Sharing Information to Support the Educational Success of Children in Care: Federated Security and Access Protocols Brief

A Brief Produced by the:

- California Department of Education
- National Center for Youth Law's FosterEd Initiative

AUGUST 2013

WRITTEN BY:
MAYA COOPER, ATTORNEY AND POLICY MANAGER, NATIONAL CENTER FOR YOUTH LAW, FOSTERED INITIATIVE

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I. Introduction

Children in foster care, who are removed from their homes due to abuse or neglect, face a unique set of educational challenges. When compared with the general population, foster children have significantly higher rates of absenteeism and disciplinary referrals, are more likely to perform below grade level, are about twice as likely to be held back in school, drop out of school nearly twice as frequently, and attend four-year colleges at a significantly lower rate. Studies have found their educational outcomes to be significantly worse than even those of other economically disadvantaged students. Because many foster youth do not receive the educational supports they need to succeed in school, they are at high risk of homelessness, incarceration, and unemployment when they exit the foster care system.

These academic challenges and poor outcomes stem from a number of sources. Frequently, a foster child's academic progress is hampered by the trauma of being removed from their family. Studies have found that children in foster care have an average of one to two home placement changes per year while in out-of-home care. A change in a home placement frequently will result in a change in school placement which leads to further academic set-backs. These multiple school changes can cause substantial gaps in the learning process. Foster youth frequently experience school enrollment problems, lost school records, credits are not transferred, and absenteeism increases.

Ensuring this vulnerable population of students has the tools to overcome these challenges requires the collaboration of the systems that serve these youth, including child welfare, education, and the courts. Increasing the exchange of information between these systems has the potential to improve the educational outcomes of children in foster care. While there have been efforts at the state and local levels aimed at increasing data sharing, more needs to be done.

To that end, this project focused on identifying the data needed to support the educational success of students in foster care, the types of users who would better be able to support educational success if given access to such data, and the general categories of data each type of user would need. This brief provides an overview of the project, concluding with findings and recommendations.

A. BACKGROUND

This project is the result of the collaboration of a number of statewide entities who are focused at least in part on improving the educational outcomes of foster youth. Members of these groups were critically important to the development, implementation, and completion of the project. The various entities are described in this background section.

In March 2006, Chief Justice Ronald M. George established the California Blue Ribbon Commission on Children in Foster Care. The Blue Ribbon Commission's purpose is to provide recommendations to the Judicial Council on ways in which the courts and their partners can improve the safety, permanence, well-being, and fairness outcomes for children and families in the child welfare system. The Commission is made up of a wide range of participants, including judges, legislators, child welfare directors, tribal leaders, and foster youth.

The California Child Welfare Council was established by the Child Welfare Leadership and Accountability Act of 2006 and serves as an advisory body responsible for improving the collaboration and processes of the multiple agencies serving children in the child welfare system. The Council includes members representing state departments, county departments, nonprofit service providers, advocates, parents and former foster youth. The Council is charged with monitoring and reporting on the extent to which the agencies and courts are responsive to the needs of children in their joint care. The Council has four standing committees: (1) Data Linkage and Information Sharing, (2) Prevention and Early Intervention, (3) Child Development and Successful Youth Transitions, and (4) Permanency.

Founded in 2003, California's State Interagency Team for Children and Youth (SIT) coordinates policy, services, and strategies for children, youth, and families across the state. The SIT consists of deputy directors from ten state agencies and departments and is responsible for providing innovative leadership and direction to facilitate local implementation of system improvements. One of the SIT's areas of focus includes the sharing of information and data. In 2012 the SIT established a new workgroup, led by the California Department of Education and the National Center for Youth Law (NCYL), called Improving Educational Outcomes of Children in Care (IEOCC). The IEOCC focuses on promoting the educational success of children and youth in foster care.

In October 2011, Stewards of Change, an organization that provides agencies with cross-sector innovations to create

technology-enabled systems[1], facilitated a symposium on Advancing Information Sharing Across California to Improve Outcomes for Children Served by the Child Welfare System. During the symposium it was determined that sharing the data necessary to support the educational success of children in care requires that partners establish wide-scale electronic trust among the caretakers of information and those who need and are authorized to use that information. The Blue Ribbon Commission, in partnership with the California Child Welfare Council Data Linkage and Information Sharing Committee, decided to sponsor the *Sharing Information to Support the Educational Success of Children in Care: Federated Security and Access Protocols (FASP)* project. When the IEOCC was created, it prioritized supporting this project and moving it forward.

B. PROJECT PURPOSE AND GOALS

The FASP project aimed to identify:

1) The types of data needed to support the educational success of students in foster care;
2) The types of people (users) who would better be able to support educational success if given access to such data; and
3) The general categories of data each type of user would need to support educational success.

The Blue Ribbon Commission placed particular emphasis on facilitating information exchange among the agencies responsible for children in foster care. The FASP project was designed to bring together local leaders, policy experts, and stakeholders to identify and develop a framework of interoperable federated security, access, and identity management protocols. These protocols would allow a user's roles, rights, and privileges to be communicated securely between information technologies so that education and child welfare data could be accessed, linked and exchanged accurately and appropriately.

