**Education Evaluation**

 **General Overview**

The Education Evaluation is a case management tool designed to help schools ensure that foster youth receive the supports needed to succeed in school. It allows schools to identify areas of concern based on the youth’s education history, identify necessary interventions, and monitor the youth’s progress towards high school graduation and higher education.

The Education Evaluation is designed to be modified according to a school district’s preferences and information systems. It was created as part of the Foster Youth Education Toolkit. For more information visit [kids-alliance.org/edtoolkit](http://www.kids-alliance.org/edtoolkit).

The Education Evaluation is comprised of several components:

1. **Biographical Information**: The Biographical Information component is designed to display demographic and contact information that is crucial for working with foster youth, but that may not be captured by a school’s general student information system. It is also a quick reference for a case manager or counselor to use when working with the youth.
2. **School History:** This chronological chart summarizes education records in a format showing progress over time. Important patterns and incidents emerge when reviewing historical information that will aid in understanding the youth’s educational experience and to identify appropriate interventions. Some districts may opt to include less than a complete history. However, the power of understanding a foster youth’s entire history in both connecting with a youth and identifying necessary interventions should not be underestimated. For example, a full historical evaluation may reveal an Individualized Education Program (“IEP”) for speech services that got lost between 1st and 2nd grade when the youth moved foster homes. The youth’s speech impediment then went unaddressed, and led to bullying, to which the youth responded by engaging in acting out behavior himself in middle school. An appropriate intervention that might not otherwise have occurred to someone addressing the needs of a 7th grader—a referral for speech services—becomes clear.

A separate row should be included for each school year and each school attended. Templates in the downloadable version are provided for each school level:

* 1. **Early Intervention**
	2. **Preschool**
	3. **Elementary School**
	4. **Middle School**
	5. **High School**
1. **Current Status, Needed Interventions, and Outcome Tracking:** This section prompts personnel to identify common challenges facing foster youth, create action plans for addressing those challenges, and track progress. Local interventions should be incorporated into the “needed intervention” sections. Outcome tracking can also be tied to Local Control Accountability Plan goals.
2. **High School Graduation Planning:** This component includes a chart to track progress towards local graduation requirements, identify whether a youth is eligible for graduation under AB 167/216, and identify what courses are needed to graduate under either option.
3. **Higher Education Planning:** This component serves as a planning guide for foster youth to determine what types of higher education they may be eligible for and what steps remain to ensure that the youth meets entrance requirements. It also identifies and encourages youth to utilize resources specifically targeted to foster youth, like priority registration and Chafee grants.

**Instructions & Formatting**

A partial sample of each component is found on the following pages, completed for a fictional 11th grade youth. At the bottom of each component sample, Notes & Instructions indicate how to format the page and best capture relevant information. The options described in the Notes & Instructions for certain data pieces can also be turned into drop down menus, check boxes, or preset options programmed into a student information system. Using such menus rather than a “fill-in-the-blank” strategy may support consistency of practice and assist a district in using the Education Evaluation for data tracking purposes. For example, the Biographical Information component includes a space to input “Type of School.” The Notes & Instructions provide a list of possible responses such as “comprehensive school” and “continuation school.” Programming these options into a drop down menu or student information system may ensure that users of the tool understand their options and also help the school district analyze how many of its foster youth are attending each type of school setting. A prior version of the Foster Youth Education Toolkit included some of these components as dropdown boxes. The current version is intended to provide a universal format for adaptation, but the prior version may be accessed at <http://kids-alliance.org/wp-content/uploads/2015/03/EdEval.docx>.

**Updating the Education Evaluation**

Best practice suggests completing an Education Evaluation for each foster youth entering (or already enrolled in) the school district, and updating the evaluation at least annually, or sooner if the youth experiences a change in home, education rights holder (“ERH”), caregiver, or school setting, or is struggling to succeed in school. The “Date Updated” entry on the first page should be updated any time new data is input into the Education Evaluation.

**Education Evaluation**

Completed By: John Howard Date Completed: 9/15/15 Date Updated:

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| **I. Biographical Information** |
| **Student Information** |
| Name: Melissa Fried | DOB: 3/11/99 Age: 16 | Current Grade: 11  |
| Court Case #: CK00000 | Court Status: Foster | Student Cell Phone: None |
| Placement Type: Foster Parent | Date of Current Placement: 4/1/11 | Student Email: Melissa@beachusd.edu |
| **Current School Information** |
| School: Washington High School | District: Park Unified School District | Type of School: Comprehensive School |
| Date of Enrollment: 9/2/15 | Reason for Enrollment: Change of Home Placement | Total No. of Schools Attended: 6 |
| **Contact Information** |
| Education Rights Holder(s) (ERH):Mary SmithProof of Education Rights: JV-535Spanish Speaker: [ ]  | Relationship:Foster Parent | Phone:(777) 222-2222 |
| Address: 123 Wind StreetPark, CA 99999 | Email:  |
| Current Caregiver (If Different): Spanish Speaker: [ ]  | Relationship: | Email: |
| Address: | Phone:  |
| Social Worker:Judy Jones | Phone:(555) 333-3333 | Email:unknown |
| Legal Representative (Dependency):Jane Johnson | Phone:(555) 777-7777 | Email:jjohnson@childrenslawcenter.org |
| Probation Officer: | Phone: | Email: |
| Public Defender: | Phone: | Email: |
| Therapist: | Phone: | Email: |
| Wrap Around: | Phone: | Email: |
| CASA: | Phone: | Email: |

**Notes & Instructions**:

* **Court Case #:** This refers to the dependency or delinquency case number. Having this available is helpful when working with social workers, probation officers and legal representatives for the youth.
* **Court Status:** This should be filled in with “foster,” “probation” or “foster and probation”
* **Placement Type:** This describes where the youth lives. Options include foster parent, relative caregiver, group home, legal guardian, biological parent, juvenile hall/camp, and psychiatric residential facility.
* **Types of School:** Types include comprehensive school, charter school, special education school, continuation school, independent study school, adult school, community day school, juvenile court school, home/hospital school, pre-school, etc.
* **Reasons for Enrollment**: Reasons include change of home placement, return to school of origin, opportunity transfer, expulsion, credit deficient, discipline referral, re-entry from camp/juvenile hall, juvenile hall/camp placement, IEP-based transfer to new school, dropout, medical necessity.
* Not every youth will have each of the contacts listed in the Education Evaluation. It is crucial for the school to have up to date ERH contact information. All other information is important and helpful, but may not be required.
* **Current Caregiver:** This is only needed if the caregiver is different from the ERH. If the ERH is also the caregiver, this row can be deleted or left blank.

