

# Supporting School Success: What Child Welfare and Education Leaders Can Do

Excerpted from Flynn-Khan, M. (2010, October). Meeting the education requirements of fostering connections: Learning from the field. Washington, DC: Connected by 25, The Finance Project, and the Youth Transition Funders Group.

Cross-System Planning & Staffing	Policies and Procedures	Practice Supports	Data Supports
<p><b>Child Welfare Leaders</b></p> <ul style="list-style-type: none"> <li>• Establish and/or participate in interagency planning efforts at the state and local levels.</li> <li>• Designate child welfare staff to act as education liaisons and advocates at state or local level.</li> <li>• Co-locate child welfare staff in schools and/or postsecondary institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an interagency agreement that describes how child welfare agencies and education agencies will work together to support education enrollment, continuity, and stability, including how they will pay for transportation to a school of origin.</li> <li>• Develop policies and procedures for determining each child’s education decisionmaker.</li> <li>• Develop policies and procedures for determining the best interest of the child for purposes of assessing whether a child should be enrolled in another school.</li> <li>• Create clear procedures for caseworkers to follow for school enrollment and school transfers.</li> <li>• Create clear procedures for arranging for and paying for transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate training on education requirements, policies, procedures, and supports in caseworker and caregiver initial and ongoing training.</li> <li>• Provide training to youth in care on their education rights, postsecondary education options, and resources available to help them pursue postsecondary education.</li> <li>• Adjust case management forms and protocols so they include attention to education stability, enrollment, and outcomes in ongoing case planning as well as transition planning.</li> <li>• Adjust family teaming protocols and forms to include education issues and education experts.</li> <li>• Develop tools (e.g., resource guides) to support case managers and caregivers in addressing education issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure state and tribal statewide automated child welfare information system includes appropriate fields for collecting education data.</li> <li>• Develop appropriate processes for gathering education data from local education agencies.</li> <li>• Inform schools of who is in foster care and provide timely notice of anticipated changes in placements that may affect the child’s school placement.</li> <li>• Provide encouragement and resources to caseworkers and/or data entry personnel to ensure education data fields are completed with up-to-date information.</li> <li>• Work with the courts and education system to develop shared-data systems that automate data sharing.</li> </ul>
<p><b>Education Leaders</b></p> <ul style="list-style-type: none"> <li>• Establish and/or participate in interagency planning efforts at the state and local levels.</li> <li>• Designate education staff to act as experts on education issues affecting young people in foster care and as liaisons for the child welfare and court systems at the state and local levels.</li> <li>• Provide opportunities for the child welfare agency to co-locate child welfare staff in schools and/or in postsecondary institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an interagency agreement between the state education agency and state child welfare agency that describes how the two will work together to support education success.</li> <li>• Create clear procedures for guidance counselors, teachers, and administrators to follow for determining school enrollment, supporting decisions regarding best interests of the child in education placement, and effecting school transfers.</li> <li>• Create clear procedures for arranging for and paying for transportation to a school of origin.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate training on the education needs of foster youth and policies on education enrollment, continuity, and stability into initial and in-service teacher and counselor training.</li> <li>• Include training on transition planning within the child welfare system and on the importance of coordinating individualized education program transition planning with child welfare transition planning.</li> <li>• Provide training to youth in care on their education rights, postsecondary education options, and resources available to help them pursue postsecondary education.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop appropriate processes for receiving data and information from the child welfare agency on who is in care and when placement changes occur.</li> <li>• Develop appropriate processes for sharing education records and data with the child welfare agency.</li> <li>• Work with the courts and education system to develop shared-data systems so data sharing is automated.</li> </ul>