

A photograph of a school staircase with several students walking. The students are wearing backpacks and casual clothing. The staircase has metal railings and is set against a large window that looks out onto a green landscape. The image is slightly faded to allow the text to be read clearly.

Foster Care Webinar
Wednesday, November 6, 2024
10:00 am – 11:30 am



Highly Mobile and At-Risk Student Programs Division

Homeless Children & Youth

Military Connected Students

Pregnancy Related Services

Foster Care & Student Success

Purpose:

To increase awareness, build capacity, and improve TEA supports, resources and tools available for schools to address the unique needs and statutory requirements of highly mobile and at-risk students.

We are committed to improving the school experience and education outcomes of all highly mobile and at-risk students in Texas public schools.



Purpose

Provide updates, share resources, promote information-sharing, and collect input from LEAs and the community for students in foster care.

Agenda

Welcome/Introductions

TSDS PEIMS Guidance

Key Reminders

Technical Assistance

Website posting

Resources & Upcoming Trainings





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Highly Mobile and At-Risk Student Programs

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① Start presenting to display the poll results on this slide.



TSDS PEIMS Guidance

TEA Foster Care
TSDS PEIMS Coding and Supplemental Guidance

October 2024

To streamline enrollment and clarify expectations regarding the TSDS PEIMS indicator code, identifying students in foster care and acceptable documentation TEA developed the guidance below. Please ensure that Campus Administrators, TSDS PEIMS Coordinators, Foster Care Liaisons, Registrars, School Counselors, and other personnel who develop and support the enrollment processes are informed.

DEFINING "FOSTER CARE" FOR TSDS PEIMS (C196):

The general term "foster care" for education purposes includes *all* students in the **managing conservatorship (legal custody) of the Texas Department of Family and Protective Services (DFPS)**.

- ◆ This includes students placed by DFPS with a Kinship caregiver, when the child remains in the legal custody of Texas DFPS.¹
- ◆ Students who were in or are currently in another state's foster care system, residing in Texas, are considered in "foster care" (For Pre-K purposes only) TEC §29.153(6)(B).
- ◆ The Texas Legislature granted TEA permission to collect the "foster care" status of students in Texas DFPS Managing Conservatorship, therefore students from another state's foster care system, unless for pre-k purposes, and students who are identified as Unaccompanied Refugee Minors (URM) living in Texas may be considered "foster care" should not be coded for the purposes of TSDS PEIMS.

ACCEPTABLE DOCUMENTATION FOR TSDS PEIMS:

Schools may accept any official Texas Department of Family and Protective Services form, listed below, **that designate that a student is in Texas DFPS Managing Conservatorship**. A school may also accept a copy of the court order for this purpose.

- All forms in the 2085 series:**
 - ◆ Foster Care/Residential Care - 2085 FC
 - ◆ Kinship or Other Non-Foster Caregiver - 2085 KO
 - ◆ Verified Kinship Foster Caregiver - 2085 KF
 - ◆ Legal Risk - 2085 LR
 - ◆ Home and Community-based Services (HCS) - 2085 HCS
 - ◆ Supervised Independent Living - 2085 SIL
 - ◆ Designation of Education Decision-Maker - 2085 E²
 - ◆ Designation of Medical Consenter - 2085 B

¹ A 'Kinship' Caregiver is a relative or fictive kin who provides care for a child. A relative is a member of the child's biological family. A fictive kin is a person who has a longstanding and significant relationship with a child in DFPS conservatorship or with the child's family. For more information about "foster care" and other settings a student may live in visit pg. 41-42 of the [Foster Care & Student Success Resource Guide](#).

² **All** students in DFPS Managing Conservatorship are required to present an Education Decision-Maker 2085 (E-2085) form at enrollment in accordance with Family Code §263.004. If a student does not have this form at enrollment, please request it. The form includes the contact information for the education decision-maker and caseworker. Schools, in accordance with TEC §25.007 and [IAC §89.1617](#), are required to notify the education decision-maker and caseworker regarding any event that may significantly impact the education of a child. It is critical that schools receive this form and store it with other privacy-protected records. The [Foster Care & Student Success Resource Guide](#) contains additional information in [Chapter 9](#) regarding education decision-making and who to contact for what purpose(s).

TEA Foster Care
TSDS PEIMS Coding and Supplemental Guidance

October 2024

ACCEPTABLE DOCUMENTATION (CONTINUED):

- DFPS Kinship Caregiver Agreement - 0695
- Court-Order naming Texas DFPS as the Temporary Managing Conservator (TMC) or Permanent Managing Conservator (PMC).
- Pre-k purposes only³ - DFPS issued letter & other states official paperwork (Acceptable documentation from another state's child welfare system, including official paperwork from state or county child welfare system; Foster Care documents stating closure of a case; Redacted court order documents; adoption paperwork completed by the originating state.)

EXAMPLES OF NON-ACCEPTABLE DOCUMENTATION:

- ◆ Placement Authorization forms from Child Placing Agencies'
- ◆ Letters from Child Placing Agencies'
- ◆ Memorandums and Letters on DFPS letterhead (unless for pre-k verification)''
- ◆ Documents from another state's child welfare system
- ◆ Authorization Agreement for Nonparent Relative or Voluntary Caregiver - The State of Texas'''
- ◆ Agreement for a Parental Child Safety Placement - DFPS 2298'''
- ◆ Home and Community-based Services (HCS), Department of Aging and Disability Services - Form 8665''
- ◆ Documentation that a student is in conservatorship under another party other than Texas DFPS (e.g. Unaccompanied Refugee Minors)'''
- ◆ Court/and or Legal paperwork stating another party outside of Texas DFPS is legally authorized representative or the custodial parent'''

* Students with this documentation are likely in DFPS managing conservatorship and will also have a 2085.
 '' Students with this documentation may or may not be in DFPS managing conservatorship. Students who are in DFPS conservatorship will also have a 2085.
 ''' Student's with this documentation are not in Texas DFPS managing conservatorship.

