



**FOSTER CARE PROGRAM**  
**SAMPLE MONITORING**  
**DOCUMENTATION**  
**FC01-FC05**  
**2021-2022**

## Sample Monitoring Documentation for Foster Care Programs

Nationally, Title I receives a significant amount of funds from the federal government. The NDDPI is required by law to monitor local Title I programs to ensure compliance with federal procedures and regulations. It is the state's responsibility to ensure that states, districts, and schools are held accountable regarding Title I and Every Student Succeeds Act regulations.

The purpose of this document is to assist schools and districts as they complete the Federal Title Programs monitoring process. This document outlines details on each requirement, the documentation necessary, special alerts to consider, and additional resources available. Below is a summary of each category.

### "Requirements" Section

This section outlines the specific requirements mandated by federal law, state law, or the Office of Educational Equity & Support. This section provides an explanation of the requirements to assist schools in understanding the requirement's rationale.

### "Documentation" Section

This section explains the type of documentation necessary to meet the monitoring requirement adequately.

Please Note: Offers relevant information relating to the requirement. This section may indicate that the requirement relates to other federal programs or outlines common issues regarding the submission or documentation.

### "Alerts" Section

This section offers alerts to note regarding the requirement or outlines common issues regarding the submission or documentation.

### "Resources" Section

This section outlines current resources available on the requirement.

## Submission FC01 – Liaison Capacity

### Requirement

1111(g)(1)(E) and 1112(c)(5)(A)

LEAs have a designated foster care liaison in place. The local liaison must be knowledgeable on implementing the Title I educational stability requirements for children in foster care and have sufficient capacity to fulfill their duties.

Liaisons provide information of their role to school personnel, service providers, and advocates working with foster care youth. The local liaison provides the following information for all students in foster care: the names and addresses of the educational agencies; the child's grade level performance; placement and exit date; current class schedule; home language; high school exit exam results, and attendance records.

### Documentation

- District job description for foster care liaison
- Documentation of the percentage of time devoted to the role of foster care liaison per week
- Documentation of other responsibilities and roles that the foster care liaison is responsible for in the district
- Documentation of foster care liaison in MIS01
- Documentation of webinars attended by liaison
- Documentation of staff/school training

### Alerts

There are no alerts for this submission.

### Resources

- [Foster Care Webpage](#)
- Webinars
  - [Ensuring Stability for Youth in Foster Care](#)
  - [Strategies for Collaboration](#)
  - [Immediate Enrollment and Record Transfer](#)

## Submission FC02 – Best Interest of Determination

### Requirement

1111(g)(1)(E)(i) and 1112(c)(5)

An LEA, in collaboration with the custodial agency, must ensure that in determining whether it is in the child's best interest to remain in their school of origin and into consideration all factors relating to a child's best interest.

### Documentation

- District Best Interest Determination form (BID)
- Documentation of foster youth who are attending their school of origin (*names redacted*)
- Documentation of foster youth who have transferred to another district (*names redacted*)
- District Policy that Ensures Educational Stability for Foster Care Youth

### Alerts

If the LEA Foster Care Liaison is not immediately notified of a Foster Care student transfer, it is critical to contact the custodial agency and document why the school was not involved.

*Transportation costs should **NOT** be considered when determining a child's best interest.*

### Resources

- [Best Interest Determination](#)
- [Collaborative Roles](#)

## Submission FC03 – Immediate Enrollment/School of Origin

### Requirement

1111(g)(1)(E)(ii)(iii)

LEAs must ensure that a foster care child is immediately enrolled in their new school to prevent educational discontinuity. The school of origin is responsible for sending all essential academic records to the receiving school within 48 hours of the BID decision. In addition, enrollment must not be denied or delayed for any population of students, even if the student doesn't have the required documentation. The enrolling school must immediately contact a child's school of origin to obtain relevant records and documentation.

### Documentation

- BID documentation of youth with the date of the decision
- District protocol for record transfer for youth in foster care
- District protocol for enrollment of youth in foster care
- Copy of signatures from all agencies involved
- District Policy that Ensures Educational Stability for Foster Care Youth

### Alerts

There are no alerts for this submission.

### Resources

- [Best Interest Determination](#)
- [Collaborative Roles](#)

## Submission FC04 – Transportation

### Requirement

1112 (c)(5)(B) and Social Security Act 475(4)(A)

The LEA must collaborate with local child welfare agencies to ensure that transportation to the school of origin for foster care children is provided, arranged, and funded for the duration of the child's time in foster care.

### Documentation

- District policy on transportation for youth in foster care
- Documentation of how transportation to the school of origin will be provided, arranged and funded.
- Copy of Memorandum of Understanding (MOU)

### Alerts

There are no alerts for this submission.

### Resources

- [Transportation Plan Guide](#)
- Transportation Agreement MOU

## Submission FC05 – Collaboration

### Requirement

ESSA Sec. 1111(g)(1)(E) and Social Security Act Sec. 475(1)(G) Fostering Connections to Success Act of 2008

Educational and child welfare agencies collaborate to jointly make informed decisions about children and remove barriers that may hinder the implementation of the Title I foster care provisions. Liaisons and custodial agencies should collaborate to ensure that all school staff is sensitive to the complex needs of foster youth, are informed about the impact that trauma has on a child's ability to learn, and that the appropriate interventions and strategies are in place to support them.

### Documentation

- Documentation of meetings, agency and coalition contacts, and coordination with other district liaisons.
- Documentation of collaborative training and meetings.
- Copy of local collaboratively created documents on guidance and resources

### Alerts

There are no alerts for this submission.

### Resources

- [Points of Contact](#)
- [Collaborative Roles](#)