



Foster Care 101

September 15, 2026



OREGON DEPARTMENT OF
Human Services
Child Welfare

Foster Care Team

ODE

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Introductions / Welcome!

1. Please Update your Zoom Name

- First & Last (Pronouns) District
- *Ex: Jenn Smith (she/her) Mountain SD*

2. Introduce Yourself in the Chat

- Name
- District
- Title
- What was the highlight of your summer?



Agenda – Part 1

- Foster Care Team
- Child Needs & Experiences Data Review
- Foster Care Student Rights
- Terms and Definitions



Learning Targets

Upon completion of today's training, you should be prepared to:

- Offer insight on the educational rights of students in foster care and the laws and policies that protect them
- Use and define terms that relate to the educational rights of students in foster care
- Articulate my role & responsibilities as a district Point of Contact
- Identify and utilize resources that support my work as a district Point of Contact
- Demonstrate how State and District advocates work together to support students' success



Child Needs & Experiences

Disclaimer: Potentially upsetting topics & information

Key Data Points for Students Experiencing FC Placement

The ODE Research Brief [Key Data Points for Students Experiencing Foster Placement](#) was compiled by the ODE Office of Research, Assessment, Data, Accountability, and Reporting (RADAR team).

- The graphs shared on the following slides can be found in the brief.

The [2024 Child Welfare Data Book](#) was also compiled by the RADAR team in cooperation with the Oregon Department of Human Services, Child Welfare Division.

- This document provides some of the graphs/context tables and lived experiences shared.

Reviewing the Data – Food for Thought

As we review this data, consider the following:

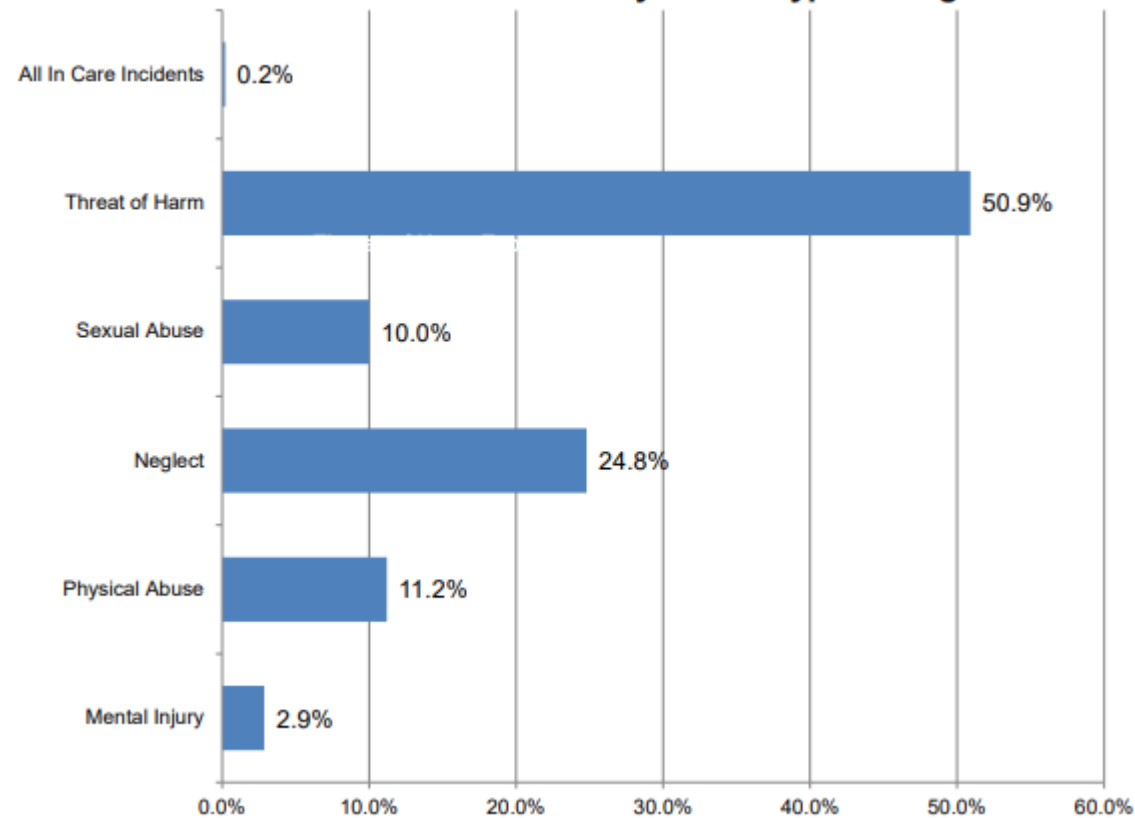
- What unique needs and challenges might a student in foster care face if they are navigating these experiences simultaneously?
- How could this impact their educational stability, services, or experience?
- What factors could be contributing to the outcomes we're seeing?
- What can I do in my role to have a positive impact on the educational experience of these students?

