



Children's Administration

Targeted Case Review

Outcome 15: Educational Needs of Children

January 1, 2012 – June 30, 2012

This is a report of the results of a targeted case review of the educational needs of children in out-of-home care. This case review is a requirement by the Braam Revised Settlement and Exit Agreement.

The Agreement states:

***Outcome 15:** Caseworkers will take the required steps to meet the educational needs of children in out-of-home care.*

I. Background and Purpose

This is the report of results of the first targeted case review concerning the educational needs of children in out-of-home care. Pursuant to the revised agreement, the case review process will be conducted every six months.

II. Measure Definition

For the first six-month reporting period the Department will take the required steps to meet the educational needs of 80% of school age children in out-of-home care. For the second six-month reporting period the Department will take the required steps to meet the educational needs of 85% of school age children in out-of-home care. For subsequent six-month reporting periods, the

Items in *Italics* are excerpts from the *Braam v. State of Washington* Revised Settlement and Exit Agreement.

Department will take the required steps to meet the educational needs of 90% of school age children in out-of-home care.

III. Sample Methodology

A. Size

A case review of 100 cases will be completed and results will be provided every six months. The sample will be stratified to ensure that cases for children across grade levels are reviewed.

B. Sample Definition

Cases reviewed were randomly selected from FamLink administrative data. The sample included cases which met the following criteria for all school-aged children in public/private school:

Child Information: On date evaluated – all these were true:

1. Child was in out-of-home care for at least 180 consecutive days.
2. Child was in the care and custody of Children’s Administration for the six month review period.
3. Child’s age on report date was not less than 6.0 or greater than 18.0 years.
4. Child had not graduated or obtained his or her GED prior to the review period.

IV. Review Process

This qualitative case review was lead by Children’s Administration headquarters staff and conducted by both headquarters and regional staff. Regional staff did not review cases from their own region. In-person training was held with the review team to orient them to the review tool and criteria.

This was an electronic case review. Reviewers looked at specific areas in FamLink and the child’s case plan to verify that the case worker made at least minimally adequate efforts to support a child/youth’s educational needs and met each required element as defined in the case review.

The required elements are:

- Enrollment
- Attendance
- Academic Progress
- Special Education
- Discipline
- Post-Secondary Planning; and
- Education Planning

V. Results

A. Compliance on the Outcome by State and Region

Outcome 15	Educational Needs of Children in Out-of-Home Care			
	Statewide	Region 1	Region 2	Region 3
Total Cases	100	33	28	39
Total On the Run <i>(Cases were Not Applicable and removed)</i>	3	0	2	1
Adjusted Total Cases Reviewed:	97	33	26	38
% Full Compliance	66% <i>(64 out of 97)</i>	55% <i>(18 out of 33)</i>	77% <i>(20 out of 26)</i>	68% <i>(26 out of 38)</i>
% Total Non-compliance	34% <i>(33 out of 97)</i>	45% <i>(15 out of 33)</i>	23% <i>(6 out of 26)</i>	32% <i>(12 out of 38)</i>
Indicators of Progress	88% <i>(29 out of 33)</i>	80% <i>(12 out of 15)</i>	83% <i>(5 out of 6)</i>	100% <i>(12 out of 12)</i>
No Indicators of Progress	12% <i>(4 out of 33)</i>	20% <i>(3 out of 15)</i>	17% <i>(1 out of 6)</i>	0% <i>(0 out of 12)</i>

Summary

- Compliance requires one or more sources indicating that the case worker made minimally adequate efforts on all of the following elements, as appropriate for the specific child: enrollment; attendance; academic progress; special education, when applicable; discipline; post-secondary planning, when applicable; and educational planning.
- Three of 100 cases were determined “Not Applicable” and removed because the youth was on the run for all or the majority of the review period.
- Sixty-four out of 97 cases were rated fully compliant in all seven elements, with statewide performance at 66 percent.
 - Region Two had the highest performance of 77 percent, followed by Region Three at 68 percent and Region One with the lowest performance at 55 percent.

- Cases were marked as “Indicator of Progress” when reviewers found information that showed the case worker had documented efforts to address some of the required education elements, but not all elements which applied to the case.
 - Thirty-three out of 97 cases were rated non-compliant. Of these cases, twenty-nine had indicators of progress and four cases had no indicators of progress.
 - Region Three had the highest indicators of progress rate of 100 percent, followed by Region Two at 83 percent and Region One at 80 percent.
 - Region One and Region Two had non-compliant with no indicators of progress rates of 20 percent and 17 percent.
- For the cases found non-compliant:
 - Twenty-four of 29 cases with indicators of progress would have been compliant had an Education Plan been completed. Of these cases:
 - Fourteen had no education plan complete in FamLink and/or did not address all required elements in the Individual Safety and Services Plan (ISSP).
 - Ten cases had an education plan partially complete with information contained in the FamLink Education Plan tab and/or required elements addressed in the ISSP.

