Everybody’s a Teacher

Table of Contents
Table of Contents

Encouraging A Community Conversation

Foreward

Introduction

Don’t just plan it. Do it.

Small Successes Lead To Radical Change

Youth Participants

Data

Mythbusting as an Ice Breaker

Everybody’s a Teacher Video

Using the Backpack

Thank You

Suggested Activities

Video

Mythbusting as an Ice Breaker

Sample Powerpoint

Developing an Action Plan
Resources

Questions and Data Driven Answers

Resources for People Working with Children in Foster Care by Topic

- Early Learning
- Education Resources In Florida
- Education Advocacy and Accountability Issues
- School Stability
- Transition Resources for Youth with Disabilities
- Transition Resources for All Youth
- Employability Resources
- Special Education-Exceptional Education Resources
- Working with Persons with Disabilities
- Juvenile Justice and Education
- Information Sharing
- Parent and Caregiver Involvement
- Legal and Policy Issues
- Youth Involvement or Self Determination

Resources for People Working with Children in Foster Care, Alphabetical

Exhibits

- Sample Invitation
- Sample Press Release
- Sample Agenda
- Suggested Ground Rules for Meetings
- Sample Talking Points
- Sample Email
Everybody’s a Teacher

How to Help Children & Youth in Foster Care Get the Best Education Possible.

This “Backpack” of Knowledge is Presented by

December 1, 2010
Foreward

How do children learn?

They learn from us. They learn from our actions as well as our words.

When we take the time to explain what is happening, the child begins to understand. When we act as if we believe in the child, the child begins to believe in himself, or herself. And when we place a priority on education, guess what? The children we deal with on a daily basis will also place a priority on education.

In this way, we are all teachers. We are teaching the children around us by our own actions and our own example.

As the Wizard of Oz might put it, you are already teachers. What you need is a Backpack.

We hope this Backpack will enlist you in meeting the educational needs of children in care. If you are already involved in these efforts, we hope to support your renewed efforts to find ways to work together. It is too easy to excuse ourselves by saying educating a child is someone else’s responsibility; too easy to hide in our silos.

This Backpack is designed to help communities find a better way, specific to their own community, to improve education outcomes. It offers some resources and suggestions to support community actions.

Everybody’s a Teacher.
Introduction

Florida has been one of the leaders in recognizing how important education is to child victims of abuse and neglect.

All of the professionals who work with children in foster care are committed to serving the best interests of the children.

Still, we are failing to provide educational opportunities to children in the child welfare system.

Florida child welfare leaders and advocates have long worried that children in foster care are not making educational progress at similar rates to their same age peers.

School based professionals across the state also had concerns.

There have been cases where teachers did not know what had happened to a child who suddenly disappeared from class. Others were concerned that the children were so mobile that they were not able to be adequately prepared for assessment tests, hurting the child and also the ratings of the school.

Foster Parents and Guardians Ad Litem are actively involved in many cases, and not on others. Too many older children live in facilities with shift care where no one is responsible for education nor acts as a parent. Those children are less likely to have a Guardian Ad Litem who could be an education advocate.

Yes, there are statutes and rules outlining the public policy.

Nevertheless, we must find better ways to collaborate, implement and educate, ways that go beyond mere statutes and find ways to improve the lives and education of children in care.

Everybody’s a Teacher is a resource to help you find the best way for your community, for the children in your class or on your case list, to achieve better education outcomes.
Encouraging a Community Conversation

A strong collaboration between the child welfare agency and the education community improves educational outcomes for children in foster care.

Talking with each other about a problem is the first step to collaboration and problem solving. Convening another meeting is not enough.

We suggest you set-up a small planning team and design a process that will have real actions and outcomes. The team can be in your school or agency or in your wider community or both.

First, the planning team should identify the people and groups that could make a real difference. Start with the local interagency agreement and persons within the signatory agencies who are willing to “champion” this cause. Then consider others who interact with the dependency system, including foster parents and youth. Find the education advocates in your community; every community has some, and they are probably looking for you! They will help you identify strengths in any plan and the barriers you may want to remove. Other helpful groups are the local PTA, the advisory group for students with disabilities, and the local legal aid program. Once the people are identified, someone needs to be in charge of getting them to your meeting.

Second, design a meeting that will engage the participants and motivate them to ACT! This Backpack contains some resources to help you, and your planning team may have other ideas.

Don’t Just Plan It. Do It.

We urge the planning team to read or re-read the interagency agreement for their own community, and especially the Guide attached to the statewide agreement. Those documents provide you with paths to get where you want to go and there is room to individualize for your own community. Look at the resources in this Backpack for ideas. They are organized in several ways, to support your efforts.

The Backpack also contains a sample Action Plan that you may want to use, or modify, to record the choices that reflect your community conversation. The purpose of having an Action Plan is to identify what was agreed to be done and who would take the lead in getting it done.

The keys to success will be your follow up on the Action Plan and the continuing community conversations that will strengthen the collaboration. One successful strategy is to design an email list and consistently communicate the progress of the work and specific instances of success. Even small progress makes a positive impact.
Small Successes Lead To Radical Change

Nothing succeeds like success. Some education issues are easier to address than others. Be sure to share information to help the attendees pick something real but “easy” to ensure an early victory to brag about and build on. But also, encourage them to act on your most difficult local issues and reaffirm the need for their action with concrete data on these issues.

Youth Participants

Young people should have a critical role in both your planning and presentation. Look for youth who have a compelling education story to speak or be on a panel. Assign someone to be the mentor for the individual(s) selected. The mentor should not impose his or her views on the youth, but rather explain the purpose of the meeting, the role to be played by the youth, and help the youth gather his or her thoughts into what the Foster Care Alumni of America and Florida Youth Shine call “strategic sharing.” Members of those groups may be a help. The mentor should welcome the youth upon arrival and introduce the youth to individuals in attendance as well as be prepared to de-brief the youth after the event to reinforce the positives of the participation and listen to any concerns. If done right, the young person will have an affirming experience while teaching others.

Data

You will find national data in the Backpack. There is some statewide data that was learned from the DCF Independent Living Surveys. We urge you to seek out local data as well. The local data will help you select meaningful issues to work on. It will also give you a baseline to measure the successes of your efforts.

Mythbusting as an Ice Breaker

Ice Breakers spur group interaction. Ice breaker ideas are included in your Backpack. A theme of the exercise could be group focus about the problems needing to be addressed. The point here is to build group cohesion and starting the meeting with an icebreaker is an excellent way to facilitate communication.
**Everybody’s a Teacher Video**

This wonderful video is approximately 5 minutes long. It’s sure to set a positive tone for any meeting where you choose to show it. The video identifies the problem through the voices of those with experience and is a call to action. The Video is available for small and large screen viewing.

The message is that **everybody** has a role in improving the educational opportunities for children in foster care. We have included talking points for a suggested introduction to the video. After watching the video, you may want to write your own talking points based on your own experiences.

**Using the Backpack**

The materials in this Backpack will give you helpful ideas and places to start or continue your work. This is not a checklist to follow, nor is it mandatory that you use the resources provided. We hope you will make the material your own.

DCF purchased this work from The M Network and its consultants: Gia Tutalo-Mote of Forever Family and Andrea Moore, long time education advocate. The materials were created as works for hire and are now public record that can be used or adapted, in whole or part. We made the materials in formats that could be adapted, with the exception of the video. The video can be shown in any forum or on any media with proper attribution to DCF, The M Network and Forever Family.

**Thank You**

We want to thank you for the work you already do, and especially for the work you are about to commit yourself to do. It will take all of us: caseworkers, teachers, foster parents and group home workers, mentors and advocates, administrators and the students themselves to make a real difference.
Everybody's a Teacher

Mythbusting as an Ice Breaker
Mythbusting as an Ice Breaker

This icebreaker is designed as a True or False game. It can be done by teams or with a whole group. The questions can be put on slides to flash on a screen or on paper like a “test.” We suggest 5 or 6 questions as a good number but have provided more for your choice. Some people will want to give immediate answers; others may wait until the end. Know your audience and pick the method most likely to engage your group.

Suggested Questions

Children in foster care overcome the trauma of abuse as soon as they are removed from the abusing parent and are in a safe place. Answer: False. The trauma of both abuse and removal from all the child knows lingers beyond immediate safety.

Children taken into foster care are enrolled in school right away. Answer: We wish it was true but unfortunately it is false. Too often the Protective Investigators or case-workers do not have the paperwork to enroll the child and believe this to be a roadblock. Many of them don’t realize that, under recent statutory changes, they do not even need the paperwork for enrollment. Paperwork is unnecessary if the child returns to the same school where he or she is already known.

Schools are the entity responsible for the education of a child in foster care. Answer: False. Everyone is responsible: School, Case-worker, parent or foster parent or other caregiver, GAL and courts.

Changing schools is a small set back that children in foster care can easily overcome. Answer: False. Actually, research says when a student in foster care changes schools, an average of four to six months of educational progress is lost. (Calvin, Making a Difference in a Child’s Life, 2001)

Children in foster care earn diplomas at same rate as their peers. Answer: False. DCF’s test analysis of youth who aged out of care in 2007 showed that 40% had dropped out of school in contrast to 16% of all youth. DCF’s 2007 Independent Living survey showed that 55% of 17 year olds are below grade level and 58% of 17 year olds failed the FCAT. The 2009
Survey showed some improvement with “only” 50% below grade level and “only 46% failing the FCAT.

**Because students in foster care have free tuition in state colleges and universities, they enroll at a higher rate than students not in care.** Answer: False. Only 26% of youth aging out of care that year received a standard high school diploma compared to 47% of all youth that year. One cannot go to college if one does not graduate high school. (DCF analysis 2007)

**Children in Foster care experience disabilities at same rates as their same age peers.** Answer: False. National data shows that youth in state care have disabilities at a greater rate than the general population – perhaps as high as 28% or more. The Well-being of Youth Involved in the DCF System: A National Overview, Katherine Kortenkamp and Jennifer Ehrle. The Urban Institute, January 2002

**Youth who participate in IEP meetings suffer psychological harm and worse outcomes over non-participating counterparts.** Answer: False. Youth who participate in their IEPs and education planning experience better outcomes than their non-participating counterparts. See studies collected at, Implementation of Self-Determination Activities and Student Participation in IEPs Journal article by Christine Mason, Sharon Field, Shlomo Sawilowsky; Exceptional Youth, Vol. 70, 2004. These studies show that, “Children who are involved in their IEP development or related educational goal setting and planning are more likely to (a) achieve their goals, (b) improve their academic skills, c) develop important self-advocacy and communication skills, (d) graduate from high school, and (e) gain better employment and quality of life as adults.” *Id. (internal citations omitted)*

**Studies show that kids in care have twice the post traumatic stress as the rate of US war vets.** Answer: True

**Infants and toddlers in foster care just need food, shelter and nurturing and they will be fine.** Answer: False. A 2005 national study of youth in state care found that 40% of toddlers and 50% of pre-schoolers had significant behavioral and developmental needs. Yet only 21% of the youth were receiving services. National Working Group on Foster Care and Education, *Educational Outcomes for Youth in Foster and Out-of-Home Care* (September 2007).

**Everyone who works with a child in care is a teacher.** Answer: True
Everybody’s a Teacher

Developing an Action Plan
Developing an Action Plan

The development of an action plan is a way for your team to make a plan that fits your community as well as the children in foster care you serve. An Action Plan can demonstrate to the people involved in these children's lives that “Everybody’s a Teacher”. The following exercises are designed to encourage each of you to think outside the box in developing a plan, implementing the plan and networking to improve your effectiveness.

Exercise One: Identify Barriers (25 minutes)

Take ten minutes to review data or firsthand knowledge in order to identify the biggest barriers that children in foster care in your community face with regard to their education. Now take the next 10 minutes to reach consensus on the issues you as a group want to address. The remaining 5 minutes should be spent appointing a champion for each issue and listing what steps you will take next.

Exercise Two: Action Steps (20 minutes)

Now that you have identified the barriers that affect children in foster care, you must create action steps to overcome these barriers. Your action steps should be clear and concrete laying out the plan for achieving the goals for the issues identified.

