



Rules and Regulations

Meeting

Day 2

Office of Federal and State Accountability
March 29, 2017

FEDERAL UPDATES

Roy Stehle, Director of Federal and State Accountability

ESSA Updates

Roy Stehle

Director of Federal and State Accountability

ESSA Updates - Budget

- President Trump's budget request for the Department of Education to cut \$9 billion dollars from their current budget of \$68 billion.
 - Title II Part A and Title IV Part B (21st CCLC) would be eliminated.
 - More funding for charter schools, school choice, and private school vouchers.
 - The budget proposal would be for the federal FY18 appropriations (2018-19 school year.)

ESSA Updates – ESSA Regulations

- The Trump administration is reviewing current regulations with a view to repeal or replace them.
- The Accountability, State Plan, and Data Collection regulation was repealed by use of the Congressional Review Act.
- The Supplement, not Supplant regulation was withdrawn by the previous administration.
- The Academic Assessment regulation remains.
- The Impact Aid regulation remains (but may not be funded under the proposed budget.)

ESSA Updates – ESSA Guidance

- There are a number of ESSA guidance documents that are posted on the USED website under “ESSA”, as well as transition documents.
- It is unclear as to which guidance documents may be changed because of the repeal of the Accountability and State Plan regulation.
- There is guidance on schoolwide programs and funding.
- There is a Fiscal Changes document that discusses MOE, Private School, and Flexibility.
- There is also guidance on Homeless, Title III (EL), Use of Evidence, Foster Care, Title II Part A, and Title IV Part A (Student Support and Academic Enrichment).

ESSA Updates – ESSA Changes

- There are some definition changes in ESSA (Section 8101).
- HQ for teachers has gone away, but not for paraprofessionals.
- There is a new requirement on Equitable Services.
- Title I, Part A remains much the same in regards to allocations and plans.
- Accountability will change.
- New/different school improvement requirements.

ESSA Updates – ESSA Changes

- LEA plans will have some new requirements regarding district policies and procedures.
- Supplement, not Supplant for Title I, Part A will change.
- Title III accountability has been moved to the overall accountability in Title I, Part A.
- Title IV, Part A is a new grant program entitled the “Student Support and Academic Enrichment” grant.
- MOE has some slight revision.

ESSA Updates – In Flux

- Prepare for possible cuts in federal program allocations.
- If nothing else changes, there are some poverty changes and changes to formulas (especially in Title II) that will lead to reductions in allocations for some districts.
- Given the nature of the new administration and Congress, I would plan on budget cuts.
- Look toward your personnel budgets such as federal class size reduction teachers and begin to plan that you may lose FTE's.
- Establish budget priorities.

EVERY STUDENT SUCCEEDS ACT ESSA – SUPPLEMENT, NOT SUPPLANT

Roy Stehle, Director of Federal and State Accountability

Supplement, Not Supplant

According to federal guidance:

LEAs may use Title I funds only to supplement or increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs.

Supplement, Not Supplant

- Another way to look at supplement, not supplant is to ask the question –

What would districts and schools be required to offer in the absence of any federal funding?

For example – the state required Defined Minimum Program for elementary, middle, and high schools.

- Title I funds (and most federal funds) should be used in addition to state and/or local funding and not in the place of state or local funding.
- Title I funds should not be used **to meet** other federal requirements (Title III, IDEA, etc.)

How to Determine if Activities are Supplemental

- Testing for Presumptions of Supplanting:
 - Is it required by the state, district, or federal statute or regulation?
 - Are the same services provided for in non-Title I schools or students with (non-supplemental) state/local funds?
 - Were these activities paid for in prior years with state/local funds?

Other Questions to Consider

- Are the Title I schools receiving similar services provided for by state/local funding as non-Title schools?
- Are Title I schools receiving their “fair share”?
- Are the Title I schools being treated comparably (similar positions, technology, etc.)?

Supplanting Defense/Rebuttals

- Similar Title I – like activity is funded in a non-Title school with supplemental funding, such as:
 - State At-Risk Funding
 - Discretionary Grant
 - Possibly, other funds for which all schools are not eligible
 - This is generally known as the “exclusion” rule to supplement, not supplant.
 - An example might be an afterschool program funded with Title I funds at Title I schools and funded with state At Risk funding at non Title I schools.

Supplanting Defense/Rebuttals

- Activities funded in prior year with state/local funds
 - However, the state/local funds used to pay for activities were reduced/eliminated and during budget prioritization the activities are to be eliminated.
 - Document in Board agendas, minutes, etc.
 - Document via directives from the state (funding levels, allocations, etc.)
 - Budget reports/meetings

Supplanting Defense/Rebuttals

- Activities required by local, state, or federal statute
- This presumption of supplanting is almost always not rebuttable. It is presumed that in the absence of federal funding, the district/school would be required to do the activity anyway.
- An example of a program that districts would have to provide in the absence of federal funding would be a program such as a basic ESOL program.

Supplemental Title I Activities

- Common supplemental uses of Title I funds:
 - Decreasing class size (below state requirements)
 - Providing extra supplies/materials
 - Providing additional professional development
 - Extending learning time (before/after school or summer school)
 - Funding extra support services - nurses, guidance counselors, etc.
 - The greatest flexibility for use of Title I funds is in the schoolwide project.

Always call your Title I Program Contact to get an opinion on supplement, not supplant issues.

ESSA SNS

- Districts will develop a methodology for demonstrating that Title I funded schools receive their fair share of state and local dollars (which the SCDE will monitor).
- Compliance by December 2017 or plans to transition to the new SNS by 2019-20.
- There are four proposed methodologies discussed in the proposed regulation (withdrawn) that might be used.
 1. A weighted funding formula that provides additional resources for students with disadvantages such as EL's and Special Needs students.
 2. A formula that allocates resources, including staff and non-personnel resources directly to schools.

Proposed SNS Regulation

- 3. An alternative funds-based test developed by the state and approved by a peer review panel that is as rigorous as the first two options.
- 4. A methodology selected by the district that ensures per-pupil funding in each Title I school is at least as much as the average per-pupil funding in non-Title I schools.

- SC may be able to develop an allocation method based on MOE, Comparability, weighted per-pupil funding, a staffing formula, meeting the defined minimum program as required in state regulations, and defining what funds we would use for the allocation method.
- The difficulty will be if the SCDE/LEA has to compare state and local expenditures as opposed to what was allocated.
- The SCDE will pull together some program, finance, and auditing experts to suggest methodologies.

Questions



Contact Information

Roy Stehle

rstehle@ed.sc.gov

803-734-8118

MCKINNEY-VENTO UPDATES

Linda Mirabal-Pace, Education Associate

McKINNEY-VENTO IN SOUTH CAROLINA

2015-16

- Identified **14,360** children and youth
- 36% increase over past 5 years
- Achievement gap

Primary Nighttime Resident	Percent
Doubled Up	66%
Motel	15%
Sheltered	11%
Unsheltered	8%

McKINNEY-VENTO RFP

2017-18

- First year of 3-year cycle
- *Estimated Timeline*

Critical Dates	Planning Calendar
Release RFP to Public	May 2017
Pre-Application TA Session	Late May 2017
Deadline for Receipt of Applications	July 2017
Anticipated Award Announcement	August 2017

McKINNEY-VENTO PROFESSIONAL DEVELOPMENT

McKinney-Vento 101

- offered at minimum each fall
- new or seasoned liaisons and other interested LEA employees
- Annual Conference - March
- Online webinars (live and recorded)
 - National Center for Homeless Education (NCHE)
 - National Association for the Education of Homeless Children and Youth (NAEHCY)
- Technical assistance via email and phone calls
- Professional development and on-site technical assistance per request

ESSA CHANGES TO McKINNEY-VENTO

CAPACITY AND TRAINING

- Increased emphasis on ensuring adequate capacity and training for State Coordinators and local liaisons
- Requires states to adopt policies and practices to ensure liaisons participate in professional development and technical assistance activities
- Requires training for liaisons and other LEA personnel on the identification and needs of homeless students

CAPACITY AND TRAINING

SPECIFIES A BROADER LIST OF ROLE GROUPS TO BE TRAINED, INCLUDING

- Local liaisons and other LEA personnel
- School administrators, principals, and other school leaders
- Teachers
- Special education and specialized instructional support personnel
- Early education personnel
- Child welfare, social service, law enforcement, mental health, and domestic violence agencies
- Housing, RHYA, and child care providers

NEW STATE COORDINATOR (SC) RESPONSIBILITIES

- Requires the annual posting of the number of homeless children and youth identified in the state to the SEA website
- Requires SCs to ensure that homeless parents, children, and youth are informed of the duties of the local liaison and post an annually updated list of local liaisons to the SEA website
- Requires SCs to respond to parent/guardian/youth inquiries to ensure that homeless children and youth receive the protections and services to which they are entitled