B. Compliance on Individual Elements of the Outcome by State and Region

Enrollment	Statewide	Region 1	Region 2	Region 3
Full Compliance	93% <i>(90 out of 97)</i>	85% <i>(28 out of 33)</i>	93% <i>(24 out of 26)</i>	100% <i>(38 out of 38)</i>
Non-Compliance: Indicators of Progress	2% <i>(2 out of 97)</i>	6% <i>(2 out of 33)</i>	0% <i>(0 out of 26)</i>	0% <i>(0 out of 38)</i>
Non-Compliance: No Indicators of Progress	5% <i>(5 out of 97)</i>	9% <i>(3 out of 33)</i>	7% <i>(2 out of 26)</i>	0% <i>(0 out of 38)</i>
Attendance	Statewide	Region 1	Region 2	Region 3
Full Compliance	90% <i>(87 out of 97)</i>	82% <i>(27 out of 33)</i>	84% <i>(22 out of 26)</i>	100% <i>(38 out of 38)</i>
Non-Compliance: Indicators of Progress	5% <i>(5 out of 97)</i>	9% <i>(3 out of 33)</i>	8% <i>(2 out of 26)</i>	0% <i>(0 out of 38)</i>
Non-Compliance: No Indicators of Progress	5% <i>(5 out of 97)</i>	9% <i>(3 out of 33)</i>	8% <i>(2 out of 26)</i>	0% <i>(0 out of 38)</i>

Academic Progress	Statewide	Region 1	Region 2	Region 3
Full Compliance	91% <i>(88 out of 97)</i>	82% <i>(27 out of 33)</i>	92% <i>(24 out of 26)</i>	97% <i>(37 out of 38)</i>
Non-Compliance: Indicators of Progress	4% <i>(4 out of 97)</i>	9% <i>(3 out of 33)</i>	0% <i>(0 out of 26)</i>	3% <i>(1 out of 38)</i>
Non-Compliance: No Indicators of Progress	5% <i>(5 out of 97)</i>	9% <i>(3 out of 33)</i>	8% <i>(2 out of 26)</i>	0% <i>(0 out of 38)</i>
Special Education	Statewide	Region 1	Region 2	Region 3
Not Applicable	38% <i>(36 out of 97)</i>	33% <i>(11 out of 33)</i>	38% <i>(10 out of 26)</i>	39% <i>(15 out of 38)</i>
Full Compliance	74% <i>(45 out of 61)</i>	64% <i>(14 out of 22)</i>	75% <i>(12 out of 16)</i>	83% <i>(19 out of 23)</i>
Non-Compliance: Indicators of Progress	15% <i>(9 out of 61)</i>	23% <i>(5 out of 22)</i>	6% <i>(1 out of 16)</i>	13% <i>(3 out of 23)</i>
Non-Compliance: No Indicators of Progress	11% <i>(7 out of 61)</i>	13% <i>(3 out of 22)</i>	19% <i>(3 out of 16)</i>	4% <i>(1 out of 23)</i>
Discipline	Statewide	Region 1	Region 2	Region 3
Full Compliance	89% <i>(86 out of 97)</i>	85% <i>(28 out of 33)</i>	81% <i>(21 out of 26)</i>	97% <i>(37 out of 38)</i>
Non-Compliance: Indicators of Progress	6% <i>(5 out of 97)</i>	6% <i>(2 out of 33)</i>	8% <i>(2 out of 26)</i>	3% <i>(1 out of 38)</i>
Non-Compliance: No Indicators of Progress	7% <i>(6 out of 97)</i>	9% <i>(3 out of 33)</i>	11% <i>(3 out of 26)</i>	0% <i>(0 out of 38)</i>
Post-Secondary Planning	Statewide	Region 1	Region 2	Region 3
Not Applicable	80% <i>(78 out of 97)</i>	88% <i>(29 out of 33)</i>	65% <i>(17 out of 26)</i>	84% <i>(32 out of 38)</i>
Full Compliance	79% <i>(15 out of 19)</i>	75% <i>(3 out of 4)</i>	100% <i>(9 out of 9)</i>	50% <i>(3 out of 6)</i>
Non-Compliance: Indicators of Progress	11% <i>(2 out of 19)</i>	0% <i>(0 out of 4)</i>	0% <i>(0 out of 9)</i>	33% <i>(2 out of 6)</i>
Non-Compliance: No Indicators of Progress	11% <i>(2 out of 19)</i>	25% <i>(1 out of 4)</i>	0% <i>(0 out of 9)</i>	17% <i>(1 out of 6)</i>

