

2023 FOSTER CARE SUMMIT

ESSA Transportation Coordination

- Overview requirements
 - ESSA
 - Title I- Part A
 - TEA School Transportation Allotment Handbook
- Resources available
 - TASB document
- Panel: Best practices from LEAs & DFPS Ed. Specialist
- Q/A Session

ESSA and Transportation Planning

- Procedures will also ensure that if there are *additional costs* incurred in providing transportation to the school of origin, LEAs will provide it if:

- The LEA is reimbursed by the child welfare agency;
- The LEA agrees to pay the costs; or
- The LEA and the child welfare agency agree to share the costs

20 U.S.C. §6312(c)(5)(B)(ii)

*Additional costs incurred should reflect the difference between what an LEA otherwise would spend to transport a student to his/her assigned school and the cost of transporting a child in foster care to their school of origin (ED/HHS Non-Regulatory Guidance, p. 7-8).

ESSA & LEA Title I Plans

- LEA Title I plans must contain assurances that LEAs will collaborate with the state or local child welfare agency to:

- Develop and implement clear written procedures for how transportation will be *provided, arranged and funded* to maintain students in foster care in their schools of origin, when in their best interest, for the duration of their time in FC.

20 U.S.C. §6312(c)(5)(B)

- Procedures will ensure that students in foster care needing transportation to schools of origin will *promptly receive* transportation in a *cost-effective* manner and in accordance with section 475(4)(A) of the Social Security Act 42 U.S.C. §675(4)(A)

20 U.S.C. §6312(c)(5)(B)(i)

Considerations to Support with Required Foster Care Transportation Procedures

- Visit with LEA administration for access to TASB sample regulations and forms. *Located in the TASB RRM (Regulations Reference Manual).*
- Review other LEA samples/examples
- Consult with LEA leadership and Child Welfare ESSA Point of Contact

TASB Sample – Student Welfare, Student Support Services (FFC Regulation)

STUDENT WELFARE STUDENT SUPPORT SERVICES

FFC (REGULATION)

	foster care to remain at the school of origin through the highest grade level offered by that school, even if the student exits foster care.
Best-Interest Determination	DFPS makes the final decision regarding whether it is in a student's best interest to remain in the school of origin. District staff may be asked to provide information on the "educational best interest" of the student to support education decision-making based on what is best for the student academically, including social and emotional development. [See FFC(EXHIBIT) for educational best-interest factors.] The federal <i>Non-Regulatory Guidance</i> provides a list of factors that should be considered in determining the student's educational best interest. Transportation costs or funding cannot be considered as a factor in making the best-interest determination.
District Foster Care Liaison	The District foster care liaison is a District employee who facilitates the enrollment in or transfer to a public school of a student in the District who is in the conservatorship of the state. The District's foster care liaison is considered the designated point of contact for collaboration with DFPS on transportation procedures. The District has designated the following staff person as the District foster care liaison in the TEAAskTED system: Name: _____ Position: _____ E-mail: _____ Address: _____ Phone number: _____
Foster Care	Foster care means 24-hour substitute care for children placed away from their parent or guardian and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, homes of relatives and kin, group homes, emergency shelters, residential facilities, child-care institutions, and pre-adoptive homes.
Child Welfare Agency	In Texas, the DFPS is the relevant child welfare agency for collaboration on transportation procedures. Child Protective Services (CPS) is the division of DFPS that works with districts on issues related to students in foster care.
Child Welfare Contact	A district receiving Title I, Part A funds must collaborate with the DFPS-designated contact, including efforts to develop transportation procedures, if DFPS notifies a district, in writing, that the agency has designated an employee to serve as a point of contact

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STUDENT WELFARE STUDENT SUPPORT SERVICES

FFC (REGULATION)

[Adjust the items below to include those agreed upon by the District and DFPS. Consider any cost-sharing strategies that the District has used successfully with neighboring districts in transporting students who are homeless to and from their school of origin or any other programs where transportation costs are shared.]

- Cost sharing between the District and DFPS through use of a specific transportation strategy in which each party is responsible for a segment of the transportation;
- Offset of costs by DFPS, such as using Title IV-E funds paid to a foster parent or caregiver for transportation;
- Cost sharing between the school district of attendance and the school district where the student is living;
- Use of the District's Title I funds;
- Use of Medicaid reimbursements if an individualized education program (IEP) for a student receiving special education services will include transportation as a related service;
- Use of any available grant funds; and
- [Other].

Transportation Strategies

The following transportation strategies may be considered in achieving transportation to a student's school of origin:

[Adjust the items below to include those agreed upon by the District and DFPS. Consider any strategies that have been used successfully to transport students who are homeless to and from their school of origin and effective practices currently used to share transportation costs with neighboring districts, community partners, or others.]

- Arranging transportation by the foster parent or caregiver to the school of origin or to a bus stop on a route to the school of origin, such as when the foster parent lives within a certain distance from the school of origin;
- Arranging transportation by a relative or another adult approved by DFPS with whom the student has a relationship and whose existing commute aligns with the student's transportation need to the school of origin or a bus stop on a route to the school of origin;
- Maximizing the existing District transportation system by exploring ways the student can be transported to an existing bus stop that serves the school of origin (options to transport the

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- Transportation of Students in Foster Care
- Definitions
- General Transportation Procedures (includes Funding Strategies)
- Individual Transportation Plan

TASB Exhibit B

Individual Transportation Planning Template

(used with TASB permission)

Exhibit B – Individual Transportation Plan Template for Students in Foster Care

STUDENT WELFARE
STUDENT SUPPORT SERVICES

FFC
(EXHIBIT)

**Exhibit B—Individual Transportation Plan Template
for Student in Foster Care**

Note: For additional guidance, see the Texas Education Agency's [Foster Care and Student Success website](#)¹ and the U.S. Department of Education and Health and Human Services' [Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#).²

Based on the determination that it is in the student's best interest to remain in the school of origin, this plan addresses how transportation to the school of origin will be provided, arranged, and funded. The goal of this plan is to allow the student to remain in the school of origin without interruption.