Exercise Three: Outcomes (20 minutes)

Based on the action steps identified in exercise two, identify the specific outcomes you hope to achieve. Indicate how you plan to measure the outcomes achieved. Set a date by which you hope to have achieved the outcomes.

Keep thinking outside the box...........................................
## Sample Action Plan

<table>
<thead>
<tr>
<th>Issue Identified:</th>
<th>Current Baseline</th>
<th>Action Steps</th>
<th>Champion(s) Assigned</th>
<th>Outcome Goal</th>
<th>Goal Date</th>
</tr>
</thead>
</table>
| Children in Foster Care in the 3\(^{rd}\) grade are not passing the FCAT | Only 10% of children in foster care are passing the FCAT in the 3\(^{rd}\) grade | 1. Identify children  
2. Locate and assign tutors | Teacher #1 & Teacher #2 | 75% of children in foster care pass the FCAT in the 3\(^{rd}\) grade | End of 2010-2011 school year |
| Children in foster care with disabilities do not have educational advocates | Only 1 out of 50 children in foster care with disabilities have an education advocate | 1. Identify children  
2. Identify potential educational surrogates (foster parents/GAL)  
3. Train educational surrogates  
4. Ask court to appoint the educational surrogate | Teacher #3 | 100% of children in foster care with disabilities have educational surrogates either designated by the school or appointed in court. | January 2011 |
Everybody’s a Teacher

Questions and Data Driven Answers
Are children in care enrolled in school?

Not all children in foster care are enrolled in school on the first day of school. Some are not even enrolled by the 20th day. During the school year some children are taken into shelter care but not promptly enrolled. Others change residences (into foster care, relative care, residential treatment or other out of home places) and are not able to promptly enroll. School policies may hinder the transfer of prior school records and prevent immediate enrollment of youth in out-of-home care when required documents are not readily available, even though Florida law has changed to permit prompt enrollment.

How are kids in care doing in school?

The short answer is: not very well in the aggregate. DCF conducted a test analysis of youth who aged out of care in 2007 and found 40% had dropped out of school, compared to 16% of all youth. Also of significance, only 26% of youth aging out of care received a standard high school diploma, compared to 47% of all youth in that year.

DCF’s 2007 Independent Living survey showed that 55% of 17-year-olds are below grade level and 58% failed the FCAT. The 2009 Survey showed some improvement with “only” 50% below grade level and “only” 46% failing the FCAT.

The same 2007 Survey revealed that 61% of youth in care between the ages of 13 and 17 did not have a written plan, as required by law, for their educational and career path. In the Survey, 130 youth between the ages of 13 and 17 with a written education plan had a goal that included no further education. This was a listed alternative answer along with high school

---

1 The Broward County School District found that 12% of students in care were not enrolled in school by the 20th day of the school year. After work by DCF and school system staff on ways to resolve the problem, 98% of youth were enrolled by the 20th day of the following school year. Issue Brief, Broward County Schools (Research Brief: An Examination of Students Participating in the Foster Care Program. Report from the Office of the Superintendent, Broward County, Florida. (Jan. 2003)

2 Studies have found that gaining access to prior school records is a serious barrier to school access for youth in care, resulting in significant enrollment delays. The McKinney-Vento Act and Youth and Youth Awaiting Foster Care Placements: Strategies for Improving Educational Outcomes Through School Stability. Patricia Julianelle, J.D. (November 2008.) Published by The National Association for the Education of Homeless Youth and Youth.

3 See e.g. Fl. Stat. 1003.22 School-entry health examinations; immunization against communicable diseases; exemptions; duties of Department of Health; (1) Each district school board and the governing authority of each private school shall require that each child who is entitled to admittance to kindergarten, or is entitled to any other initial entrance into a public or private school in this state, present a certification of a school-entry health examination performed within 1 year before enrollment in school. Each district school board, and the governing authority of each private school, may establish a policy that permits a student up to 30 school days to present a certification of a school-entry health examination. Children and youths who are experiencing homelessness and children who are known to the department, as defined in s. 39.0016, shall be given a temporary exemption for 30 school days.
diploma, GED, college and vocational options. In the 2009 Survey, 55% of youth 13 – 17 had a written plan; 1% of the youth indicated a goal of no further education past the age of 16.4

The research is replete with studies that a reach similar conclusion: Children who have not graduated from high school are 3 times more likely to be unemployed, under-employed or working for low wages. 5

**Why all of the attention to “School Stability?”**

When a child is moved from home to home, resulting in a move from school to school, there is an extremely detrimental impact to the child. This fact is thoroughly documented. It takes students four to six months to recover academically from a change in school.6

With each change, the child must adjust to new teachers, school, curriculum and expectations. Moving from school to school reduces the ability of the youth to bond with teachers and peers. Interrupted schooling also decreases the likelihood that a child will have the experience of participating in extracurricular activities, stripping the child of valuable experiences that build social skills, confidence and an ability to compete.

School changes can produce delays in registration or transfer of school records, placement in classes already taken, falling behind in academic skill areas, difficulty in being adequately and timely evaluated for special programs, lost credits, delayed academic progress, and repetition of grades.7

---

4  http://centerforchildwelfare.fmhi.usf.edu/kb/Prgprac/Independent%20Living%20Transitional%20Services%20Survey%20Results%201-08.pdf
6  Evaluation Report, Broward County Interagency Agreement Between the Broward County School Board, the Department of Children and Families, Childnet, and Workforce One, (February, 2009)(internal citations omitted)
7  Ibid
A national study found that youth who had even one fewer placement change per year were almost twice as likely to graduate from high school before leaving care.

Notwithstanding the widely known research on the importance of school stability, during the 2003-2004 school year, 38% of Florida’s youth in care changed schools at least once, compared to 7% of the general population, according to the Florida Legislature’s Office of Program Policy and Government Accountability.

Are youth in care ready to work?

More than half the youth in care under age 18 have not been provided the opportunity for job training activities, according to DCF’s 2007 Independent Living Survey. Only 39% of 16-year-olds and 45% of 17-year-olds had such opportunities. For those youth ages 16-23 who were working for an hourly wage at the time of the study, the median wage was $7.00 an hour.

A 1997 study showed that teens in foster care were enrolled in college preparatory classes at half the rate of students not in foster care. Educational attainment is strongly associated with employment and wages. Youth with a GED or a high school diploma are almost twice as likely to be employed as youth who did not complete high school. Youth with some college attendance or an associate’s degree are over three times as likely to be employed. Youth with a diploma or some college attendance earn about 5 percent higher wages, and youth with an associate’s degree earn 17 percent higher wages than youth who did not complete high school.

Youth formerly in foster care who are African American may be particularly affected by a tight labor market. Only two-fifths of African American youth are employed at age 24 compared to three-fifths of white youth. African American youth are also about three times as likely as white youth to be looking for work.

---

8 Educational Outcomes for Youth in Foster and Out-of-Home Care. National Working Group on Foster Care and Education, (September 2007)
11 Employment of Former Foster Youth as Young Adults: Evidence from the Midwest Study By Jennifer L. Hook, Partners for Our Children, University of Washington and Mark Courtney, Partners for Our Children, University of Washington, Chapin Hall Issue Brief. March, 2010
12 Dworsky et al., in press
How are children in care who have disabilities doing?

National data shows that youth in state care have disabilities at a greater rate than the general population – perhaps as high as 28% or more.¹³

Florida’s foster care data indicates a significant lack of identification of disabilities and a concerning difference between data maintained by DCF and DOE on the very same children. DCF generated data in June 2008 that found only 7% of youth in care under age 18 had a documented disability. In contrast, DOE data from February 2008 shows that 14% of the school aged population had a documented disability.¹⁴

Anecdotal evidence in Florida, and at least one national study, found that Individual Education Plans (IEPs) and Transition Plans for youth with disabilities were lower quality than their peers; and youth in foster care were less likely to have an advocate (family member, foster parent or educational surrogate) present at their education planning meetings.¹⁵ A good individualized plan is essential for the appropriate and equal education of these children.

Youth who participate in their IEPs and education planning experience better outcomes than their non-participating counterparts. See studies collected at: Implementation of Self-Determination Activities and Student Participation in IEPs Journal article by Christine Mason, Sharon Field, Shlomo Sawilowsky; Exceptional Youth, Vol. 70, 2004. These studies show that, “Children who are involved in their IEP development or related educational goal setting and planning are more likely to (a) achieve their goals, (b) improve their academic skills, c) develop important self-advocacy and communication skills, (d) graduate from high school, and (e) gain better employment and quality of life as adults.” Id. (internal citations omitted)

¹⁵ National Working Group on Foster Care and Education, Educational Outcomes for Youth in Foster and Out-of-Home Care (September, 2007)
Does the trauma of abuse effect the ability to learn?

“Trauma may lead to psychiatric conditions such as post-traumatic stress disorder, depressive disorder, and anxiety disorders. Traumatic experiences in childhood can also have profound effects on developmental progression, relationships with peers and family members, academic achievement and motivation for learning, memory, and full participation in society.”

- Helping Youth in the DCF System Heal from Trauma: A Systems Integration Approach National Youth Traumatic Stress Network.

After conducting its study, the National Youth Traumatic Stress Network noted that the ways in which systems share information about a youth’s trauma history and treatment can have a direct impact on the quality of care given to the youth as well as on the youth’s wellbeing.

The National Child Traumatic Stress Network has developed tools and materials to help teachers, caregivers, child welfare administrators, caseworkers, and others understand and respond to the needs of traumatized children.

How are we doing at early intervention?

A 2005 national study of youth in state care found that 40% of toddlers and 50% of preschoolers had significant behavioral and developmental needs. Yet only 21% of the youth were receiving services.¹⁶ Every study on this age group tells us that the “return on Investment” is greatest with the youngest.

As research indicates time and time again, when children are given every opportunity to thrive during the first few years of their lives and are ready for school upon entry, they are much more likely to have continued success throughout their academic careers and into adulthood.¹⁷

---

¹⁶ Educational Outcomes for Youth in Foster and Out-of-Home Care, National Working Group on Foster Care and Education, (September 2007).
¹⁷ Early Care and Education, Update. Children’s Services Council Palm Beach County, April, 2007.
What are the hallmarks of good interagency collaboration?

One prong of the federal Child and Family Service Review, a results-based system of federal oversight of child welfare agencies, relates to instances where “children receive appropriate services to meet their educational needs.” The review documented that in a number of states “problematic relationships between child welfare agencies and school systems are hindering efforts to improve children’s academic performance”. The three general themes of successful programs identified were: (a) educational needs of children are a priority for the child welfare agency and are consistently addressed in the case plan; (b) a strong collaborative relationship between the child welfare agency and the education community exists, including timely sharing of information and participation in meetings regarding the child; and (c) children have strong advocates or other education decision makers who ensure that they receive needed educational services.18

What do we learn from the data?

Children and youth in the foster care system are falling behind other students. Many of the barriers to success arise from a lack of communication or collaboration between the child welfare and education professionals. Removal of those barriers can happen if everybody works together, if all adults working with a child see themselves as part of the child’s education.

Everyone's a Teacher.

---

18 Christian, 2003 as cited in Evaluation Report, 2007-08, Broward County Interagency Agreement Between the Broward County School Board, the Department of Children and Families, Childnet, and Workforce One, February, 2009.
Everybody’s a Teacher

Resources for People Working with Children in Foster Care by Topic
Early Learning

Agency for Workforce Innovation Office of Early Learning (AWI/OEL) implements the state’s early childhood education system. OEL partners with DOE and DCF. OEL is the contact for Child Care Resource and Referral, School Readiness, and Florida’s Voluntary Pre-K (VPK) program (the constitutionally mandated program allowing eligible 4 year olds a high quality educational program at no charge). http://www.floridajobs.org/earlylearning/index.html

Department of Education/Office of Early Learning (DOE/OEL) works in collaboration with the Agency for Workforce Innovation (AWI) and the Department of Children and Families (DCF) to implement the Voluntary Prekindergarten (VPK) Education program.