Foster Care Entry

	FFY 2022		FFY 2023		FFY 2024	
Reasons Children Enter Foster Care by Federal Fiscal Year (includes all types of FC)	Number	% of Entrants	Number	% of Entrants	Number	% of Entrants
Neglect (Formerly Neglect Abuse)	1,490	64.6%	1,449	62.5%	1,222	55.4%
Caregiver's Drug Use (Formerly Parent Drug Abuse)	1,112	48.2%	1,191	51.4%	1,072	48.6%
Domestic Violence (Formerly Domestic Violence)	366	15.9%	401	17.3%	354	16.0%
Physical Abuse (Formerly Physical Abuse)	307	13.3%	331	14.3%	286	13.0%
Caregiver's Alcohol use (Formerly Parent Alcohol Abuse)	253	11.0%	247	10.7%	207	9.4%
Inadequate Housing (Formerly Inadequate Housing)	318	13.8%	222	9.6%	184	8.3%
Caregiver's Significant Impairment - Physical/Emotional	149	6.5%	143	6.2%	177	8.0%
Houselessness	112	4.9%	205	8.8%	173	7.8%
Child Behavior Problem (Formerly Child Behavior)	167	7.2%	144	6.2%	154	7.0%
Prenatal Drug Exposure	91	3.9%	132	5.7%	116	5.3%
Abandonment (Formerly Abandonment)	114	4.9%	112	4.8%	113	5.1%
Caregiver's Significant Impairment - Cognitive	68	3.0%	90	3.9%	105	4.8%
Medical Neglect	71	3.1%	78	3.4%	93	4.2%
Psychological Or Emotional Abuse	30	1.3%	75	3.2%	92	4.2%
Sex Abuse (Formerly Sex Abuse)	78	3.4%	75	3.2%	75	3.4%
Inadequate Access To Medical Services	33	1.4%	56	2.4%	58	2.6%
Inadequate Access To Mental Health Services	22	1.0%	46	2.0%	58	2.6%
Educational Neglect	0	0.0%	16	0.7%	29	1.3%
Whereabouts Unknown	35	1.5%	30	1.3%	28	1.3%
Death Of A Caregiver	44	1.9%	26	1.1%	27	1.2%
Child's Drug use (Formerly Child Drug Abuse)	23	1.0%	29	1.3%	24	1.1%
Runaway	8	0.3%	20	0.9%	23	1.0%
Child Requested Placement	14	0.6%	24	1.0%	20	0.9%
Sex Trafficking	5	0.2%	9	0.4%	18	0.8%
Diagnosed Condition (Formerly Child Disability) **	17	0.7%	22	0.9%	15	0.7%
Prenatal Alcohol Exposure	10	0.4%	9	0.4%	10	0.5%
Child's Alcohol use (Formerly Child Alcohol Abuse)	13	0.6%	15	0.6%	7	0.3%
Failure To Return	5	0.2%	22	0.9%	7	0.3%
Family Conflict Related To Child's Sexual Orientation, Gender Identity, or Gender Expression	5	0.2%	10	0.4%	4	0.2%
Tribal Title IV-E Agreement	7	0.3%	4	0.2%	3	0.1%
Parental Immigration, Detainment Or Deportation	6	0.3%	6	0.3%	2	0.1%
Incarceration Of Parent/Caregiver (Formerly Incarceration of Parent)	37	1.6%	1		0	0.0%
Inability to Cope(All) (Formerly Inability To Cope)	95	4.1%	0	0.0%	0	0.0%
Voluntary Relinquishment For Adoption (Formerly Relinquishment)	3	0.1%	3	0.1%	0	0.0%
Total Number of Foster Care Entrants	2,305		2,319		2,206	

Incidents of Child Abuse

Percent of Incidents of Child Abuse by Abuse Type during FFY 2024



FFY 2024 Incidents of Child Abuse

Abuse Type	FF 2023	FFY 2024	Percent Change from prior year
Mental Injury	322.00	421.00	30.7%
Physical Abuse	1,513.00	1,648.00	8.9%
Neglect	4,024.00	3,648.00	-9.3%
Sexual Abuse	1,511.00	1,473.00	-2.5%
Threat of Harm	7,040.00	7,489.00	6.4%
Abandonment in Care	-	-	N/A
Financial Exploitation in Care	1.00	-	-100.0%
Involuntary Seclusion in Care	2.00	-	-100.0%
Neglect in Care	28.00	14.00	-50.0%
Physical Abuse in Care	9.00	11.00	22.2%
Sexual Abuse in Care	-	-	N/A
Verbal Abuse in Care	2.00	2.00	0.0%
Wrongful Restraint in Care	2.00	2.00	0.0%
Total Incidents	14,455.00	14,710.00	1.8%

Foster Care & Housing Instability

- What are some potential mental, physical, and emotional health impacts of experiencing housing instability?
- What unique challenges would someone face who is experiencing housing instability *and* Child Welfare involvement?

