



SUPPORTING STUDENTS IN FOSTER CARE: UPDATES FROM U.S. ED AND ITS PARTNERS

MARCH 16, 2022

PRESENTERS



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AGENDA

1. Welcome & Session Overview *(5 minutes)*
2. Updates from the U.S. Department of Education *(10 minutes)*
3. A Study on Interagency Data Exchanges *(30 minutes)*
4. The Foster Care Exchange *(15 minutes)*
5. Needs Sensing Activity *(10 minutes)*
6. Closing *(5 minutes)*

WELCOME



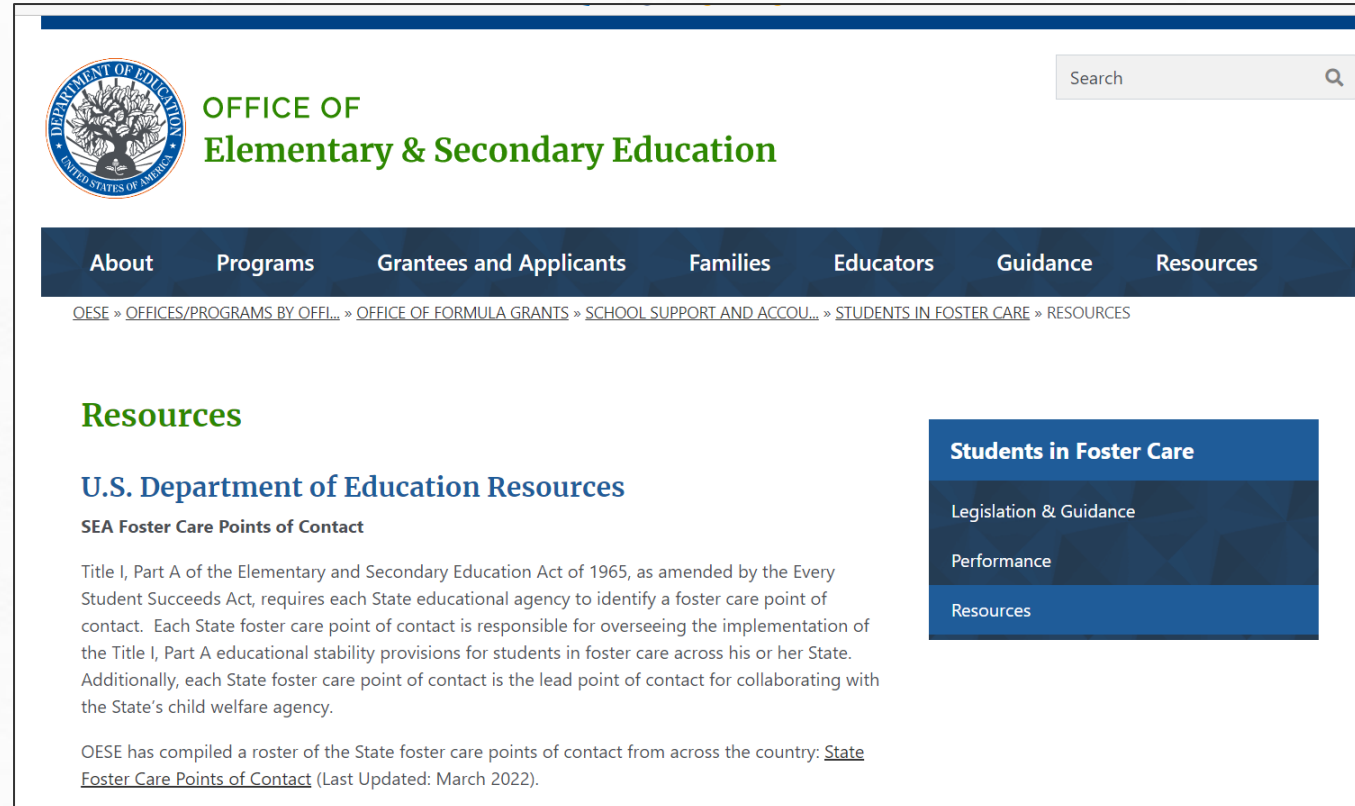
Patrick Rooney

Director, School Support & Accountability
Office of Elementary & Secondary Education