Please remember that the "foster care" status of students is highly confidential. Foster care status and related information should be handled with the utmost sensitivity and in accordance with all FERPA guidelines. All foster care related documents should be stored under lock and key with other privacy protected records. Providing training for registrars, counselors, and school staff on confidentiality and sensitivity when enrolling students in foster care is highly recommended.

³ If a student is eligible for prekindergarten because the student is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code, the parent or caregiver of the child will be mailed a verification letter of prekindergarten eligibility. Districts are asked to accept the DFPS letter as proof of eligibility to enroll these children in free prekindergarten. For assistance in obtaining a letter, please contact the DFPS [Education Specialists](#) in your area for assistance or for a description of other forms of proof of eligibility. Additional information is provided on pg. 75-76 of the [Foster Care & Student Success Resource Guide](#).



Data Element ID	Data Element Name	Date Issued	Date Updated																
E1528	FosterCareType	08/01/2013	09/01/2021																
Definition																			
<p>FosterCareType indicates whether a student is in the conservatorship of the Department of Family and Protective Services (DFPS) currently, or for a prekindergarten student that was previously in the conservatorship of DFPS, or for a prekindergarten student that is or ever has been in foster care in another state or territory, if the student resides in this state (Texas).</p>																			
Special Instructions																			
Table Identification	Length	Data Type	Domain of Values																
FosterCareType(C196)		Descriptor																	
Used in Entities																			
PriorYearLeaver StudentEducationOrganizationAssociation > FosterCareTypeSet																			
Used in Domain																			
Prior Year Leaver , Student Identification and Demographics																			
Former Data Element Name																			
Used in Data Collections/Submissions																			
<table border="0"> <tr> <td><input checked="" type="checkbox"/> PEIMS Extended Year</td> <td><input type="checkbox"/> CF Child Find</td> <td><input type="checkbox"/> ECDS ECDS-KG</td> <td><input type="checkbox"/> SELA Special</td> </tr> <tr> <td><input checked="" type="checkbox"/> PEIMS Fall</td> <td><input type="checkbox"/> CR Fall</td> <td><input type="checkbox"/> ECDS ECDS-PK</td> <td>Education Language Acquisition</td> </tr> <tr> <td><input type="checkbox"/> PEIMS Mid-Year</td> <td><input type="checkbox"/> CR Winter</td> <td><input type="checkbox"/> NP Not Promoted</td> <td><input type="checkbox"/> SPPI-14 SPPI-14</td> </tr> <tr> <td><input checked="" type="checkbox"/> PEIMS Summer</td> <td><input type="checkbox"/> CSW Charter School Waitlist</td> <td><input type="checkbox"/> RFT Residential Facility Tracker</td> <td><input type="checkbox"/> UID Enrollment Event</td> </tr> </table>				<input checked="" type="checkbox"/> PEIMS Extended Year	<input type="checkbox"/> CF Child Find	<input type="checkbox"/> ECDS ECDS-KG	<input type="checkbox"/> SELA Special	<input checked="" type="checkbox"/> PEIMS Fall	<input type="checkbox"/> CR Fall	<input type="checkbox"/> ECDS ECDS-PK	Education Language Acquisition	<input type="checkbox"/> PEIMS Mid-Year	<input type="checkbox"/> CR Winter	<input type="checkbox"/> NP Not Promoted	<input type="checkbox"/> SPPI-14 SPPI-14	<input checked="" type="checkbox"/> PEIMS Summer	<input type="checkbox"/> CSW Charter School Waitlist	<input type="checkbox"/> RFT Residential Facility Tracker	<input type="checkbox"/> UID Enrollment Event
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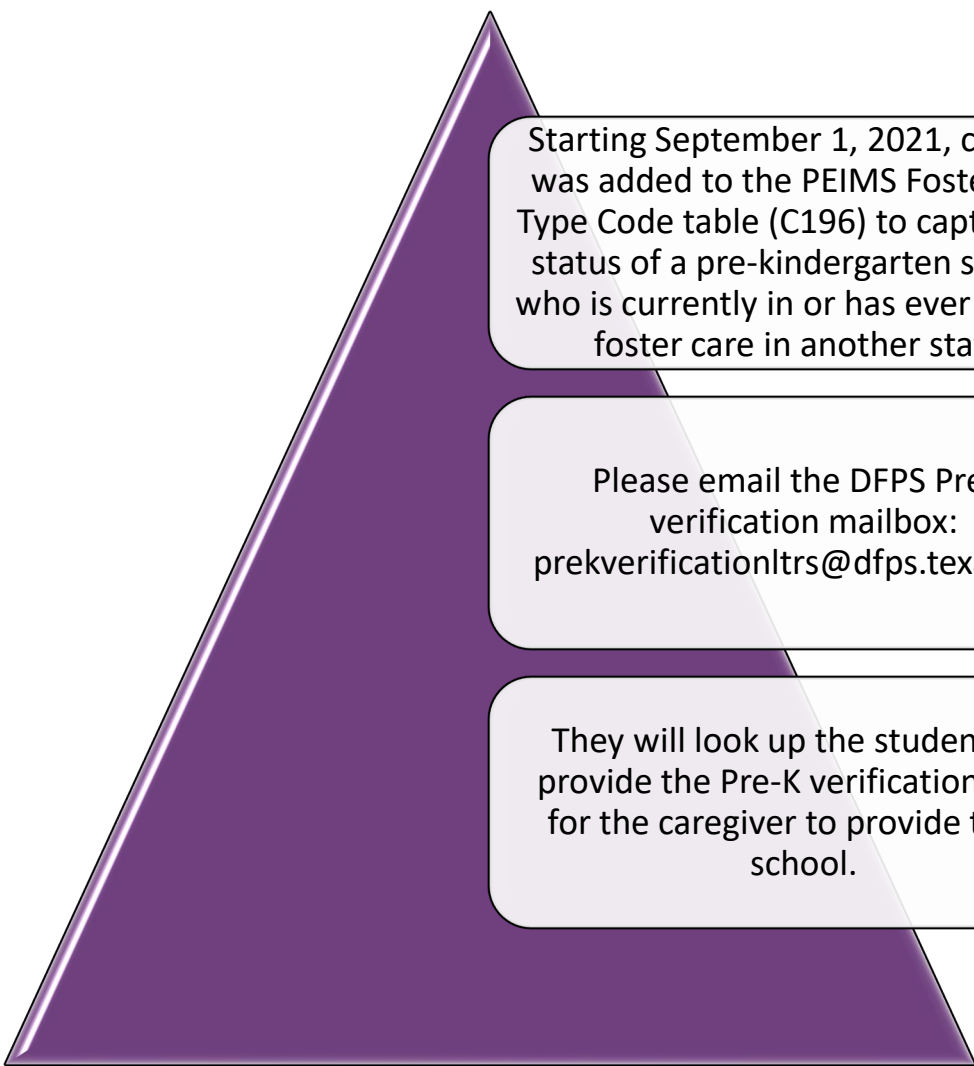
Table Identification	Name	Date Issued	Date Updated
C196	FosterCareType	08/01/2013	09/01/2023
Descriptor	Short Description	Long Description	
1	Student Is Current Conservator of DFPS	Student is currently in the conservatorship of the Department of Family and Protective Services	
2	PK Student Previously In Conservator of DFPS Adversary Hearing	Prekindergarten Student Was Previously In The Conservatorship Of The Department Of Family And Protective Services Following An Adversary Hearing Held As Provided By Section 262.201, Family Code.	
3	PK student prior foster care in another state, now resides in Texas	Prekindergarten Student Is Or Ever Has Been In Foster Care In Another State Or Territory, If The Child Resides In This State (Texas). TEC 29.153(B)	

