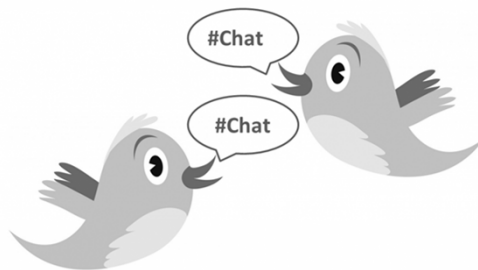


FCRB Focus: Education

What You Need to Know to Support the Educational Needs of Tennessee Children and Youth in Care

Chat with us!

In the chat, tell us in one sentence what education can mean for children in foster care.



The Special Needs of Children and Youth in Foster Care

- Child physical abuse, sexual abuse, emotional abuse, and neglect that results in a removal from a child's family home creates lasting scars.
- This early adversity is linked to range of severe and complex consequences across prominent fields of functioning (Greeson et al., 2011).



Prevalence

- According to the Casey Family National Foster Care Alumni Study, 90 percent of foster youth alumni reported a history of abuse and/or neglect, and 21 percent reported abuse and/or neglect that took place during out-of-home placement (Salazar, Keller, Gowen, & Courtney, 2013).

Poll!

In your experience, which educational challenge is the most significant for students in care?

- A) Early childhood / early intervention failures
- B) School discipline
- C) Special education
- D) Inadequate educational preparation for independence or college
- E) School instability
- F) Something else
- G) I think students in care don't have serious challenges in education.

Trauma in Care

- **Children who undergo unstable placement, in addition to prior abuse and neglect, are twice as likely to cultivate behavior problems versus foster youth who attain stable foster care placements (Dorsey, Burns, Southerland, Cox, Wagner, & Farmer, 2012).**

RISK IN EDUCATION

- Impaired Cognitive Ability and Academic Achievement
- Memory Difficulties
- Poor Social Skills
- Diminished Language Development
- Increased Likelihood for Mental Health
- Diagnoses

(Bartlett & Rushovich, 2018; Forkey et al., 2016; Jankowski et al., 2019)



FCRB Focus: Education

- **Birth-3:**
 - Screening for disability required
 - Services for babies and toddlers with disability
- **Preschool, 3-5**
 - Services for children with disability
- **School Age Educational Progress:**
 - Attendance
 - Grades
 - Discipline
- **Special Education or Disability Related Accommodations**
 - Does the child have a disability?
 - 504 / IEP
 - Does the team suspect the child has a disability?
- **School Stability**
 - Every Student Succeeds Act
 - Fostering Connections
- **High School Aged Youth: Path to On-Time Graduation**
 - Requirements and strategies to get on track



FCRB Education Focus: Birth to 3



DCS Requirements

- **Every child under 3** whose CPS investigation results in ‘**substantiation**’, or
- **Every child under 5** who is in **DCS custody** have:
 - 1) Referral for screening and eligibility determination to the **Tennessee Early Intervention Services (TEIS)** program through the TN DOE
 - 2) TEIS develops an **Individualized Family Service Plan (IFSP)** for children who need for services.
 - At 3 years, TEIS and DCS ensure a timely transition to public special education
 - After a child is receiving services, 3-9 mos. before the child’s 3rd birthday, TEIS will work with the family to discuss options for when the child turns 3 and exits TEIS.

FCRB Education Focus: TEIS



Things to Know:

- You can request the TEIS Referral Form in the documentation Packet.
- If DCS has not made a referral as required, recommend that DCS make that referral in 7 days.
- Follow up at reviews on progress on IFSP for children who qualify for services.

Early Intervention is critical!

FCRB Education Focus: 3-5

- For children exiting Part C and potentially eligible for Part B services, DCS **must notify, at least 90 days before the 3rd birthday** (but not more than 9 months before):
 - **TN DOE** and
 - **The School District** where the child lives that the toddler on his or her third birthday will reach the age of eligibility for services under Part B of the IDEA (special education).
- At Age 3, Services required under Part B of the IDEA, federal special education law, for eligible children.
 - Special education can occur in various settings.



FCRB Focus: School Age Children

**Educational Progress for school aged child:
Children should be enrolled in school and attending regularly
with necessary documents.**

Up-to-date education records are in the child's file.

- Did the caseworker provide the new school and/ or the Board with an Educational Passport that included:
 - Attendance
 - Discipline
 - Grades
 - Transcripts
 - Current IEP; Eligibility; Referral?



