**Funding Sources to Support Students in Foster Care and Considerations during Remote Learning**

Students in foster care are entitled to receive the same services and supports as any other student in Title I schools. Below are additional considerations for specific Title programs under ESEA:

**Title I, Part A**

* To fund transportation to the school of origin for students in foster care
* Specifically train and engage foster parents

**Title II, Part A**

* To focus professional development for district and building staff, teachers, and leaders regarding the needs of students in foster care.

**Title IV, Part A**

* Activities to support well-rounded educational opportunities for students in foster care, which may include but are not limited to:
  + STEM Programs
  + Music and art programs
  + Foreign language offerings
  + The opportunity to earn credits from institutions of higher learning
  + Reimbursing low-income students to cover the costs of accelerated learning examination fees
  + Environmental education
  + Programs and activities that promote volunteerism and community involvement
* Activities to support safe and healthy students in foster care may include, but are not limited to:
  + School-based mental health services
  + Drug and violence prevention activities that are evidence-based
  + Integrating health and safety practices into school or athletic programs
  + Nutritional education and physical education activities
  + Bullying and harassment prevention
  + Activities that improve instructional practices for developing relationship-building skills
  + Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment
  + Establishing or improving school dropout and reentry programs
  + Training school personnel in effective practices related to the above
* Activities to improve the use of educational technology in order to improve the academic achievement and digital literacy of students in foster care may include, but are not limited to:
  + Building technological capacity and infrastructure
  + Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses through the use of technology
  + Carrying out blended learning activities (must include ongoing professional development for teachers)
  + Providing professional development on the use of technology to enable teachers to increase student achievement in STEM areas
  + Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences
  + Providing educators, school leaders, and administrators with the professional learning tools, devices, content and resources to:
  + Personalize learning
  + Discover, adapt, and share relevant high-quality educational resources
  + Use technology effectively in the classroom
  + Implement and support school and districtwide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning

**Considerations for Students in Foster Care during Remote Learning**

* Some LEAs have a “one device per household” policy for technology. Students in foster placements are often in homes with multiple children and youth, which can make it difficult to share devices.
* Students in foster placements are often placed with children and youth in different school districts, which can be difficult for foster parents to manage schedules and district requirements.
* Students in foster care have the lowest graduation rates out of any student population in Colorado and often experience academic gaps due to frequent school mobility. Consider how resources and supports during remote learning could assist in reducing the achievement gap for students in foster care.

**Allowable Use of Funds from the Educational Stability State Grant**

**Note:** This grant program serves highly mobile students (students in foster care, students experiencing homelessness, and Migrant students).

* Services provided under this grant program are not intended to replace regular academic programs. Grant funds can be used to supplement existing services, but they cannot be used to supplant services that the applicant has been providing through other means. Specifically, proposed programs can either expand or improve services provided through a school’s general academic program but cannot replace that program (supplement not supplant). To the extent practicable, activities and services are to integrate highly mobile and non-highly mobile students.
* Funds may be used to support provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youth.
* Grantees may provide services through programs on school grounds, at other facilities, or may use funds to enter into contracts with other agencies to provide services for highly mobile students. If a grantee proposes to contract with other agencies, the grantee will remain responsible for setting program goals, monitoring program accomplishments and managing grant funds and budgets (e.g. receiving and managing funds).