The benefits associated with such an interoperable framework include:

1) Achieving economies of scale through reduced duplication of effort;
2) Standardized statewide protocols;
3) Reduced risk through uniform application of protocols;
4) Improved reliability and interoperability; and
5) Enhanced best practices.

1 See www.stewardsofchange.com

C. RECENT FEDERAL LEGISLATION

i. Fostering Connections to Success and Increasing Adoptions Act

The Fostering Connections to Success and Increasing Adoptions Act ("Fostering Connections") was signed into law in 2008. An important component of the law addresses the needs of children and youth in foster care by setting a goal of decreasing school mobility. Fostering Connections requires child welfare agencies to include "a plan for ensuring the educational stability of the child while in foster care" as part of every child's case plan. The agency must also include assurances that each placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement. If remaining in the child's current school is not in his or her best interest, the case plan must include assurances by the child welfare agency and local educational agencies that they will immediately and appropriately enroll the child in a new school and provide the new school with all educational records.

ii. Uninterrupted Scholars Act

A second and even more recent federal law is specifically intended to increase information sharing between education and child welfare agencies. The Federal Education Rights and Privacy Act (FERPA) prevents educational records from being shared unless certain conditions are met. In 2012 Congress passed the Uninterrupted Scholars Act (USA), which permits school districts to share education records with a child welfare agency representative who is legally responsible for the care and supervision of a foster youth. The law is intended to allow state and local child welfare agencies to work more closely with school districts so that foster youth receive the support and services they need to succeed.

D. RECENT CALIFORNIA STATUTORY CHANGES

On June 30, 2013, Governor Brown signed California's budget into law. The trailer bill implementing the K-12 Education section of the budget contains a number of provisions aimed at improving the educational outcomes of students in foster care, including new data sharing requirements.

The bill requires:

- The California Department of Social Services (CDSS) to share disaggregated information on children and youth in foster care sufficient for the California Department of Education (CDE) to identify which pupils are in foster care;

- The CDSS to share disaggregated data on children and youth in foster care that is helpful to county offices of education and other local educational agencies responsible for ensuring that pupils in foster care receive appropriate educational supports and services; and
- The CDE to inform local educational agencies of which of their students are in foster care and to provide information helpful to meeting the educational needs of those students.

Our hope is that this project can inform the discussion of which data elements might be helpful to supporting the educational success of pupils in foster care.

II. Project Methodology

The FASP project's scope was limited to identifying the types of data needed to support educational success, the users who would better be able to support educational success if given access to such data, and the general categories of data each type of user would need to support educational success. Legal considerations pertaining to the sharing of information were not considered as part of this project, though they are important. The project identified commonalities in roles, security, and access and transformed them into standardized, interoperable protocols set out in this brief. This should enable existing or future efforts to exchange education and child welfare data to achieve economies of scale.

A. KEY PROJECT PARTNERS

State:

- California Blue Ribbon Commission on Children in Foster Care
- California Child Welfare Council
- California Department of Education
- California Department of Social Services
- County Welfare Directors Association of California
- California Administrative Office of the Courts
- State Interagency Team on Children and Families

Local:

- CASA programs
- County child welfare agencies
- County counsel
- County mental health agencies
- Dependency attorneys
- Juvenile courts
- Local educational agencies

B. ASSUMPTIONS

The FASP project assumed that the recommended exchange of information is permitted by consent, court order, or other authorization allowed under state and federal law. The project did not address confidentially or privacy laws regarding information exchange. Those providing feedback were asked to assume that there were no restrictions upon the exchange of information. The intent was to focus on what information should be shared if allowed by law, rather than what information could be shared under existing law.

C. INITIAL STEPS AND PRELIMINARY RESEARCH

This project began with the formation of a small steering committee that included participants from the CDE, AOC, and the NCYL's FosterEd Initiative. The steering committee met regularly throughout the course of the project with committee members, and provided updates to the Blue Ribbon Commission and Child Welfare Council's data sharing committees as well as the SIT's IEOCC workgroup.

As a first step, the steering committee spoke extensively with stakeholders in Sacramento and San Diego Counties, the California counties that have developed the most robust data-sharing technologies and protocols.

Sacramento began developing its data-sharing system, Foster Focus, in 2000. Foster Focus is an online case management system that can store information such as a foster student's grades, credits, course schedules, residential history, shot records, attendance, Individual Education Plan, the name of the child's social worker, and other information. Over 20 school districts across the state now contract with the Sacramento County Office of Education to use this system. The degree to which the information from CWS-CMS and school districts enter the system electronically varies widely by county.

San Diego created and uses the Foster Youth-Student Information System (FY-SIS), a secure, web-based system designed specifically to store health, education and placement information for students in foster care. Data is imported into FY-SIS directly from CWS-CMS and the school information systems used by local school districts.

Both Sacramento and San Diego counties were kind enough to share documentation related to their systems, which was analyzed by the steering committee. Since Foster Focus and FY-SIS are localized systems, they served as a foundation to explore user roles, the types of information shared, and the drafting of preliminary recommendations regarding data and users.