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| **II. SCHOOL HISTORY** |
| **a. EARLY INTERVENTION** |
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| **Birth/Medical Information** |
|  Diagnosis: | Prenatal exposure ☐Failure to Thrive ☐Born prematurely ☐ | Non-IFSP services/treatments: | Date Referral to Regional Center: |
| **Early Intervention Record Review** |
|  | Cognition | Adaptive behavior | Physical (fine and gross motor, sensory processing) | Communication | Social-emotional | Other concerns |
| **Developmental Evaluation**Date:CA:Tool used: | AE:MD:%D:Identified need: | AE:MD:%D:Identified need: | AE:MD:%D:Identified need: | AE:MD:%D:Identified need: | AE:MD:%D:Identified need: |  |
| **Assessment**  Date:CA:Tool used: | AE:MD:%D:Identified need: | AE:MD:%D:Identified need: | AE:MD:%D:Identified need: | AE:MD:%D:Identified need: | AE:MD:%D:Identified need: |  |
| **IFSP**Date:CA: | Outcomes: Services: | Outcomes:Services: | Outcomes:Services: | Outcomes:Services: | Outcomes:Services: |  |

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| **SAMPLE**

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| **Birth/Medical Information** |
|  Diagnosis: None | Prenatal exposure ☒Failure to Thrive ☐Born prematurely ☐ | Non-IFSP services/treatments: None | Date Referral to Regional Center:6/1/00 |

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| **Early Intervention Record Review** |

| Developmental Domains: | Cognition | Adaptive behavior | Physical (fine and gross motor, sensory processing) | Communication | Social-emotional | Other concerns |
| --- | --- | --- | --- | --- | --- | --- |
| **Initial Developmental Evaluation**Date: 6/28/00CA: 15Tool used: Bailey | AE: 15MD: 0%D: 0 | AE:14MD:1%D: 6Identified Needs:Not yet cooperating during dressing. | GROSS MOTORAE:16MD: 0%D: 0FINE MOTORAE:14MD:1%: 6Identified Needs:Not using a spoon to feed. | AE: 10MD: 5%D:33Identified Needs: doesn’t point to objects when named | AE: 15MD: 0%D: 0 |  |
| SL **Assessment** Date: 7/3/00CA: 15Tool used: REEL-3 | N/A | N/A | N/A | RECEPTIVEAE: 11MD: 4%: 26Identified needs: doesn’t point to body partsEXPRESSIVEAE: 9MD: 6%: 33Identified needs: doesn’t babble in sentence like intonation | N/A | None |
| Initial **IFSP** Date: 7/7/00CA: 15 |  |  |  | Outcomes: Will point to 5 body parts when namedWill increase vocabulary to 10 words Services: SL Therapy, in-home, 1 hr/wk |  |  |

**Notes & Instructions**:

* **Early Intervention Record Review**: This section applies to children that received early intervention services through the regional center’s Early Start program. This section is intended to provide a *brief* overview of the early intervention history of a child. This will help clarify what interventions have been attempted and whether there is any additional need for special education intervention or services at the school district level after a child turns three years old. If the child did not receive these services, this section will not apply and can be deleted.
* **Formatting Rows:**
	+ Each document in this section should have its own row including all evaluations, assessments, and Individualized Family Service Plans (“IFSP”). For example, if there is more than one IFSP, that portion of the template should be copied and inserted as an additional row.
	+ To do this in Microsoft Word, right click in the upper left hand corner of the row you would like to copy and drag right and then down to highlight the entire row. Keeping the row highlighted, press “Ctrl+C” to copy the row. Continuing to keep the content highlighted, right click within the row and select “Insert Rows Below” to create an additional row. Place the cursor in the left box in the new row, right click, and press “Ctrl+V” to paste the content.
	+ Before completing any substantive information, copy and paste additional rows for each early intervention document in the child’s file.
* **Developmental Domains:** These columns remain consistent throughout the Early Intervention section and represent each of the five domains that are the focus of early intervention: cognition, adaptive, motor (including fine and gross motor), communication (including expressive and receptive language), and social emotional. Relevant information from each document should be written into the corresponding column to allow the reviewer to easily see the child’s history and progress around that area of development. For example, if the child’s IFSP included a speech and language outcome, write the outcome in the IFSP row under the communication column.
	+ Developmental Evaluation: A developmental evaluation is done when the child is initially referred to the regional center to determine eligibility. It should look at all of the child’s developmental domains.
		- Include the date the evaluation was completed
		- CA refers to the child’s “Current Age” when the assessment was conducted. The age of a child under 3 is expressed in months. For example, a child who is two and a half years old should be written as 30 months.
		- Include the name of the tool used
		- AE refers to the child’s “Age Equivalent,” which is the age the child is performing at. For example, a 15 month old may only have the cognitive skills of a 12 month old
		- MD refers to “Months Delayed.” This is the difference between the child’s age and the child’s age equivalent. For example, a 15 month old performing at a 12 month old level, is 3 months delayed.
		- %D refers to the “Percent Delayed.” This is calculated by dividing the months delayed by the child’s age. For example, a 15 month old who is 3 months delayed, is 20% delayed. Early intervention focuses primarily on the child’s percentage of delay to guide the child’s services. % delayed is also an easy way to see the child’s progress or need over time.
		- Identified needs: list any deficit or concern corresponding to the area of development.
	+ Assessment: Fill out one “assessment” template for each assessment report completed by a regional center or medical provider. Indicate the specific type of assessment in the first column for that row.
		- Common types of assessments include speech & language, occupational therapy, physical therapy, or behavior assessment. Include the date of the report and the tools used.
		- Since most assessments are focused on a particular area of development there may only be information listed under one column. For example, when entering a speech and language assessment you will mostly likely only have information to be included in the communication column.
		- Include whether the report recommends any services.
	+ IFSP: Fill out one “IFSP” row for each IFSP held. List the type of IFSP meeting, date and the child’s age.
		- IFSP types areinitial, annual, semi-annual, amendment/addendum, and transition. IFSPs should be held every six months to monitor the child’s progress.
		- Outcomes are the child’s goals for the next six months. Include all outcomes under the corresponding column. For example, an outcome that a child will increase vocabulary to 10 words should be listed under the communication column.
		- List any services offered the child under the corresponding outcome. Include the frequency (e.g., 1 hr/wk) and the location of services (e.g., in home, center based). Many early intervention services are provided in the home but the child may also receive services at a clinic or center-based program.
		- List any concerns expressed by the family under the “Other concerns” column.

