ESSA FC Essentials
Foster Care - 24-hour (a day) substitute care for children placed away from their parents or guardians and for whom the child welfare agency (DCS, tribal, or local) has placement and care responsibility.
Definitions & Acronyms

ESSA - Every Student Succeeds Act
LEA - Local Educational Agency
POC - Point of Contact
SEA - State Education Agency (ADE)
IEP - Individualized Education Plan
SIS - Student Information System
ADE - Arizona Department of Education

CWA - Child Welfare Agency (in Arizona, DCS or tribal)

DCS - Department of Child Safety

DCSS - Department of Child Safety Specialist

REL - Regional Education Liaison (DCS Staff)
*Children in foster care are **NO LONGER McKinney-Vento (Homeless)!!!**
The ESSA also amended section 725 of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), **REMOVING** children “awaiting foster care placement” from the definition of “homeless children and youths” for purposes of the Education for Homeless Children and Youths (EHCY) program.*

* *Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015*
Studies demonstrate that students in foster care experience more challenges throughout their education compared to their peers, such as the following:

*Taken from ‘Roadmap for Foster Care and K–12 Data Linkages Key Focus Areas to Ensure Quality Implementation’ by Data Quality Campaign & Legal Center for Foster Care & Education*
School Stability Rationale

Frequent school changes

*Taken from 'Roadmap for Foster Care and K–12 Data Linkages Key Focus Areas to Ensure Quality Implementation' by Data Quality Campaign & Legal Center for Foster Care Education*
School Stability Rationale

Friendships
School Stability Rationale

Delayed enrollment when school changes occur

*Taken from ‘Roadmap for Foster Care and K–12 Data Linkages Key Focus Areas to Ensure Quality Implementation’ by Data Quality Campaign & Legal Center for Foster Care Education
School Stability Rationale

Class credits

REPORT CARD

ENGLISH... D
MATH ... C-
HISTORY... D+
SPANISH... F
SOCIALST... C
PHYS.ED.... B

In Cline
School Stability Rationale

Education services
School Stability Rationale

Higher rates of school suspensions and expulsions

*Taken from ‘Roadmap for Foster Care and K–12 Data Linkages Key Focus Areas to Ensure Quality Implementation’ by Data Quality Campaign & Legal Center for Foster Care Education*
School Stability Rationale

Far lower high school and college graduation rates

*Taken from ‘Roadmap for Foster Care and K–12 Data Linkages Key Focus Areas to Ensure Quality Implementation’ by Data Quality Campaign & Legal Center for Foster Care Education*
School Stability Rationale

Figure 5. Number of schools attended during the 2012/13 school year, for students in foster care, low-socioeconomic-status students, and all students in Arizona public schools, 2012/13

Note. Percentages are computed for 1,108,915 students ages 5-17, including 10,770 students in foster care and 1,098,145 low-socioeconomic-status students. Due to rounding, percentages may not add up to 100. Numbers and percentages are presented in appendix table B2. SES = socioeconomic status.
School Stability Rationale

Figure 12. Percentage of grade-12 students who graduated in 2013, for students in foster care, other at-risk student subgroups, and all students in Arizona public schools, 2012/13

Graduation rate for grade-12 students (percent)

- **All**: 78%
- **Low SES**: 71%
- **English language learners**: 64%
- **Students with disabilities**: 28%

Source: Authors' analysis of linked administrative data from the Arizona Department of Education and Arizona Department of Child Safety, 2012/13.

Note: Percentages are computed for 66,714 students age 17 or younger enrolled in grade 12: 500 students in foster care; 26,243 low-socioeconomic-status students; 470 English language learners; and 6,147 students with disabilities, of which 139 were students in foster care. Numbers and percentages of grade-12 graduates, by student subgroups, are provided in appendix table B7.

(*) The number of students in foster care classified as English language learners in grade 12 was too low for reporting the graduation rate.

