Statewide Family Engagement Support for Homeless Families and Students, Migrant Families and Students, and Children in Foster Care

2017 National Family and Community Engagement Conference
June 23, 2017

Family Engagement State Leaders Network
Statewide Family Engagement Support for Homeless Families and Students, Migrant Families and Students, and Children in Foster Care

Presenters

• **Lacy Wood**, Chair, Family Engagement State Leaders Network, American Institutes for Research (AIR) *(Moderator)*

• **Sarah Holland**, Special Assistant for Family Engagement, Pennsylvania Departments of Human Services and Education

• **Doreen Candelaria**, Migrant Program Specialist/State Migrant Parent Advisory Council Coordinator, Arizona Department of Education

• **Heather Denny**, State Coordinator for Homeless Education, Montana Office of Public Instruction

• **Jill Mathews**, SEA Point of Contact/Foster Care Liaison, Idaho Department of Education
Family Engagement State Leaders Network

A leadership collaborative whose purpose is to build capacity of the SEAs to implement, support, scale-up, and sustain initiatives in family and community engagement that support student success.
Building Infrastructure for Family Engagement

Family engagement initiatives are more likely to succeed if they have buy-in, training, and policy support at the state and district levels.

States are developing integrated systems of early childhood care and education that include comprehensive approaches that directly involve families and communities in program design, implementation, and evaluation.
McKinney-Vento Homeless Assistance Improvements Act

- Passed in 1987 and reauthorized in 2015 by the Every Student Succeeds Act (ESSA)
- Requires SEAs to ensure homeless children and youth have equal access to the same free, appropriate public education, including public preschool, as other children and youths
- Training in the McKinney-Vento Act required by ESSA for district and charter school homeless education personnel
McKinney-Vento Homeless Assistance Improvements Act

• Defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence

• National Center for Homeless Education (NCHE)
Children in Foster Care

• Fostering Connections Act requires child welfare agencies to collaborate with educational agencies.

• ESSA institutes new protections for children in foster care. The foster care provisions of Title I, Part A emphasize the importance of *continuous collaboration* and *joint decision-making* between child welfare agencies and educational agencies.

• Foster Care Transition Toolkit
  – https://www2.ed.gov/about/oea/oea/foster-care/index.html
Migrant Education Program (MEP)

- Funds education programs for migratory children
- Helps ensure they are not penalized by disparities among states in:
  - Curriculum
  - Graduation requirements
  - State academic content
  - State student academic achievement standards
- Provides funds to states to identify eligible children and provide education and support services
Migrant Education Program (MEP)

Definition of a Migrant Child:

A migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher, and who, in the preceding 36 months, has moved from one school district to another, to obtain or accompany such parent, spouse, or guardian, in order to obtain temporary or seasonal employment in agricultural or fishing work as a principal means of livelihood.

— Federal Register, Part VII, July 3, 1995
Our Priorities

Increase access to high-quality early learning services

Build supply for diverse, quality programs

Make services available to at-risk families

Make government work better for families and early learning programs
Office of Child Development and Early Learning

Certification Services
- Licensing and inspection of child care

Early Intervention Services
- Services and supports for young children

Early Learning Services
- Quality early childhood education

Subsidy Services
- Access to child care
Families Experiencing Homelessness Efforts
OCDEL Announcement

ANNOUNCEMENT:
OCDEL-13 #01
Effective Date: 5/9/2013
SUBJECT:
Children Experiencing Homelessness
TO:
Office of Child Development and Early Learning Programs (OCDEL)

Steps Identified

• Contact and provide outreach activities as appropriate to their school district homeless liaisons, site and regional site coordinators, local shelters, bridge or temporary housing services, county Office of Children, Youth, and Families, homeless coalitions, Department of Housing and Urban Development (HUD), and other local resources in their area.

• Ensure that appropriate staff know which children are considered homeless and are aware of the services and resources available.

• Develop collaborative strategies across early childhood programs and appropriate agencies to support continuity of services for families who experience frequent moves due to homelessness.
Steps Identified

• Collaborate with families, agencies serving families confronted by homelessness and with any other additional agencies to ensure that documentation issues do not delay participation in programs and services with proper consideration given to Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Privacy and Portability Act (HIPPA).

• Ensure that child find, evaluation or referral to services and programs for children and families in early intervention or Head Start are provided as required by applicable law.