FDLRS, The Florida Diagnostic & Learning Resources System provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. The system consists of 19 centers that directly serve school districts in the areas of Child Find, Human Resource Development (HRD), Parent Services, and Technology. Additional statewide and regional services support the use of assistive technology, instructional technology, Universal Design for Learning, and AIM/NIMAS Florida services. Online Trainings include LoTTIE Kit, Wonders of WORD, Phonological Awareness for Parents. http://www.aten.scps.k12.fl.us

HIPPY (Home Instruction for Parents of Preschool Youngsters), The HIPPY curriculum is cognitively based, focusing on language development, problem solving, and perceptual discrimination skills. There are 30 easy-to-use activity packets for each age of the program. Activities take as little as 15 minutes a day for the parent and child to complete. Learning and playing are mingled throughout a structured curriculum as parents encourage their children to recognize shapes and colors, tell stories, follow directions, solve logical problems, and acquire other school readiness skills. Apart from building on the basic bond between parents and children, parents learn how to prepare their children for success in school and beyond. Twice a month, someone visits HIPPY parents in their home to role play the activity packets. Every other week, parents attend group meetings with other parents, HIPPY staff, consultants, and volunteers. http://floridahippy.fmhi.usf.edu/

PAT (Parents As Teachers) helps organizations and professionals work with parents during the critical early years, from conception to kindergarten. Grounded in research, PAT develops curricula that support a parent’s role in promoting school readiness and healthy development of children. Leading health, education and social service organizations seek out Parents as Teachers curricula and training because of its flexibility and ability to easily integrate with other
services they provide. The training addresses the developmental needs of a child, including those in vulnerable situations using practical, hands-on applications for parents. http://www.parentsasteachers.org/


**Early Identification and Intervention** - The *First Signs* web site provides extensive, vital information, covering a range of issues from healthy development to concerns about a child, from the screening and referral process to treatment, and from current research and guidelines to links to other resources on the internet and in print. http://www.firstsigns.org

---

**Education Resources In Florida**

**New School and Graduation Requirements** (SB4) [http://www.fldoe.org/BII/sb4i.asp](http://www.fldoe.org/BII/sb4i.asp)

**Sunshine State Standards**, now the Next Generation Sunshine State Standards These are Florida’s standards for determining what a child should know and be able to do at each grade level. The areas of social studies, science, language arts, health/physical education, the arts, foreign language, and math are the seven academic areas under the Sunshine State Standards (SSS). These standards are then divided into benchmarks. The benchmarks outline the specific content, knowledge, and skills that students are expected to learn in school. Each student’s performance on the Florida Comprehensive Assessment Test (FCAT) in the areas of reading, math, writing, and science indicates his or her progress in reaching these benchmarks. [http://www.floridastandards.org/Standards/FLStandardSearch.aspx](http://www.floridastandards.org/Standards/FLStandardSearch.aspx)

**FCAT and Student Assessment in Florida**. [http://fcat.fldoe.org/](http://fcat.fldoe.org/) Beginning with the 2010-2011 school year, the statewide assessment program will begin transitioning to assessing student understanding of the Next Generation Sunshine State Standards through the implementation of the Florida Comprehensive Assessment Test* 2.0 (FCAT 2.0) and Florida End-of-Course (EOC) Assessments. Selected grades and subjects will continue to participate in FCAT assessments until the transition is complete. The transition schedule is posted at [http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf](http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf).
**FACTS.org**  Florida’s educational opportunities and student advising at your fingertips! Choices, on line academic advising for middle and high school from FLDOE [https://access.bridges.com/auth/login.do?sponsor=7](https://access.bridges.com/auth/login.do?sponsor=7)

**The Educator’s Toolkit on Career and Education Planning**  The 2006 Legislature passed House Bill 7087 (A++) which included changes to the middle grades promotion requirements. One requirement states that students must enroll in a semester-long course in career and education planning to be completed in the seventh or eighth grade. As part of the course students will develop a career and education plan using Florida CHOICES Planner (or other career information system such as CHOICES Explorer, etc.) and ePEP at FACTS.org. Schools must use one of the approved tools. The Educator’s Toolkit on Career and Education Planning was developed to assist teachers in planning a comprehensive middle school career course. This Toolkit provides easy access to classroom activities, lesson plans, and related web-based resources. Each module will include a module description, lesson plans with student handouts, recommended websites for additional information, and a glossary for the unit. The modules are as follows: Understanding the Workplace, Self Awareness, Exploring Careers, Goal Setting/Decision Making, Workplace Skills, Career/Education, Planning, and Job Search [http://www.fldoe.org/workforce/ced/](http://www.fldoe.org/workforce/ced/)

**National PTA**  [http://www.pta.org/](http://www.pta.org/) This is site for the National Parent Teacher Association and is chock full of positive parenting tips, education information and suggested family activities. See also Florida PTA and Parent Teacher Association (PTA), Florida Congress of Parents and Teachers, Inc.  [http://www.floridapta.org/](http://www.floridapta.org/)

**Response to Instruction/Intervention Florida**  The Florida Response to Intervention (RtI) website provides a central, comprehensive location for Florida-specific information and resources that promote schoolwide practices to ensure highest possible student achievement in both academic and behavioral pursuits. Training materials for parents and non profits are also available on this site.  [http://www.florida-rti.org/](http://www.florida-rti.org/)

**FOSTERING STUDENT SUCCESS: 2010-2011**  Technical Assistance Manual for Foster Care Designees and School Based Staff - School Board of Broward County. This document describes procedures which create an awareness of these students’ unique educational needs and supportive educational interventions. Teachers and school based staff working closely with the caseworker, the foster parent or guardian will increase the likelihood of these students becoming academically successful. Need cite from Center for Advancement
FOSTERING STUDENT SUCCESS: 2010-2011 Child Welfare Caseworker Manual - School Board of Broward County, the Department of Children and Families, and ChildNet, Inc. This document creates an awareness of these students’ unique educational needs and provides supportive educational interventions. These procedures are intended for children who have been removed from their parent’s or primary caregivers’ custody by the court and placed in a licensed shelter, foster family, group home, or licensed residential facility. Need Cite for Center for Advancement

Education Advocacy and Accountability Issues


**Meeting the Education Requirements of Fostering Connections: Learning From the Field.** This brief aims to help agency leaders, policymakers, judges, and their partners understand and respond effectively to the education requirements of the Fostering Connections Act. It reflects lessons learned from initiatives to improve education outcomes including the need for good interagency collaboration. [http://www.financeproject.org/publications/FCWG_EducationLessonsLearned.pdf](http://www.financeproject.org/publications/FCWG_EducationLessonsLearned.pdf)


**Education Advocacy Systems:** A Study of How California Counties Ensure Foster Youth Receive the Educational Advocacy and Opportunities They Need (NCYL, 2010) [http://centerforchildwelfare.fmhi.usf.edu/outofhome/addlresources/CA_Education_Advocacy_Systems_1_%5b1%5d.pdf](http://centerforchildwelfare.fmhi.usf.edu/outofhome/addlresources/CA_Education_Advocacy_Systems_1_%5b1%5d.pdf)

**National Dropout Prevention Center/Network** Provides resources that enable a new or enhanced appreciation for the importance of a quality education and a high school diploma. [http://www.dropoutprevention.org/](http://www.dropoutprevention.org/)


**A Road Map for Learning: Improving Education Outcomes in Foster Care.** Casey Family Programs, 2004. [www.casey.org/Resources/Publications/RoadMapForLearning.htm](http://www.casey.org/Resources/Publications/RoadMapForLearning.htm)

**Educational Outcomes for Children and Youth in Foster and Out-of-Home Care,** Casey Family Programs. (December, 2006). National Working Group on Foster Care and Education. [http://casey.org/Resources/Publications/EducationalOutcomes.htm](http://casey.org/Resources/Publications/EducationalOutcomes.htm)


**HELPING TRAUMATIZED CHILDREN LEARN:** Massachusetts Advocates for Children [http://www.massadvocates.org](http://www.massadvocates.org)


School Stability

2010 Dependency Summit presentation on “Stability in School Placement”, K.M. McNaught (ABA) and Deborah A. Schroth (DCF/CLS) http://centervideo.forest.usf.edu/dep10/schoolstab/schoolstab.html

School Selection for Students in Out-of-Home Care, National Center for Homeless Education at http://www.serve.org/nche/ibt/sc_foster.php. An excellent explanation of how the laws (McKinney-Vento and Fostering Connections) work together and the implications for schools and child welfare; plus a checklist of questions to guide decision making.


Transition Resources for Youth with Disabilities

SIMPLY Careers! Helping Students with Disabilities Effectively Plan Their Futures through Comprehensive Career Development A Guide for Persons Involved in Transition Planning by Lisa Atwood Guess, Educational Consultant, through an administrative services grant to the Panhandle Area Educational Consortium/Washington County School Board, funded by the State of Florida, Department of Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act ( IDEA), Part B.
**Project10**: Transition Education Network. “Project 10,” assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes. [http://www.project10.info/](http://www.project10.info/)

**Transition to Independence Process** (TIP) assists young people with emotional and/or behavioral difficulties (EBD) in making a successful transition to adulthood with all young persons achieving, within their potential, their goals in the transition domains of education, employment, living situation, and community life. [http://tip.fmhi.usf.edu/](http://tip.fmhi.usf.edu/)

**Transition, The Passage from Youth to Adulthood**, Your guide to the services and information that can make transition a success for young people with disabilities who went through the Foster Care system. The Advocacy Center for Persons with Disabilities and Florida’s Children First (2008) [http://advocacycenter.org/documents/Transition/Foster_Care_Transition_Book_2-11-09.pdf](http://advocacycenter.org/documents/Transition/Foster_Care_Transition_Book_2-11-09.pdf)

---

**Transition Resources for All Youth**

**FYI Transition**. An interactive website to help students and families plan for transition, [http://www.fyitransition.org/](http://www.fyitransition.org/)

**Education Pays 2010**: The Benefits of Higher Education for Individuals and Society Individuals with higher levels of education earn more and are more likely than others to be employed. Median earnings of bachelor degree recipients working full-time, year-round in 2008 were $55,700, $21,900 more than median earnings of high school graduates. Individuals with some college but no degree earned 17% more than high school graduates working full-time year-round. Their median after-tax earnings were 16% higher. For young adults between the ages of 20 and 24, the unemployment rate in the fourth quarter of 2009 for high school graduates was 2.6 times as high as that for college graduates. The financial return associated with additional years of schooling beyond high school and the gaps in earnings by education level have increased over time. [http://trends.collegeboard.org/files/Education_Pays_2010.pdf](http://trends.collegeboard.org/files/Education_Pays_2010.pdf)

**National Resource Center for Youth Services** The University of Oklahoma provides this site for human services professionals help with timely information, training, technical assistance, conferences, books, and curricula. [http://www.nrcys.ou.edu/](http://www.nrcys.ou.edu/)
**Fostering Connections Resource Center** provides information, training and tools related to implementation of the Fostering Connections to Success and Increasing Adoptions Act (www.fosteringconnections.org)

**The Transition Center** This University of Florida project focuses on transition through providing training, products, and technical assistance for family members and students [http://www.thetransitioncenter.org/](http://www.thetransitioncenter.org/)

**Florida Department of Education Office of Student Financial Assistance** [http://www.firn.edu/doc/bin00065/home0065.htm](http://www.firn.edu/doc/bin00065/home0065.htm) Provides information on grants, scholarships and loans.