Updates from the U.S. Department of Education

PROGRAM WEBPAGE



The screenshot shows the OESE program webpage. At the top left is the U.S. Department of Education seal. To its right is the text "OFFICE OF Elementary & Secondary Education" in green. A search bar is in the top right. Below the header is a dark blue navigation bar with links: About, Programs, Grantees and Applicants, Families, Educators, Guidance, and Resources. Below this is a breadcrumb trail: OESE » OFFICES/PROGRAMS BY OFFEL... » OFFICE OF FORMULA GRANTS » SCHOOL SUPPORT AND ACCOU... » STUDENTS IN FOSTER CARE » RESOURCES. The main content area has a green "Resources" heading. Below it is "U.S. Department of Education Resources" and "SEA Foster Care Points of Contact". A paragraph explains the requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, regarding foster care points of contact. At the bottom, it mentions a roster of State foster care points of contact from across the country, with a link to "State Foster Care Points of Contact" (Last Updated: March 2022). On the right side of the main content area is a blue sidebar with the heading "Students in Foster Care" and three links: Legislation & Guidance, Performance, and Resources.

 OFFICE OF
Elementary & Secondary Education

Search 

About Programs Grantees and Applicants Families Educators Guidance Resources

OESE » OFFICES/PROGRAMS BY OFFEL... » OFFICE OF FORMULA GRANTS » SCHOOL SUPPORT AND ACCOU... » STUDENTS IN FOSTER CARE » RESOURCES

Resources

U.S. Department of Education Resources

SEA Foster Care Points of Contact

Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, requires each State educational agency to identify a foster care point of contact. Each State foster care point of contact is responsible for overseeing the implementation of the Title I, Part A educational stability provisions for students in foster care across his or her State. Additionally, each State foster care point of contact is the lead point of contact for collaborating with the State's child welfare agency.

OESE has compiled a roster of the State foster care points of contact from across the country: [State Foster Care Points of Contact](#) (Last Updated: March 2022).

Students in Foster Care

- Legislation & Guidance
- Performance
- Resources

Access the U.S. Department of Education's program webpage at
<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/students-foster-care/resources/>.

PROGRAM MONITORING

- Through OESE's consolidated monitoring initiative, our program office monitors implementation of the Title I, Part A educational stability provisions for students in foster care.
- Since Fall 2019, OESE has monitored 7 SEAs for implementation of these provisions.
- Monitoring of the Title I, Part A foster care requirements covers the following topics:
 1. SEA Points of Contact
 2. Collaboration with State Child Welfare Agencies
 3. Best Interest Determinations
 4. Immediate Enrollment
 5. LEA Points of Contact
 6. LEA Transportation Plans

PROGRAM MONITORING

- Based on these reviews, key areas of opportunity for strengthening foster care programs include:
 - Ensuring that best interest determinations occur with fidelity (and with the participation of LEA-based staff); and
 - Ensuring that all LEAs receiving Title I, Part A grants have published written transportation procedures that govern how school of origin transportation will be provided, arranged, and funded for students in foster care.

For more information about OESE's consolidated monitoring initiative, visit <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/key-documents/>.

PROGRAM PRIORITY AREAS

1. Technical Assistance

Ramping up the release of TA resources (including the Exchange) and developing resources/opportunities based on grantee feedback and practice

2. Interagency Coordination

Maintaining close coordination with our partners at the U.S. Department of Health & Human Services' Children's Bureau

3. Data, Data, Data!

Focusing on data collection, data analysis, and inter-agency data-sharing practices

PROGRAM DATA

REPORT CARDS & EDFACTS REPORTING

SEA & LEA Report Cards

- ESEA section 1111(h) requires that State and local report cards include the following information disaggregated by student subgroups, including students in foster care:
 - Information on student achievement on the State mathematics, reading/language arts, and science assessments; and
 - High school graduation rates.

*Access Opportunities and Responsibilities for State and Local Report Cards
under the Elementary and Secondary Education Act of 1965, as Amended
by the Every Student Succeeds Act at*

<https://oese.ed.gov/files/2020/03/report-card-guidance-final.pdf>.



PROGRAM DATA

REPORT CARDS & EDFACTS REPORTING

EDFacts Initiative

- Current Requirements

SEAs report the following information about the students in foster care subgroup to the Department:

- Academic achievement in mathematics, reading/language arts, and science; and
- Adjusted cohort graduation rates.