• Provide your programs with the Department of Health and Human Services “Early Childhood and Family Homelessness Resource List” (Department of Health and Human Services, Administration for Children and Families, 2013) as well as other useful resources.
Additional Supports

• Early Intervention
• Child Care Works (Child Care Subsidy)
Connecting EI to Homelessness

Connecting Early Intervention (EI) to Infants, Toddlers and Preschoolers who are Experiencing Homelessness

A professional development training event offered by the Pennsylvania Office of Child Development and Early Learning (OCDEL) Early Intervention Technical Assistance (EITA) Winter 2015

http://alfresco.tiu11.org/alfresco/d/d/workspace/SpacesStore/bf3ac7ee-4438-466b-ac2b-93dbbddd8c5cb/Resources%20Homeless%20Webinar.pdf
Reducing the Barriers: Screening and Tracking for Infants and Toddlers
What Do Families Tell Us?

“I feel my child has come a long way and that we won’t need help once the services are done.”

—Parent, Greene County

“Early Intervention coordinators became the support system our family needed through tough days.”

—Parent, Cumberland County
Supporting Migrant Families
Parent Cafés

- Supports the Strengthening Families Protective Factors
- Migrant Education Program
  Migrant Education Parent Involvement and Special Projects Coordinator
  Inés Vega
- Local community agencies and families are hosting Parent Cafés across Pennsylvania
• Linkages to Pennsylvania Early Learning Standards

• Early Years Can Do Descriptors

• Master Cadre

• Webinar: Supporting Dual Language Learners and Their Families
Contact Information

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Special Assistant for Family Engagement
Pennsylvania Departments of Human Services and Education
saholland@pa.gov
Enhancing Migrant Family Engagement Efforts

Doreen Candelaria
State Migrant Parent Advisory Council (SMPAC) Coordinator
Family Engagement
June 23, 2017
Agenda

• Defining family engagement for migrant families
• Migrant Education Program (MEP) policy
• Benefits
• Addressing barriers
• Strategies
What Is Migrant Family Engagement?

Family Engagement is any way that a child’s adult caretaker (biological parents, foster parents, siblings, grandparents, etc.) effectively supports learning and healthy development.
MEP Policy

Section 1118 of Title I, Part A and sections 1304(c)(3) and 1306(a)(1)(B)(ii) of Title 1, Part C

Parental involvement is an integral part of all Title I programs, including the MEP. Research shows that parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. Title I supports parental involvement by enlisting individual parents to help their children do well in school. In order to receive MEP funds, SEAs and the local operating agencies must implement programs, activities, and procedures that effectively involve migrant parents. An SEA must:

1) develop its comprehensive State plan in consultation with parents;
2) consult with parent advisory councils (PACs) regarding programs that are one school year in duration; and
3) plan and operate the MEP in a manner that provides for the same parental involvement as is required in section 1118.
Major Benefits

Research shows that when parents are involved in their children's education, the children are more likely to:

- Earn better grades
- Score higher on tests
- Pass their classes
- Attend school regularly
- Have better social skills
- Show improved behavior
- Be more positive in their attitude toward school
- Complete homework assignments
- Graduate and continue their education
Addressing Barriers

• English as a Second Language
• Unwelcome feeling
• Travel
• Work schedule

“Seeing my parents come home from work exhausted and worn-out, makes me burst into tears. With this said, I just want my parents to be proud of the strong, caring, independent daughter they raised.”

—Sabrina Haro
Arizona Western College
Yuma, AZ
Strategies

• Participating in decision making
• Developing flexibility
• Utilizing technology
• Building parenting skills

East of Salinas documentary
Resources

- [http://www.azed.gov/familyengagement](http://www.azed.gov/familyengagement)
Contact Information

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Arizona Department of Education
Migrant Program Specialist/
SMPAC Coordinator
(602) 542-3747
doreen.candelaria@azed.gov
Heather Denny
State Coordinator for Homeless Education
Montana Office of Public Instruction
A Quick Disclaimer!

• Homelessness does not equal bad parenting.
• Homelessness can happen to anyone.
• They love their children.
• They want to see them succeed.
• They want to help them succeed.
• They just need the tools!
Why won’t families of students identified as homeless participate?

