

Title I Updates Meeting

SCATA 49th Annual Fall Conference
Office of Federal and State Accountability
Friday, October 28, 2016

Agenda

- ESSA Updates
- Consolidation of Funds
- Supplement Not Supplant
- New Guidance
- Documenting for Compliance
- Foster Care
- Maintenance of Effort
- Title I Finance Updates
- Special Populations Update

ESSA Updates

Roy Stehle

Director of Federal and State Accountability

CONSOLIDATION OF FUNDS

Roy Stehle

Director of Federal and State Accountability

Consolidation of Administrative Funds

- Covered Programs include Title I Parts A, C and D, Title II Part A, Title III Part A, Title IV Parts A and B, and Title V Rural and Low Income School Program.
- Determine the amounts to be consolidated with the caution of limitations on the % administrative funds allowed.
- May be used for activities to administer the various programs.
- May not spend more than the amounts consolidated for administration.
- Consolidation is considered a single cost objective therefore only a semi-annual certification is needed.

SUPPLEMENT, NOT SUPPLANT (SNS)

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

~In plain language - Please~

- 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 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 activity is funded in a non-Title school with supplemental funding, such as:
 - State At-Risk Funding
 - Discretionary Grant
 - Possibly, other funds that 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.
- Basic ESOL programs would be a good example of a program that districts would have to provide in the absence of any federal funding.

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.

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

Proposed SNS Regulation

- Districts will have to develop a methodology for demonstrating that Title I funded schools receive their fair share of state and local dollars.
- Compliance by December 2017 or plans to transition to the new SNS by 2019-20.
- There are four proposed methodologies discussed.
 1. A weighted funding formula that provides additional resources for students with disadvantages such as ELs 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, and meeting the defined minimum program as required in state regulations.
 - The difficulty will be if the state 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



NEW GUIDANCE

Jewell Stanley

Team Leader

New Guidance

Non-Regu
Using Evid
Educatio

SUPPORTING SCHOOL REFORM BY LEVERAGING FEDERAL FUNDS IN A SCHOOLWIDE PROGRAM



Non-Regulatory Guidance

September 2016



Regulatory Guidance
Provided in the Every Student
Succeeds Act
*Opportunities to Support our
Most Learners*

SUPPORTING SCHOOL REFORM BY LEVERAGING FEDERAL FUNDS IN A SCHOOLWIDE PROGRAM



Non-Regulatory Guidance

September 2016

Qualifying as a Title I School

information about the Department's guidance processes, please visit www2.ed.gov/policy/gen/guid/significant-guidance.html.

Using Title I Schoolwide Programs to Support School Reform

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students. (ESEA section 1114(a)(1)).¹ Under the ESEA, a school may operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from an SEA to operate a schoolwide program without meeting the 40 percent poverty threshold.
- A Tier I or Tier II school in a State that requested and received a waiver through the School Improvement Grant (SIG) program that receives funds to implement one of the SIG intervention models.²

An SEA has discretion to grant a waiver to allow a Title I school to operate a schoolwide program without meeting the 40 percent poverty threshold if the SEA has determined that a

¹ Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

² Although the SIG program is no longer authorized under the ESSA, because Congress has provided funding for the SIG program for fiscal years (FYs) 2015 and 2016, schools may still be receiving funding under SIG for several additional school years.

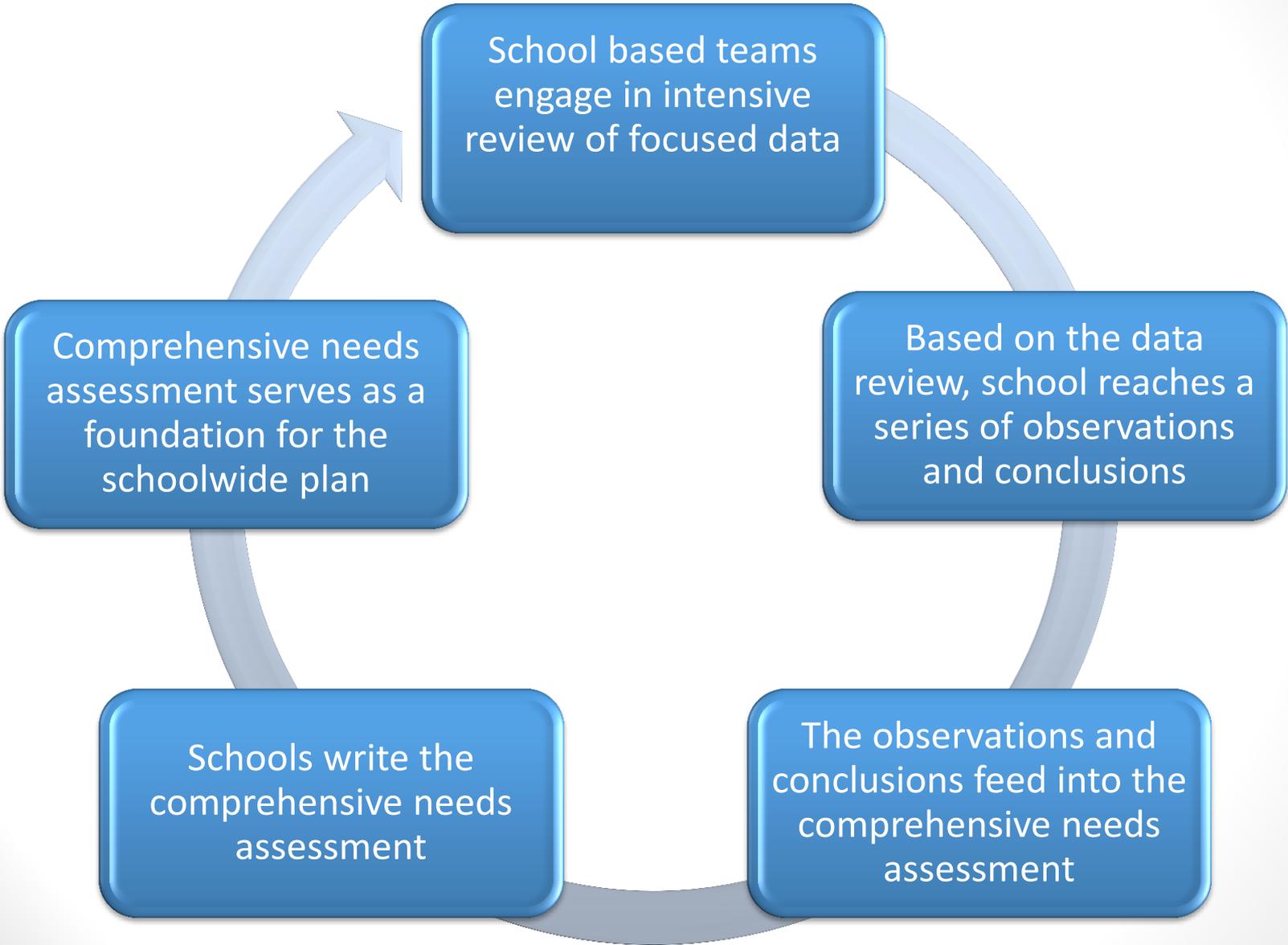
Supporting School Reform By Leveraging Federal Funds in Schoolwide Program

Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- Conducting a **comprehensive needs assessment**. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving

Needs Assessment at a Glance





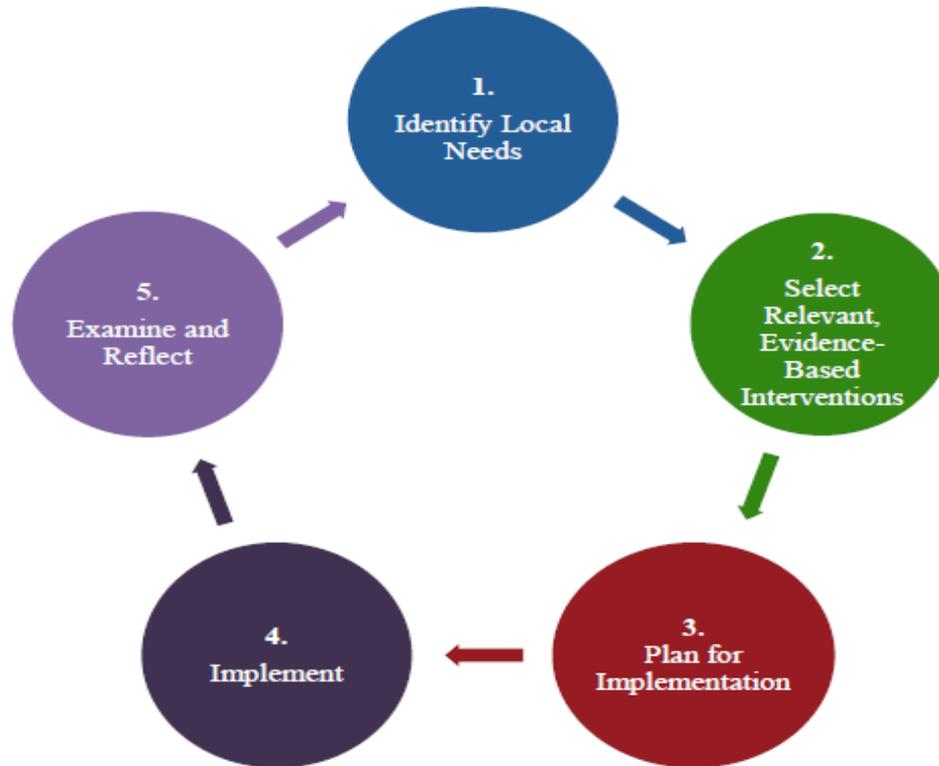
**Non-Regulatory Guidance:
Using Evidence to Strengthen
Education Investments**

September 16, 2016

Part I

Part I: Strengthening the Effectiveness of ESEA Investments

Ways to strengthen the effectiveness of ESEA investments include identifying local needs, selecting evidence-based interventions that SEAs, LEAs, and schools have the capacity to implement, planning for and then supporting the intervention, and examining and reflecting upon how the intervention is working. These steps,¹ when taken together, promote continuous improvement and can support better outcomes for students. Links to resources, definitions for *italicized words*, and other relevant information are included in endnotes.



Part II

WHAT IS AN “EVIDENCE-BASED” INTERVENTION?

(from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Questions



Documenting for Compliance

Jewell Stanley

Team Leader

Documenting for Compliance

Title I Directors and Title I Schools are responsible for maintaining proper documentation of the Title I Plan to ensure compliance to all rules and regulations as it relates to the Elementary and Secondary Education Act of 1965

- Documentation must be retained for the project year plus three years
- Proof required (see ESEA and Edgar)
- Most findings occur as a result of lack of documentation

Documentation

Title I Directors and Title I Schools are responsible for maintaining proper documentation

Personnel

- All Title I teachers are properly certified and paraprofessionals are highly qualified.
- Verification of Title I–funded personnel by function and school.
- Schedules of Title I teachers and paraprofessionals.
- Professional development plan for all Title I staff.

Documentation

Parents

- District Parent Involvement Policy.
- School Parent Involvement Policy and documentation
 - Parent Compacts (school by school).
 - Notification of program purposes, academic programs and services provided.
 - Meeting agendas with names or sign-in sheets.

Documentation

Parents

- Results of annual review of effectiveness of parent involvement (what is working; what is not working; plan for changes).
- Reservation of 1% of annual allocation to support parental involvement requirements for districts with > \$500,000 allocation.
 - Demonstrate that equitable participation is applied for the participating private schools.
 - Clear evidence that 95% of the 1% is used at the school level.

Documentation

Parents

- Notification of “Parents’ Right to Know” provision – explicit documentation of how parents are informed of:
 - Qualifications of children’s teachers.
 - When children are taught for four consecutive weeks by a teacher who does not have State certification or licensure requirements
 - Student achievement levels on state assessments
 - The purpose of Title I; how their child was selected on a needs basis; how program will be coordinated with classroom teachers and instructional priorities.
 - The district’s complaint procedure that is available for parents and others to employ if there is a perceived program or fiscal related problem that arises with the operation of the Title I program.

Documentation

Fiscal & Equipment

- Fiscal data: approved budgets, purchase orders, claims.
- Equipment inventory for all items purchased with federal funds (include name of item, funding source, date of purchase, purchase price, location, and status).
- Evidence of comparability, including copies of annual comparability form(s); Documentation to support the calculations submitted in the annual report.

Documentation

Fiscal & Equipment

- Evidence that expenditures align with the approved budget and program plan.
- Evidence that appropriate funds were used for:
 - Parent involvement at the school level;
 - Professional development for highly effective teachers and highly qualified paraprofessionals;
 - Private school expenditures;
 - Documentation of all funds expended on behalf of the private school including Title I teacher, materials, parent involvement, professional development, etc.