- Proposed Requirement (Will soon be available for public comment)

SEAs report the number of students who are in foster care and enrolled in a public LEA that receives Title I, Part A funds.


Learn more about the EDFacts Initiative at
<https://www2.ed.gov/about/inits/ed/edfacts/index.html>.



PROGRAM DATA

ED DATA EXPRESS

[Skip to main content](#) | [Archives](#) | [About Us](#) | [Contact Us](#)

 **Data Express**
Data about elementary and secondary schools in the U.S.

[GIVE US YOUR FEEDBACK! COMPLETE THE EDE SURVEY](#)

[Home](#) | [Dashboards](#) | [Data Download Tool](#) | [Resources](#)

DATA DOWNLOAD TOOL

[Go to: Dashboards](#)

Program +

State +

Level +

School Year +

Data Topic +

Sub-population

- Race/Ethnicity +
- Disability Status +
- English Learner Status +
- Homeless Status +

Other Filters

- File Spec +

Not finding the data you are looking for? Try visiting the [Archives](#) page.

For more information on the data download tool, please refer to the [User Guide](#).

Download Preview

[FS150](#) [Local Education Agency](#) [Title I, Part A](#) [2017-2018](#) [2018-2019](#)

[RESET FILTERS](#)

Displaying 1 - 10 of 205721

School Year	State	NCES LEA ID	LEA	School	NCES SCH ID	Data Group	Data Descript
2018-2019	ALABAMA	0100005	Albertville City			695	Four-Year Adj Cohort Gradua Rates
2018-2019	ALABAMA	0100005	Albertville City			695	Four-Year Adj Cohort Gradua Rates

Access ED Data Express at <https://eddataexpress.ed.gov/>.





A Study on Interagency Data Exchanges

ABA Center on Children and the Law

Promoting access to justice for children and families.

- ▶ Nonprofit grant-funded program of the ABA that uses the law to help child welfare and court systems work more effectively
- ▶ Informs and improves legal practice through technical assistance, training, research, and other efforts, making access to justice real for the nation's children and families



Our Education Projects

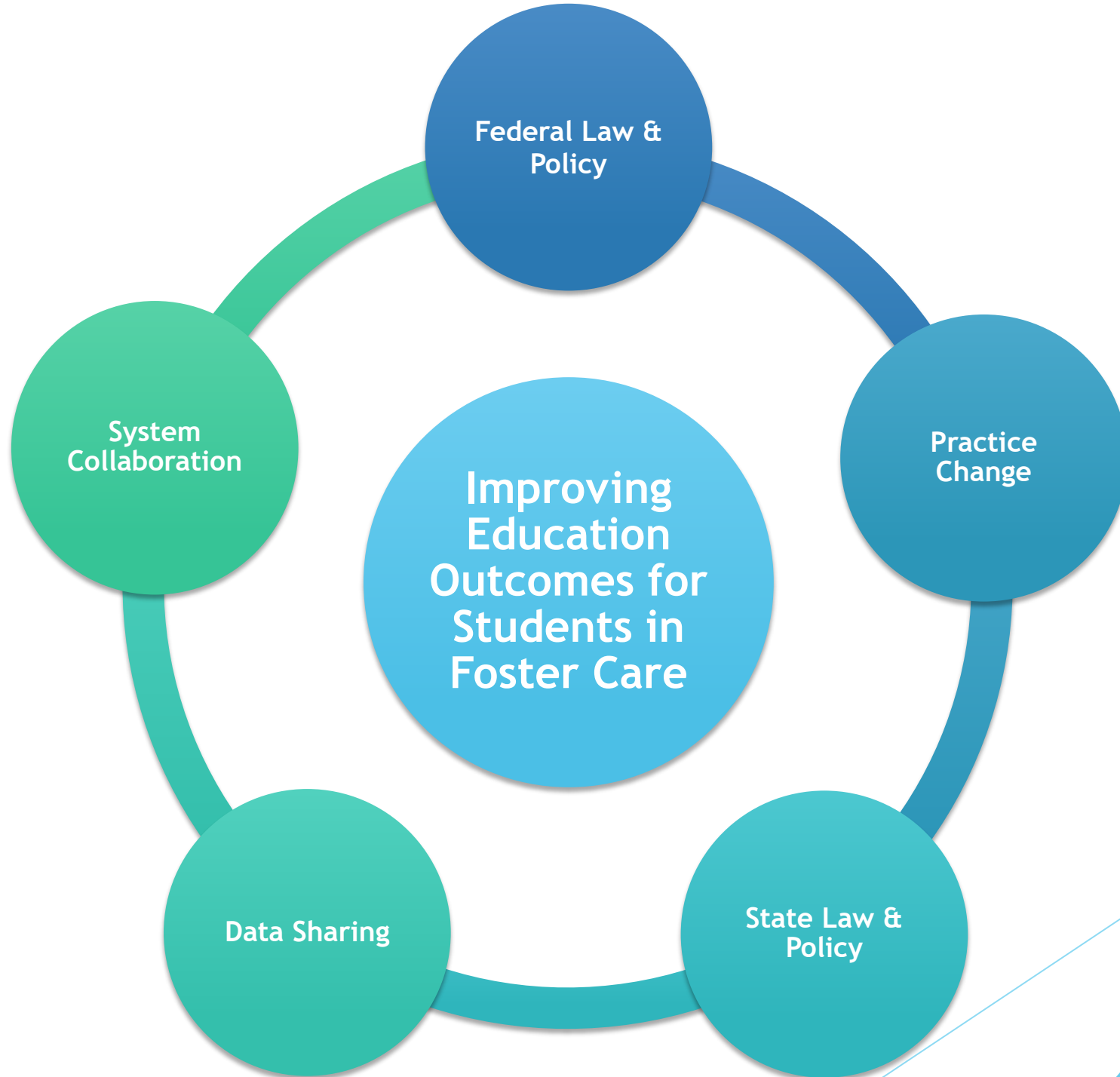
Permanency Barriers and Education Barriers Project

