

A background image showing a group of students walking on a set of stairs in a school hallway. The students are wearing backpacks and casual clothing. The stairs have metal railings, and large windows are visible in the background, letting in natural light.

Foster Care 101

October 26, 2021

1:30 p.m. - 2:30 p.m.

Presenter



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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.



What is Foster Care?

Data

Foster Care and the Law

Transition Assistance

Promote Student Success

Foster Care Resources

Let's see who is here.



In the chat, please indicate your job title.



How long have you been working with students in foster care?



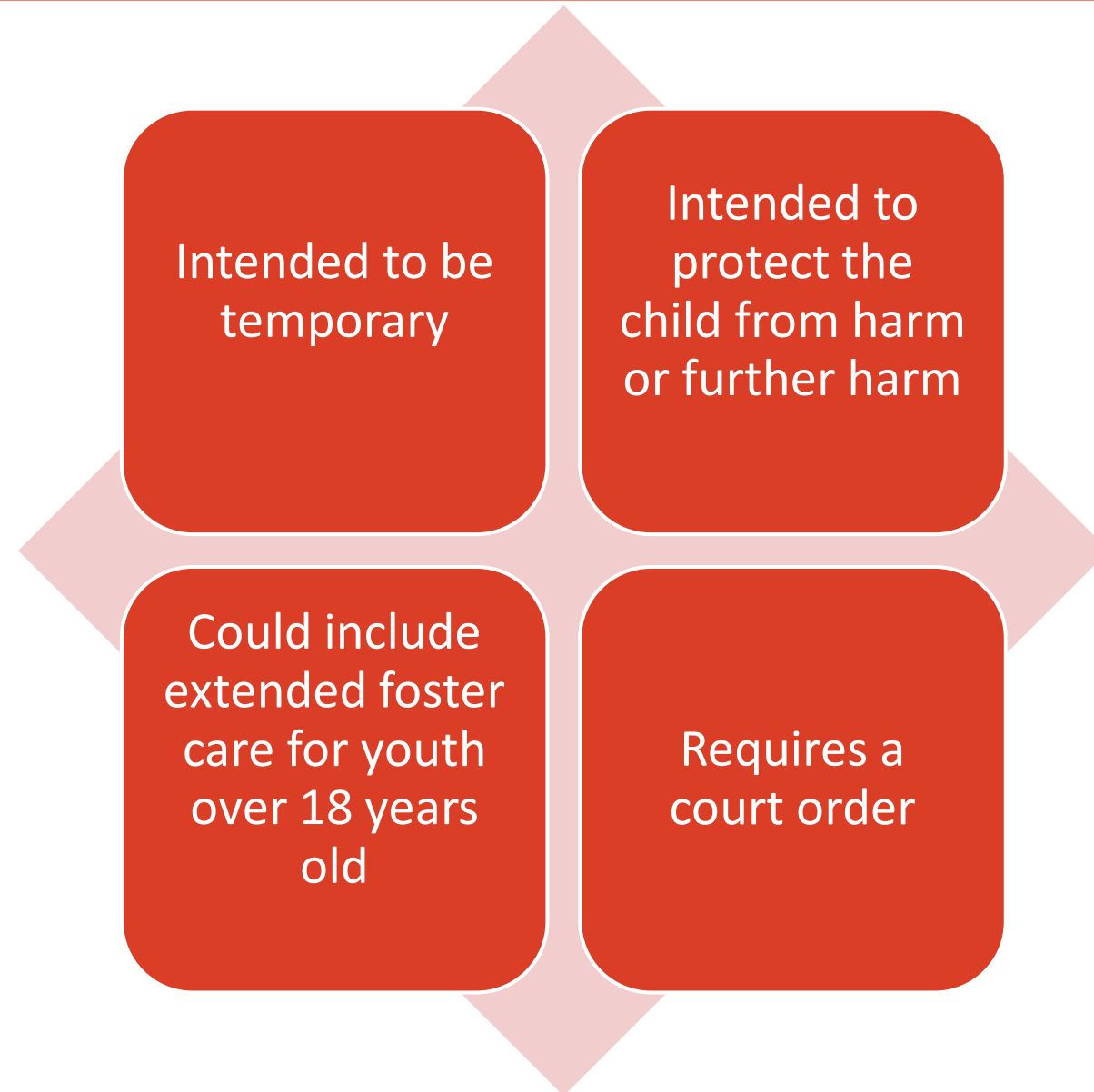
What is Foster Care?

Students in Foster Care

- Foster care – refers to children and 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 child 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.



There are approximately 17,000 school-aged students in Texas schools who are in foster care on any given day.

