

SCDE Response to  
ESSA Stakeholder Feedback

**Supporting All Students (SAS)**

Compiled 7/24/2017 MB JM

The following are responses from SCDE workgroup members to stakeholder feedback around critical questions posed by the SCDE during three statewide stakeholder meetings held on 11/21/2016, 3/24/2017, and 5/11/2017. The SCDE is committed to listening and being responsive to diverse stakeholders as prescribed under §1111(a)(1)(A) of ESSA. This document is intended to demonstrate – in part – the SCDE’s response process. The changes and staff thinking reflected below may or may be incorporated in the final South Carolina ESSA Consolidated State Plan submitted to the USED in September 2017 as legal requirements and/or approval by the Governor and SSCDE senior staff must take precedence.

**1 - What recommendations do you have for scaling up services for students in foster care? How would that look in an ideal setting?**

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<p>The Office of Career and Technology Education (OCTE) offers service for Military connected children. OCTE works closely with partners to provide training for counselors /career specialists. The House-Senate conference committee adopted the Senate version Proviso 1A-75 under Education Improvement under the EOC for funding. The funding will be used to coordinate with Regional Career Specialists to implement and direct support trainings in different areas of the state. Six additional trainings will be implemented in geographic areas recommended by the military family team.</p> <p>In addition the OCTE coordinates the military Career Pathways 101 Summer Institute for all school personnel to learn about the military viable options for students and their families.</p> <p>Training is provided for school counselors on how to connect with local military bases (Ft.</p>	<p>The suggestions made by the ESSA workgroups were related to specific needs of foster care children such as nurses, social workers, mental health providers, etc. In regards to foster care children, the ESSA refers to educational stability of foster care children in terms of the child’s school placement when transitioning into foster care or moving from one foster care home to another.</p>

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<p>Jackson, Shaw, Beaufort) to ensure seamless transition into a new school.</p>	

**2 - What recommendations do you have for serving migrant or other highly mobile children (i.e., children in correctional facilities, military-connected children, migrant children, etc.)?**

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<p>Records Transmission – the McKinney-Vento Program (MV) provides TA on strategies for records.</p> <p>Mental Health – The MV Act requires each LEA appoint a liaison, and as part of the duties of the liaison, referrals for mental health counseling is required. In addition, the MV State Coordinator provides TA on trauma informed care and ACE.</p> <p>It is important that districts employ several social workers to connect students and families in need of mental health services to the community.</p> <p>Liaison for each subgroup is required by statute for MV and Foster. Additionally, many MV liaisons also cover migratory students since many meet the MV definition of homeless.</p> <p>Continuity of care, services and info - MV liaisons who are also school social workers try to coordinate continued care, services and information. In addition, the MV Act requires districts to presume that remaining in the school of origin (continuity) is in the student’s best interest, unless it goes against the wishes or the parent or guardian.</p>	<p>Guardian ad litem are assigned by the courts, not SEAs.</p>

<p>Leverage interagency groupings – the MV State Coordinator sits on many interagency councils to try to leverage support for this special population.</p> <p>The Office of Career and Technology Education (OCTE) offers service for military connected children. OCTE works closely with partners to provide training for counselors /career specialists. The House-Senate conference committee adopted the Senate version Proviso 1A-75 under Education Improvement under the EOC for funding. The funding will be used to coordinate with Regional Career Specialists to implement and direct support trainings in different areas of the state. Six additional trainings will be implemented in geographic areas recommended by the military family team.</p> <p>In addition the OCTE coordinates the Military Career Pathways 101 Summer Institute for all school personnel to learn about the military viable options for students and their families. Training is provided for school counselors on how to connect with local military bases (Ft. Jackson, Shaw, Beaufort) to ensure seamless transition into a new school.</p>	
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**3 - What non-academic supports are needed to educate the whole child? How can the state provide access to these supports?**

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<p>We have included a portion of professional development that will address ways administrators and educators can meet the diverse needs of students and ways to involve parents in this process at it relates to English Language Learners.</p> <p>Mental Health – see above.                      PD to communicate all needs to teachers, etc. –</p>	

MV provides PD and TA to all stakeholders on the unique needs of homeless children and youth, both academic and non-academic. Comprehensive School health model – I'm not familiar with this, but some LEAs provide training on a Compassionate Schools model. Continuity of Care – see above.