https://www.americanbar.org/groups/public_interest/child_law/project-areas/education---youth/

Legal Center for Foster Care and Education

<https://www.fostercareandeducation.org/>







A word cloud graphic featuring various terms related to student data and education. The words are arranged in a circular pattern, with some terms appearing more prominently than others. The background is white with blue geometric shapes on the right side.

Welfare Foster Uninterrupted
Student-specific
Scholars Succeeds FERPA
Case Act
Parents Workers
Records Every USA
Grades Student Statistics
Card Data
Report
Caretakers ESSA
Attendance
Sharing
Information-sharing
Child Disaggregate
Information
Education Aggregate

Exploring Education Outcomes: What the Research Tells Us (2022)

- Full Research Compilation with Citations
- Data at a Glance
- Data at a Glance (State Template)
- Federal Law Summary

FOSTER CARE & EDUCATION • DATA DRIVING PRACTICE

Exploring Education Outcomes
What Research Tells Us

ABA Center on Children and the LawJanuary 2022

The body of research on the educational outcomes of students in foster care continues to increase every year. Public and private agencies, universities, and philanthropic organizations have contributed to this increase in data collection and research at the national, regional, state and local levels. Research continues to show a consistent theme: children in foster care face significant barriers to their educational progress, starting from before school begins and extending through postsecondary education. This research has been summarized below in 10 sections:

1. Engage Youth in Their Education
2. Ensure Supportive Adult Advocates
3. Support the Foundation for a Strong Start for Young Children in Care
4. Ensure School Stability and Timely Enrollment
5. Promote Regular School Attendance
6. Support Children by Addressing Trauma to Improve Education Outcomes
7. Meet Children's Special Education Needs
8. Support Appropriate Educational Placements for Students in Congregate Care Settings
9. Support Students to Succeed In and Graduate High School
10. Support Transition, Persistence and Successful Completion of Postsecondary Education

Included with these summaries are detailed endnotes and references for further information about particular studies and research. Readers are encouraged to use the endnotes to access additional information.

Engage Youth in Their Education

Youth engagement is defined as the meaningful, sustained participation and involvement in a youth's environment, and is linked by research to a number of positive social, emotional, and developmental outcomes for youth.¹ Student engagement is operationalized as the relationship between students and their learning environment, such as the school community, adults at school, peers, instruction, and extra-curricular activities. It has been associated

by research with reducing adolescent risk behavior, promoting good mental health, increasing persistence in school and with academic success.² For foster youth in particular, research identifies school engagement as a protective factor against academically-threatening problem behaviors, with positive school engagement associated with many positive mental and behavioral health outcomes and academic attainment for foster youth.^{3,4,5,6} Additionally, federal law requires youth to be meaningfully involved in case and transition planning and court hearings, which include education planning as a critical component.⁷