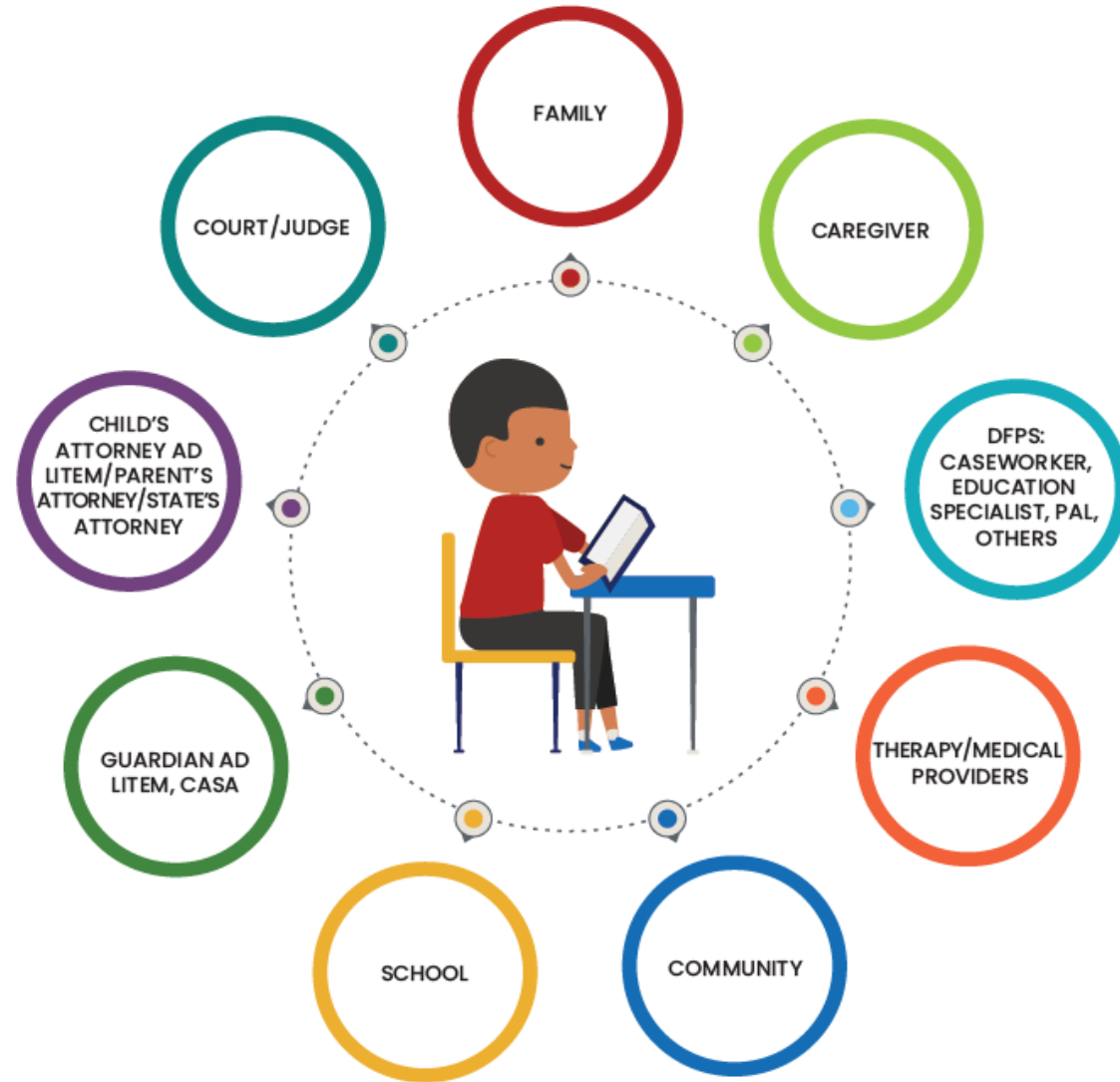


DFPS (Department of Family & Protective Services)

- Managing 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.



- DFPS Placements:
 - Relative/kinship caregiver (a close family friend)
 - Foster family homes
 - Cottage homes
 - Residential treatment centers and emergency shelters
 - Facilities overseen by another state agency
 - Adoptive family
 - Supervised independent living (SIL) arrangement.



Pause to Process



Data

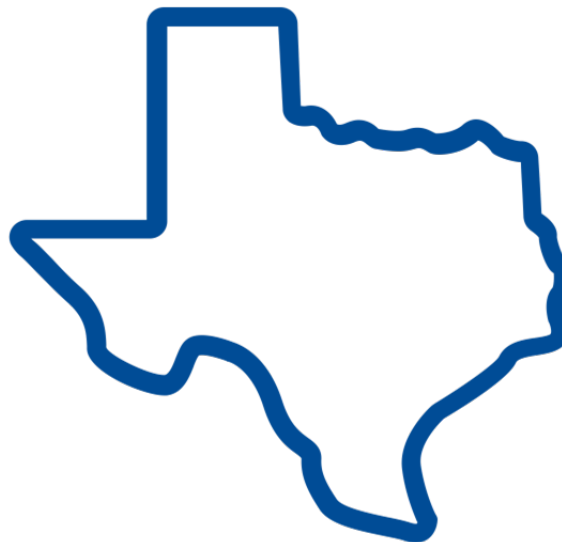


Context

Total Foster Care Students:

17,090

**2020-2021
PEIMS Data**



Under Identified

27,875 in DFPS

Conservatorship 5-18 years of age

Sexual Abuse

Emotional Abuse

Physical Abuse

Labor and Sex Trafficking

Abandonment

Neglectful Supervision

Physical Neglect

Medical Neglect

RAPR-Refusal to Assume

Parental Responsibility

Children in out of home placement for reasons of safety and protection:

- Victims of abuse, neglect and exploitation
- Court ordered removal intervention
- In the Conservatorship of Texas Department of Family and Protective Service