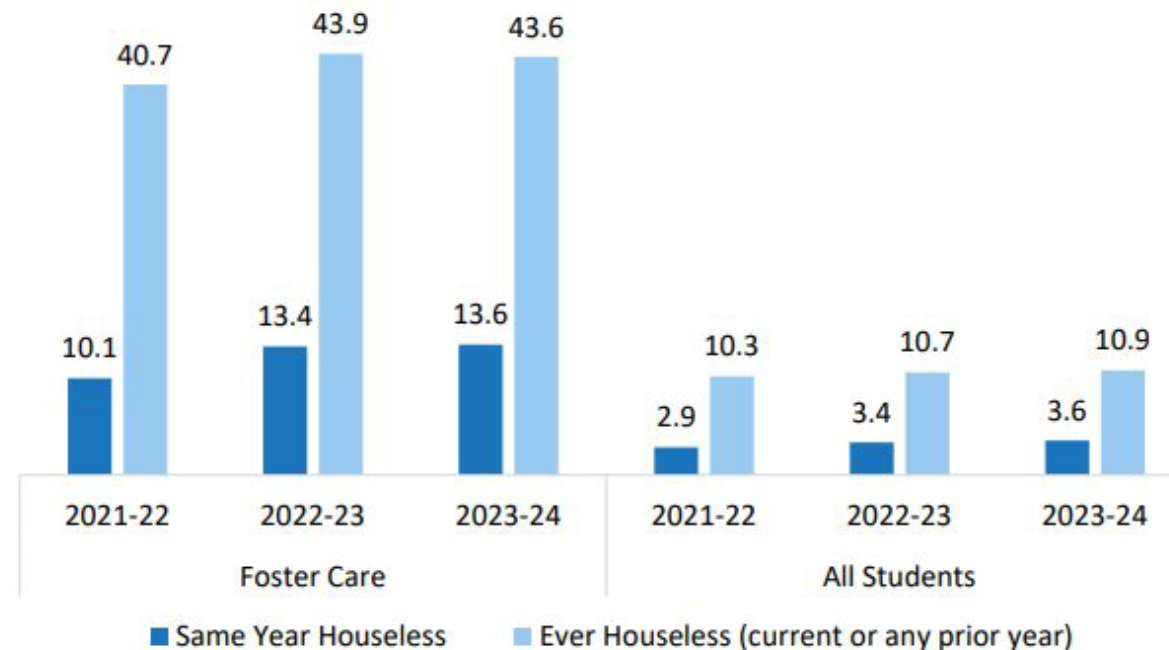


Figure 13: Students in Foster Care are at High Risk of Experiencing Houselessness

Source: Key Data Points for Students Experiencing Foster Placement, Page 18

Foster Care & Identity

Oregon Student Health Survey Statewide Outcomes (2022)		
All LGBTQ2SIA+ Youth (2022)	Houseless LGBTQ2SIA+ Youth	Youth Ever Placed in Foster Care who are LGBTQ2SIA+
About 12% of Oregon youth are transgender, gender expansive, or unsure of their gender identity.	About 23% of houseless Oregon youth are transgender, gender expansive, or unsure of their gender identity.	About 21% of Oregon youth ever placed in foster care are transgender, gender expansive, or unsure of their gender identity.
[11% of 6th graders; 12% of 8th graders; 11% of 11th graders]	[23% of 6th graders; 22% of 8th graders; 23% of 11th graders]	[28% of 6th graders; 22% of 8th graders; 15% of 11th graders]
Almost 1 in 3 [29%] Oregon youth identify as LGBTQ, pan, ace, aro, something else, not sure, or multiple orientations.	Over 1 in 3 [36%] houseless Oregon youth identify as LGBTQ, pan, ace, aro, something else, not sure, or multiple orientations.	Roughly 2 in 5 [40%] Oregon youth ever placed in foster care identify as LGBTQ, pan, ace, aro, something else, not sure, or multiple orientations.
[30% of 6th graders; 27% of 8th graders; 30% of 11th graders]	[34% of 6th graders; 35% of 8th graders; 42% of 11th graders]	[39% of 6th graders; 41% of 8th graders; 40% of 11th graders]

Table 2: Student Health Survey Results Show that Students in Foster Care are much more likely to Self-Identify as LGBTQ2SIA+