Documentation

Schoolwide Programs

- Copy of Schoolwide Programs, Assurances, and Narratives
- Evidence that the 11 components of a Schoolwide Program are addressed and annually reviewed/updated.
- Evidence that on-going monitoring of student achievement results in quality instruction for students.
- Evidence of parent involvement in planning and evaluation of Schoolwide program.
- Evidence of how the needs of at-risk students are met.
- Evidence of how the instructional program is designed to enhance learning for all students.

Documentation

Evaluation and School Improvement

- Evaluation of Title I program effectiveness.
- Use of multiple academic achievement data to make program decisions annually (including State assessments, district assessments, classroom assessments, etc.)

Documentation

Services to Students/Instructional Program

- How information was collected on low income enrollment
- Public and private school students information on attendance
- Schools needs assessment

Targeted Assistance Schools

- Process for identifying and prioritizing eligible students
- Prioritized list of students eligible to be served and indicating students actually served
- Data reflecting student achievement progress or priority needs
- Program evaluation process; data utilized

Documentation

Private Schools

- Signed private school affirmations for participating private schools
- Evidence of joint-planning meetings with served private school officials (e.g. meeting minutes).
- Evidence of on-going consultation.
- Evidence of equitable services which includes: services to students, professional development for teachers or Title I students, inclusion of parents of Title I students.

Documentation

Private Schools

- Identification process for private school students identified for Title I services. (Targeted Assistance Model)
- Evidence of evaluation plan developed in consultation with private schools to assess effectiveness of the Title I program and how it is used for future planning and/or to modify program offerings to improve student achievement.

Special Drawing



Contact Information

Roy Stehle

803-734-8118

rstehle@ed.sc.gov

Jewell Stanley

803-734-8131

jstanley@ed.sc.gov

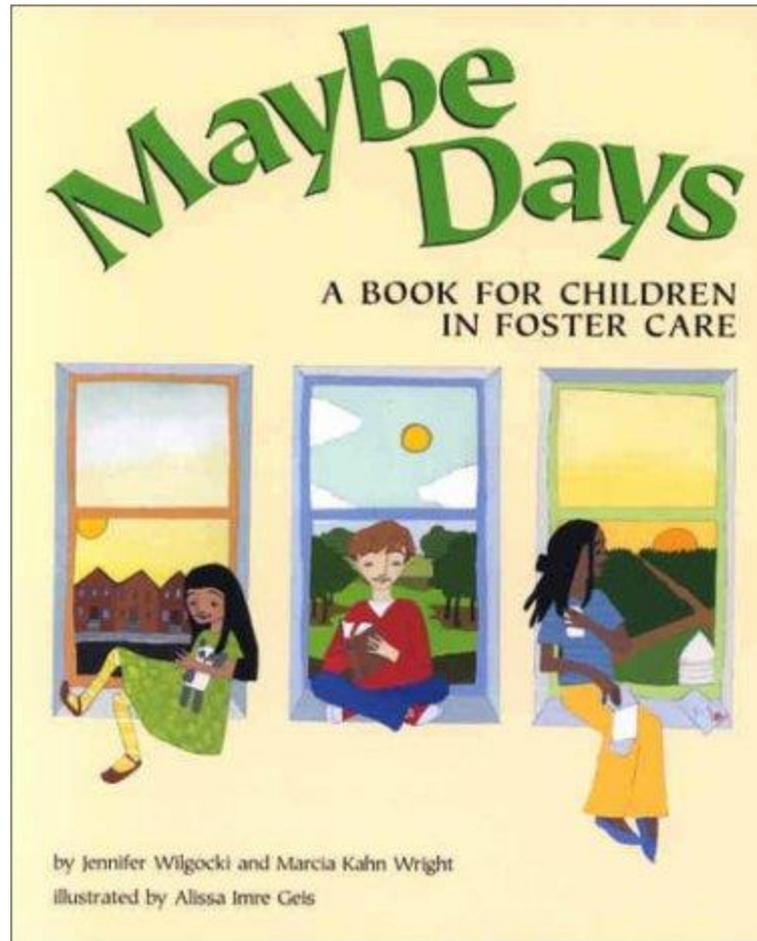


Ensuring Educational Stability for Children in Foster Care

Tracie Sweet

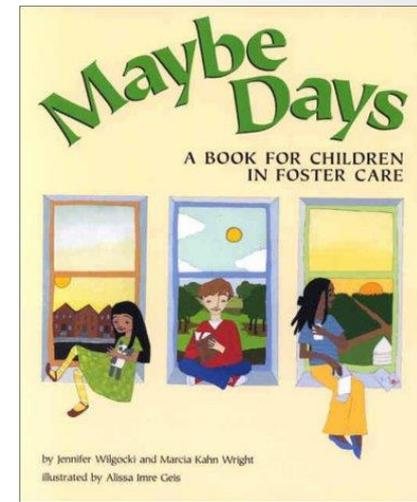
Education Associate

Go on a Journey of Maybe Days



Activity

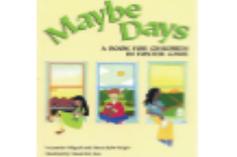
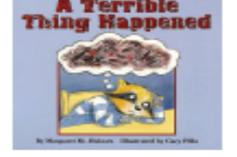
Turn to a partner and discuss the following questions:



- **When a student is facing foster care, what might be a **SCARY** decision to make for the child, foster parents, school, or child welfare agency?**
- **What procedures does your district currently have in place for foster care students?**

