

**ESSA Stakeholder Feedback regarding SAS  
Question 1 of 8 Total**

**Question**

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

**Question History**

<b>Date</b>	11/21	3/24	5/11
<b>Status</b>	#1	Not used	Not used

**11/21/2016 Responses (Workgroup Charts)**

- SISP - nurse, social workers, mental health, Liberians.
- School nurses in the plan
- Privacy rights
- Mental health specialist(s)
- Health and education passports
- Trauma focused care
- Need to know process (mental/medical)

**03/24/2017 Responses (Online)**

- Question not used

**05/11/2017 Responses (Written and Online)**

- Question not used

**ESSA Stakeholder Responses regarding SAS  
Question 2 of 8 Total**

**Question**

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.)?

**Question History**

<b>Date</b>	11/21	3/24	5/11
<b>Status</b>	#2	Not used	Not used

**11/21/2016 Responses (Workgroup Charts)**

- Records transmission
- Mental health first aid
- Guardian ad litem
- Liaison for each sub group
- Continuity of care, services and information
- Leverage interagency groupings (state, regional, local, and school)

**03/24/2017 Responses (Online)**

- Question not used

**05/11/2017 Responses (Written and Online)**

- Question not used

**ESSA Stakeholder Responses regarding SAS  
Question 3 of 8 Total**

**Question**

What non-academic supports are needed to educate the whole child? How can the state provide access to these supports?

**Question History**

<b>Date</b>	11/21	3/24	5/11
<b>Status</b>	#3	#4	#4

**11/21/2016 Responses (Workgroup Charts)**

- Mental health first aid
- Professional development related to how to communicate all needs (academic, health, social, etc.) of a child to teachers, social workers, etc. - guard: an ad litem, liaison for every sub group.
- Comprehensive school health model (the whole school, whole child, whole community model - ASCD)
- Continuity of care; services; information

**03/24/2017 Responses (Online)**

- At my school we have a great need for emotional support. The state can provide access by building alliances with community stakeholders.
- State agencies
- There are wonderful community collective impact models that can have a huge effect on the whole child. Districts can invest in community partnerships.
- School nurses need more support across the state! Nurses can be utilized much more than they are at the present time!
- The faith community can do a better job supporting the education system. Their audience is the greatest in terms of getting the messages out.

**05/11/2017 Responses (Written and Online)**

- Mental health services
- Community partnerships and social innovation. Wrap around services that include both in-school and out-of-school supports. Out of school comes from United Way, Communities in Schools, Hospital systems, and other agencies and networks in the community.
- School nurses are invaluable to all children. Research has shown that access to a full-time school nurse decreases chronic absenteeism, increases graduation rates, and results in higher standardized test scores. Creating funding options for districts to hire full-time nurses will help provide that access.
- As mentioned above, mentoring for those students in the workforce too. Supports in professional development that offers more strategies how to incorporate purposeful learning strategically to meet these unique needs. Show high poverty students that they matter. This year I have heard of two different instances (2 different districts) where a team (non athletic) or project that was originally supported by the school was no longer financially supported when

**05/11/2017 Responses (Written and Online)**

the groups made a national level therefore, in both cases, where both were high poverty, both had to forfeit that final competition. Of course, this all relies on funding but it needs to be discussed.

- Coordination of information is the key. Having "one-stop-shops" organized by area would be great. Get the local libraries, food banks, etc. to participate.

**ESSA Stakeholder Responses regarding SAS  
Question 4 of 8 Total**

**Question**

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?

**Question History**

<b>Date</b>	11/21	3/24	5/11
<b>Status</b>	Not used	#1	#1

**11/21/2016 Responses (Workgroup Charts)**

- Question not used

**03/24/2017 Responses (Online)**

- Collaborate with community action agencies and other stakeholders to provide tutoring services, mentorship programs, parent outreach, etc.
- Smaller class sizes, not just for them but for all students, especially those in the subgroups.
- Ensuring schools have the wrap-around services available to meet the needs of these students as well as equal opportunities for achieving academic success.
- I think we need to challenge the idea of limited funding. If SC does not start investing more in education, we will continue to place at the bottom. If our education system is at the bottom, how can we be economically successful as a state?
- Utilize your school nurses to assist with these students.
- Consolidate services and/or schools.

**05/11/2017 Responses (Written and Online)**

- Community support through churches or civic groups
- Strengthen the programs that are in place and have interventionists in place with connections to local agencies to provide them with the services that schools do not offer.
- Have frequent data based on achievement tied to the standards, with teacher groups meeting regularly to discuss those at-risk and provide interventions and follow up.
- Increase access to a full-time school nurse. This is an evidence-based intervention that has been proven effective at increasing graduation rates for all students.
- In order to engage them they need to feel like they matter and they can succeed. There are programs I have seen in other states that take STEM Maker Spaces (lower grades) and place-based or PBL type scenarios in older grades and actually use those engaging strategies integrated with math and English to REMEDIATE, not just excel. Those children grow excitement for success cross-curricularly - we need to make it matter. It hits all subjects, prepares for the future, and engages them in discussion to grow socially. It is also a great way to include some students with special needs as well.
- Targeted interventions and the realization that some of them may not graduate in four years- and make that OK.

