GaDOE
Georgia Department of Education

Engaging Stakeholders to Support the Needs of Our Most Vulnerable Youth

Georgia Compensatory Educational Leaders Conference

Georgia Department of Education

Federal Programs Division

Deirdre Lynch Smith, Grants Program Consultant
Whittney Mitchell, Grants Program Consultant

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Georgia's Systems of Continuous Improvement

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Questions for Consideration

❑ **What steps does your LEA take to identify the needs of families and students?**

❑ **Which student populations are most often identified as vulnerable within your Local Education Agency (LEA)?**

Statistical Data: McKinney-Vento; Foster Care; Neglected and Delinquent Student Populations

Statistical Data and Student Needs

- As of December 2017, approximately 13,939 children were in foster care.

- 39,755 youth experienced homelessness in FY16.

- In 2013, Georgia had 76,578 total referrals for child abuse and neglect.

- Over 1,000 youth were served with supplemental awarded funds for education programs for youth who are neglected or delinquent

Child Welfare League of America. Georgia State Fact Sheet 2015. http://www.cwla.org/wp-content/uploads/2015/06/2015-State-Fact-Sheet-Georgia-.pdf
Georgia Division of Family and Children Services. Demographics of Children in Foster Care. December 2017. http://fostergeorgia.com/demographics-of-children-in-foster-care/

McKinney-Vento Statistics

The majority of students identified as experiencing homelessness, 76%, share housing with others due to loss of housing, economic hardship, or a similar reason. Shelters are the next most commonly used type of housing, as 14% of homeless students resided in shelters. Seven percent had a primary nighttime residence of hotels or motels, and 3% were identified as unsheltered.

Number of enrolled homeless students, by primary nighttime residence: School Years 2013-14, 2014-15, and 2015-16

Type of Residence	2013-14	2014-15	2015-16
Total[1]	1,298,236	1,261,461	1,300,957
Shelters, transitional housing, awaiting foster care	186,265	181,386	186,868
Doubled-up[2]	989,844	958,495	985,932
Unsheltered[3]	42,003	39,421	43,194
Hotels/Motels[4]	80,124	82,159	84,963

EHCY Federal Data Summary 2013-2015

McKinney-Vento Statistics

❑Since the 2006-07 school year, the number of homeless children and youth enrolled in public schools has **nearly doubled**.

❑ **Over 40 percent** of formerly homeless youths surveyed said that they dropped out of school or stopped attending school while they were homeless in middle or high school.

U.S. Department of Education. Supporting the Success of Homeless Children and Youths . July 2016.

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Statistical Data and Student Needs

Educational Needs

❑ Frequent changes in school enrollment

❑ Lower graduation rates

❑ Barriers to participation in school activities due to economic hardship/lack of student needs assessments

❑ Missing school records (academic or immunization)

Social and Child Welfare Needs

❑ Family transiency

❑ Poverty

❑ Food insecurity

❑ Absent or low levels of parental engagement

❑ Mental health concerns

❑ Child Welfare agency involvement

❑ Physical, sexual, or substance abuse

Identifying and Documenting Student Needs
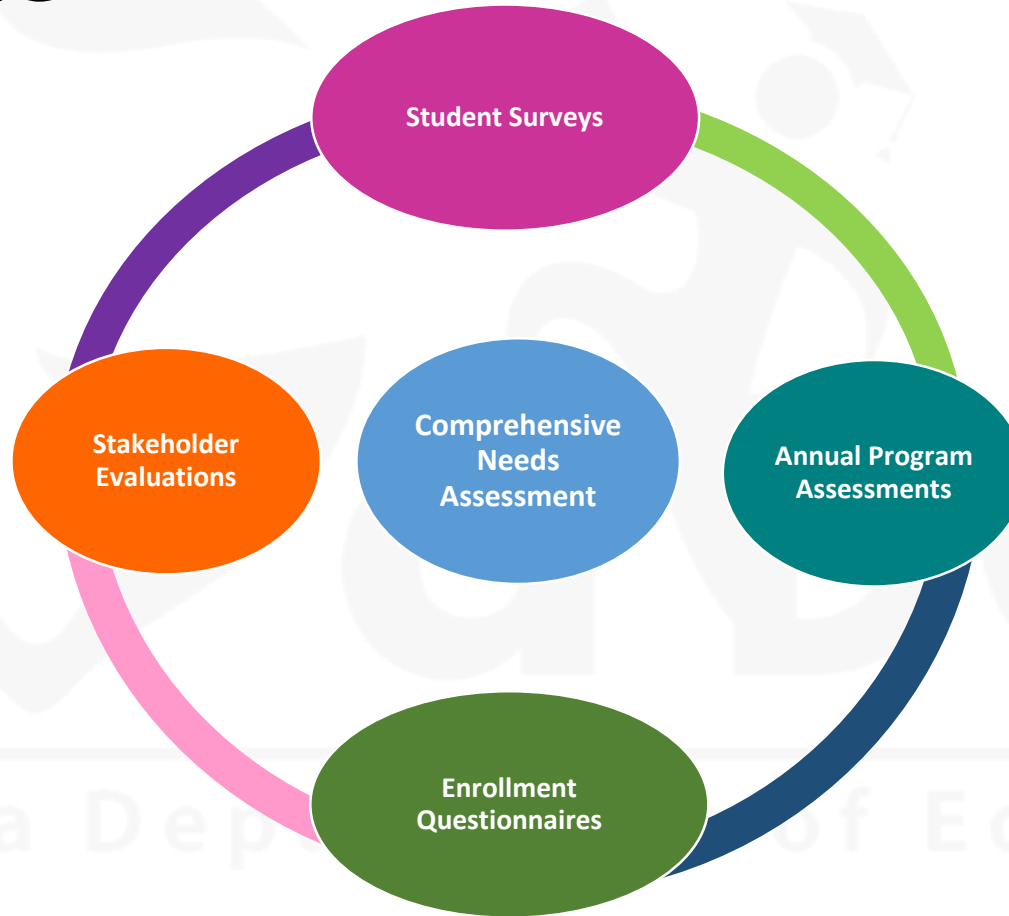
Questions for Consideration