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Pre-Kindergarten Students

A large purple triangle with a white outline, pointing upwards, serving as a background for the first three text boxes.

Starting September 1, 2021, code #3 was added to the PEIMS Foster Care Type Code table (C196) to capture the status of a pre-kindergarten student who is currently in or has ever been in foster care in another state.

Please email the DFPS Pre-K verification mailbox:
prekverificationltrs@dfps.texas.gov.

They will look up the student and provide the Pre-K verification letter for the caregiver to provide to the school.

A child (of appropriate age) is eligible if they are currently in DFPS conservatorship, or if they were in the past. Even if the child has subsequently been adopted or for whatever reason is no longer in DFPS care, the child is still eligible if the age criteria are met.

Therefore, any verification letter establishing that the child was ever in DFPS conservatorship remains valid until the child ages out of Pre-K.

Unaccompanied Refugee Minor (URM)

- Foster Care Guide: Chapter 4
 - The Administration for Children & Families, Office of Refugee Resettlement, places unaccompanied child refugees in Texas in foster homes administered by the federal government. This is sometimes referred to as “federal foster care.”
 - Federal foster care is not Texas foster care.
 - Students in these circumstances are eligible for USDA nutrition benefits as a child in foster care, as well as the Education and Training Voucher benefit (see Financial Supports for Post-Secondary Education, on page 143) and ESSA-related school stability provisions.

Students in these circumstances, however, are not in Texas DFPS managing conservatorship and are not coded as foster care for PEIMS purposes.

Additionally, students in this program are not eligible for the higher education tuition and fees waiver or other state-specific benefits for students in Texas DFPS managing conservatorship.

Acceptable Documentation for TSDS PEIMS

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Examples of Non-Acceptable Documentation

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Key Reminders

Reminders for Foster Care Liaisons



Who is your district foster care point of contact?

Know your district & campus procedures for Foster Care Identification

Ensure proper documentation is obtained for PEIMS code identification

Consider your frequency of Foster Care Trainings during the year

Maintain district foster care data

Transition Assistance Toolkit



Nutrition Benefits

TAC § 89.1605(a)(3)

All students who are identified as homeless or in foster care of Agriculture Child Nutrition Program.

Local Educational Agencies (LEAs) must ensure there is an student who qualify to receive nutrition benefits upon enrollment communication with the LEA nutrition coordinator to ensure charged in error or experience delays in receiving these benefits.

- Appropriate LEA or campus staff should immediately notify food services when a new student enrolls.
- Verify student coding is in alignment with effective date.
- Ensure student confidentiality.

REMINDER: Applications must be expedited when the benefits. Ensure systems and supports are student a

Enrollment Conferences

TAC § 89.1605(b)

Local Education Agencies must convene an enrollment conference with a student who is homeless or in foster care within the first two weeks, or as soon after a student who is homeless or in substitute care enrolls at a new school, participation in the meeting should be addressed on a case-by-case basis. The conference cannot delay or impede enrollment.

The enrollment conference may be used in conjunction with an existing conference designed for a similar purpose for newly enrolled students.

An **Enrollment Conference** is a student-centered meeting for a newly enrolled student.

- Identify academic and extracurricular interests.
- Review credits and assessment
- Introduce school processes and opportunities for engagement.
- Determine social-emotional support
- Develop course and instructional strategies.
- Communicate confidential information impact a student's success, if necessary.