The steering committee also looked to the Common Education Data Standards (CEDS) Data Model in shaping this project. The CEDS Data Model is "a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across [early learning to post-secondary] institutions and sectors. . . [it] includes a hierarchical schema of non-technical domains and entities with each CEDS element in context, and a fully-normalized logical model."[2]

In March 2012, the steering committee presented preliminary research to the County Welfare Directors Association of California (CWDA). The intent of this presentation was to gather feedback and to identify counties that might want to participate actively in the next phase of the project: inter-agency focus groups conducted in a range of counties.

D. COUNTY FOCUS GROUPS

At the CWDA meeting and subsequent IEOCC meeting, the project's steering committee identified those counties and courts most actively involved or interested in sharing data necessary to support the educational success of children in care. The committee asked each county to participate in local meetings to discuss security and access roles for their current or proposed information systems. The committee made clear that any local system being used was not being evaluated for the purpose of endorsement.

Fiscal challenges required limiting the number of onsite meetings. Meetings were held in the following counties:

- Sacramento
- San Diego
- Placer
- Fresno
- San Luis Obispo

Within each county the following stakeholders participated in the onsite meetings:

- Child welfare services
- County office of education
- County counsel
- Court Appointed Special Advocates (CASA)
- Foster parents
- Juvenile court staff
- Minor's counsel
- Probation staff
- Provider community
- School districts

These focus groups helped inform the framework of security/access protocols and recommendations (see Findings and appendix section below).

2 https://ceds.ed.gov/whatIsCEDS.aspx

E. ONLINE SURVEY

Following these onsite meetings, additional information was gathered through an online survey composed of two parts. The first part allowed participants to provide feedback on the core areas of information that might be shared. The second part allowed participants to provide feedback on the types of user groups and the degree to which each might need access to different core areas of information. For more information about the "user" groups and "core areas," see the Findings section below.

The survey instructions asked participants to keep the following in mind when answering each question:

1) Is the information necessary to help support the educational success of the student?; and
2) Will sharing the information with the specific person help support the educational success of the student?

A total of 284 individuals from across the state participated in the survey. Survey participants included: county office of education employees, school district liaisons and employees, school staff (school nurses, school counselors, teachers, school administrators, school pupil personnel services), post-secondary education staff, Court Appointed Special Advocates (CASAs), education rights holders, juvenile court staff, judges, minor's counsel, child welfare caseworkers/ social workers, foster family agency staff, group home staff, probation department staff, caregivers, foster youth, and others. Each participant provided their opinions regarding necessary core areas of information and appropriate user access.

The feedback received through the survey was reviewed and analyzed. It helped inform the framework of security/ access protocols and recommendations (see Findings and appendix sections below).

III. Findings

Through the above processes, the FASP project identified information that would be helpful in supporting the educational success of students in foster care, and user groups who would better be able to support educational success if given access to such information. The findings are summarized below. A full list of data elements, categories of data and types of users are included in the appendices to this brief.

A. DATA - CORE AREAS

The following 17 core data areas were identified as critical to supporting the educational success of children in foster care. See Appendix B for the specific data elements associated with each core area.

Core data areas:

- Student/Child
- GPA/ Student Grades/Transcripts
- Attendance
- Assessments/Test Scores
- Discipline/Behavior
- Health
- Medications
- Special Education and 504 Plan
- School Information
- Contacts/People
- Placement Information
- Court Information
- Child Welfare Services
- Probation
- Services and Referrals
- Personal Documents
- Screenings

B. USERS

Four major types of users were identified as having a role supporting the educational success of children in foster care: (1) Education, (2) Placement Agencies, (3) Courts, and (4) Other. With each, a variety of user groups were identified, as listed below. See Appendix C for a template that includes all user groups.

Education users:

- County Office of Education FYS Coordinators
- County Office of Education FYS Staff/Education Liaisons
- School District AB 490 Liaisons
- School Registrars
- School Nurses
- School Counselors
- Teachers
- School Administrators
- School Psychologists
- School Social Workers
- Home-School Liaisons
- Regional Center Representatives
- School Pupil Personnel Services
- Post-Secondary Education Staff
- Special Education Local Plan Area Administrators
- Financial Aid Administrators
- Teacher's Aides/Classroom Assistants
- Speech/Language Pathologists
- Occupational Therapists
- Physical Therapists
- Educational Surrogate

Placement agency users:

- CWS Administrators and Supervisors
- CWS Caseworkers/Social Workers
- Foster Family Agency Staff
- Foster Parents
- Kinship Care Providers
- Non-relative Extended Family Member (NREFM)
- Group Home Staff
- Probation Officers
- Public Health Nurses
- Direct Care Providers
- Adoption Specialists

Court users:

- Judges (State and Tribal)
- Juvenile Court Staff (State and Tribal)
- Court Appointed Special Advocates (CASA)
- Minor's Counsel
- Parents' Counsel
- Educational Rights Holder
- County Counsel
- Tribal Court Representative
- De facto Parents, as appointed by a Judge
- Attorneys appointed as special education counsel under California Welfare and Institutions Code section 317(e)

