Toolkit for Foster Youth Education Success

Early Intervention

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Early Education Needs of Foster Youth
Why are you here?

You’ll Learn:
1. About how trauma can impact a child’s development
2. Signs that indicate a young child might require mental health services
3. Best practices to ensure young children transition from early intervention to special education without interruptions
4. Early Education Options for young children in foster care.
5. LCFF and Preschool
Developmental Delays & Young Children in Foster Care

- Prenatal substance exposure
- Abuse/Neglect
- Disrupted attachments to parents and/or caregivers
- Multiple Placement Changes
Early Education Challenges

• Not enough early education slots
• Waitlists can discourage caregivers from applying
• Identifying young foster young
• Some caregivers do not understand how early education can help/find it too difficult to manage an early education program schedule and child care.
An investment of district LCFF dollars in early education programing and services for foster youth ages 3-5 will ensure that children entering kindergarten will have the pre-academic and social/emotional/behavioral skills to be successful.
State Priorities particularly relevant for preschool aged children in foster care:

- Parental Involvement
- School Climate
- Student Achievement
- Student Engagement

http://childrennow.webfactional.com/issue-areas/education/school-finance-reform/el-lcff
## LCFF & Early Education

<table>
<thead>
<tr>
<th>GOAL:</th>
<th>Ensure incoming Kindergarten students in foster care (including students with disabilities) have access to high quality and developmentally appropriate preschool programs</th>
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</thead>
<tbody>
<tr>
<td>Identified Need:</td>
<td>Foster children experience a high rate of disruption and trauma in their early lives which prevents many children from developing the foundational pre-academic and socio-emotional skills necessary to be successful in kindergarten and beyond. Ensuring foster children have access to high quality education allows them to be better prepared academically and socially for kindergarten.</td>
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<tr>
<td>Goal Applies to:</td>
<td>Schools: All, Applicable Pupil Subgroups: Foster youth</td>
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<tr>
<td>Related State and/or Local Priorities:</td>
<td>1 2 3 4 X 5 6 7 8</td>
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<tr>
<td>Local: Specify</td>
<td>COE only: X</td>
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### LCAP Year 1

| Expected Annual Measurable Outcomes: | District will have policies and systems in place to identify preschool aged foster children living within their district boundaries and increase their enrollment in education setting settings by 25%. |

#### Actions/Services

- Establish policy and data infrastructure necessary to identify and increase enrollment of foster children in early education programs:
  - a) Collaborate with and enter into MOUs with county child welfare agency to share information to identify preschool aged foster children living within district boundaries;
  - b) Collaborate with and enter into MOUs with geographically close early education programs not run by the district, to ensure foster children are provided with priority enrollment, as required by state law, into their available spots and develop a plan to increase the number of spots available for foster children;
  - c) Develop policies to ensure priority enrollment of foster children in district run early education programs, as required by state law;
  - d) Develop a data system to track the type of education programs foster children enroll in and at what frequency;
  - e) Develop policies/practices to ensure foster children attending early education programs receive the academic and socio-emotional supports necessary to be successful.

#### Pupils to be served within identified scope of service

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups (Specify)

#### Budgeted Expenditures

- District level liaison and oversight staff.

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| Increase identification and enrollment of foster children in early education programs by ensuring they have access to necessary education and counseling services. Ensure that foster youth receive at least equal access to necessary services and supports include:
| Pre-academic support services including tutoring, academic enrichment programs, and summer/intercession programs;
| Socio-emotional and behavioral support services |

- OR:
  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other Subgroups (Specify)

- ALL

- OR:
  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other Subgroups (Specify)

| District-level liaison and oversight staff; sufficient counselors to serve at least 25% of foster youth at ratio no higher than 1.25. |