Education Plan	Statewide	Region 1	Region 2	Region 3
Full Compliance	72% <i>(70 out of 97)</i>	61% <i>(20 out of 33)</i>	77% <i>(20 out of 26)</i>	79% <i>(30 out of 38)</i>
Non-Compliance: Indicators of Progress	10% <i>(10 out of 97)</i>	9% <i>(3 out of 33)</i>	8% <i>(2 out of 26)</i>	13% <i>(5 out of 38)</i>
Non-Compliance: No Indicators of Progress	18% <i>(17 out of 97)</i>	30% <i>(10 out of 33)</i>	15% <i>(4 out of 26)</i>	8% <i>(3 out of 38)</i>

Summary

- Four of the seven individual elements exceeded the full compliance measure between nine and 13 percent; and three of seven elements were within one to eight percent of meeting the full compliance measure. The following is a break out of percentages by individual element.

Enrollment

- 90 of 97 cases were rated fully compliant, with statewide performance at 93 percent.
 - Region Three had the highest rate of performance of 100 percent, followed by Region Two at 93 percent and Region One with 85 percent.
 - A total of eight youth (9 percent) experienced a change in school enrollment statewide. This is consistent with information provided previously through the Braam School Placement Stability measure.
- Non-compliance: Indicators of Progress Cases
 - Regions Two and Three had no cases in this category; and Region One had two out of 33 cases (six percent).
- Non-compliance: No Indicators of Progress Cases
 - Region Three had no cases in this category; followed by Region Two with two out of 26 cases (seven percent), and Region One had three out of 33 cases (nine percent).

Attendance

- Eighty-seven out of 97 cases were rated fully compliant, with statewide performance at 90 percent.
 - Region Three had the highest rate of performance of 100 percent, followed by Region Two at 84 percent, and Region One with 82 percent.
- Non-compliance: Indicators of Progress Cases
 - Region Three had no cases in this category; Region Two had two out of 26 cases (eight percent), and Region One had three out of 33 cases (nine percent).
- Non-compliance: No Indicators of Progress Cases
 - Region Three had no cases in this category; Region Two had two out of 26 cases (eight percent), and Region One had three out of 33 cases (nine percent).

Academic Progress

- Eighty-eight out of 97 cases were rated fully compliant, with statewide performance at 91 percent.
 - Region Three had the highest rate of performance of 97 percent, followed by Region Two at 92 percent, and Region One with 82 percent.
- Non-compliance: Indicators of Progress Cases
 - Region Two had no cases in this category, Region Three had one out of 38 cases (three percent) and Region One had three out of 33 cases (nine percent).
- Non-compliance: No Indicators of Progress Cases
 - Region Three had no cases in this category; Region Two had two out of 26 cases (eight percent), and Region One had three out of 33 cases (nine percent).

Special Education

- Sixty-one out of 97 cases had documentation of Special Education, with statewide performance for full compliance at 74 percent (n=45).
 - Region Three had the highest rate of performance of 83 percent, followed by Region Two at 75 percent, and Region One with 64 percent.
- Thirty-six out of 97 cases documented Special Education as Not Applicable:
 - Region Three had 15 cases (39 percent), Region One had 11 cases (33 percent), and Region Two had 10 cases (38 percent).
- Non-compliance: Indicators of Progress Cases
 - Region Two had one out of 16 cases (six percent) in this category, Region Three had three out of 23 cases (13 percent) and Region One had five out of 22 cases (23 percent).
- Non-compliance: No Indicators of Progress Cases
 - Region Three had one out of 23 cases (four percent) in this category, Region Two had two out of 16 cases (19 percent), and Region One had three out of 22 cases (13 percent).

Discipline

- Eighty-six out of 97 cases were rated fully compliant, with statewide performance at 89 percent.
 - Region Three had the highest rate of performance of 97 percent, followed by Region One at 85 percent, and Region Two had the lowest performance with 81 percent.
- Non-compliance: Indicators of Progress Cases
 - Region Three had one out of 38 cases (three percent) in this category, Region One had two out of 33 cases (six percent) and Region Two had two out of 26 cases (eight percent).
- Non-compliance: No Indicators of Progress Cases
 - Region Three had no cases in this category, Region Two had three out of 26 cases (11 percent), and Region One had three out of 33 cases (nine percent).

