)(3) and should be adapted to meet the unique needs of each student.

**TEA**  
Texas Education Agency

## Student Welcome Packet Requirements and Best Practices

TAC § 89.1605(a)(1)

Local Educational Agencies (LEAs) must provide welcome packets to students who are homeless or in foster care within the first two weeks of enrollment. LEAs may include the required welcome packet contents with any existing items being provided to new students.

### Welcome Packet Required Items:

- Contact information for key school staff members:
  - School counselors
  - Nurses
  - Social workers
  - Foster Care Liaison
  - McKinney-Vento Liaison
  - Principal & Assistant Principals
  - Registrars
  - Nutrition coordinators
  - Transportation specialists
  - Additional support staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, 504 programs, Pregnancy Related Services)

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Texas Education Agency

## School Introductions to Ease Transitions

TAC § 89.1605(a)(2)

School introductions are welcoming activities provided by the school to new students. Staff can introduce students to the school in a variety of ways, such as giving tours of the campus, hosting welcome events, and providing one-on-one student support. These activities can help students acclimate to their new environment, adjust academically, meet new friends, and participate in extracurricular activities. While LEAs are required to provide introductions to students who are homeless or in foster care, these supports are beneficial for easing the transitions of all newly enrolled students.

### Strategies to Ease Transitions

- Provide introductions (e.g., staff introductions, campus tours, activities, welcome events, etc.) within two weeks of enrollment.
- Implement mentoring programs in which staff or community mentors can facilitate introductions, have lunch with students, and check-in with students throughout the day.
- Provide information on peer-to-peer programs, such as student-led activities, clubs, programs, extracurriculars, etc.
- Designate a staff member to whom the student can reach out for support and services. This person provides a safe space for the student to share any concerns, needs, or life changes.

### Key Contacts

- Campus staff members.
- Staff members who have been designated as student mentors.
- Community mentor sponsor. Student-led groups.
- Student ambassadors and faculty sponsors.

### Student Ambassadors

Student ambassadors are students who represent the school and introduce new students to the campus and its culture. Student ambassadors are familiar with the campus environment and have a positive attitude, great communication skills, leadership qualities, and are accepting of others.

**Student ambassadors can organize and/or participate in the following activities:**

- Newcomer social events throughout the school year.
- Tours of the campus library, nurse's office, counseling office, gym, and cafeteria.
- Accompanying new students to lunch during the first week of school.



# Reminders – Transition Assistance (TAC 89 FF)

- All newly enrolled foster care and homeless students must:
  - Have an enrollment conference (within first 2 weeks of enrolling or as soon as feasible).
  - Receive a welcome packet with information and resources about the school.
  - Be provided a warm-introduction to the school, provided a tour of the campus, meeting relevant staff, learning about school opportunities, etc.
  - Receive expedited nutrition benefits, from the first day of enrollment (without delay).
- TEA has a [Transition Assistance Toolkit](#) with resources to assist school leaders with these activities.
- View Transition Assistance Webinars on YouTube
  - [Transition Assistance Part I](#) (Recorded March 1, 2023)
  - [Transition Assistance Part II](#) (Recorded April 5, 2023)
- Scan the QR code to download TAC 89 FF



# TSDS PEIMS Foster Care Codes

Code Table Id	Name	XML Name	Date Issued	Date Updated
C196	FOSTER-CARE-TYPE-CODE	TX-FosterCareIndicatorType	08/01/2013	9/1/2021
Code	Translation			
0	Student is not currently in the conservatorship of the Department of Family and Protective Services			
1	Student is currently in the conservatorship of the Department of Family and Protective Services			
2	Pre-kindergarten student was previously in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code.			
3	Pre-kindergarten student is or ever has been in foster care in another state or territory, if the child resides in this state (Texas). TEC, §29.153(b).			

# Foster Care Pre-K Verification – Code 03

- Foster Care PEIMS Code 03 - TEC § 29.153(6)(B) to extend free pre-kindergarten eligibility to children who are or have been in foster care in another state or territory and reside in Texas.
- Acceptable documentation to support this requirement may include:
  - Official paperwork from state or county welfare system.
  - Foster care documents stating closure of a case
  - Redacted court order documents
  - Adoption paperwork completed by the originating state
- *\*Updated Foster Care FAQ with this information available (FAQ - PEIMS #3, Pre-K #4, #5)*

# Foster Care PEIMS Guidance

## TEA Foster Care | PEIMS Coding | Supplemental Guidance

To streamline enrollment and clarify expectations regarding the PEIMS indicator code, identifying students in foster care and acceptable documentation TEA developed the guidance below. Please ensure that Campus Administrators, PEIMS Coordinators, Foster Care Liaisons, Registrars, Counselors, and other personnel who develop and support enrollment processes are informed.

**Defining “foster care” for PEIMS:** The general term “foster care” for education purposes includes *all* students in the **managing conservatorship (legal custody) of the Texas Department of Family and Protective Services (DFPS).**

- This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS.<sup>1</sup>
- The Texas Legislature only granted TEA permission to collect the “foster care” status of students in Texas DFPS Managing Conservatorship, therefore student’s from another state’s foster care system and students who are identified as Unaccompanied Refugee Minors (URM) living in Texas, although both may be considered in “foster care” should not be coded for the purpose of PEIMS.

**Acceptable Documentation for PEIMS:** Schools may accept any official Texas Department of Family and Protective Services form, listed below, **that designate that a student is in Texas DFPS Managing Conservatorship**. A school may also accept a copy of the court order for this purpose.

*{Forms do not include letters or memos on DFPS letterhead (unless for the purposes of pre-k verification)<sup>2</sup> or other documentation from contracted Child Placing Agencies stating that a student is in DFPS Managing Conservatorship.}*

### Acceptable Documentation:

- All forms in the 2085 series:
  - Foster Care/Residential Care - 2085 FC
  - Kinship or Other Non-Foster Caregiver - 2085 KO
  - Verified Kinship Foster Caregiver - 2085 KF
  - Legal Risk - 2085 LR
  - Home and Community-based Services (HCS) - 2085 HCS
  - Supervised Independent Living - 2085 SIL
  - Designation of Education Decision-Maker - 2085 E<sup>3</sup>

<sup>1</sup> A ‘Kinship’ Caregiver is a relative or fictive kin who provides care for a child. A relative is a member of the child’s biological family. A fictive kin is a person who has a longstanding and significant relationship with a child in DFPS conservatorship or with the child’s family. For more information about “foster care” and other settings a student may live in visit pg. 36 of the [Foster Care & Student Success Resource Guide](#).

<sup>2</sup> If a student is eligible for prekindergarten because the student *is or ever has been* in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code, the parent or caregiver of the child will be mailed a verification letter of prekindergarten eligibility. *Districts are asked to accept the DFPS letter as proof of eligibility to enroll these children in free prekindergarten.* For assistance in obtaining a letter, please contact the DFPS [Education Specialists](#) in your area for assistance or for a description of other forms of proof of eligibility. Additional information is provided on pg. 74 of the [Foster Care & Student Success Resource Guide](#).

<sup>3</sup> **All** students in DFPS Managing Conservatorship are required to present an Education Decision-Maker 2085 (E-2085) form at enrollment in accordance with Family Code § 263.004. If a student does not have this form at enrollment, please request it. The form includes the contact information for the education decision-maker and caseworker. Schools, in accordance with TEC § 25.007 **are required** to notify the education decision-maker and caseworker regarding any event that may significantly impact the education of a child. It is critical that schools receive this form and store it with other privacy-protected records. The [Foster Care](#)

October 2015

## TEA Foster Care | PEIMS Coding | Supplemental Guidance

- Designation of Medical Consenter - 2085 B
- DFPS Kinship Caregiver Agreement - 0695
- Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).