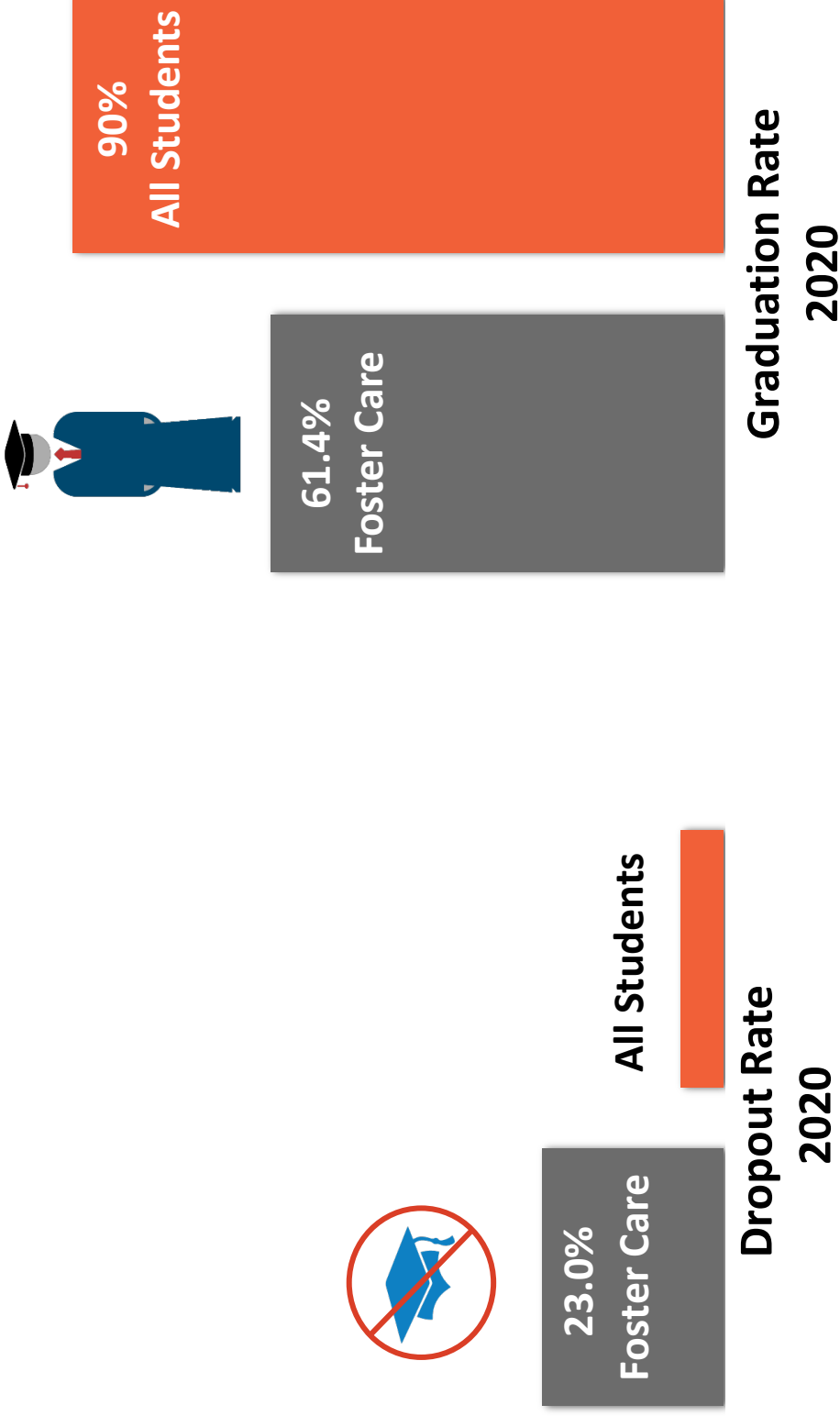
Source: Texas Education Agency, PEIMS Standard Report Data 2020-2021

Source: DFPS Data Book- Children in DFPS Conservatorship in Fiscal Year 2020



Graduation and Dropout Data

Students in Foster Care vs. Peers Statewide





Foster Care and the Law

Foster Care/Every Student Succeed Act (ESSA)

Mandatory collaboration between child welfare and educational agencies at both the local and state level to ensure school of origin protections, transportation, best interest decision-making, and dispute resolution processes are jointly established and followed.

Designation of state and local level points of contact at both the educational and child welfare agencies to support implementation of ESSA education stability provisions for children in the foster care system.

Collaboration on the best interest decision-making processes between educational and child welfare agencies to determine factors that influence whether remaining in the school of origin is in the best interest of the child.



Foster Care/Every Student Succeed Act (ESSA)

Education and child welfare joint development of local written transportation procedures and “additional cost” sharing of transportation when it is in the best interest for children in foster care to remain in their school of origin.

Reporting of disaggregated data by state and local educational agencies on the academic achievement and graduation rates of students in foster care.



Foster Care Liaisons

- 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.



PEIMS Coding

Foster Care PEIMS Indicators - C196

0	Student is not currently in the conservatorship of the TX DFPS
1	Student is currently in the conservatorship of the TX DFPS
2	Pre-kindergarten student was previously in the conservatorship of the TX DFPS
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).



Enrollment

Do Not Delay – Immediately enroll students in foster care.

Maintain confidentiality & sensitivity in the front office when enrolling students.

Is the student placed in appropriate classes?

Request student's records

Does the student need special education services?

Does the student need materials and support?

Conduct an Enrollment Conference within the first two weeks of enrolling at a new school (or within the first two weeks of being identified).





Immediate Enrollment for Students in Foster Care



2085 and 2085E forms



School of Origin



School Nutrition Program



At Risk – Compensatory Education




College Tuition and Fee Waiver



Pre-K Letters provided to the school * DFPS Pre-K verification mailbox: Prekverificationsltrs@dfps.texas.gov

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: <input type="checkbox"/> Court <input type="checkbox"/> 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.