REMOVAL OF BARRIERS

- Places emphasis on identifying and removing barriers to receiving credit for partial or full coursework completed satisfactorily at a previous school
- Requires the removal of barriers to school enrollment and participation due to absences or outstanding fees or fines

REMOVAL OF BARRIERS

- Increased emphasis on identifying and removing barriers (for homeless students meeting eligibility criteria) to participation in academic and extracurricular activities, including:
 - Magnet schools
 - Summer school
 - Career and technical education
 - Advanced placement courses
 - Online learning
 - Charter school programs

REMOVAL OF BARRIERS

- Requires the immediate enrollment of homeless children and youth, even if they missed application or enrollment deadlines during any period of homelessness
- Broadens the reference to barriers related to immunization and immunization records to include screenings and other health records

IDENTIFICATION AND ELIGIBILITY

- Includes an increased emphasis on the identification of homeless students
- Removes “awaiting foster care placement” from the definition of *homeless*
- Authorizes local liaisons, after receiving training, to determine eligibility for HUD programs for homeless children and youth and their immediate families, without further action from HUD

SCHOOL STABILITY

- Presumes that it is in a homeless child's best interest to continue attending the school of origin, unless this is against the wishes of the parent/guardian/youth
- Specifies in statute that the school selection determination is to be made based on student-centered factors, including the impact of mobility on the student

TRANSPORTATION

- Removes the word “homeless” in references to school of origin transportation, resulting in full-year transportation for formerly homeless students who have become permanently housed

EXAMPLE

NCLB wording: “If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located”

ESSA wording: “If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located”

PRESCHOOL

- Includes an increased emphasis on access to preschool education for young homeless children
- Requires local liaisons to ensure access to public preschool programs, including Head Start and Early Head Start, and early intervention services under IDEA Part C for young children with disabilities
- Broadens the definition of *school of origin* to include public preschool programs

DISPUTE RESOLUTION

- If a dispute arises over eligibility, or school selection or school enrollment:
 - the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals
 - the parent, guardian, or unaccompanied youth shall be provided with a written explanation of any decisions related to the dispute made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions

DISPUTE RESOLUTION

- the parent, guardian, or unaccompanied youth shall be referred to the local liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute
- In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the requested school pending resolution of the dispute

ESSA CHANGES TO TITLE I INVOLVING McKINNEY-VENTO

TITLE I STATE AND LEA PLANS

- Requires “timely and meaningful consultation” with various stakeholders within the state in the development of the plan
- Requires coordination with the McKinney-Vento Act and other federal statutes, including IDEA and the Child Care Development Block Grant

TITLE I STATE PLANS

- Requires the plan to demonstrate how LEAs will be supported by the SEA Title I and MV staff in the identification, enrollment, attendance, and school stability of homeless children and youth

TITLE I LEA PLANS

- **Requires the plan to demonstrate**
 - How the LEA will close the achievement gap between students meeting and not meeting state academic standards
 - How the LEA will support the school enrollment, attendance, and success of homeless children and youth, including through services provided with the homeless set-aside

TITLE I HOMELESS SET-ASIDE

- Removes “who do not attend participating schools” from the reference to serving homeless students with the set-aside, clarifying that services may be provided to all homeless students using set-aside funds

EXAMPLE:

NCLB wording: “homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live”

ESSA wording: “homeless children and youths, including providing educationally related support services...”

THE HOMELESS SET-ASIDE

- Mandates that the set-aside be determined
 - Based on the total LEA Title I allocation
 - Prior to any allowable LEA expenditures or transfers
- Encourages using an assessment of the needs of homeless children and youth in determining the set-aside
- Allows set-aside funds to fund the local liaison position and school of origin transportation

PROGRAM IMPROVEMENT AND DATA ANALYSIS

KEY POINTS

- LEAs and SEAs should use data to inform training, collaborations
- LEAs must start collecting chronic absenteeism data
- Title I state report cards required to
 - Disaggregate student achievement data for homeless and foster students
 - Disaggregate high school graduation rates for homeless and foster students



Contact Information

Linda Mirabal-Pace

lpace@ed.sc.gov

803-734-6010

FISCAL ISSUES

Jennifer Rhodes, Education Associate

Closeout

- The following allocations will expire June 30, 2017:
 - 2017 Title I Carryover
 - 2017 Title I Focus
 - 2017 Title I Priority
 - 2017 Title I Support
 - 2016 Title II Improving Teacher Quality
- You will be receiving email contact from either Andress Carter-Sims (OST-Focus), Francina Gerald (OST-Priority), Karen Cook or myself.

Closeout

- Communicate with your finance department
- If amendments are needed, they must be submitted in GAPS by Monday, June 5, 2017.
- Three options in GAPS for an amendment
- Claims for expenses through June 30, 2017 must be submitted by Monday, August 15, 2017.

Amendments

- Title I Coordinator *initiates* amendments.
- Title I Coordinator informs project manager that an amendment is needed. Title I Coordinator uses amendment forms provided by SCDE.
- Title I Coordinator submits amendment paperwork to project manager for approval and makes appropriate changes in GAPS.
- Title I Coordinator *communicates* with finance director that an amendment is forthcoming in GAPS.
- Once district finance submits the amendment, SCDE will approve in GAPS.
- *Communication is key to ensure effective processing of amendments.*

Allocations

- State Level:
 - NCLB: 4% required set aside for school improvement
 - ESSA: 7% required set aside for school improvement
- ED Allocations
 - 2017: \$238,736,213
 - 2018:

Census Information

- SCDE has received 2015 census information.
- Poverty/Population data is included in allocation determination per district.
- A handout has been provided to identify changes from year to year.
- Poverty vs population swings are noticed.
- Be mindful that changes in poverty may result in an increase or decrease in Title I allocations for the upcoming school year.

Uniform Grant Guidance

- The Uniform Grant Guidance (UGG) is utilized when determining allowability and resolving fiscal issues. Please refer to it as needed or call the Title I office for assistance.

Helpful Reminders

- Employees paid with Title I funds
 - 1.0FTEs should be signing a Semi-Annual Certification in January and May/June.
 - Partial FTEs should be submitting monthly PARS that reflect their time spent working on Title I duties.
- MOE calculations should be comparing June 30, 2015, and June 30, 2016.
- As you work to close out expiring grants, also be mindful that you must spend down to 15% of the current allocation in Title I Regular.
 - May request waiver if you have not done so in the past three years



Contact Information

Karen Cook

kcook@ed.sc.gov

803-734-4040

Jennifer Rhodes

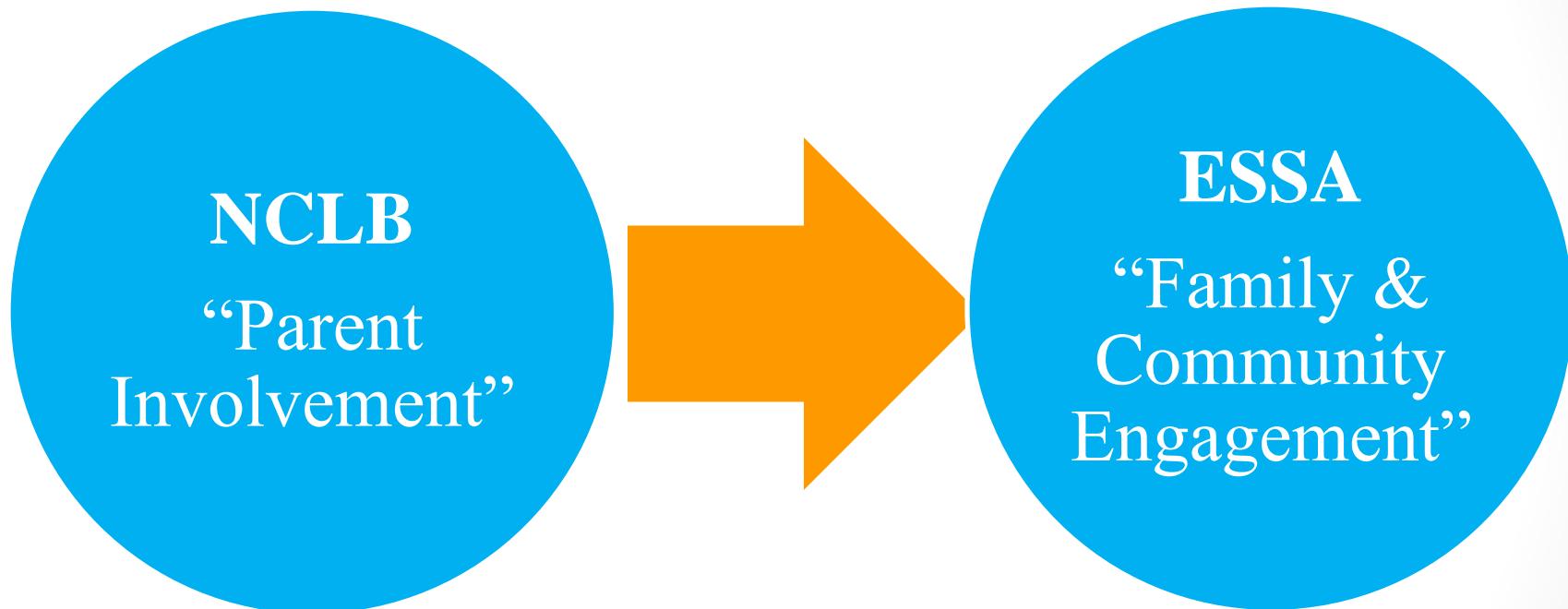
jrhodes@ed.sc.gov

803-734-8110

Supporting Student Achievement & School Improvement through Effective Family-School Partnerships

Tracie Sweet, Education Associate

“Involvement” to “Engagement”



“Involvement” to “Engagement”

“Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the **planning, development, and evaluation** of such activities, programs, and systems.”