### Non-Acceptable Documentation:

- Placement Authorization forms from Child Placing Agencies\*
- Letters from Child Placing Agencies\*
- Memorandums and Letters on DFPS letterhead (*unless for pre-k verification*)\*\*
- Documents from another state’s child welfare system\*\*\*
- Authorization Agreement for Nonparent Relative or Voluntary Caregiver - The State of Texas\*\*\*
- Agreement for a Parental Child Safety Placement - DFPS 2298\*\*\*
- Home and Community-based Services (HCS), Department of Aging and Disability Services - Form 8665\*\*
- Documentation that a student is in conservatorship under another party other than Texas DFPS (e.g. Unaccompanied Refugee Minors)\*\*\*
- Court/and or Legal paperwork stating another party outside of Texas DFPS is legally authorized representative or the custodial parent\*\*\*\*

\*Students with this documentation **are likely** in DFPS managing conservatorship and will also have a 2085.

\*\* Students with this documentation **may or may not** be in DFPS managing conservatorship. Students who are in DFPS conservatorship will also have a 2085.

\*\*\*Student’s with this documentation **are not** in Texas DFPS managing conservatorship.

Please remember that the “foster care” status of students is highly confidential. Foster care status and related information should be handled with the utmost sensitivity and in accordance with all FERPA guidelines. All foster care related documents should be stored under lock and key with other privacy protected records. Providing training for registrars, counselors, and school staff on confidentiality and sensitivity when enrolling students in foster care is highly recommended.

[Foster Care & Student Success Resource Guide](#) contains additional information in [Chapter 9](#) and on pg. 91, regarding education decision-making and who to contact for what purpose(s).

October 2015



# Foster Care Liaison

# Foster Care Liaison Requirement

## Texas Education Code Sec. 33.904

### LIAISON FOR CERTAIN CHILDREN IN CONSERVATORSHIP OF THE STATE

#### (a) Each school district and open-enrollment charter school shall:

- (1) 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 in the district or area served by the charter school who is in the conservatorship of the state; and
- 2) submit the liaison's name and contact information to the agency in a format and under the schedule determined by the Commissioner.

(b) The agency shall provide information to the liaisons on practice for facilitating the enrollment in or transfer to a public school or open-enrollment charter school of children who are in the conservatorship of the state.

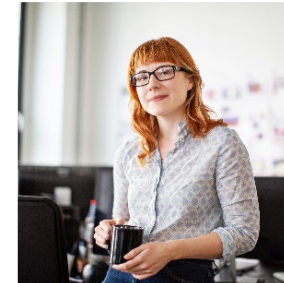
# Foster Care Liaison Expectations

## Foster Care & Student Success Guide: Chapter 5



Update AskTED on TEA website of the Foster Care Point of Contact for the District

Implement systems of support and ease of transition for students in foster care.



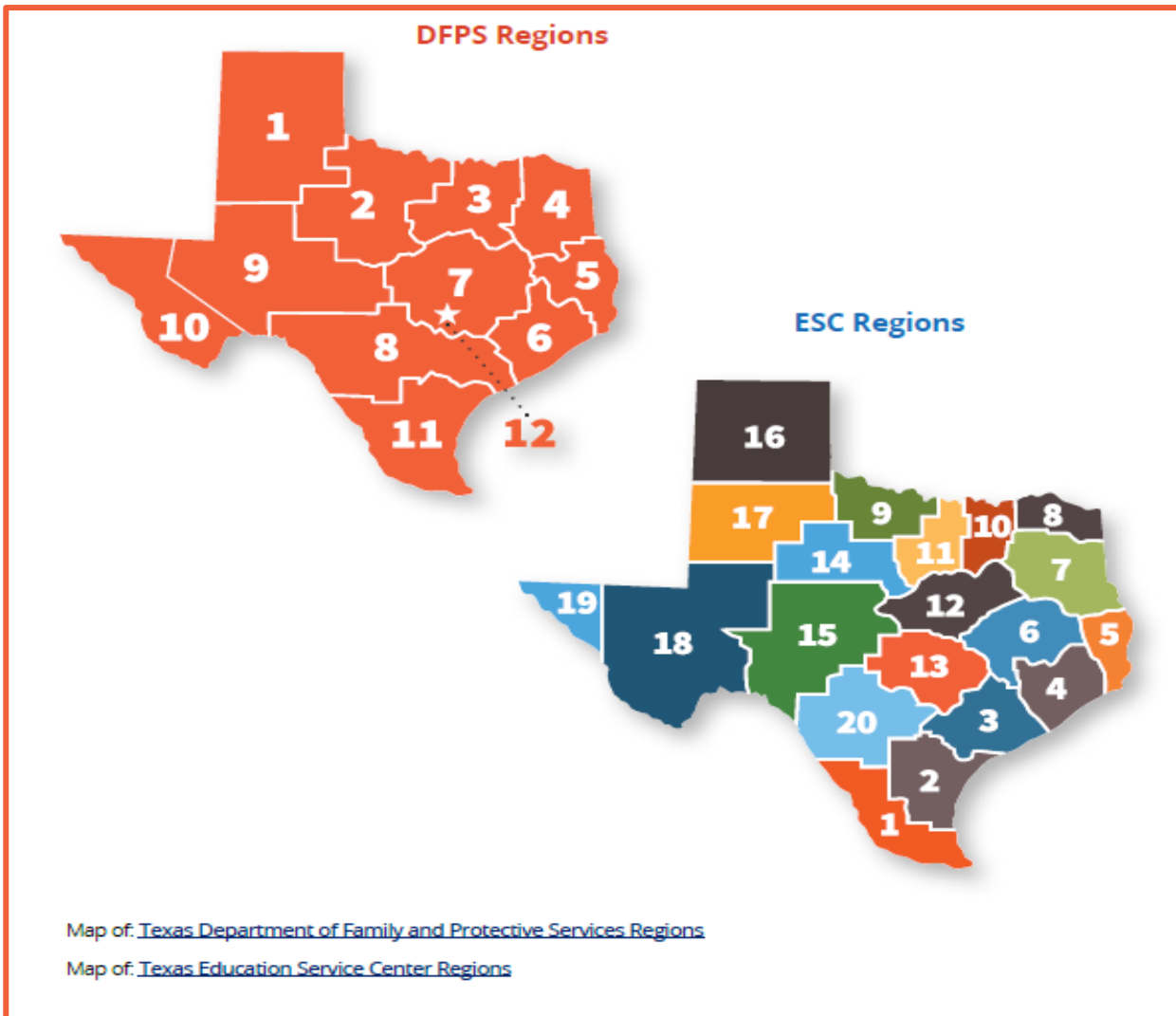
Facilitate training, coordinate across departments, and provide technical support to the LEA.

# Getting Started: Foster Care Liaison

- Foster Care POC: “Campus Champions”
- Implement school transitions requirement
- Streamline enrollment process
- Accurately identify students in PEIMS
- Nutrition benefits
- Provide supports to students
- Coordinate withdrawal and records transfer process
- Work with DFPS case managers and Educational Specialist
- Provide training to the district
- Coordinate with school counselor to ensure on track graduation
- Encourage transition into adulthood and post-secondary opportunities
- Promote practices that align with Texas Law



# DFPS and ESC Regions



- Existing points of contact in the both education and child welfare systems can help Texas to meet these new requirements.
- DFPS Education Specialists
- District/Charter School Foster Care Liaisons and ESC Foster Care Champions