College Plan

- Nineteen out of 97 cases required post-secondary planning. 15 out of the 19 cases were fully compliant, with statewide performance at 79 percent (n=15). Note that this is consistent with 2010 AFCARS data which identifies 14-18 year olds makes up 19 percent of our child welfare population.
 - Region Two had the highest rate of performance of 100 percent, followed by Region One at 75 percent, and Region Two with 50 percent.
- Seventy-eight out of 97 cases did not require Post Secondary Education or Training Planning and were noted as Not Applicable:
 - Region Three had 32 cases (84 percent), Region One had 29 cases (88 percent), and Region Two had 17 cases (65 percent).
- Non-compliant: Indicators of Progress Cases
 - Regions One and Two had no cases in this category; and Region Three had two out of six cases (33 percent) in this category.
- Non-compliant: No Indicators of Progress Cases
 - Region Two had no cases in this category; Region One had one out of four cases (25 percent), and Region Three had one out of six cases (17 percent).

Education Plan

- Seventy out of 97 cases were rated fully compliant, with statewide performance at 72 percent.
 - Region Three had the highest rate of performance of 79 percent, followed by Region Two at 77 percent, and Region One with 61 percent.
- Non-compliance: Indicators of Progress Cases
 - Region One had three out of 33 cases (nine percent) in this category, Region Two had two out of 26 cases (eight percent) and Region Three had five out of 38 cases (13 percent).
- Non-compliance: No Indicators of Progress Cases
 - Region Three had three out of 38 cases (8 percent) in this category, Region Two had four out of 26 cases (15 percent), and Region One had 10 out of 33 cases (30 percent).

APPENDIX

CASE REVIEW QUESTIONS AND DECISION RULES

Goal

The Department shall improve the continuity and consistency of education for children in the custody of the Department.

Outcome Being Reviewed

Outcome 15: *Caseworkers will take the required steps to meet the educational needs of children in out-of-home care.*

How often and when will the Case Review Occur?

The first reporting period for this outcome will be from January 1, 2012, to June 30, 2012 and every six months thereafter.

Full Compliance Measure

For the first six-month reporting period the Department will take the required steps to meet the educational needs of 80% of school age children in out-of-home care.

For the second six-month reporting period the Department will take the required steps to meet the educational needs of 85% of school age children in out-of-home care.

For subsequent six-month reporting periods, the Department will take the required steps to meet the educational needs of 90% of school age children in out-of-home care.

Sample Size

A case review of 100 cases will be completed and results will be provided every six months. The sample will be stratified to ensure that cases for children across grade levels are reviewed.

The sample size will consist of a random sample of 100 cases using the population criteria explained below.

Population from Which the Sample Will Be Selected

The sample will be selected using the following data criteria for all school-aged children in public/private school:

- In out of home care for at least 180 days
- In the care and custody of Children's Administration for the six month review period

- Placement and care authority is NOT 'Tribal/Band with or without IV-E Agreement', 'Private Agency', 'Other State responsible for all legal actions', 'federal', 'Juvenile Rehabilitation Administration.' (Excludes adoption, guardianship, CHINS, ARP, MINOC)
- Age is not < 6.0 (six) or greater than age > 18.0 (eighteen)
- Excludes youth who have graduated or obtained their GED **prior** to the review period

Additional Information Regarding this Required Case Review

This is a qualitative review that looks at the overall educational picture for each child to determine whether the caseworker made at least minimally adequate efforts to address the child’s/youth’s education needs in the areas covered by this case review. The case for the child/youth will be reviewed for all components of the outcome measure; however not all components apply to every child/youth. Under the revised agreement, both special education and post-secondary education or training are to be evaluated “where appropriate.” Thus, a child/youth who has no special education or post-secondary education or training needs will be “not applicable” for that component. Overall compliance is based on achieving full compliance on all components that apply to the child/youth being reviewed.

Reviewer Guidance includes examples to assist the reviewer in determining that **the caseworker** made at least minimally adequate efforts to address the child’s/youth’s education needs in order to meet compliance. Reviewers will use multiple sources to identify evidence of these efforts made by caseworkers. Locations for documentation include but are not limited to the following:

- Education pages in FamLink
- Independent Living (IL) pages in FamLink
- Individual Safety and Services Plan (ISSP)
- Education Plan
- Case notes
- Meetings/Shared Planning meeting notes
- File Uploads

Overall Compliance for the Case

Full Compliance = all components are met that applied to the child/youth

Non-Compliance/Other Indicators of Progress = one or more of the components were not met that applied to the child/youth

Not Applicable = There is documentation that indicates one of the following criteria applied to the child/youth during the review period:

- On the run for the entire six month review period
- The youth obtained his/her GED or graduated prior to the review period
- Severely ill or injured child/youth is unable to attend or participate in education due

to his/her severe chronic medical condition, e.g., nursing care requiring immobilization, physician's recommendation or acute hospitalizations.