**ESSA Stakeholder Responses regarding SAS  
Question 5 of 8 Total**

**Question**

What recommendations do you have for greater coordination among schools and agencies?

**Question History**

<b>Date</b>	11/21	3/24	5/11
<b>Status</b>	Not used	#2	#2

**11/21/2016 Responses (Workgroup Charts)**

- Question not used

**03/24/2017 Responses (Online)**

- 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).
- Schools and agencies should be required or strongly encouraged to work together to meet the needs of all students.
- They should work cohesively together, especially in grades preK through grade three to identify challenges early so students can benefit from programs longer.
- Utilize your support staff such as school nurses to help with access to community resources. School nurses touch physical, mental and emotional aspects of a child and family.
- Communicate frequently where school stands on scores.

**05/11/2017 Responses (Written and Online)**

- Communication!
- More transparency about our roles and our work, “never forget the smell of chalk,” some agencies are not very collaborative.
- Share best practices and what works.
- Having liaisons between agencies and establishing goals and points to follow so there is consistency is a great start. There are also non-state not-for-profit agencies that would fit in here that could help bridge the gap for services where needed. This also might need to include business/industry/manufacturers who can help mentor.
- This has been an age-old problem. Currently, the SDE is very open and helpful to schools and districts. Under the previous administration, it was not. The change in administration should not affect the support given to schools. Other agencies are hit and miss as to support. It appears that at the state level there is little coordination.

**ESSA Stakeholder Responses regarding SAS  
Question 6 of 8 Total**

**Question**

How best should we go about providing awareness and training to our local communities in regard to the special needs of these children?

**Question History**

<b>Date</b>	11/21	3/24	5/11
<b>Status</b>	Not used	#3	#3

**11/21/2016 Responses (Workgroup Charts)**

- Question not used

**03/24/2017 Responses (Online)**

- There should be some statewide meeting where parents, community members, and school employees come together to bring about solutions to these issues.
- Town hall meetings seem to work well in our district for disseminating information and getting questions answered. Training could be done via videos or face-to-face if there are enough trainers.
- Share opportunities widely to include social media and education stakeholder groups and parent groups as well.
- Again utilize the support staff within your schools. We load administration and teachers with the task of curing the world. Allow others with the insight and abilities to help.
- Having town hall meetings.

**05/11/2017 Responses (Written and Online)**

- Schedule meetings at churches or local businesses Chambers of Commerce or Town Hall meetings. ,
- N/A
- We need to start with our educators and our businesses/industry as well as with our lawmakers. Real discussions.
- That is an individual community issue. Every community has its own issues and ways they address it. The best way would be to cultivate liaisons in various areas that could assist with this.

**ESSA Stakeholder Responses regarding SAS  
Question 7 of 8 Total**

**Question**

What technical assistance or professional development opportunities related to improving the quality of 21st CCLC afterschool programs should be provided by the state?

**Question History**

<b>Date</b>	11/21	3/24	5/11
<b>Status</b>	Not used	#5	#5

**11/21/2016 Responses (Workgroup Charts)**

- Question not used

**03/24/2017 Responses (Online)**

- Communication of data from all programs in terms of their effect on student performance. Such a report should be made to the public as information.
- Small class sizes, free transportation, access to technology, life skills curriculum (i.e., financial literacy, wellness, conflict resolution skills, character education, etc.)
- The technical assistance provided should be audited to ensure it's understood and given correctly.

**05/11/2017 Responses (Written and Online)**

- Programs that offer mentorships and access to technology after school hours and possible tutoring...a place for students to receive social and emotional support.
- Assistance with evaluation so we can prove it works. We know it does but there are naysayers.
- Structure, organization, focus, curriculum, outcomes, whole-child approach, individualized, linked to everyday deficits in the classroom.
- By the state or funded by the state? The state may or may not have the capability to meet all of these needs adequately in an on-going most supportive basis for educators. Can the state offer additional funding to outside not-for-profits who provide or collaborate with the state to provide coaching, consulting, and instruction for teachers throughout the year and not just a few times a year?
- Research-based practices and implementing with fidelity.

**ESSA Stakeholder Responses regarding SAS  
Question 8 of 8 Total**

**Question**

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

**Question History**

<b>Date</b>	11/21	3/24	5/11
<b>Status</b>	Not used	#6	#6

**11/21/2016 Responses (Workgroup Charts)**

- Question not used

**03/24/2017 Responses (Online)**

- No responses given

**05/11/2017 Responses (Written and Online)**

- Ensure access and equity!
- The essence of what we do is to support all students and each student. I like placing the focus on the student, each student.
- The fact that there is no mention of the use of SISIP in the state's plan is incredibly disheartening. While educators are obviously the main component of learning, they are not the only component in serving the whole child. A school of only teachers and principals, without nurses, counselors, psychologists, therapists, or librarians cannot succeed in educating all students.
- This ESSA document or a follow up support document and training should include clear guidance as to how funds may be spent so that districts more clearly understand how to holistically support support students to best prepare them. STEM and other College-Career direction is an essential piece of student preparation. The biggest concern is that the funding, because of testing focus, will mostly go to ELA and Math and not to science and social studies.
- Please remember that all students do not fit the "typical" mold. Do not punish schools for trying to help them.