**General Notes & Instructions for Preschool through High School Sections of the School History Component:**

* **Deleting Components:** Information should be included to identify the (1) school, (2) district, (3) school type, (4) enter & exit dates, (5) grade (elementary to high school only), (6) attendance (elementary to high school only), and (7) mental health/attention/behavior/discipline. If one of these is unknown or missing, “None,” “Unknown” or “Unavailable” should be noted. For all other information prompted by the template, it is recommended that the template text be deleted if the data does not apply. For example, if no SST or IEP occurred, the template text for those meetings should be deleted all together and “None” should be noted. This will keep the document as clean and easy to read as possible.
* **Formatting Rows:**
	+ For each year, each school attended should have its own row.
	+ Before completing any substantive information, copy and paste additional rows for each school and year. To do this in Microsoft Word, click in the upper left hand corner of the row you would like to copy, drag right and then drag down to highlight the entire row. Keeping the row highlighted, press “Ctrl+C” to copy. Continuing to keep the content highlighted, right click within the row and select “Insert Rows Below” to create an additional row. Place the cursor in the left box in the new row, right click, and press “Ctrl+V” to paste the content.
	+ Use a hard line to separate school years, but a dashed line to separate schools within one school year. To create a dashed line, use the “Table Tools” tab, “Design” section. Click on the “Draw Table” function on the far right side of the tab. Your curser will become a pencil. Use the pencil to highlight the line you would like to change to a dashed line. Go to the “Draw Borders” section and click on the drop down box, changing the selection from a hard line to a dashed line.
	+ It is recommended to fill in the left column for “Enrollment,”: entering a complete school history, including enter and exit dates before completing other sections, to ensure that you have the right number of rows in the chart and to identify any missing school history or unaccounted for periods of attendance. If a period of time emerges for which there is no known school enrollment, add a row to encompass this time frame, noting the school enrolled in as “unknown.” Noting gaps in enrollment is an important first step in being able to gather the information necessary to fill those gaps.
* **Enrollment:**
	+ **School Year**: Include as “YY-YY.” For the second or any other additional schools within one year, this information should be deleted.
	+ **Grade:** Starting in kindergarten, indicate the grade. If a youth was retained, write “(retained)” in parentheses.
	+ **Enter/Exit Date**: For each enter or exit date, write either the known date on which the youth enrolled or disenrolled in the middle of a school year, or “Beg. of Year” or “End of Year” if it is clear that enrollment followed the school calendar. The option not utilized can be deleted.
	+ **School Type:** Use the same types listed above in the “Biographical Information” section.
* **Academics:**
	+ **Noted Academic Concerns/Interventions:** Any concern or intervention attempted noted in the cumulative record, report card(s), or letter(s) home should be included in chronological order and summarized. This may include tutoring, after school or lunchtime remediation, accommodations made, and whether an SST, special education assessment, or IEP was recommended. Information from assessments, SST or IEP meetings themselves, however, should be included in the far right column.
	+ **State Testing:** State standardized test scores should be included starting in elementary school through high school. The template includes options for various state standardized tests. Any test that does not apply for that youth should be deleted. If the youth attended multiple schools, include test scores in the row for the school where the test was administered. The following scores should be input:
		- CST (California Standards Test) or CMA (California Modified Assessment): For English Language Arts (ELA) and Math, possible scores are “Far Below Basic,” “Below Basic,” “Basic,” “Proficient,” or “Advanced.” Science scores may also be included where applicable.
		- CAASPP (Smarter Balanced California Assessment of Student Performance and Progress (aka SBAC or Smarter Balanced Assessments): For each ELA and Math, possible scores are “Standard Exceeded,” “Standard Met,” “Standard Nearly Met,” or “Standard Not Met” band.
		- CELDT (California English Language Development Test): Report the overall level as “Beginning,” “Early Intermediate,” “Intermediate,” “Early Adv.” or “Advanced.”
		- If other tests apply, such as tests from other states, they can be written in.
* **Attendance & Social/Emotional:**
	+ **Attendance:** Important attendance metrics measured by your school/district should be included starting in Elementary school. These may include: number of days present, number of days absent, number of tardies, attendance rate (as a percentage or attendance band), and whether or not attendance interventions were attempted. Inapplicable measures of attendance should be deleted.
	+ **Mental Health/Attention/Behavior/Discipline:** Input items chronologically using the format “Date: Description of information.” (e.g., 3/1/01: 1 day suspension for theft”). Information relating to these topics should be listed:
		- Mental health diagnoses (and the source of the diagnosis)
		- Psychotropic drug prescriptions
		- Suspensions or referrals. When noting suspensions, include the number of days the youth was suspended for. If the youth received an expansive number of referrals that did not lead to suspensions, they may be summarized in one bullet point (for example “14 referrals for failure to attend to school work and verbal altercations with teacher and peers”). It may be helpful to include “Total Number of Days Suspended” at the bottom of the section.
		- Counseling services being received outside the IEP, including any that are school based or received from an outside agency.
		- Report card or cumulative record notes relating to attention/behavior/discipline.
* **Special Education & Other Services**: Only include information where applicable, and delete unnecessary templates. Within each year, it may be necessary to cut and paste the templates. For example, if there is more than one assessment, that portion of the template should be copied. This section is intended to provide a *brief* overview of the special education history of a child. This will help clarify what interventions have been attempted and whether there is any additional need for special education intervention or a change in program.
	+ **SST**: SST refers to “Student Success Team” or “Student Study Team,” an intervention commonly used by schools for struggling youth. Succinctly include any important information about the issues the youth was facing and what accommodations or services were to be implemented to address those issues.
	+ **504 Plan**: Similarly, if a youth has a plan for accommodations under Section 504, the qualifying disability should be listed next to “Disability:,” the accommodations and services should be listed next to “Intervention Plan,” and “yes” or “no” should be included as appropriate next to ERH Consent?
	+ **Assessment**: Fill out one “assessment” template for each assessment report completed by a school. In the blank space provided, list the type of assessment and the date of the report.
		- Common types of assessments include psycho-educational, speech & language, ERMHS/ERICS, occupational therapy, physical therapy, functional behavior assessment, assistive technology, audiological, vision itinerant.
		- CA refers to the current age of the youth when the assessment was conducted (e.g. 5.6, or 5 years 6 months).
		- CG refers to the current grade of the youth when the assessment was conducted. Calculate according to the month in which the beginning of the school year commenced (e.g., if first grade started on September 1 and the assessment was completed on November 2, the youth’s CG is 1.2).
		- In the “Summary of Results” section, note areas of deficit or concern. Paraphrase or quote observations that shed light on the challenges facing the youth. Best practice is to include all relevant standardized test scores. To do this, list the name of the assessment, the tool use, and include scores to show where the student falls on the bell curve:
			* Standard Scores (SS): The average score is SS 100. Scores between 85 and 115 are within the average range.
			* scaled scores (ss): The average score is ss 10. Scores between 7 and 13 are in the average one.
			* Percentiles (%ile): The average percentile is 50%ile. Scores below the 16th percentile indicate deficits.
			* T-Scores: The average score is 50. Scores between 40 and 59 are in the average range.
			* Age Equivalent (AE): This tells you the average age of children who are performing at the level of youth. If the AE is more than 1 year below the youth’s CA, this may indicate a deficit.
			* Grade Equivalent (GE): This tells you the average grade of children who are performing at the level of youth. If the GE is more than 1 year below the youth’s CG, this may indicate a deficit
		- In “Recommendation(s):” include whether the report recommends eligibility for special education and/or any relevant services.
	+ **IEP:** Fill out one “IEP” section for each IEP held. In the blank space provided, list the type of IEP meeting and the date.
		- IEP types areinitial, annual, triennial, transfer/30-day, amendment/addendum, transition, manifestation determination/pre-expulsion.
		- “Eligibility” categories are: Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disturbance (ED), Speech or Language Impairment (SLI), Visual Impairment (VI), Traumatic Brain Injury (TBI), Orthopedic Impairment (OI), Intellectual Disability (ID), Hearing Impairment (HI), Developmental Delay (DD), Deafness, Deaf-Blindness, Autism. List any primary and/or secondary eligibilities.
		- “Relevant Notes” can include information regarding present levels, goals, modifications, accommodations, behavior support plans, or important information from the Notes section of the IEP.
		- “Placement & Services”should include type and minutes of services to be provided including RSP or SDC minutes, related services (such as speech therapy), transportation, etc.
		- Next to “ERH consent?” write “Yes” or “No” to note whether the IEP was signed by the ERH. If the IEP was not signed, it does not go into effect. If the ERH included a statement of any disagreement with the consent, note that in this section.