---

**Employability Resources**

**Agency for Workforce Innovation** (AWI) is the state agency responsible for job training and employment services and functions as the grant recipient of federal workforce funds and administrative entity for Workforce Florida, Inc. Youth known to DCF receive a priority status in services by AWI. [http://www.floridajobs.org/](http://www.floridajobs.org/)

**All About Work** Allows students the opportunity to seek answers to employment questions, such as “How can I find a job? Where? Who can help me?” [http://www.nhlink.net/employme/index.htm](http://www.nhlink.net/employme/index.htm)

**Career Planning/Competency Model** Encourages individuals to explore and gather information which enables them to synthesize, gain competencies, make decisions, set goals, and take action in career planning. [http://www.bgsu.edu/offices/sa/career/students/planning_process.html](http://www.bgsu.edu/offices/sa/career/students/planning_process.html)
It’s My Life: Employment Guide provides benchmarks for career exploration and techniques for job seeking. It breaks out the benchmarks by age group and lets young people describe their successes in their own words. It also provides a wealth of links to online tools and assessments and many suggestions for taking advantage of community resources. This guide provides the following recommendations to help prepare young people for employment: Start early to develop employability; cultivate interests and skills, and relate them to future employment; promote activities that help young people explore careers; Build job-readiness skills; Help young people get and keep jobs; Promote work-related education and training after high school.  http://casey.org/Resources/Publications/ItsMyLife/Employment.htm

Employment of Former Foster Youth as Young Adults: Evidence from the Midwest Study
By Jennifer L. Hook and Mark Courtney, Partners for Our Children, University of Washington, Chapin Hall Issue Brief (March, 2010) www.chapinhall.org

Special Education-Exceptional Education Resources

Child Find FDLRS Child Find, in coordination with the school districts, locates children who are potentially eligible for services under the Individuals with Disabilities Act (IDEA) and links them with needed services. Child Find services help to promote general public awareness of programs and services available for young children who have or are at risk of developing disabilities. Service coordination for diagnostic screening, placement, training, and support is also provided. For more information on Child Find services in your area, you can select the school district from the menu on the above link or select the name of your FDLRS Center. http://www.fdlrs.com/childfind.html

Florida Department of Education DOE is the State Education Agency (“SEA”) for the Individuals with Disabilities Education Act (“IDEA”) and an administrative entity for Section 504 of the Rehabilitation Act of 1973 and must fulfill its obligations for educationally relevant services to children and youth with disabilities that interfere with their learning or inhibit their access to the education environment before, during and after the ages of compulsory school attendance. Pursuant to IDEA, some students with disabilities are eligible to attend school up to age 22  http://www.firn.edu/doe/
Bureau of Exceptional Education and Student Services Clearinghouse Information Center: Resource center for people with exceptionalities, exceptional student education, school improvement, student outcomes, coordinated school health, parent and professional partnerships, and many other topics. It also provides copies of about 400 items produced by the FDoE. [http://www.fldoe.org/ese/clerhome.asp](http://www.fldoe.org/ese/clerhome.asp)

**Guide to the Individualized Education Program**: The ins and outs of the IEP, for youth, parents, and teachers. Includes information regarding what should happen throughout the process. [http://www.ed.gov/parents/needs/speced/iepguide/index.html](http://www.ed.gov/parents/needs/speced/iepguide/index.html)

**A Parent and Teacher Guide to Section 504**: Florida DOE's explanation of Section 504 of the Vocational Rehabilitation Act in FAQ format. [http://www.fldoe.org/ese/pdf/504bro.pdf](http://www.fldoe.org/ese/pdf/504bro.pdf)

**Self Determination, Florida**: A requirement for the “consideration of instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, if appropriate” was added to Florida State Board of Education Rules in 2004 for students with disabilities with IEPs beginning at age 14. The rules were updated and approved on December 2008. The new rules moved the requirement to age 16, but districts are being encouraged to continue implementation beginning at age 14. Self Determination is to educators as youth empowerment is to child welfare folks. [http://www.fldoe.org/articulation/pdf/2009_Handbook.pdf](http://www.fldoe.org/articulation/pdf/2009_Handbook.pdf)

**National Dissemination Center for Children with Disabilities**: This site is a central source of information on: disabilities in infants, toddlers, children, and youth; IDEA, No Child Left Behind (as it relates to children with disabilities); and research-based information on effective educational practices and specific disabilities. [http://www.nichcy.org/](http://www.nichcy.org/)

**Charting the Course: Supporting the Career Development of Youth with Learning Disabilities**: Timmons, J., Wills, J., Kemp, J., Basha, R. & Mooney, M. (2010). Washington, DC: Institute for Educational Leadership, National Collaborative on Workforce and Disability for Youth This Guide was developed to help youth service professionals better understand issues related to learning disabilities so that they can help youth with learning disabilities develop individual strategies that will enable them to succeed in the workplace. [http://www.ncwd-youth.info/ld-guide](http://www.ncwd-youth.info/ld-guide)
**Working with Persons with Disabilities**

**Florida Agency for Persons with Disabilities**  APD serves as the designated agency providing support to individuals, in this case children, youth, and young adults, with developmental disabilities in living, learning and working in their communities. APD provides critical services and supports to eligible youth in reaching their full potential as they mature into adult life. The agency serves people with spina bifida, autism, cerebral palsy, Prader-Willi syndrome, and mental retardation. APD customers may be served by funding provided through several waiver programs to provide services in their community. Other customers are provided assistance without being put in a waiver program. [http://www.apd.myflorida.com/](http://www.apd.myflorida.com/)


**Advocacy Center for Persons with Disabilities**  Florida’s official protection and advocacy system for Floridians with disabilities advances the quality of life, dignity, equality, self-determination, and freedom of choice of persons with disabilities through collaboration, education, advocacy, as well as legal and legislative strategies. Website has many resources and links.  [http://www.advocacycenter.org/](http://www.advocacycenter.org/)

**Florida Alliance for Assistive Services and Technology**  Envisions a seamless, supportive partnership between Florida public and private sectors to provide assistive technology devices and services that will enable persons with disabilities to participate in independent living, education, work, and recreation throughout their lifespan.  [http://faast.org/](http://faast.org/)

**NICHCY** stands for the National Information Center for Children and Youth with Disabilities. NICHCY is an information and referral center that provides free information on disabilities and disability-related issues. Children and youth with disabilities (birth to age 22) are NICHCY’s special focus. NICHCY can send you a variety of free and low-cost materials, including fact sheets on specific disabilities, parent guides, bibliographies, and issue papers, News Digest and Transition Summary. NICHCY can also put you in touch with disability organizations, parent groups, and professional associations at the state and national level. Key areas include: Specific disabilities; Early intervention; Special education and related services; Individualized Education Programs (IEPs) ; Family issues; Transition to adult life; Multicultural issues.  [http://www.nichcy.org](http://www.nichcy.org)
NICHCY Selected Articles and Information:

- General Information about Speech and Language Disorders
- General Information about Attention-Deficit/Hyperactivity Disorder
- Assessing Children For The Presence Of A Disability
- Reading and Learning Disabilities: A Resource Guide
- NICHCY: Parenting A Child With Special Needs
- General Information about Learning Disabilities and it includes specific ideas for teaching strategies.
- General Information about Traumatic Brain Injury (TBI). TBI is the leading cause of death and disability in children and adolescents in the United States and affects more than 1 million children each year.
- General Information about Autism and Pervasive Developmental Disorder, neurological disorders that affect a child’s ability to communicate, understand language, play, and relate to others.
- General Information about Disabilities Which Qualify Children And Youth For Special Education Services Under The Individuals With Disabilities Education Act.

**Juvenile Justice and Education**

**Florida Department of Juvenile Justice** Is a partner on the Interagency Agreement for Education of Children in Foster Care. See especially the information on trauma informed care. DJJ is very committed to meeting the needs of the youth in our care.” By providing Trauma-Informed Care, we have an opportunity to impact the lives of children like never before. We will be undergoing a paradigm shift in how we provide treatment services. Staff will no longer be asking “what’s wrong with you,” but instead “what happened to you?” This shift is based on the premise that many of the children and families in the juvenile justice system come from lives filled with trauma, abuse, violence, and fear. “ [http://www.djj.state.fl.us/](http://www.djj.state.fl.us/)

Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems Georgetown Public Policy Institute’s Center for Juvenile Justice Reform, Peter Leone, University of Maryland, College Park, MD, and Lois Weinberg, California State
University, Los Angeles, CA, the paper reviews educational barriers encountered by youth involved in the juvenile justice and child welfare systems and describes recent legal and policy reforms. Promising practices and evidence-based interventions to improve educational outcomes for these system-involved youth are also provided.  


Information Sharing


Myth busting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care  Myth busting is an online, searchable publication that addresses the issues surrounding confidentiality and other barriers that arise when advocating for the educational rights of young people in care.  

Parent and Caregiver Involvement


National Parent Information Network This site contains research-based information about the process of parenting and family involvement in education. http://npin.org/

Parent Advocacy Coalition for Educational Rights The PACER Center enhances the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents. Pacer provides many resources written in an understandable way. http://www.pacer.org/

Surrogate Parent Resources: When a child or youth in foster care has or is suspected of having a disability, an education advocate may be appointed as the educational decision maker under specified circumstances. Material on Surrogate Parents explaining who, what, when, where, and why has been posted on the Center for Advancement in Child Welfare Practice website. need cite

Legal and Policy Issues

The Legal Center for Foster Care and Education serves as a national technical assistance resource and information clearinghouse on legal and policy matters affecting the education of children in the foster care system. Many resources are available at http://www.abanet.org/child/education/home.shtml

The Blueprint for Change is a tool created by the Center. It contains 8 Goals for Youth and Benchmarks for each goal indicating progress toward achieving education success as a framework for both direct case advocacy and system reform efforts. This site now contains an interactive database of resources and documents related to the education needs of children in foster care. The ABA set up this page so you can search specific information about the education needs of children in foster care by state, and/or type of document, and/or topic. The Legal Center for Foster Care and Education has released the Second Edition of the Blueprint for Change, which includes many more Examples as well as a new “All Goals” section. To download the newest version of the Blueprint, the corresponding insert card, and the tools developed for educators, judges, attorneys, and caseworkers, please visit http://www.abanet.org/child/education/publications/blueprint.html.

The Legal Center also developed Question & Answer Fact Sheets about important issues related to education needs for children in out-of-home care. Included are:

1. Q&A Courtroom Education Advocacy

2. Q&A Overlap Between McKinney-Vento and Fostering Connections
3. **The Link Between Education and Permanency**
4. **Education for Older Youth**
5. **Blueprint for Change: Education Success for Children in Foster Care**
6. **Credit Transfer and School Completion**
7. **Head Start and Early Head Start**
8. **Surrogate Parent Programs**
9. **“Awaiting Foster Care Placement” and McKinney-Vento**
10. **Mobility and Special Education**
11. **Child and Family Service Reviews and the Well Being Education Outcome**
12. **No Child Left Behind and Children in Out-of-Home Care**
13. **Data Collection**
14. **Fostering Connections to Success and Increasing Adoptions Act of 2008 (H.R. 6893) - Education Provisions**
15. **Tuition Waivers for Post-Secondary Education**
16. **Information Sharing**
17. **Courtroom Education Advocacy**
18. **Overlap Between McKinney-Vento and Fostering Connections**

---

**Youth Involvement or Self Determination**

**On Your Own But Not Alone.** A handbook to empower Florida youth leaving foster care. From the Bar-Youth Empowerment Project with Florida's Children First, Inc. [http://centerforchildwelfare.fmhi.usf.edu/kb/indliv/OnYourOwnButNotAlone.pdf](http://centerforchildwelfare.fmhi.usf.edu/kb/indliv/OnYourOwnButNotAlone.pdf)

**Navigating Your IEP: Are you on the right track towards your future?** This guide from the Florida Youth Council is written by youth for youth. It explains what the Individual Education Plan (IEP) is, why it is important, and how students with disabilities can take charge of their IEP process. [http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf](http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf)
Show 47 Especially for Teens: This podcast from Disability Law Lowdown (available in English, Spanish, American Sign Language, and print) discusses how high school students can become self-advocates in the IEP process based on information from the PACER Center information sheet, Chart Your Own Future: How Your IEP Can Help. [http://main.disabilitylawlowdown.com/](http://main.disabilitylawlowdown.com/)

**Chart Your Own Future: How Your IEP Can Help** This information sheet describes a three step process to help high school students take a more active role in the IEP process. Resources for students and families are included. [http://www.pacer.org/parent/php/PHP-c113.pdf](http://www.pacer.org/parent/php/PHP-c113.pdf)

**Standing Up for Me**, a Florida curriculum designed to teach self-determination skills with a focus on IEP participation. A number of Florida students receiving instruction in self-determination displayed better school and post-school outcomes and provided testimonials at related conferences. *In an update mode, available Jan. 2011.*
Everybody’s a Teacher