• Do all parents feel welcome in the building?
• How do we get information to parents?
• Are events held at times parents can attend?
• Are events held in alternative off-campus locations?
• Do they need transportation?
School-Related Trauma

• Historical trauma – American Indian families may be impacted by the boarding school era, which ended in the 1970s

• Generational trauma – a family history of school failure

• Cultural trauma – teachers are predominantly White

• Personal trauma – parents attended the same school and have negative experiences
Trauma Related to Homelessness

• Many families are operating in survival mode.
• These children and families are often victims of domestic violence, abuse, sexual assault, and chronic neglect.
• They are often exposed to high levels of community violence.
• They are more likely to be impacted by mental health issues, depression, and suicidal ideation (both adults and students).
Evaluating Your Parent Organization

- Are they trauma informed?
- Do you have a power imbalance?
- How is information given to parents?
- Do events meet the needs of all parents?
- Are events clearly linked to the goals of the school?
- Did we explain the purpose of the event?
- Do events conflict with events at other schools?
Engaging Families Experiencing Homelessness

Homeless Education is often an “unfunded mandate.” Look for partners with funding that also have a family engagement requirement.

- Title I
- Special Education
- Title III
- Migrant Education
- 21st Century Community Learning Centers
- Head Start and Preschool Development Grant
Create a Welcoming School

• Look at the simple things.
  – Is visitor/parent parking marked?
  – Is the main entrance marked?
  – Are there signs to the office?

• Evaluate your front office staff.

• Could I determine the cultural heritage of your students by looking in your hallways, library, and classrooms?
Create Parent Supports

• Is there a place where parents can use computers... 
  – To access the school website?
  – To apply for public assistance?
  – To look for work?

• Is our parent room welcoming?
  – Do we have coffee or water?
  – Do we have toys for preschool-aged children?
Feeling Respected

• Are school documents written in plain language?
• Do we have documents available in the languages our families speak?
• Do we have translation services available?
• Are we accessible to parents with disabilities?
• Do we understand the cultures of our families?
Do We Offer Resources?

• Do we know where to find . . .
  – Housing supports?
  – Food aid?
  – Medical, dental, or mental health care?
  – Clothing?
  – School supplies?
  – Public transportation?
  – Free WiFi?
Contact Information

Heather Denny
State Coordinator for Homeless Education
Montana Office of Public Instruction
hdenny@mt.gov
SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

ESSA – FOSTER CARE PROVISIONS
Helpful ESSA Key Terms and Acronyms

- **ESSA**: Every Student Succeeds Act of 2015
- **School of Origin**: School in which a child is enrolled at the time of placement in foster care or at time of placement change
- **POC**: Point of Contact. Each IDHW region will have an established POC
- **CW**: Child Welfare
- **CW POC**: Child Welfare Regional Point of Contact
- **CW State-level POC**: Jen Haddad, Child Well-Being Program Specialist in Central Office
- **SEA POC**: State Education Agency POC, Jill Mathews, Family and Community Engagement Coordinator for Idaho State Department of Education
- **LEA POCs**: Local Educational Agency POCs, have been identified within the school districts; may be the liaison for homeless families with school-age children

*More information on POCs will be provided later in this PowerPoint.*
What does this mean for the children we serve?

• When it is determined to be in the child’s best interest, it allows children to remain in their same school even if their foster home placement changes or they move out of the district.

• Schools are required to enroll children in foster care immediately, even when important documents such as birth certificates are not available.

• The communication line is opened by requiring state education agencies, school districts and child welfare agencies to provide a point of contact for communication and support.

• Education agencies and child welfare agencies are required to work together to determine if it is in a child’s best interest to remain in their school of origin (not to be decided based on transportation costs).

• State education agencies and child welfare agencies are required to collaborate on making transportation plans for children in care.

• Achievement outcomes for children in foster care are tracked.
What does this mean regarding transportation?

- ESSA ensures children in foster care who need transportation to their school of origin will promptly receive it in a cost effective manner, and in accordance with the child welfare agency’s authority to use child welfare funding available under section 475 (4) (A) of Title IV-E of the Social Security Act to provide transportation.

- ESSA ensures if there are additional costs incurred in providing transportation to the school of origin, LEAs will provide it if:
  - The LEA agrees to pay the costs; or
  - The LEA and CW agency agree to share the costs; or
  - The CW agency agrees to reimburse LEA for costs.
Transportation, continued

- CW Social Workers will collaborate with foster parents, schools and/or other agencies to arrange transportation to and from the school of origin.

- Depending on the circumstances and the specific child, possible arrangements may be:
  - School district arranges bus transportation, which may include drop off and pick up stops (even if across district boundaries)
  - Foster parent transports
  - Relative to the child transports
  - Day care transports
  - Other possibilities are explored regarding the child/youth’s individual circumstances

**PLEASE REFER TO THE FOSTER CARE GUIDANCE DOCUMENT ** PAGES 16 – 19
Points of Contact and Roles for the Every Student Succeeds Act Guidance

• SDE has defined the Foster Care Liaison role and the collaborative work.