Other users:

- Independent Living Program (ILP) Staff
- Pregnant and Parenting Teen Program Staff
- Aid to Adoptive Parents (AAP)
- Educational Consultants
- Guardian Scholars Program Advocates
- Mental Health Providers/ Therapists for Child or Parent
- Foster Youth
- California Youth Connection (CYC) Staff

IV. Recommended Next Steps

One of the challenges facing California as it seeks to increase data sharing is the uncertainty surrounding the primary data systems used by the state child welfare, judicial and education agencies. Each is working to implement new data and case management systems, but funding for the new systems is in flux. The agencies, understandably, do not want to spend money improving systems which might not exist much longer, but also do not know when and if funding for new systems will be approved. Specific challenges include:

1) Delays involved in the new Child Welfare Services Case Management System (CWS/ CMS) procurement;
2) The non-deployment of the V4 Court Case Management System (CCMS); and
3) Delayed funding for California Longitudinal Pupil Achievement Data System (CALPADS) enhancements.

Despite these statewide challenges, however, data-sharing is moving forward at the local level. The following 31 counties indicated that they use some type of electronic data sharing system for education and child welfare data:

- Alameda
- Alpine/El Dorado
- Calaveras
- Colusa
- Contra Costa
- Del Norte
- Fresno
- Glenn
- Lake
- Madera
- Mendocino
- Modoc
- Mono
- Monterey
- Napa
- Orange
- Placer
- Riverside
- Sacramento
- San Bernardino
- San Diego
- San Francisco
- San Luis Obispo
- San Mateo
- Santa Barbara
- Shasta
- Solano
- Stanislaus
- Trinity
- Tulare
- Yolo

Local efforts will be more effective and efficient if each uses common definitions and data elements so that technologies can be leveraged and data shared between counties as well as within them. Moreover, while some data sharing efforts are best executed locally, others would benefit from increased involvement and support from state agencies. Below are three specific recommendations.

A. CHILD WELFARE INFORMATION

The 2013 budget trailer bill added provisions to California' Education Code requiring:

- The California Department of Social Services (CDSS) to share disaggregated information on children and youth in foster care sufficient for the California Department of Education (CDE) to identify which pupils are in foster care;
- The CDSS to share disaggregated data on children and youth in foster care that is helpful to county offices of education and other local educational agencies responsible for ensuring that pupils in foster care received appropriate educational supports and services; and
- The CDE to inform local education agencies of which of their students are in foster care and to provide information helpful to meeting their educational needs.

The provisions require this data-sharing to happen on a weekly basis. The exact language reads:

CALIFORNIA EDUCATION CODE SECTION 49085.

(a) The department and the State Department of Social Services shall develop and enter into a memorandum of understanding that shall, at a minimum, require the State Department of Social Services, at least once per week, to share with the department both of the following:

(1) Disaggregated information on children and youth in foster care sufficient for the department to identify pupils in foster care.

(2) Disaggregated data on children and youth in foster care that is helpful to county offices of education and other local educational agencies responsible for ensuring that pupils in foster care received appropriate educational supports and services.

(b) To the extent allowable under federal law, the department shall regularly identify pupils in foster care and designate those pupils in the California Longitudinal Pupil Achievement Data System or any future data system used by the department to collect disaggregated pupil outcome data.

...

(d) To the extent allowable under federal law, the department, at least once per week, shall do all of the following:

(1) Inform school districts and charter schools of any pupils enrolled in those school districts or charter schools who are in foster care.

(2) Inform county offices of education of any pupils enrolled in schools in the county who are in foster care.

(3) Provide schools districts, county office of education, and charter schools disaggregated data helpful to ensuring pupils in foster care receive appropriate educational supports and services.

With the passage of this legislation, data sharing will now be statutorily required between CDSS and CDE, and between CDE and local education agencies. To ensure these requirements are implemented as effectively as possible, and to identify which data elements are helpful to ensure pupils in foster care receive appropriate educational supports and services, we recommend CDSS and CDE convene an inter-disciplinary workgroup to develop the required memorandum of understanding (MOU).

B. EDUCATION INFORMATION

Although the budget legislation did not require CDE to provide data to CDSS, we recommend such data sharing occur and be included in the MOU referenced in the first recommendation. The same workgroup referenced above could help identify the CALPADS data elements that should be passed to CDSS, and the frequency with which the sharing should occur.

Until CWS-CMS is enhanced to include education data imported from the CDE, or until a new child welfare case management system is implemented, education data might need to exist in a temporary database used for research purposes only. Even this intermediate step would be useful, as it would allow child welfare researchers to study the various child welfare variables most closely correlated to educational success. Information of this nature is critical to developing policy recommendations aimed at improving the educational success of students in foster care.