SES = socioeconomic status.
ESSA Foster Care Legal Text
ESSA Foster Care Legal Text

*Two Parts:
* Part 1- SEA Portion
* Part 2- LEA Portion
ESSA Foster Care Legal Text

Part 1- SEA Portion
“(E) the steps a SEA will take to ensure collaboration with the State agency responsible for administering the State plans under parts B and E of title IV of the SSA (42 U.S.C. 621 et seq. and 670 et seq.) to ensure the educational stability of children in foster care, including assurances that—
“(i) any such child enrolls or remains in such child’s school of origin, unless a determination is made that it is not in such child’s best interest to attend the school of origin, which decision shall be based on all factors relating to the child’s best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement;
“(ii) when a determination is made that it is not in such child’s **best interest** to remain in the school of origin, the child is **immediately enrolled** in a new school, even if the child is unable to produce records normally required for enrollment;
“(iii) the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records; and
“(iv) the SEA will designate an employee to serve as a POC for CWAs and to oversee implementation of the State agency responsibilities required under this subparagraph, and such POC shall **not** be the State’s Coor. for Ed. of HYC under sect. 722(d)(3) of the McKV Homeless Assistance Act (42 U.S.C. 11432(d)(3));
Basically...

**SEA/CWA/LEA**
Collaborate

FC children should remain in their school of origin
School of Origin - the school in which a child is enrolled at the time of placement in foster care. If a child’s foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.
When a child enters foster care, even though they live here... ... they have the right to attend school here!
When a child changes placement, even though they live here... they have the right to attend school here!
Basically...

If not in the best interest of the child to remain, immediately enroll in new school.

Enrolling school shall immediately obtain records from previous school.
School of Origin

A child in foster care will only attend here...

... if it is not in their best interest to attend here!
ESSA Foster Care Legal Text

Part 2- LEA Portion
∗ *(c) ASSURANCES.—Each LEA plan shall provide assurances that the LEA will—

∗ *(5) collaborate with the State or local CWA to—

∗ *(A) designate a POC if the corresponding CWA notifies the LEA, in writing, that the agency has designated an employee to serve as a POC for the LEA; and
“(B) by not later than 1 year after the date of enactment of the ESSA, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
“(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with sect. 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
“(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if—
“(I) the local CWA agrees to reimburse the LEA for the cost of such transportation;

“(II) the LEA agrees to pay for the cost of such transportation; or

“(III) the LEA and the local CWA agree to share the cost of such transportation;
Basically...

SEA/CWA/LEA Collaborate

CWA & LEA establish POCs
Basically…

Plans to transport FC children to their school of origin.

Additional costs- I pay, you pay, we pay.
Roles & Responsibilities
SEA Roles & Responsibilities
The SEA must designate a POC for the CWAs and this person may **NOT** be the State’s Coord. for Ed. of HCY.

The SEA must ensure children in foster care are remaining in their school of origin, immediate enrollment, that LEAs and the CWA are collaborating for school stability & transportation, and that foster children are being identified as their own subgroup with student achievement & graduation rate data.
Advocating for a thorough best interest determination process regarding school selection

Monitoring LEAs to ensure compliance with the Title I requirements at the local level

Providing professional development opportunities and technical assistance for LEA POCs and other personnel regarding school stability and educational supports for children in foster care, as needed.*

LEA Roles & Responsibilities
The LEA designates their POC. At the LEA level, this person can also serve as the LEA’s McKinney-Vento Liaison/Specialist.

To update your LEA’s POC:

Send an email containing the POC’s contact info to:

- EducationPOC@AzDCS.gov
- FosterCare@azed.gov
The LEA POC should:
Collaborate with the CWA to maintain school stability
*Ensure the best interest is determined regarding school selection*
* Ensure necessary transportation is provided, funded, and arranged.
Ensure immediate enrollment, transfer of records, & that school staff are trained on the provisions & educational needs of children in foster care.*

The LEA & CWA should collaborate in determining the best interest of a child in foster care. The CWA is the final decision maker regarding a foster child’s school selection if any conflict cannot be resolved.

The cost of transportation CANNOT be considered when determining the best interest of the child!
Factored into the best interest determination should be:
Best Interest Determination

- The safety of the child
- The wishes of the parent, caregiver, and child
Best Interest Determination

- The toll of the commute, distance, and time for the child to travel to and from the school
- Projected duration of out-of-home placement
Best Interest Determination

* The child’s academic, developmental, and socialization needs
* The effect a school change will have on the child's learning and any potential for loss of credits*

*Taken from the Department of Child Safety Open Discussion on ESSA Foster Care PowerPoint*
Transportation
An LEA must collaborate with the CWA to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child’s time in foster care.*

These procedures must ensure that—

Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner and in accordance with section 475(4)(A) of the Social Security Act; and
If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if

1. the local CWA agrees to reimburse the LEA for the cost of such transportation;
2. the LEA agrees to pay for the cost; or
3. the LEA and local CWA agree to share the cost.