Legal Center for Foster Care and Education

1

<https://www.fostercareandeducation.org/>

Education Data and Information Sharing: Education Law and Policy

Family Educational Rights and Privacy Act (FERPA)

Uninterrupted Scholars Act of 2013 (USA)

Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA)

Education Data and Information Sharing: Child Welfare Law and Policy

Titles IV-B and IV-E of the Social Security Act, amended by the Fostering Connections Act of 2008

Adoption and Foster Care Analysis and Reporting System (AFCARS)

Comprehensive Child Welfare Information System (CCWIS)

National Youth in Transition Database (NYTD)

Contact Me

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Foster Care Data Exchange



Yan Wang
AIR



Albert Liu
Insight Policy Research

March 16, 2022

Goal of Study

- This study seeks to:
 - Understand the processes that state education agencies (SEAs) and child welfare agencies (CWAs) use to manage the exchange of data
 - Identify the challenges and successes inherent in managing data exchanges

Research Questions

- Which states have interagency data exchanges on students/school-age children in foster care?
- What are the features of the existing exchanges?
- Which SEAs publish the number of students in foster care?
- What are the challenges that SEAs encounter in establishing and maintaining interagency data exchanges?

Methodology

- Identify and search the SEA and state child welfare agency (CWA) websites for the 50 states, the District of Columbia, and Puerto Rico
- Conduct an environmental scan of 7,800 publicly available documents; Conduct a detailed review of 70 documents
- Conduct a scan of SEA data centers, annual reports and other publications for the number of students in foster care and related statistics

Features of Data Exchanges

- We are looking for
 - Support for data exchange
 - » Was the exchange created due to federal guidance, a state statute, both, or neither?
 - Formality of data exchange
 - » Is there a MOU or other formal agreement, informal agreement, or neither?
 - Directionality of data exchange
 - » Does the data flow from one agency to another (e.g., SEA to CWA only or CWA to SEA only), or is it bidirectional?
 - Frequency of data exchange
 - » How often does this data exchange take place?
 - Elements of data exchange
 - » Which elements are included in the data exchange? (e.g., age/grade, race/ethnicity, type of living placement, etc.)
 - Difference between numbers of students/school-age children in foster care published by SEA vs. CWA

Preliminary Findings

- We would like your feedback on the data we've collected for your state.
- Preliminary findings:
 - Summary tab locked
 - State tab editable

Next Steps

- Follow up with states for clarification
- Conduct short interviews with selected SEA points of contact with established data exchange processes to better understand their current practices and gather success stories

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The Foster Care Exchange

The Vision

Through the Foster Care Exchange, SEA foster care points of contact can:

- Collaborate asynchronously with peer practitioners, without the U.S. Department of Education (or its partners) serving as convenors or facilitators;
- Engage in peer-to-peer learning opportunities; and
- Develop a community of practitioners focused on supporting the unique needs of students in foster care.



The Foster Care Exchange

fofostercare

File Edit View Window Help

CME

fofostercare

@ChristinaEndres

+

Search

Notifications

Personal Tasks

FORUMS

1_People & Events

2_Essential Resources

3_Using the Exchange

Best Interest Determinatio...

Collaboration (Interagency)

Collaboration (w/ LEAs)

Data

Dispute Resolution

Miscellaneous

Office Hours

Transportation

TEAMS

Best Interest Determinations

CHAT TOPICS

BIDs for First Time Enrollments K/Pre-K

Peggy Carlson replied Sep 9

3

JM

BID meetings for students served under an IEP

Christina Endres replied Apr 7

12

Additional BID tools or guidance

Matthew Butensky replied Jan 6, 2021

3

Sample BID Forms

Christy Hendricks replied Jan 6, 2021

1

Roles and Responsibilities

Matthew Butensky replied Jan 5, 2021

6

Profile

NAME

Best Interest Determinations

DESCRIPTION

Use this forum to discuss challenges and share resources related to conducting best interest determinations.