Page 1 of 4

Form K-908-2085-E
Revised September 2015

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: X	Date Signed:	
Backup Signature: X	Date Signed:	
DFPS Caseworker (print name): X Email Address:	Phone Number:	Alternate Phone Number:
DFPS Supervisor (print name): X Email Address:	Phone Number:	Alternate Phone Number:
Child's daily caregiver or facility staff (if different from Education Decision-Maker) (print name): X Email Address:	Phone Number:	Alternate Phone Number:

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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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 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: X	Date Signed:	Telephone No. : :
DFPS Caseworker: X	Date Signed:	Telephone No. : :
DFPS Supervisor: X	Date Signed:	Telephone No. : :

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All forms in the 2085 series:

Foster Care/Residential Care - 2085 FC

Kinship or Other Non-Foster Caregiver - 2085 KO

Legal Risk - 2085 LR

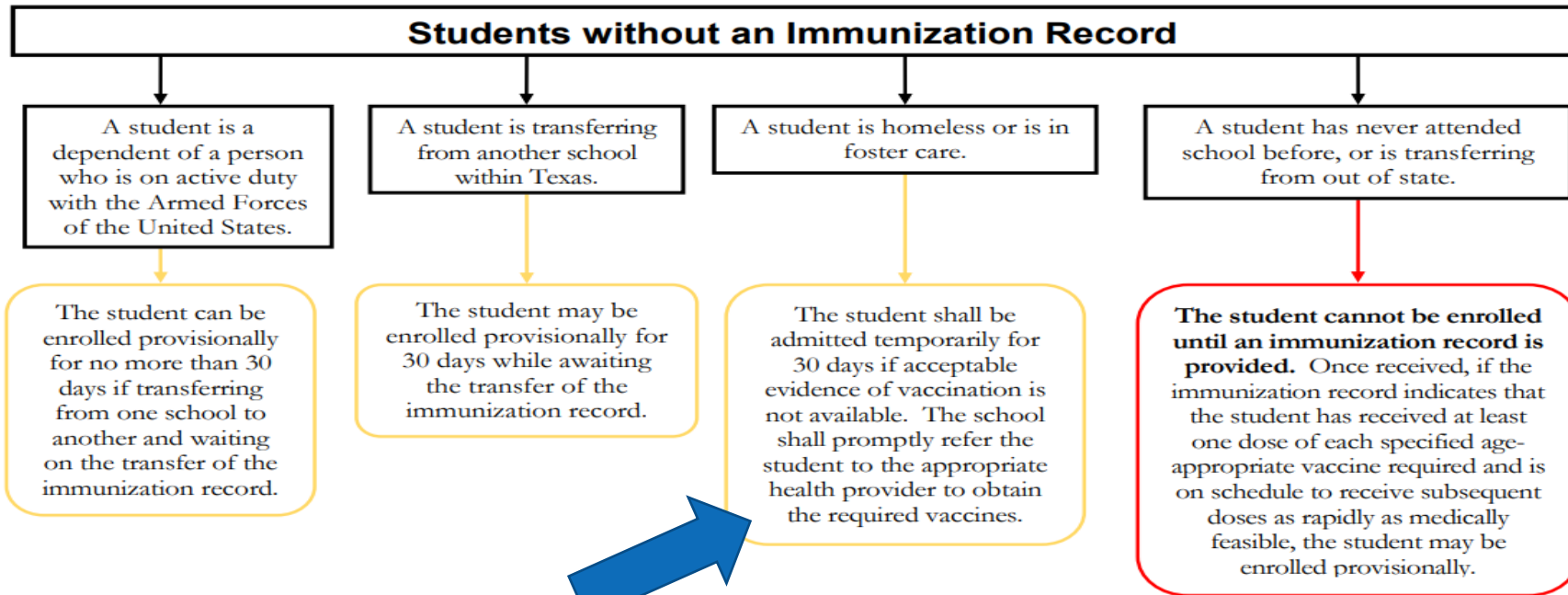


Immunization – Provisional Enrollment Resource

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	FFC
STUDENT SUPPORT SERVICES	(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 the Department of Family and Protective Services (DFPS) makes a determination that 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 of a change in placement. This form provides information that will help the 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 and to evaluate what is best for the student's education.

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.

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.

Student's name: _____

Student's grade level: _____

Student's school of origin: _____

Name and title of person completing form: _____

Relationship to student: _____

Student Preferences

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

Has the student expressed any feelings about safety or other relevant aspects regarding the environment at the school of origin? Please provide details.

- 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 for Students in Foster Care

STUDENT WELFARE		FFC
STUDENT SUPPORT SERVICES		(REGULATION)

Transportation of Students in Foster Care

The Every Student Succeeds Act (ESSA) addresses additional protections for students in foster care and establishes a system of joint responsibility for school districts, the state education agency, and the state and local child welfare agencies to ensure the educational stability of students in foster care. [See TEA's Foster Care & Student Success website at <http://tea.texas.gov/FosterCareStudent-Success/resources/> for resources, including a detailed Q&A document, and the U.S. Department of Education and Health and Human Services' *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* at <http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>.]

ESSA requires each Texas school district to collaborate with the Texas Department of Family and Protective Services (DFPS) to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged, and funded. The procedures must ensure that the transportation will be provided promptly, in a cost-effective manner, in accordance with federal child welfare Title IV-E funding requirements [section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))], and ensure that if there are any additional costs incurred in providing transportation to maintain the student in his or her school of origin, the District will provide the transportation if:

- The child welfare agency agrees to reimburse the District for the additional costs;
- The District agrees to pay the additional costs; or
- The child welfare agency and District agency split the additional costs.