Source: Key Data Points for Students Experiencing Foster Placement, Page 7

Foster Care & Attendance

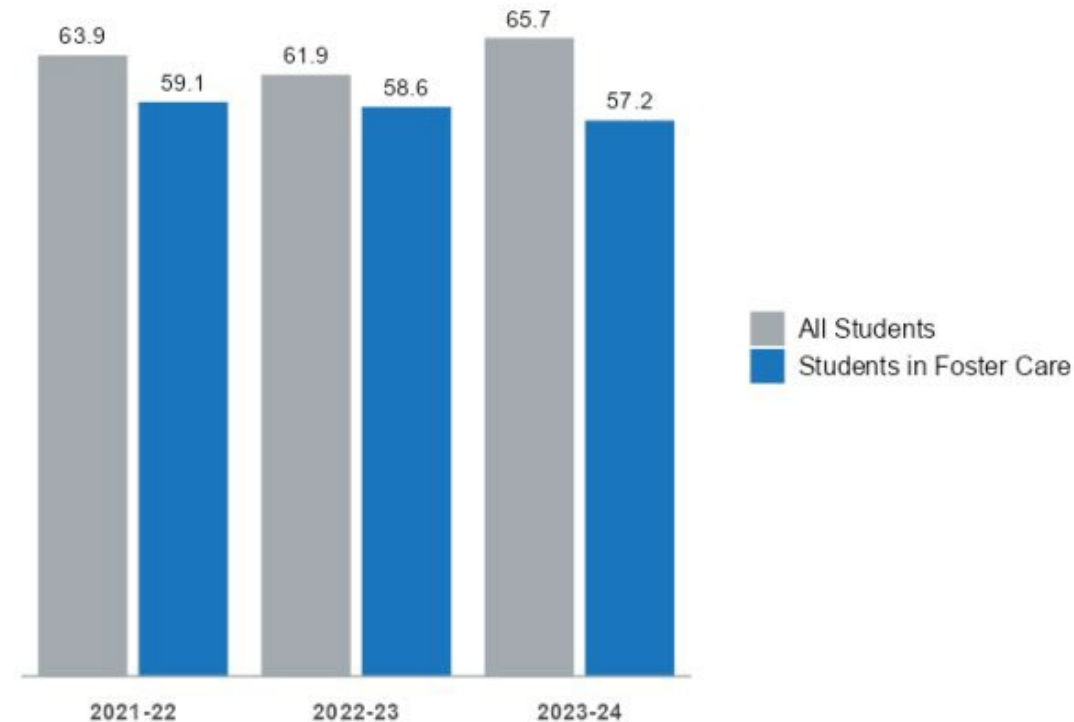


Figure 8: Students in Foster Care Have Lower Rates of Regular Attendance Percentages of Regularly Attending Students, 2020-21 through 2023-24 School Years
Source: Key Data Points for Students Experiencing Foster Placement, Page 7