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| **B. PRESCHOOL** |
| **Enrollment** | **Academics** | **Social/Emotional** | **Special Education & Other Services** |
| School Year: School:District:School Type: Enter Date:Exit Date: | DRDP Date: CA: Areas of Concern: Noted Academic Concerns/ Interventions: | Mental Health/Attention/Behavior/Discipline | SST Date: Concerns: Intervention Plan: 504 Plan Date:Disability: Intervention Plan:ERH Consent? Assessment Date: CA: CG:Summary of Results: Recommendation(s):  IEP Date:Eligibility:Relevant Notes: Placement & Services: ERH Consent? |
| **SAMPLE** |  |  |  |
| School Year: 03-04School: ABC SchoolDistrict: Hills Unified School DistrictSchool Type: Head StartEnter Date: 9/5/03Exit Date: 6/22/04 | DRDP Date: 9/18/03CA: 3-10Areas of Concern: Still exploring in all areas.DRDP Date: 5/15/04CA: 4-1Areas of Concern: Improvement in most areas; still exploring in interest in literacy; concepts about print; symbolic and sociodramatic play; patterning. | Mental Health/Attention/Behavior/Discipline3/13/04 Teacher report: Tantrums 3-5x per week. | None |

**Preschool Specific Notes & Instructions**:

* **Desired Results Developmental Profile (DRDP):** The DRDP is often used during the preschool years to identify developmental progress in a wide range of domains that impact success in school. Youth are assessed multiple times throughout the year, and are expected to progress from “exploring” to “developing,” then “building,” and finally “integrating” for each skill area. Note areas in which the youth is not progressing past the exploring or developing stages on assessments conducted towards the end of the year.

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| **C. ELEMENTARY SCHOOL** |
| **Enrollment** | **Academics** | **Attendance & Social/Emotional** | **Special Education & Other Services** |
| School Year: Grade: School: District: School Type: Enter Date: Exit Date:   | GradesSubject: T1/T2/T2CST TestingELA: Math: CMA Testing:ELA:Math:CAASPP Testing:ELA: Math: CELDT Overall Level: Noted Academic Concerns/ Interventions: | AttendanceMental Health/Attention/Behavior/Discipline | SST Date: Concerns: Intervention Plan: 504 Plan Date:Disability: Intervention Plan:ERH Consent?  Assessment Date: CA: CG:Summary of Results: Recommendation(s):  IEP Date:Eligibility:Relevant Notes: Placement & Services: ERH Consent? |
| **Sample (Grade 2 only)** |  |  |  |
| School Year: 05-06Grade: 2 School: Moss ElementaryDistrict Hills Unified SDSchool Type: Comprehensive SchoolEnter Date: Beg. of YearExit Date: 3/12/06 | GradesSubject: T1/T2/T3Reading: 2/3/\_Writing: 2/2/\_Math: 3/2/\_Listening: 2/2/\_Speaking: 3/3/\_Social Science: 2/3/\_Science: 4/4/\_CST TestingELA: BasicMath: ProficientCELDT Overall Level: Intermediate Noted Academic Concerns/ Interventions: Teacher Note on T1 report card: Practice decoding. | AttendanceDays Absent: 4Tardies: 2Attendance Band: >95%Mental Health/Attention/Behavior/Discipline2/3/06: Children’s Bureau Diagnosis of ADHD | None  |
| School: Wise ElementaryDistrict: XYZ Unified SDSchool Type: Comprehensive SchoolEnter Date: 3/15/06Exit Date: End of Year | GradesSubject: S1/S2 ***Scale: O=Outstanding, S=Satisfactory, NI=Needs Improvement***Reading Decoding: \_/NIReading Comprehension: \_/NIWriting: \_/ SMath Fluency: \_/ SCELDT: None (ELL status gone) Noted Academic Concerns/ Interventions: Report Card notes referral for retention due to reading skills. | AttendanceDays Absent: 0Tardies: 3Attendance Band: >95% | None  |

**Elementary School Specific Notes & Instructions**:

* **Grades:** For elementary school, the template assumes a 3 trimester schedule and that youth are graded on a 4-1 scale. If a school used a different schedule or grading scale, this should be succinctly noted. It is most important to include grades for core subjects. If a youth did not receive any grade for a specific trimester, report as “\_.” Include Work Habit or Study Skills grades only if they indicate deficits.

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| **D. MIDDLE SCHOOL** |
| **Enrollment** | **Academics** | **Attendance & Social/Emotional** | **Special Education & Other Services** |
| School Year: Grade: School: District: School Type: Enter Date: Exit Date:   | GradesSubject: S1/S2CST TestingEnglish: Math: CMA Testing:English:Math:SBAC Testing:ELA: Math: CELDT Overall Level: Noted Academic Concerns/ Interventions: | AttendanceMental Health/Attention/Behavior/Discipline | SST Date: Concerns: Intervention Plan: 504 Plan Date:Disability: Intervention Plan:ERH Consent?  Assessment Date: CA: CG:Summary of Results: Recommendation(s):  IEP Date:Eligibility:Relevant Notes: Placement & Services: ERH Consent? |
| **Sample (Grade 6 Only)** |  |  |  |
| School Year: 10-11Grade: 6School: Rose MSDistrict: Hills Unified SDSchool Type: Comprehensive SchoolEnter Date: Beg. of YearExit Date: 4/27/11 | GradesSubject: S1/S2English: C/\_Social Science: B/\_Science: C/\_Math 6: B/\_PE: F/\_Computer Lab: D/\_Noted Academic Concerns/ Interventions: Referred for SST | AttendanceDays Absent: 4Days Tardy: 14Period Absences: 33Attendance Rate: 91%2/2/11-Letter home to CG re tardiesMental Health/Attention/Behavior/Discipline9/19/10: Referral for sexually explicit remarks to peer. 11/11/10: 1 day suspension for fighting1/10/11: ADHD Dx from Children’s Hospital.2/4/11: Referral for bullying incident3/3/11: Referral for defiance | SST Date: 3/15/11Concerns: -Behavior, including suspensions and referrals for defiance. -ADHD dx-Struggling in readingIntervention Plan: -Behavior plan with incentives for lack of referrals or suspensions-Refer for special education assessment. Note: assessment not conducted. -After school tutoring and mentoring program |
| School: Reagan Prep MSDistrict: Hope Unified SDSchool Type: Charter SchoolEnter Date: 5/1/11Exit Date: End of Year | GradesSubject: S1/S2 English 6: \_/DHistory 6: \_/D Science 6: \_/CMath 6: \_/BPE: \_/FArt: \_/FCST TestingEnglish: Far Below BasicMath: Below BasicNoted Academic Concerns/ Interventions: LACOE tutoring for ELA started | AttendanceDays Absent: 2Days Tardy: 0Period Absences: 4Attendance Rate: 97%Mental Health/Attention/Behavior/Discipline8 Referrals for defiance, not following directions, threatening other students.5/3/11: 1 day suspension for pushing student. |  None |

**Middle School Specific Notes & Instructions**:

* **Grades:** For middle school, the template assumes a 2 semester schedule and that youth are graded on an A-F scale. If a school used a different schedule or grading scale, this should be succinctly noted. Otherwise, see instructions above in “Elementary School” section.
* **Attendance:** In addition to the attendance metrics that may be appropriate to track in the “Elementary School” section above, it may be appropriate to track period absences during middle school.

