



What Education Leaders Can Do to Support Education Success for Youth in Foster Care

| Cross-System Planning and Staffing | Policies and Procedures | Practice Supports | Data Supports |
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| <ul style="list-style-type: none"> ■ Establish and/or participate in interagency planning efforts at the state and local levels. ■ Designate staff within schools to become knowledgeable on education issues affecting young people in foster care. ■ Ask designated staff to serve as liaisons with DCF ■ Have staff from the child’s team provide input on the Education Best Interest Determination process. | <ul style="list-style-type: none"> ■ Use the MOU between the AOE and DCF that describes how the two systems work together to support education stability and success. ■ 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. ■ Work with DCF to understand the procedures for arranging for and paying for transportation to a school of origin. | <ul style="list-style-type: none"> ■ 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. ■ Include training on <i>transition planning within the child welfare system and the importance of coordinating IEP transition planning with child welfare transition planning.</i> ■ Provide training to youth in care on their education rights, postsecondary education options, and resources available to help them pursue postsecondary education. | <ul style="list-style-type: none"> ■ Develop appropriate processes for receiving data and information from DCF on who is in care and when placement changes occur. ■ Develop appropriate processes for quickly sharing education records and data with DCF. |



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