The LEA should first pursue existing & low or no-cost options for transportation.
Individual Procedure
Existing options could include:

Transportation already provided by other programs (i.e. if a child in foster care has an IEP that requires they be transported; that transportation would already be covered by IDEA or if the child qualifies for Title IV-E funds)

If a child is placed in a foster group home, the group home is contractually obligated to transport up 50 miles one way
Low or no cost options could include:

- Caregiver provides transportation to school or existing bus routes; CWA may be able to provide mile reimbursement to the caregiver
- Amending current bus routes
- Public transportation, if appropriate
Transportation

* Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to their assigned school and the cost of transporting a child in foster care to their school of origin. *

* These additional costs can be covered by the LEA, or the CWA, or the LEA & CWA can share those costs. The LEA POC should work closely with the CWA POC & REL to implement the transportation plan.

* *Taken from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from U.S. Department of Education and U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act of 2015*
**Scenario**

* In early May, young Jasmine is disrupted & has to move to a new group home. Jasmine is a sophomore in Tempe UHSD. Jasmine’s new group home is in Mesa. It is in Jasmine’s best interest to remain at Tempe UHSD.
In early February, young Simone enters foster care. Simone is in the 5th grade in the Tolleson ESD. Simone’s new placement is in Surprise. Simone has an IEP and having academic success. Transportation is mandated in Simone’s IEP. It is in Simone’s best interest to remain at Tolleson UHSD.
In late September, young Timothy enters foster care & is placed in a kinship placement (aunt). Timothy is in eighth grade in Gilbert USD. Timothy’s new placement is in South Scottsdale. It is in Timothy’s best interest to remain at Gilbert USD.
In December, young Veronica enters foster care. Veronica is a junior in Phoenix Union UHSD (Cesar Chavez). Veronica’s new group home is by Metrocenter. It is in Veronica’s best interest to remain at Phoenix UHSD.
BOTH the LEA & CWA share the responsibility of school stability and transporting these children to their school of origin.
Immediate Enrollment

* When a determination is made that remaining in the school of origin is not in a child’s best interest, SEAs and LEAs must ensure that a child in foster care is **immediately enrolled** in his or her new school even if the student does not have the required documentation.
The enrolling school must then contact the student’s prior school for relevant records.
... ESSA requires states and districts to publish annual report cards with information about the state as a whole and all districts and schools within the state.*

ESSA requires districts to make a number of academic achievement data available in a way that either is or can be cross-tabulated by race/ethnicity, whether a student has a disability, English proficiency, income, migrant status, gender, homeless status, foster care status, and military connected status.*

Helpful Data table from the Leadership Conference Education Fund’s ‘Data Provisions in the Every Student Succeeds Act’

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Race &amp; ethnicity</th>
<th>Students w/ Disabilities</th>
<th>English Learner</th>
<th>Income</th>
<th>Migrant</th>
<th>Gender</th>
<th>Homeless</th>
<th>Foster Care</th>
<th>Military Connected</th>
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</thead>
<tbody>
<tr>
<td>Test Scores</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>% tested by subject</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HS Grad Rate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>K-8 Indicator of Student Growth</td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School Climate, Quality, and Safety</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
It is important that any remaining or new student that meets the definition of ‘foster care’ (24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency (DCS or tribal) has placement and care responsibility) be accurately identified in your SIS.

For example, as you are updating a foster care student, you would go into the Student Demographics section & under Student Parent relationship, you would mark the Relationship Type as ‘Foster Parent’; whether it be a child in a foster home, foster group home, or a kinship placement that is in CWA custody.
### Responsible Party

Create new parent information - Resolve Parent Identity first

<table>
<thead>
<tr>
<th>API Resource Name</th>
<th>Get</th>
<th>Post</th>
<th>Put/Post</th>
<th>Delete</th>
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</thead>
<tbody>
<tr>
<td>parents</td>
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<td>X</td>
<td></td>
</tr>
</tbody>
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#### EdFi Parent