Children's Books

Foster Care & Adoption-Friendly Children's Books

	<p>Kids Need to Be Safe: A Book for Children in Foster Care <i>Author: Julie Nelson</i></p>	<p>Kids are important...They need safe places to live, and safe places to play. For some kids, this means living with foster parents. In simple words and full-color illustrations, this book explains why some kids move to foster homes, what foster parents do, and ways kids might feel during foster care. Children often believe they are in foster care because they are "bad." This book makes it clear that the troubles in their lives are not their fault; the message throughout is one of hope and support.</p>
	<p>Murphy's Three Homes: A Story for Children in Foster Care <i>Author: Jan Levinson Gilman</i></p>	<p>Murphy is told he is a good luck dog. However, after going through two different homes and an animal shelter, Murphy starts to feel like a bad luck dog who nobody wants. <i>Murphy's Three Homes</i> follows this adorable pup through his placement in three new homes, as well as through his anxiety, self-doubt, and hope for a new, loving family. Finally, Murphy is placed in a caring foster home where he feels comfortable and valued. He learns that he is not a bad dog after all and can go back to being a playful puppy and a good luck dog!</p>
	<p>Maybe Days: A Book for Children in Foster Care <i>Author: Jennifer Wilgocki</i></p>	<p>Will I live with my parents again? Will I stay with my foster parents forever? For children in foster care, the answer to many questions is often "maybe." <i>Maybe Days</i> addresses the questions, feelings, and concerns these children most often face. Honest and reassuring, it also provides basic information that children want and need to know, including the roles of various people in the foster care system and whom to ask for help.</p>
	<p>Robbie's Trail through Foster Care <i>Author: Adam Robe</i></p>	<p>This book is an engaging story about Robbie Rabbit's journey into foster care. Robbie is removed from his birthmother's home and placed with foster parents. He meets his new foster family, learns what a foster kid is and experiences some commonplace behaviors as he adjusts to his new life. The ending is intentionally vague: Children don't know whether Robbie will end up with his mother or whether he'll ultimately be placed for adoption.</p>
	<p>A Terrible Thing Happened <i>Author: Margaret M. Holmes</i></p>	<p>Sherman Smith saw the most terrible thing happen. At first he tried to forget about it, but soon something inside him started to bother him. He felt nervous for no reason. Sometimes his stomach hurt. He had bad dreams. And he started to feel angry and do mean things, which got him in trouble. Then he met Ms. Maple, who helped him talk about the terrible thing that he had tried to forget. Now Sherman is feeling much better. This gently told story is for children who have witnessed any kind of violent or traumatic episode.</p>



Produced by the Iowa Foster & Adoptive Parents Association (IFAPA)
 6864 NE 14th Street, Suite 5—Ankeny, IA 50023 (800-277-8145)
 For additional resources on foster care and adoption, visit: www.ifapa.org

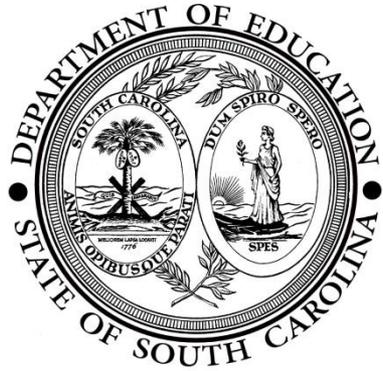
Today's Agenda

- Provide an overview of Every Student Succeeds Act of 2015 (ESSA) in regards to Foster Care
- Provide an overview of the joint guidance on ensuring educational stability for children in foster care
- Best Interest Determination
- Transportation
- Dispute Resolution & Collaboration
- District Points of Contact – Responsibilities
- Q & A