# Regional Texas Contacts

ESC Foster Care Champions		
ESC Region	Name	Email
ESC Region 1	Manual Salinas	<a href="mailto:mansalinas@esc1.net">mansalinas@esc1.net</a>
ESC Region 2	Valarie Buhidar	<a href="mailto:valarie.buhidar@esc2.us">valarie.buhidar@esc2.us</a>
ESC Region 3	Beverly Wyatt, MA	<a href="mailto:bw Wyatt@esc3.net">bw Wyatt@esc3.net</a>
ESC Region 4	LaShonda Evans	<a href="mailto:Lashonda.evans@esc4.net">Lashonda.evans@esc4.net</a>
ESC Region 5	Brenda Thompson	<a href="mailto:brendat@esc5.net">brendat@esc5.net</a>
ESC Region 6	Albert H. Archuleta	<a href="mailto:aarchuleta@esc6.net">aarchuleta@esc6.net</a>
ESC Region 7	Tara Evers	<a href="mailto:tevers@esc7.net">tevers@esc7.net</a>
ESC Region 8	Nikki Jones	<a href="mailto:njones@reg8.net">njones@reg8.net</a>
ESC Region 9	Lacy Murphy	<a href="mailto:Lacy.murphey@esc9.net">Lacy.murphey@esc9.net</a>
ESC Region 10	Sonia Rhykerd	<a href="mailto:Sonia.Rhykerd@region10.org">Sonia.Rhykerd@region10.org</a>
ESC Region 11	Christie Miller	<a href="mailto:cjmiller@esc11.net">cjmiller@esc11.net</a>
ESC Region 11	Melissa Sulak	<a href="mailto:msulak@esc11.net">msulak@esc11.net</a>
ESC Region 12	Amberly Walker	<a href="mailto:awalker@esc12.net">awalker@esc12.net</a>
ESC Region 13	Jerretta Jimmerson Davenport	<a href="mailto:jerretta.jimmersondavenport@esc13.txed.net">jerretta.jimmersondavenport@esc13.txed.net</a>
ESC Region 13	Cheryl Myers	<a href="mailto:Cheryl.myers@esc13.txed.net">Cheryl.myers@esc13.txed.net</a>
ESC Region 14	Tina Haywood	<a href="mailto:thaywood@esc14.net">thaywood@esc14.net</a>
ESC Region 14	Valerie Roper	<a href="mailto:vproper@esc14.net">vproper@esc14.net</a>
ESC Region 15	Lesley Casarez	<a href="mailto:Lesley.Casarez@esc15.net">Lesley.Casarez@esc15.net</a>
ESC Region 16	Vickie Ansley	<a href="mailto:Vickie.ansley@esc16.net">Vickie.ansley@esc16.net</a>
ESC Region 16	Amee Childers	<a href="mailto:Amee.childers@esc16.net">Amee.childers@esc16.net</a>
ESC Region 17	Anna Phillips	<a href="mailto:aphillips@esc17.net">aphillips@esc17.net</a>
ESC Region 18	Elizabeth Garza	<a href="mailto:egarza@esc18.net">egarza@esc18.net</a>
ESC Region 18	Sharla Gersbach	<a href="mailto:Sharla.gersbach@esc18.net">Sharla.gersbach@esc18.net</a>
ESC Region 19	Kimberly Guerrero	<a href="mailto:koquerrero@esc19.net">koquerrero@esc19.net</a>
ESC Region 19	Nicole Morales	<a href="mailto:nmorales@esc19.net">nmorales@esc19.net</a>
ESC Region 20	Lisa Ranallo	<a href="mailto:Lisa.ranallo@esc20.net">Lisa.ranallo@esc20.net</a>

ESC Foster Care Champions

CPS regional education specialists help students in substitute care, and are a resource to CPS staff, caregivers, and community stakeholders. If you don't know your region, you can [look it up](#) by county.



*find your DFPS region by county*

Region	Specialist	Phone Number
1	<a href="#">Pauline Taylor</a>	(806) 786-4961
2	<a href="#">Terri Powdrill</a>	(325) 340-2873
3E	<a href="#">Carolyn J. Marshall</a>	(214) 236-5015
3W	<a href="#">Blythe Ortega</a>	(817) 781-0217
4	<a href="#">Kathy Thurman</a>	(903) 440-3339
5	<a href="#">Keri Louviere</a>	(409) 221-1589
6A Harris County only	<a href="#">Felicia Bennett Chambers</a>	(832) 454-5874
6B All other counties	<a href="#">Jennifer Heimbach</a>	(936) 524-0693
7	<a href="#">Tammy Lee</a>	(512) 581-8132
8	<a href="#">Makada Ward</a>	(210) 213-3524
9/10	<a href="#">Perla Collins</a>	(915) 929-9678
11	<a href="#">Mitzi Puentes</a>	(956) 257-6255
12 (State Office)	<a href="#">Felicia Penn</a>	(737) 249-8357

DFPS Educational Specialist

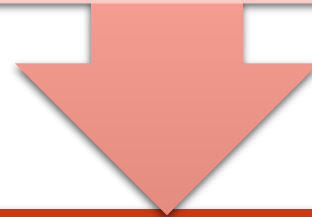
# Foster Care Documentation

## Documentation needed for Foster Care PEIMS Identification

DFPS Placement  
Authorization Form 2085

DFPS Designated Education  
Decision-Maker Form 2085-E

Court Order




### 2085 Series:

Foster Care/Residential Care - 2085 FC

Kinship or Other Non-Foster Caregiver - 2085 KO

Legal Risk - 2085 LR

# Placement Authorization 2085


 Texas Department of Family and Protective Services
 Form K.908-2085KO  
Revised April 2020

**PLACEMENT AUTHORIZATION – KINSHIP OR OTHER NON-FOSTER CAREGIVER**

**Purpose:** Use this form to authorize placement in a regular kinship placement.

**Directions:** To complete this form, see 2085KOins. After completing this form mark each box to indicate that information has been reviewed with the caregiver. Obtain signatures and give the original to the caregiver and maintain a copy in the case record. Contact your supervisor for issues regarding use of this form with regular kinship placements.

**CHILD'S INFORMATION**


The Texas Department of Family and Protective Services (DFPS) has managing conservator of

Child's Name:	Person ID:	Medicaid No.	Date of Birth:
Legal County:	Court No.:	Cause No.:	Date of Placement:
Ethnicity: <input type="checkbox"/> Hispanic <input type="checkbox"/> Other	Race: <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Unable to Determine <input type="checkbox"/> Native Hawaiian/Pacific Islander		

**CAREGIVER INFORMATION**

Caregiver's Name:	Relationship to child. Select all that apply: <input type="checkbox"/> Relative <input type="checkbox"/> Temporary Possessory Conservator <input type="checkbox"/> Other:
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Page 1 of 4


 Texas Department of Family and Protective Services
 Form K.908-2085KO  
Revised April 2020

**SIGNATURES**

DFPS, at its sole discretion, may remove the child from the caregiver at any time, subject to applicable court orders.

Kinship Caregiver: <b>X</b>	Date Signed:	Telephone No. :
DFPS Caseworker: <b>X</b>	Date Signed:	Telephone No. :
DFPS Supervisor: <b>X</b>	Date Signed:	Telephone No. :

Page 4 of 4

All forms in the 2085 series:

Foster Care/Residential Care - 2085 FC

Kinship or Other Non-Foster Caregiver - 2085 KO

Legal Risk - 2085 LR

# Educational Decision Maker Form – 2085E



Form K-908-2085-E  
Revised September 2015

## DESIGNATION OF EDUCATION DECISION-MAKER CHILD PROTECTIVE SERVICES (CPS) - PERMANENCY

**Purpose:** DFPS must ensure that this form is provided to the court and the child's school under Texas Family Code §263.004 within five days of the Adversary Hearing. DFPS must inform the court of any changes in the Education Decision-Maker or Surrogate Parent, if applicable, in the next permanency hearing report. DFPS must provide the updated information to the school no later than five days after any changes in the Education Decision-Maker or Surrogate Parent, if applicable.

**Directions:** To complete this form, fill in all applicable fields. For additional questions, contact your Regional Education Specialist. DFPS staff may not appoint a surrogate parent. DFPS staff may only list the name of the surrogate parent appointed by the court or the school.

### SECTION 1: AUTHORITY TO MAKE EDUCATION DECISIONS

The Texas Department of Family and Protective Services (DFPS) is authorized by court order as provided in the Texas Family Code §153.371 to make education decisions on behalf of the following child currently in the conservatorship of DFPS.