U.S. Dept. of Education, U.S. Dept. of Health & Human Services
Policy Statement On Family Engagement From The Early Years To The Early Grades, 2016

“Involvement” to “Engagement”

Individual Responsibility

- Shared Responsibility in Partnerships

Deficit-Based/Adversarial

- Strength-Based and Collaboration

Random Acts

- Systemic

Add-on and one-time project

- Integrated and Sustained with Purposeful Connections to Learning

Events Driven

- Learning and Outcomes Driven

Compliance

- Ownership and Continuous Improvement

Opportunity for Family Engagement

- In order to establish and foster sustained, trusted relationships it is important to engage in the following:
 - Think of engagement under ESSA as an opportunity to build relationships and partnerships, not an isolated event.
 - Make school accountability matter.
 - Listen to parents and families and incorporate feedback.
 - Why is this important for the child and how will it help him/her?
 - Identify additional opportunities for engagement and active participation during ESSA implementation.

Section 1116

Parent and Family Engagement

SEA Responsibilities:

- An SEA must carry out certain activities to support parent and family engagement, including:
 - Support the collection and dissemination of effective parent and family engagement practices to its LEAs and schools (section 1111(g)(2)(F)).
 - Notify LEAs, Indian tribes and tribal organizations, schools, teachers, parents, and the public of challenging State academic standards, academic assessments, and the State accountability system (section 1111(g)(2)(B)).
 - Provide individual student reports to parents that allow parents to understand and address the specific academic needs of their student and that include information regarding their students' achievement on State assessments (section 1111(b)(2)(B)(x)).
 - **Review each LEA's Title I plan to determine if the LEA's parental involvement activities meet the requirements of section 1116 (section 1116 (h)).**

Section 1116

Parent and Family Engagement

A Title I LEA must

1. Conduct outreach to parents and family members and implement programs for involving parents and family members in Title I programs in consultation with parents.
2. Develop a written parent and family engagement policy that establishes the LEA's expectations for meaningful parental and family involvement. The policy must
 - a. Be developed jointly and agreed upon with the parents of children participating in Title I, Part A programs.
 - b. Be distributed to parents of all children participating in Title I, Part A programs.
 - c. Be incorporated into the LEA's plan for Title I, Part A (section 1112).
 - d. Ensure that parents of private school children in Title I programs have the right to equitable participation in parental involvement activities (section 1116(a)(2)).

ESSA Stakeholders

Engaging a Diverse Representation of Families & Community





LEA Policy

TAKE AWAY – New!

LEAs and schools must actively conduct outreach to involve ALL parents and families.

LEAs and schools need to connect to all families, reaching beyond barriers of culture, language, disabilities, and poverty.

Section 1116 (a)(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency **conducts outreach to all parents and family members** and implements programs, activities, and procedures for the involvement of parents **and family members** in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

LEA Policy

TAKE AWAY – New!

*The LEA Parent and Family engagement Policy will identify expectations and objectives for meaningful involvement. **“Meaningful” points toward student success.** Expectations and objectives suggest **activities that are specific and measureable; strategies with identified outcomes.***

Section 1116(a)(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents **and family members** of participating children a written parent **and family engagement** policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's **expectations and objectives for meaningful parent and family involvement**, and describe how the agency will —

LEA Policy

TAKE AWAY – New!

LEAs must first build the capacity of the school personnel. Then they are better equipped to build the capacity of families. LEAs (and schools) must be proactive to elevate the social capital of families. LEAs may choose to partner with community groups as a means to engage families more creatively and successfully.

Section 1116(a)(2)(B) provide the coordination, technical assistance, and other support necessary to assist **and build the capacity of all** participating schools **within the local educational agency** in planning and implementing effective parent **and family** involvement activities to improve student academic achievement and school performance, **which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;**

LEA Policy

***TAKE AWAY – Updated:
“to the extent feasible”***

*Find ways to work
cooperatively with other
programs, such as Title I
part C, Title III Part A,
IDEA, Head Start, and other
programs.*

Section 1116(a)(2)(C) coordinate and integrate parent **and family engagement** strategies under this part with **parent and family engagement** strategies, **to the extent feasible** and appropriate, with other relevant Federal, State, and local laws and programs;

LEA Policy

TAKE AWAY – Updated:
The annual evaluation is an annual requirement, but include parents in a meaningful way. In addition to surveys, consider using focus groups and open group discussions for evaluations.

(D) conduct, with the **meaningful** involvement of parents **and family members**, an annual evaluation of the content and effectiveness of the parent **and family engagement** policy in improving the academic quality of **all** schools served under this part, **including** identifying—

LEA Policy

TAKE AWAY – NEW!

The evaluation tools and methods needed to identify the type and frequency of school-home interactions and the needs parents and families have to better support and assist their children in learning. Evaluations need to target at least three key areas: barriers, ability to assist learning, and successful interactions.

Section (a)(2)(D)(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions;

LEA Policy

TAKE AWAY – Updated:
Use findings from the evaluation to implement “evidence-based” strategies. Identify barriers and involve ALL parents and other caregivers in ways to overcome these barriers and design strategies for more effective engagement.

Section 1116(a)(2)(E) use the findings of such evaluation **in subparagraph (D)** to design **evidence-based** strategies for more effective parental involvement, and to revise, if necessary, the parent **and family engagement** policies described in this section; and

LEA Policy

TAKE AWAY – Strengthened:

Although it is a “may” clause, LEAs are encouraged to develop a parent advisory board (PAB). This PAB needs to be of adequate size and appropriate diversity to represent the demographics of the LEA. The primary task of the PAB relates to the LEA Policy.

Section 1116(a)(2)(F) involves parents in the activities of the schools served under this part, **which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”; and (C) in paragraph (3)—**

Reservation of Funds

- PL 114-95 Section 1116(A)(3)
- 1% set-aside remains the same
 - Allowable to set aside more than 1%
- Minimum 90% distributed to schools, maximum 10% for administrative funds
- Use of funds more clearly defined

Reservation of Funds

TAKE AWAY – unchanged:

At least 1% must be set aside for parent and family engagement when an LEA receives \$500,000 or more Title I, Part A funds. LEAs can reserve more than 1%.

Section 1116(a)(3) RESERVATION-
(A) IN GENERAL.—Each local educational agency **shall** reserve at least 1 percent of its allocation under subpart 2 **to assist schools to carry out the activities described in** this section, except that this subparagraph shall not apply if 1 percent of such agency's allocation under subpart, 2 for the fiscal year for which the determination is made is \$5,000 or less. **Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.**

Reservation of Funds

TAKE AWAY – Tweaked:

Now an LEA may retain up to but not more than 10% of the 1% set-aside for administrative costs. Priority is given to high need schools.

(B) PARENTAL AND FAMILY MEMBER INPUT- Parents and **family members** of children receiving services under this part **shall** be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than **95 90** percent of the funds reserved subparagraph (A) **shall** be distributed to schools served under this part **with priority given to high need schools.**

Reservation of Funds

TAKE AWAY – NEW!
Allowable use of funds includes a MUST. At least one of the five strategies (see i thru v, this slide and the next two slides) MUST be implemented.

(D) USE OF FUNDS.—Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

Reservation of Funds

- (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
- (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Reservation of Funds

- (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.”

School Parent & Family Engagement Policy

- PL 114-95 Section 1116 (b) and (c) parents and families need to be informed regarding the achievement levels of the state academic standards.