Specific Questions and Criteria

Case review will measure the Department's performance on the following elements: enrollment; attendance; academic progress; special education where appropriate; discipline; planning for post-secondary education or training where appropriate; and whether the Education Plan was completed and updated every six months.

1. Enrollment

Is there documentation that indicates efforts were made to have the child/youth enrolled during the review period?

Full Compliance:

There is documentation that indicates efforts were taken to verify the child/youth was enrolled in school during the review period.

There was no school change; and the child was enrolled in school during the review period.

There was a school change; however, it was due to progression from elementary to middle school or middle school to high school.

Efforts that were made may include but are not limited to:

1. Documentation in FamLink confirms that the child/youth continued in the same school without disruption; or
2. Enrollment details were entered in FamLink education page.

Reviewer Guidance: The following may be evidence that the caseworker made efforts to verify the child/youth was enrolled in the same school:

1. Shared planning meeting notes indicate the caseworker discussed continued school enrollment in the originating school.
2. The CHET Screening Report indicates the child was enrolled during the review period.
3. School records have been received from the school and indicate the child was enrolled.
4. The Education Plan indicates the child is enrolled in school.

There was a school change and the child was enrolled within three school days **or** the caseworker made efforts to have the child enrolled timely.

Efforts that were made may include but are not limited to:

1. Documentation in FamLink confirms that the child/youth was enrolled in the new school within three school days; or

2. If the child/youth was not enrolled within three school days, documentation in FamLink confirms that a plan was developed in coordination with the child/youth, caregiver and school or community resources, etc, as needed to address enrollment issues. For example, when necessary, the caseworker made a timely referral to the Education Advocate, or coordinated with the McKinney Vento Homeless Liaison.

Reviewer Guidance: The following may be evidence that the caseworker made efforts to have the child timely enrolled in a new school:

1. Shared planning meeting notes indicate the caseworker coordinated new school enrollment with the caregiver and/or school.
2. School records have been received from the school and indicate the child was enrolled.
3. The Education Plan indicates the child is enrolled in school.

Non-Compliance:

Indicators of Progress:

- The caseworker identified enrollment issues but didn't make a plan.
- A plan was developed but there is no evidence the caseworker continued to adequately monitor the child/youth's enrollment issues.

No Indicators of Progress:

No documentation can be located to indicate the caseworker made efforts to address the child's/youth's enrollment issues.

2. Attendance

Is there documentation indicating the caseworker made efforts to address attendance issues for the child/youth during the review period?

Definition of "attendance issues": A child/youth has an attendance issue when he/she fails to attend school without an excuse for five (5) or more days in the review period.

Full Compliance:

- The caseworker has verified and documented there is no evidence of attendance issues.

Efforts made to verify no attendance issues may include but are not limited to:

1. The caseworker requested and reviewed school records during the review period which indicate that the child/youth has no attendance issues; or
2. The caseworker documented communication with the caregiver and/or school staff that indicates the child/youth has no attendance issues.

- There is documentation of attendance issues and efforts were made to address them.

Efforts made to address attendance issues may include but are not limited to:

1. A plan was developed in coordination with the caseworker, child/youth, caregiver and school or community resources, and others as needed to address attendance issues; and
2. The caseworker monitored and followed up on the plan that addresses the identified attendance issues (however, if the plan was developed toward the end of the review period there would not be time to monitor or follow up, and in these cases, development of a plan is evidence that efforts were made); or
3. The caseworker identified and coordinated new efforts if the initial action was not effective.

Reviewer Guidance: The following may be evidence that the caseworker made efforts to address attendance issues:

1. Documentation in FamLink verifies that the caseworker requested and/or participated in a school meeting/s to address attendance issues.
2. Documentation of a timely referral to an Education Advocate when issues were identified.
3. When a caseworker has been notified unexcused absences have escalated to truancy action (per statute truancy action is a contract entered by the school and parent to improve the student's attendance, or referral to a community truancy board, or a truancy petition filed with juvenile court), there is documentation they are coordinating with the child/youth, caregiver and/or school staff to monitor the plan established by the school and the court. For example:
 - a. A request for receipt and review of petition and written agreement.
 - b. Evidence of the caseworker attending any hearing related to truancy.
 - c. Documentation of a conversation/update from the student about participation in an Attendance Workshop or other court services, if appropriate.
4. Documentation of timely referrals made for IEP/504 assessment, counseling, IL Provider, etc.