Child's Full Name: \_\_\_\_\_ Child's DFPS IMPACT Person ID: \_\_\_\_\_ Child's Medicaid Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ County: \_\_\_\_\_ Court Number: \_\_\_\_\_ Cause Number: \_\_\_\_\_

DFPS delegates to the following individual(s) (hereinafter referred to as the Education Decision-Maker) the education decision-making responsibilities on behalf of the child as described in this form. **Note: A representative of DFPS may be named as a primary and and/or backup Education Decision-Maker.**

Designated primary Education Decision-Maker (and spouse, if applicable): \_\_\_\_\_ Date of designation: \_\_\_\_\_

Email: \_\_\_\_\_ Telephone Number(s): \_\_\_\_\_

Backup Education Decision-Maker: \_\_\_\_\_ Date of designation: \_\_\_\_\_

Surrogate Education Decision-Maker for special education decisions: \_\_\_\_\_ Date of designation: \_\_\_\_\_ Designated by:  
 Court  
 ISD

Email: \_\_\_\_\_ Telephone Number(s): \_\_\_\_\_

### SECTION 2: SPECIAL EDUCATION RIGHTS AND RESPONSIBILITIES — IF APPLICABLE

Federal and state law authorize the individual who is acting in the role of the child's parent or who is appointed by the school or the court to be the "surrogate parent" for the child to exercise the rights and responsibilities as outlined by the Individuals with Disabilities Education Act and state law and rule. The individual is usually the foster parent or daily caregiver, but may be a Court Appointed Special Advocate or other individual with knowledge of the child. In some cases the biological parent may retain the right to make certain special education decisions.

The law does not allow a DFPS staff person, school district staff, or anyone employed to provide care or treatment for the child to act as the parent or surrogate for special education decision-making. A foster parent is not considered a person employed to provide care for the child.

At age 18, the rights of the parent to make education decisions are transferred to the child, except for the child with a disability who has been determined to be incapacitated under state law.

### SECTION 3: ACKNOWLEDGMENT, AGREEMENT, AND SIGNATURES

As the Education Decision-Maker, I acknowledge and agree that:

- I have no professional interests that conflict with the interest of the child I represent.
- I will comply with the Education Decision-Maker Rights and Responsibilities as described in SECTION 3.
- I understand that failure to cooperate with DFPS may be the basis for revoking this designation.

Education Decision-Maker signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

X \_\_\_\_\_

Backup Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

X \_\_\_\_\_

DFPS Caseworker (print name): \_\_\_\_\_ Phone Number: \_\_\_\_\_ Alternate Phone Number: \_\_\_\_\_

X \_\_\_\_\_

Email Address: \_\_\_\_\_

DFPS Supervisor (print name): \_\_\_\_\_ Phone Number: \_\_\_\_\_ Alternate Phone Number: \_\_\_\_\_

X \_\_\_\_\_

Email Address: \_\_\_\_\_

Child's daily caregiver or facility staff (if different from Education Decision-Maker) (print name): \_\_\_\_\_ Phone Number: \_\_\_\_\_ Alternate Phone Number: \_\_\_\_\_

X \_\_\_\_\_

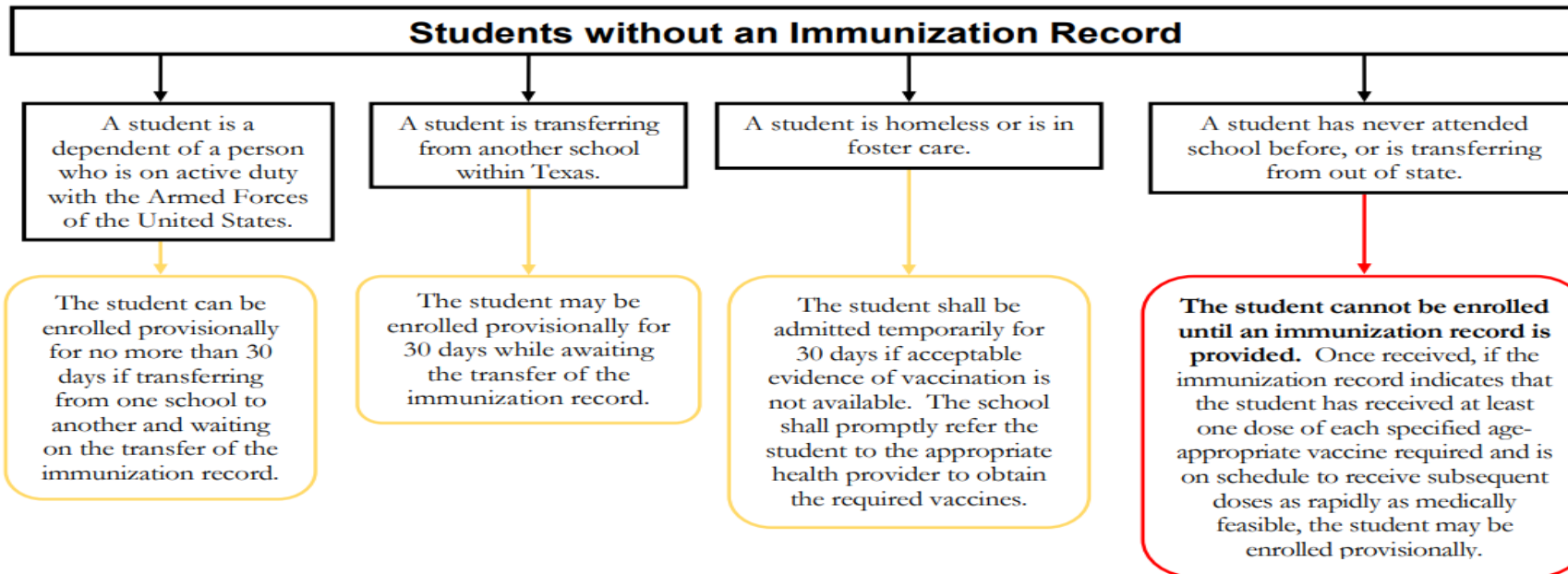
Email Address: \_\_\_\_\_

# Immunization – Provisional Enrollment Resource

## Texas Department of State Health Services, Immunization Unit Provisional Enrollment for Students (Non-Higher Education; Non-Veterinary Students)

The following charts are intended to aid school nurses, office staff, private practitioners and the general public in understanding the eligibility of students enrolling in Texas schools in accordance with Title 25, Rules §97.66 and §97.69 of the Texas Administrative Code. Please consult §97.65 and §97.68 of the Texas Administrative Code for guidance on verification of immunity/history of illness and acceptable evidence of vaccination(s).

**NOTE:** This resource does not apply to child-care facilities. Please refer to §97.66 for provisional enrollment criteria that apply to child-care facilities.



For more information, please contact the Immunization Unit at (800) 252-9152 or visit <https://www.dshs.texas.gov/immunize/>.



# Educational Best-Interest Coordination

STUDENT WELFARE  
STUDENT SUPPORT SERVICES

FFC  
(EXHIBIT)

## Exhibit A—Student in Foster Care Educational Best-Interest Factors

A student in foster care may remain at his or her school of origin unless it is not in the child's best interest. "School of origin" is defined as the school that the student is attending at the time of the student's placement in foster care or during any subsequent change in placement. This form provides information that will help the Department of Family and Protective Services (DFPS) to determine whether it is in the best interest of a student in foster care to remain in the school of origin when there is an initial placement in foster care or a change in residential placement. DFPS should collaborate with the District to evaluate what is best for the student's education.

When the school becomes aware that a student is placed in foster care, this form should be completed by representatives from the student's school of origin who are knowledgeable about the student and are able to provide feedback on how changing schools would impact the student's academic, social, and emotional well-being; significant relationships that the student may have formed with staff and peers; and other factors. These individuals could include the student's teacher, counselor, coach, foster care liaison, or other meaningful person in the student's life. Each District representative should complete a separate form. The timeline for completion may vary based on individual circumstances, including the type of foster care placement and the nature of the emergency.

Completed forms should be provided to the District foster care liaison, who will share the form with the student's education decision-maker and caseworker and help facilitate further collaboration.

Student's name: \_\_\_\_\_

Student's grade level: \_\_\_\_\_

Student's school at time of placement in foster care/change of placement (*school of origin*): \_\_\_\_\_

School where the student resides, if known: \_\_\_\_\_

Name and title of person completing form: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

### Student Preferences

Has the student expressed any preferences regarding which school the student will attend? Please provide details.