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| **E. HIGH SCHOOL** |
| **Enrollment** | **Academics** | **Attendance & Social/Emotional** | **Special Education & Other Services** |
| School Year: Grade: School: District: School Type: Enter Date: Exit Date:  | GradesCourse: S1(Credits)/S2(Credits)State Testing:Noted Academic Concerns/ Interventions: | AttendanceMental Health/Attention/Behavior/Discipline | SST Date: Concerns: Intervention Plan: 504 Plan Date:Disability: Intervention Plan:ERH Consent?  Assessment Date: CA: CG:Summary of Results: Recommendation(s):  IEP Date:Eligibility:Relevant Notes: Placement & Services: ERH Consent? |
| **Sample (Grades 9-11)** |  |  |  |
| School Year: 13-14Grade: 9School: Park HSDistrict: Hills Unified SDSchool Type: Comprehensive SchoolEnter Date: Beg. of YearExit Date: End of Year | GradesCourse: S1(Credits)/S2(Credits)Algebra 1: D(5)/C(5)English 9: F(0)/C-(5)PE: B(5)/B(5)Health: F(0)/C(5)Biology: F(0)/D(5)Art: C(5)/C+(5) | AttendanceDays Absent: 10Days Tardy: 9Attendance Rate: 91%Mental Health/Attention/Behavior/Discipline1/1/14: 1 day suspension for leaving class w/out permission4/4/14: Dx of ADHD and Depression from Whole Child; Rx for Risperdal and Aderrall.  | Psycho-educational Assessment Date: 5/1/13 CA: 13.1 CG: 8.7Summary of Results: Observations: Off task 20-40% of class period; difficulty sitting still. Cognition: Cognitive Assess. System Overall: SS 102, 53%ile Planning: SS 104, 55%ile Simultaneous: SS 106, 66%ile Attention: SS 93, 30%ile Successive: SS 94, 25%ileAcademics: Woodcock Johnson-III Broad Reading: SS 87, AE 11.0 Letter Word ID: SS 88, AE 10.8 Reading Fluency: SS 89, AE 10.9 Reading Comp.: SS 77, AE 10.3 Broad Written: SS 95, AE 12.0  Written Express.: SS 99, AE 13.0 Spelling: SS 90, AE 12.1 Writing Fluency: SS 89, AE 11.7 Broad Math: SS 110, AE 13.5 Math Fluency: SS 111, AE 13.8 Calculation: SS 100, AE 13.1 Applied Problems: SS 97, AE 12.1 Note: Deficits in reading skillsProcessing:  Test of Visual Perceptual Skills Overall: SS 80 Visual Discrimination: ss 7 Visual Memory: ss 5 Spatial Relations: ss 8 Form Constancy: ss 3 Test of Auditory Processing Skills Memory Index: SS 104 Number Memory Forward: ss 14 Number Memory Reversed: ss 9 Word Memory: ss 11 Sentence Memory: ss 14 Cohesion Index: SS 99 Auditory Comprehension: ss 10 Auditory Reasoning: ss 9 Beery-Buktenica Test of Visual-  Motor Integration: SS 99,AE 12.9Social-Emotional:  Conners-3 (T-scores) Teacher:  Inattention: 66, Elevated Hyperactivity: 70, Very Elevated Learning Problems: 61, Elevated Defiance/Aggression: 59, Avg. Peer Relations: 51, Avg.  Parent:  Inattention: 71, Very Elevated Hyperactivity: 77, Very Elevated Learning Problems: 66, Elevated Executive Functioning: 59, Avg.  Defiance/Aggression: 55, Avg. Peer Relations: 47, Avg.  Behavior Assessment System for  Children (BASC-2) Teacher Clinically Significant  for: hyperactivity, attention  problems, learning problems,  study skills. Teacher At Risk for: aggression Parent Clinically Significant for:  hyperactivity, aggression,  atypicality, attention problems Parent At Risk for: anxiety,  Depression. Recommendation(s): Meets Eligibility for OHI and SLD w/ deficits in reading comp. from visual processing disorder.Initial IEP Date: 5/18/15Eligibility: OHI (Primary),SLD (Secondary)Important Info: Behavior plan included; goals focused on organization, time on task, reading. Placement & Services: Gen. Ed with RSP pull-out, 120 min/day (study skills and English) ERH Consent? Yes |
| School Year: 14-15Grade: 10School: Park HSDistrict: Hills Unified SDSchool Type: Comprehensive SchoolEnter Date: Beg. of YearExit Date: End of Year | GradesCourse: S1(Credits)/S2(Credits)Geometry: D(5)/F(0)English 10: D(5)/C-(5)ELA Support D(5)/C(5)PE: C(5)/C-(5)Biology: D(5)/\_Office Assistant: \_/C(5)World History: F(0)/D-(5)CAHSEE English: Did not attemptMath: Did not attemptNoted Academic Concerns/ Interventions: Summer School recommended (not attended) | AttendanceDays Absent: 12Days Tardy: 18Attendance Rate: 87%Mental Health/Attention/Behavior/DisciplineReport card notes lack of focus and missing assignments affecting grades | Annual IEP Date: Eligibility: OHI (Primary),Important Info: Goals focused on organization, turning in work, attendance. Note: No longer eligible for SLD, unclear why, and reduction of RSP.Placement & Services: Gen. Ed withRSP pull-out, 60 min/day (study skills) ERH Consent? Yes |
| School Year: 15-16Grade: 11 School: Park HSDistrict: Hills Unified SDSchool Type: Comprehensive SchoolEnter Date: Beg. of YearExit Date: 11/7/15 | GradesCourse: S1(Credits)/S2(Credits)Geometry: D (0)/\_English 11: F(0)/\_Study Skills: C(0)/\_US History: C-(0)/\_Physical Science: F(0)/\_Computer Design: C(0)/\_Note-no credits issuedCAHSEEEnglish: Did not attemptMath: Did not attempt | AttendanceDays Absent: 1 Days Tardy: 0Attendance Band: 90-95%Mental Health/Attention/Behavior/DisciplineNone | Unavailable |

**High School Specific Notes & Instructions**:

* **Academics:**
	+ **Grades:** For high school, the template assumes a 2 semester schedule and that youth are graded on an A-F scale. If a school used a different schedule or grading scale, this should be succinctly noted. In addition, for high school, credits issued should be noted in parenthesis based on the youth’s transcript. Otherwise, see instructions above in “Elementary School” section.
	+ **CAHSEE (California High School Exit Exam):** Starting in the youth’s tenth grade year, indicate whether the youth “Did not attempt,” “failed,” or “passed” the English and Math sections of the CAHSEE. Although the CAHSEE is no longer being administered, if a youth took it in the past, whether or not they passed or failed it is one indicator of academic skill level and thus is worth including in the education evaluation.
* **Attendance:** In addition to the attendance metrics that may be appropriate to track in the “Elementary School” section above, it may be appropriate to track period absences during high school.