Foster Care & Juvenile Justice

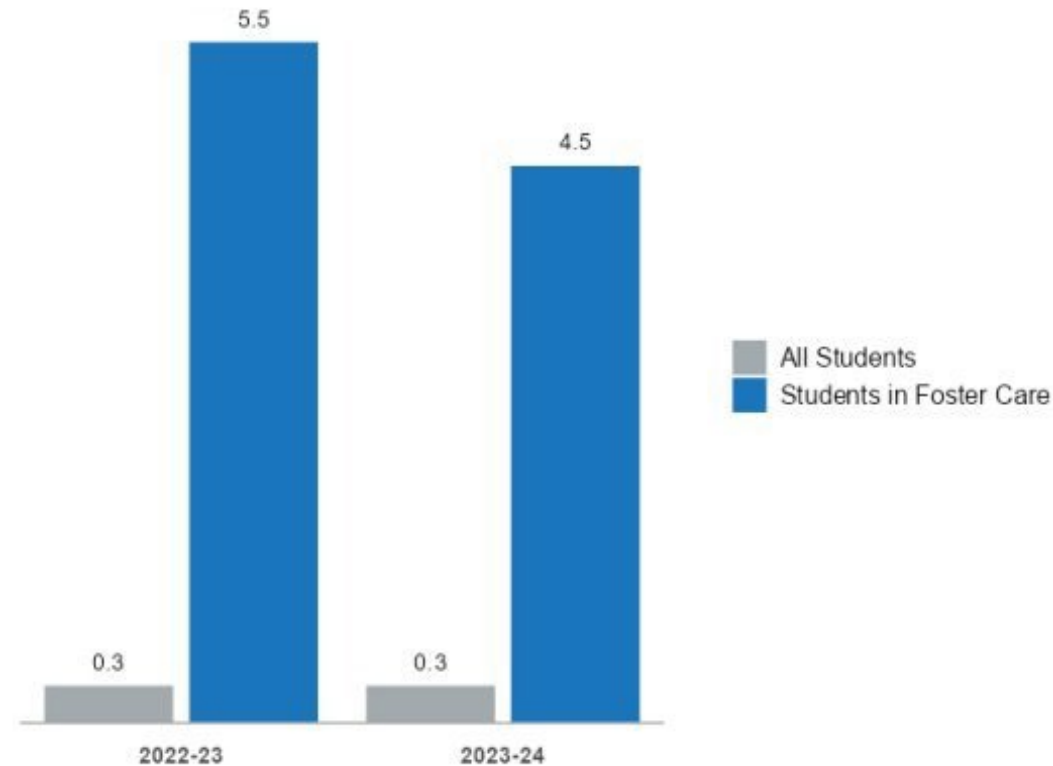


Figure 12: Students in Foster Care Are Significantly More Likely to Have Experienced Current or Former Incarceration
Percentages of Currently or Formerly Incarcerated Students, 2022-23 and 2023-24 School Years

Source: Key Data Points for Students Experiencing Foster Placement, Page 17

Foster Care & Student Discipline

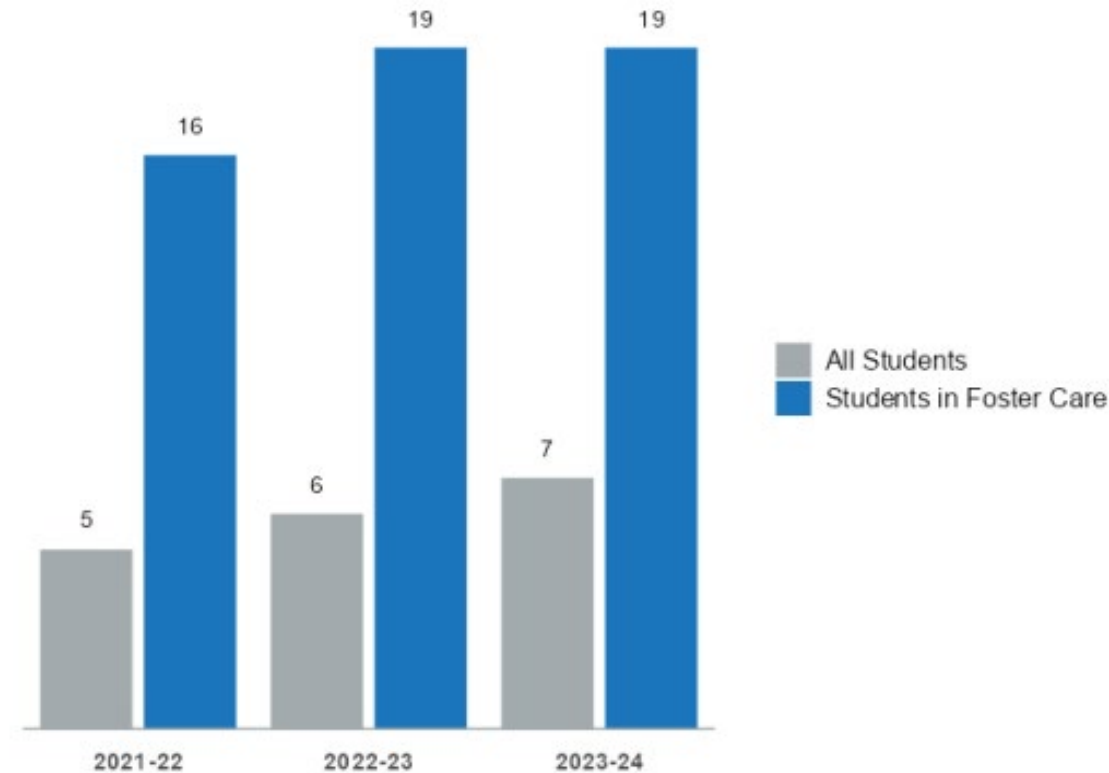


Figure 10: Students in Foster Care are More Likely to Receive Exclusionary Discipline Percentages of Students Experiencing Exclusionary Discipline at Any Time During the School Year 2020-21 through 2023-24 School Years

Source: Key Data Points for Students Experiencing Foster Placement, Page 15



Foster Care Student Rights

Legal Foundations

Provides definition of “foster care” that includes tribal child welfare; defined by placement and care responsibility on the part of CW entity.

**OAR 413.105.0010 (6)
(2007)**

New exception to FERPA that allows school to disclose records without parent consent under certain conditions.

**Uninterrupted Scholars Act
(2013)**

Establishes rights of students in (CW) foster care related to School/District of Origin, immediate enrollment, school meals, transportation, and extracurricular support; also SEA and LEA FCPC.

**Every Student Succeeds Act
(2015/16)**

Automatic eligibility under National School Lunch Program also means automatically qualification to have fees considered and reduced.