Resources for People Working with Children in Foster Care - Alphabetical
<table>
<thead>
<tr>
<th>Organization</th>
<th>Acronym</th>
<th>Offering</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Parent and Teacher Guide to Section 504</td>
<td>§504</td>
<td>Florida DOE’s explanation of Section 504 of the Vocational Rehabilitation Act in FAQ format</td>
<td><a href="http://www.fldoe.org/ese/pdf/504bro.pdf">http://www.fldoe.org/ese/pdf/504bro.pdf</a></td>
</tr>
<tr>
<td>Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems, Georgetown Public Policy Institute's Center for Juvenile Justice Reform, Peter Leone, University of Maryland, College Park, MD, and Lois Weinberg, California State University, Los Angeles, CA.</td>
<td></td>
<td>Reviews educational barriers encountered by youth involved in the juvenile justice and child welfare systems and describes recent legal and policy reforms. Promising practices and evidence-based interventions to improve educational outcomes for these system-involved youth are also provided.</td>
<td><a href="www.cjjr.georgetown.edu/pdfs/ed/edpaper.pdf">www.cjjr.georgetown.edu/pdfs/ed/edpaper.pdf</a></td>
</tr>
<tr>
<td>Advocacy Center for Persons with Disabilities</td>
<td>AC</td>
<td>Florida’s official protection and advocacy system for Floridians with disabilities advances the quality of life, dignity, equality, self-determination, and freedom of choice of persons with disabilities through collaboration, education, advocacy, as well as legal and legislative strategies. Website has many resources and links.</td>
<td><a href="http://www.advocacycenter.org/">http://www.advocacycenter.org/</a></td>
</tr>
<tr>
<td>Advocacy Corner An informational page by The Broward County Children’s Services Council</td>
<td>BCCSC</td>
<td>A list of children’s advocacy organizations for the state and federal levels as well as groups local to Broward that may have counterparts across the state. Links provided.</td>
<td><a href="http://advocacy1.cscbroward.org/Default.aspx?h=Header&amp;f=Footer&amp;b=whoswho#State">http://advocacy1.cscbroward.org/Default.aspx?h=Header&amp;f=Footer&amp;b=whoswho#State</a></td>
</tr>
<tr>
<td>Agency for Workforce Innovation</td>
<td>AWI</td>
<td>The state agency responsible for job training and employment services and functions as the grant recipient of federal workforce funds and administrative entity for Workforce Florida, Inc. Youth known to DCF receive a priority status in services by AWI.</td>
<td><a href="http://www.floridajobs.org/">http://www.floridajobs.org/</a></td>
</tr>
<tr>
<td>Agency for Workforce Innovation/Office of Early Learning</td>
<td>AWI/OEL</td>
<td>Implements the state's early childhood education system. OEL partners with DOE and DCF. OEL is the contact for Child Care Resource and Referral, School Readiness, and Florida’s Voluntary Pre-K (VPK) program (the constitutionally mandated program allowing eligible 4 year olds a high quality educational program at no charge).</td>
<td><a href="http://www.floridajobs.org/earlylearning/index.html">http://www.floridajobs.org/earlylearning/index.html</a></td>
</tr>
<tr>
<td><strong>All About Work</strong></td>
<td>Allows students the opportunity to seek answers to employment questions, such as &quot;How can I find a job? Where? Who can help me?&quot;</td>
<td><a href="http://www.nhlink.net/employme/index.htm">http://www.nhlink.net/employme/index.htm</a></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Asking the Right Questions II: Judicial Checklists to Meet the Education Needs of Children and Youth in Foster Care.</strong> Sophia Gatowski, Tracy Medina, and Megan Warren. Casey Family Programs and National Council of Juvenile and Family Court Judges, 2008</td>
<td>A Judicial Checklist with key educational questions to be asked from the bench; developed by Casey Family Programs, in collaboration with the National Council of Juvenile and Family Court Judges’ Permanency Planning for Children Department. Look on the Casey website for other good tools.</td>
<td><a href="http://www.casey.org/Resources/Publications/AskingQuestions.htm">http://www.casey.org/Resources/Publications/AskingQuestions.htm</a></td>
<td></td>
</tr>
<tr>
<td><strong>Bureau of Exceptional Education and Student Services Clearinghouse Information Center</strong></td>
<td>Resource center for people with exceptionalities, exceptional student education, school improvement, student outcomes, coordinated school health, parent and professional partnerships, and many other topics. It also provides copies of about 400 items produced by the FDoE.</td>
<td><a href="http://www.fldoe.org/ese/clerhome.asp">http://www.fldoe.org/ese/clerhome.asp</a></td>
<td></td>
</tr>
<tr>
<td><strong>Career Planning/Competency Model</strong></td>
<td>Encourages individuals to explore and gather information which enables them to synthesize, gain competencies, make decisions, set goals, and take action in career planning.</td>
<td><a href="http://www.bgsu.edu/offices/sa/career/students/planning_process.htm">http://www.bgsu.edu/offices/sa/career/students/planning_process.htm</a></td>
<td></td>
</tr>
<tr>
<td><strong>Charting the Course: Supporting the Career Development of Youth with Learning Disabilities.</strong> Timmons, J., Wills, J., Kemp, J., Basha, R. &amp; Mooney, M. (2010). Washington, DC: Institute for Educational Leadership, National Collaborative on Workforce and Disability for Youth</td>
<td>This Guide was developed to help youth service professionals better understand issues related to learning disabilities so that they can help youth with learning disabilities develop individual strategies that will enable them to succeed in the workplace.</td>
<td><a href="http://www.ncwd-youth.info/ld-guide">http://www.ncwd-youth.info/ld-guide</a></td>
<td></td>
</tr>
<tr>
<td><strong>Chart Your Own Future: How Your IEP Can Help</strong></td>
<td>This information sheet describes a three step process to help high school students take a more active role in the IEP process. Resources for students and families are included.</td>
<td><a href="http://www.pacer.org/parent/php_PHP-c113.pdf">http://www.pacer.org/parent/php_PHP-c113.pdf</a></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>FDLRS Child Find, in coordination with the school districts, locates children who are potentially eligible for services under the Individuals with Disabilities Act (IDEA) and links them with needed services. Child Find services help to promote general public awareness of programs and services available for young children who have or are at risk of developing disabilities. Service coordination for diagnostic screening, placement, training, and support is also provided. For more information on Child Find services in your area, you can select the school district from the menu on the above link or select the name of your FDLRS Center.</td>
<td>A study of emerging practices to help improve the graduation rate for “off-track” students with practical ideas for reform.</td>
<td>Connected by 25 works with communities to develop programs and services with measurable outcomes in order to better prepare youth aging out of Florida’s foster care system to make a successful transition to adulthood. They have done many innovative programs around education of youth in and having aged out of foster care.</td>
<td>Works in collaboration with the Agency for Workforce Innovation (AWI) and the Department of Children and Families (DCF) to implement the voluntary Prekindergarten (VPK) Education program.</td>
</tr>
<tr>
<td>Early Identification and Intervention</td>
<td>The <em>First Signs</em> web site provides extensive, vital information, covering a range of issues from healthy development to concerns about a child, from the screening and referral process to treatment, and from current research and guidelines to links to other resources on the internet and in print.</td>
<td><a href="http://www.firstsigns.org">http://www.firstsigns.org</a></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Educate Tomorrow</td>
<td>ET</td>
<td>ET has developed a holistic approach and a model program called &quot;Mentor America&quot; for the nation to direct at risk youth to independence through education by way of one-on-one educational mentoring, life skills training and in-school support groups/mentors and out of school community mentoring.</td>
<td><a href="http://www.educatetomorrow.org/">http://www.educatetomorrow.org/</a></td>
</tr>
<tr>
<td>Education Advocacy Curriculum for Foster Parents. National Foster Parent Association, 2003.</td>
<td>This training encourages, prepares, supports, and empowers foster parents in becoming &quot;educational advocates&quot; for the youth in their care. Additionally, emphasis is placed on the necessary leadership skills that are essential to effectively advocate for the educational rights of the foster youth with special needs according to federal, state, and local mandates and laws. (some laws have changed but the training principles are still timely)</td>
<td><a href="http://www.nfpaonline.org/content/?page=EDUCATIONALADVOCACY">http://www.nfpaonline.org/content/?page=EDUCATIONALADVOCACY</a></td>
<td></td>
</tr>
<tr>
<td>Education Advocacy Systems: A Study of How California Counties Ensure Foster Youth Receive the Educational Advocacy and Opportunities They Need (NCYL, 2010)</td>
<td>Provides an overview of eleven different education advocacy systems across California. The conclusion offers several concrete and useful recommendations for stakeholders and policymakers working to improve the educational and life outcomes of the children.</td>
<td><a href="http://www.youthlaw.org/fileadmin/ncyl/youthlaw/education/CA_Education_Advocacy_Systems_1_.pdf">http://www.youthlaw.org/fileadmin/ncyl/youthlaw/education/CA_Education_Advocacy_Systems_1_.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Description</td>
<td>URL</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Educating Children in Foster Care, National Conference of State Legislatures: Children’s Policy Initiative. Washington, DC. Christian, S. (2003).</td>
<td>A growing body of state legislation has addressed some of the key challenges to improving educational outcomes for children and youth in foster care. This report, a companion to the National Conference of State Legislatures’ December 2003 report, Educating Children in Foster Care, reviews state legislation enacted between 2004 and 2007 to improve the educational experiences and opportunities of children and youth in foster care. It also provides information on laws and policies regarding early learning and foster care which were not included in the first report. Many new laws have passed but this is a good and thorough place to begin to understand the policy considerations behind laws.</td>
<td><a href="http://www.ncsl.org/Portals/1/documents/cyf/foster_care_education.pdf">http://www.ncsl.org/Portals/1/documents/cyf/foster_care_education.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Document Title</td>
<td>Summary</td>
<td>Website</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Education Pays 2010: The Benefits of Higher Education for Individuals and Society</td>
<td>Individuals with higher levels of education earn more and are more likely than others to be employed. Median earnings of bachelor degree recipients working full-time, year-round in 2008 were $55,700, $21,900 more than median earnings of high school graduates. Individuals with some college but no degree earned 17% more than high school graduates working full-time year-round. For young adults between the ages of 20 and 24, the unemployment rate in the fourth quarter of 2009 for high school graduates was 2.6 times as high as that for college graduates. The financial return associated with additional years of schooling beyond high school and the gaps in earnings by education level have increased over time.</td>
<td><a href="http://trends.collegeboard.org/files/Education_Pays_2010.pdf">http://trends.collegeboard.org/files/Education_Pays_2010.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Employment of Former Foster Youth as Young Adults: Evidence from the Midwest Study By Jennifer L. Hook, Partners for Our Children, University of Washington and Mark Courtney, Chapin Hall, Partners for Our Children, University of Washington, Chapin Hall Issue Brief (March, 2010)</td>
<td>Chapin Hall at the University of Chicago has excellent research and recommendations on many child welfare and related topics including this study on employment.</td>
<td><a href="http://www.chapinhall.org">http://www.chapinhall.org</a></td>
<td></td>
</tr>
<tr>
<td>FACTS.org</td>
<td>Florida's educational opportunities and student advising at your fingertips! Includes Choices, on line academic advising for middle and high school from FLDOE.</td>
<td><a href="https://access.bridges.com/auth/login.do?sponsor=7">https://access.bridges.com/auth/login.do?sponsor=7</a></td>
<td></td>
</tr>
</tbody>
</table>
### FCAT and Student Assessment in Florida

Beginning with the 2010-2011 school year, the statewide assessment program will begin transitioning to assessing student understanding of the [Next Generation Sunshine State Standards](http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf) through the implementation of the Florida Comprehensive Assessment Test® 2.0 (FCAT 2.0) and Florida End-of-Course (EOC) Assessments. Selected grades and subjects will continue to participate in FCAT assessments until the transition is complete. The transition schedule is posted at [http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf](http://www.fldoe.org/asp/k12memo/pdf/tngcbtf.pdf).