<table>
<thead>
<tr>
<th>Column Name</th>
<th>Data Type</th>
<th>Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PersonalTitlePrefix (O)</td>
<td>varchar(30)</td>
<td></td>
<td>A prefix used to denote the title, degree, position or seniority of the person.</td>
</tr>
<tr>
<td>FirstName (R)</td>
<td>varchar(75)</td>
<td></td>
<td>A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change. National Education Data Model (NEDM): First Name.</td>
</tr>
<tr>
<td>MiddleName (O)</td>
<td>varchar(75)</td>
<td></td>
<td>A secondary name given to an individual at birth, baptism, or during another naming ceremony. National Education Data Model (NEDM): Middle Name.</td>
</tr>
<tr>
<td>LastName (R)</td>
<td>varchar(75)</td>
<td></td>
<td>The name borne in common by members of a family. National Education Data Model (NEDM): Last Name/Surname.</td>
</tr>
<tr>
<td>GenerationCodeSuffix (O)</td>
<td>varchar(10)</td>
<td></td>
<td>An appendage, if any, used to denote an individual’s generation in his family (e.g., Jr., Sr., III).</td>
</tr>
<tr>
<td>MaidenName (O)</td>
<td>varchar(75)</td>
<td></td>
<td>The person’s maiden name, if applicable.</td>
</tr>
<tr>
<td>SexTypeID (O)</td>
<td>int</td>
<td></td>
<td>A person’s gender.</td>
</tr>
<tr>
<td>ParentUniqueID (R)</td>
<td>varchar(32)</td>
<td></td>
<td>A unique alpha-numeric code used solely for backend purposes.</td>
</tr>
</tbody>
</table>

#### studentParentAssociations

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<tr>
<th>EdFi Student ParentAssociation</th>
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</tr>
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<tbody>
<tr>
<td>StudentUniqueID (R)</td>
<td>varchar(32)</td>
<td></td>
<td>A unique alpha-numeric code assigned to a student by the state.</td>
</tr>
<tr>
<td>ParentUniqueID (R)</td>
<td>varchar(32)</td>
<td></td>
<td>A unique alpha-numeric code used solely for back-end purposes; a new ID is created for every enrollment each year.</td>
</tr>
<tr>
<td>RelationTypeID (O)</td>
<td>int</td>
<td>Table 22</td>
<td>The nature of an individual’s relationship to a student; for example: Father, Mother, Step Father, Step Mother, Foster Father, Foster Mother, Guardian; National Education Data Model (NEDM): Relationship to Student.</td>
</tr>
<tr>
<td>PrimaryContactStatus (C)</td>
<td>bit</td>
<td></td>
<td>Indicator of whether Responsible Party is the primary parental contact for the student.</td>
</tr>
</tbody>
</table>

Modify parent information
## 18-19 Use Case 4.0 Responsible Party

### Table 22: Responsible Party Relationship Type

<table>
<thead>
<tr>
<th>ID</th>
<th>Code Value</th>
<th>ID</th>
<th>Code Value</th>
<th>ID</th>
<th>Code Value</th>
<th>ID</th>
<th>Code Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aunt</td>
<td>11</td>
<td>FatherInLaw</td>
<td>21</td>
<td>Nephew</td>
<td>32</td>
<td>Foster parent</td>
</tr>
<tr>
<td>2</td>
<td>Brother</td>
<td>12</td>
<td>Fiance</td>
<td>22</td>
<td>Niece</td>
<td>33</td>
<td>Mother, step</td>
</tr>
<tr>
<td>3</td>
<td>BrotherInLaw</td>
<td>13</td>
<td>Fiancee</td>
<td>23</td>
<td>Other</td>
<td>34</td>
<td>Father, step</td>
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<tr>
<td>4</td>
<td>CourtAppointedGuardian</td>
<td>14</td>
<td>Friend</td>
<td>24</td>
<td>SignificantOther</td>
<td>35</td>
<td>Great aunt</td>
</tr>
<tr>
<td>5</td>
<td>Daughter</td>
<td>15</td>
<td>Grandfather</td>
<td>25</td>
<td>Sister</td>
<td>36</td>
<td>Great uncle</td>
</tr>
<tr>
<td>6</td>
<td>DaughterInLaw</td>
<td>16</td>
<td>Grandmother</td>
<td>26</td>
<td>Son</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Employer</td>
<td>17</td>
<td>Husband</td>
<td>27</td>
<td>Unknown</td>
<td>37</td>
<td>Cousin</td>
</tr>
<tr>
<td>8</td>
<td>Father</td>
<td>19</td>
<td>Mother</td>
<td>28</td>
<td>Uncle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>FathersSignificantOther</td>
<td>18</td>
<td>MothersSignificantOther</td>
<td>29</td>
<td>Ward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>FathersCivilPartner</td>
<td>20</td>
<td>MothersCivilPartner</td>
<td>30</td>
<td>Wife</td>
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### Required