Key People to Consider Including:

- School Administrators
- McKinney-Vento Liaisons
- Foster Care Liaisons
- School Counselors

Others to Include*:

LEA AND CAMPUS STAFF	COMMUNITY SUPPORT
<ul style="list-style-type: none">Special Program Staff (e.g., Special Education, Emergent Bilingual, Gifted and Talented, etc.)TeachersSocial WorkersDropout Prevention SpecialistAttendance/Tuancy Officer	<ul style="list-style-type: none">Parent or GuardianRelative or Foster Placement CaregiverTexas DFPS CaseworkerDPPS Educational Decision MakerCASA Volunteer

*Additional people may be invited, as needed.
**Discussion topics are required in TAC § 89.1605(b)(3) and should be adapted to meet the unique needs of each student.

Student Welcome Packet Requirements and Best Practices

TAC § 89.1605(a)(1)

Local Educational Agencies (LEAs) must provide welcome packets to students who are homeless or in foster care within the first two weeks of enrollment. LEAs may not require welcome packet contents with any existing items being provided to the student.

Welcome Packet Required Items:

- Extracurricular activities (e.g., fine arts, athletics, etc.)
- Club activities
- Information on fee waivers
- Tutoring opportunities
- Student code of conduct
- Available student supports
- Contact information for pertinent school staff

Additional Foster Care and McKinney-Vento Items:

- Student clubs
- After school programs
- Enrichment programs
- Mentor programs
- Family engagement opportunities
- Student ambassador programs
- Post-secondary preparation
- Summer and holiday programs
- Other community resources in your area (e.g., libraries, community centers, etc.)

Strategies to Ease Transitions

- Provide introductions (e.g., staff introductions, campus tours, activities, welcome events, etc.) within two weeks of enrollment.
- Implement mentoring programs in which staff or community mentors can facilitate introductions, have lunch with students, and check-in with students throughout the day.
- Provide information on peer-to-peer programs, such as student-led activities, clubs, programs, extracurriculars, etc.
- Designate a staff member to whom the student can reach out for support and services. This person provides a safe space for the student to share any concerns, needs, or life changes.

School Introductions to Ease Transitions

TAC § 89.1605(a)(2)

School introductions are welcoming activities provided by the school to new students. Staff can introduce students to the school in a variety of ways, such as giving tours of the campus, hosting welcome events, and providing one-on-one student support. These activities can help students acclimate to their new environment, adjust academically, meet new friends, and participate in extracurricular activities. While LEAs are required to provide introductions to students who are homeless or in foster care, these supports are beneficial for easing the transitions of all newly enrolled students.

Key Contacts

- Campus staff members.
- Staff members who have been designated as student mentors.
- Community mentor sponsor. Student-led groups.
- Student ambassadors and faculty sponsors.