Emotional support – I'm not sure what type this group is referencing, but MV liaisons are charged with identifying community resources and support. state agencies – MV liaisons are to coordinate and collaborate with state agencies.

Community partnerships – MV liaisons are to develop community partnerships and be aware of any local programs and agencies to connect students and families experiencing homelessness.

School nurses are an extremely important asset for schools and districts, and may sometimes be the only healthcare for MV students.

Faith community – Many MV liaisons have formed partnerships with different faith-based communities to support the academic and non-academic needs of MV students.

Community partnerships and social innovation – attempts at the SEA and LEA level – but always needs to get more people onboard.

Wrap-around services – While LEA liaisons refer students/families to services in their community, the services available can always be improved by including both in and out-of-school, wrap-around supports.

Agreement with school nurse research, but it is up to each LEA the number of school nurses employed. Perhaps LEAs could attempt to get retired nurses to volunteer their unique services?

Many federal funds may be used to provide

mentoring services. A few previous MV sub-grants have included mentoring in their program. But to be funded, LEAs must include them in their plans. Perhaps sharing empirical data on the success of such programs with the relevant people in LEAs would increase mentoring programs.

Coordination of information – each area of SC has a Continuum of Care that has a service called 211 to call for information. Many LEAs have their social workers trained on the Benefits Bank, a SC program where families can apply for various services. School social workers will do this with the parents. Social Workers are the key here. More schools need more social workers to connect families to the state and community services they need. For example, Richland has a social worker on staff able to walk people through the Benefits Bank, 211, and other services.

OCTE supports the implementation of work-based experiences and Career and Technical Education Student Organizations (CTSOs). Work-based experiences, mentoring and apprenticeship opportunities are incorporated in Career and Technical Education courses. Leadership skills are developed as a result of participating in local, regional, state, national, and international conferences. Students have opportunities to gain and develop technical skills based on selected career choices from the 16 career clusters and organize and participate in service learning projects as members of CTSOs.

**4 - With limited funding, what recommendations do you have for school districts, schools and state agencies for serving migrant, neglected and delinquent, English learners, and homeless children to enhance their chances to graduate from high school?**

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As it relates to English Language Learners, the State has developed a series of professional development that aims to educate administrators as well as teachers that includes differentiation and strategies that have been proven techniques for keeping students engaged and graduating as College and Career Ready.

Collaborate with community, etc. to provide tutoring services, mentorship programs, parent outreach, etc. (discussed above) – MV liaisons are to be collaborating within the community for such services, but not all districts have liaisons that have the capacity to perform such duties.

Smaller classroom size – the key here is to remember that it needs to be a significant smaller classroom size to be effective. But districts don't always have enough funding to hire more teachers, and often use Title I A and Title II funds to decrease classroom size.

Wrap-around service (discussed above)

Funding – ESSA will not necessarily increase state funding, but I agree.

Liaisons already utilize nurses to assist with MV students.

Data based on achievement to provide interventions – some MV sub-grantees will track student achievement and provide interventions when if grades or attendance begins to decline. I believe there is something the state uses to do that for all students?

STEM Maker Spaces sounds interesting. That is the type of program that LEAs can write into their Title I A plans if it is empirically based.

Targeted interventions – MV sub-grantees and other LEAs without sub-grants may have programs to target MV students for

<p>interventions.</p> <p>5- and 6-year graduation is very important for students who are highly mobile, often putting them behind in credit accrual. SEAs must now report adjusted-cohort graduation rate, taking into account 5<sup>th</sup> and 6<sup>th</sup> year graduation.</p> <p>The Office of Career and Technology Education places special emphasis on special populations which is one of the Perkins indicators reported on annually. Through the OCTE districts provide summer camps, afterschool initiatives, and opportunities for students to receive extra help through structured systems.</p>	
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**5 - What recommendations do you have for greater coordination among schools and agencies?**