STATUS

Active

ID

1362976

CREATED BY

Bryan Thurmond

Dec 10, 2020 12:37 PM

https://signup.ryver.com/login

RYVER™

Continue to your Ryver

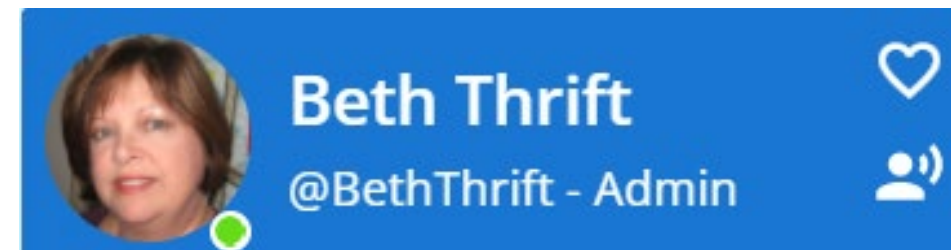
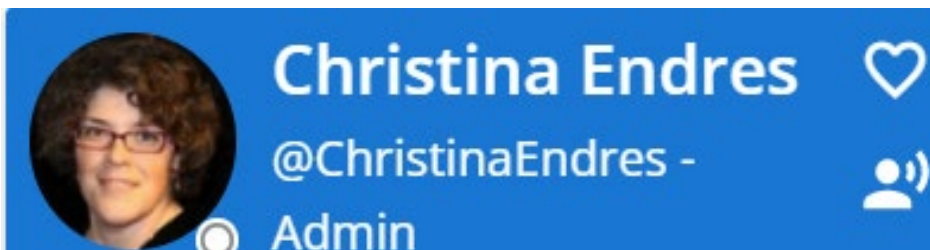
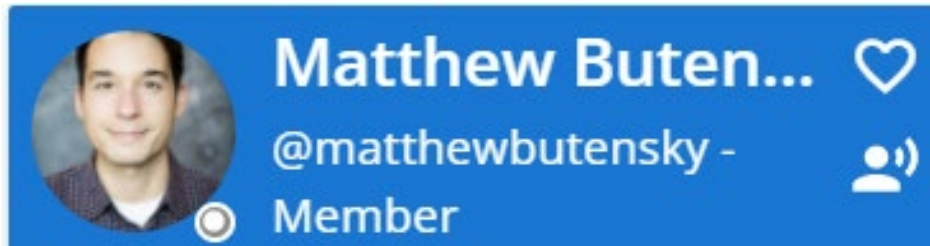
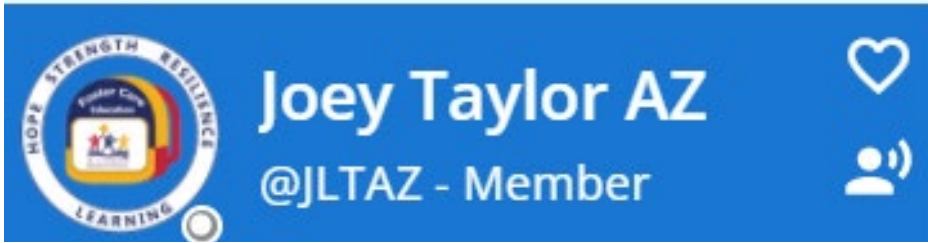
Ryver Organization Name

.ryver.com

Continue

Don't remember your Ryver organization? Find your Ryver

State Liaisons and SERVE staff



Upcoming Events

>> Office Hours

- > 2nd Wednesday of each month starting with April 13th at 2:00 EDT
- > Calendar invitation will be sent out soon