\_\_\_\_\_

DATE ISSUED: 9/27/2021

1 of 4

UPDATE 64

FFC(EXHIBIT)-RRM

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- TASB Education Best Interest Form
- Supports Coordination with DFPS
- To be filled out by Foster Care Liaison/school staff and provided to DFPS to support education decision-making
- Located on the [TEA Foster Care resources page](#)

# Transportation Template for Students in Foster Care

STUDENT WELFARE  
STUDENT SUPPORT SERVICES

FFC  
(EXHIBIT)

## Exhibit B—Individual Transportation Plan Template for Student in Foster Care

**Note:** For additional guidance, see the Texas Education Agency's [Foster Care and Student Success website](#)<sup>1</sup> and the U.S. Department of Education and Health and Human Services' [Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#).<sup>2</sup>

Based on the determination that it is in the student's best interest to remain in the school of origin, this plan addresses how transportation to the school of origin will be provided, arranged, and funded. The goal of this plan is to allow the student to remain in the school of origin without interruption.

In developing this transportation plan, participants evaluated student safety, cost effectiveness, reliability, and time and distance of the commute. Efforts were made to avoid or mitigate any additional costs.

### Student Information

Student's name: \_\_\_\_\_

Student's grade level: \_\_\_\_\_

Student's foster parent or caregiver: \_\_\_\_\_

Student's school of origin: \_\_\_\_\_

Address at which student is currently living: \_\_\_\_\_

School that the student would attend based on current address: \_\_\_\_\_

### Participants in Plan Development

The following District personnel were involved in the development of this plan:

*[List the names and positions as appropriate.]*

District foster care liaison: \_\_\_\_\_

Title I director: \_\_\_\_\_

Transportation director: \_\_\_\_\_

McKinney-Vento homeless liaison: \_\_\_\_\_

Special education director: \_\_\_\_\_

Principal at school of origin: \_\_\_\_\_

DATE ISSUED: 9/27/2021

1 of 4

UPDATE 64

FFC(EXHIBIT)-RRR

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- TASB Transportation Procedure Planning Template
- Transportation Procedures
- Transportation Strategies
- Individual Transportation Plan
- Located on the [TEA Foster Care resources page](#)



# Reminders for Students in Foster Care



- **Foster Care Liaison Appointed**
- **Identification & Documentation (2085 & 2085E)**
- **Immediate Enrollment**
- **School Nutrition Benefits**
- **Provide Training to Staff**
- **Collaborate w/Child Welfare**

# Pause for Processing



- What bright ideas have you received from the presentation?
- What information sparked ideas about what you can do within your LEA?



# Promote Student Success



## Tip

- By creating a school environment where children feel safe & connected, schools can cultivate important protective factors that promote resiliency & help realize the potential of all students.



## TEA supports

- [TEA Grief Informed and Trauma Informed Practices webpage](#)
- [Project Restore](#)
- [MentalHealthTX.Org](#)

## Law

- TEC §38.351 requires LEAs to train school staff on grief-informed and trauma-informed practices.
- TEC §38.036 requires LEAs to adopt & implement policy regarding the integration of trauma-informed practices in each school environment.





Select DFPS Regional Educational Specialist offer specialized training on trauma-informed care and classroom strategies. Regional education specialists may attend all notified Manifestation Determination Hearings and school disciplinary hearings as well as education-related meetings, including ARDs, Transition Planning, and Circles of Support at juvenile justice facilities, residential treatment centers, and emergency shelters. It is important that the LEA Foster Care Liaison and DFPS Education Specialists are in close communication to support the student's needs.



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.

# College Tuition and Fee Waiver

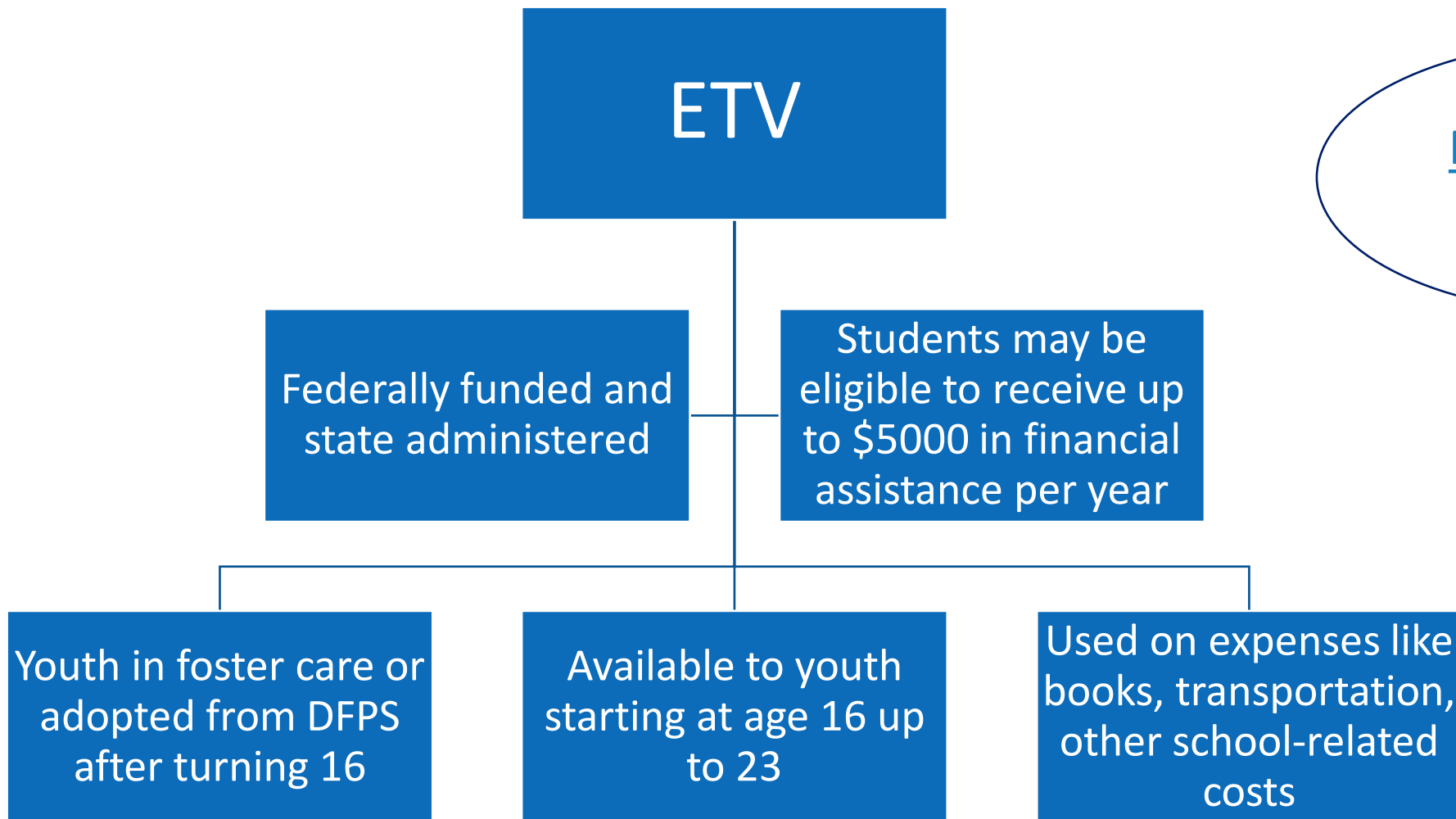


- Youth are eligible to have college tuition and fee waived in TX state-supported colleges or universities, public medical schools, public dental schools, public junior colleges, and public technical institutions.
- A youth must have been in DFPS conservatorship before an adoption or PMC was granted to be eligible for the college tuition and fee waiver.
- School staff should help students to activate the college tuition and fee waiver while they are still in high school.



**Note:** The tuition and fee waiver is verified in the form of a letter from Texas Department of Family and Protective Services provided to the youth to present to their institution of higher education. Schools may require that the student provide new letter each academic year.

# Education and Training Voucher (ETV) Program



[DFPS ETV Program page](#)  
for more information.



# Free Application for Federal Student Aid (FAFSA)



It is important that students applying for college fill out their FAFSA accurately to qualify for the maximum number of scholarships and financial resources available.

Students applying for financial aid in Texas should submit their FAFSA applications by the priority deadline in order to maximize the amount of aid they may receive.