By December 10, 2016, and annually thereafter as directed by TEA, the District must provide an assurance to TEA in the District's Title I Plan and eGrants application that the district has transportation procedures meeting the above requirements.

Definitions

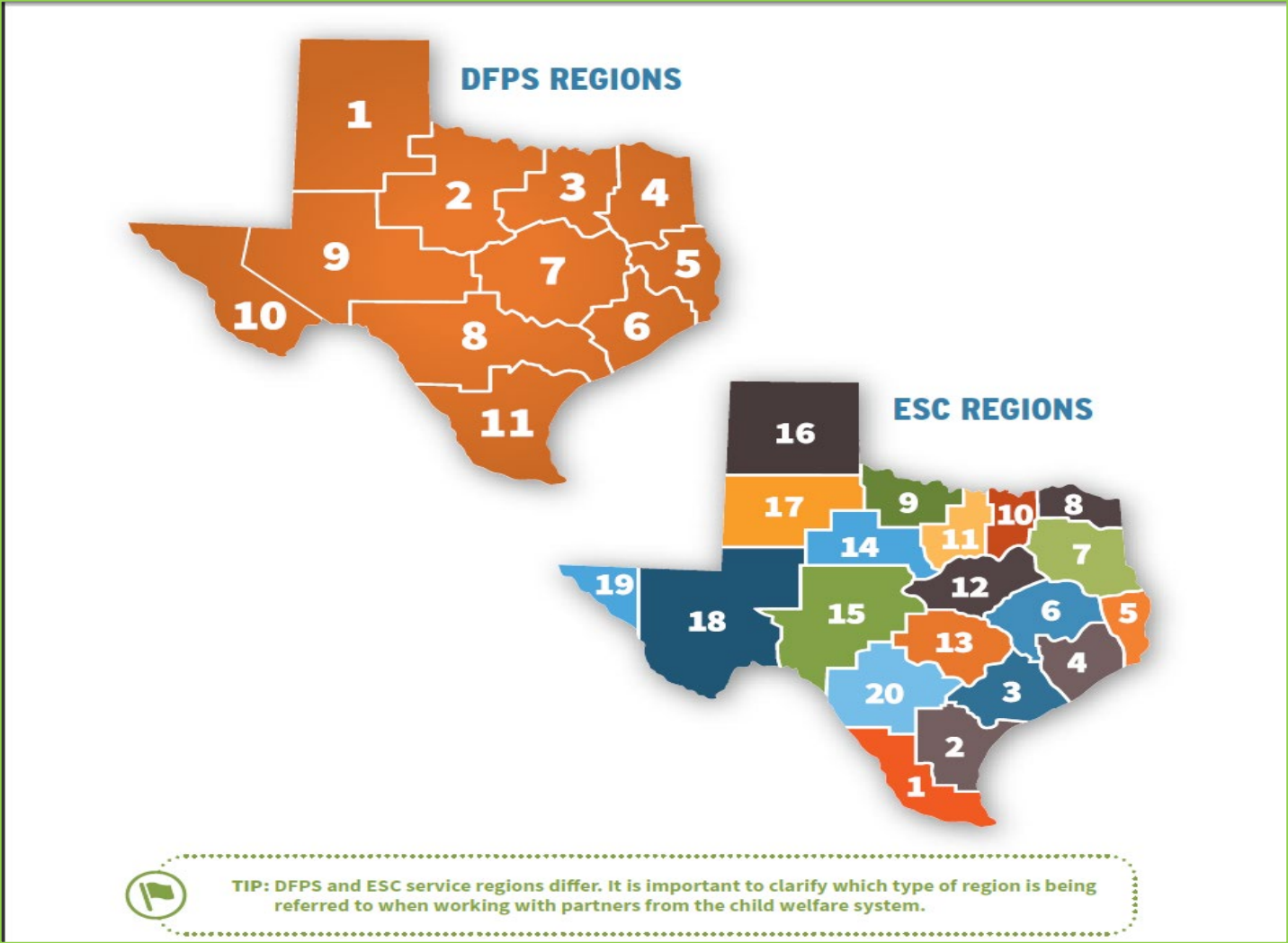
Additional Costs "Additional costs" reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. Title I, Part A funds may be used to pay for additional transportation costs in Title I districts.

School of Origin The school of origin is the school in which a student is enrolled at the time of placement in foster care or a change in placement. A student in foster care is entitled to remain enrolled in his or her school of origin unless it is determined not to be in the student's best interest to stay at that school. Texas law allows a student in

DATE ISSUED: 3/6/2017	1 of 7
UPDATE 53	
REC/REGULATION/PRM	

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

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](#)

Education Best Interest Coordination | Considerations



DFPS Considerations:



How long is the placement expected to last and what is the permanent plan?



Are there any safety issues to consider?



Which school does the child prefer? Why?



Appropriate timing in school year, semester, etc?

LEA information to Support Decision-making:

- Student Preferences – e.g. Has the student shared about what school they would like to attend?
- Academic Factors – e.g. Is the student receiving specialized instruction?
- Social and Emotional Factors – e.g. Describe any meaningful relationships the student has formed with school staff, peers, etc?