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| **III. Needed Interventions And Outcome-Tracking For YY/YY** |
| **Current Status** | **Needed Interventions** | **Outcomes** |
| **Education Rights Holder** |
| [ ]  Unable to identify ERH[ ]  No contact information for current ERH[ ]  Attempts to contact ERH unsuccessful (specify dates and methods of contact):[ ]  ERH not available to meaningfully participate in student’s education (specify):[ ]  ERH no longer has relationship with student (specify):[ ]  Other (specify):[x]  No Concern  | [ ]  Contact the youth’s social worker and/or legal representative to obtain up-to-date ERH contact information. [ ]  Send ERH Appointment Request Letter to CSW.[ ]  Contact the court directly to express concern about ERH appropriateness.  | [ ]  Current ERH identified and contacted (provide name/phone number):[ ]  New ERH appointed, court documentation received, and ERH contacted (provide name/phone number):[ ]  ERH not appointed, district surrogate appointed (provide name and phone number):[ ]  Other (specify): |
| **School of Origin** |
| [x]  Enrolled in current school within last 15 months because of a home placement change[ ]  Home placement change imminent[ ]  No concern | [x]  Discuss youth’s school of origin rights with ERH and current caregiver [x]  Identify school of origin options, including transportation funding availability [x]  Discuss pros and cons of options[x]  Identify ERH decision | [ ]  Remained in/returned to school of origin[ ]  Transferred to new school per ERH decision |
| **Academics** |
| [x]  Earning poor grades [ ]  Scored below average on state or district testing [ ]  Other signs of academic delays (specify):[ ]  No concern | [ ] Refer for after county office of education tutoring[ ]  Refer for school based tutoring[ ] Refer for SST[ ] Refer for Special Education Assessment. [x]  Conduct 30-day IEP meeting.[x]  Refer for on campus after school “Bridge to Tomorrow” tutoring provided by local agency.  | [ ]  Grades improved [ ]  Test scores improved [ ]  Other (specify):  |
| **Attendance** |  |  |
| [ ]  Greater than 95% [x]  90-95% [ ]  Less than 90% [ ]  Unavailable | [ ]  Letter and or call home to Caregiver[ ]  Attendance incentive plan[ ]  Daily check-in system[ ]  SARB/SART referral[x]  Describe school-wide attendance incentive program. | [ ]  Attendance improved 1 attendance band[ ]  Attendance improved 2 attendance bands[ ]  Other (specify): |
| **Mental Health/Attention/Behavior** |  |  |
| [x]  Has mental health diagnoses, but not receiving therapy (specify concerns): Dx for ADHD and Depression [ ]  Struggles with attention, but no diagnosis (specify concerns): [ ] Teacher concerns (specify):[ ]  Caregiver concerns (specify):[ ]  Mental health provider concerns (specify):[x]  Other (specify): ERH expressed concerns with depression/emotional needs at enrollment.[ ]  No concern | [ ] Referral for Special Education assessment [x] Contact social worker/legal representative to recommend counseling or wraparound services[ ] Refer for DIS counseling[x]  Discuss mental health needs at IEP meeting |  [ ]  Received professional diagnosis (specify):[ ]  Received counseling services (specify):[ ]  Prescribed medication or medication changed (specify):[ ]  Assessed for special education [ ]  IEP modified[ ]  Other (specify): |
| **Discipline** |  |  |
| [ ]  10 or more discipline referrals in current school year[ ]  Suspended 5 or more days in current school year[ ]  Expelled in current school year[x]  Other (specify): Referred to office within one day of arrival for name calling/defiance[ ]  No concern | [x] Positive behavior intervention plan (through IEP)[ ] Refer for SST[ ] Refer for special education assessment[ ] Provide mentor or 1:1 aide[x] Refer for peer mentoring program | [ ]  Discipline referrals reduced[ ]  Suspensions reduced[ ]  Assessed for special education[ ]  IEP modified[ ]  Other (specify): |
| **Special Education Eligibility** |  |  |
| [ ]  Earning poor academic grades (specify):[ ]  Tested below average on state or district testing (specify):[ ]  Physical or mental health diagnosis affecting student at school (specify):[ ]  Behavioral and/or discipline issue(s) (specify):[ ]  Other (specify):[x]  No concern | Referred for special education assessment (specify type(s)):[ ]  Psycho-Educational[ ]  Speech & Language [ ]  ERMHS/ERICS [ ]  Occupational Therapy [ ]  Physical Therapy[ ]  Functional Behavioral Assessment [ ]  Assistive Technology [ ]  Audiological [ ]  Vision Itinerant [ ]  Other (specify): | [ ]  Found eligible for special education[ ]  Found not eligible for special education |
| **Appropriateness of Current IEP** |
| [x]  IEP not meeting academic needs (specify): student performing poorly in school, largely based on lack of motivation[ ]  IEP not meeting behavioral needs (specify):[ ]  IEP overdue (specify): [x]  Assessment needed (specify type):[ ]  Psycho-Educational[ ]  Speech & Language[x]  ERMHS/ERICS[ ]  Occupational Therapy[ ]  Physical Therapy[ ]  Functional Behavioral Assessment[ ]  Assistive Technology[ ]  Audiological[ ]  Vision Itinerant[ ]  Other (specify):[ ]  No concern | [ ]  IEP modified (specify):[x]  Referred for assessment (specify type):[ ]  Psycho-Educational [ ]  Speech & Language [x]  ERMHS/ERICS[ ]  Occupational Therapy[ ]  Physical Therapy[ ]  Functional Behavioral Assessment[ ]  Assistive Technology[ ]  Audiological[ ]  Vision Itinerant [ ]  Other (specify):[x]  Convene IEP to discuss further | [ ]  Assessments conducted[ ]  IEP held[ ]  IEP modified (specify):[ ]  Other (specify): |

**Needed Interventions and Outcome Tracking Specific Notes & Instructions:** Anyone completing an Education Evaluation should start by reviewing the current status for each area listed and identifying needed interventions, either those listed or by adding local interventions available in your school or community. Outcomes should be included when the intervention has been implemented or when the Education Evaluation is being updated, which best practice suggests should be done at least annually. Districts should incorporate these elements into existing data systems where possible to demonstrate implementation of foster youth programs and to track outcomes.