## Did You Know?

In accordance with TEC § 28.0256, beginning in the 2021-2022 school year with students enrolled in the 12<sup>th</sup> grade, each student must do one of the following in order to graduate:

- ✓ Complete and submit a FAFSA;
- ✓ Complete and submit a Texas Application for State Financial Aid (TASFA); or
- ✓ Submit a signed opt-out form.



# Foster Care Resources

# Foster Care and Student Success Resource Guide Webpage

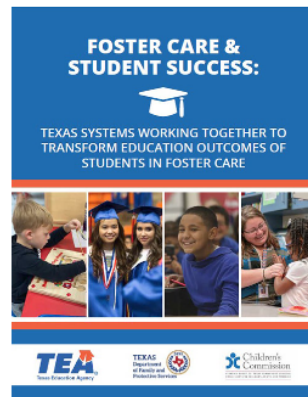
## Updated Resource Guide 2022

The latest version of the Texas Foster Care and Student Success Guide (2022) is built upon the foundation of the original Foster Care and Student Success Guide (2013) and includes updated content throughout. Notably the guide now includes updates from three Texas Legislative Sessions, and adds two new chapters.

[Download Updated Resource Guide](#)

Individual chapter downloads are also available below.

## Cover and Front Matter



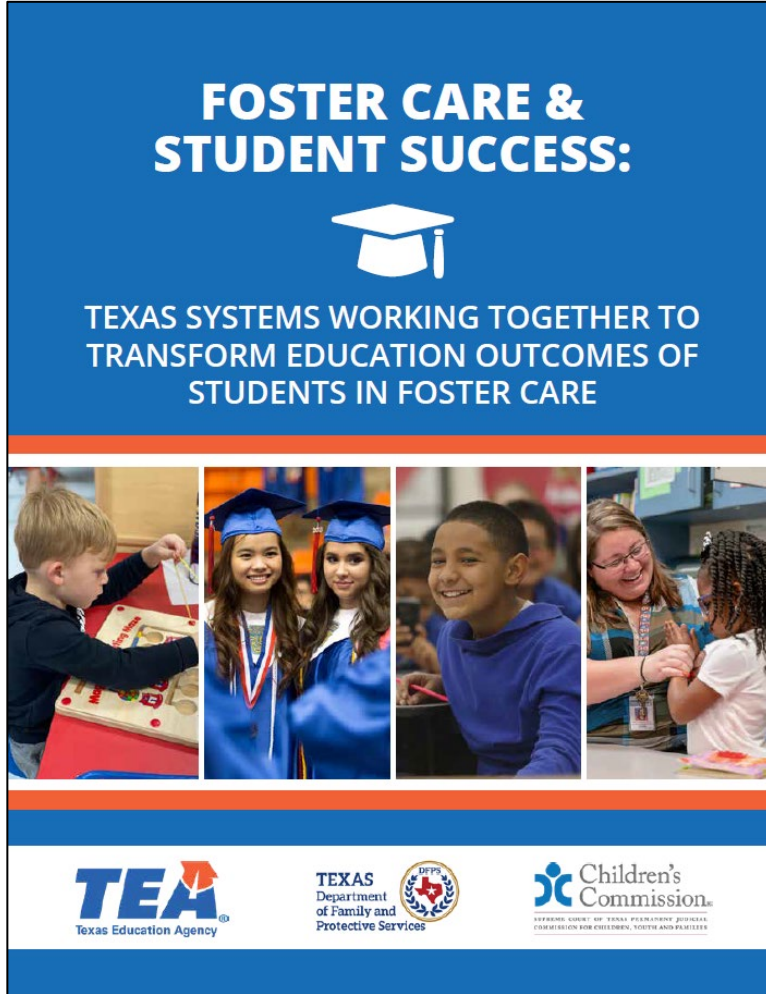
[Download Cover and Front](#)

**Foster Care & Student Success:**  
**Texas systems working together to transform education outcomes of students in foster care**

- Acknowledgments
- Key for Icons and Colors
- Table of Contents
- Preface

# Foster Care and Student Success Resource Guide

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



Foster Care Guide Training Series



# School of Origin Determination

## School of Origin Determinations for Students in Foster Care

A student is entitled to remain at their **school of origin** *unless* it is not in the student's best interest.



### What is a school of origin?

- » The school where the student was enrolled **prior to** entering foster care\* OR
- » The school where the student was enrolled **when** a student changes placement while in foster care.



### What timelines apply?

- » State law entitles a student to continue to attend the school of origin until **graduation or completion of the highest grade offered at the school** unless it is not in the student's best interest.



### Who determines best interest?

- » DFPS/SSCC\*\* **collaborates** with the school district and the student to make the best interest determination. DFPS/SSCC are responsible for final school of origin decisions.
- » Factors may include safety; student preference; academic, social, and emotional needs; and distance to the school. For additional information on best interest determination, see the [Foster Care and Student Success Guide](#) and [TASB Policy](#).

### Example Scenarios:

- ▶ **Example A:** Jerry attends School A. Jerry enters foster care and is placed in a foster home in the attendance area for School B. School A is Jerry's school of origin and he is entitled to continue to attend School A unless it is not in his best interest.
- ▶ **Example B:** Jenny attends School A. Jenny enters foster care and is placed in a kinship home in the attendance area for School B. It is determined that attending School A is not in Jenny's best interest. Jenny must be immediately enrolled in School B even if records cannot be produced immediately.
- ▶ **Example C:** During the school year, Dan is adopted and leaves foster care while attending School A. His adoptive parents move to the attendance area for School B. Dan is entitled to continue to attend School A until he attains the highest grade offered in the school even though he is no longer in foster care.
- ▶ **Example D:** Nina continues to attend School A after she enters foster care. Nina enrolls in School B when she returns to her parents, who later moved to the attendance area for School C. Under TEC § 25.001(g), Nina can attend School A or, under TEC § 25.001(g-1), Nina can attend School B. Nina can also attend School C because she resides in the school's attendance area.

For more information, see [TEA's Foster Care and Student Success Website](#)

Legal citations: 20 U.S.C. § 6312(c)(5), 42 U.S.C. § 675(1)(G); Tex. Educ. Code § 25.001(g)-(g-1).

For situations when a student in DFPS conservatorship may be considered homeless, see [Chapter 6 of the Foster Care and Student Success Guide](#).

\*Foster care is a term used to describe when a child is placed outside the home with a relative, kinship, foster home, or residential placement.

\*\*Department of Family and Protective Services (DFPS) is appointed the managing conservator if a court decides it is unsafe for a child to remain in the home. In regions with Community-Based Care, a Single Source Continuum Contractor (SSCC) performs the duties of DFPS.



- [Link for School of Origin Determination](#)





# Education Best Interest Determination (ESSA Guidance Toolkit)

**Education Best Interest Decision-Making and Coordination**

**PURPOSE:** To outline a clearly defined process and protocol for how education and child welfare partners are to work together to make education best interest decisions, as required by the Every Student Success Act (ESSA). The following chart describes a variety of child welfare scenarios, details regarding who and when the school will be contacted, what type of information will be collected and clarifies timelines for follow-up, and related information sharing to support collaborative educational best-interest decisions.

**RESULT:** That education and child welfare partners will have an increased understanding and road map for how to work together to support education-best interest decisions, resulting in more informed education-decisions; greater school stability; improved school transitions, when school moves occur; ultimately, creating better educational outcomes for students in foster care.

**SCENARIO: EMERGENCY SCHOOL WITHDRAWAL**

**CIRCUMSTANCES AND EXAMPLES:**  
The student quickly moves from one residential location to another in these circumstances. The student is in immediate/crisis situations that require swift action.

**Examples include:**

- Initial entry into foster care
- Immediate placement change (e.g., the student needs to live somewhere else due to court orders or safety concerns)
- Psychiatric hospital admission
- Arrest or juvenile detention

**WHAT DOCUMENTATION IS NEEDED?**  
DFPS Form 2085 or 2085E and/or Court Order.

The caseworker or student's caregiver will notify the [foster care liaison](#) to expedite the collection of information and records to support a smooth transition to the new school.