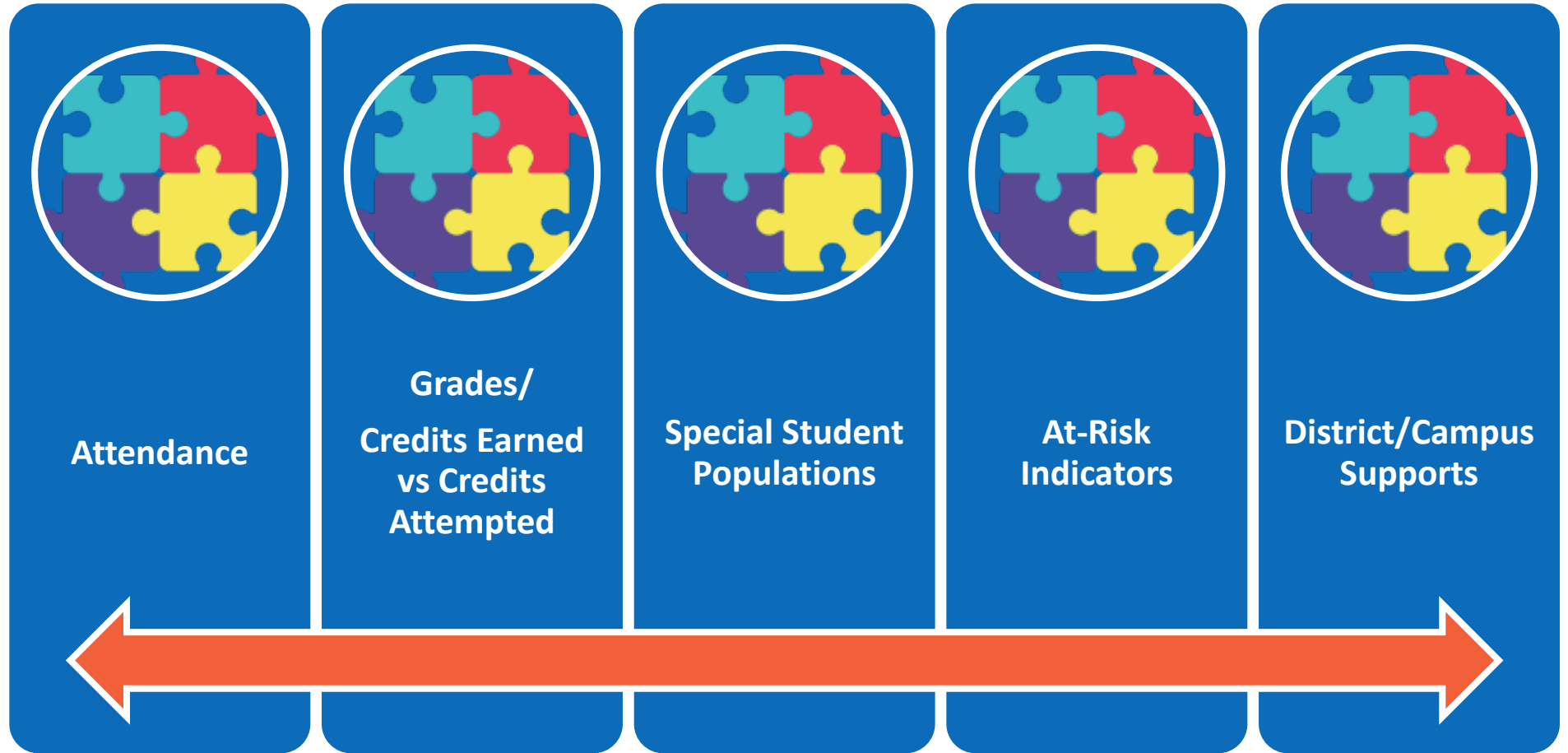
Student Ambassadors

Student ambassadors are students who represent the school and introduce new students to the campus and its culture. Student ambassadors are familiar with the campus environment and have a positive attitude, great communication skills, leadership qualities, and are accepting of others. Student ambassadors can organize and/or participate in the following activities:

- Newcomer social events throughout the school year.
- Tours of the campus library, nurse's office, counseling office, gym, and cafeteria.
- Accompanying new students to lunch during the first week of school.

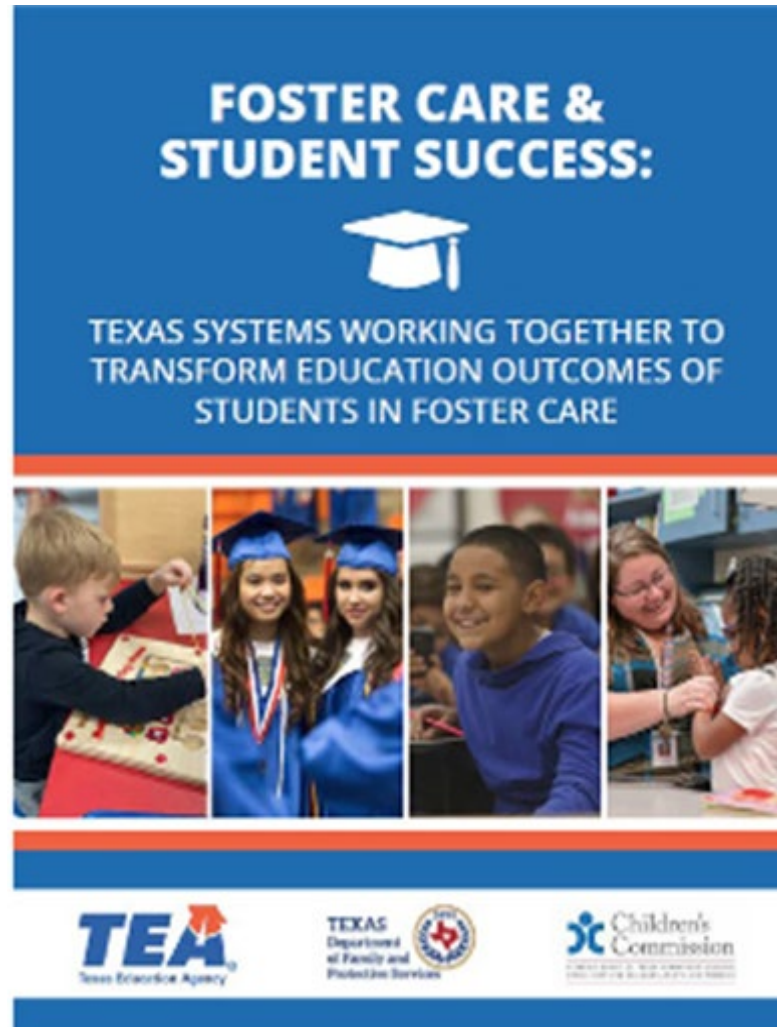


Enrollment Conference Topics





Technical Assistance



<https://tea.texas.gov/foster-care-guide>



Education Service Center Foster Care Champions

ESC Region	Name	Email
Region 1	Manual Salinas	Mansalinas@esc1.net
Region 2	Veronica Benavides-Gonzales	Veronica.benavides-gonzales@esc2.us
Region 3	Kaitlin Sulak	Ksulak@esc3.net
Region 4	LaShonda Evans Twiana Collier	Lashonda.evans@esc4.net Twiana.collier@esc4.net
Region 5	Brenda Thompson	Brendat@esc5.net
Region 6	Albert H. Archuleta	Aarchuleta@esc6.net
Region 7	Tara Evers	Tevers@esc7.net
Region 8	Nikki Jones	Njones@reg8.net
Region 9	Taniqua Blakely	Taniqua.blakely@esc9.net
Region 10	Anne Caldwell	Anne.caldwell@region10.org
Region 11	Lesley Cathey	Lcathey@esc11.net
Region 12	Amberly Walker	Awalker@esc12.net
Region 13	Jerretta Jimmerson Davenport Cheryl Myers	Jerretta.jimmersondavenport@esc13.txed.net Cheryl.myers@esc13.txed.net
Region 14	Tina Haywood	Thaywood@esc14.net
Region 15	Lesley Casarez	Lesley.casarez@esc15.net
Region 16	Lawana Pulliam	Lawana.pulliam@esc16.net
Region 17	Anna Phillips Scotta Knight	APhillips@esc17.net Sknight@esc17.net
Region 18	Sharla Gersbach	Sharla.gersbach@esc18.net
Region 19	Kimberly Guerrero Jacquelyn Ross	Koguerrero@esc19.net Jrosas@esc19.net
Region 20	Lisa Ranallo	Lisa.ranallo@esc20.net

Updated: As of July 2024

- Each ESC has Foster Care Champions
- Services provided:
 - Technical Assistance
 - Foster Care Trainings
 - Collaboration meetings with DFPS Education Specialist
 - Resources

TASB Forms

STUDENT WELFARE SERVICES FFC
(EXHIBIT)

Exhibit A—Student in Foster Care Educational Best-Interest Factors

A student in foster care may remain at his or her school of origin unless it is not in the child's best interest. "School of origin" is defined as the school that the student is attending at the time of the student's placement in foster care or during any subsequent change in placement. This form provides information that will help the Department of Family and Protective Services (DFPS) to determine whether it is in the best interest of a student in foster care to remain in the school of origin when there is an initial placement in foster care or a change in residential placement. DFPS should collaborate with the District to evaluate what is best for the student's education.