### Florida Agency for Persons with Disabilities

**APD**

APD serves as the designated agency providing support to individuals, in this case children, youth, and young adults, with developmental disabilities in living, learning, and working in their communities. APD provides critical services and supports to eligible youth in reaching their full potential as they mature into adult life. The agency serves people with spina bifida, autism, cerebral palsy, Prader-Willi syndrome, and mental retardation. APD customers may be served by funding provided through several waiver programs to provide services in their community. Other customers are provided assistance without being put in a waiver program. [http://www.apd.myflorida.com/](http://www.apd.myflorida.com/)

### Florida Alliance for Assistive Services and Technology

**FAAST**

Envisions a seamless, supportive partnership between Florida public and private sectors to provide assistive technology devices and services that will enable persons with disabilities to participate in independent living, education, work, and recreation throughout their lifespan. [http://faast.org/](http://faast.org/)

### Florida Department of Education

**DOE**

DOE is the State Education Agency (“SEA”) generally and especially for the Individuals with Disabilities Education Act (“IDEA”) and the administrative entity for Section 504 of the Rehabilitation Act of 1973. FLDOE must fulfill its obligations for educationally relevant services to children and youth with disabilities that interfere with their learning or inhibit their access to the education environment before, during and after the ages of compulsory school attendance. Pursuant to IDEA, some students with disabilities are eligible to attend school up to age 22. [http://www.firn.edu/doe/](http://www.firn.edu/doe/)
<table>
<thead>
<tr>
<th>Florida Department of Education Office of Student Financial Assistance</th>
<th>Provides information on grants, scholarships and loans.</th>
<th><a href="http://www.firm.edu/doe/bin00065/home0065.htm">http://www.firm.edu/doe/bin00065/home0065.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Department of Juvenile Justice</td>
<td>DJJ is a partner on the Interagency Agreement for Education of Children in Foster Care. See especially the information on trauma informed care.” DJJ is very committed to meeting the needs of the youth in our care. By providing Trauma-Informed Care, we have an opportunity to impact the lives of children like never before. We will be undergoing a paradigm shift in how we provide treatment services. Staff will no longer be asking &quot;what's wrong with you,&quot; but instead &quot;what happened to you?&quot; This shift is based on the premise that many of the children and families in the juvenile justice system come from lives filled with trauma, abuse, violence, and fear. “</td>
<td><a href="http://www.djj.state.fl.us/">http://www.djj.state.fl.us/</a></td>
</tr>
<tr>
<td>Florida Diagnostic &amp; Learning Resources System</td>
<td>FDLRS provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. The system consists of 19 centers that directly serve school districts in the areas of Child Find, Human Resource Development (HRD), Parent Services, and Technology. Additional statewide and regional services support the use of assistive technology, instructional technology, Universal Design for Learning, and AIM/NIMAS Florida services. Online Trainings include LoTTIE Kit, Wonders of WORD, Phonological Awareness for Parents.</td>
<td><a href="http://www.aten.scps.k12.fl.us">http://www.aten.scps.k12.fl.us</a></td>
</tr>
<tr>
<td>Foster Care Research Brief: An Examination of Students Participating in the Foster Care Program</td>
<td>Report from the Office of the Superintendent. School Board of Broward County, Florida. (Jan. 2003)</td>
<td><a href="http://www.broward.k12.fl.us/research_evaluation/Briefs/brief51-75/Fostercarebrief">http://www.broward.k12.fl.us/research_evaluation/Briefs/brief51-75/Fostercarebrief</a></td>
</tr>
<tr>
<td><strong>FOSTERING STUDENT SUCCESS: 2010-2011</strong></td>
<td>Technical Assistance Manual for Foster Care Designees and School Based Staff - School Board of Broward County. This document describes procedures which create an awareness of these students’ unique educational needs and supportive educational interventions. Teachers and school based staff working closely with the caseworker, the foster parent or guardian will increase the likelihood of these students becoming academically successful.</td>
<td>Need site</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fostering Connections Resource Center</td>
<td>Provides information, training and tools related to implementation of the Fostering Connections to Success and Increasing Adoptions Act.</td>
<td><a href="http://www.fosteringconnections.org">www.fosteringconnections.org</a></td>
</tr>
<tr>
<td><strong>FOSTERING STUDENT SUCCESS: 2010-2011 Child Welfare Caseworker Manual - School Board of Broward County, the Department of Children and Families, and ChildNet, Inc.</strong></td>
<td>This document creates an awareness of these students’ unique educational needs and provides supportive educational interventions. These procedures are intended for children who have been removed from their parent’s or primary caregivers’ custody by the court and placed in a licensed shelter, foster family, group home, or licensed residential facility.</td>
<td>Need site</td>
</tr>
<tr>
<td>FYI Transition</td>
<td>An interactive website to help students and families plan for transition.</td>
<td><a href="http://www.fyitransition.org/">http://www.fyitransition.org/</a></td>
</tr>
<tr>
<td>Guide to the Individualized Education Program</td>
<td>The ins and outs of the IEP, for youth, parents, and teachers. Includes information regarding what should happen throughout the process.</td>
<td><a href="http://www.ed.gov/parents/needs/speced/iepguide/index.html">http://www.ed.gov/parents/needs/speced/iepguide/index.html</a></td>
</tr>
<tr>
<td>HELPING TRAUMATIZED CHILDREN LEARN: Massachusetts Advocates for Children</td>
<td>Demonstrates how trauma from exposure to family and other forms of violence can help explain many educational difficulties including the inability of children to focus, understand instructions, form meaningful relationships with peers and teachers, and control their behavior in appropriate ways. The report provides a school-wide flexible framework and a public policy agenda for creating trauma-sensitive school environments where traumatized children and their classmates can focus, behave, and learn.</td>
<td><a href="http://www.massadvocates.org/documents/HTCL_9-09.pdf">http://www.massadvocates.org/documents/HTCL_9-09.pdf</a></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Home Instruction for Parents of Preschool Youngsters</td>
<td>HIPPY</td>
<td>The HIPPY curriculum is cognitively based, focusing on language development, problem solving, and perceptual discrimination skills. There are 30 easy-to-use activity packets for each age of the program. Activities take as little as 15 minutes a day for the parent and child to complete. Learning and playing are mingled throughout a structured curriculum as parents encourage their children to recognize shapes and colors, tell stories, follow directions, solve logical problems, and acquire other school readiness skills. Apart from building on the basic bond between parents and children, parents learn how to prepare their children for success in school and beyond. Twice a month, someone visits HIPPY parents in their home to role play the activity packets. Every other week, parents attend group meetings with other parents, HIPPY staff, consultants, and volunteers.</td>
</tr>
<tr>
<td>Service/Resource</td>
<td>Description</td>
<td>URL</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Independent Living Services Advisory Council and Annual Reports</td>
<td>As required by 409.1451(7) F.S., the Independent Living Services Advisory Council was created by the Florida Legislature with the &quot;purpose of reviewing and making recommendations concerning the implementation and operation of the independent living transition services.&quot; Each year the advisory council prepares and submits a report to the Florida Legislature and the Department of Children and Families on the status of the services being provided, including successes and barriers to these services. The annual report provides recommendations for improvements to the Florida's children and young adults.</td>
<td><a href="http://www.dcf.state.fl.us/programs/independentliving/AdvisoryCouncil/index.shtml">http://www.dcf.state.fl.us/programs/independentliving/AdvisoryCouncil/index.shtml</a></td>
</tr>
<tr>
<td>It's My Life: Employment Guide</td>
<td>Provides benchmarks for career exploration and techniques for job seeking. It breaks out the benchmarks by age group and lets young people describe their successes in their own words. It also provides a wealth of links to online tools and assessments and many suggestions for taking advantage of community resources.</td>
<td><a href="http://casey.org/Resources/Publications/ItsMyLife/Employment.htm">http://casey.org/Resources/Publications/ItsMyLife/Employment.htm</a></td>
</tr>
<tr>
<td>Kin as Teachers, Florida Kinship Center</td>
<td>In 2008, the Kin As Teachers (KAT) program received a national award for being one of three most innovative programs to serve young children in the USA. KAT is an early childhood/caregiver support and education program that serves kinship caregivers raising children from birth to kindergarten entry. Based on the Parents As Teachers program, it is designed to enhance child development and school achievement through caregiver education, increasing children's school readiness and early detection of developmental delays. Program components include case management, screening, home visits, and group meetings.</td>
<td><a href="http://www.flkin.org/kin_as_teachers.asp">http://www.flkin.org/kin_as_teachers.asp</a></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Meeting the Education Requirements of Fostering Connections: Learning From the Field.</strong></td>
<td>This brief aims to help agency leaders, policymakers, judges, and their partners understand and respond effectively to the education requirements of the Fostering Connections Act. It reflects lessons learned from initiatives to improve education outcomes including the need for good interagency collaboration.</td>
<td><a href="http://www.financeproject.org/publications/FCWG_EducationLessonsLearned.pdf">http://www.financeproject.org/publications/FCWG_EducationLessonsLearned.pdf</a></td>
</tr>
<tr>
<td><strong>Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care.</strong></td>
<td>Mythbusting is an online, searchable publication that addresses the issues surrounding confidentiality and other barriers that arise when advocating for the educational rights of young people in care.</td>
<td><a href="http://www.abanet.org/child/education/publications/mythbusting2.pdf">http://www.abanet.org/child/education/publications/mythbusting2.pdf</a></td>
</tr>
<tr>
<td><strong>National Dissemination Center for Children with Disabilities.</strong></td>
<td>This site is a central source of information on: disabilities in infants, toddlers, children, and youth; IDEA, No Child Left Behind (as it relates to children with disabilities); and research-based information on effective educational practices and specific disabilities.</td>
<td><a href="http://www.nichcy.org/">http://www.nichcy.org/</a></td>
</tr>
<tr>
<td><strong>National Dropout Prevention Center/Network</strong></td>
<td>Provides resources that enable a new or enhanced appreciation for the importance of a quality education and a high school diploma.</td>
<td><a href="http://www.dropoutprevention.org/">http://www.dropoutprevention.org/</a></td>
</tr>
<tr>
<td><strong>National Information Center for Children and Youth with Disabilities</strong></td>
<td>NICHCY</td>
<td>NICHCY is an information and referral center that provides free information on disabilities and disability-related issues. Children and youth with disabilities (birth to age 22) are NICHCY's special focus. NICHCY can send you a variety of free and low-cost materials, including fact sheets on specific disabilities, parent guides, bibliographies, and issue papers, News Digest and Transition Summary. NICHCY can also put you in touch with disability organizations, parent groups, and professional associations at the state and national level. Key areas include: Specific disabilities; Early intervention; Special education and related services; Individualized Education Programs (IEPs); Family issues; Transition to adult life; Multicultural issues.</td>
</tr>
<tr>
<td><strong>National Parent Information Network</strong></td>
<td><strong>PTA</strong></td>
<td>This site contains research-based information about the process of parenting and family involvement in education.</td>
</tr>
<tr>
<td><strong>National PTA</strong></td>
<td><strong>PTA</strong></td>
<td>This is site for the National Parent Teacher Association and is chock full of positive parenting tips, education information and suggested family activities. Florida PTA at Parent Teacher Association (PTA), Florida Congress of Parents and Teachers, Inc.</td>
</tr>
<tr>
<td><strong>National Resource Center for Youth Services</strong></td>
<td><strong>NRCYS</strong></td>
<td>The University of Oklahoma provides this site for human services professionals for help with timely information, training, technical assistance, conferences, books, and curricula.</td>
</tr>
<tr>
<td><strong>Navigating Your IEP: Are you on the right track towards your future?</strong></td>
<td><strong>PACER</strong></td>
<td>This guide from the Florida Youth Council is written by youth for youth. It explains what the Individual Education Plan (IEP) is, why it is important, and how students with disabilities can take charge of their IEP process.</td>
</tr>
<tr>
<td><strong>On Your Own But Not Alone</strong></td>
<td><strong>PACER</strong></td>
<td>A handbook to empower Florida youth leaving foster care. From the Bar-Youth Empowerment Project with Florida's Children First, Inc.</td>
</tr>
<tr>
<td><strong>Parent Advocacy Coalition for Educational Rights</strong></td>
<td><strong>PACER</strong></td>
<td>The PACER Center enhances the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents. Pacer provides many resources written in an understandable way.</td>
</tr>
<tr>
<td>Parenting Library</td>
<td>The Children’s Trust</td>
<td>The Children’s Trust provides a Library on All About Parenting with compiled articles on a wide range of topics to help parents with the issues that matter to them most. Topics include health care, behavior issues and best parenting practices all in a searchable database with links.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Parents As Teachers</td>
<td>PAT</td>
<td>Helps organizations and professionals work with parents during the critical early years, from conception to kindergarten. Grounded in research, PAT develops curricula that support a parent’s role in promoting school readiness and healthy development of children. Leading health, education and social service organizations seek out Parents as Teachers curricula and training because of its flexibility and ability to easily integrate with other services they provide. The training addresses the developmental needs of a child, including those in vulnerable situations using practical, hands-on applications for parents.</td>
</tr>
<tr>
<td>Project 10: Transition Education Network.</td>
<td>&quot;Project 10&quot; assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.</td>
<td><a href="http://www.project10.info/">http://www.project10.info/</a></td>
</tr>
<tr>
<td>Response to Instruction/Intervention Florida</td>
<td>RtI</td>
<td>The Florida Response to Intervention (RtI) website provides a central, comprehensive location for Florida-specific information and resources that promote schoolwide practices to ensure highest possible student achievement in both academic and behavioral pursuits. Training material for parents and non profits are also available on this site.</td>
</tr>
<tr>
<td>A Road Map for Learning: Improving Education Outcomes in Foster Care. Casey Family Programs, 2004.</td>
<td></td>
<td>This easy to use format provides a framework for achieving collaboration across the federal, state, and local legal, educational, and child welfare systems. Emphasizing the needs of K–12 students, it contains resources for parents, caregivers, teachers, and child welfare professionals. Importantly, it shows how to integrate the predictors of academic success into an educational plan and encourages youth in out-of-home care in their own decision-making.</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Source</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>School Selection for Students in Out-of-Home Care, National Center for Homeless Education</td>
<td>An excellent explanation of how the laws (McKinney-Vento and Fostering Connections) work together and the implications for schools and child welfare; plus a checklist of questions to guide decision making.</td>
<td><a href="http://www.serve.org/nche/ibt/sc_foster.php">http://www.serve.org/nche/ibt/sc_foster.php</a></td>
</tr>
<tr>
<td>Self Determination, Florida</td>
<td>A requirement for the &quot;consideration of instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, if appropriate&quot; was added to Florida State Board of Education Rules in 2004 for students with disabilities with IEPs beginning at age 14. The rules were updated and approved on December 2008. The new rules moved the requirement to age 16, but districts are being encouraged to continue implementation beginning at age 14. Self Determination is to educators as youth empowerment is to child welfare folks.</td>
<td></td>
</tr>
<tr>
<td>SIMPLY Careers!</td>
<td>Helping Students with Disabilities Effectively Plan Their Futures through Comprehensive Career Development A Guide for Persons Involved in Transition Planning by Lisa Atwood Guess, Educational Consultant, through an administrative services grant to the Panhandle Area Educational Consortium/Washington County School Board, funded by the State of Florida, Department of Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>URL</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Show 47 Especially for Teens</td>
<td>This podcast from Disability Law Lowdown (available in English, Spanish, American Sign Language, and print) discusses how high school students can become self-advocates in the IEP process based on information from the PACER Center information sheet, Chart Your Own Future: How Your IEP Can Help.</td>
<td><a href="http://main.disabilitylawlowdown.com/">http://main.disabilitylawlowdown.com/</a></td>
</tr>
<tr>
<td>Statutes and Cases, Guardian Ad Litem Website</td>
<td>GAL The Florida GAL website has several practice aids related to education including many of the laws cited in this resource.</td>
<td><a href="http://www.guardianadlitem.org/resources_education_statutes_cases.asp">http://www.guardianadlitem.org/resources_education_statutes_cases.asp</a></td>
</tr>
<tr>
<td>Sunshine State Standards, now the Next Generation Sunshine State Stan...</td>
<td>These are Florida’s standards for determining what a child should know and be able to do at each grade level. The areas of social studies, science, language arts, health/physical education, the arts, foreign language, and math are the seven academic areas under the Sunshine State Standards (SSS). These standards are then divided into benchmarks. The benchmarks outline the specific content, knowledge, and skills that students are expected to learn in school. Each student’s performance on the Florida Comprehensive Assessment Test (FCAT) in the areas of reading, math, writing, and science indicates his or her progress in reaching these benchmarks.</td>
<td><a href="http://www.floridastandards.org/Standards/FLStandardSearch.aspx">http://www.floridastandards.org/Standards/FLStandardSearch.aspx</a></td>
</tr>
<tr>
<td>Surrogate Parent Resources</td>
<td>There are many resources on the issue of Surrogate Parent for education. The ones we have identified have been added to the Center for Advancement website.</td>
<td><a href="http://centerforchildwelfare.fmhi.usf.edu/kb/default.aspx">http://centerforchildwelfare.fmhi.usf.edu/kb/default.aspx</a></td>
</tr>
<tr>
<td><strong>Take Stock In Children</strong></td>
<td>Take Stock in Children was established in 1995 as a non-profit organization in Florida that provides a unique opportunity for low-income and at-risk students, many from minority families, to escape the cycle of poverty through education. We offer our students college scholarships, caring volunteer mentors and hope for a better life. Our comprehensive services start in middle school, continue through high school and include their transition into college.</td>
<td><a href="http://www.takestockinchildren.org/what-we-do/index">http://www.takestockinchildren.org/what-we-do/index</a></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>The Blueprint for Change</strong></td>
<td>A tool, now in its second edition, created by the Center. It contains 8 Goals for Youth and Benchmarks for each goal indicating progress toward achieving education success as a framework for both direct case advocacy and system reform efforts. This site now contains an interactive database of resources and documents related to the education needs of children in foster care. The ABA set up this page so you can search specific information about the education needs of children in foster care by state, and/or type of document, and/or topic. To download the newest version of the Blueprint, the corresponding insert card, and the tools developed for educators, judges, attorneys, and caseworkers, go to the website <a href="http://www.abanet.org/child/education/publications/blueprint.html">http://www.abanet.org/child/education/publications/blueprint.html</a></td>
<td>The American Bar Association</td>
</tr>
<tr>
<td><strong>The Educator’s Toolkit on Career and Education Planning</strong></td>
<td>The 2006 Legislature passed House Bill 7087 (A++) which included changes to the middle grades promotion requirements. One requirement states that students must enroll in a semester-long course in career and education planning to be completed in the seventh or eighth grade. As part of the course students will develop a career and education plan using Florida CHOICES Planner (or other career information system such as CHOICES Explorer, etc.) and ePEP at FACTS.org. Schools must use one of the approved The Educator’s Toolkit on Career and Education Planning was developed to assist teachers in planning a comprehensive middle school career course. This Toolkit provides easy access to classroom activities, lesson plans, and related web-based resources. Each module will include a module description, lesson plans with student handouts, recommended websites for additional information, and a glossary for the unit. The modules are as follows: Understanding the Workplace, Self Awareness, Exploring Careers, Goal Setting/Decision Making, Workplace Skills, Career/Education, Planning, and Job Search.</td>
<td><a href="http://www.fldoe.org/workforce/ced/">http://www.fldoe.org/workforce/ced/</a></td>
</tr>
<tr>
<td><strong>The Legal Center for Foster Care and Education</strong></td>
<td>ABA</td>
<td>Serves as a national technical assistance resource and information clearinghouse on legal and policy matters affecting children in the foster care system.</td>
</tr>
<tr>
<td><strong>The McKinney-Vento Act and Youth and Youth Awaiting Foster Care Placement: Strategies for Improving Educational Outcomes Through School Stability. Patricia Julianelle, J.D. (November 2008.) Published by The National Association for the Education of Homeless Youth and Youth.</strong></td>
<td>NCHE</td>
<td>A review of studies and strategies for improving outcomes including those that found that gaining access to prior school records is a serious barrier to school access for youth in care, resulting in significant enrollment delays. The website has many other resources.</td>
</tr>
<tr>
<td><strong>The Transition Center</strong></td>
<td></td>
<td>This University of Florida project focuses on transition through providing training, products, and technical assistance for family members and students.</td>
</tr>
<tr>
<td><strong>Tools and Tips</strong> for Parents and Caregivers</td>
<td><strong>Ounce of Prevention Fund</strong></td>
<td>The Parent Resource Booklet provides the most up to date information on child development and keeping kids safe. National, state and local telephone and internet resources for family support are located within the guide. The booklet is available in English and Spanish.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Transition, The Passage from Youth to Adulthood</strong></td>
<td></td>
<td>Your guide to the services and information that can make transition a success for young people with disabilities who went through the Foster Care system. The Advocacy Center for Persons with Disabilities and Florida’s Children First (2008)</td>
</tr>
<tr>
<td><strong>Transition to Independence Process</strong></td>
<td><strong>TIP</strong></td>
<td>Assists young people with emotional and/or behavioral difficulties (EBD) in making a successful transition to adulthood with all young persons achieving, within their potential, their goals in the transition domains of education, employment, living situation, and community life.</td>
</tr>
</tbody>
</table>
Everybody’s a Teacher