**WHAT INFORMATION OR DOCUMENTS WILL BE COLLECTED BY THE SCHOOL AND PROVIDED TO DFPS/SSCC?**

- TASB [Exhibit A Student in Foster Care Education Best-Interest Factors](#)
- Special education services or special accommodations (e.g., IEP or 504), such as transportation
- Information on the student's positive connections and school community supports
- Extra-curricular activities/interests
- Any other services, tutoring, general transportation arrangements
- Special endorsements

\* All relevant information will be helpful to the student and DFPS to reduce trauma, identify services and support needed, and ensure education continuity.

**HOW MUCH TIME DOES THE SCHOOL HAVE TO PROVIDE INFORMATION?**

- As soon as possible
- Within 10 business day turn around

**Recommendation:**

- Day 1-3: foster care liaison (or other school designee) reaches out and begins gathering information
- Day 5-10, or sooner: foster care liaison (or other school designee) synthesizes information and follows up with DFPS caseworker and the student's caregiver

**WHO WILL CONTACT THE SCHOOL?**  
Agency staff (e.g., DFPS/SSCC\* caseworker or education specialist) or student's new caregiver will contact the previous school attended, by phone.

**WHEN WILL CONTACT OCCUR?**  
Immediately after student's placement changes. In emergency instances, the placement change most likely will have already occurred.

**ADDITIONAL NOTES:**  
Education Best Interest Decision will already have been made. However, schools can provide information to expedite enrollment, support streamlined transitions, and gather information to support the student.

Foster care is a term used to describe when a child is placed outside the home with a relative, kinship, foster home, or residential placement.

**KEY:**

DFPS LED
LEA LED

\*Department of Family and Protective Services (DFPS) is appointed the managing conservator if a court decides it is unsafe for a child to remain in the home. In regions with Community-Based Care, a Single Source Continuum Contractor (SSCC) performs the duties required of DFPS. DFPS works with the SSCC to ensure educational needs are met.

**Education Best Interest Decision-Making and Coordination**

**SCENARIO: PLANNED SCHOOL WITHDRAWAL (DFPS OR CAREGIVER INITIATED)**

**CIRCUMSTANCES AND EXAMPLES:**  
Planned school withdrawals may happen in advance. There may be more time to plan but this is not always the case. Student should remain in their [school of origin](#) whenever possible. However, planned school withdrawals may happen in advance. There may be more time to plan but this is not always the case.

**Planned Withdrawal (DFPS Initiated) examples:**

- Student returning home
- Moving to a placement to be connected with siblings
- Moving to be with a kinship caregiver
- Placed in another state
- Caregiver and student move together to another location

**Planned Withdrawal (Caregiver Initiated) examples:**

- Caregiver no longer providing foster care (e.g., health issues)
- Caregiver requests a placement change
- Caregiver moves out of state and cannot take student with them

**WHEN WILL CONTACT OCCUR?**  
Depending on the circumstances, before the student is withdrawn from their current school. Generally, about 7-10 business days before the placement change is to occur.

**WHAT DOCUMENTATION IS NEEDED?**  
The Court order and DFPS Form 2085 or 2085E.

The caseworker or student's caregiver will notify the [foster care liaison](#) to expedite the collection of information and records to support a smooth transition to the new school.

**WHAT INFORMATION OR DOCUMENTS WILL BE COLLECTED BY THE SCHOOL AND PROVIDED TO DFPS/SSCC?**

- TASB [Exhibit A Student in Foster Care Education Best-Interest Factors](#)
- Special education services or special accommodations (e.g., IEP or 504), such as transportation
- Information on the student's positive connections and school community support
- Extra-curricular activities/interests.
- Any other services, tutoring, general transportation arrangements
- Special endorsements

\*All relevant information will be helpful to the child and DFPS to reduce trauma, identify services and support needed, and ensure educational continuity.

**HOW MUCH TIME DOES THE SCHOOL HAVE TO PROVIDE INFORMATION?**

- Maximum 10 business day turn around

**Recommendation:**

- Coordination should be as soon as change of placement is identified
- Day 1-3: Foster care liaison (or other school designee) reaches out and begins gathering information
- Day 5-10, or sooner: Foster care liaison (or other designee) synthesizes information and follows up with caseworker and the student's caregiver

**WHO WILL CONTACT THE SCHOOL?**  
Agency staff (e.g., DFPS/SSCC\* caseworker or education specialist) or student's caregiver in some cases.

**KEY:**

DFPS LED
LEA LED

\*Department of Family and Protective Services (DFPS) is appointed the managing conservator if a court decides it is unsafe for a child to remain in the home. In regions with Community-Based Care, a Single Source Continuum Contractor (SSCC) performs the duties required of DFPS. DFPS works with the SSCC to ensure educational needs are met.








# Designated Points of Contact (ESSA Guidance Toolkit)




Education and Child Welfare Every Student Succeeds Act (ESSA)  
**Designated Points of Contact for Students in Foster Care**

ESSA requires designated points of contact for child welfare and education agencies to support school stability for students in foster care (i.e., education best-interest, transportation coordination).

Every year, the local child welfare agency must notify the local education agency (LEA) of their child welfare point of contact. After this notification is received, the LEA is required to inform the local child welfare agency of their designated point of contact in writing. The Texas Department of Family Protective Services (DFPS) Educational Specialist serves as the Child Welfare Point of Contact for ESSA purposes. Similarly, the LEA Point of Contact for ESSA, in most instances, is the LEA Foster Care Liaison. The chart below maps an annual communication process and timeline for when Points of Contact notifications occur.

Additional information about the Education and Child Welfare ESSA Points of Contact can be found in the [Foster Care & Student Success Guide, Chapter 8](#).

DFPS Education Specialist Communication to LEAs		LEA Foster Care Point of Contact Communication to DFPS Education Specialist
<b>AUGUST:</b>		<b>AUGUST:</b>
DFPS Education Specialist sends email to the LEA Foster Care Liaison contact identified in AskTED (includes both districts and open-enrollment charter schools).		Receives an email from DFPS Education Specialist identifying themselves as the point of contact for questions related to students in foster care.
<b>7-10 DAYS:</b>		<b>7-10 DAYS:</b>
Upon receipt, the LEA responds to the DFPS Education Specialist with the name of the LEA Foster Care Point of Contact (who in most instances is the LEA Foster Care Liaison).		Responds to the DFPS Education Specialist with the name of the ESSA Point of Contact for their LEA. (In instances, where the LEA has designated individual campus contacts for Foster Care, also include this information in the LEA's correspondence communication with DFPS).
<b>1 WEEK FOLLOW-UP:</b>		<b>1 WEEK FOLLOW-UP:</b>
If no response from the LEA after 10 days, DFPS resends the introduction email to the LEA Foster Care Liaison. If communication is not received back from the LEA, DFPS may contact the LEA Administration/Superintendent's Office, to receive the necessary contact information of the LEA Foster Care Point of Contact.		If DFPS does not hear back from the LEA Foster Care Liaison, they will re-send the information and follow-up within 10 days. If they still do not hear back, they may contact the LEA Administration/Superintendent's office to request this information.
<b>EXPECTATIONS:</b>		<b>EXPECTATIONS:</b>
DFPS Education Specialists will communicate via email to the LEA annually and identify themselves as the point of contact, provide their contact information to the Foster Care Liaison as a resource for any questions or concerns involving students in foster care. It is the expectations that the LEA will respond promptly with the corresponding LEA ESSA Foster Care Point of Contact information. DFPS Education Specialists should be the first point of contact to resolve any issues related to students in foster care.		LEAs are required to ensure that the Foster Care Liaison in AskTED is up to date annually. This should occur prior to August for the upcoming school year. DFPS will utilize the Foster Care Liaison contact information in AskTED to notify the LEA of the ESSA Child Welfare Point of Contact (i.e. DFPS Education Specialist). LEAs are to respond promptly, in writing, to the DFPS Education Specialist with the LEA Foster Care Point of Contact and utilize the DFPS Education Specialist for any questions or concerns related to students in foster care throughout the school year.