When the school becomes aware that a student is placed in foster care, this form should be completed by representatives from the student's school of origin who are knowledgeable about the student and are able to provide feedback on how changing schools would impact the student's academic, social, and emotional well-being; significant relationships that the student may have formed with staff and peers; and other factors. These individuals could include the student's teacher, counselor, coach, foster care liaison, or other meaningful person in the student's life. Each District representative should complete a separate form. The timeline for completion may vary based on individual circumstances, including the type of foster care placement and the nature of the emergency.

Completed forms should be provided to the District foster care liaison, who will share the form with the student's education decision-maker and caseworker and help facilitate further collaboration.

Student's name: _____

Student's grade level: _____

Student's school at time of placement in foster care/change of placement (*school of origin*): _____

School where the student resides, if known: _____

Name and title of person completing form: _____

Relationship to student: _____

Email: _____

Phone: _____

Student Preferences

Has the student expressed any preferences regarding which school the student will attend? Please provide details.

DATE ISSUED: 9/27/2021 1 of 4
UPDATE 64
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STUDENT WELFARE 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: _____

DATE ISSUED: 9/27/2021 1 of 4
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Frequently Asked Questions

<p style="text-align: center;">Foster Care Frequently Asked Questions (FAQ) </p> <p style="text-align: center;"><i>Highly Mobile and At-Risk Student Programs Division</i></p> <p>PEIMS Coding</p> <p>1. When a student leaves foster care, do they remain coded for the entire school year?</p> <p>A student should remain coded for the entire school year, regardless of whether the student is no longer in foster care due to reunification with parents, an adoption, or another outcome.</p> <p>The Foster Care Indicator code does not carry over from year to year. A student's time in the Texas Department of Family & Protective Services (DFPS) Managing Conservatorship is temporary. The student must be re-identified in PEIMS at the beginning of each school year.</p> <p>2. Are foster care students also coded as "at-risk" under TEC 29.081?</p> <p>Yes. Students enrolled with documentation that indicates they are currently in foster care must be coded with PEIMS at-risk indicator code #11.</p> <p>Students in foster care may also meet other criteria for the at-risk indicators. These should be considered separately from a student's foster care status. If a student leaves foster care, they may continue to be coded as at-risk under other qualifying criteria.</p> <p>In some circumstances, students in or formerly in foster care should be coded with PEIMS at-risk indicator code #13 under TEC 29.081(d)(13). By definition alone, students in or formerly in foster care do not meet the state criteria for indicator code #13.</p> <p>For more information visit, TEA Compensatory Education FAQ.</p> <p>3. Updated How do I code a student who is from another state's foster care system?</p> <p>Starting September 1, 2021, code #3 was added to PEIMS Foster Care Type Code table (C196) to capture the status of a pre-kindergarten student who is currently in or ever has been in foster care in another state.</p> <p>This is due to the passage of HB 725 by the 87th Texas Legislature (2021), which amends TEC § 29.2153 (b) and requires Texas schools to provide free pre-k to children who are currently in or were previously in foster care in another state or territory, if the child resides in Texas.</p> <p>See the 'Prekindergarten Qualifications' section below question #5, for more information about what documentation may be used for this purpose.</p> <p style="text-align: right;">1</p>	<p style="text-align: center;">Foster Care Frequently Asked Questions (FAQ) </p> <p>For all other ages and grades of students, if the student is not in the Texas DFPS Managing Conservatorship, they are not coded as foster care in PEIMS; however, they are eligible for school nutrition and Every Student Succeeds Act (ESSA) benefits (see the "Other section" of the FAQ).¹</p> <p>We do, however, encourage LEA Foster Care Liaisons and local educational agencies (LEAs) to look out for the well-being of students who are in these scenarios (currently in or were previously in the child welfare system of another state) even though they are not identified as 'foster care' for PEIMS purposes.</p> <p>4. Updated - Can students in foster care also be coded as homeless?</p> <p>Students who are awaiting foster care placement are generally not eligible to be identified as homeless.</p> <p>However, there are scenarios when a student in foster care is living in a setting that meets the definition of homeless under McKinney-Vento.</p> <p>Additionally, there are scenarios when a child remains in DFPS Managing Conservatorship but returns to live with their biological family. If the family is living in a setting that would be considered homeless for McKinney-Vento purposes, the child would be identified as homeless.</p> <p>For more information concerning students in foster care and McKinney-Vento eligibility, contact the LEA McKinney-Vento Homeless Liaison.</p> <p>Prekindergarten Qualifications</p> <p>1. Do students in or formerly in Texas DFPS Managing Conservatorship qualify for free Pre-K?</p> <p>Yes.² All students in or formerly in Texas DFPS Managing Conservatorship qualify for free Pre-K in the State of Texas. Caregivers need to provide documentation of foster care status upon enrollment. Caregivers also receive a verification letter from DFPS stating they qualify for this benefit. For students currently in DFPS Managing Conservatorship, the school may accept the verification letter, Education Decision-Maker 2085 E, 2085, or redacted court order. For Texas students no longer in DFPS Managing Conservatorship, an adoption decree or verification letter from DFPS is needed. Both forms of documentation are acceptable for this purpose. Caregivers and schools can obtain a verification letter by emailing the DFPS Pre-K verification mailbox: prekverificationltrs@dfps.texas.gov.³</p> <p>For information on Pre-K qualification for students from another state's child welfare system, see Question 4 of this section.</p> <p><small>¹ Although TEC only requires PEIMS reporting of students who are in DFPS Managing Conservatorship, students in the managing conservatorship of another state should receive the same benefits as students in DFPS. ² TEC 29.153(b)(6) ³ DFPS. Child Protective Services Handbook. 15000 Education. https://www.dfps.state.tx.us/handbooks/CPS/Files/CPS_pg_x15000.asp#CPS_15212_1</small></p> <p style="text-align: right;">2</p>
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School of Origin Determinations for Students in Foster Care

A student is entitled to remain at their **school of origin** *unless* it is not in the student's best interest.