School Parent & Family Engagement Policy

TAKE AWAY –
*Involve parents and other child caregivers in developing the school policy.
Distribute to all parents in an understandable format and language.*

- (b) **SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-**
 - (1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents **and family members** of participating children a written parent **and family engagement** policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

School Parent & Family Engagement Policy

TAKE AWAY –

Amend the policy when necessary to meet the intent of the statute – don't wait until the end of the year to make necessary changes.

- (2) SPECIAL RULE- If the school has a **parent and family engagement** policy that applies to all parents **and family members**, such school may amend that policy, if necessary, to meet the requirements of this subsection.
- (3) AMENDMENT- If the local educational agency involved has a school district-level parent **and family engagement** policy that applies to all parents **and family members in all schools served by the local educational agency**, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

School Parent & Family Engagement Policy

TAKE AWAY –
Convene an annual Title I Meeting at convenient times for parents. Inform them about program requirements and their right to be involved.

- (c) **POLICY INVOLVEMENT**- Each school served under this part shall
 - (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

School Parent & Family Engagement Policy

TAKE AWAY –
Offer a flexible number of meetings for the Annual Title I Meeting or other meetings. Title I funds to provide childcare, home visits, or transportation may be used.

- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

School Parent & Family Engagement Policy

TAKE AWAY –
Involve parents and other child caregivers in the planning, review, and development of the policy. Ensure adequate representation of parents.

- (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent **and family engagement** policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

School Parent & Family Engagement Policy

TAKE AWAY – Tweaked:
The school policy must address the State Academic standards for student achievement and success.

Section 1116(c)(4) provide parents of participating children

- (A) timely information about programs under this part;
- (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and **the achievement levels of the challenging State academic standards**; and
- (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

School Parent & Family Engagement Policy

TAKE AWAY –
Parents have a right and a process to express concerns about the school plan. Parent comments can be submitted when plans are submitted to the LEA.

- (5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency

Compact

- PL 114-95 Section 1116 (d)
- A very clear and strong emphasis upon two-way meaningful communication

Compact

TAKE AWAY –
Parents must be involved in developing the compact, and the compact focuses upon academic performance.

- (d) **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**- As a component of the school-level parent **and family engagement** policy developed under subsection (b), each school served under this part **shall** jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact **shall** —

Compact

TAKE AWAY –
The compact emphasizes student success, not student behavior.

- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet **the challenging State academic standards**, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

Compact

TAKE AWAY –
Home and school must maintain communication, including a parent-teacher conference. How are teachers using the compact to discuss how it relates to the individual child's achievement?

- (2) address the importance of communication between teachers and parents on an ongoing basis through, **at a minimum** —
 - (A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress;
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; **and**

Compact

TAKE AWAY –
Strengthened:
Home and school must maintain regular, meaningful communication, AND be in a language family members can understand.

Section 1116(d)(2)(D)
ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity

- PL 114-95 Section 1116
- An interesting addition, copyright policy
- Coordination and integration of programs and services

Building Capacity

**TAKE AWAY –
Tweaked:**

SHALL assist parents to understand how to help their child, which can include literacy or technology training.

(2) **shall** provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (**including education about the harms of copyright piracy**), as appropriate, to foster parental involvement;

Building Capacity

TAKE AWAY –
Tweaked:

SHALL train staff how to communicate with and to partner with parents and families.

(3) **shall** educate teachers, **specialized instructional support personnel, principals, and other school leaders**, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

Building Capacity

TAKE AWAY – Tweaked:
the overall parent and family engagement program should try to coordinate and integrate activities across program areas (Title I Part A to work with Title I Part C and Title III Part A and IDEA) as well as Head Start and other preschool programs.

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with **other Federal, State, and local programs, including public preschool programs**, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

Accessibility

- PL 114-95 Section 1116 (f)
- Strive to develop inclusive parent engagement program, especially EL parents, parents with disabilities, and parents of migratory children

Accessibility

TAKE AWAY –
Family engagement is inclusive of all parents, and family members need to be adequately informed and trained.

(f) ACCESSIBILITY — In carrying out the parent **and family engagement** requirements of this part, local educational agencies and schools, to the extent **practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children)**, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

The Dual Capacity-Building Framework for Family–School Partnerships





Contact Information

Tracie Sweet

tsweet@ed.sc.gov

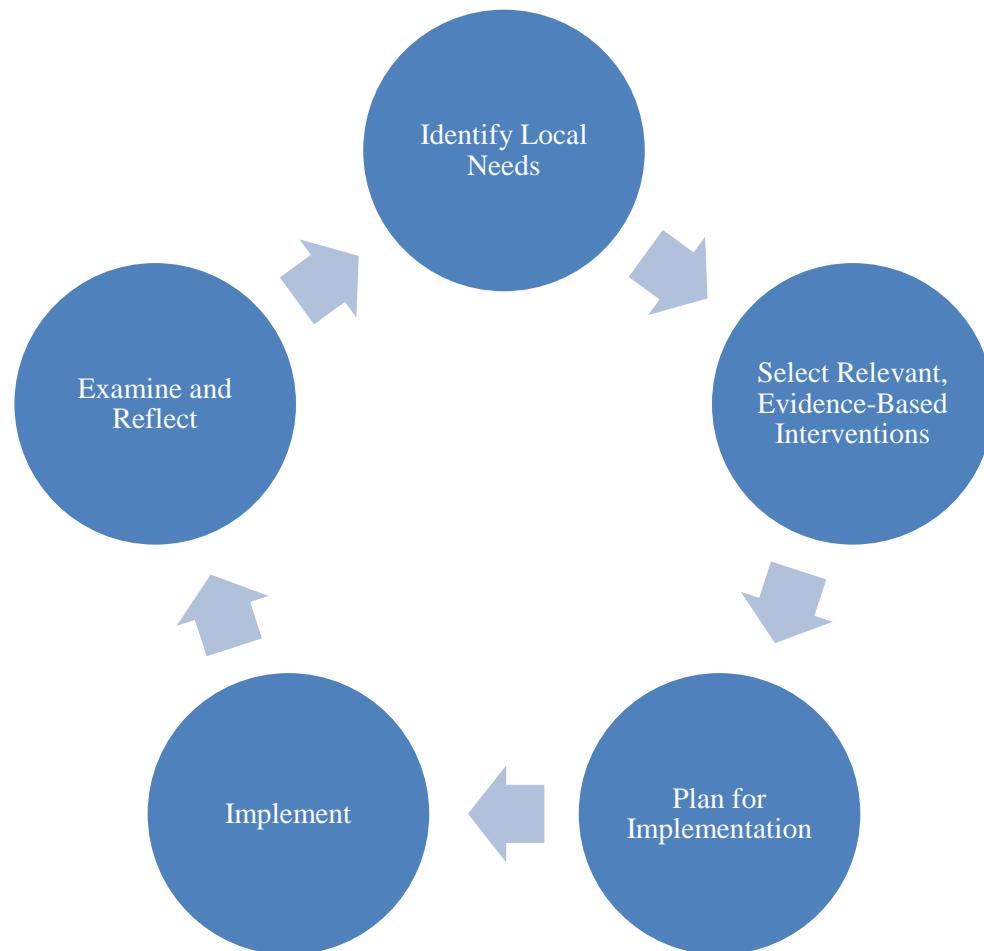
803-734-3454

USING EVIDENCE TO STRENGTHEN EDUCATION INVESTMENTS

Maria Boggs, Education Associate

Teresa Dillard, Education Associate

Five Steps to Effectively Use Strategies to Accelerate Student Learning



Step 1: Identify Local Needs

- LEAs should engage in timely and meaningful consultation with a broad range of stakeholders and should examine relevant data to determine needs and root causes.
 - Interviews
 - Focus groups
 - Surveys
 - Assessment results
 - Graduation rates
 - Other student data

Step 2: Select Relevant, Evidence-based Interventions

- Once needs are identified, interventions must be developed to meet these needs.
- By using rigorous and relevant evidence and by assessing the local capacity to implement the intervention, LEAs are more likely to engage in successful interventions.

Step 2: Relevant, Evidence-based Interventions

What is an evidence-based intervention?
(from section 8101(21)(A) of the ESEA)

According to ESEA, an evidence-based intervention is an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on the following:

Step 2: Select Relevant, Evidence-based Interventions

- Strong evidence from at least one well-designed and well-implemented experimental study;
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
- Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias: or

Step 2: Select Relevant, Evidence-based Interventions

- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student or other relevant outcomes; and
- Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Step 3: Plan for Implementation

An implementation plan, may include the following components:

- A logic model that is informed by research and evaluation that suggests how the intervention is likely to improve relevant outcomes;
- Well-defined, measurable goals;
- Clearly outlined roles and responsibilities for people involved;
- Implementation timelines for successful execution;
- Resources required to support the intervention; and
- Strategies to monitor performance and ensure continuous improvement, including plans for data collection, analysis and evaluation.