<table>
<thead>
<tr>
<th>Table</th>
<th>edfi:StudentEducationOrganizationAssociation:StudentCharacteristic</th>
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**Column Name** | **Data Type** | **Codes** | **Description** |
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>StudentUniqueId (R)</td>
<td>int</td>
<td></td>
<td>A unique alphanumeric code assigned to a student</td>
</tr>
<tr>
<td>EducationOrganizationId (R)</td>
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<td></td>
<td>The identifier assigned to an education organization. (SchoolId)</td>
</tr>
<tr>
<td>StudentCharacteristicDescriptorId (R)</td>
<td>int</td>
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<td>The characteristic designated for the Student (Parent in Military, Foster Care, 1/4 or more degree Indian blood)</td>
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### Optional

<table>
<thead>
<tr>
<th>Table</th>
<th>edfi:StudentEducationOrganizationAssociation:StudentCharacteristic:Period</th>
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**Column Name** | **Data Type** | **Codes** | **Description** |
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<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>StudentUniqueId (R)</td>
<td>int</td>
<td></td>
<td>A unique alphanumeric code assigned to a student</td>
</tr>
<tr>
<td>EducationOrganizationId (R)</td>
<td>int</td>
<td></td>
<td>The identifier assigned to an education organization. (SchoolId)</td>
</tr>
<tr>
<td>StudentCharacteristicDescriptorId (R)</td>
<td>int</td>
<td></td>
<td>The characteristic designated for the Student (Parent in Military, Foster Care, 1/4 or more degree Indian blood)</td>
</tr>
<tr>
<td>BeginDate (R)</td>
<td>Date</td>
<td></td>
<td>The month, day, and year for the start of the period</td>
</tr>
<tr>
<td>EndDate (O)</td>
<td>Date</td>
<td></td>
<td>The month, day, and year for the end of the period</td>
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</table>
19-20 Use Case 5.0 Student Demo.

<table>
<thead>
<tr>
<th>URI</th>
<th>CodeValue</th>
<th>Short Description</th>
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</thead>
<tbody>
<tr>
<td>uri://azed.gov...</td>
<td>Parent in Military</td>
<td>Parent in Military</td>
</tr>
<tr>
<td>uri://azed.gov...</td>
<td>Foster Care</td>
<td>Foster Care</td>
</tr>
<tr>
<td>uri://azed.gov...</td>
<td>1/4 or more degree Indian blood</td>
<td>1/4 or more degree Indian blood</td>
</tr>
</tbody>
</table>
Each year, when an LEA applies for the ESEA Consolidated Grant (which includes Title I funds), they must upload a document of assurances which includes the foster care provisions laid out in ESSA.
Title I Monitoring

* In Cycle 4 of the six year cycle, Title I specialists will do on-site monitoring. They will pull a sampling (10%) of your Procedure Transportation Plan to Ensure School Stability for Individual Students in Foster Care. The LEA will also upload the current Transportation Plan to Ensure School Stability for Students in Foster Care into ALEAT.
## School Fees