Children in Foster Care

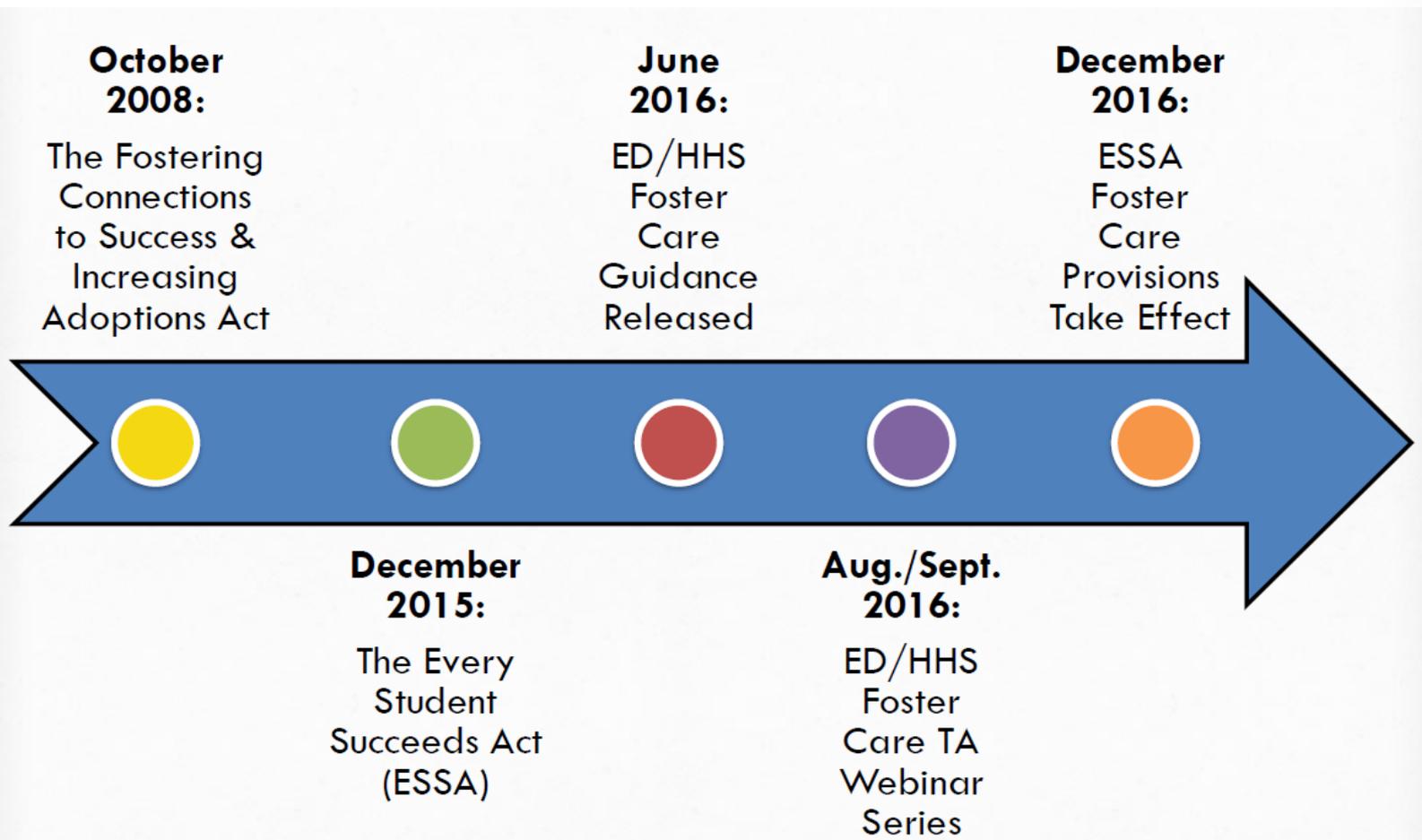
Educational Outcomes

- 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

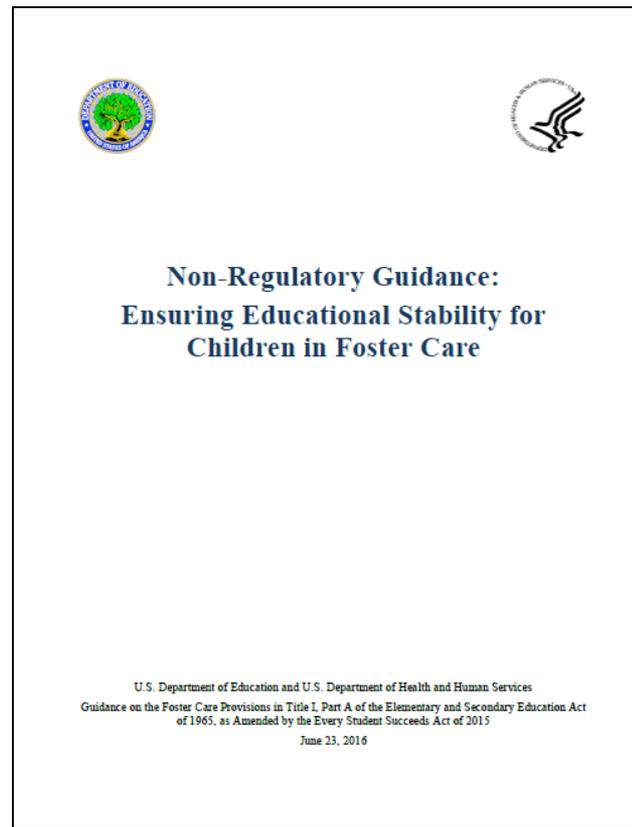


Legislative Framework

Timeline



Non-Regulatory Guidance



<http://www2.ed.gov/about/inits/ed/foster-care/index.html>

[ABOUT ED / INITIATIVES](#)

Students in Foster Care

In the U.S. today, approximately 400,000 children and youth are in foster care at any given time and each year about 20,000 of these students emancipate (i.e., age out) of foster care. A positive PK-12 education experience has the potential to be a powerful counterweight to the abuse, neglect, separation, impermanence and other barriers these vulnerable students experience. Additionally, participation in and persistence to a postsecondary credential can enhance their well-being, help them make more successful transitions to adulthood, and increase their chances for personal fulfillment and economic self-sufficiency.

National research shows that children in foster care are at high-risk of dropping out of school and are unlikely to attend or graduate from college. A coordinated effort by education agencies and child welfare agencies is necessary to improve the educational outcomes for students in foster care. Fortunately, the last few years have seen important policy, practice, and advocacy advances that address the education barriers and supports needed for these vulnerable students. Links to information about some of these advances can be found below:

Resources for Youth

[Foster Care Transition Toolkit](#) [PDF, 1M]

The U.S. Department of Education, in partnership with the U.S. Department of Health and Human Services, the U.S. Department of Housing and Urban Development, the U.S. Department of Transportation, and the U.S. Department of Labor, as well as foster youth and practitioners, developed this [Foster Care Transition Toolkit](#) to inspire and support current and former foster youth pursuing college and career opportunities. The toolkit includes tips and resources intended to help foster youth access and navigate social, emotional, educational and skills barriers as they transition into adulthood.

Guidance and Regulatory Information

On June 23, 2016, the U.S. Department of Education and the U.S. Department of Health and Human Services released joint guidance to states, school districts and child welfare agencies on the new provisions in the Every Student Succeeds Act (ESSA) for supporting children in foster care. The guidance aims to assist state and local partners in understanding and implementing the new law, and to inform state and local

How Do I Find...

- [Student loans, forgiveness](#)
- [College accreditation](#)
- [Every Student Succeeds Act \(ESSA\)](#)
- [FERPA](#)
- [FAFSA](#)

[More >](#)

Information About...

- [Transforming Teaching](#)
- [Family and Community Engagement](#)
- [Early Learning](#)
- [K-12 Reforms](#)

[More >](#)

Related Topics

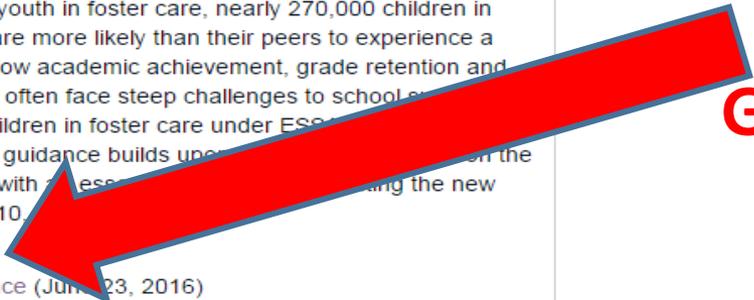
- [Mission](#)

toolkit includes tips and resources intended to help foster youth access and navigate social, emotional, educational and skills barriers as they transition into adulthood.

Guidance and Regulatory Information

On June 23, 2016, the U.S. Department of Education and the U.S. Department of Health and Human Services released joint guidance to states, school districts and child welfare agencies on the new provisions in the Every Student Succeeds Act (ESSA) for supporting children in foster care. The guidance aims to assist state and local partners in understanding and implementing the new law, and to inform state and local collaboration between educational and child welfare agencies across the nation for the well-being of children in foster care. Of the approximately 400,000 children and youth in foster care, nearly 270,000 children in foster care are school-aged. Data show that foster youth are more likely than their peers to experience a host of barriers that lead to troubling outcomes, including low academic achievement, grade retention and lower high school graduation rates. Children in foster care often face steep challenges to school success, including high rates of mobility. The new protections for children in foster care under ESSA will help ensure that children in foster care enrolled in public schools. This joint guidance builds upon existing guidance on the unique needs of foster youth and will equip local partners with the resources needed to implement the new foster care provisions in ESSA successfully by December 10, 2016.