Sample Invitation
Circuit 2, Department of Children & Families, extends a welcome and an invitation to participate in a meeting on

**Everybody’s a Teacher**

*Improving Education for Children in Foster Care*

**Wednesday, December 1, 2010**

9:00 a.m. to noon

Community Room, Big Bend Community Based Care
1000 West Tharpe Street
Tallahassee, Fl

Please RSVP via email to Nicole Stookey,
(nicole_stookey@DCF.state.fl.us).

We look forward to seeing you there!
Everybody’s a Teacher

Sample Press Release
(Insert the names of organizations) & The (Insert Local DCF name) challenges everyone to be a teacher.

City, State – Date – (Insert names of local organizations) are mobilizing the education community, care workers and child advocacy thought leaders to think of themselves as “teachers” when it comes to their relationships with children and youth in foster care. (Insert the organization names here) have organized a series of proactive meetings dedicated to finding real, applicable solutions to the dilemma of ensuring that children in foster care receive the very best education possible. “Every time a child is moved from a family or foster situation, their lives are disrupted, their relationships are interrupted and they lose months of real and social education time,” said (Insert Name and Title Here). “There are two important steps to mitigating the education issues these kids face,” said (Insert Name and Title Here). “The first is in finding ways to stop moving them from school to school. The second is to surround them with people who will teach them, mentor them and just love them.” The aim of the “Everybody’s A Teacher” program is to engage the people who deal with children and youth in foster care at a relational level in addition to an organizational and logistical level. The “Everybody’s A Teacher” workshop will be held on (Insert Date, Time and Place Here)

For more information, contact:
(Insert Contact Information)

###

(Insert boiler plate language about the organization here)
Everybody’s a Teacher

Sample Agenda
Sample Agenda

• Welcome
• Goals for Day
• Video
• Whole group IceBreaker (Myth-Busting)
• Panel with Educator, Social worker and youth from community: what is working and what are challenges or barriers
• Break into smaller groups to develop action plans for local communities
• Report Back, Recap and
• Final video, A call to action
Everybody’s a Teacher

Suggested Ground Rules for Meetings
**Suggested Ground Rules for Meetings**

When a group of energized people get together to discuss an issue about which they feel passionate, it helps to set out some “ground rules” to keep everyone moving towards success. We propose some version of the following for your meeting:

- We’re all colleagues – let’s respect each other
- It’s ok to disagree, respectfully and openly
- Listen as an ally and with an open mind
- Only one person speaks at a time
- Honor the limitations of time, speak concisely
- If you state a problem, try to offer a solution.
- If you have a comment a bit off topic but you want addressed, write it down and give it to the facilitator at a break
- Please hold questions until the end of any presentation.
- Please put cell phones on vibrate or turn them off.
- If you must take a cell phone call, please leave the room quietly.
- Would you want to speak to a group where the majority of people are typing away on their smartphones?

Whatever rules you use, it is best to establish them at the opening of the meeting, in as positive a presentation as possible.