Non-Compliance:

Indicators of Progress:

- The caseworker identified attendance issues but didn't make a plan to address them.
- A plan was developed but there is no evidence the caseworker continued to adequately monitor the child/youth's attendance issues.

No Indicators of Progress:

No documentation can be located to indicate the caseworker made efforts to address the child's/youth's attendance issues.

3. Academic Progress

Is there documentation that indicates efforts were made to address issues with the child/youth's academic progress during the review period?

Full Compliance:

The caseworker has verified the child/youth is making academic progress

Efforts made may include but are not limited to:

1. The caseworker reviewed school records during the review period which indicate that the child/youth is making academic progress; or
2. The caseworker documented communication with the caregiver and/or school staff that the child/youth is making academic progress.

Reviewer Guidance for Full Compliance: The following may be evidence that the caseworker made efforts to address academic progress:

1. Documentation indicates that the child/youth progressed from one grade level to the next if this was to occur during the review period.
2. There is evidence the caseworker knows the child/youth is passing required State Standardized Assessments.
3. If high school age, there is evidence the caseworker knows the youth is on track to graduate or has received the necessary help to retrieve credits if a lack of credits was previously identified as a concern.

There is documentation of issues related to academic progress and efforts were made to address them.

Efforts made may include but are not limited to:

1. A plan was developed in coordination with the child/youth, caregiver and school or community resources, etc as needed to address academic progress issues;
2. The caseworker monitored and followed up on the plan to address academic progress issues. Note: if the plan was developed toward the end of the review period there would not be time to monitor or follow-up, so the development of a plan itself would be the evidence that efforts were made;
3. The caseworker identified and coordinated new efforts if the initial action was not effective.

Reviewer Guidance for Full Compliance: The following may be evidence that the caseworker made efforts to address academic progress:

1. Documentation indicates the caseworker participated in meetings or discussions with school staff, caregiver, parent/legal guardian, education advocates, surrogate parent/s (when appointed), IL provider, etc. to address academic progress issue/s.
2. A timely referral, such as education advocacy, request for assessment, tutoring, etc., was made to address suspected learning disabilities not previously identified in a CHET screening which may be impacting academic progress.

3. If the child/youth is receiving education advocacy services the case notes or file upload contains documentation that addresses the plan of action in coordination with school staff, caregivers and the child/youth to help improve academic progress.

Non-Compliance:

Indicators of Progress:

- The caseworker identified academic progress issues but didn't make a plan.
- A plan was developed but there is no evidence the caseworker continued to adequately monitor the child/youth's academic progress issues.

Reviewer Guidance: The following may be evidence of indicators of progress that fall short of full compliance:

1. In review of the Education Plan, case notes, ISSP, shared planning meetings, etc., documentation indicates the child is not making academic progress. Although the caseworker identified the issue, the documentation does not indicate that adequate efforts were made to develop a plan to address the child/youth's lack of academic progress.
2. A plan was developed, however there it does not indicate that the caseworker continued to adequately monitor or follow up on identified action steps, such as coordination with school staff, the caregiver, and education advocates to address academic progress issues.

No Indicators of Progress:

No documentation can be located to indicate the caseworker made efforts to address the child's/youth's academic progress issues.

4. Special Education, Where Appropriate

Is there documentation that indicates efforts were made to address special education needs for the child/youth where appropriate, during the review period? (If the child/youth is not identified as having special education needs, select not applicable below).

Full Compliance:

- There is documentation that the child/youth has special education needs **and** efforts were made to address them during the review period.

Efforts made may include but are not limited to:

1. The caseworker has documented mobilization of school and community resources to enable the child to learn as effectively as possible in his or her educational program¹, (e.g., referrals for a 504 or IEP, assessment etc. is documented in FamLink,)

¹ Massat, C, Constable, R., McDonald S., Flynn, J.P *School Social Work, Practice, Policy and Research* (2009), p. 260

2. The caseworker helps in developing positive behavioral intervention strategies² in collaboration/coordination with school staff and agencies contracted to the Department to address education issues (participation in multi-disciplinary teaming to develop IEP);
3. The caseworker documented efforts were made to work with those problems in a child's living situation (home, school, and community) that affect the child's adjustment/performance in school³; or
4. Documentation indicates special education records (in addition to other school records) were requested or received to review and address the child/youth's special education needs.