**Foster Care
Joint
Guidance**



- New** [Foster Care Guidance \(June 23, 2016\)](#)
- New** [Dear Colleague Letter on Foster Care Guidance \(June 23, 2016\)](#)
- New** [Dear Colleague Letter on Foster Care Timelines \(June 23, 2016\)](#)

Educational Stability

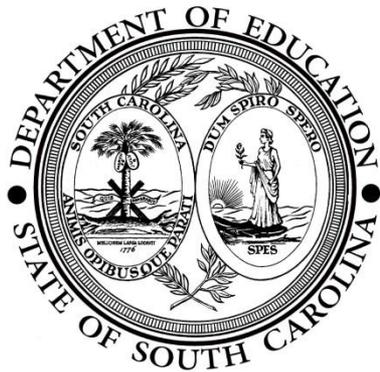
- [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act, May 30, 2014 \[MS Word, 106KB\]](#)
- [The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\).](#)
- [Letter to States Letter to Chief State School Officers and State Child Welfare Directors on the Fostering Connections Act \[PDF, 3.6MB\]](#)
- [2011 National Meeting on Improving Educational Stability for Children in Foster Care](#)
- [Children's Bureau Q&A on Educational Stability for Students in Foster Care](#)

Information Sharing

- [Letter to Chief State School Officers on Guidance on the Amendments to the Family Educational Rights and Privacy Act by the Uninterrupted Scholars Act May 2014, May 27, 2014 \[PDF, 135KB\]](#)
- [Uninterrupted Scholars Act \(U.S.A.\) \[PDF, 202KB\]](#)
- [Letter to Chief State School Officers and State Child Welfare Directors on the Uninterrupted Scholars Act \[PDF, 455KB\]](#)
- [Webinar Recording: How Schools Can Share Information about Foster Children with Child Welfare](#)

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)



Points of Contact

Point of Contact (POC) ESSA Requirements

- **SEAs** must provide an assurance that they will designate a POC for Child Welfare Agency (CWA)
 - POC cannot be the McKinney-Vento State coordinator for homeless youth
- **LEAs** must provide an assurance that they will designate a POC for the corresponding CWA, if the CWA notifies the LEA, in writing, that it has designated a POC

SEA Point of Contact (POC)

Guidance Provisions

SEA POCs

- Responsibilities include:
 - Monitoring LEAs and coordinating with the State CWA to issue state guidelines
 - Establishing uniform criteria around best interest determination and guidelines for transportation procedures
 - Facilitating data sharing with State and tribal CWAs
 - Provide professional development opportunities for LEA POCs

LEA Point of Contact (POC)

Guidance Provisions

LEA POCs

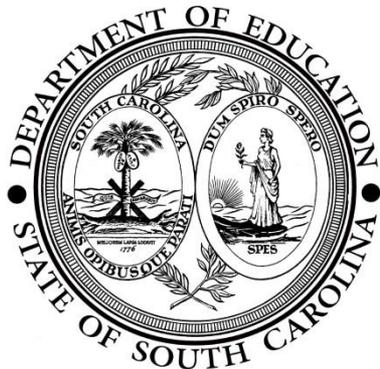
- Responsibilities include:
 - Coordinating with local CWAs to develop a process for implementing ESSA provisions
 - Leading development of best interest determination process
 - Facilitating the transfer of records and immediate enrollment and data sharing with CWAs
 - Developing and coordinating local transportation procedures

Point of Contact (POC)

Guidance Provisions

State & Local Child Welfare POCs

- CWAs are not required to designate POCs but are highly encouraged to do so
 - Local CWAs should send a letter to relevant LEAs **as soon as possible** identifying their POC
- Responsibilities include coordinating with SEAs and LEAs to develop a process for implementation
- Should serve as the primary POC between schools, families, and other service providers



Best Interest Determination

Best Interest Determination

Guidance Provisions

- Develop mechanism for where and when best interest determination will occur
- If parties cannot come to agreement, ultimate decision should reside with the Child Welfare Agency (CWA)
- SEAs and LEAs should coordinate with CWAs to develop a dispute resolution process to address disagreements
- To the extent feasible and appropriate, a child must remain in his or her school of origin while awaiting a decision to reduce the number of school moves

Immediate enrollment ESSA requirements

- Children in foster care remain in the school of origin, unless it is determined that it is not in his/her best interest.
- SEAs must provide assurances that:
 - If it's not in the child's best interest to stay in his or her school of origin, the student must be immediately enrolled in the new school, even if the child is unable to produce records normally required for enrollment
 - The enrolling school shall immediately contact the school last attended to obtain relevant academic and other records

Immediate Enrollment

Guidance Provisions

- A child cannot be denied enrollment because they do not have proper documentation
- A child should also be attending classes and receiving appropriate academic services
- Policies should be reviewed to remove barriers to immediate enrollment

Resources

- DSS and SCDE are in the process of collaborating
- Resources will be available to districts

Appendix A

Best Interest Determination for Foster Care School Placement Form

Determination Page

Student's Name: _____
 School of Current Attendance: _____
 Student's Current Grade: _____
 Date of Best Interest Determination Meeting: _____

Determination:

The student shall remain in the school in which the child was enrolled at the time of placement. Name of School: _____

Appendix A

Best Interest Determination for Foster Care School Placement Form

The student remains in the school at time of placement unless the answers to the following questions suggest a change of placement is in the child's best interest.

1. What is the child's permanency goal and plan?
2. What is the expected date for achieving the permanency goal?
3. How many schools has the child attended? How many schools has the child attended this year? How have the school transfers affected the child emotionally, socially, academically,

Appendix B

Immediate Enrollment of Child in Foster Care Form

****Enrollment Certifications**

I am a representative of the agency to whom the court has committed or the parent has entrusted the child's care through a voluntary enrollment or noncustodial agreement of the above-named child. This child meets the definition of a child placed in foster care in § 22.1-3.4 of the Code of Virginia; therefore, I am certifying the child is eligible for immediate enrollment.

To the best of my knowledge, _____ has/has not (circle one) been expelled from school attendance at a private school or public school district in South Carolina, or in another state, for an offense in violation of school board policies relating to weapons, alcohol or drugs, or for the willful infliction of injury to another person.

To the best of my knowledge, _____ has/has not (circle one) been found guilty of or adjudicated delinquent for any offense listed in § 16.1-290.2 of the Code of Virginia or any substantially similar offense under the laws of any other state, the District of Columbia, or the United States or its territories.

To the best of my knowledge, _____ is in good health and is free from communicable or contagious disease. If documentation of a physical exam, both certificate social security provide

Appendix A

Best Interest Determination for Foster Care School Placement Form

Signature Page

The following individuals participated in determining the school placement that is in the student's best interest:

Participants	Printed name	Signature, if essential period (**should sign)	Agree with determination (circle)
Child or youth in care**			Yes No
DSS service worker or supervisor**			Yes No
Caregiver (if not DSS) caseworker**			Yes No
School representative from child's school at time of placement**			Yes No
IEP team for special education purposes, if applicable**			Yes No
Birth parent(s) or prior custodian(s)			
The child's guardian ad litem			
Other significant persons the child or youth wishes to attend (**if attending)			
Other			
Other			

2 | This document shall be kept in child's case file and cumulative school record.