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<p>Communicate realistically – the SEA provides PD and TA to LEAs and other stakeholders on processes and procedures for the provisions of ESSA. The Foster Care SEA POC and DSS POC continue to partner in providing PD to both LEAS and DSS staff on implementing the new foster care provisions in ESSA.</p> <p>School/Agency Partnerships – LEA liaisons work to establish partnerships to meet the needs of MV students and families.</p> <p>Share best practices – The SC MV program holds an annual statewide conference. Part of the conference is to share best practices and successes.</p> <p>Other comments – answered earlier.</p> <p>The OCTE recommends building effective interagency coordination teams that will guide</p>	<p>An online comment: “Please be realistic and communicate what ESSA can provide. Sometimes there are unrealistic expectations for other agencies as to funding available (example, foster care and DSS who wants us to provide transportation).”</p> <p>The ESSA states that a foster care student must remain in his/her school of origin, if it is in his/her best interest. The ESSA also states that there must be a collaborative effort between local education agencies and local child welfare agencies in determining what’s in the best interest of foster care children when it comes to school placement. If it is determined to be in a foster care child’s best interest to remain in his/her school of origin, then the local educational agency must provide transportation if:</p> <p>a) The local child welfare agency reimburses the district for the cost of</p>

<p>subsequent coordination teams at the district and school levels. The teams should be developed at the state level, district/regional level, and the school or community level. The purpose and function of the teams will vary based on location. Each of the levels are dependent on the other and will serve significant purposes. All teams should consist of diverse members whose areas of expertise are focused on common goals.</p>	<p>transportation,</p> <ul style="list-style-type: none"> <li>b) The local education agency pays for the cost of transportation, or</li> <li>c) The local child welfare agency and the local education agency agree to share the cost of transportation.</li> </ul> <p>The state plan emphasizes a joint collaboration between the South Carolina Department of Social Services and the South Carolina Department of Social Services. Together, the agencies created a joint guidance document to help guide the local agencies through the process to ensure educational stability for children in foster care. While there is guidance at the state level, individual decisions regarding school placement and transportation are best made at the local level on an individual case by case basis. In addition, each local education agency and local child welfare agency are working collaboratively to create transportation procedures. There is also a dispute resolution process in place to assist if a decision cannot be made at the local level between the two agencies regarding school placement or who pays for transportation costs.</p>
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**6 - How best should we go about providing awareness and training to our local communities in regard to the special needs of these children?**

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<p>The SC MV program provides meetings to the community to raise the awareness of the special needs of homeless children and youth. LEA liaisons also provide this awareness and TA. The SC MV program presents at conferences for other state and local agencies and committees.</p> <p>Utilize support staff – some MV liaisons are support staff, and are amazing. If they are not, they do try to utilize any staff and community</p>	

<p>members will to volunteer!</p> <p>In awareness meetings, liaisons do hit churches, local businesses, civic organization, such as Rotary, Kiwanis and Loin's clubs, etc.</p> <p>OCTE recommends that community sites in the everyday environments, such as grocery stores, laundromats, community churches, etc. are identified. These sites should become focal points where announce can be made/posted. These sites can also be used to provide training and needed resources.</p> <p>Regional parent, family, and community engagement sessions were added to the state plan. The regional sessions will be held at churches, local businesses, or other community locations in an effort to reach out to all parents, business leaders, and other community members to discuss educational issues and seek stakeholder input.</p>	
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**7 - What technical assistance or professional development opportunities related to improving the quality of 21st CCLC afterschool programs should be provided by the state?**

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<p>OCTE recommends that specialized training programs to address the needs of the students should be provided. The afterschool training programs should be designed to provide opportunities for elementary students to begin to develop soft skills necessary to be successful in life; middle school students should focus on foundational career knowledge and skills, and high school students should have opportunities to develop more advanced skills and earn industry recognized credentials.</p>	

**8 - What are your other thoughts and/or questions related to supporting all students under ESSA?**

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<p>Supporting all students according to their unique needs is the goal of McKinney-Vento. There are so many non-academic needs for children and youth experiencing homelessness, that we cannot expect the child to learn when basic needs are not met. Therefore, the MV liaison plays a significant role to connecting the student and the family to address the non-academic needs, while trying to support the academic needs, to ensure student success.</p> <p>OCTE recommends that a comprehensive approach should be used to address the whole child. Academics, career and technology education, elective courses, arts, extracurricular activities, and CTSO’s should have a primary focus. The primary focus should be to ensure that all students are college and career ready upon exiting high school.</p>	

**General ESSA Feedback**

Over the last several months, General Counsel’s office has been soliciting and collecting general feedback in regard to ESSA. Please read through the compiled general feedback provided in a separate document and indicate what changes have been made in the South Carolina Consolidated State Plan. Please complete blank cells in both columns.

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<p>We have added to the professional opportunities provided by the SCDE for EL students as well as revised the exit criteria and Home Language Survey required to meet USDE and OCR regulations.</p>	