Reviewer Guidance: The following may be evidence that the caseworker made efforts to address special education needs:

1. The caseworker documented conversations with the child/youth, parent, caregiver, school etc., to request a Special Education evaluation and/or accommodations (IEP/504);
2. There is documentation that the caseworker participated in a school meeting to address special education needs;
3. A timely referral was made to an Education Advocate or a request was made for an IEP/504 assessment to address possible/suspected learning disabilities when a concern has been identified;
4. The case notes or file upload contains documentation which addresses action/s taken by the caseworker to address special education needs of the child/youth;
5. The caseworker documents conversation/s with youth 16 or older (and caregivers, IL providers, school staff, etc.) regarding their IEP Transition Plan established by the school (the IEP Transition Plan is required to be updated annually for youth 16 and older and can be established earlier);
6. The caseworker has documented coordination of his/her efforts to address special education issues with Education Advocates, school staff, caregiver, parents/legal guardian, surrogate parent/s, IL providers, mental health professionals, attorney for the youth when appointed, etc.;
7. Documentation indicates a surrogate parent was needed and/or requested (by the school or caseworker) as either the parent or caregiver were unable (or unwilling) to make required education related decisions for the child/youth, and the caseworker documented efforts to have one appointed.

Surrogate Parent Appointment: Under 34 CFR §300.519(a)(3), a public child welfare agency must ensure that the rights of a child are protected when the child is a ward of the State. A surrogate parent must be appointed if the child has no parent with authority to make educational decisions for the child, or if the child is placed in foster care with a

² Ibid

³ Ibid

caregiver who is not willing and legally authorized to make educational decisions for the child.⁴

A social worker cannot be considered or appointed as surrogate parent. If the foster parent is unwilling to be the decision maker for the purposes of special education, the social worker may ask that the court have a surrogate parent appointed.

Non-Compliance:

Indicators of Progress:

- The caseworker identified issues and/or suspected behaviors indicating the need for a special education evaluation but didn't make a plan to address them.
- An initial referral or request was made for a special education evaluation but there is no evidence the caseworker continued to adequately monitor the child/youth's suspected special education issues.
- A surrogate parent was required by law and the caseworker did not request one be appointed.

No Indicators of Progress:

No documentation can be located to indicate the caseworker made efforts to address the child's/youth's suspected special education issues.

Not Applicable:

- No documentation can be located that indicates the child/youth was identified or is in need of special education services.
- The caseworker documented the child/youth was referred and assessed but did not qualify for special education services.

5. Discipline

Is there documentation that indicates efforts were made to address disciplinary issues that occurred during the review period?

Definition of "disciplinary issues:" A child/youth has a disciplinary issue when he/she is reported as having been expelled, suspended (short or long-term), or subject to corrective action for his/her conduct at any point during the review period.

Full Compliance:

⁴ See September 6, 2011 Letter to Ronald Caplan from Melody Musgrove, Director of the Office of Special Education Programs, U.S. Department of Education.

- There is no evidence of disciplinary issues
- There is documentation of disciplinary issues and efforts were made to address them

Efforts made may include but are not limited to:

1. The caseworker requested and reviewed school records during the review period which indicate that the child/youth does not have disciplinary issues; or
2. The caseworker documented communication with the caregiver and/or school staff indicating that there are no reports of disciplinary issues.

Reviewer Guidance for Full Compliance: The following may be evidence that the caseworker made efforts to address disciplinary issues:

1. The caseworker attended a school conference or other meeting where disciplinary issues were addressed;
2. When a caseworker has been notified of a discipline plan for a child/youth on their caseload there is documentation they have coordinated with the child/youth, caregiver and school staff to monitor the plan established by the school (and other parties involved);
3. The caseworker has documented a conversation with the child/youth and consequences of behaviors that are unacceptable at school;
4. Documentation indicates the caseworker is working with school staff and/or education advocates to appeal the discipline action;
5. Documentation indicates the caseworker made referrals such as mental health, substance abuse assessment/counseling, etc., as appropriate, to address issues which may be impacting discipline;
6. A timely referral was made to an Education Advocate or a request was made for an IEP/504 assessment to address behavior issues or possible learning disabilities when a concern has been identified; or
7. The caseworker has documented coordination of his/her efforts to address disciplinary issues with (when applicable) Education Advocates, school staff, caregiver, parents/legal guardian, surrogate parent/s, IL providers, mental health professionals, attorney for the youth when appointed, etc.

Non-Compliance:

Indicators of Progress:

- The caseworker identified disciplinary issues but didn't make a plan to address them.
- A plan was developed but there is no evidence the caseworker continued to monitor the child/youth's discipline issues.