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FCRB Focus: Educational Progress

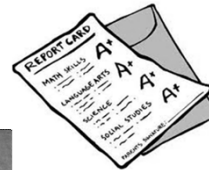


- **Absences:**

- Truancy after five days unexcused.
- Ask:
 - What is happening (mental health/ health/ court/ DCS)? What sort of documentation excusing absences is turned in? Does it meet school requirements?
 - Sometimes, schools make mistakes or experience transportation challenges.
 - Support: Individualized Health Plan may support the needs of students with chronic health issues.

- **Grades**

- Check for progress.
- If grades are an issue, find out why:
 - Student transfer? Learning needs? Missing assignments?
 - Recommend support:
 - Tutoring through school or DCS
 - Materials like calculator
 - Standard school attire
 - Special Education referral or increased support



Behavior and Educational Progress

- **Students in care are more likely than their peers to struggle with problem behavior at school.**

Check referrals to determine where the child may need support.

Sensitive issue for most children, don't back them into corner—instead, ask them:

How do you feel?

What do you think would help?

Motivational Interviewing!

Poll

Are you signed up for the MI training that's coming up in early February?



Behavior and Educational Progress

- Possible recommendations:
 - School meeting to build increase rapport and problem solve relationship issues
 - Behavior planning to support student engagement and progress
 - Special Education referral
 - Schedule an Administrative Review to follow up in 2 months to check on progress.



FCRB Focus: Discipline

Expulsion:

- For all students: The principal should have told guardian about the right to appeal the expulsion and the Alternative Learning Center (ALC) that the student can attend.
- If the child is expelled for a zero tolerance (ZT) offense, the appeals process and the rules are different.
- **Note: The School has to follow certain rules for students with disability! (More on that later.)**



FCRB Focus: Special Education

Compared to their peers, youth in care are **2.5 to 3.5 times** more likely to receive special education services. Burley & Helpem, 2001; Castrechini, 2009; Smithgall et al., 2004.



Decreasing Risk Through Special Education Intervention

Starting Point: Special Education and Support

- **School Based Teams**
 - Once a teacher or a parent has expressed a concern about a child, a school may gather to discuss appropriate supports.
 - The team may also discuss evaluation for special education

Decreasing Risk Through Special Education Intervention

- **In the School Based Team meeting, or following the interventions proposed there, the student may be recommended for individual evaluation under IDEA or Section 504.**
- **504 Plans- 504 of the Rehabilitation Act**
 - Plans, including accommodations for students with physical or mental impairments that substantially limits a major life activity
- **Individualized Education Programs (IEPs)- The Individuals with Disabilities Education Act**
 - Specialized instruction for students with disabilities

Special Education: Section 504 & IDEA

Section 504

- A civil rights law that prohibits disability discrimination in public and private programs that receive federal financial assistance.
- Eligibility: Physical or mental impairment that substantially limits one or more major life activities (walking, thinking, speaking, etc.).

IDEA:

- An education act that provides federal financial assistance to state educational agencies to guarantee that eligible children with disabilities receive special education and related services.
- Eligibility: Children ages 3 to 22 birthday (unless graduated) who are determined by a multidisciplinary team to be eligible within one or more of 13 specific disability categories AND who need special education and related services.

Eligibility Categories Under IDEA

THIRTEEN CATEGORIES

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance (ED)
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment (including blindness).

The Individuals With Disabilities Education Act

Key Components

- Identification and Evaluation through Child Find
- Individualized Education Program (IEP)
- Free Appropriate Public Education (FAPE)
- Education in the Least Restrictive Environment (LRE)
- Parent and Teacher Participation
- Procedural Safeguards