• IDHW has developed a document defining roles for CW Social Workers, Regional POCs, and the State POC.

• Regional POCs are CW Chiefs.
Idaho Department of Health and Welfare

Family and Community Services, Child and Family Services

Points of Contact and roles for the Every Student Succeeds Act (ESSA) Guidance

**Values** – The Idaho Department of Health and Welfare Child and Family Services program is committed to ensuring and enhancing educational stability for foster youth. The Department will collaborate in joint decision-making with the State Department of Education and Local Educational Agencies (LEAs) to support and enhance the well-being and stronger outcomes of Idaho’s foster children and youth.

**Expectations of the Department** – The Department will identify and establish a CW State level Point of Contact (POC) and CW Regional POCs for ongoing collaboration with the State Department of Education and LEAs. Specific roles and responsibilities have been established for the Department’s CW State level POC, CW Regional POCs, and CW Social Workers.

**Roles and Responsibilities include:**

**IDHW CW Social Worker:**

* Serving as one of the primary contacts between children in foster care and school staff, district personnel, and other service providers;

* Coordinating with the corresponding LEA POC on implementation of the Title 1 provisions including immediate enrollment;

* Provide notice to the educational agency (school and LEA) when a child has been placed in foster care or when there has been a foster care placement change (will communicate through an automated letter process);

* Facilitating transfer of records including immunizations, medical records, and copies of IEPs and Section 504 Plans;

* Working with LEAs to ensure that children in foster care are immediately enrolled in school, and to coordinate transportation services;

* Coordinating services so that children in foster care can access early educational services for which they are eligible, including Head Start and Early Head Start, home visiting, and preschool programs administered by the SEA or LEA, and screening and referrals to health, mental health, dental, and other appropriate services;

* Following IDHW established process for coordinating on best interest determinations with the LEA;
*Managing best interest determination and transportation costs agreements between the LEA and the CW agency;

*Coordinating with the LEA regarding sharing of information on the children in foster care on their caseload, consistent with FERPA and the confidentiality of information provisions in the Individuals with Disabilities Education Act; and

*Informing parents of children in foster care of the child’s education rights.

**CW Regional and State POCs will assist and provide support to the IDHW CW Social Worker on an as needed basis:**

*Assist in managing conflicts/disputes around best interest determination and transportation cost agreements between the LEA and the CW agency;

*Informing regional decision makers of children in foster care of the child’s education rights and providing public notice of the educational rights of children in foster care to community stakeholders.

**Additional CW Regional and State POCs:**

*Providing training to LEA and CW staff on educational needs of children in foster care including State policies/standards

*CW State POC coordinating with the SEA and LEA regarding data sharing for children in foster care, consistent with FERPA and the confidentiality of information provisions in the IDEA; and

**Ongoing Communication and Collaboration**

*The CW State level POC will collaborate with the Department of Education to establish regular meeting times and mechanisms for the State and CW Regional level POCs to collaborate on the ESSA policy and process.

**Dispute Resolution Process**

*CW Social Workers, Regional, and State POCs, SEAs, and LEAs each bring valuable perspectives to the best interest determination. These agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. The dispute resolution process should begin at the local level for parties to address disagreements over the best interest decision. If a resolution cannot be determined at the local level, then the SEA and CW State level POC will be consulted and assist in the best interest determination.

If there is disagreement regarding school placement for a child in foster care, the CW agency should be considered the final decision maker in making the best interest determination.
(POC Sheet, *continued*)