C. NIEM FRAMEWORK

The content in the appendices to this brief can be standardized and used statewide to allow a user's roles, rights, and privileges to be communicated securely between information technologies. Nationally recognized standards like the Global Federated Identity and Privilege Management framework are considered appropriate to ensure interoperability. It may eventually be appropriate and helpful to adapt and submit a statewide framework to the Education domain of the National Information Exchange Model (NIEM). NIEM is defined as a national model that is a "community-driven, government-wide, standards-based approach to exchanging information. . . "that includes " a data model, governance, training, tools, technical support services". NIEM is designed to assist "users in adopting a standards-based approach to exchanging data. . ." in order to achieve "interoperability: [p]artners coming together to identify what data needs to be exchanged, then agreeing to exchange that data in a standards-conformant manner."[3] Adapting and sharing this brief with NIEM is likely to promote and advance data sharing in support of the educational success of students in foster care across the country.

3 https://www.niem.gov/aboutniem/Pages/niem.aspx

V. Appendices

A. FASP DEFINITIONS

- *Assessments (Tests) Information:* Information regarding the evaluation of a student's achievement on a course
- *Attendance Information:* Information regarding the frequency with which a student is present
- *Care Giver Community:* Unpaid relatives or friends of a disabled person who help that person with his or her activities of daily living
- *Child Welfare Services Information:* Information regarding a student's social worker, case number, or other general child welfare services case characteristics
- *Contacts (People) Information:* Information and general characteristics regarding people known to the student like family members, an attorney, foster parent or others
- *Counsel (Minor's):* An attorney appointed by the Court to represent a child or children
- *Counsel (Parents'):* An attorney appointed by the Court to represent a parent
- *County Counsel:* County attorneys who exclusively represent the social workers during Juvenile and Dependency hearings
- *Court Appointed Special Advocate:* A trained volunteer who represents the best interests of children as they are taken through the legal process
- *Court Information:* Information or general characteristics regarding a student's court case, case number, or other court services
- *Court Staff (State or Tribal Court):* People authorized to perform a variety of duties and responsibilities involved in the administration of justice, creating and maintaining court case records, and providing court services and related duties in a court of law
- *Discipline/Behavior Information:* Information or general characteristics regarding a student's behavior or school disciplinary actions
- *Documents Information:* Information or general characteristics regarding documents or types of documents to be electronically stored, if possible, or shared
- *Educational Rights Holder:* A person with the right to make educational decisions about a child
- *Foster Family Agency:* Non-profit engaged in recruiting, certifying, and training foster parents, providing professional support to foster parents, and finding homes or other temporary or permanent placements for children who require more intensive care
- *Foster Parent:* Adults who are licensed by the state or county to provide a temporary home for children whose birth parents are unable to care for them
- *Foster Youth:* A child or youth without parental support and protection, placed with a person or family to be cared for, usually by local welfare services or by court order
- *Grades Information:* Information regarding the evaluation of a student's achievement in a class
- *Group Home:* A facility where a number of people in need of various levels of care, support or supervision can live together
- *Health Information:* Information regarding a student's health, mental health, immunizations or other general conditions
- *Judge (State or Tribal Court):* A public officer authorized to hear and decide cases in a court of law
- *Medication Information:* Information regarding a student's medical prescriptions
- *Nurse (Public Health):* Nurse who works with families in the home, in schools, at the workplace, in government agencies, and at major health facilities
- *Nurse (School):* Nurse who practices specialized professional nursing that advances the wellbeing, academic success, and life-long achievement of students
- *Placement Information:* Information regarding a student's living or housing location
- *Probation Department Information:* Information regarding a student's probation officer, case number, or other general probation services case characteristics
- *Probation Department Staff:* Officials usually attached to a juvenile court and charged with the care of juvenile delinquents
- *Provider (Direct Care):* People who care for people of all ages who have disabilities or a chronic illness and need their assistance

- *Provider Community:* Paid people, relatives or friends, a company or network of companies who help people with their activities of daily living
- *School Administrator:* Specially certified educator whose job is to direct and manage daily operation of all programs in an individual school
- *School Counselor:* A person, also known as a guidance counselor, who offers academic, career, college, and social advice and guidance to students
- *School District Liaison:* The person appointed by the school district, pursuant to Education Code section 48853.5, responsible for supporting the educational success of district foster students
- *School District*: A geographical unit for the local administration of schools
- *School Information:* Information regarding a school's location, address, type of school or other general characteristics
- *School Registrar:* A person who performs a variety of duties and responsibilities involved in enrolling and transferring students, creating and maintaining student records, and providing student services and related duties
- *Screenings* Information:* The results of education screens performed to identify the educational strengths and needs of the child and family.
- *Services & Referral Information:* Information regarding services provided to a person or a referral for services
- *Special Education/504 Information:* Information regarding specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability
- *Student/Child Information:* Information regarding general characteristics of a student like demographics, physical attributes, language, etc.
- *Teacher:* A person who teaches or instructs, especially as a profession
- *Tribal Court Representative:* A person who is a student's personal representative to the jurisdiction of the Tribal Court or any other administrative body of a tribe that is vested with authority over child custody proceedings

B. DATA - ELEMENTS

The following data elements for each of the 17 core areas (see Section III.a.) were identified as important to supporting the educational success of children in foster care:

STUDENT/ CHILD INFORMATION

Case ID Number

Student ID Number

School ID Number

School District Code

School Name

Entry Date to School Initially Enrolled (mm-dd-yyyy)

Entry Date to Current School

Leave Date from School (mm-dd-yyyy)

Term Type (Quarter/ Semester/Trimester)

Expected Graduation Date (mm-dd-yyyy)

Class Year (i.e., Class of?)

