



Sample Educational Case Plan

from the Youth Development Work Group
of the
Los Angeles County Education Coordinating Council

an appendix to the ECC's

Blueprint for Raising the Educational Achievement of Foster and Probation Youth

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Protocol For Use of Education Checklist

1. **Court**—Will review expanded checklist at hearing for each child. Each child at detention shall receive a complete physical and emotional assessment, if appropriate, from age 0 to age 8. All children shall receive such assessments from age 8 and as necessary until jurisdiction is terminated. At least one time per year, a case conference shall be ordered for all professionals on the case to meet and plan for both permanency and specialized needs of that family/child. At least one time per year, a family group decision-making conference shall be ordered to determine permanency and family support and provision of services through the family. The court shall receive a report of those conferences and make orders accordingly. The court shall not deem a report acceptable without a full list of services and plans which would promote some measurable success in the child's life at each six-month hearing.
2. **Parents/Caregivers**—Will agree in writing to promote education as a value by providing all necessary educational, extracurricular and community activities designed to foster a sense of personal success for the child, including designating a regular daily study/reading time. Will ensure, to their best knowledge, that the child has a mastery of basic life skills acquired for meaningful emancipation.
3. **Schools**—Will agree to work with caretaker and court to provide all appropriate educational opportunities, including the use of specialized programs across residence boundaries to support growth for foster children. Specialized programs including peer groups and classes in values and manners shall be developed with appropriate experts and be mandated for all children.
4. **DCFS/Probation**—Will maintain an up-to-date website, which will categorize by age group, all programs for children and youth. These programs will be school and community based and include contractual entities with the departments. They will include activities of all kinds, such as clubs, mentoring opportunities and any program designed to enhance the "normalcy" of life for a foster child. They will include in all reports efforts made to establish, design and recommend a program tailored to that child's success. That success shall be both educational and emotional. Beginning at age 14, issues of independence and empowerment for adulthood shall be included in all planning for the child. The departments shall maintain fully funded and staffed specialty units working specifically on termination of jurisdiction issues around emancipation, an education unit and a mental health unit prepared to advise social workers, probation officers, families and the court on specific questions pertaining to a specific child.
5. **Parent/Child Counsel**—Will advocate for all available services to meet the educational needs of the child, including doing independent research and make independent recommendations.
6. **Other**—Wherever possible, grants shall be encouraged for specialized programs, either by an organized agency who represents a party or through our CASA program.

EDUCATIONAL CASE PLAN	Caregiver	Probation/ DCFS	School	Other
School process				
<input type="checkbox"/> Enroll child				
<input type="checkbox"/> Transfer records				
<input type="checkbox"/> Determine special needs – IEP/504/IPP				
<input type="checkbox"/> Request tutoring				
<input type="checkbox"/> Homework contract				
<input type="checkbox"/> School attendance contract				
<input type="checkbox"/> Credits				
<input type="checkbox"/> Alternative to home school				
<input type="checkbox"/> Suspended				
<input type="checkbox"/> Expelled				
<input type="checkbox"/> Opportunity transfer				
<input type="checkbox"/> Baseline assessment of child				
<input type="checkbox"/> Homework assistance				
<input type="checkbox"/> Library				
<input type="checkbox"/> Reading daily				
<input type="checkbox"/> Grades				
<input type="checkbox"/> Skills/talents				
<input type="checkbox"/> 317(e) referral				
School resources				
<input type="checkbox"/> After-school/summer programs				
<input type="checkbox"/> Tutoring				
<input type="checkbox"/> Extracurricular activities				
<input type="checkbox"/> School clubs				
<input type="checkbox"/> Sports				
<input type="checkbox"/> Peer groups/comportment				
<input type="checkbox"/> Values/citizenship				
Community resources				
<input type="checkbox"/> Counseling				
<input type="checkbox"/> Enrichment programs				
<input type="checkbox"/> Mentor				
<input type="checkbox"/> Community service				
<input type="checkbox"/> Tutoring				
<input type="checkbox"/> Friends				
<input type="checkbox"/> Driver's education				
<input type="checkbox"/> Extended family				
<input type="checkbox"/> Early care and education programs				
<input type="checkbox"/> At-risk programs				
<input type="checkbox"/> Court/private "extra" money				