<table>
<thead>
<tr>
<th>State level CW POC</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Jen Haddad, Child Well-Being Program Specialist, <a href="mailto:Jen.Haddad@dhw.idaho.gov">Jen.Haddad@dhw.idaho.gov</a>, 334-6953</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regional level CW POCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Region 1 &amp; 2 – Rob Braniff, Child Welfare Chief, <a href="mailto:Robert.Braniff@dhw.idaho.gov">Robert.Braniff@dhw.idaho.gov</a>, (208) 769-1515</td>
</tr>
<tr>
<td>*Region 3 – Cami Blackburn &amp; Mike Dixon, Child Welfare Chiefs, <a href="mailto:Cami.Blackburn@dhw.idaho.gov">Cami.Blackburn@dhw.idaho.gov</a> or <a href="mailto:Mike.Dixon@dhw.idaho.gov">Mike.Dixon@dhw.idaho.gov</a>, (208) 455-7000</td>
</tr>
<tr>
<td>*Region 4 – Andi Blackwood &amp; Heather Slavin, Child Welfare Chiefs, <a href="mailto:Andrea.Blackwood@dhw.idaho.gov">Andrea.Blackwood@dhw.idaho.gov</a> or <a href="mailto:Heather.Slavin@dhw.idaho.gov">Heather.Slavin@dhw.idaho.gov</a>, (208) 334-6800</td>
</tr>
<tr>
<td>*Region 5 – Pam Harris, Child Welfare Chief, <a href="mailto:Pam.Harris@dhw.idaho.gov">Pam.Harris@dhw.idaho.gov</a>, (208) 734-4000</td>
</tr>
<tr>
<td>*Region 6 – Brian Plowman, Child Welfare Chief, <a href="mailto:Brian.Plowman@dhw.idaho.gov">Brian.Plowman@dhw.idaho.gov</a>, (208) 239-6200</td>
</tr>
<tr>
<td>*Region 7 – Mark Schultz, Child Welfare Chief, <a href="mailto:Mark.Schultz@dhw.idaho.gov">Mark.Schultz@dhw.idaho.gov</a>, (208) 528-5900</td>
</tr>
</tbody>
</table>
Comparison of School District Boundaries and IDHW Regions

School District Boundaries

IDHW Regions
iCARE ENTRY AND SCHOOL LETTER
Example of the iCARE School Letter

To: [School Principal]
Cc: [BOE liaison], [District liaison], [Removal Responsible Staff]
Subject: New Foster Child entry – [Child Name – DOB]

To: [School Name]
From: [Removal Responsible Staff]

RE: [Child Name – DOB]

The above named child is in the custody of the Department of Health and Welfare. This student is covered by the Every Student Succeeds Act. Students covered under the federal law have the right to attend and are entitled to transportation to their school of origin. Under the Act, this student should also be entitled to full participation in school including extra-curricular activities. Please forward a copy of the following school records to me at your earliest convenience. You may email a copy to me at [worker’s email address].

1) Immunizations Records
2) IEP records
3) Grade Transcripts/Progress Reports
4) Birth Certificate

At this time, the child has been placed with [Resource Name]. Their contact information is [Resource Residence/Cell Number], [Resource Residence/Business Address]. When report cards, IEP’s discipline notices, etc., are sent to the foster parent, please forward a copy to the Department at the address above.

The department is committed to ensuring educational stability for students in their care and custody. The student’s best interest considerations have been evaluated, and the department has made the following determination: [Justification text from Education Record].

Per Department policy, Social Workers are responsible for registering all children in the State’s custody. Recent legislation allows foster parents to make decisions regarding a child’s routine participation in extracurricular, enrichment, cultural, and school activities, such as after school activities and field trips. This includes signing permission slips. Please contact me if you have any questions about this, or if you have questions regarding the rights or role of the biological parents/guardians at this time.

Please allow the State of Idaho Department of Health and Welfare personnel and the child’s foster parents to sign out and transport the child to necessary appointments.

If you have any questions or concerns, please do not hesitate to contact me at [worker’s primary regional office number] or by email at [worker’s email address]. Thank you for your assistance.

Sincerely,
[Removal Responsible Staff], [License Type]
Department of Health and Welfare
[Worker’s email address]
[Regional Office Number]
The schools will have their own form regarding the Best Interest determination of a child.

### Education Best Interest Determination Form

This process is to begin immediately after a student enters foster care or changes foster care placements. These requirements are stated within the Every Student Succeeds Act (ESSA), which is in effect on December 10, 2016.

<table>
<thead>
<tr>
<th>Child's Name:_______________________</th>
<th>Student ID#:______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Name:________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Foster Parent(s):___________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Current School/District:_____________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Previous School(s):_________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Current Grade:__________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Form Start Date:__________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>Date of Best Interest Determination:______________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

**Instructions:**

1. The Department Social Worker will consider factors outlined in this form in making their best interest recommendation regarding a student’s educational stability. The LEA POC and school administrator will receive a letter from the Department Social Worker when a student enters foster care or changes foster care placements. The letter includes specific information that is pertinent to the student and provides a best interest recommendation.
2. The LEA POC and school administrator will utilize the best interest recommendation contained in the letter and use this form as a guidance document in supporting the best interest determination in the educational setting for a student entering foster care or changing foster care placements.
3. With circumstances that require temporary plans put into place to maintain the student in their school of origin, the Department Social Worker and LEA POC will need to collaborate to explore additional supports and make a final best interest recommendation.
LEA POC - Transportation

• In situations where busing needs to be explored, the LEA POC and School Principal (if needed) will contact the District Transportation Supervisor or Regional Specialist and determine assets available —and will report back to the CW Social Worker.