❏ **How did your LEA use the 2018 Comprehensive Needs Assessment (CNA) to inform planning for vulnerable student populations?**

❏ **Which staff members within your district are tasked with the initial identification of vulnerable youth?**

Identifying and Documenting Student Needs

- Student Surveys
- Comprehensive Needs Assessment
- Annual Program Assessments
- Enrollment Questionnaires
- Stakeholder Evaluations

Identifying and Documenting Student Needs

Eligibility

Transportation

Immediate Enrollment

Best Interest Determinations

Identifying and Documenting Student Needs

Develop a 30-60-90 Day Program Development Plan that includes actionable strategies for leadership growth and enhanced service capacity to support Foster Care, Homeless Education, and Neglected and Delinquent services. Highlight common themes and goals that align with your LEA's Strategic Plan and Comprehensive Needs Assessment.

Timeframe	Project	Planned Program Development Objectives	Measurable Outcomes from Objectives
Days 1-30	EHCY Tutoring Program	Improve tutorial program branding by developing a name with collaborative input from colleagues	1.)Enhanced participant, tutor, LEA, and community knowledge of the tutorial program
Days 31-60			
Days 61-90			

ESSA Requirements
Foster Care
McKinney-Vento Act
Neglected and Delinquent

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Foster Care

Collaboration

It is encouraged that the State Education Agency and LEAs collaborate with child welfare agencies to develop a dispute resolution process at the local level for parties to address disagreements over the best interest determination decision.

❑ To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).

McKinney-Vento Act

State Education Agencies (SEAs) and Local Education Agencies (LEAs) must develop, review and revise their policies to remove barriers to the enrollment and retention of children and youth in homeless situations. [722(g)(1)(I)]

❑ Immediate enrollment of homeless students, regardless of missing documentation.

❑ Transportation to and from the "school of origin."

❑ Homeless children and youth are not stigmatized or segregated on the basis of their status as Homeless.

Neglected and Delinquent Program

SEC. 1401. PURPOSE AND PROGRAM AUTHORIZATION-

❑ To improve educational services for children and youth in local and tribal State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet

❑ To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

❑ To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Allowable Expenditures to Meet Student Needs

Questions for Consideration

❑ What are examples of unexpected expenditures that arise for students and families within your district?

❑ What is your established LEA protocol for addressing unexpected or emergency student expenses?

Allowable Expenditures

Title I, Part A Set-Asides

❑ Help to assist students experiencing homelessness who are impacted by economic and social hardships

❑ Can be utilized by LEAs to minimize educational barriers faced by McKinney-Vento students

❑ Facilitate the provision of adequate comparable services by LEAs to students

❑ Engage multiple LEA stakeholders to ensure access to resources by students

Allowable Expenditures

Title I, Part A Set-Asides

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Allowable Set-Aside Expenditures

❑ Before-school, after school, and summer programs;

❑ Counseling services;

❑ Outreach efforts aimed at identifying children and youth living in homeless situations and helping them access school programs;

❑ Basic needs such as clothing, uniforms, school supplies, and health-related needs (medical, dental, eyeglasses, and hearing aids);

❑ Homeless Education Liaison salary costs;

❑ Transportation costs;

❑ Tutoring services;

❑ Parent engagement programs that make a special effort to reach parents of McKinney-Vento students.