### Auxiliary Payments and Special Allowances/Supplemental Financial Supports

<table>
<thead>
<tr>
<th>Service Type Category</th>
<th>Service Type Description</th>
<th>Uses, Maximum Amounts and Qualifiers. Approval levels are designated in CHILDS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMRG CLTH ALLOW</td>
<td>Emergency Clothing</td>
<td>$150 maximum per state fiscal year. Independent Living Subsidy program youth are <strong>not</strong> eligible for this allowance.</td>
</tr>
<tr>
<td>EMRG CLTH EXTRA</td>
<td>Emergency Clothing - Extra</td>
<td>$100 maximum per state fiscal year. (examples: Fire, Flood, Theft). Independent Living Subsidy program youth are <strong>not</strong> eligible for this allowance.</td>
</tr>
<tr>
<td>BOOKS/EDUCATION</td>
<td>Books Education Expenses</td>
<td>$82.50 maximum per school year for all dependent children. For books, supplies, course fees, student services and physical education fees/equipment. May be approved for special pre-school and college level, technical and vocational classes.</td>
</tr>
<tr>
<td>SUPP SCH TUIT</td>
<td>Supplemental Extra School Tuition and Fees</td>
<td>$165 maximum per session. For use during summer sessions or interims at year round schools.</td>
</tr>
<tr>
<td>GRADUATION</td>
<td>Graduation Expenses</td>
<td>$220 maximum. Available for High School only for cap, gown, ring, yearbook, and other graduation related fees.</td>
</tr>
<tr>
<td>SPECIAL NEEDS</td>
<td>Special Needs Allowance</td>
<td>$22.50 maximum per state fiscal year. Available to assist foster parents with expenses such as holidays, birthdays, and special occasions. Independent Living Subsidy program youth are <strong>not</strong> eligible for this allowance.</td>
</tr>
<tr>
<td>CAMP AND VACATION</td>
<td>Camp and Vacation Allowance</td>
<td>Suspended.</td>
</tr>
<tr>
<td>PASSPORT</td>
<td>Passport Allowance</td>
<td>Reimbursement for the actual cost of obtaining a passport book or card. Receipts are required. Effective 1/1/09 and is a one-time reimbursement per child.</td>
</tr>
<tr>
<td>DIAPERS-SPECIAL</td>
<td>Diaper – Special</td>
<td>$62.50 maximum per month. This allowance must be authorized monthly. Available with medical documentation for children who require additional funds for diapers.</td>
</tr>
</tbody>
</table>

*Auxiliary Payments and Special Allowances/Supplemental Financial Supports are available to licensed family foster care providers and unlicensed kinship and non-relative providers.*

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### What AFFCF Can Consider Funding
LEA Foster Care Liaisons

www.azed.gov/fostercare/
LEA Foster Care Liaisons

LEA POC List

# A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Search Entries:

Search

Academy Del Sol, Inc.
Academy of Building Industries, Inc
Academy Of Excellence, Inc.
CWA Roles & Responsibilities
The CWA is required to include a plan for ensuring the educational stability of a child in foster care in the child’s case plan. This plan must include:
An assurance that each placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child was enrolled at the time of placement.
An assurance that the CWA has coordinated with the LEA(s) to ensure the child can remain in that school, or if remaining in that school is not in the child’s best interest, an assurance that the child will be enrolled immediately in a new school and that the new school obtains relevant academic and other records.
These assurances relate to the circumstances at the time of the child’s initial placement into foster care, as well as each time a child moves to a different foster care placement.

The roles of the CWA POC could include:
Collaborating with the SEA & LEA to ensure school stability for children in foster care, to determine the best interest of a child in regards to school selection, and facilitate transportation plan.
CWA Roles & Responsibilities

* Notifying the LEA when a child enters foster care or changes placement.
Helping expedite record transfers.
Providing training to LEAs & caregivers.
State level POC: Barbara Guillen, Barbara.Guillen@azdcs.gov

The 5 CWA Regional POCs are:

- Northern Region (Mohave, Coconino, Yavapai, Apache, and Navajo Counties): Mary Prince, Mary.Prince@azdcs.gov
- Southwest Region (Yuma, La Paz, and Western Maricopa Counties): George Johnson, George.Johnson@azdcs.gov
- Central Region (Eastern Maricopa and Pinal Counties): Jennifer Farrish, Jennifer.Farrish@azdcs.gov
- Pima Region (Pima County): Czarina Balderrama, Czarina.Balderrama@azdcs.gov
- Southeast Region (Santa Cruz, Cochise, Graham, Greenlee, and Gila counties): Sharon Travis, Rebecca.Travis@azdcs.gov
Whew!
Questions???
Big Takeaways
Big Takeaways

* School of origin

* CWA & LEA collaboration for best interest determination & transportation to school of origin

* Immediate Enrollment

* Accurate identification
Contact Information

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joey.taylor@azed.gov
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Web Page:

* Law
* Guidance
* Resources

http://www.azed.gov/FosterCare/