Appendix A

Best Interest Determination for Foster Care School Placement Form

11. If the student has a current IEP, is specialized transportation identified as a related service?
12. Does the child participate in other specialized instruction? (e.g., gifted program, career and technical program)
13. What are the child's academic/career goals? Does one school have programs and activities that address the unique needs or interests of the student that the other school does not have?
14. Describe the child's ties to his or her current school, including significant relationships and involvement in extracurricular activities?
15. Would changing schools affect the student's ability to earn full academic credit, participate in sports or other extra-curricular activities, proceed to the next grade, or graduate on time? If so, how?
16. Would the timing of the school transfer coincide with a logical juncture, such as after testing, after an event that is significant to the child or at the end of the school year?
17. How would the length of the commute to school impact the child?

Attach any supporting documentation used in making this determination of best interest. (The following is checklist of sample documents that may be considered. The list is not intended to be exhaustive.)

- Report cards
- Progress reports
- Achievement data (test scores)
- Attendance data
- IEP or 504 Plan
- E-mails or correspondence from individuals consulted
- Disciplinary referrals
- Health reports/records

4 | This document shall be kept in child's case file and cumulative school record.

Appendix B

Immediate Enrollment of Child in Foster Care Form

Student Information

Date of Joint LDSS/School Best Interest Determination for School Placement: _____
 Date Student Presented for Enrollment: _____
 Receiving School/District: _____
 **Student Name: _____ Sex: _____
 **Age: _____ DOB: _____
 Foster Parent/Placement Name: _____ Phone: _____
 **Foster Parent/Placement Address: _____
 DSS/Child-Placing Agency Name: _____
 Date Placed with Agency: _____ Phone: _____
 Agency Contact Name: _____
 Last School Attended/School District: _____ Current Grade: _____

Information on status of parental rights:
 Does student have IEP? Yes No Unknown
 Does student have 504 Plan? Yes No Unknown
 Parent for Special Education purposes, if applicable: _____

The local department of social services (LDSS) shall coordinate with the school district representative to ensure that the child in foster care is immediately and appropriately enrolled with all educational records provided to the new school (Enrollment, Continuity of Services, and Receiving, Adoption, Act of 2009 (LCS 119-5312), Social Services Act, Title IV-C, 475 (1) (C) (4), USC 6721). The sending and receiving school districts shall expedite the transfer of the student's record (§ 22.1-292 of the Code of Virginia).

This document provides all information required for the LDSS to notify the school principal and school district superintendent and for the school to immediately enroll the child in compliance with §§ 61.2-290.12 and 22.1-214 of the Code of Virginia. The three asterisked (***) areas meet these minimal requirements for enrollment. All other information helps ensure a smooth transition for the child and school.

"Immediate" means no later than the beginning of the next school day after the placement for enrollment. "Placement" means the person enrolling the child has appeared at the school and presented all required information and certifications. "Enrollment" means the child is attending classes and participating fully in school activities. If, despite all reasonable efforts, school officials are unable to enroll the child by the beginning of the next school day following placement for enrollment, the student shall be enrolled no later than the second school day following placement for enrollment. If enrollment is delayed until the second school day after placement, school officials shall document reasons for the delay and attach these reasons to this form.

(Please complete other side) (Print on yellow paper for easy identification)

1 | 08/2016



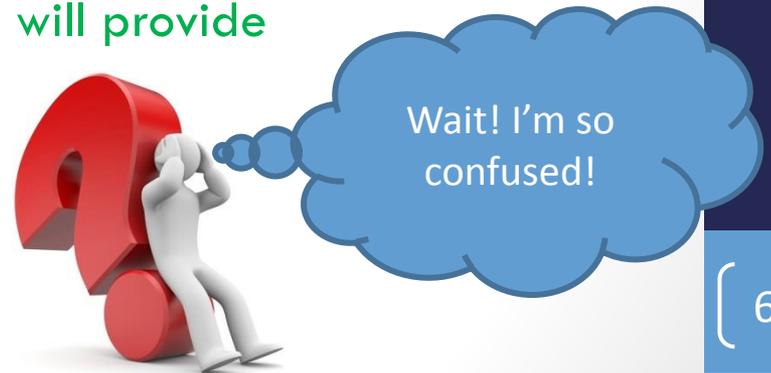
Transportation

Transportation

ESSA Requirements

LEAs must provide assurances that they will collaborate with State or local CWAs to:

- Develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care
- Procedures must ensure that children will promptly receive transportation in a cost-effective manner in accordance with the Fostering Connections Act
- Ensure that, if there are additional costs incurred in providing transportation to the school of origin, LEAs will provide transportation if:
 - ✓ The local CWA agrees to reimburse the LEA;
 - ✓ The LEA agrees to pay the cost; or
 - ✓ The LEA and local CWA agree to share the cost.



Transportation Requirements

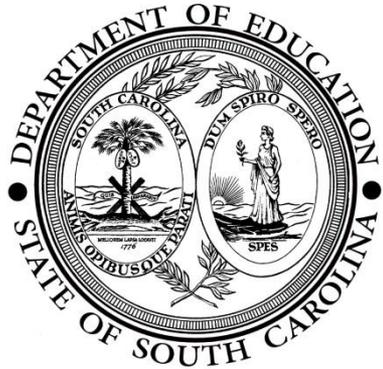
Guidance Provisions

- Transportation must be provided in a “cost-effective” manner, so low-cost/no-cost options should be explored.
- Even if an LEA does not 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 cannot 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.



Dispute Resolution & Collaboration

Dispute Resolution & Collaboration

ESSA Requirements

Under ESSA, each state plan shall describe --

- The steps the SEA will take to ensure collaboration with the state child welfare agency to ensure the educational stability of children in foster care.