Number and Types of Classes Required to Graduate

On Track to Graduate? Yes/No

Grade Point Average

Total Credits Earned

A-G Credits

Advanced Placement (AP) Credits

Grade Level

Social Security Number

Date of Birth

Birth City

Birth State

Birth Country

Gender

Student First Name

Student Last Name

Student Middle Name

Student AKA First Name

Student AKA Middle Name

Student AKA Last Name

Primary Ethnicity

Secondary Ethnicity

Primary or Home Language

Secondary Language

SART/SARB Date

Religious Affiliation

Gender (Self Identified)

Primary Ethnicity (Self Identified)

Secondary Ethnicity (Self Identified)

Indian Child Welfare Act (ICWA) (Y/N)

Tribe Name

Registered Tribe (Y/N)

Education Funding Sources

Student/Child Status (e.g., non-minor dependent, pregnant, parenting, etc.)

History of Interventions

Protective Order

Restraining Order

Student's Interests

Student's Strengths

Extracurricular or Youth Leadership Activities (e.g., athletics, school activities, music, arts, California Youth Connection, etc.)

Tutoring Services, Remediation, Enrichment Resources or Providers

Career/Vocational Activities

GPA

For each grade:

End of Term Date

Type of GPA

Grade Level

Term GPA (Not cumulative)

Cumulative:

End of Term Date

Type of GPA

Grade Level

Term GPA (Not cumulative)

STUDENT GRADES

Student ID Number

School ID Number

Period Number

Course title

Course Credit

Course schedule (daily, weekly, etc.)

Date of grade (mm-dd-yyyy)

Progress grade (yes/no)

Grade Mark

Citizenship mark

Credit/No-credit indicator

Class taken for “no grade” (yes/no)

TRANSCRIPTS

For each year:

School year

Grade

Subject

Course

Credit

Partial Credit

School

Progress Briefs

Progress Towards Graduation Requirements

Graduation Verification

ATTENDANCE

For each course/period:

Student ID Number

School ID Number

Date of Absence (mm-dd-yyyy)

Course Title

Period

Attendance (Yes/No)

Type of Absence

For each month:

Class Periods

Attended Periods

Attendance Percentage

Out of School Suspension

In School Suspension

Days missed between enrollment

Expelled

Year to Date:

Class Periods

Attended Periods

Attendance Percentage

Out of School Suspension

In School Suspension

Days Missed Between Enrollment

Expelled

Length of time in current school

ASSESSMENTS/ TEST SCORES

For each test (including STAR assessments):

Test Name (Sub Test Name)

Test Date

School District

Scale Score

Percentile (Pr)

Test Edition Number

Normal curve equivalent (NCE)

ELA Passed: Yes / No

Scale Score

Reading-Word Analysis Percent Correct

Reading-Reading Comprehension Percent Correct

Reading-Literary Response & Analysis Percent

Writing Strategies Percent Correct

CAHSEE ELA Test Date

CAHSEE ELA Score

CAHSEE ELA Pass Indicator

CAHSEE Math Test Date

CAHSEE Math Score

CAHSEE Math Pass Indicator

CAHSEE Test School Taken

CELDT Test Date

CELDT Purpose of Test

CELDT Proficiency Level

CELDT School Test Taken

CST ELA Test date

CST ELA Scale Score

CST ELA Proficiency Level

CST Math Test Date

Other Assessments:

Vocational Assessment

Psycho-Educational Assessment

Speech/ Language Assessment

Occupational Therapy Assessment

Physical Therapy Assessment

Assistive Technology Assessment

DISCIPLINE/ BEHAVIOR

Event Date

Event Type

Begin Serve Date

Number Days to Serve

School

Attendance Description

Action Description

Suspension Y/N

Suspension Date

Expulsion Y/N

Expulsion Date

Education Code Violation

Readmission Date

School-Related Offenses

School Disciplinary Action Records

Suspension Letters

Incident Briefs

Behavior Records

Truancy Records

HEALTH

For each health issue (including medical, nutritional, dental and vision):

Health Problem

Health Alert Indicator (e.g. Asthma, Diabetes, Seizures, etc.)

Health Problem Type (e.g., physical, mental, developmental, substance abuse, etc.)

Health Problem Type Subcategory (i.e., mental health subcategory, etc.)

Funding (e.g., special health or mental health funding, etc.)

Communicable Disease

Allergies (e.g., food, medications, bee stings, etc.

Limitations (e.g., glasses, contacts, special diet, hearing impairment, etc.)

Start Date

End Date

Provider

Provider Phone

Location Where Services Provided (e.g., school, home, provider office, etc.)

Comments/Special Notes

Regional Center Diagnosis

Medical Equipment Required

Medical Procedures Required

Immunization:

Immunization Type

Immunization Date

Immunization Source

Immunization Next Due

Immunization Exemption (e.g., permanent, temporary, etc.)