>> Orientation webinar

- > Thursday, March 24th at 2:00 EDT



Needs Sensing Activity

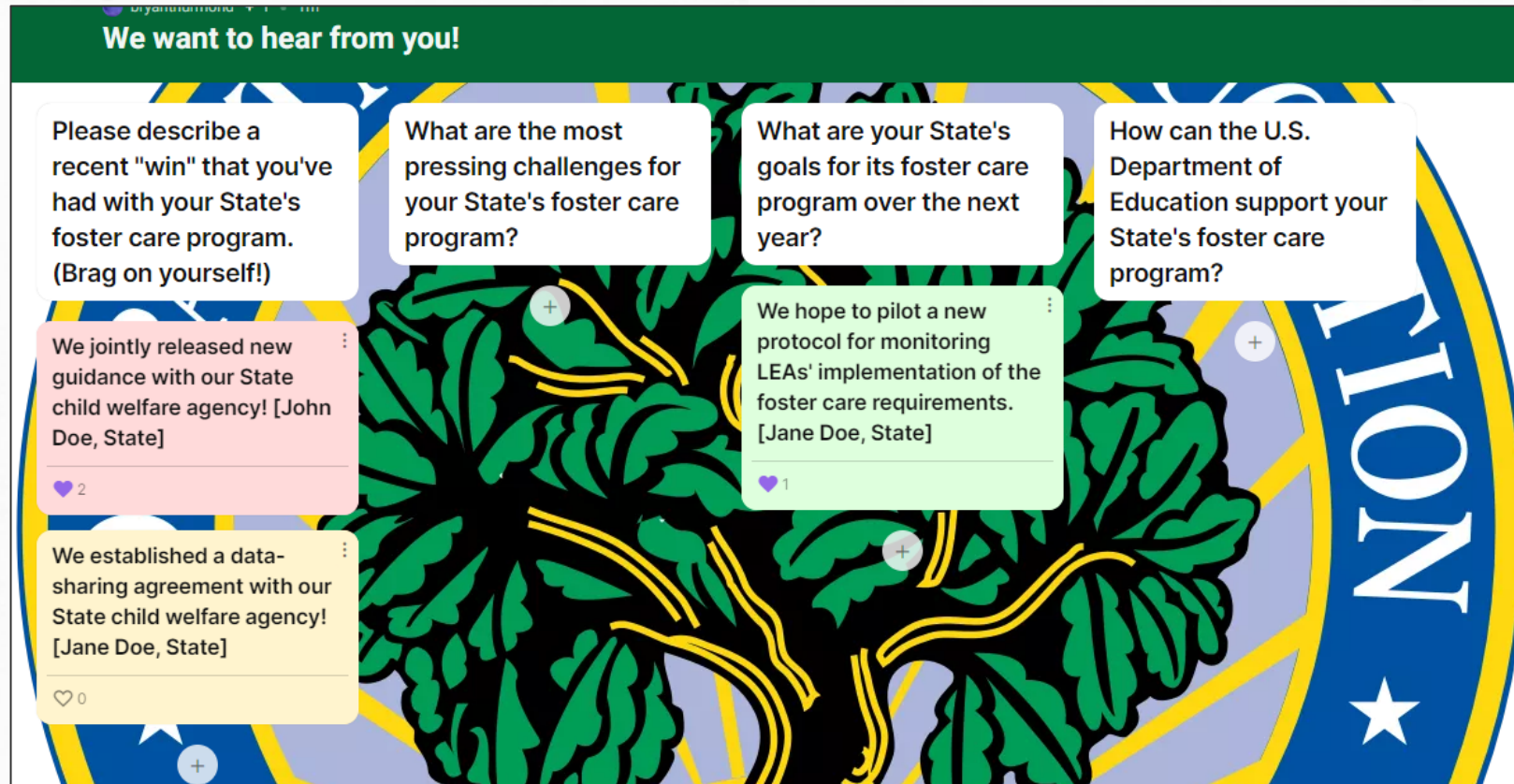
WE WANT TO HEAR FROM YOU!

SETTING THE STAGE

We'd like to receive your feedback on four prompts:

1. Please describe a recent “win” that you’ve had with your State’s foster care program.
2. What are the most pressing challenges for your State’s foster care program?
3. What are your State’s goals for its foster care program over the next year?
4. How can the U.S. Department of Education support your State’s foster care program?

USING PADLET



1. Add your responses below each prompt using the plus icon.



2. If you feel comfortable, add your name/State to your responses.



3. Review responses from other SEA PoCs.



4. Agree with other responses using the heart icon.



USING PADLET

- Access the Padlet
- We'll allow 7 minutes for you to respond to the prompts.
(If you run out of time, don't worry—we will leave the Padlet open through the end of the week!)
- If you run into any issues using the Padlet, please send a chat message to Scott or Bryan.

WE WANT TO HEAR FROM YOU!

DEBRIEFING



- **Make a connection!** In the chat pane, please share an “ah-ha” that you had while responding to a prompt (or reviewing others’ responses to a prompt).
- We will leave the Padlet open through the end of the week. Please continue to add your ideas, suggestions, and feedback!
- The final results from the Padlet will be posted to the Foster Care Exchange for the community to review, and our program office will use the results to drive our technical assistance over the coming year.



Thank you!

Contact us any time at FosterCare@ed.gov!