**ORS 339.147 and 339.155
(2019)**

**Fostering Connections
(2008)**

Emphasizes the importance of ***school stability*** as well as the need for ***collaboration*** between child welfare and education agencies.

**ORS 339.133 and 134
(2015; rev. 2019)**

Establishes definitions and protocol related to student residency, School/District of Origin, type of foster care, school notification, & BIF cases.

**ORS 329.451
(2018)**

Students in foster care (at present or at all in grades 9-12) may receive waivers for graduation requirements.

Foster Care defined

“...substitute care for children placed by the Department of Human Services or a **tribal child welfare agency** away from their parents and for whom the department or agency has placement and care responsibility, including placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.”

[OAR 413-105-0010\(6\)](#) Department of Human Services Child Welfare Programs – Chapter 413 / Division 105 – Educational Services for a Child or Young Adult in Substitute Care

Oregon Laws & Practices

- Placement into Oregon Department of Human Services (ODHS) Child Welfare (CW) Foster Care or Tribal Child Welfare Foster Care
- Oregon Revised Statute ([ORS 339.133](#)) - School Residency for Youth in Foster Care
- Oregon Administrative Rule [OAR 581-21-0019](#) - District Transfers
- [Free Appropriate Public Education \(FAPE\)](#)



Foster Care in Oregon | The Basics

Student rights and services include:

- School of Origin;
- Immediate Enrollment;
- Best Interest Finding (BIF);
- Records Transfer;
- Transportation;
- Extracurricular Access & Support;
- State & Local Foster Care Points of Contact (FCPC); and
- Data Disaggregation





Terms and Definitions

Immediate Enrollment

Students in foster care are entitled to immediate enrollment, per federal law.

- **Immediate** is defined as:
 - Enrollment cannot be delayed due to inability to produce records
 - As soon as is practicable
 - Suggestion of max 3 school days
- ***Enrollment is defined as:***
 - Student is attending regularly
 - Fully participating in school (classes, extracurricular activities, and out-of-school and summer opportunities)
 - Educational needs are being met

School/District of Origin

School District/School of Origin is defined as:

- The location where the child is enrolled at the time of placement into Tribal or ODHS Child Welfare Foster Care **or**
- The foster care placement of the individual changed
- The student remains in the child's School District/School of Origin for the duration of their time in ODHS Child Welfare Foster Care/Tribal Foster Care
- The School District/School of Origin **only changes** when there is a Best Interest Finding (BIF) made by the Juvenile Court
- To best adhere to ESSA and maintain cross-agency alignment, the enrolling school/district functions as School/District of Origin following a BIF
- School District of Origin is responsible for providing transportation, as requested by the caseworker

Best Interest Finding (BIF)

A Best Interest Finding is a decision made by the Juvenile Court that it is *no longer in the student's best interest* to attend their school/district of origin

- Also known as a “*Best Interest Determination*” or (BID); commonly used at the federal level and in many other states
- This finding authorizes the ODHS caseworker to enroll a foster care student in a new school by presenting a [ODHS Child Welfare School Notification Form \(0338\)](#)
 - This form should indicate presence of a BIF, if applicable, although BIF document itself is often not included for confidentiality reasons

When is a BIF NOT needed?

- Special Education placements; IEP teams have the authority to make these decisions
- In the context of reunification or permanent placement

BIF Decision Factors

Best Interest Finding Considerations Include:

- Distance to School
- Age
- Relationships at School
- Permanency Plan
- Input from IEP team, ODHS caseworker, child's attorney, CASA, Resource/foster parents, & parents
- Success in current school
- Potential of loss of credits

Information related to BIFs will be shared by ODHS caseworker upon enrollment/school movement; but the Court Order document itself may not be shared due to highly sensitive information

Agenda – Part 2

- Foster Care Transportation
- Roles and Responsibilities
- Training, Technical Assistance, Support



Transportation

School of Origin Transportation

- Each district should have a documented Transportation Plan, which is reviewed by ODE during Federal Programs Monitoring
 - [ODE Foster Care Transportation Plan with Dispute Protocol](#)
- This plan must include clear, written procedures outlining how transportation will be provided to maintain ODHS foster care students in School/District of Origin
- ODHS and district work collaboratively to ensure transportation
- The ODHS caseworker requests transportation by completing the [ODHS Foster Student School District of Origin Transportation Request Form](#) and sending it securely to the district - this is an **annual requirement if participating in the FC Transportation Reimbursement Program**
- Transportation is provided for duration of student's time in foster care with and an updated form provided when a change in address is made

Ultimate responsibility lies with district in terms of ensuring means of transportation is provided; ODHS caseworkers/ODHS staff cannot personally drive students, as it is not a reimbursable transportation expense

School of Origin Transportation Reimbursement

Under ESSA, students in foster care are entitled to school transportation to preserve educational stability