In developing this transportation plan, participants evaluated student safety, cost effectiveness, reliability, and time and distance of the commute. Efforts were made to avoid or mitigate any additional costs.

Student Information

Student's name: _____

Student's grade level: _____

Student's foster parent or caregiver: _____

Student's school of origin: _____

Address at which student is currently living: _____

School that the student would attend based on current address: _____

Participants in Plan Development

The following District personnel were involved in the development of this plan:
[List the names and positions as appropriate.]

District foster care liaison: _____

Title I director: _____

Transportation director: _____

McKinney-Vento homeless liaison: _____

Special education director: _____

Principal at school of origin: _____

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- To guide education and child welfare parties in the transportation planning, whenever transportation is needed.
- Recommend utilizing for all transportation planning arrangements
- Helps to clarify needs and expectations.
- 5 Planning Sections
- 4 page tool/resource
- Located on TEA and TASB's websites.

Exhibit B – Individual Transportation Plan Template for Students in Foster Care

Student Information

Student's name: _____

Student's grade level: _____

Student's foster parent or caregiver: _____

Student's school of origin: _____

Address at which student is currently living: _____

School that the student would attend based on current address: _____

Participants in Plan Development

The following District personnel were involved in the development of this plan:

[List the names and positions as appropriate.]

District foster care liaison: _____

Title I director: _____

Transportation director: _____

McKinney-Vento homeless liaison: _____

Special education director: _____

Principal at school of origin: _____

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- Student Information
 - Grade level
 - Foster parent/caregiver
 - Current residence
 - School address where student would like to attend
- Participants in Plan Development
 - Key names and job titles

Exhibit B – Individual Transportation Plan Template for Students in Foster Care

Note: 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. In accordance with the federal *Non-Regulatory Guidance*, if the District is able to provide transportation through an established bus route, there are no additional costs. If the District will reroute buses or provide transportation through a private vehicle or transportation company, the District may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.

Additional Costs of Transportation

As a comparison for determining whether additional costs will be incurred in transporting the student to the school of origin, the cost of transporting the student to the school that the student would otherwise attend is estimated to be: _____.

The cost estimate of providing transportation under this plan is estimated to be: _____.

Thus, the cost of providing daily transportation for the student to the school of origin under this plan (*does/does not*) require additional costs. These additional costs will be funded in the following manner:

[Describe how the additional costs will be funded and what funding sources are available.]

- Additional Costs of Transportation
 - Additional costs description
 - Estimate of transportation costs to the assigned school
 - Estimate of providing transportation under plan
 - Assessment if there are ‘additional’ transportation costs.
 - Describe how additional costs will be funded and what funding sources are available.

Exhibit B – Individual Transportation Plan Template for Students in Foster Care

Transportation

[For each situation below, describe details of the transportation method. Identify which individuals are responsible for each segment of the commute, including whether an adult will be needed to accompany younger students on any segments; sign-off procedures to ensure that the student successfully completes each segment; and the like.]

Until the daily transportation method can be fully implemented, immediate transportation to the school of origin will be provided in the following manner:

Daily transportation to the school of origin will be provided in the following manner:

If it is known in advance that the daily transportation method will not be available, transportation will be provided in the following manner:

Should the daily transportation method not be available based on an unanticipated event, the following steps will be initiated to ensure that the student is able to get to school on time:

[Describe the steps that should be taken, by whom, and by what time.]

The student participates in after-school activities on the following days that require adjustments to the daily transportation method:

[Describe the days and times of after-school activities.]

- Transportation
 - Plan for the short term, while route being established.
 - Daily transportation plan
 - Alternate option, if not available
 - How to plan for unanticipated events
 - Steps for ensuring student is able to get to school on time.
 - After school activities

Exhibit B – Individual Transportation Plan Template for Students in Foster Care

Review and Termination

This plan will be reviewed when any circumstances have changed that affect implementation of the plan and at the beginning of each semester.

Upon the student's exit from foster care, the student can remain in the school of origin until they complete the highest grade level offered at the school. The _____ (title and name of the responsible DFPS staff) will notify the District foster care liaison so that this transportation plan may be reviewed.

Foster care liaison's signature: _____

Date: _____

Superintendent's signature: _____

Date: _____

(Or signature of other District official who has authority to approve any additional expenditures required by this plan.)

DFPS education decision-maker's signature: _____

Date: _____

Foster parent or caregiver's signature (if different from the education decision-maker): _____

Date: _____

¹ Texas Education Agency's Foster Care and Student Success website: <http://tea.texas.gov/Foster-CareStudentSuccess/>

² Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care: <http://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>

- Review and Termination
 - Review of plan when circumstances change, at the beginning of each semester.
 - Signatures from FC Liaison; Superintendent/District Official; DFPS Education-Decision-Maker; Foster parent or caregiver.

USDE Non-Regulatory Guidance – Foster Care

Ensuring Educational Stability and Success for Students in Foster Care

Non-Regulatory Guidance



November 2024

- Transportation questions (numbers 20-25)
- <https://www.ed.gov/media/document/non-regulatory-guidance-ensuring-educational-stability-and-success-students-foster-care-november-15-2024-108448.pdf>

Transportation Panel Participants:

- **Kelly Kravitz**
 - Texas Education Agency
- **Felicia Bennett Chambers**
 - DFPS Education Specialist
- **Lee Livingston**
 - San Angelo ISD
- **Jack (Nathan) Bosworth**
 - Texas Leadership Schools