Each LEA shall provide assurances that the LEA will:

- Collaborate with the State or local child welfare agency to --
 - Designate a point of contact
 - Develop and implement clear written transportation procedures

Effective Collaboration

- Consideration should be given to establishing a structure at the local level
- Collaboration should be on-going and continuously works to improve outcomes for children in foster care

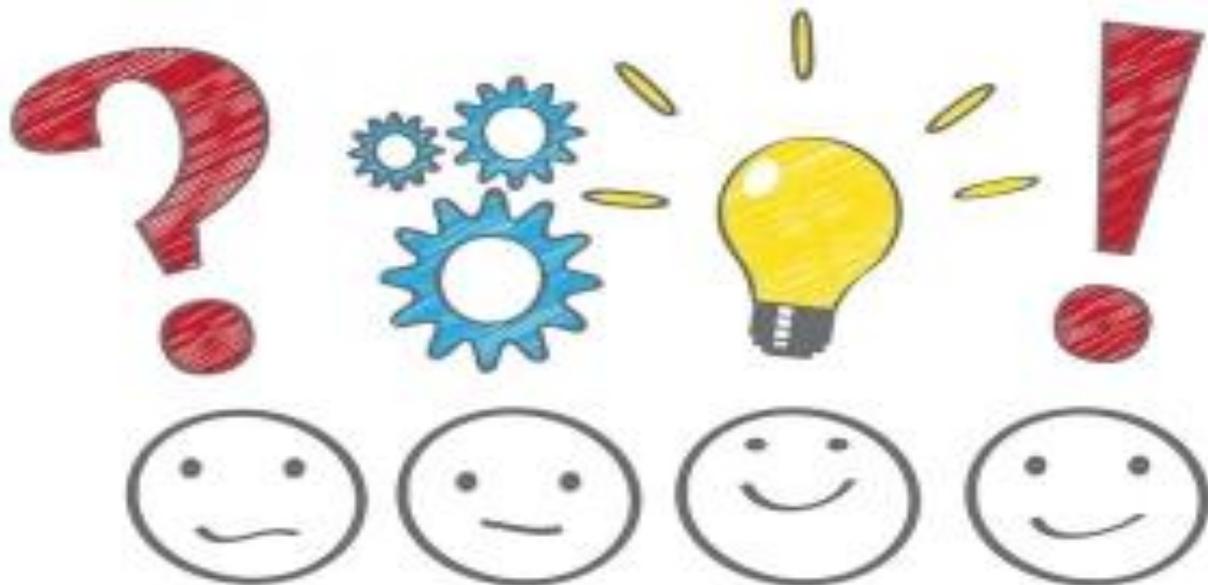


Together, Everyone Achieves More!

- If your district has great foster care resources to share, please send to tsweet@ed.sc.gov.



What Questions, Concerns, or Comments Do You Have?



Contact Information

Tracie M. Sweet

Ph: 803.734.3454

Email: tsweet@ed.sc.gov

Maintenance of Effort

Greg King

Education Associate

What is MOE?

- Maintenance of Effort (MOE) is a federal requirement that requires grant recipients and/or sub-recipients to maintain a certain level of state/local fiscal effort to be eligible for full participation in federal grant funding.



In Other Words

- MOE requires LEAs to demonstrate that the level of state and local funding remains relatively constant from year to year.
- An LEA may receive Title I funds only if the LEA has maintained its fiscal effort.

The Underlying Principle

- The district is responsible for maintaining effort in providing a free public education to all students from year to year.
- Title I funds are *in addition (supplemental)* to the required education that all students receive.

Purpose

- To ensure the recipient of federal funds does not spend those funds in place of state and local dollars
- To ensure the recipient spends their state and local funds for the same activities that would be provided if federal dollars were not available

ESSA Changes

1. An LEA may fail to meet the Maintenance of Effort (MOE) test once every five years without penalty. 20 USC 7901 (b)(1)
2. Waivers may now include “a change in the organizational structure of the LEA”. 20 USC 7901 (c)

ESSA Changes

1. An LEA may fail to meet the Maintenance of Effort (MOE) test once every five years without penalty.
 - a) If an LEA fails to meet MOE in the current year **AND** has failed to meet it in the previous five years, a penalty will be assessed.
 - b) The penalties have not changed.

ESSA Changes

1. Waivers may now include “a change in the organizational structure of the LEA”.
20 USC 7901 (c)
 - a) OFSA is awaiting guidance from USED as to the particulars of this definition
 - b) Call your project manager at the SCDE for assistance

ESSA Changes

The penalties for not meeting Maintenance of Effort remain the same.

- Waivers are getting tougher to obtain.
- Make every effort to meet your MOE.
- We are here to help you...Let us.

Tips To Meeting and Reviewing MOE

- Do not reinvent the wheel
 - Use and fully complete the form from the SCDE website...It works! Do not use “custom” forms.
 - <http://ed.sc.gov/policy/federal-education-programs/title-i/title-i-administration/maintenance-of-effort-moe-and-comparability/maintenance-of-effort-moe/>
- Work Closely with your Finance Director
- Review Quarterly (give yourself time to make adjustments)
- Ask Questions

Questions



Contact Information

Greg King
803-734-0025
gking@ed.sc.gov

Title I Finance

Karen Cook

Education Associate

Allocations

- “Final” Title I & N/D Allocations are complete
 - Load into GAPS
- Please update projects accordingly
 - Remember to officially submit by the district superintendent
 - Load budget in GAPS
- Title I allocation was reduced by \$831,290
 - Absorbed at the administration level

Claims

- July 1 – September 30 expenditures must be claimed by November 4th
- Districts needing to get under the 15% must do so by November 4th
- Submit claims **quarterly**
 - Amendments must originate in program office
- Year end claims for expenditures through June 30th will be due August 15th



Supplemental Funding

- Focus, Priority and Support Schools will be funded for one year
 - Focus Schools: \$63,500
 - Priority Schools: \$100,000 + \$20 per pupil
 - Support Schools: \$50,000
- Transition to ESSA
 - Targeted Support and Improvement (TSI) will replace Focus
 - Comprehensive Support and Improvement (CSI) will replace Priority
 - South Carolina will continue to identify Support Schools

UGG/Risk Assessment

- Regional Program/Finance Meetings
- Emphasis on fiscal monitoring
- Communicating across agency

Questions



Contact Information

Karen Cook

803-734-4040

kcook@ed.sc.gov

Special Populations Update

Roy Stehle

Director of Federal and State Accountability

Migrant

- Title I, Part C Categorical Eligibility Protocol
 - Due to the complicated method of ensuring a secure transfer of student Personal Identifiable Information (PII), and the low level of returned reports, a new strategy is being implemented this year. This year the Title I, Part C State Recruiters will be making visits to districts with the Title I, Part C Categorical Eligibility list of Migratory Children/Youth for each district.
- USED Migratory Student Information Requirements
 - The US Department of Education issued final regulations on 10 May 2016 in the *Federal Register* to implement the Migrant Student Information Exchange (MSIX) to comply with section 1308 of Title I, Part C.
 - Section 1308 and Section 1304 (b)(1)(D)(3) requires States to collect and submit to MSIX basic educational and health information such as all standardized test scores and course information for migrant students present in SC during the regular school year and course history information.