Guidelines

- [ODE Guidelines for School District of Origin](#) (Developing Transportation Procedures for students in ODHS Custody)
 - [ODE FC School of Origin Scenarios](#)

Reimbursement

- Title IV-E of the Social Security Act
- [OAR 581-023-0040](#) **State School Fund Transportation Grant** is 70/80/90%, with the balanced of 30/20/10% covered by ODHS for 100% total reimbursement to districts
- District FCPC should communicate with your district business and transportation offices to determine who collects data for, completes, and submits the [Foster Care School of Origin Transportation Reimbursement Form](#)
- Status updates are posted on the FC website under the **Foster Care Transportation** header, **Reimbursement Schedule** accordion

FC Transportation Reimbursement Process

ODE and ODHS partner to review district requests for reimbursement. The process is outlined in the Foster Care Transportation Manual as follows:

1. ODHS submits [Foster Student School Transportation Request form](#) for student (required each school year)
2. Districts submit FC Transportation reimbursement forms following dates and instructions on the FC website
3. ODE reviews all district forms and forwards a summary report to ODHS
4. ODHS reviews the summary report for verification of eligibility
5. ODHS submits a list of ineligible line items to ODE
6. ODE contacts districts for correction or file revision
7. ODE submits the revised list back to ODHS for approval
8. Upon ODHS approval, ODE remits an invoice to ODHS
9. ODHS pays the invoice for the approved quarter
10. ODE Fiscal approves the funding source
11. ODE EGMS enters the funds (by quarter) into the Electronic Grant Management System & notifies district Fiscal contact via Subgrant Award Notification (SAN)
12. District submits EGMS claim within the Period of Performance dates identified on SAN
13. ODE Grant manager approves claims
14. If district does not have an executed Grant Agreement and insurance on file, ODE Procurement will need to build this before items 9 and 10 above can take place

FC Transportation Reimbursement Status

What's in the works?

We're currently working on an application, revising grant agreements to contracts, and updating the Foster Care Transportation Reimbursement Form to improve calculation issues.

The reimbursement status is posted on the Foster Care website; under the **Foster Care Transportation *Reimbursement Schedule*** accordion

- 2023-24 Q3 payments are being populated in EGMS for districts to claim
- The 2026-27 due dates have been posted
- The 2026-27 Foster Care Transportation Reimbursement Form will be made available as soon as it's been approved for distribution



Foster Care Point of Contact (FCPC) Roles & Responsibilities

Foster Care Point of Contact Updates

The Foster Care Contact list is posted on the [ODE Foster Care website](#) and names a liaison within each district as a Foster Care Point of Contact (FCPC). This list is updated at the beginning of each school year once it has been populated in the data source: ODE's [Continuous Improvement Plan \(CIP\) Budget Narrative \(BN\)](#).

Districts Roles & Responsibilities

- Districts must name a FCPC on the CIP BN via the [Central Login Application](#) on the [ODE District Website](#) at the beginning of each new school year. **This application opens for updates 8/1 and is due by 10/1.**
 - Updates made between the end of the prior school year and 8/1 will not be reflected in the new report. Contact your [District Security Administrator \(DSA\)](#) for assistance. Refer to the [ODE CIP Budget Narrative website](#) and [CIP Budget Narrative Quick Start Guide](#) for additional information.
 - **ODE is unable to make updates to district Contact details.**
 - ODE ***CAN supplement*** the list with an additional contact. Please submit a [MKV / FC Program Support Request Form](#) with the header details for this request.
 - Districts must update the contact information as staff changes occur.
- Districts must ensure that assigned Points of Contact are trained and are aware of their role supporting students.
 - District Contacts are encouraged to attend Foster Care Office Hours and training for programmatic support. Technical Assistance and Training opportunities are listed on the FC website under the header; **Support for Districts, FC Points of Contact, & ESDs – District Support** accordion (*click the plus + sign to expand*).

ODHS Caseworker & Foster Care Point of Contact

Foster Care Point of Contact	ODHS Caseworker
● Primary ODHS contact; Communicate and collaborate with local ODHS office/contact and caseworkers ● Facilitate the transfer of records and immediate enrollment; ensure regular attendance ● Train district staff on FC student rights ● Assist in developing FC transportation plans and policies ● Ensure students have access to services like free lunch, and activity waivers/support ● Facilitate data sharing with ODHS Child Welfare, consistent with the Family Educational Rights and Privacy Act (FERPA) and other privacy protocols	● Primary Contact (<i>along with Resource parents</i>) ● Notification of foster care placement; complete and share ODHS Child Welfare School Notification Form ● Request Transportation via the ODHS Foster Student School District of Origin Transportation Request Form ● Collaboration with LEA for Immediate Enrollment; provide records when needed ● Participate in IEP/504 meetings (<i>should be informed of and included in provision of specialized education services, but are not formal/legal Special Education decision-makers</i>) ● Coordinate and request services as needed ● Inform guardians of foster child's educational rights

Roles and Relationships

ODE and ODHS collaborate to ensure these relations function optimally to best serve the student.