Physical Development				
<input type="checkbox"/> Daily living skills/hygiene				
<input type="checkbox"/> Assessment of strengths and weaknesses				
<input type="checkbox"/> Medical check – sight, hearing				
<input type="checkbox"/> Good use of time				
<input type="checkbox"/> Impediments to school attendance or learning				
Psychological and Emotional Development				
<input type="checkbox"/> Good decision-making skills				
<input type="checkbox"/> Understanding of others				
<input type="checkbox"/> Coping skills				
<input type="checkbox"/> Self-regulation skills				
<input type="checkbox"/> Optimism coupled with realism				
<input type="checkbox"/> Moral character/values				
<input type="checkbox"/> Mental/emotional impediments to learning or school attendance				
Social Development				
<input type="checkbox"/> Connectedness/trust of others				
<input type="checkbox"/> Sense of self-worth				
<input type="checkbox"/> Ability to get along in multicultural environments				
<input type="checkbox"/> Awareness of others				
<input type="checkbox"/> Ability to share				
Child's Responsibility				
<input type="checkbox"/> Important people				
<input type="checkbox"/> Likes/dislikes				
<input type="checkbox"/> Favorite color				
<input type="checkbox"/> E-STEP				
<input type="checkbox"/> TILP				
<input type="checkbox"/> Job planning				
<input type="checkbox"/> Life plan				
Education Planning				
<input type="checkbox"/> Academic				
<input type="checkbox"/> grades/credits				
<input type="checkbox"/> classes for credit				
<input type="checkbox"/> scholarships				
<input type="checkbox"/> standard tests				
<input type="checkbox"/> Vocational				
<input type="checkbox"/> grades/credits				
<input type="checkbox"/> apprenticeships				
<input type="checkbox"/> schools – technical, manual				
<input type="checkbox"/> scholarships				
<input type="checkbox"/> Arts				
<input type="checkbox"/> grades/credits				

Education Planning (continued)				
<input type="checkbox"/> schools				
<input type="checkbox"/> internships				
<input type="checkbox"/> museums				
<input type="checkbox"/> movie studios				
<input type="checkbox"/> Business				
<input type="checkbox"/> grades/credits				
<input type="checkbox"/> training programs				
<input type="checkbox"/> schools				
<input type="checkbox"/> Community college offerings				
Emancipation				
<input type="checkbox"/> E-STEP/TILP				
<input type="checkbox"/> California ID				
<input type="checkbox"/> Birth certificate				
<input type="checkbox"/> Housing				
<input type="checkbox"/> Credits				
<input type="checkbox"/> Postsecondary education				
<input type="checkbox"/> Job Corps				
<input type="checkbox"/> Armed forces				
<input type="checkbox"/> Graduation date				

Child/youth signature _____ Date _____

Parent/guardian/caregiver _____ Date _____

CSW/DPO _____ Date _____

School representative _____ Date _____

QUESTIONS TO ASK
ABOUT INFANTS AND TODDLERS IN THE CHILD WELFARE SYSTEM

PHYSICAL HEALTH

- Has the child received a comprehensive health assessment since entering foster care?
- Are the child's immunizations complete and up to date for his or her age?
- Has the child received a hearing and vision screening?
- Has the child received the state-mandated screening (metabolic and genetic disorders)?
- Has the child any health risks from low birth weight, premature birth, prenatal exposure to toxic substances?
- Is the child within the appropriate growth pattern range for weight, height, and head circumference?
- Has the child received regular dental services?
- Does the child have a 'medical home' where he or she can receive coordinated, comprehensive, continuous health care?
- Does the child have a medical condition? What are the treatment recommendations?
- Is the child receiving a nutritious diet, including vegetables and fruits?
- Is the child secured in a five-point belt harness child safety seat when traveling?

DEVELOPMENTAL HEALTH

- Has the child received a developmental evaluation by a provider with experience in child development?
- Is the caregiver knowledgeable about developmental skills for the child? Has the caregiver attended parenting classes?

MENTAL HEALTH

- With whom has the child formed an attachment?
- Is the child provided emotional security and nurturing?
- Is a bond with the parent appropriate? If so, how is the bond being supported?
- Has the child received a mental health screening, assessment, or evaluation?

EDUCATIONAL/CHILD CARE SETTING

- Is the child read to daily?
- Does the child have safe, engaging toys to play with?
- Is the child enrolled in high-quality early childhood program, including a Head Start program?
- Is the early childhood program knowledgeable about the needs of children in the child welfare system?

PLACEMENT

- Is the child placed with caregivers knowledgeable about the social and emotional needs of the infants and toddlers in out-of-home placements, especially young children who have been abused, exposed to violence, or neglected?
- Do the caregivers have access to information and support related to the child's unique needs?
- Are the caregivers able to identify problem behaviors in the child and seek appropriate services?
- Are all efforts being made to keep the child in one consistent placement?

SERVICES

- Is the child in a school readiness program?
- Is the family receiving parenting and/or counseling services?
- Does the child qualify for and receive Regional Center services?
- Are the child and his or her family receiving any necessary early intervention services; e.g., speech therapy, occupational therapy, educational interventions, family support?
- Is the child receiving any necessary infant mental health services?