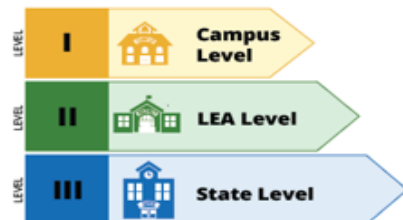






# Dispute Resolution (ESSA Guidance Toolkit)

## HOW ARE ESSA FOSTER CARE DISPUTES RESOLVED?

Fostering Connections Act and the Every Student Succeed Act (ESSA) require coordination among agencies at the State and local level to ensure the educational stability of children in foster care. The local education agency (LEA) and Department of Family and Protective Services (DFPS) should make every effort to reach an agreement regarding the appropriate school placement and transportation coordination of students in foster care. The dispute resolution process should be fair to all parties and reached in an expeditious manner. This chart provides guidance on disputes with students in foster care.



### LEVEL I - Campus Level

- ▶ School staff, administrators and the caseworker attempt to resolve an ESSA related issue.
- ▶ LEA Foster Care Point of Contact should be informed of the dispute at the campus level.



#### Next steps if no resolution:

Recommend **escalate to LEA level** immediately or no later than 7 to 10 business days.



### LEVEL II - LEA Level

The dispute should be sent to the LEA Foster Care Point of Contact, the DFPS Regional Education Specialist, and the DFPS Program Administrator.

- ▶ Seek guidance from your LEA regarding dispute resolution process.
- ▶ LEA Foster Care Point of Contact communicates with DFPS Regional Education Specialist; or
- ▶ DFPS Regional Education Specialist contacts LEA Foster Care Point of Contact.



Texas Department of Family and Protective Services

## HOW ARE ESSA FOSTER CARE DISPUTES RESOLVED?

### Local Coordinated Meeting:

- ▶ Request a coordinated meeting with the appropriate local child welfare and education staff – including but not limited to, the foster care liaison, transportation management, school administrators, the student's DFPS Regional Education Specialist, caseworker, caregiver or other assigned child welfare representative, and/or education decision maker.
- ▶ These parties will convene to discuss logistics and costs around transportation provisions, education decision making or other ESSA related concerns.
- ▶ Recommend contact no later than 7 to 10 business days once the LEA Foster Care Point of Contact and/or DFPS Regional Education Specialist is made aware.



#### Next steps if no resolution:

Recommended **immediate escalation to State Level**.



### LEVEL III - State Level

If the issue still remains unresolved, the TEA Foster Care Point of Contact and DFPS Regional Education Specialist at State Office must reach a resolution, in consultation with each respective agency's leadership.

- ▶ LEA Foster Care Point of Contact sends the following information to TEA's Foster Care Point of Contact, [fostercareliaison@tea.texas.gov](mailto:fostercareliaison@tea.texas.gov).
- ▶ DFPS Regional Education Specialist sends the following information to DFPS State Office Education Program Specialist/ ESSA point of contact.
  - ▷ A complete explanation of the basis of the dispute, with all pertinent facts.
  - ▷ The name and contact information of the people who have been addressing the dispute thus far on behalf of both the LEA and the local child welfare agency (job title, phone, email, and mailing address).
  - ▷ Details of how the agencies have attempted to resolve the dispute at the local level prior to appealing to the state.
- ▶ TEA Foster Care Point of Contact and DFPS State Office Education Program Specialist coordinate a review of the information and issue a resolution. Recommended resolution to be issued as soon as possible but, no later than 15 business days.



Texas Department of Family and Protective Services





# Self-Assessment Tool

## OSP Documents



OSP Self-Assessment  
2022-2023



OSP Self-Assessment  
Guide



OSP Self-Assessment  
Rubric



OSP RDA Technical Assistance Crosswalk



OSP Self-Assessment RDA Crosswalk

## Special Populations Monitoring:

- Inclusion of Highly mobile groups (foster care, homeless, military connected students) in agency monitoring, review and support.
- The purpose of the self-assessment is to assist LEA leadership teams in evaluating and improving their other special populations (OSP) programs.
- The self-assessment is intended to help the LEA leadership team take a proactive approach by addressing areas of concern in the OSP programs and improving student outcomes.
- LEAs may use the self-assessment too to assess program implementation.

Visit for information : [Special Populations Monitoring | Texas Education Agency](#)

# Upcoming Foster Care Trainings

- Foster Care 101 –
  - Tuesday, November 28, 2023
  - 10 a.m. – 11:30 a.m.
  
- Foster Care 201 –
  - Wednesday, January 16, 2024
  - 10 a.m. – 11:30 a.m.



# HM&AR Homepage

## Highly Mobile and At Risk Student Programs



### Purpose

To increase awareness, build capacity, and improve TEA supports, resources and tools available for Texas schools to address the unique needs and statutory requirements of highly mobile and at-risk students. Ultimately, the Division exists to improve the school experience and education outcomes of all highly mobile and at-risk students in Texas public schools.



Foster Care and Student Success



Human Trafficking



Military Connected Students



Pregnancy Related Services



TX Education for Homeless Children and Youth

### Division Resources



Webinars



Newsletters



Tools and Resources

*Academics / Special Student Populations*

- Dates & time for HMAR Webinars:  
1:00-2:30 P.M. CST
- Thursday, November 30, 2023
- Thursday, February 15, 2024
- Thursday, May 2, 2024

# Sign Up for Updates!


The screenshot shows the top navigation bar of the Texas Education Agency (TEA) website. The 'Sign Up for Updates' link is circled in red. Below the navigation bar, there are icons for various services: About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. A large banner for 'Coronavirus (COVID-19)' is visible, with a 'GET UPDATES' button. Below the banner, there are three columns: 'Coronavirus (COVID-19)', 'Supplemental Special Education Services', and 'Texas Home Learning'. The 'The Latest TEA News' section is also visible, with a sub-header and a brief description. At the bottom, there are three colored boxes: 'Emergency Support' (orange), 'Texas Schools' (teal), and 'About' (olive green).

The screenshot shows a list of 'Special Student Populations' with several items highlighted by red boxes. The items are:

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



# AskTED Search

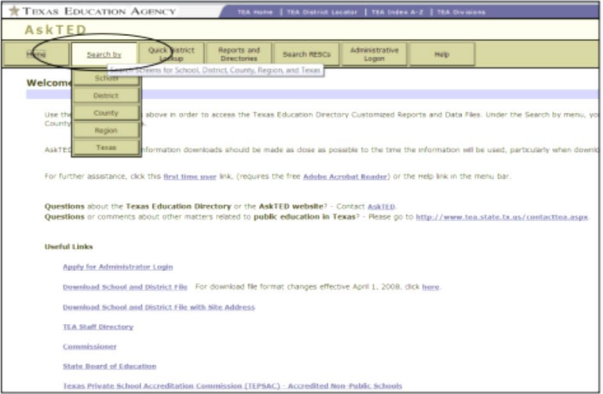
Foster Care Liaison List | TEA's AskTED Database System | September 2014 

## AskTED

AskTED is TEA's online Texas Education Directory. AskTED is real-time database where each district and charter schools foster care liaison contact information is maintained starting in the 2014-15 school year. Updates and or/changes regarding the foster care liaison(s) contact information is now submitted to TEA through each districts AskTED administrator. Charter schools are responsible to submit their foster care liaison(s) to the Charter School Division at TEA directly via (512) 463-9575 or [CharterSchools@tea.state.tx.us](mailto:CharterSchools@tea.state.tx.us). Below are two different avenues (with instructions and pictures) to view and download Foster Care Liaison contact information from TEA's AskTED database.

To view and/or download the foster care liaison list by: "School," "District," "County," "Region," or "Texas" from AskTED, follow the instructions below:

- 1) Go to the [AskTED homepage](#).
- 2) Select "Search by" and choose how you would like to sort the list: "School," "District," "County," "Region," or "Texas".



1

- How to search for Foster Care Points of Contacts in LEAs in AskTed?

- Directions are on the Foster Care website

# Reflection & Implementation



- **Take 30 seconds to reflect on information shared today:**

**Now...**

- Please share 2 ideas that you will take back to your district about this training?
- How will you share the information?

# Questions/Survey



If you have further questions:  
please email  
[fostercareliaison@tea.texas.gov](mailto:fostercareliaison@tea.texas.gov)