Step 4: Implementation

Implementation will impact the ultimate success of an intervention, so LEAs and schools should have ways to collect information about how the implementation is working and should make necessary changes along the way.

Step 5: Examine and Reflect

Monitoring and Evaluation:

- Performance monitoring involves regularly collecting and analyzing data in order to track progress against targets and goals.
- Evaluations of effectiveness may be appropriate when LEAs and schools want to know if an intervention affected the intended student or educator outcomes.



Equitable Services/ Private Schools

David A. Boison
Education Associate
803.734.0594
dboison@ed.sc.gov

ESEA

ESEA provides for equitable services for eligible private school students, families, teachers and other educational personnel.

ESSA

See ESEA section 1117 as amended by ESSA

(was section 1120 as amended by NCLB)

See ESEA section 8501 as amended by ESSA

(was section 9501 of NCLB)

Federal Guidance

See <https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>
Section V

Federal Guidance

See

<https://www2.ed.gov/programs/titleiparta/psguidance.doc>

Changes under ESSA

SEA must appoint an
Ombudsman

Changes under ESSA

The SEA ombudsman ensures services and benefits to eligible private school children, teachers, families and other educational personnel and monitors for compliance.

Changes under ESSA

Allocation of Funds for Equitable Services

Allocation of Funds

Based on proportion of all eligible children to
number of eligible private school children.

Allocation of Funds

Funding is based on total LEA Title I funds prior to any allowable expenditures or transfers of funds by the LEA.

Allocation of Funds

The following example assumes the LEA has a Title I, Part A allocation of \$1,000,000

EXAMPLE OF DETERMING THE AMOUNT OF TITLE I FUNDS FOR EQUITABLE SERVICES

Public School Attendance Area	Number of Public School Low-Income Children	Number of Private School Low-Income Children	Total Number of Low-Income Children
A	500	120	620
B	300	9	309
C	200	6	206
D	350	15	365
TOTAL	1,350	150	1,500
PROPORTIONATE SHARE	90%	10%	
	\$900,000	\$100,000	

Allocation of funds

In the example given the LEA must reserve \$100,000 for all the equitable services for the private school including services for the children, families and teachers of the private school.

Allocation of Funds

For Parents and Families of Eligible Private school children

**EXAMPLE OF EQUITABLE SERVICES FOR PARENTS AND FAMILIES OF
ELIGIBLE PRIVATE SCHOOL CHILDREN**

LEA's Title I allocation	1% for parent and family engagement	Proportionate share for equitable services for parents and families (based on example under question O-4)	Source of funds for equitable services for parents and families (proportionate share under question O-4 = \$100,000)
\$1,000,000	\$10,000	\$1,000 (\$10,000 x 10%)	\$100,000 – \$1,000=\$99,000 remaining for instruction and professional development

Consultation

Topics have been expanded
(See new guidance section V)

Questions?

Contact me:
David Boison
803.734.0594
dboison@ed.sc.gov

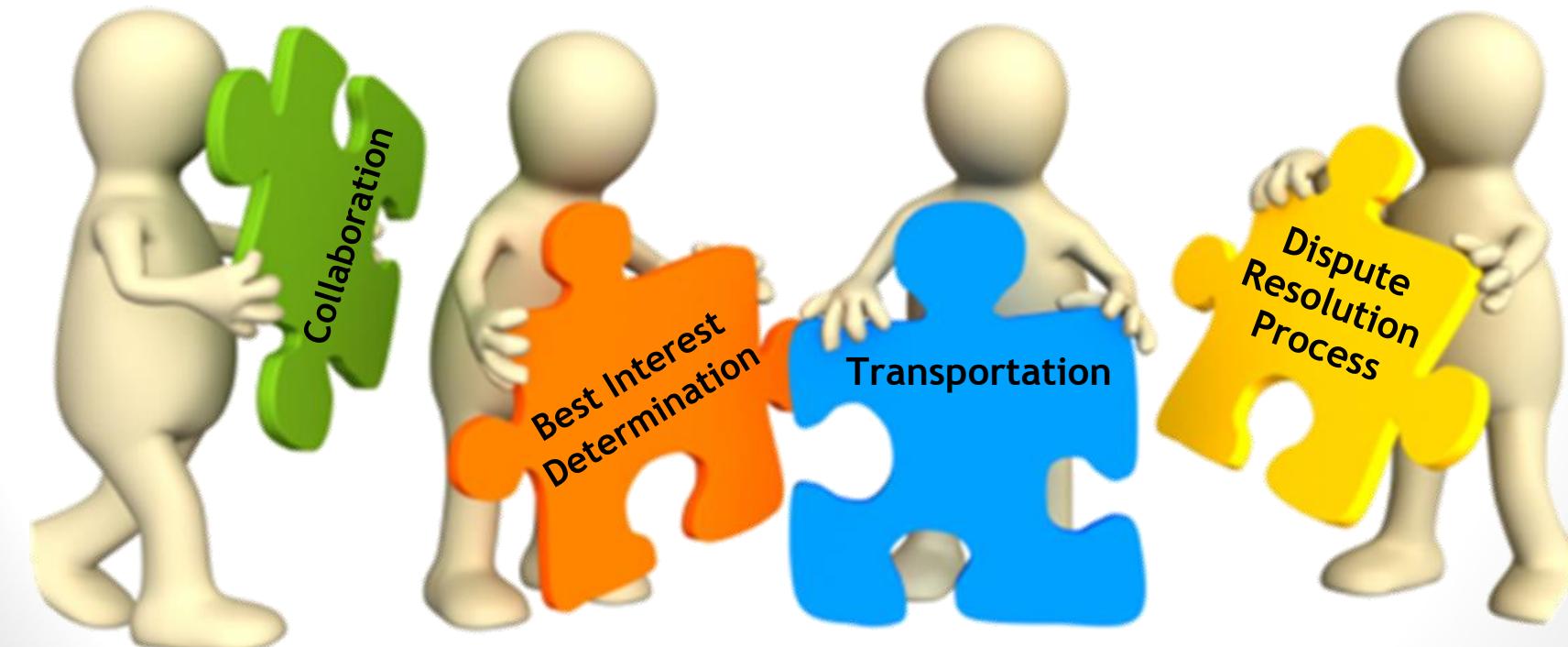
FOSTER CARE

Tracie Sweet, Education Associate

(134)