What is a school of origin?

- › The school where the student was enrolled **prior to** entering foster care* OR
- › The school where the student was enrolled **when** a student changes placement while in foster care.



What timelines apply?

- › State law entitles a student to continue to attend the school of origin until **graduation or completion of the highest grade offered at the school** unless it is not in the student's best interest.



Who determines best interest?

- › DFPS/SSCC** **collaborates** with the school district and the student to make the best interest determination. DFPS/SSCC are responsible for final school of origin decisions.
- › Factors may include safety; student preference; academic, social, and emotional needs; and distance to the school. For additional information on best interest determination, see the [Foster Care and Student Success Guide](#) and [TASB Policy](#).

Example Scenarios:

- ▶ **Example A:** Jerry attends School A. Jerry enters foster care and is placed in a foster home in the attendance area for School B. School A is Jerry's school of origin and he is entitled to continue to attend School A unless it is not in his best interest.
- ▶ **Example B:** Jenny attends School A. Jenny enters foster care and is placed in a kinship home in the attendance area for School B. It is determined that attending School A is not in Jenny's best interest. Jenny must be immediately enrolled in School B even if records cannot be produced immediately.
- ▶ **Example C:** During the school year, Dan is adopted and leaves foster care while attending School A. His adoptive parents move to the attendance area for School B. Dan is entitled to continue to attend School A until he attains the highest grade offered in the school even though he is no longer in foster care.
- ▶ **Example D:** Nina continues to attend School A after she enters foster care. Nina enrolls in School B when she returns to her parents, who later moved to the attendance area for School C. Under TEC § 25.001(g), Nina can attend School A or, under TEC § 25.001(g-1), Nina can attend School B. Nina can also attend School C because she resides in the school's attendance area.

For more information, see [TEA's Foster Care and Student Success Website](#)

Legal citations: 20 U.S.C. § 6312(c)(5), 42 U.S.C. § 675(1)(G); Tex. Educ. Code § 25.001(g)-(g-1).
For situations when a student in DFPS conservatorship may be considered homeless, see [Chapter 6 of the Foster Care and Student Success Guide](#).

*Foster care is a term used to describe when a child is placed outside the home with a relative, kinship, foster home, or residential placement.

**Department of Family and Protective Services (DFPS) is appointed the managing conservator if a court decides it is unsafe for a child to remain in the home. In regions with Community-Based Care, a Single Source Continuum Contractor (SSCC) performs the duties of DFPS.



slido

Please download and install the Slido app on all computers you use



What are some foster care concerns you have had in your LEAs?

① Start presenting to display the poll results on this slide.

- Fall/Spring Consortiums
- Resource fair with districts to interact with community partners
- Sharing the foster care guide on all presentations
- Collaboration with DFPS Education Specialist
- Collaboration with Judges in the area to speak about foster care
- Spotlight districts to share best practices, resources and tools



Foster Care Website

District Foster Care Websites

- Suggested information that should be posted on your district's website for foster care:
 - District Foster Care Liaison
 - Name
 - Contact information: Email and/or Phone number
 - Required Documentation for Coding Foster Care
 - Resources in your area
- District policy & procedures for students in foster care.
- Foster Care Laws & Guidance (ESSA)
- Reference & connect to TEA Foster Care & Student Success Webpage
- The Foster Care & Student Success Guide

Suggestions for to help build your foster care webpage

Consult your ESC Foster Care Champion

Most ESCs have a Foster Care webpage

View other district's foster care pages

View colleges/university's webpages for students in foster care

The screenshot shows the Grand Prairie Independent School District website. The navigation bar includes links for Safety Tracker, Our District, Board, Parents & Students, Departments, Community, Staff, Employment, and Enrollment. The main header features the district logo, name, and language options (Translate / Español / Tiếng Việt) and user settings. A sidebar on the left lists various services like Counseling Services, Social Work Services, and Military Connected Families. The main content area is titled 'FOSTER CARE STUDENTS' and includes a sub-section 'Foster Care Students in Texas' with an illustration of hands. Below this, it lists services provided by the district's Foster Care Liaison and documents required for enrolling students in DFPS Conservatorship. A 'Foster Care Resources' section provides links to various support materials.

Current LEA Foster Care Websites

- **McAllen ISD: ESC 1**
<https://www.mcallenisd.org/page/foster-parents-copy>
- **Alief ISD: ESC 4**
<https://www.aliefisd.net/o/aisd/page/foster-care>
- **New Caney ISD: ESC 6**
<https://www.newcaneyisd.org/departments/business-financial-services/federal-programs/foster-care>
- **Lake Worth ISD: ESC 11**
<https://www.lwisd.org/departments1/student-services/foster-care>
- **Austin ISD: ESC 13**
<https://www.austinisd.org/foster-care>
- **San Angelo ISD: ESC 15**
<https://www.saisd.org/departments/federalstate-programs/foster-care>





Resources & Trainings

2024-25 HMAR Webinars – SAVE THE DATE!