Special Education: The Individualized Education Plan

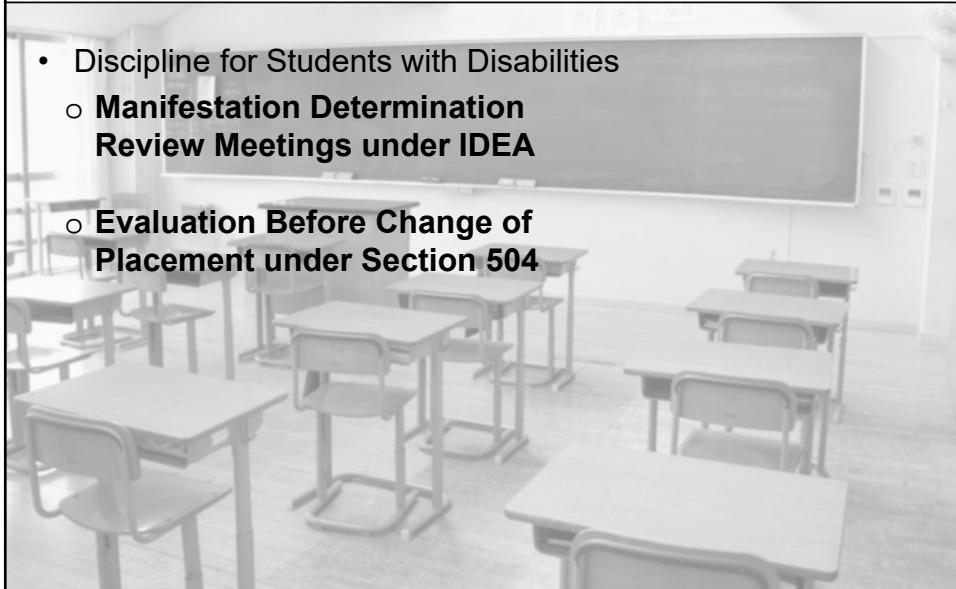
- Focus: the *individualized* needs of the child
 - Child's Strengths
 - Parent/Guardian's Concerns
 - Special Factors:
 - Behavioral concerns? English Language Learner? Communication?
 - Present Levels of Performance
 - Goals Measurable, achievable, and addresses each area of need.
 - Accommodations, Modifications
 - Plans for Transition to Adulthood
 - Related Service Plan
 - Reviewed Annually

Poll

Have you ever attended an IEP meeting?

FCRB Focus: Student Discipline

- Discipline for Students with Disabilities
 - **Manifestation Determination Review Meetings under IDEA**
 - **Evaluation Before Change of Placement under Section 504**



FCRB Focus: School Stability

- 2/3 of the Casey National Alumni Study participants attended **3+ elementary schools**.
- 1/3 attended **5+ elementary schools**.
- More than 1/3 of the 17 and 18 year old foster youth in the Midwest Study experienced **5+ school changes** related to their being in foster care.

Courtney, Terao, & Bost, 2004.

STABILITY ADVOCACY STRATEGY: ESSA

- Children in foster care remain in their school of origin unless it is not in the child's best interest.
- State Education Agencies (SEAs) and Local Education Agencies (LEAs) are encouraged to develop mechanisms to allow relevant parties to participate in the determination.
- LEAs must collaborate with the Child Welfare Agency to develop and implement clear written procedures.

INTERVENTION: HIGH SCHOOL GRADUATION

- Drop Out Prevention

Requirements for Students

TOTAL CREDITS REQUIRED: 22

MATH: 4 Credits

Including Algebra I, II, Geometry and a fourth higher level math course

SCIENCE: 3 Credits

Including Biology, Chemistry or Physics, and a third lab course

ENGLISH: 4 Credits

SOCIAL STUDIES: 3 Credits

PHYSICAL EDUCATION AND WELLNESS: 1.5 Credits

PERSONAL FINANCE: .5 Credits

FINE ARTS: 1 Credit

*FOREIGN LANGUAGE: 2 Credits

May be waived for students not going to a University to expand and enhance the elective focus

ELECTIVE FOCUS: 3 Credits

Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

CAPSTONE EXPERIENCE: (Senior projects, service learning, community service, internship, work based learning or virtual enterprise).



INTERVENTION: HIGH SCHOOL GRADUATION

- Diplomas:

- Regular High School Diploma
- Special Education Diploma
- Occupational Diploma
- Alternative Academic Diploma

- Additional Graduation Requirements:

- Civics Test
- ACT/SAT



Strategies For Getting on Track

- Alternative Education Setting
- Credit Recovery
- Online School
- Summer School

Things to Look for

- Schools attended
- Fall and Spring Semester
- Grades
- Total credits attempted and earned
- Duplicate courses
- Required graduation requirements each year
- Retrieved credits (credit recovery) if any
- Grade Averaging if any



FCRB Educational Worksheet

Education Supplemental Worksheet

To be completed by FCRB board member and not directly asked to the youth

Transcript review (transcript required)

Date student started 9th grade year: _____

Indicate the courses in which the student has received credit (as verified on a high school transcript).