Pause for Processing



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

Transition Assistance: Rule Requirements § 89.1605 Overview

LEAs must:

Develop systems to ease transitions of students who are homeless or in foster care during the first two weeks of enrollment at a new school.

Systems must include:

Student welcome packets

School Introduction to ease transitions

Nutrition benefits

Enrollment conference



Transition Assistance Tools

TEA
Texas Education Agency

STUDENT WELCOME PACKET REQUIREMENTS AND BEST PRACTICES

TAC § 89.1605

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
- ▶ Contact information for pertinent school staff
- ▶ Contact information for pertinent school staff:
 - ▶ Counselors
 - ▶ Nurses
 - ▶ Social workers
 - ▶ Foster Care Liaison
 - ▶ McKinney-Vento Liaison
 - ▶ Principal & assistance principals
 - ▶ Additional support staff (e.g., special education, EL contact, G/T contact, 504 programs, PRS.)

ADDITIONAL FOSTER CARE AND MCKINNEY-VENTO ITEMS:

- Student clubs
- After school programs
- Enrichment programs
- Mentor programs
- Family engagement opportunities
- Student ambassador programs
- Post-secondary planning activities
- Summer and holiday resources
- Other community resources available in your area (e.g., FindHelp.org)

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Texas Education Agency

SCHOOL INTRODUCTIONS TO EASE TRANSITIONS

TAC § 89.1605

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 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.

Ensure privacy and confidentiality for student situations. Do not label students as homeless or in foster care.

TEA
Texas Education Agency

NUTRITION BENEFITS

TAC § 89.1605

All students who are identified as homeless or in foster care are eligible for the US Department of Agriculture Child Nutrition Program.

Local Educational Agencies (LEAs) must ensure there is an expedited process in place for all students who qualify to receive nutrition benefits upon enrollment. The process must expedite communication with the LEA nutrition coordinator to ensure that eligible students are 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 your Nutrition Coordinator to establish processes, such as sending an approval notification via email.
- LEAs should provide annual training to new and returning staff on nutrition eligibility and application processes.

REMINDER: Applications must be expedited when the student qualifies for SNAP benefits. Ensure systems and supports are student and family-centered!

TEA
Texas Education Agency

ENROLLMENT CONFERENCE 101

TAC § 89.1605

Local Education Agencies must convene an enrollment conference with a student who is homeless or in foster care within the first two weeks of enrollment at a new school or within the first two weeks after the student is identified as homeless or in foster care when enrolling at a new school. The student's participation in the meeting should be addressed on a case-by-case basis. The convening cannot delay or impede enrollment.

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

An **Enrollment Conference** is a student-centered meeting for a newly enrolled student designed to:

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

KEY PEOPLE TO CONSIDER INCLUDING:

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

OTHERS TO INCLUDE:

LEA AND CAMPUS STAFF	COMMUNITY SUPPORT
▶ Special Program Staff (e.g., Special Education, English Learner, Gifted and Talented, etc.)	▶ Parent or Guardian
▶ Teachers	▶ Relative or Foster Placement Caregiver
▶ Social Workers	▶ Case Manager
▶ Dropout Prevention Specialist	▶ DFPS Educational Decision Maker
▶ Attendance/Tuancy Officer	▶ CASA Volunteer

KEY DISCUSSION TOPICS**:

- Student's interests, strengths, and previous successes
- Student's attendance, grades, credits, etc.
- Social, emotional, and behavioral supports
- LEA policies to support enrollment and withdrawal processes
- Communication preferences of parent/guardians or unaccompanied youth
- Post-secondary readiness

*Additional people may be invited, as needed.
**Discussion topics are required in TAC § 89.1605(b)(2) and should be adapted to meet the unique needs of each student.



Transition Planning

Transition Planning Guide for Students in Foster Care Receiving Special Education Services

(PDF)

- Crosswalk of education and DFPS required activities.
- Recommendations for coordination and alignment across systems.



Transition into Adulthood

- Insurance
 - STAR Health (a Medicaid program)
 - Update addresses

- Drivers's License
 - Waived driver's license fees

- Other Documents
 - Birth certificate
 - Social security card
 - Immunization records
 - Insurance cards





- Tuition and Fee Waiver
- Education and Training Voucher (ETV)
- Free Application for Federal Student Aid (FAFSA)
- Higher Education Foster Care Liaisons

A photograph of a school hallway with a wide set of stairs. Several students with backpacks are walking on the stairs. The scene is brightly lit by large windows on the right side of the hallway. The text "Foster Care Resources" is overlaid in blue on the left side of the image.

Foster Care Resources

Topics

- PEIMS coding
- Pre-K qualifications
- Post-secondary education
- Foster Care liaisons

Foster Care Frequently Asked Questions (FAQ)



Highly Mobile and At-Risk Student Programs Division

PEIMS Coding

1. When a student leaves foster care, do they remain coded for the year?

A student should remain coded for the entire year, regardless of whether the student is no longer in foster care due to reunification with parents, an adoption, or another outcome.

The Foster Care Indicator code does not carry over from year to year. A student's time in Texas Department of Family & Protective Services (DFPS) Managing Conservatorship is temporary. The student must be re-identified in PEIMS at the beginning of each school year.

2. Are foster care students also coded as "at-risk" under [TEC 29.081](#)?

Yes. Students enrolled with documentation that indicates they are currently in foster care must be coded with PEIMS at-risk indicator code #11.

Students in foster care may also meet other criteria for the at-risk indicators. These should be considered separately from a student's foster care status. If a student leaves foster care, they may continue to be coded as at-risk under other qualifying criteria.