Resource Parent

Resource parents make educational decisions, actively participate in academic planning, and work in collaboration with ODHS, school staff, and community partners to ensure students receive services.

ODHS Caseworker

Caseworkers serve as a primary contact for the needs and rights of the student, coordinating services and communicating regularly with other involved parties to ensure educational stability.

Foster Care POC

The Foster Care Point of Contact/ Liaison collaborate with ODHS, community partners, Resource Parents, and other involved parties to ensure students receive services and supports under ESSA.

SpEd Team

When applicable, district Special Education coordinators and specialists ensure timely and accurate evaluations and utilization of services.



School Counselors

Counselors work with Liaisons, Academic Success advocates, and teachers to assist students and families with academic success and post-school planning.

District Administrators

District administrators and staff participate in Monitoring, training, and professional development opportunities to learn and apply best practices for serving students in Foster Care.

School Advocates

Academic Success Coaches, Tutors, and other school employees assist students with short-term and long-term educational needs and goals.

Community Advocates

Community agencies who provide medical mental health, and other services work closely with ODHS and Resource Parents to ensure FC student eligibility and access.

Things to Consider

Who can we work with internally and externally to increase knowledge and improve services?

Collaboration

How do we find unique approaches to challenges faced by both students and staff?

Creativity

What do our students and families need to be successful inside and outside of school?

Support

Do we make space for celebrating our successes? How can we replicate and share them?

Success

Communication

How is information shared and exchanged between parties, and can we improve this system?

Outreach

Are there tribes or other partner agencies & entities in my area we have yet to connect with?

Advocacy

What resources, training, and/or assistance do we need to best serve our students?

New to the Role?

Welcome!

- Please email fostercare@ode.oregon.gov & we will follow up with targeted resources
- You may also use the [Foster Care Booking link](#) to schedule time to chat 1:1

In general, some of your first steps might include:

- Connections with district staff and office administration to announce your role
- Contacting the [local ODHS office](#) to introduce yourself and establish communication with local caseworkers
- Developing your system for student identification and tracking
- Review of the [US Dept of Education \(USED\) Non-Regulatory Guidance](#), the [Every Student Succeeds Act \(ESSA\)](#), [ODE Foster Care FAQs](#), [FERPA Student Privacy](#), and other relevant laws, statutes, & rules
- Reviewing district policies that reference students in Foster Care specifically
- Connecting with other district liaisons near you



Training and Technical Assistance

Technical Assistance (TA)

New this year: 8 Part Webinar Series

- Content from ODE and partner agency resources for students experiencing housing instability, foster care, or high mobility. Open to liaisons and school staff. Registration is required with links available on the [2026-27 Foster Care TA & Training Schedule](#). These sessions will be recorded and posted on the Foster Care website.

Office Hours

- Targeted TA to support Foster Care Points of Contact and staff whose work centers on ESSA foster care requirements. Sessions will be offered only in December, March, and May this year to make space for additional training and technical assistance opportunities.

Coordinators' Corner

- Monthly drop-in Q&A opportunities with both the McKinney-Vento and Foster Care State Coordinator. Meetings take place on the first Thursday of the month, from 10:30-11:30 a.m. PT. [Zoom Registration link](#).

Foster Care Newsletter - Refer to the [ODE Key Messages webpage](#) for past issues

- If you do not receive this newsletter and would like to be added, email: fostercare@ode.oregon.gov. The Foster Care newsletter will be sent following Office Hours; and as pertinent information needs to be shared. It includes:
 - Office Hours Slide Deck, if applicable
 - Frequently Asked Questions (FAQs)
 - Relevant news, resources, and external training information

Training and Resources

- [ODE Foster Care website](#) - Provides program information, resources on Policy and Guidance as well as links to Oregon Department of Human Services (ODHS) Child Welfare information.

Click the plus + sign for details on the following:

- District Support
 - Foster Care Transportation
 - Oregon Specific Support
 - Oregon Laws
- [2026-27 Foster Care TA & Training Schedule](#) - FCPCs are encouraged to attend annual training to support students within their district. This schedule outlines the learning opportunities, both virtual and on-site that will take place this year.
 - [MKV | FC Program Support Request Form](#) - Submit Foster Care questions or concerns on the topic of enrollment, transportation, and the rights of students in foster care. The form allows districts to provide context and assists in the preparation and prioritization of responses.
 - [Foster Care Meeting Booking Link](#) - Book time to meet with the FC State Coordinator or Foster Care Transportation Program.



Questions?

Thank you!

Marlie J. Magill (she/her)

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CONTACT US



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