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| **IV. High School Graduation Planning** |
| **CREDIT CHECK** |
| **School District Credit Checklist**  |
| Beach Unified **School District Requirements***Course Name: Credits Required* | **Courses Completed***Course Name: Credits Earned (School, Semester School Yr.)* | **Courses Remaining***Course Name: Credits Remaining* |
| Social StudiesWorld History: 10 credits US History: 10 creditsEconomics: 5 creditsGovernment: 5 credits | World History B: 5 credits (Park HS, Spring 14-15)US History A: 1 credit (Washington HS, Fall 15-16) | World History: 5 creditsUS History: 9 creditsEconomics: 5 creditsGovernment: 5 credits |
| English: (ELA Support does not count)English 9: 10 creditsEnglish 10: 10 creditsEnglish 11: 10 creditsEnglish 12: 10 credits | English 9A: 5 credits (Park HS, Spring 13-14)English 10A: 10 credits (Park HS, Fall/Spring 14-15) | English 9: 5 creditsEnglish 11: 10 creditsEnglish 12: 10 credits |
| MathAlgebra 1: 10 creditsGeometry: 10 creditsOther Math: 10 credits | Algebra 1: 10 credits (Park HS, Fall/Spring 13-14)Geometry A: 5 credits (Park HS, Fall 14-15)Geometry A: 1 credit (Washington HS, Fall 15-16) | Geometry: 4 creditsOther Math: 10 credits |
| ScienceBiological Science: 10 creditsPhysical Science: 10 credits | Biology B: 5 credits (Park HS, Spring 13-14)Biology A: 5 credits (Park HS, Fall 14-15) | Physical Science: 10 credits |
| Foreign Language: 20 credits | None | 20 credits |
| Visual/Performing Arts: 10 credits | Art: 10 credits (Park HS, Fall/Spring 13-14) | None |
| PE: 20 credits | PE 9: 10 credits (Park HS, Fall/Spring 13-14)PE 10: 10 credits (Park HS, Fall/Spring 14-15) | None |
| Health: 5 credits | Health: 5 credits (Park HS, Spring 13-14) | None |
| Other Electives: 45 credits | ELA Support: 10 credits (Park HS, Fall/Spring 13-14)Office Assistance: 5 credits (Park HS, Spring 14-15)ELA Support: 1 credit (Park HS, Fall 15-16)Beginning Coding: 1 credit (Washington HS, Fall 15-16) | 28 credits |
| Required: 220 credits | Completed: 99 credits | Remaining: 121 credits |
| **Interventions & Outcome Tracking** |
| **Current Status:** (On or Off Track?): [x]  Missing partial credits[x]  Failed classes[ ]  Missing courseworkCumulative High School GPA**: 1.8** | **Needed Interventions:** [x]  Partial credits[x]  Summer school enrollment[ ]  Dual-enrollment (with ERH approval)[x]  Consider student for AB 167/216 graduation eligibility (see checklist below)[x]  Other (specify): After school peer mentor/homework club to help pass classes | **Outcomes:**[ ]  On track[x]  Off track |
| **AB 167/216 Analysis & Credit Checklist** |
| 1. Does the student have an open foster care or probation court case? [x] Yes [ ]  No2. Has the student transferred schools after the second year of high school? [x] Yes [ ]  No

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| Total # of required school district credits remaining: | ÷ | Maximum # of credits earned each semester: | = | # of semesters student must complete to satisfy local school district graduation requirements: | **IF**> | # of semesters left before the student completes 4 years of high school: | **THEN****→** | Student is reasonably unable to complete all district requirements |
| 121 | 30 | 4.03 | 3.4 | YES |

3. Is the student reasonably *unable* to complete all district graduation requirements (calculate below)? [x] Yes [ ] No **Eligibility:** If all three questions above are “yes”, the student is eligible for AB 167/216 graduation.Is the student eligible? [x] Yes [ ]  No**Certification:** Was certification of eligibility determination provided to student, ERH, and social worker within 30 days of enrollment including instructions to ERH on how to accept eligibility?: [x] Yes [ ]  No **ERH decision:**[x] Accept eligibility [ ]  Remain in high school for a 5th year [ ]  Reject eligibility [ ]  Decision not yet made |
| **AB 167/216 Requirements***Course Name(s):(Courses Required)* | **Courses Completed***Course Name: Credits Earned (School, Semester, School Yr.)* | **Courses Remaining***Course Name: Credits Remaining* |
| Social Studies * World History (1 year)
* US History (1 year)
* Government (.5 years)
* Economics (.5 years)
 | World History B: 5 credits (Park HS, Spring 14-15)US History A: 1 credit (Park HS, Fall 15-16) | World History: 5 creditsUS History: 9 creditsEconomics: 5 creditsGovernment: 5 credits |
| English (3 years) | English 9 A: 5 credits (Park HS, Spring 13-14)English 10 A: 10 credits (Park HS, Fall/Spring 14-15)ELA Support: 10 credits (Park HS, Fall/Spring 13-14)ELA Support: 1 credit (Park HS, Fall 15-16) | English: 4 credits |
| Math (2 years)* Algebra 1 (1 year)
 | Algebra: 10 credits (Park HS, Fall/Spring 13-14)Geometry A: 5 credits (Park HS, Fall 14-15)Geometry A: 1 credit (Park HS, Fall 15-16) | Math: 4 credits |
| Science (2 years)* Biology (1 year)
* Physical Science (1 year)
 | Biology B: 5 credits (Park HS, Spring 13-14)Biology A: 5 credits (Park HS, Fall 14-15) | Physical Science: 10 credits |
| Foreign Language/Visual and Performing Arts/Career Technical Education (1 year) | Art: 10 credits (Park HS, Fall/Spring 13-14) | None |
| PE (2 years) | PE 9: 10 credits (Park HS, Fall/Spring 13-14)PE 10: 10 credits (Park HS, Fall/Spring 14-15) | None |
| Required: 130 credits | Completed: 88 credits | Remaining: 42 credits |
| **Course Scheduling**Create a tentative course schedule for each remaining school term, ensuring that required courses for identified graduation option are completed first. Include the number of credits remaining for each course |
| Fall (Currently enrolled)School Year: 15-16 | Spring School Year: 15-16 | Summer School Year: 15-16 | FallSchool Year: 16-17 | SpringSchool Year: 16-17 |
| Geometry(4) | US History (5) | US History (4) | Government (5) | Graphic Design |
| English 11 (5) | Physics A (5) |  | World History B (5) | Art History |
| ELA Support (4) | English 11 (4) |  | Economics (5) | ELA Support |
| US History (4) | Geometry B (4) |  | Physics B (5) | English 12 |
| Physical Science (5) | ELA Support |  | ELA Support | Business Math |
| Beginning Coding (4) | Intermediate Coding |  | English 12 |  |
| **Graduation Outcome:** Choose an item.  |