HMAR Quarterly Webinar #1

Thursday, September 19, 2024

1:00 pm – 2:30 pm

HMAR Quarterly Webinar #2

Thursday, November 14, 2024

1:00 pm – 2:30 pm

[Registration Link](#)

HMAR Quarterly Webinar #3

Thursday, February 13, 2025

1:00 pm – 2:30 pm

[Registration Link](#)

HMAR Quarterly Webinar #4

Thursday, May 1, 2025

1:00 pm – 2:30 pm

[Registration Link](#)





**Foster Care
Webinar #2**
March 7, 2025
10 a.m.
[Register](#)

Foster Care Office Hours: 2024-2025



SAVE
THE
DATE

Wednesday,
November 20, 2024

11:00-12:00 PM
[Registration](#)

Wednesday,
January 15, 2025

11:00-12:00 PM
[Registration](#)

Monday,
March 31, 2025

2:00-3:00 PM
[Registration](#)

Wednesday,
April 30, 2025

2:00-3:00 PM
[Registration](#)

Friday,
May 16, 2025

11:00-12:00 PM
[Registration](#)



Foster Care and Student Success Resource Guide Webpage

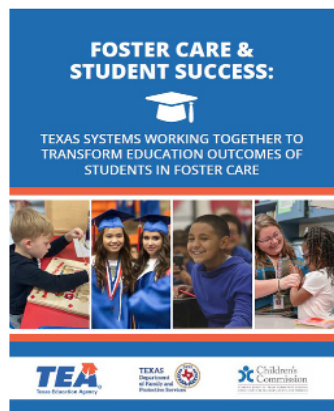
Updated Resource Guide 2022

The latest version of the Texas Foster Care and Student Success Guide (2022) is built upon the foundation of the original Foster Care and Student Success Guide (2013) and includes updated content throughout. Notably the guide now includes updates from three Texas Legislative Sessions, and adds two new chapters.

[Download Updated Resource Guide](#)

Individual chapter downloads are also available below.

Cover and Front Matter



[Download Cover and Front](#)

Foster Care & Student Success:
Texas systems working together to transform education outcomes of students in foster care

- Acknowledgments
- Key for Icons and Colors
- Table of Contents
- Preface

<https://tea.texas.gov/foster-care-guide>



Highly Mobile and At-Risk (HMAR) Programs | TEA's AskTED Database System

Introduction

AskTED is an online directory of Texas school information, including charter schools. The directory is primarily used by people seeking contact information for schools, districts, and education service centers. AskTED is a real-time database that is updated regularly by Texas LEAs.

To that end, Texas School Districts and Open-Enrollment Charter Schools are required to have both Homeless and Foster Care Liaisons as individual designated roles for all LEAs. The information must be maintained and stored in AskTED. It is important for LEAs to keep this information regularly updated, so that McKinney-Vento and Foster Care Liaison information is publicly available, and these points of contacts are available to support students and remove barriers related to school transitions and mobility.

Submitting or Updating Liaison Information

Each LEA needs to ensure the contact information for their designated liaison is current and up to date throughout the school year. When information needs to be updated [e.g., change of designated staff, phone number, or email address], these changes need to be submitted to the AskTED database.

- For school districts, changes and/or submissions will be completed to TEA through each school district's AskTED administrator.
- For charter schools, AskTED updates are to be emailed directly to the Charter School Division at TEA at CharterSchools@tea.state.tx.us. More information can be found here for [Charter Schools](#).

Steps to Search for Liaison Information

There are two (2) ways to access AskTED.

- Go to [TEA Webpage](#) → Select AskTED from Popular Applications in the dark blue menu at the top.



- Navigate directly to [AskTED Webpage](#).

When on AskTED homepage, users can use the drop-down menus at the top of the page to access the Texas Education Directory Customized Reports and Data Files. Under the 'Search by' menu, you will find searches for School, District, County, Region, and Texas.

Updated September 2024 1

- How to search for Foster Care Points of Contacts in LEAs in AskTed
- Directions are on the [Foster Care website](#)



Released in October 2024

- Foster Care Office Hours
- Foster Care Summit 2024 Highlights
- Mental and Behavioral Health Webinars
- Free Driver Education & License Exam for Youth in Foster Care
- Foster Care Liaison Recognition
- Upcoming Webinars

Send to: fostercareliaison@tea.texas.gov



Sign Up for Updates!

The screenshot shows the Texas Education Agency (TEA) website. At the top, there is a navigation bar with links for Popular Applications, AskTED, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, and TSDS. A Help Desk icon is also present. Below this is the TEA logo and a search bar. A secondary navigation bar contains links for A-Z Index, Contact, Employment, Sign Up for Updates (circled in red), and TEA Correspondence. A main navigation bar features icons for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. A large banner for Coronavirus (COVID-19) is displayed, with a 'GET UPDATES' button. Below the banner are three categories: Coronavirus (COVID-19), Supplemental Special Education Services, and Texas Home Learning. The 'The Latest TEA News' section follows, with a sub-header and a paragraph of text. At the bottom, there are three colored boxes for Emergency Support, Texas Schools, and About.

Special Student Populations

At-Risk and Highly Mobile Student Program Division [i](#)

Early Childhood Education [i](#)

English Learners [i](#)

Foster Care and Student Success [i](#)

Gifted/Talented Education [i](#)

Languages Other Than English [i](#)

McKinney-Vento Homeless Education

Mental and Behavioral Health

Military Connected Students

Pregnancy Programs [i](#)

Spanish Curriculum Standards

Special Education Updates [i](#)



Questions



For any Foster Care questions, please email
fostercareliaison@tea.texas.gov

Please fill out this Survey.



https://tea.co1.qualtrics.com/jfe/form/SV_e2v8lbuLYSNEBCe