Immunization Exemption Reason (e.g., personal beliefs, etc.)

Medical:

Medical Insurance Policy Number

Medical Insurance Company Name

Medical Insurance Company Phone Number

Well Child:

Well Child Exam Type

Well Child Exam Date

Well Child Exam Agency Name

Well Child Exam Provider First Name

Well Child Exam Provider Middle Name

Well Child Exam Provider Last Name

Well Child Exam Service Provider Type

Well Child Exam Problem Indicator

Well Child Exam Problem Comment

Well Child Exam Height

Well Child Exam Weight

Other:

Results of ASQ/ASQ-SE/ Trauma Assessment

MEDICATIONS

Medication Name

Medication Frequency (e.g., daily, twice daily, etc.)

Medical Alert Indicator

Prescribed By

Medication Start Date

Medication End Date

Court Order Date

Medication Special Notes (e.g., take with food, etc.)

Psychotropic Medication Indicator (Y/N)

SPECIAL EDUCATION AND 504 PLAN

Does child have an individual education program (IEP)?

Most recent IEP Date

Primary disability category

Primary service category

Most recent triennial review date

District/SELPA with IEP

Regional Center Involvement

Transition Plan

504 Plan:

Does child have a 504 accommodation plan?

Most recent 504 accommodation plan date

Pre-Referral Intervention Services:

Student Study Team (SST) or School Consultation Team (CST)

Response to Intervention (RTI)

SCHOOL INFORMATION

For each school the child has attended:

Current school? Yes/No

Title 1: Neglected/Delinquent/NA

School Type (e.g., Public, Private, Charter)

State

County

Country

School District

School District Code

School Name

School Telephone

School Fax

School Address 1

School Address 2

City

ZIP Code

Current Grade

Entry/Start Date

Grade Level Performance

Cumulative Folder Received? Yes/No

Date Cumulative Folder Received

Credits Earned Fall

Credits Earned Spring

Credits Earned Summer

Cumulative Credits Earned

Date Last Attended/Exited the School

Grade on Date of Last Attendance

Reason Child Left this School

Number of School Changes

Transportation Records

Previous Schools Attended (with dates of attendance)

Transition Plans Post-Graduation

Pre-K enrollment

Preschool programs for children with disabilities

CONTACTS/ PEOPLE

For each Parent/Guardian/Counselor/CASA/Attorney/Mental Health Provider/ Other:

Last Name

Middle Name

First Name

Relationship Type (e.g., father, mother, Tribal Representative)

Currently assigned? Yes/No/NA

Date Assigned-Start Date

Date Assigned-End Date

Email

Primary Phone Number

Alternate Phone Number

Organization Name or Tribe, if applicable

Street Address Line 1

Street Address Line 2

City

State

Country

Zip Code

Current Educational Rights Holder? Yes/No

Parent(s)/Educational Rights Limited: Yes/No/NA

Education Rights Holder

Date Representative Appointed

Date Education Rights Limited

Education Rights Acquired: Court/District

Termination of Parental Rights? Yes/No

Allowed contact with a child or pick up the child from school

Protective Order

Restraining Order

Religious Affiliation

Information can be shared indicator? (Y/N)

PLACEMENT INFORMATION

Current Placement (Yes/No)

Placement Start Date

Placement End Date

Placement Organization Name

Placement Type (e.g., home, facility, etc.)

Placement Residential Care Level

Placement Street Address 1

Placement Street Address 2

Placement City

Placement ZIP Code

Placement State

Placement County

Placement Country

Placement Primary Phone Number

Placement Alternative Phone

Placement Fax

Placement Care Provider/ Worker Last Name

Placement Care Provider/ Worker Middle Name

Placement Care Provider/ Worker First Name

Placement Care Provider/ Worker Phone Number

Placement Care Provider/ Worker Email

Placement Care Provider/ Worker Assigned Date

Placement Agency/ Organization Name

Placement Main Office Street Address 1

Placement Main Office Street Address 2

Placement Main Office City

Placement Main Office ZIP Code

Placement Main Office State

Placement Main Office County

Placement Main Office Country

Placement Main Office Primary Phone No

Placement Main Office Alternative Phone

Placement Main Office Fax

Primary Language Spoken at Placement

Secondary Language Spoken at Placement

Non-residential/Mental Health Placement

Confidential Indicator (Y/N)

Primary Reason for Placement

School of Origin Placement Decisions

Placement History

COURT INFORMATION

Court Case Number

Court Client ID

Case Start Date

Case End Date

Case Type (e.g., Welfare & Institutions Code)

Case Status (e.g., Active/ Inactive/Closed/Transfer)

Case Status Reason for Change

Effective Date of Change

Judge Last Name

Judge Middle Name

Judge First Name

Court Name

Court Branch

Court Department

Court Address 1

Court Address 2

Court City

Court County

Court State

Court Phone

CHILD WELFARE SERVICES

CWS Case Number

CWS Client ID

Case Start Date

Case End Date

Case Type (e.g., dual jurisdiction)

Case Status (e.g., Active/ Inactive/Closed/Transfer)

Case Status Reason for Change

Effective Date of Change

Number of Placement Changes (since case start date)

Caseworker Last Name

Caseworker Middle Name

Caseworker First Name

CWS Department/Agency Name

CWS Department/Agency Address 1

CWS Department/Agency Address 2

CWS Department/Agency City

CWS Department/Agency County

CWS Department/Agency State

CWS Department/Agency Phone

CWS Supervisor Last Name

CWS Supervisor Middle Name

CWS Supervisor First Name

PROBATION

Probation Case Number

Probation Client ID

Level of Offense (e.g., felony, etc.)