**Notes & Instructions:**

* **School District Credit Checklist**: Use this checklist to determine the youth’s progress towards local graduation requirements. Make sure to update this if and when additional partial credits are issued by former schools and at the end of each semester when new grades/credits are issued. In the left column, include the local district graduation requirements. Then, in the second column, list all relevant coursework successfully completed. The number of remaining credits should be calculated in the third column. Totals are tallied at the bottom.
* **AB 167/216 Analysis & Credit Checklist**: This box is designed to help identify whether a student is eligible for graduation under the AB 167/216 graduation exemption. Use the totals identified in the School District Credit checklist to input the necessary calculations. If a youth is eligible for AB 167/216, use the checkboxes to identify whether the youth and ERH have been informed of this option, and whether the ERH has selected to utilize it. If the ERH has opted for the youth to graduate under AB 167/216, use the credit checklist to identify remaining coursework. Note that the requirements refer to “years” instead of credits, reflecting the law’s language. In most cases, 1 year=10 credits and .5 years=5 credits.
* **Course Scheduling**: Using the graduation requirements for the student’s identified graduation plan (district graduation or AB 167/216), map out an appropriate course schedule for the remaining semesters, including summer school if the youth has the option of attending. Ensure that all required courses are taken first. These are designated by signifying the number of required credits after the course in parenthesis (e.g., geometry(4)). Other optional classes (i.e., not required for the anticipated graduation option but recommended based on the students’ educational needs) are not followed by any credit requirement. The youth cannot be forced to repeat credits already earned. For example, if a student only needs 2 credits of World History, that youth cannot be forced to remain in the course for an entire 5 credit semester if doing so will throw him or her off track for graduation, unless the youth’s education rights holder agrees that the full semester is in the youth’s best interest.

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| **V. Higher education Planning** |
| **Current Goal(s):** [ ]  University [ ] Community College [ ] Undecided [ ] Other: |
| **Four Year University** |
| **A-G Course Checklist** |
| **A-G Requirements***(Courses must be A-G certified)* | **Courses Completed with C- or Higher***Course: Grade (School, Semester, Academic Year)* | **Courses Remaining***Course Name: Semesters Remaining* |
| Social Studies (2 years) |  |  |
| English (4 years) |  |  |
| Math (3 years) |  |  |
| Laboratory Science (2 years) |  |  |
| Foreign Language (2 years) |  |  |
| Visual/Performing Arts (1 year) |  |  |
| College-Prep Elective (1 year) |  |  |
| **Total UC/CSU GPA:** |
| **Current Status** | **Needed Interventions** | **Outcomes** |
| *Minimum requirements* [ ]  Off track for A-G course requirements [ ]  Not meeting 3.0 UC GPA minimum[ ]  Not meeting 2.0 CSU GPA minimum | *Minimum requirements*[ ]  Scheduled student to retake necessary A-G courses[ ]  Dually-enrolled student in community college courses[ ]  Dually enrolled in independent study[ ]  Enrolled in summer school[ ]  Referred student for tutoring:  [ ]  School-based tutoring [ ]  County Office of Education tutoring (provide application)  [ ]  Community-based tutoring | *Minimum requirements* [ ]  On track for A-G course requirements [ ]  Completed A-G course requirements [ ]  Met 3.0 UC GPA minimum[ ]  Met 2.0 CSU GPA minimum |
| *Entrance Exams*[ ]  Needs fee waivers for SAT/ACT[ ]  Has not accessed SAT/ACT prep resources[ ]  Has not taken necessary college entrance exams (specify): | *Entrance Exams*[ ]  Applied for fee waiver for SAT/ACT[ ]  Referred to free/low cost SAT/ACT prep resources[ ]  Assisted student with SAT/ACT registration | *Entrance Exams*[ ]  Received fee waiver for SAT/ACT[ ]  Took necessary college entrance exams (specify): |
| *Applications*[ ]  Needs fee waivers for applications[ ]  Needs assistance accessing applications[ ]  Needs assistance identifying foster youth programs  | *Applications*[ ]  Assisted student with applying for fee waivers[ ]  Assisted student with completing applications[ ]  Informed student of priority registration/enrollment at CSU[ ]  Researched foster youth programs | *Applications*[ ]  Received fee waivers[ ]  Applications submitted[ ]  Student accepted to universities |
| **Community College** |
| **Current Status** | **Needed Interventions** | **Outcomes** |
| [ ]  Has not taken community college placement tests[ ]  Needs assistance registering[ ]  Needs assistance identifying foster youth programs | [ ]  Arranged for student to take placement tests [ ]  Informed student of priority registration/enrollment deadlines (http://www.stepforward.cccco.edu)[ ]  Researched foster youth programs | [ ]  Took community college placement tests *Results*: Math: English: [ ]  Registered for community college |
| **Financial Aid** |
| **Current Status** | **Needed Interventions** | **Outcomes** |
| *FAFSA*[ ]  Needs assistance completing FAFSA | *FAFSA*[ ]  Informed student of deadline for submitting FAFSA[ ]  Referred student to FAFSA workshops[ ]  Informed student of importance of Question 53 (whether youth is/was a ward of the court after age 13)[ ]  Worked with social worker to gather proof of foster care status (e.g., juvenile court minute order) | *FAFSA*[ ]  Submitted FAFSA application by deadline |
| *Grants*[ ]  Needs assistance applying for CHAFEE grant[ ]  Needs assistance applying for Board of Governors Fee Waiver (community college only) | *Grants*[ ]  Assisted student with completing Chafee application at <https://www.chafee.csac.ca.gov/StudentApplication.aspx>.* Students attending four year universities or community colleges receive up to $5,000 per year.
* Students attending Career and Technical Education Programs can receive up to $2,500 a year.

[ ]  Assist student in applying for Board of Governors Fee Waiver at www.cccapply.org/BOG\_Waiver (waives tuition for current and former foster youth) | *Grants*[ ]  Received Chafee grant[ ]  Received BOG fee waiver |
| *Scholarships*[ ]  Needs assistance applying for scholarships (specify): | *Scholarships*[ ]  Helped student complete scholarship applications given their background and interests | *Scholarships*[ ]  Received scholarship(s) (specify): |

**Higher Education Planning Specific Notes & Instructions:** Complete this section for high school seniors.

* **Current Goal:** Identify the youth’s current goal. If the goal potentially includes post-secondary education, move to the appropriate section(s) in the remainder of the document.
* **4-Year University:** If the youth would like to attend a 4-year University, the credit checklist will allow you to determine whether the youth is on track for the UC or CSU requirements. Complete the checklist similar to the checklists for graduation, only listing courses completed with a C- or higher. Identify any hurdles to enrollment in the “Current Status” box, and identify needed interventions.
* **Community College/Financial Aid:** The “Current Status” for these sections include the most common barriers to enrollment in post-secondary education for foster youth, and the needed interventions include common ways to address those challenges. Each district should include additional barriers identified and additional local resources that support foster youth towards accessing post-secondary education.

The Education Evaluation is designed to be modified according to a school district’s

preferences and information systems. It is created as part of the Foster Youth Education Toolkit. For more information visit:

[kids-alliance.org/edtoolkit](http://www.kids-alliance.org/edtoolkit).