• If neither can be reached, the LEA POC and School Principal will contact the State Department of Education representative—Peggy Kesner (shift starts at 7:00 a.m.).

• The process to set up transportation for a student typically takes 2 to 5 school days—parent(s) must receive notification.
LEA POC – Transportation – Contact Information

• Transportation Directory:
  http://www.sde.idaho.gov/student-transportation/contact/Student-Transportation-Directory.pdf

• State Department of Education Contact:
Example Scenario for Determining Additional Route Funding Sources

- **Foster Home** Pick up address
- **Foster Home Zoned School**
- **School Foster Student Attends** Drop off address

**Base Route**
- 13 miles / $1,372.80

**Additional Route**
- 7 miles / $739.20
- 20 miles / $2,112

**SDE Reimbursement**
- From home to school of origin (A to C)
- SDE transportation covers approximately 85% of route
- $1,795.20

**H&W Reimbursement**
- Additional Route to school of origin (B to C)
- H&W covers up to 15% of additional route
- For Title IV-E Student
- $110.88

**Title I-A Reimbursement**
- Additional Route to school of origin (B to C)
- LEA may use its current Title I-A allocation to cover remaining cost of additional route
- $628.32
Example of Invoice Submitted to H&W

According to the Every Student Succeeds Act (ESSA), “Transportation is a central component of educational stability and may be needed in order to fulfill the requirements that both LEAs and child welfare agencies ensure educational stability for children in foster care; thus, both agencies must collaborate regarding transportation if it is necessary so that a child in foster care may remain in his or her school of origin, consistent with section 475(5)(G)(ii)(l) of the Social Security Act.”

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>John Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address:</td>
<td>123 Street, Boise, ID</td>
</tr>
<tr>
<td>Contact Name (Guardian):</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Transportation Start Date:</td>
<td>1/1/2017</td>
</tr>
<tr>
<td>Transportation End Date:</td>
<td>2/28/2017</td>
</tr>
<tr>
<td>Pick up/drop off address:</td>
<td>123 Street, Boise, ID</td>
</tr>
<tr>
<td>CPM* (per mile/per day)</td>
<td>$3.52</td>
</tr>
<tr>
<td>How many days are in this billing cycle?</td>
<td>30</td>
</tr>
<tr>
<td>Total number of miles for AM and PM round trips per one day</td>
<td>20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AM and PM round trip to and from school foster student attends</th>
<th>Breakdown of Base vs. Additional route</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Round Route</strong></td>
<td><strong>Base Route</strong></td>
</tr>
<tr>
<td>Miles</td>
<td>20</td>
</tr>
<tr>
<td>Total cost per day</td>
<td>$70.40</td>
</tr>
<tr>
<td>Total cost per Billing cycle</td>
<td>$2,112.00</td>
</tr>
</tbody>
</table>

Reimbursement request to H@W @15% of additional route cost (739.20 X 15%)  

$110.88

*Daily Cost is subject to change based on unique circumstances that may arise. Such as, change of home address or PU/DO locations, the need to add a new bus route to service a student, bus monitor requirement, sudden fuel price changes, etc.
School aged child enters care or changes placement.

- Generate school letter in iCARE with BID information. Letter sent to school and LEA.

Identified collaborative team discuss and child's BID is made. CW agency has final say.

- BID is for child is to stay in school of origin.
  - YES: LEA provides decision in writing to relevant parties.
    - NO: CW POC contacts new school.

- LEA provides decision in writing to relevant parties and CW POC contacts new school.

- New school immediately enroll child. New school contacts prior school for records.

- BID requires more planning?
  - YES: CW POC contacts LEA
  - NO: CW POC contacts LEA

- CW POC works with LEA, foster family, and bio family to keep child in school of origin while best-interest determination process is happening.

- TRANSPORTATION options discussed, if dispute, LEA provides transportation until resolved.

- Transportation arranged.

Document in iCARE and no further steps needed.

Acronym Key:
- BID: Best Interest Determination
- LEA: Local Educational Agency
- CW: Child Welfare
- POC: Point of Contact
Contact Information

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