Category or Theme of Offense (e.g., violent, sex offense, multiple, etc.)

Probation Case Start Date

Probation Case End Date

Probation Case Type (e.g., dual jurisdiction)

Probation Case Status (e.g., Active/ Inactive/Closed/Transfer)

Probation Case Status

Reason for Change

Effective Date of Change

Probation Officer Last Name

Probation Officer Middle Name

Probation Officer First Name

Probation Department Name

Probation Department Address 1

Probation Department Address 2

Probation Department City

Probation Department County

Probation Department State

Probation Department Phone

Probation Supervisor Last Name

Probation Supervisor Middle Name

Probation Supervisor First Name

Probation Programs enrolled and completed

SERVICES AND REFERRALS

Service ID Number

Service Name

Service Start Date

Service End Date

Service Type (e.g., FYS, ILP, etc.)

Service Hours

Service Status (e.g., Active/ Inactive/Closed/Transfer)

Service Status Reason for Change

Service Effective Date of Change

Service Location Address 1

Service Location Address 2

Service Location City

Service Location County

Service Location State

Service Worker Last Name

Service Worker Middle Name

Service Worker First Name

Service Worker Email

Assigned Date

Reassigned Date

Service Provider Agency Name

Service Provider Agency Address 1

Service Provider Agency Address 2

Service Provider Agency City

Service Provider Agency County

Service Provider Agency State

Service Provider Agency Phone

PERSONAL DOCUMENTS

Birth Certificate

Social Security Card

Court Orders (educational rights, protective orders, restraining orders, etc.)

School Transcripts

Rehabilitation Plan (i.e., terms of expulsion)

SCREENINGS

Career Readiness

College Readiness

Future Expectations

Positive Peer Relationships

Positive School Staff Relationships

Educational Champions

Educational Resiliency

C. USER ACCESS TEMPLATE

EDUCATIONAL

	Child Information	GPA/ Student Grades/ Transcripts	Attendance	Assessments/ Test Scores	Discipline/ Behavior	Health	Medications	Special Ed and 504 Plan	School Information	Contacts/ People	Placement Information	Court Information	Child Welfare Services	Probation	Services & Referrals	Personal Documents	Screenings
COE Staff																	
School District Liaison																	
School Registrar																	
School Nurse																	
School Counselors																	
Teachers																	
School Administrators																	
Educational Liaisons																	
School Psychologists																	
School Social Workers																	
Home-School Liaisons																	
Regional Center Reps.																	
School PPS																	
Post-Secondary Ed Staff																	

PLACEMENT AGENCIES

	Child Information	GPA/ Student Grades/ Transcripts	Attendance	Assessments/ Test Scores	Discipline/ Behavior	Health	Medications	Special Ed and 504 Plan	School Information	Contacts/ People	Placement Information	Court Information	Child Welfare Services	Probation	Services & Referrals	Personal Documents	Screenings
CWS Caseworkers/ Social Workers																	
Foster Family Agencies																	
Foster Parents																	
Kinship Care Providers																	
NREFM																	
Group Homes																	
Probation																	
Public Health Nurses																	
Direct Care Providers																	
ILP Staff																	
Adoption specialists																	
Regional Center Reps.																	

COURTS

	Child Information	GPA/ Student Grades/ Transcripts	Attendance	Assessments/ Test Scores	Discipline/ Behavior	Health	Medications	Special Ed and 504 Plan	School Information	Contacts/ People	Placement Information	Court Information	Child Welfare Services	Probation	Services & Referrals	Personal Documents	Screenings
Juv. Ct. Staff																	
CASA																	
Judges																	
Minor's Counsel																	
Parent's Counsel																	
Education Rights Holders																	
County Counsel																	
Foster Youth																	
De facto parents																	
Attnys appted under WIC 317(e)																	
Home-School Liaisons																	

OTHER

	Child Information	GPA/ Student Grades/ Transcripts	Attendance	Assessments/ Test Scores	Discipline/ Behavior	Health	Medications	Special Ed and 504 Plan	School Information	Contacts/ People	Placement Information	Court Information	Child Welfare Services	Probation	Services & Referrals	Personal Documents	Screenings
Independent Living Program (ILP) Staff																	
Pregnant and Parenting Teen Program Staff																	
Aid to Adoptive Parents (AAP)																	
Educational Consultants																	
Foster Youth																	
CYC Staff																	
Guardian Scholars Program Advocate																	
Mental Health Providers/ Therapists																	

FosterEd

www.foster-ed.org

An Initiative of the
National Center for Youth Law

education equals partnership

A member of the
Education Equals Partnership.