

Executive Summary **Supporting Educational Rights and Achievement**

Course Description

The Supporting Educational Rights and Achievement Training provides an overview of a child in the system of child welfare and their educational barriers, challenges, and other needs. The training focuses on the role of the worker in the educational system of a child in care. Additionally, the training covers the legal requirements, definitions, and advocacy needs in California's law. Finally, participants will learn key concepts related to advocacy in working with educational system. The course utilizes lecturette, case studies, small group interaction, and activities to help participants integrate the information.

Target Audience

This training is appropriate for new workers. New workers will be exposed to information to assist with beginning case work and building their awareness of possible case interventions.

Outcome Objectives

1. Recognize the range of responsibilities of child welfare workers that support educational achievement for children in care.
2. Identify children's basic educational rights and recognize the key concepts of California Assembly Bill 3632, a law that requires state agencies to coordinate services for children with disabilities.
3. Recognize the role and responsibilities of the child welfare worker in relation to California Assembly Bill 490, a law enacted to protect the educational interests of children in foster care including the facilitation of the timely transfer of educational records (including IEPs) for children and adolescents who must change schools.
4. Explain the terms "educational surrogate" and "individualized educational program" as they relate to child welfare practice.
5. Value facilitating equal educational opportunities and improving education outcomes for children in the child welfare system through collaboration with families' support networks and other professionals to promote the educational attainment of children.

Ways that Supervisors can support the Transfer of Learning from the classroom to the job...

BEFORE the training

1. Supervisors should ask the worker to pay particular attention to the terms educational surrogate and IEP. Trainee should be prepared to define and apply the concepts upon return to the county.
2. Supervisors should ask the trainee to list times he/she has been in an advocates role and to consider what skills are needed in advocacy.

AFTER the training

1. Supervisors should follow up with trainee to define the terms agreed upon before attending the training.
2. Supervisors should ask the trainee to make a list of educational advocates and other educational resources to use in the course of working with families.