Ensuring Educational Stability for Children in Foster Care

Tracie Sweet,
Education Associate



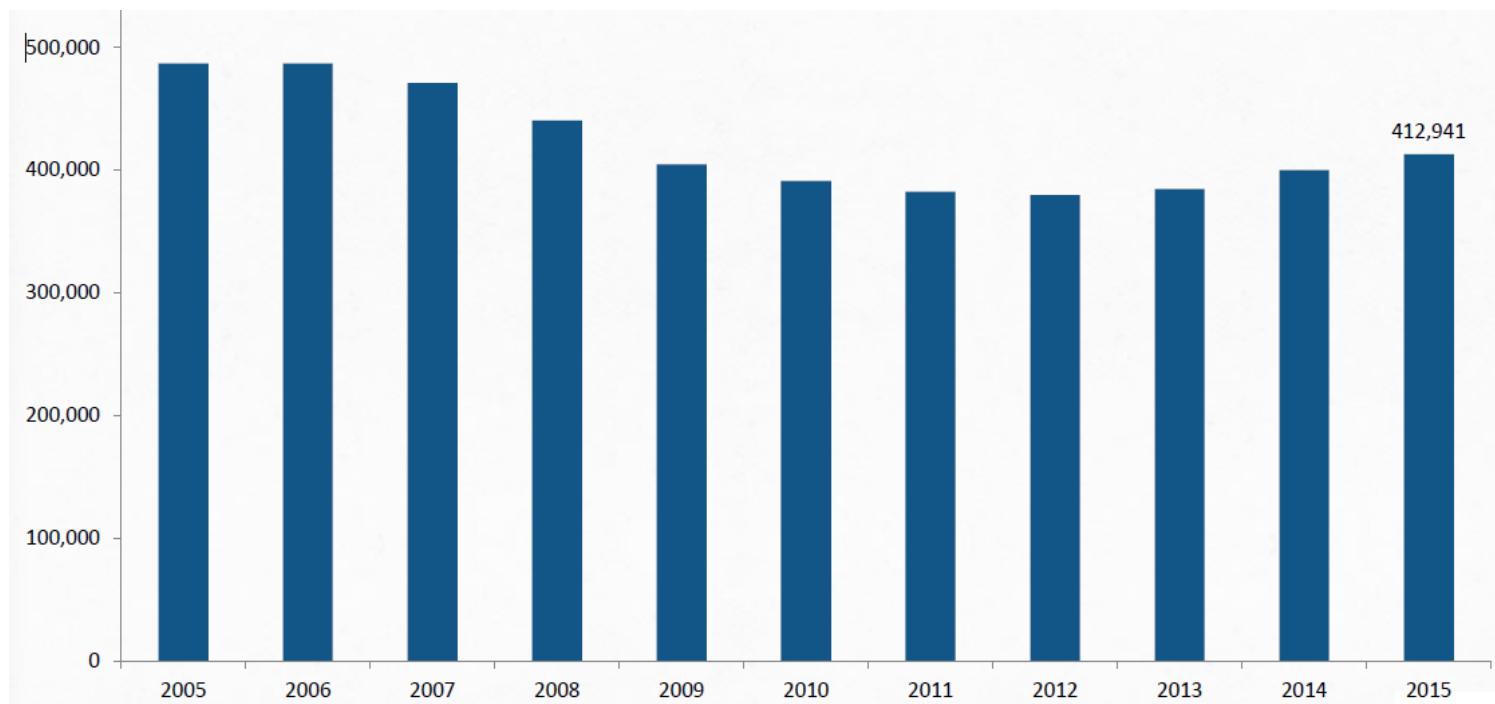
Foster Care Questions

- You arrived with questions.
- The general session will generate questions.
- Write your questions down throughout the presentation.
- If your questions are not answered, please join me for a breakout session to “pop” your questions!



Foster Care Students in the US and SC

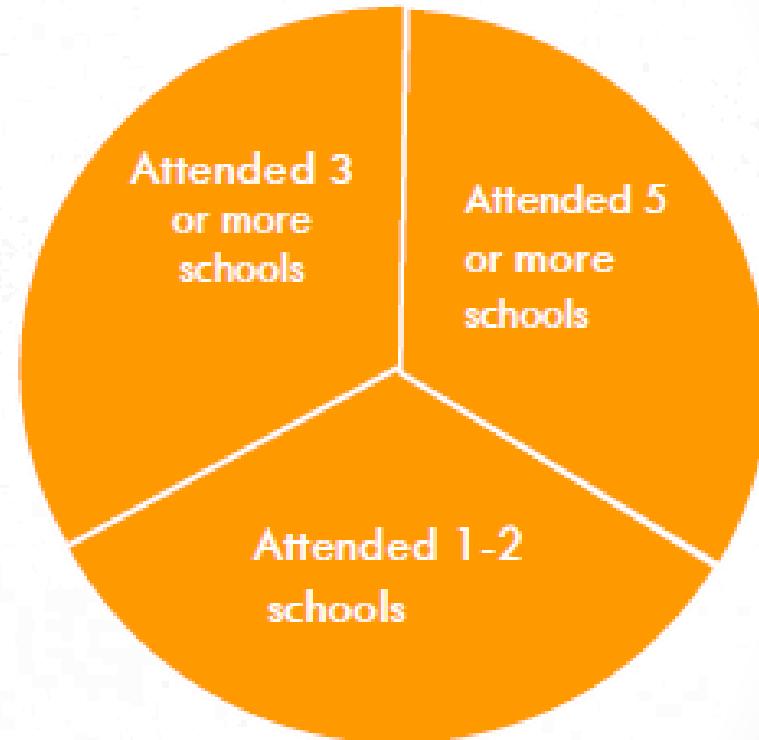
- Approximately 413,000 under the age of 18 in Foster Care in the United States
- Over 3,500 in South Carolina



Children in Foster Care

Educational Outcomes

- Children in foster care are often a **vulnerable** and **highly mobile** student population.
- Children in foster care typically make more unscheduled school changes than their peers in a given school year.
- Compared to their peers, students in foster care experience:
 - **LOWER** high school graduation rates
 - **LOWER** scores on academic assessments
 - **HIGHER** rates of grade retention, chronic absenteeism, suspensions, and expulsions.



Importance of School Stability

- Prevents students from losing 4-6 months of academic progress
- Increases graduation rates
- Is positive counterweight to abuse, neglect and separation

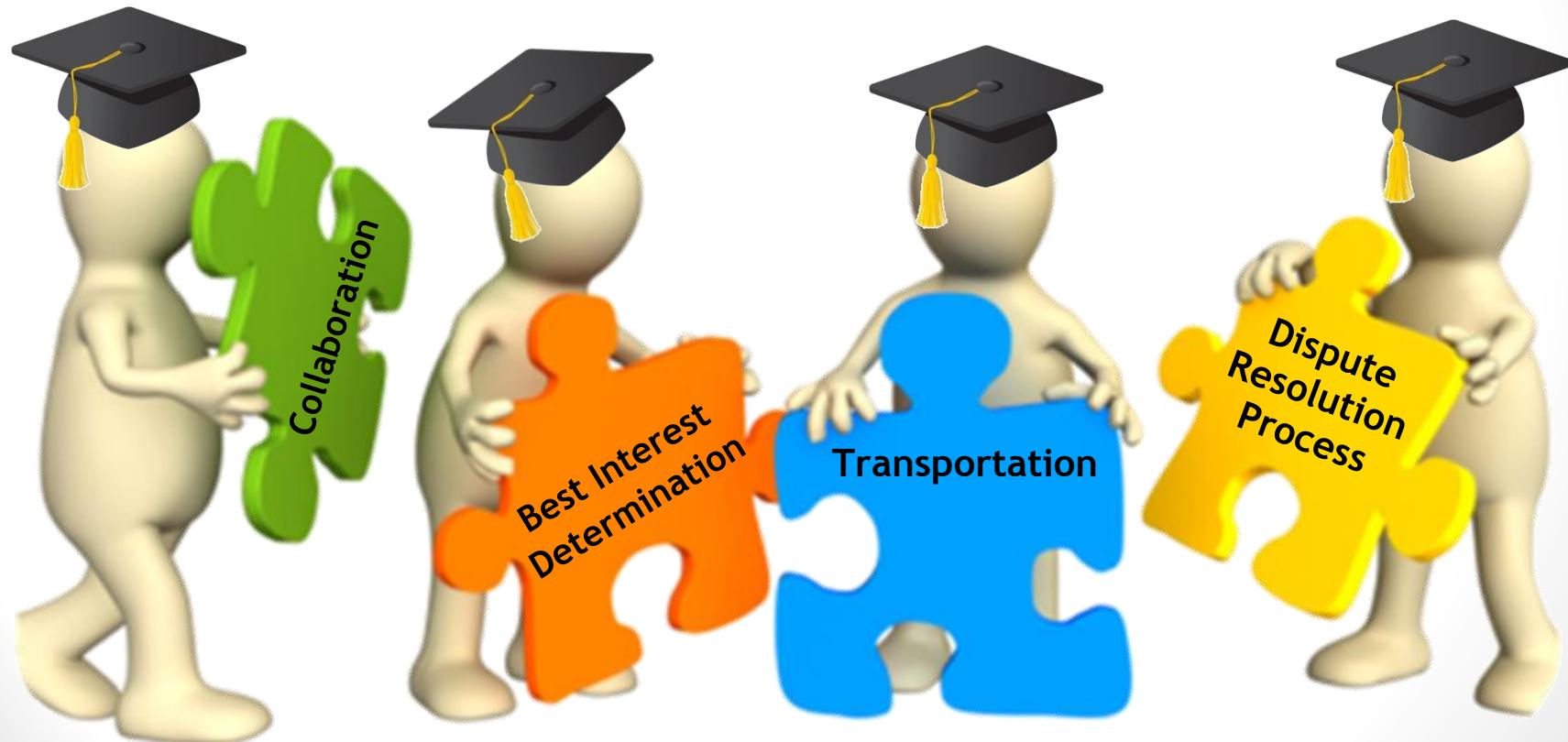


Importance of School Stability

“Education was one of the few stabilities I had in my life. My hope would be that a family would fill that role, but for me, it was education. That was the greatest gift. Everything else was taken away from me, but education wasn’t...It made the difference.”