In some circumstances, students in or formerly in foster care should be coded with PEIMS at-risk indicator code #13 under [TEC 29.081\(d\)\(13\)](#). By definition alone, students in or formerly in foster care do not meet the state criteria for indicator code #13.

For more information visit, [TEA Compensatory Education FAQ](#).

3. How do I code a student who is from another state's foster care system?

If the student is not in DFPS Managing Conservatorship, they are not flagged for foster care status in PEIMS; however, they are eligible for school nutrition and Every Student Succeeds Act (ESSA) benefits (see the ["Other" Section](#) of this FAQ).¹ We encourage foster care liaisons and local educational agencies (LEAs) to look out for students in these scenarios and support them, even though they are not captured in PEIMS.

4. Can students in foster care also be coded as homeless?

Students who are awaiting foster care placement are not eligible to be identified as homeless.

However, there are scenarios when a student in foster care is living in a setting that meets the definition of homeless under McKinney-Vento. For example, a Child With Out Placement, also known as CWOP, is living in a setting that meets the McKinney-Vento definition of homeless. In these settings,

¹ Although TEC only requires PEIMS reporting of students who are in DFPS Managing Conservatorship, students in the managing conservatorship of another state should receive the same benefits as students in DFPS.

Foster Care and Student Success Resource Guide 2.0

FOSTER CARE & STUDENT SUCCESS:



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



2 New Chapters

Chapter 8 Every Student Succeeds Act

- Rights for students in foster care.
- Educational Stability:
 - School of origin
 - Education best-interest
 - Transportation coordination
 - Data collection and reporting

Chapter 10 Trauma-Informed Education

- Traumatic childhood experiences.
- Trauma-informed school communities.
- Supporting mental and behavioral health of students in foster care.
- Truancy and discipline.
- Multi-tiered systems of support.

Coming Soon!



Chapters in the New Foster Care and Student Success Resource Guide

Chapter 1: Education & Students in Foster Care

Chapter 2: Increasing Cross-Systems Awareness

Chapter 3: Building Cross-Systems Partnership

Chapter 4: Child Welfare 101

Chapter 5: Foster Care Liaisons

Chapter 6: School Enrollment, Withdrawal, & other Transition Considerations

Chapter 7: Identifying Students & Maintaining Confidentiality

Chapter 8: Every Student Succeeds Act

Chapter 9: Education Decision-Making

Chapter 10: Trauma-Informed School Support

Chapter 11: Student Support & Interventions

Chapter 12: Special Education Services

Chapter 13: Transitioning from Foster Care & Post-Secondary Opportunities



Update AskTed



*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

Highly Mobile and At Risk, and Mental Health Supports



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.



Division Webinars and Trainings



HM&AR Homepage

Academics / Special Student Populations

- NEW! Program newsletter archive
- Student Programs Webinars
 - View past webinars and trainings



Foster Care Newsletter

Released on October 5th, 2021

- Back-to-School Checklist
- Foster Care Liaison Appointment Reminder
- PEIMS Coding and Documents
- Pre-K Eligibility for Students in Foster Care
- Foster Care Q&A
- Transition Assistance
- Self-Assessment Tool
- New TEA Foster Care Contact
- Future LEA spotlights
 - Send to: fostercareliaison@tea.texas.gov

Welcome to a new school year!

The start to a new school year brings a new opportunity to help students be the best they can be. TEA is here to help with providing information and resources to support your campus in addressing the educational needs of students in foster care. Providing a welcome and supporting environment and having key staff, such as a Foster Care Liaison, in place to assist with school transitions is an important first step to a strong start for the 21-22 school year.

This newsletter is full of practical tips, strategies, and key reminders to assist with the new school year. Additionally, TEA will offer webinars throughout the year to provide further guidance and answer any concerns.

Thank you for your continued advocacy and support of students in foster care.

Upcoming Newsletters

Each program in the Highly Mobile and At-Risk division releases newsletters every two months. [Subscribe](#) to all of the HM&AR newsletters to receive more in-depth updates on these student programs:

- Military-Connected Students
- Texas Education for Homeless Children and Youth
- Foster Care and Student Success
- Mental and Behavioral Health

Subscribe!

[Click here to subscribe](#) to our newsletter.

[Subscribe](#) to the English Learner Support newsletter via the EL web portal.

Upcoming Events

Foster Care Training

- [Foster Care 101](#)
October 28, 1:30 – 2:30 am CST

Transition Assistance Training Series

- [Page 1 \(10/27\) 10:00-11:30 am CST](#)
- [Page 2 \(11/03\) 10:00-11:15 am CST](#)
- [Page 3 \(12/01\) 10:00-11:15 am CST](#)

Highly Mobile and At-Risk Webinars

- [November 18th](#)
1:00-2:30 pm CST

Back-to-School Checklist



- Ensure the name and contact information for your LEA Foster Care Liaison is accurate and up-to-date (see section below for more information.)



- Provide training to all staff who will be assisting students in foster care.



- Immediately enroll students in foster care! Reminder: Students with missing records may be provisionally enrolled and have 30 days to provide all of the information required for enrollment.

- Ensure the receipt of the 2085 and 2085E forms and maintain confidentiality.

- Work with your school nutrition program to verify eligibility and expedite nutrition benefits for students in foster care.

- Obtain Pre-K verification for students in foster care.

- Ensure students are coded as At-Risk (for compensatory education purposes) and receive all services and supports available.