	Fall Semester S1	Spring Semester S2		Fall Semester S1	Spring Semester S2
English I/ELD 9			Biology		
English II/ELD 10			Biology IA (SPED or Elective credit)		
English III/ELD 11			Biology IB (SPED or Elective Credit)		
English IV/ELD 12			Chemistry or Physics		
English A/B is a SPED credit			Another Science:		
Algebra I/Integrated Math I			Another Science:		
Algebra IA/ Integrated Math IA (SPED or Elective credit)			World History with World Geography		

FCRB Educational Worksheet

For youth enrolled in high school (Transcripts required)

- a. What year did the student first enroll as a freshman in high school? _____
 b. Indicate the courses in which the student has received credit (as verified on a high school transcript).

Course	Fall S1	Spring S2	Course	Fall S1	Spring S2	Course	Fall S1	Spring S2
English I/ELD 9	<input type="checkbox"/>	<input type="checkbox"/>	Biology	<input type="checkbox"/>	<input type="checkbox"/>	World History and Geography	<input type="checkbox"/>	<input type="checkbox"/>
English II/ ELD 10	<input type="checkbox"/>	<input type="checkbox"/>	Chemistry or Physics	<input type="checkbox"/>	<input type="checkbox"/>	U.S. History and Geography	<input type="checkbox"/>	<input type="checkbox"/>
English III/ ELD 11	<input type="checkbox"/>	<input type="checkbox"/>	Another Science	<input type="checkbox"/>	<input type="checkbox"/>	Economics	<input type="checkbox"/>	<input type="checkbox"/>
English IV/ ELD 12	<input type="checkbox"/>	<input type="checkbox"/>	Another Science	<input type="checkbox"/>	<input type="checkbox"/>	U.S. Government and Civics	<input type="checkbox"/>	<input type="checkbox"/>
Algebra I/int. Math I	<input type="checkbox"/>	<input type="checkbox"/>	Fine Arts Class	<input type="checkbox"/>	<input type="checkbox"/>	Personal Finance (1.5 credit required)	<input type="checkbox"/>	<input type="checkbox"/>
Algebra IA/int. Math IA	<input type="checkbox"/>	<input type="checkbox"/>	Fine Arts Class	<input type="checkbox"/>	<input type="checkbox"/>	Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>
Algebra IB/int. Math IB	<input type="checkbox"/>	<input type="checkbox"/>	Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>	Year 1: _____	<input type="checkbox"/>	<input type="checkbox"/>
Geometry/int. Math II	<input type="checkbox"/>	<input type="checkbox"/>	Year 1: _____	<input type="checkbox"/>	<input type="checkbox"/>	Year 2: _____	<input type="checkbox"/>	<input type="checkbox"/>
Geometry IA/int. Math IIA	<input type="checkbox"/>	<input type="checkbox"/>	Year 2: _____	<input type="checkbox"/>	<input type="checkbox"/>	Physical Education (1.5 credit required)	<input type="checkbox"/>	<input type="checkbox"/>
Geometry IB/int. Math IIB	<input type="checkbox"/>	<input type="checkbox"/>	Year 2: _____	<input type="checkbox"/>	<input type="checkbox"/>	Physical Education (1.5 credit required)	<input type="checkbox"/>	<input type="checkbox"/>
Algebra II/int. Math III	<input type="checkbox"/>	<input type="checkbox"/>	Year 2: _____	<input type="checkbox"/>	<input type="checkbox"/>	Physical Education (1.5 credit required)	<input type="checkbox"/>	<input type="checkbox"/>
4 th Math Class	<input type="checkbox"/>	<input type="checkbox"/>	Year 2: _____	<input type="checkbox"/>	<input type="checkbox"/>	Physical Education (1.5 credit required)	<input type="checkbox"/>	<input type="checkbox"/>
4 th Math Class	<input type="checkbox"/>	<input type="checkbox"/>	Year 2: _____	<input type="checkbox"/>	<input type="checkbox"/>	Physical Education (1.5 credit required)	<input type="checkbox"/>	<input type="checkbox"/>

Use Mark Fields to Indicate Elective Force and Other Courses

Poll

Is there an area within foster care and education that you would like to learn more about?

- A) Birth through 3 Educational Considerations for infants and Toddlers with Disabilities
- B) Special Education
- C) Reading High School Transcripts
- D) EFC College Considerations
- E) No, I feel like I have the information that I need