



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/>

Just Read Florida <http://www.justreadflorida.org/> Florida's reading initiative. See especially [Read to Learn](#), [FCAT Explorer](#), [Beginning Reading](#), [Practical Ideas for Parents](#), and [Promote Literacy Skills](#)

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.fdoe.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>

FCAT and Student Assessment in Florida. <http://fcat.fdoe.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.fdoe.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>

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/>

National PTA <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/>

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/>

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

Asking the Right Questions II: Judicial Checklists to Meet the Education Needs of Children and Youth in Foster Care. Sophia Gatowski, Tracy Medina, and Megan Warren. Casey Family Programs and National Council of Juvenile and Family Court Judges, 2008. <http://www.casey.org/Resources/Publications/AskingQuestions.htm>.

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

Closing the Graduation Gap: A Superintendent's Guide for Planning Multiple Pathways to Graduation. Chicago, Ill.: Multiple Pathways to Graduation Work Group, Youth Transition Funders Group, October 2008. Available at www.ytfg.org/documents/ClosingtheGraduationGapFinal13October2008.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/addresources/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/>

Education and Foster Care: Resources. National Resource Center for Family-Centered Practice and Permanency Planning. http://www.hunter.cuny.edu/socwork/nrcfcpp/info_services/education-and-foster-care.html.

Learning curves: education advocacy for children in foster care. McNaught, K.M. (2004). Washington, DC: ABA Center on Children and the Law. <http://www.abanet.org/abastore>

A Road Map for Learning: Improving Education Outcomes in Foster Care. Casey Family Programs, 2004. 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>

Educating Children in Foster Care, National Conference of State Legislatures: Children's Policy Initiative. Washington, DC. Christian, S. (2003). <http://www.ncsl.org/programs/cyf>

HELPING TRAUMATIZED CHILDREN LEARN: Massachusetts Advocates for Children <http://www.massadvocates.org>

Educating Children "At Risk" : A Handbook for Caseworkers, Probation Officers and Family. Kintisch, B. & Stotland, J. (March 2004). Education Law Center (Phil., PA). <http://www.elc-pa.org/pubs/downloads/english/man-children-in-placement.pdf>

Make A Difference in a Child's Life: A Manual for Helping Children and Youth Get What They Need in School. TeamChild and Casey Family Programs (2000). <http://www.teamchild.org/manual/manual.pdf>

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.

Educational Stability for Children and Youth in Foster Care, 2001-Present (compiled in 2006). National Clearinghouse on Child Abuse and Neglect Information and National Adoption Information Clearinghouse. http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/teleconferences/educational_stability.pdf.

School Stability Promotes Education Opportunity for Connecticut’s Children in Foster Care. Dufresne and Kramer, .New Haven, Conn.: Connecticut Voices for Children, November 2009. www.ctkidslink.org/publications/edu09schoolstabilitynov.pdf

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/>

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/>

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

Transition Resources for All Youth

FYI Transition. An interactive website to help students and families plan for transition, <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

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/>

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/>

Florida Department of Education Office of Student Financial Assistance <http://www.firn.edu/doe/bin00065/home0065.htm> Provides information on grants, scholarships and loans.

Transition Planning for Youth in Foster Care, by Sarah J. Geenen and Laurie E. Powers, Portland State University. A report on a study/comparison of IEPs for youth in care and youth not in care. Contains informative implications for improved practice. http://www.specialpopulations.org/Whole_Journal/JVSNE_Vol28-2_Winter2006.pdf

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/>

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/employe/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

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/ece/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>

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/ece/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

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/>

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>

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/>

Florida Developmental Disabilities Council advocates and promotes meaningful participation in all aspects of life for Floridians with developmental disabilities. Good and informative website. <http://fddc.org/>

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/>

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/>

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>

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.

[A Parent's Guide to Accessing Programs for Infants, Toddlers, and Preschoolers with Disabilities.](#)

[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/>

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. www.cjlr.georgetown.edu/pdfs/ed/edpaper.pdf

Improving Educational Opportunities for Youth in the Child Welfare and Juvenile Justice Systems: Fresno First Year Report. Youth Law Center, Bussiere, A.(2004) <http://ylc.org/ImprovingEducationalOpportunitiesforYouthintheCWandJJSystems.pdf>

Information Sharing

Helping Foster Children Achieve Educational Stability and Success: A Field Guide for Information Sharing. Lichtenberg, L., Lee, A., Helgren, P., & Bradley, S. (Oct. 2004). Washington School Counselor Association. http://www.wa-schoolcounselor.org/documents/Field_Guide_DRAFT_rev%5B1%5D..pdf

Solving the Data Puzzle: A How To Guide on Collecting and Sharing Information to Improve Educational Outcomes for Children in Out-of-Home Care. This How To Guide is divided into two sections: a Manual and Tools. The Manual provides details on relevant legal and policy considerations. The Tools provide checklists to guide education and child welfare agencies in collaboration. <http://www.abanet.org/child/education/publications/solvingthedata puzzle.pdf>

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. <http://www.abanet.org/child/education/publications/mythbusting2.pdf>

Parent and Caregiver Involvement

Education Advocacy Curriculum for Foster Parents. National Foster Parent Association, 2003. www.nfpainc.org

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>

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>

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/>

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>

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.*