We also suggest that you select a strong moderator for these meetings. The moderator’s job is to field questions and statements and direct them to other participants. This ensures a buffering layer between comments and critiques and does not allow for personal attacks or overblown “windbagging”

If you are using a small group model, we suggest a facilitator and note-taker for each group. The facilitator helps focus the group on the task at hand, keep to allotted times, and move the discussion to conclusion. The “note-taker” writes the points made during brainstorming and keeps track of any voting on priorities.
Everybody’s a Teacher

Talking Points on Video
1. This video was created as part of a larger, informational and motivational project speaking to the importance of keeping children and youth in foster care involved and engaged in their education.

2. In producing this, we spoke to wide array of “experts”, from educators and child advocates to foster children and former foster children.

3. Our goal in this was to capture the voices of the people most intimate with the current system, those who are or were in it and those who work for it, so that you could hear what they are asking for and, in hearing, you can begin to transform our culture into one that addresses the “important” as opposed to only the “urgent.”

4. **COMMENTARY**
   
   All too often, we immerse ourselves in what tasks need to get done in order to satisfy the “system” (i.e. what paperwork needs to get filled out, what schedule we need to keep and what demands or quotas we must meet in order to satisfy our “policy”). This focus on the letter of the law often runs counter to the actual needs of the people we serve – the children and youth in foster care.

   In fact, we serve human beings. These Individuals, by definition cannot fit into a “system.” The system, therefore, must be considered as guidelines – suggestions, if you will, that are put in place to provide a loosely marked path to a desired goal. Only a real relationship with these children can determine their individual needs for love and nurturing, also known as teaching, that will ultimately lead to success.

5. OPTIONAL – While some may view this video and take this presentation as an indictment on the system, IT IS NOT. We consider it an encouragement to make the system better; make it go from good to great, what together we intend it to be.

6. CLOSE – We hope this video and the backpack of knowledge that accompanied it will commit you to: Stay engaged. Stay proactive. And remind yourself every time you look in the mirror…

*Everybody’s A Teacher*
Everybody’s a Teacher

Sample Email
Hello Teachers,

Thank you all for attending our first “Everybody’s A Teacher” community conversation. It is hard to express how important your enthusiasm for this project is to the thousands of children in foster care in our area.

It is especially important that we follow up on some of the ideas that were brought during our time together.

(List several things that were brought up)

I will be following up with you in the coming weeks to make sure that this project continues to move forward, that these ideas become a reality and that our children and youth in foster care truly receive the love, mentoring and education opportunities they deserve.

Please contact me with any questions, comments or concerns and I look forward to seeing you all at our next community conversation scheduled for (give date, time and place)

Best Regards and Remember…

EVERYBODY’S A TEACHER
Find and attend your local community conversation, or help plan a meeting for your community to engage others.

Bring your ideas to your local meeting or email this website.

Volunteer to:

- Be a Guardian Ad Litem; and if you are already a GAL, get trained to be an education advocate called a surrogate.

- Tutor a child in foster care.

- Collect early reading books and donate them or better yet set up a program with your local foster care agency to read to the youngest children in care.

- Help at your local school in whatever way they might need,

- Plan an enrichment activity for a child or children living in your community. For example, some children have never been to a library, do not have a library card and do not know how to use a library; you can help plan and arrange a program at your local library.

- Join your local PTA and assist them in identifying and meeting the needs of children in care who attend your school. You may not be told which child or children are in foster care in a group setting like this, but you can learn about the needs.

- Assist the local Independent Living Program for young people who have turned 18 and are living on their own after foster care. The Independent Living Program staff can help you find a way to help.

- Mentor a child in care or at risk of coming into care.

Return to this site to read about great ideas and new projects across the State. Remember, Everybody’s a Teacher
Discussion questions concerning school stability:

Both the Federal Fostering Connections to Success Act and F.S. s. 39.0016 require that when we change a child’s home, we should not necessarily change the child’s school. We are required to do a best interest assessment of whether the child should stay in the school he or she was attending immediately prior to our removal to the new home (the “school of origin”). The child’s best interest is based on a number of factors, including distance (which implicates travel time), the quality of the current school v. that of the proposed new school, whether the child's needs are being met in the current school v. whether they can be met in the proposed new school, etc. If it is in the child’s best interest to remain in the current school, then it is up to the CBC to ensure transportation, although the CBC may rely on the school system for transportation if the school will transport.

If it is not in the child’s best interest to remain in the current school, then we are also required to ensure the child is enrolled in the new school immediately (using the dictionary definition, i.e., without delay).

The research data shows that every time a student is moved to a new school (I believe this is within the current school year), the student falls behind 4 to 6 months in their educational progress. Is it any wonder that the majority of our students in foster care are significantly behind grade level, or achievement level?

Following are a few proposed questions for you to discuss with the PI or case manager concerning the child’s school placement. We should always discuss this issue when we know in advance that a child will be moved, and we should also discuss if the child has already been moved. Please be sure to inquire not only as to the conclusion, but also ask for the information that forms the case manager’s (CPI’s) conclusions.

- Where does the child currently attend school? Is this school within the attendance zones for the proposed new placement?
- Have you (or anyone) spoken to the placement entity about foster homes in the current school zone?
- Are there any suitable relative [or non-relative] placements available in the current school zone?
- What does the child think about changing schools? Does the child have any siblings in the current school? Close friends or favorite teachers? Extracurricular activities?
- If the child will remain in the same school attendance zone, there is no need to inquire further. If the child will need to transfer to another school due to the move, unless we make the decision for the child to stay in the current school, the following additional issues should be explored:

January 18, 2011
• How is the child doing in the current school? Does the prospective new school have the academic resources to better meet the child’s needs?
  o If the child is in Special Education, is this school meeting the child’s needs? Will the proposed new school be able to meet the child’s special needs better, about the same, or not as well? Answer by looking at the child’s IEP.
  o Is the current school a Title I school? Is the proposed new school a Title I school?
  o If the child has special needs, but is not receiving Special Education services, which school better meets the child’s academic and special needs?

• What does the child think about changing schools? Does the child have any siblings in the current school? Close friends or favorite teachers? Extracurricular activities?

• How far away geographically is the current school from the (proposed) new placement?

• How long time-wise will transportation to the current school take each day? What would be the child’s total transportation and school hours if the child remains in the current school?
  o How long will the process take to set up?

• Which school will better support the child’s participation in extracurricular activities?

• What does the proposed foster caregiver think about keeping the child in the current school–will they be cooperative? If not, what are the objections; is there any way we can answer those objections?

• Have you (or the Case Manager, if speaking with the PI) spoken to the school district liaison about providing transportation to and from the new placement to the current school? Have you discussed with the school liaison whether this child meets the requirements of the McKinney-Vento Act? (Note: this discussion needs to occur as soon as possible, especially for the child who has just been taken into shelter care.) Should you consider finding a pro bono attorney if the school denies “homeless” status?

• For students in high school: are both the schools on the same type of schedule, i.e., regular or block scheduling? If not, it can be harmful to change schools during a semester; the student may lose credit for time already spent in classes.

• If the student is presently in an alternative school: what will it take to get the child back into regular school?

• If the child must move to a new school due to the change in placement, is it possible to wait until the end of a grading period?

• If the child must move to a new school, enrollment in the new school must occur immediately, i.e., the next day, without waiting for records to be transferred.

January 18, 2011
EVERYBODY'S A TEACHER

VIDEOTAPE

Transcribed by:

JENNIFER N. KING

Office Manager

Office of Communications
Lieutenant Governor Carroll:

Hello, I am Lt. Governor Jennifer Carroll. As a person who was adopted, I can tell you that the information you are about to see is critical; and the tools you are about to receive in the backpack are essential in changing lives. This is information that I have taken to heart and I hope you will too. Remember, Everybody’s a Teacher
*What’s the Problem?*

**Child Voice 1:** For my life span, I can’t really count all of the schools I’ve been to.

**Adult Voice 1:** How do we expect children who don’t have a home to do homework? It’s absurd.

**Child Voice 2:** I can’t remember staying at the same school for an entire year.

**Adult Voice 2:** Our children are our human infrastructure and if we are not working to help build that up and make every child feel important and every child have the same academic opportunities we are failing our country.

*(Music)*

**Diane Lake (foster parent):** It is heart braking to see these children come to my home or any foster home knowing that education was not valued to them. When they come into the system, the system should never fail them.

**Michael Robinson (family court judge):** When I was representing parents, not many were involved in the planning of the child’s future or the educational experience. There was a disconnect.

**Mez Pierre (college student/foster care alumni):** I hated school; definitely public school because like you always had to explain yourself in school. Not just to a teacher but to everyone around you. Let’s just say when you are in foster care you are not normal.

**Michael Dunlavy (law student/foster care alumni):** I have friends that talk about that third grade teacher, that second grade teacher that really did something for them that they will never forget and I don’t remember, there are so many gaps in my memory from that period of my childhood that I don’t remember exactly where I might have picked something up or where something might have been reinforced.
George Sheldon (Secretary of the Department of Children and Families): First of all these kids are like any other kids. They love, they want to be loved, they hurt they go through trying times. I talked to a group of foster kids recently and I asked them I said if you were in my position to do anything that you wanted to do to change the system, what would you do? And this one young man stood up and said just stop calling us foster kids.

Don Cottrell (principal/sunset school): Children learn social skills, personal skills, in the home and our children in care do not have that opportunity. They need to have the personal skills to have the self confidence to move forward.

Larry Benson (guardian ad litem/educational surrogate): I think the caseworkers work very hard in making sure that their medical, dental and other needs are met but I think that so many caseworkers are a little bit intimidated by the school setting. I would like to see every foster child have some sort of an advocate for them; educationally.

Adrienne Graf (caseworker): So it’s really important to let the children know that education is the key to success for them and to be successful when they are an adult.

(Music)

What’s the Solution?

Don Cottrell (principal/sunset school): We first have to just believe and just care. If we aren’t passionate about children, if we aren’t passionate about success for children, they know the people that care about them; they really have an excellent sense about knowing who cares for them.

Michael Robinson (family court judge): We must make sure that all the providers: caseworkers, the guardians, the medical care providers, those who are social
workers, educators or teachers of our children, talk to one another. We must emphasize communication to everybody for the benefit of the child.

**Michael Dunlavy (law student/foster care alumni):** Work together and communicate with each other and not by e-mail. Pick up the phone.

**George Sheldon (Secretary of the Department of Children and Families):**
Everyone saw the movie *The Blind Side* and if you remember Sandra Bullock was told by one of her friends one time that you know you're really changing that boy's life and she responded and said no, he's changing mine. And I think we sometimes think in this “what we're doing for these kids;” but the reality is the reverse is amazing because these kids are giving back to us and are really a symbol of the kind of humanity I think all of us want in our society.

(Music)

**So how can YOU change the system?**

**Mez Pierre (college student/foster care alumni):** Well, see the thing about that is the word “system.” They got to delete that word “system.” A child can't be operated within the system.

**Diane Lake (foster parent):** It is imperative that they talk to the children, they encourage the children. These kids no matter what age they are need the added encouragement.

**George Sheldon (Secretary of the Department of Children and Families):** And I think it is important to recognize that we are all teachers. And that teaching is nurturing and encouraging to people. Everybody in that child’s life is impacting that child in terms of what that child will ultimately become. So I think it’s important for everybody to recognize that we are all players in this. We all have a little impact on people. We are all teachers.
George Sheldon (Secretary of the Department of Children and Families): I'm George and I'm a teacher.

Michael Dunlavy (law student/foster care alumni): I'm Mike and I'm a teacher.

Larry Benson (guardian ad litem/educational surrogate): I'm Larry and I'm a teacher.

Michael Robinson (family court judge): I'm a teacher.

Diane Lake (foster parent): I'm a teacher.

Mez Pierre (college student/foster care alumni): I'm a teacher.

Adrienne Graf (caseworker): I'm a teacher.

Don Cottrell (principal/sunset school): I'm a teacher.

Lt Governor Carroll: Everybody is a teacher.

(Music end)

For more information:

Mary Cagle
Program Champion
Mary_Cagle@dcf.state.fl.us
305-377-5055 ext. 322

Or contact the Regional Administrator for DCF in your community

Made Possible By:

Florida Department of Children and Families
And
Forever Family (A non-profit organization)

A production of The M Network