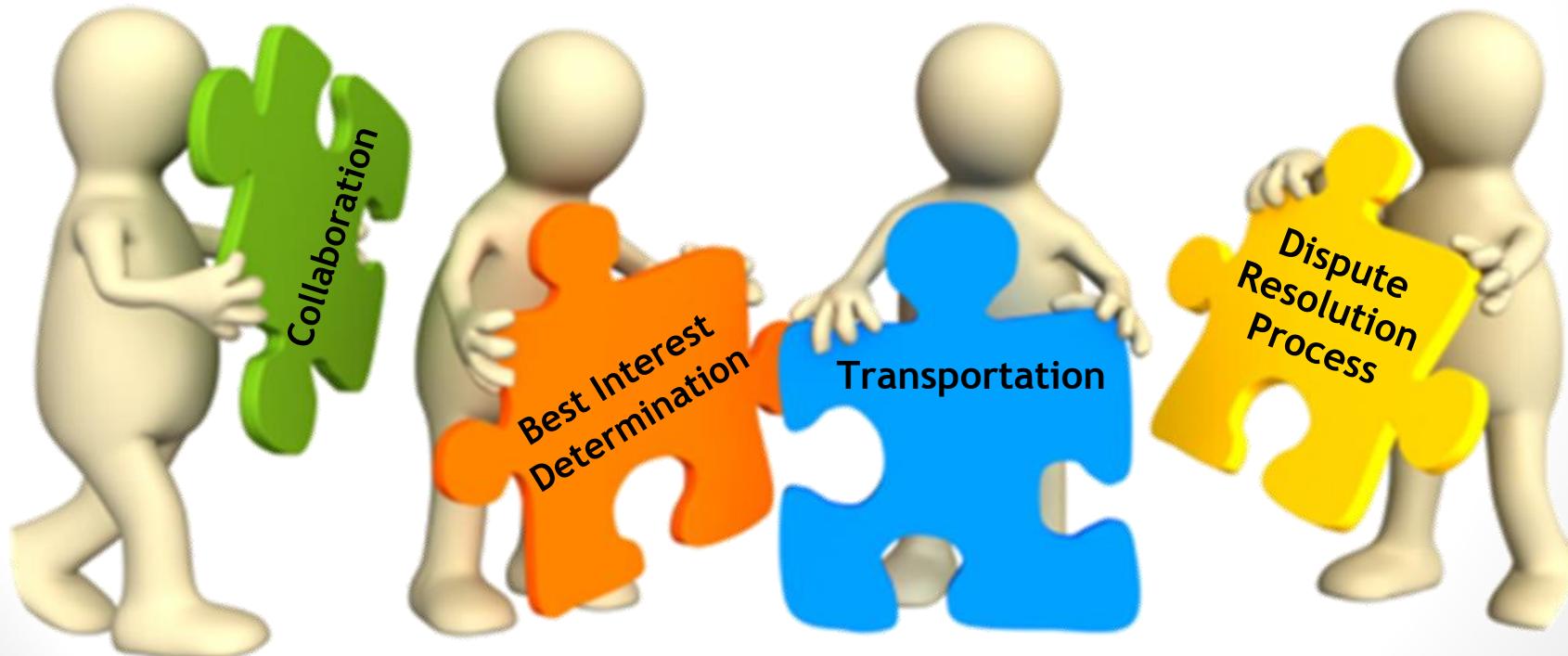
Former Foster Youth

Ensuring Educational Stability for Children in Foster Care



Ensuring Educational Stability for Children in Foster Care

Overview of ESSA



What have we done?

- Identified a point of contact at the SCDE
- Identified a point of contact at the SCDSS
- Identified points of contact at the local education agencies (LEAs) and local child welfare agencies (CWAs)
- Developed a joint guidance document
- Held five regional training sessions for local LEA and CWA points of contact
- Asked for input regarding process and forms
- Presented foster care provisions at McKenney Vento Conference
- Sharing updates with Title I Coordinators



South Carolina
Department of Education
&
South Carolina
Department of Social Services



Fostering Connections: Joint Guidance for Ensuring School Stability of Children in Foster Care

DRAFT
December 2016



Definition of Foster Care

- The Title I foster care provisions apply to ALL children in foster care who are 21 or younger and who are entitled to a free public education through grade 12 enrolled in schools in the SEA.
- “Foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility.

Definition of Foster Care

Examples of foster care placement situations:

- With Relatives (licensed or unlicensed)
- In an Emergency Placement Center/Shelter
- In a Group Home or Residential Placement Setting
- In a Foster Family Home
- Whether or not they are eligible for Federal Title IV-E funding

Definition of Foster Care

What is NOT considered foster care?

- Living at home with parents and receiving in-home services
- Informally placed with relatives without child welfare involvement
- Are not involved in the court system

Fostering Connections Act of 2008

Requires children welfare agencies to provide the following:

- (i)assurances that each placement of the child in foster care takes into account the **appropriateness of the current educational setting and the proximity to the school** in which the child is enrolled at the time of placement; and
- (ii)(I)an assurance that the State agency has **coordinated with the appropriate local educational agencies** (as defined under section 9101 of the Elementary and Secondary Education Act of 1965) to ensure that **the child remains in the school in which the child is enrolled at the time of each placement**; or (II) if remaining in such school is not in the best interests of the child, assurances by the State agency and the local educational agencies to provide **immediate and appropriate enrollment** in a new school, with all of the educational records of the child provided to the school.

Every Student Succeeds Act of 2015

COLLABORATION

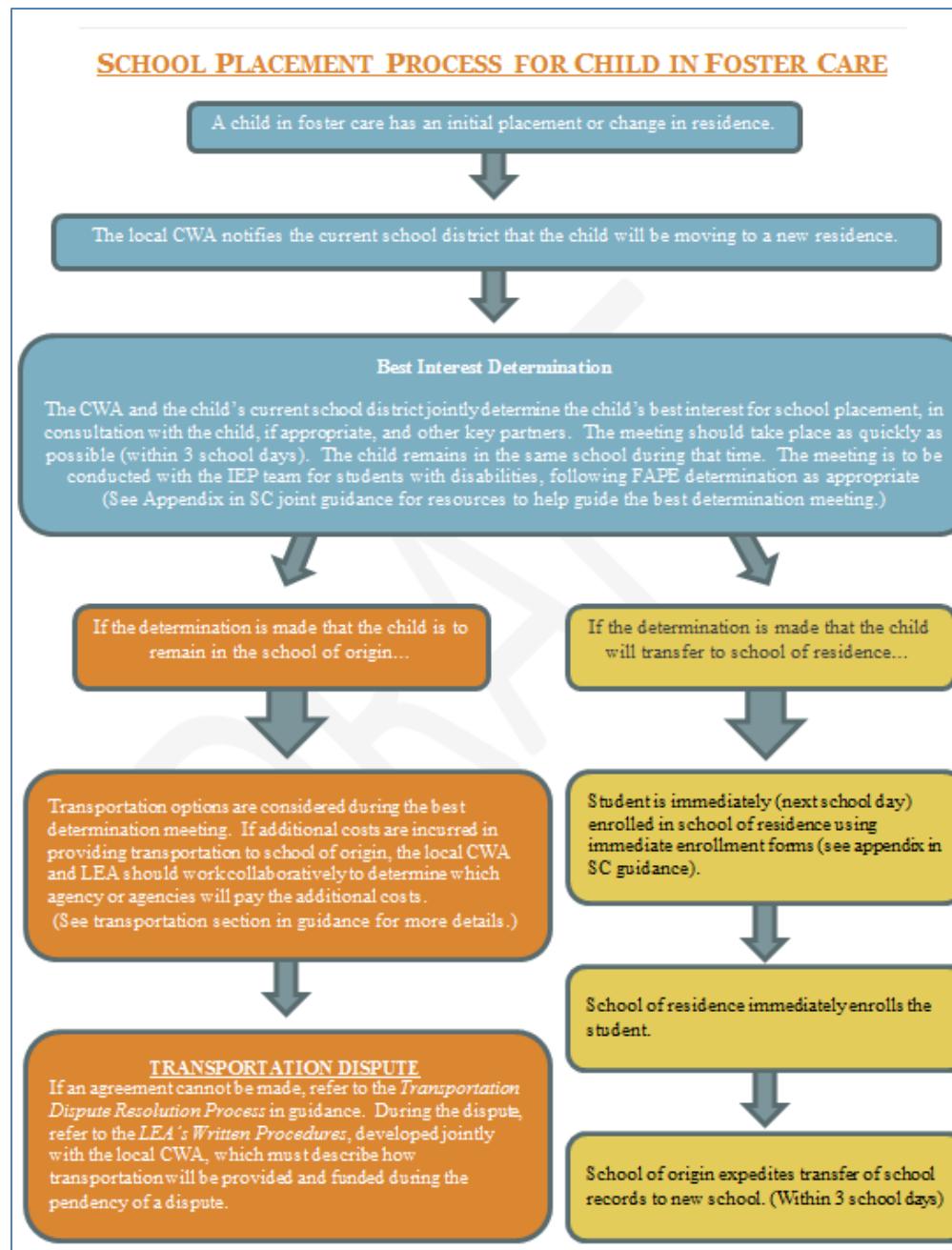
- *(E) the steps a State educational agency will take to **ensure collaboration** with the State agency responsible for administering the State plans under parts B and E of title IV of the Social Security Act (42 U.S.C. 621 et seq. and 670 et seq.) to ensure the educational stability of children in foster care, including assurances that—*