Foster Care Liaison Appointment Reminder

Each school district and open-enrollment charter school in Texas is required to appoint at least one employee to act as an LEA Foster Care Liaison. Both districts and open-enrollment charter schools must keep their LEA Foster Care Liaison's name and contact information updated in [AskTED](#). It is important to take time at the beginning of each school year to ensure your LEA Foster Care Liaison's contact information is up to date.

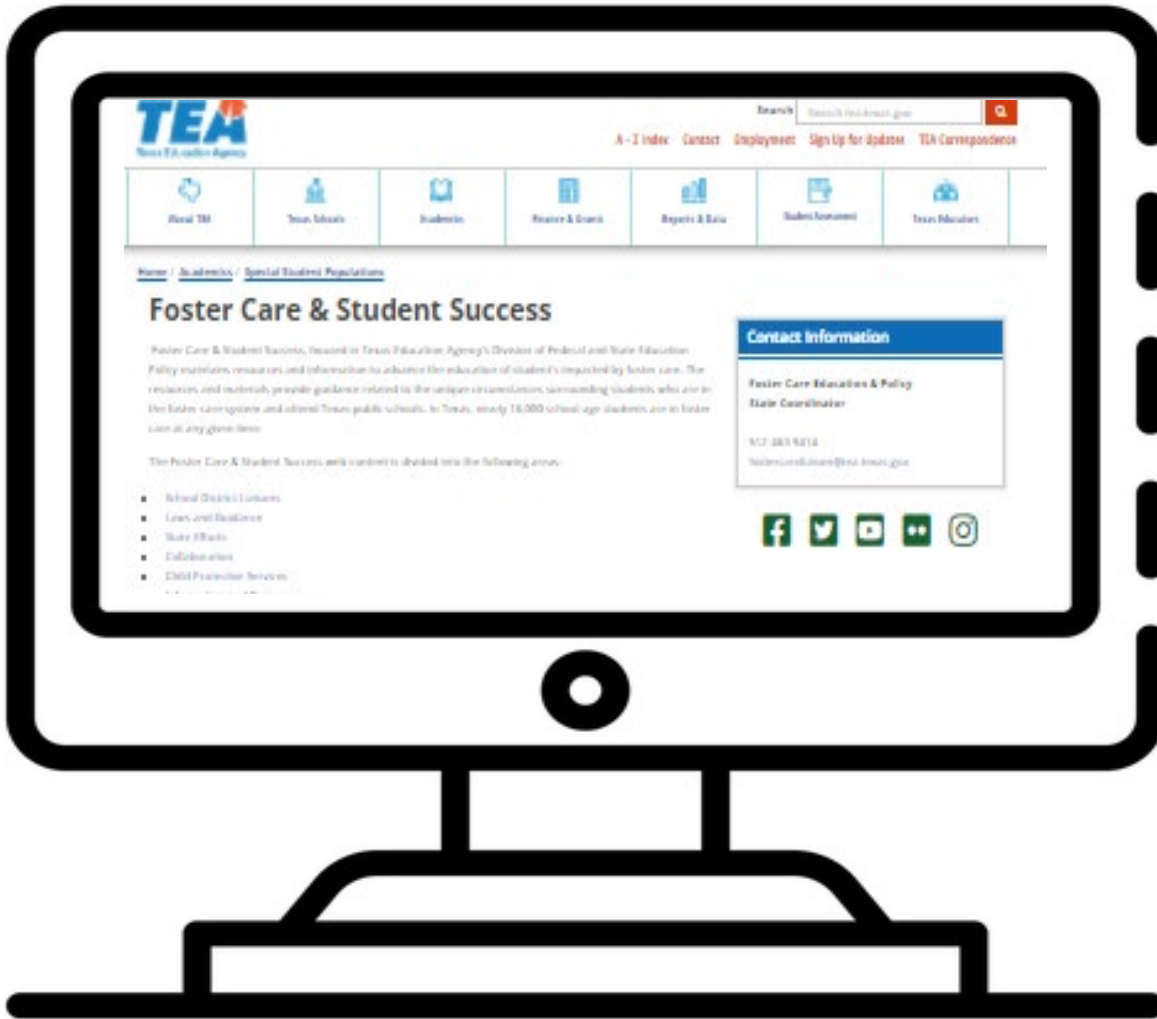


How to update information in AskTED:

Districts

Provide the liaison information to your [district's AskTED administrator](#). Initiate the

Foster Care Webpages Redesign



- Main Page
 - Foster Care Points of Contact
 - Foster Care Resources
 - Frequently Ask Questions



Sign Up for Updates!

The screenshot shows the TEA website header with navigation links: Popular Applications, AskTED, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, and TSDS. A search bar is present with the text 'Search' and a magnifying glass icon. Below the search bar, the link 'Sign Up for Updates' is circled in red. Other navigation links include 'A - Z Index', 'Contact', 'Employment', and 'TEA Correspondence'. The main navigation menu includes: About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. A large banner for 'Coronavirus (COVID-19)' features a 'GET UPDATES' button. Below the banner are three categories: Coronavirus (COVID-19), Supplemental Special Education Services, and Texas Home Learning. The 'The Latest TEA News' section includes a sub-header and a brief description. At the bottom, there are three columns: Emergency Support, Texas Schools, and About.

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](#)



Questions



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



Survey

- Please use the QR code or link to provide feedback of this presentation.



https://tea.co1.qualtrics.com/jfe/form/SV_6sNFrRUFWH3kwXs