Allowable Set-Aside Expenditures

Additional Uses for Title I, Part A Set-Aside Funds

❑ LEAs may use Set-Aside funds to provide educationally related support services to children in shelters and other locations

❑ Funds may be used to provide services that are reasonable and necessary to assist students in taking advantage of educational opportunities

❑ As a last resort, when funds or services are not reasonably available from other sources the following items are allowable: student fees, birth certificates, immunizations, medical and dental services, eyeglasses and hearing aids, outreach services, extended learning time, fees for AP and IB courses, fees for SAT, ACT, and GED testing for McKinney-Vento students

Non-Permissible Set-Aside Expenditures

❑ Class rings

❑ Clothing for parents

❑ Food

❑ Letterman Jackets

❑ Prom Fees

❑ Rental Assistance

❑ Tuition for parents

❑ Unauthorized field trips

❑ Utility Assistance

❑ Year Books

Strategies and Tactics for Stakeholder Engagement

Questions for Consideration

❑ Who are the top three stakeholders in your LEA who assist with meeting the needs of vulnerable youth and their families?

(Rank the Stakeholders and describe their roles)

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Stakeholder Engagement

Focus Groups

Conferences

Supply Drives

Student Needs and Meaningful Stakeholder Engagement

Press Releases

Newsletters

MOUs

Family Forums

"FED" Talks

Stakeholder Engagement
District Level Staff

❑ Create rotational opportunities for staff to attend Professional Development conferences (Homeless Education Conference; DFCS training sessions; Federal Programs Conference)

❑ Provide a summary report for McKinney-Vento, Foster Care, and Neglected and Delinquent segments from GaDOE webinar trainings to LEA staff who are not participants in sessions

❑ Develop a work group that includes LEA representatives from Finance, Title I, and staff that support Homeless Education, Foster Care, and Neglected and Delinquent programs to plan annual budgets and program monitoring timelines

Stakeholder Engagement
School Administrators and Personnel

❑ Engage all levels of school personnel in annual training sessions for McKinney-Vento; Foster Care; and Neglected and Delinquent Programs (Principals; Classroom Teachers; Registrars; Transportation Staff; Maintenance and Support Staff)

❑ Appoint a staff contact at all LEA schools to address the needs of McKinney-Vento and Foster Care youth

❑ Utilize webinar and online training sessions to enhance learning throughout the academic year

Stakeholder Engagement
Community Partners

❑ Formulate Memorandums of Understanding (MOUs) with local government agencies and nonprofits to facilitate services on behalf of McKinney-Vento; Foster Care; and Neglected and Delinquent youth (Fee waivers; transportation assistance; and field trips)

❑ Engage community partners with an LEA focused Community Collaborative (hosted and marketed as an Educational Collaborative)

❑ Consider establishing a shared office or desk space within the LEA District office for meetings with partners (DFCS; CASA; Homeless Shelters; Nonprofit Agencies)

Stakeholder Engagement
Students and Families

- ❑ Provide information regarding Foster Care, McKinney-Vento, and Neglected and Delinquent programs to families at annual LEA Title I and Family Engagement meetings, and via online portals
- ❑ Enhance LEA focus on providing College and Career Readiness preparation to vulnerable student populations (student meetings; FAFSA assistance; assistance with fee waivers and college application completion)
- ❑ Engage all families in student-focused support activities (School Supply Drives; Coat Drives; Test Preparation and Study Guide Drives; School Uniform Swaps)
- ❑ Encourage visits by Homeless Education, Foster Care, and Neglected and Delinquent Support Staff to family residences and facilities

Resources

❑National Association for the Education of Homeless Children and Youth- https://nche.ed.gov/

❑National Association for the Education of Homeless Children and Youth- http://www.naehcy.org

❑ USED Foster Care Non-Regulatory Guidance- https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf

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Discussion

Contact Information

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Erica Glenn
Grant Program Consultant (North)
Homeless Education
Twin Towers East, Suite 1854
Atlanta, GA 30334
(404) 295-4705
eglenn@doe.k12.ga.us

Deirdre Lynch Smith
Grant Program Consultant (South)
Homeless Education
Twin Towers East, Suite 1854
Atlanta, GA 30334
(404) 656-2004
desmith@doe.k12.ga.us

Eric McGhee
Grants Program Manager
Homeless Education
Twin Towers East, Suite 1854
Atlanta, GA 30334
(404) 651-7555
emcghee@doe.k12.ga.us

Whittney Mitchell
Grants Program Consultant
Neglected & Delinquent
Foster Care
Twin Towers East, Suite 1854
Atlanta, GA 30334
(404) 656-4148
wmitchell@doe.k12.ga.us