Every Student Succeeds Act of 2015

BEST INTEREST DETERMINATION

- (i) any such child *enrolls or remains in such child's school of origin, unless a determination is made that it is not in such child's best interest to attend the school of origin*, which decision shall be based on all factors relating to the child's best interest, *including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement*;
- See Appendix A and B, pages 23-29 in *Joint Guidance*

SCHOOL PLACEMENT PROCESS FOR CHILD IN FOSTER CARE



Every Student Succeeds Act of 2015

IMMEDIATE ENROLLMENT

- *ii) when a determination is made that it is not in such child's best interest to remain in the school of origin, **the child is immediately enrolled in a new school**, even if the child is unable to produce records normally required for enrollment; iii) the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records; and*

Every Student Succeeds Act of 2015

IMMEDIATE ENROLLMENT

- *ii) when a determination is made that it is not in such child's best interest to remain in the school of origin, **the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment**; iii) the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records; and*
- See Appendix C, page 30 in *Joint Guidance*

Every Student Succeeds Act of 2015

POINT OF CONTACT

- iv) the State educational agency will designate an employee to serve as a **point of contact** for child welfare agencies and to oversee implementation of the State agency responsibilities required under this subparagraph, and such point of contact shall not be the State's Coordinator for Education of Homeless Children and Youths under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));

Every Student Succeeds Act of 2015

COLLABORATION

c) ASSURANCES.—Each local educational agency plan shall provide assurances that the local educational agency will—

- (5) **collaborate** with the State or local child welfare agency to—
 - “(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; (ESSA, P.L. 114-95, Sec. 11112(c))

Every Student Succeeds Act of 2015

TRANSPORTATION

- “(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and **implement clear written procedures** governing how transportation to maintain children in foster care in their school of origin when in their best interest will be **provided, arranged, and funded for the duration of the time in foster care**, which procedures shall—





“(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and

“(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, **the local educational agency will provide transportation to the school of origin if**—

“(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

“(II) the local educational agency agrees to pay for the cost of such transportation; **or**

“(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; (*ESSA 1112(c)(5)(B)*)

Every Student Succeeds Act of 2015

TRANSPORTATION REGULATION REQUIREMENTS

- (ii) *To ensure that children in foster care promptly receive transportation, as necessary, to and from their schools of origin when in their best interest under section 1112(c)(5)(B) of the Act, the SEA must ensure that an LEA receiving funds under Title I, part A of the Act will collaborate with State and local child welfare agencies to develop and implement clear written procedures that describe:*
 - *how the requirements of section 1112(c)(5)(B) of the Act will be met in the event of a dispute over which agency or agencies will pay any additional costs incurred in providing transportation; and*
 - *which agency or agencies will initially pay the additional costs so that transportation is provided promptly during the pendency of the dispute. (ESSA 299.13 (c)(1)(ii) – Regulations amended Nov. 29, 2016)*

[158]



Transportation Requirements

Guidance Provisions

- Transportation must be provided in a “cost-effective” manner, so low-cost/no-cost options should be explored.
- Even if an LEA doesn’t transport other students, it must ensure that transportation is provided to children in foster care consistent with procedures developed in collaboration with CWAs.
- Transportation is an allowable use of federal funds, both under Title IV-E of the Social Security Act and Title I of the ESEA.
- All funding sources should be maximized to ensure costs are not unduly burdensome on one agency.



Transportation Requirements

Guidance Provisions

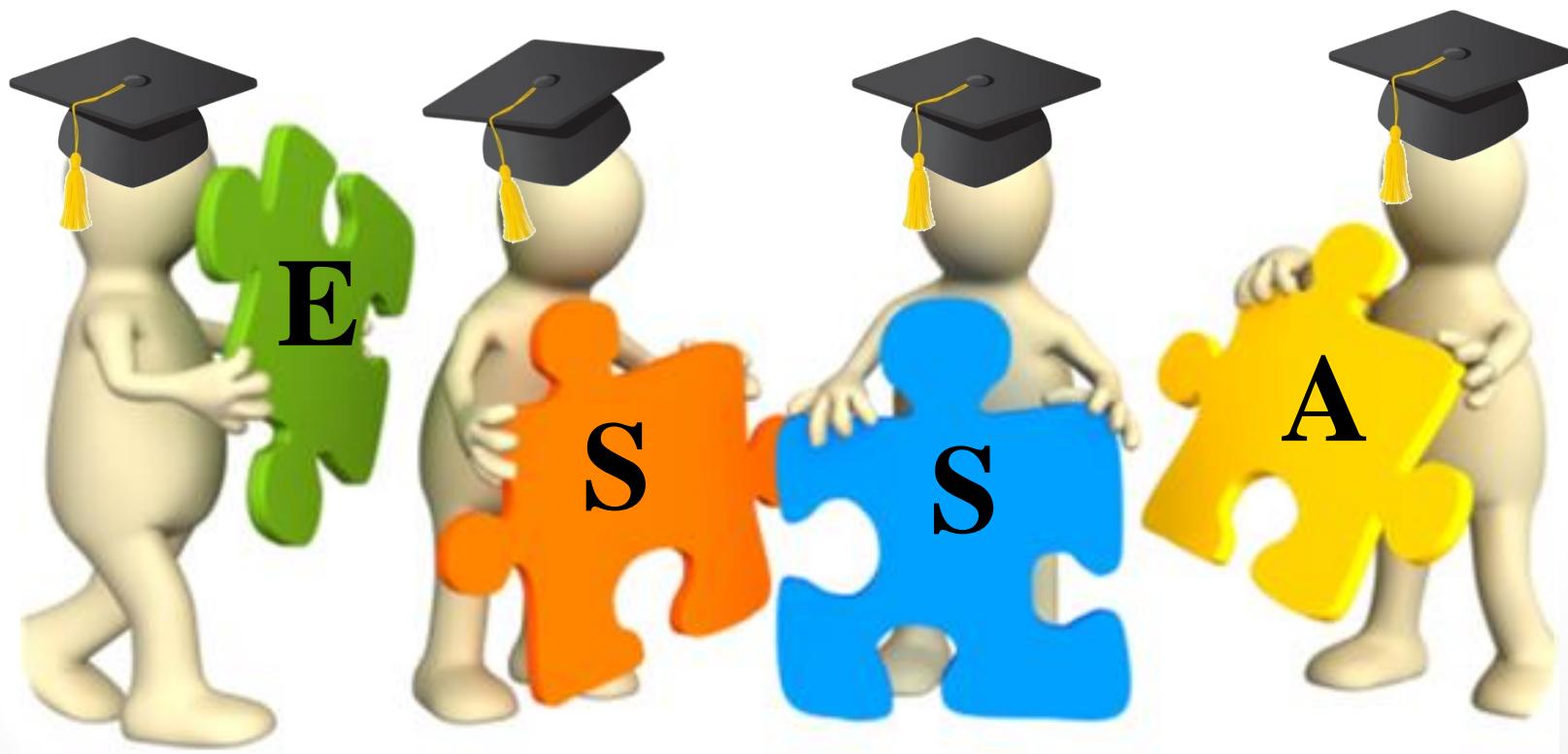
- LEAs and CWAs should work together to agree on costs.
- Transportation procedures should include a dispute resolution process if parties can't come to agreement.
- SEAs and State CWAs should develop uniform statewide guidelines and procedures.
- A child must remain in his or her school of origin while any disputes regarding transportation costs are being resolved.



McKinney-Vento Update

- The phrase “awaiting foster care placement” will be removed from the McKinney –Vento Homeless Assistance Act’s definition of homeless children and youth.
- After the effective date, youth “awaiting foster care placement” must be served under ESSA.
- Some children in foster care may still be eligible for McKinney-Vento services (e.g., youth who are living in transitional shelters or motels).

CONGRATULATIONS!!!



Monitoring and Compliance

Title I, Part A of ESSA require joint decision-making and collaboration between CWAs and educational agencies. Efforts to collaborate must be documented.

Required

- Completed LEA written transportation procedures
- Best interest determination forms (signed and dated)
- Immediate enrollment forms indicating date of enrollment (signed and dated)

Other

- Meeting Invitations
- Agendas
- Meeting minute
- Emails that document collaboration
- Sign in sheets

What's Next for SCDE & SCDSS?

- SCDSS – train over 500 case workers
- Final approval of joint guidance, best interest determination, and immediate enrollment forms
- Post joint guidance, foster care points of contact and other resources to the SCDE website for easy access



Still have
questions?

- Join me for a breakout session following today's general session to "pop" your questions!
- Participants will learn how more about best interest determination meetings, immediate enrollment, and have your questions answered!

Contact Information

Tracie Sweet

tsweet@ed.sc.gov

803-734-3454