No Indicators of Progress:

No documentation can be located to indicate the caseworker made efforts to address the child's/youth's disciplinary issues.

6. Planning for Post-Secondary Education or Training, Where Appropriate

Is there documentation that indicates the youth (grades 9 – 12) received planning for post-secondary education or training where appropriate, during the review period? (If the child/youth is not between grades 9-12, or post-secondary education or training would not be appropriate for the youth, select not applicable below.)

Full Compliance:

The caseworker has documented the youth received post-secondary planning during the review period, where appropriate.

Efforts made may include but are not limited to:

1. The caseworker documented conversations with or participation in a meeting with the youth to help with post-secondary education or training;
2. The caseworker documented the completion of a 17.5 Youth Transition Staffing that addressed post-secondary education or training; or
3. Documentation indicates the caseworker is working with the youth, school, caregivers, etc. to make sure the youth is on track to graduate, taking the appropriate classes and on track with their senior portfolio/extra-curricular activities to help with post-secondary education and training application.

Reviewer Guidance: The following may be evidence that the caseworker made efforts to ensure post-secondary education planning or training occurred:

1. There is documentation in FamLink, the Education Plan, Youth Transition Plan, etc., which shows the caseworker worked with the youth to identify graduation requirements.
2. For youth with special education needs, there is documentation which shows the caseworker, caregiver, parent/legal guardian has participated in IEP team meetings to help the youth transition, or there is an IEP Transition Plan on file.
3. A timely referral was made to services such as education advocacy, IL, or the Supplemental Education and Transitional Program (SETuP).
4. The case notes or file upload contains documentation from an education advocate, IL/ SETuP provider, or caseworker which addresses post-secondary education planning for the youth including participation in college campus tours and attendance at college preparation or financial aid application high school fairs.
5. Documentation of coordinated efforts to address post-secondary planning with education advocates, surrogate parent/s (when appointed), school staff, caregiver, parents/legal guardian, IL providers, mental health professionals, etc.
6. There is evidence the youth has taken necessary ACT or SAT tests and has worked with the caseworker (or other supportive adults in the youth's life or programs – IL,

SETuP) to apply for financial aid and scholarships (Passport Scholarship consent, Governors' Scholarship and/or Education and Training Voucher program application).

7. The Youth Transition Plan and/or staffing specifically addresses post-secondary planning to help the youth identify and develop a plan for housing, employment, and other needed resources to make a successful transition from high school to post-secondary education or training.

Note:

Reviewers will consider the youth's grade level and permanency plan (reunification efforts and expected length of stay) when determining efforts made. For example:

1. Youth who are 17.5 years old are required by federal law to have a completed Youth Transition Plan which addresses post-secondary planning.
2. The type and depth of education planning for a youth in a short term placement may not be as detailed as a youth who has or is expected to remain in care for an extended period of time.

Non-Compliance:

Indicators of Progress:

- The caseworker indicates the youth has an interest in or plans to continue in post-secondary education or training but didn't make any efforts to make a plan or connect them to appropriate community resources.
- A plan was developed but there is no evidence the caseworker continued to monitor the youth's post-secondary education or training plan.

No Indicators of Progress:

No documentation can be located to indicate the caseworker made efforts to address the youth's plan for post-secondary education or training.

Not Applicable:

Post-secondary education or training is not appropriate for the youth (e.g., the youth is severely developmentally disabled and cannot participate in post-secondary education or training), or there is documentation that indicates the youth has other plans (e.g., military, Peace Corps, etc.) or does not plan to pursue post-secondary education or training.

7. Education Plan Completed or Updated

Was the Education Plan completed or updated within the past six months?

Full Compliance:

There is documentation the caseworker completed or updated the child/youth's Education Plan.

Efforts made may include but are not limited to:

1. Documentation shows the child/youth's education plan was completed or updated and included all required education elements;
2. FamLink shows the completed plan was launched; or
3. Documentation in FamLink shows the caseworker has completed the required elements of the Education Plan in FamLink and education planning was incorporated into the case plan in the ISSP, as needed.

Reviewer Guidance: The following may be evidence that the Education Plan was completed and updated:

1. The caseworker created or updated the Education Plan every 6 months, which includes all required elements, and the plan was launched and available under the case on the FamLink desktop.
2. If the Education Plan was not launched review the ISSP for the period to ensure the education plan was attached or included in the case plan.

Non-Compliance:

Indicators of progress

Information was contained in the FamLink Education Page, but was not complete.

Reviewer Guidance: These cases are considered Non-compliance with the full compliance measure.

No Indicators of progress

No documentation can be located that an Education Plan was completed or updated during the review period.