



It Takes a City to Ensure Every Student Succeeds

LEA Institute

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Ensuring Educational Stability for Students in Foster Care, Students who are Homeless, and Students who are Neglected, Delinquent, or At-Risk

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Welcome and Goals for This Session

- Provide an overview of ESSA as it relates to foster care, homelessness, and students who are neglected, delinquent, or at risk
- Share state-level strategies in the draft state plan related to these populations
- Hear your recommendations related to the state-level strategies
- Understand your questions and needs in order to address them through the ESSA planning and implementation process



Overview of ESSA and the State Plan: Key Connections



Special Populations Overview

- ESSA increases the focus on several special populations through increased supports and reporting obligations.
- This session we will focus on the following special populations:
 - ✓ Students in foster care
 - ✓ Students experiencing homelessness
 - ✓ Students who are neglected, delinquent, or at-risk



Key Connections to the State Plan

- Long-Term Academic Goals
- Method for Inviting and Considering Community Input (Consultation)
- System of Regular LEA Oversight (Performance Management)
- Use of Academic Assessments to Measure Student Progress (Assessments)
- System of Ensuring Improvement for Schools (Accountability)
- Strategies for Supporting Excellent Educators
- **Strategies for Supporting All Students**



Intersections with the State Plan

- OSSE will work with LEAs to implement additional reporting requirements on the outcomes of specific groups of students, such as students in foster care, students who are homeless, and students who are neglected, delinquent, or at-risk.
- OSSE will continue to collaborate with key stakeholders to ensure all students are served and have access to educational services.
- The data will help OSSE support schools through providing technical assistance and high-quality professional development in areas where they are struggling and ensure that all children have access to the help they need.



Continuing What Works Under ESSA

- OSSE will continue partnering with other DC and non-governmental agencies to support educational stability for special populations.
- OSSE's partnership with the Child and Family Services Agency (CFSA) produced clear joint guidance to LEAs related to ESSA's new requirements regarding effectively supporting students in foster care.
- OSSE will continue to monitor to ensure neglected, delinquent, or at-risk students are receiving quality instruction and transitioning effectively after detention.
- OSSE will continue to support and facilitate data-driven planning.
- In addition to setting rigorous standards, OSSE has used data to inform the development of multi-year strategic plans for increasing STEM education in DC and accelerate the success of ELs, students with disabilities, students experiencing homelessness, and students who are neglected, delinquent, or at-risk.



New Key ESSA Provisions: Students in Foster Care

- New requirements under ESSA highlight the need for states to provide educational stability for this population, with emphasis on collaboration between SEAs, LEAs, and child welfare agencies to ensure that children in foster care have the opportunity to achieve at the same levels as their peers.
- Each LEA must have designated a point of contact for the DC Child and Family Services Agency (CFSA) by Dec. 2, 2016.
- Each LEA must have collaborated with CFSA no later than Dec. 10, 2016, to develop and implement clear, written procedures that govern how transportation will be provided, arranged, and funded for the duration of the time that enrolled students are in foster care, in order to maintain such children in their school of origin when in their best interest.
- Transportation must be cost-effective; should be coordinated with CFSA.
- State will conduct regular monitoring and ensure adequate oversight to guarantee appropriate implementation of these provisions by LEAs.



Accelerating Outcomes Under ESSA: Students in Foster Care

- OSSE and CFSA have jointly developed guidance and a template agreement form to assist in meeting the new ESSA requirements, including:
 - An assurance that a child in foster care is able to remain in his or her school of origin unless it is determined that remaining in the school of origin is not in the child's best interest;
 - An assurance that, if it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school, even if the child is unable to produce records normally required for enrollment;
 - An assurance that the new (enrolling) school will immediately contact the school of origin to obtain relevant academic and other records; and
 - Designation of an SEA point of contact for the child welfare agencies in the state, who shall also oversee implementation of the SEA's responsibilities. The SEA point of contact shall not be the State Coordinator under the section 722(d)(3) of the McKinney-Vento Homeless Assistance Act.
- The guidance document provides clarification on transportation funding responsibility.



New Key ESSA Provisions: Students Experiencing Homelessness

- States must ensure the identification of homeless children and youths and must report on performance as a new subgroup, disaggregating achievement and high school graduation data.
- Every LEA must still designate a McKinney-Vento liaison. In addition, ESSA emphasizes that the liaison must be "able to carry out his/her legal duties."
- Local liaisons must ensure that preschool-aged homeless children have access to and receive services, if eligible, under LEA administered preschool programs, including Head Start, Part C of the Individuals with Disabilities Education Act (IDEA) (Early Intervention Program for Infants and Toddlers with Disabilities), and other preschool programs administered by the LEA.



Continuing What Works Under ESSA: Students Experiencing Homelessness

- OSSE will continue with the following to ensure compliance with McKinney-Vento and the new guidelines of ESSA:
 - Partner with a variety of agencies serving families experiencing homelessness in order to facilitate the timely provision of educational support.
 - Ensure sharing of information on students experiencing homelessness through a monthly data feed from The Community Partnership, allowing schools to identify and provide supports to students identified as homeless in a more timely manner.
 - Offer professional development trainings and webinars for homeless liaisons, enrollment personnel, new school leaders, specialized education personnel, early childhood professionals, emergency and transitional shelter staff, and agencies in the District who may work with children and youths who are experiencing homelessness, to disseminate information about best practices and their educational rights.



Accelerating Outcomes Under ESSA: Students Experiencing Homelessness

OSSE has set the following goals to ensure that students identified as homeless are provided the necessary educational supports as required by ESSA:

Goal	Objectives	Performance measures
Goal #1: Students identified as homeless, and enrolled at the time of the state assessments, take the state assessment required for their grade levels.	The number and percentage of homeless children and youth taking state assessments increases to that of the District.	Establishing Baseline
Goal #2: Students identified as homeless demonstrate academic progress.	The percentage of homeless students graduating high school increases to that of the overall graduation rate of the state.	Establishing Baseline
Goal #3: Students identified as homeless with IEPs receive special education services in a timely manner.	The number and percent of LEAs reporting that they provide homeless children and youth with IEPs with special education service sin a timely manner increases.	Establishing Baseline
Goal #4: Preschool-age children identified as homeless enroll in and attend preschool programs.	Collaboration between and among state agencies increases to support the identification and enrollment of preschool-age children in homeless situations.	Establishing Baseline



Key ESSA Provisions: Students who are Delinquent, Neglected, or At-Risk (Title I, Part D)

States, in collaboration with state agencies and LEAs, must:

- Provide educational services for students in correctional facilities and offer the opportunity for students to receive challenging State academic content standards and meet challenging State academic standards that all children in the State are expected to meet.
- Provide students in correctional facilities with the services needed to make a successful transition from institutionalization to further schooling or employment.
- Prevent youth at risk from dropping out of school, and provide dropouts and youth returning from correctional facilities with a support system to ensure their continued education and the involvement of their families and communities.



Continuing What Works: Students who are Delinquent, Neglected, or At-Risk (Title I, Part D)

- OSSE will continue to demonstrate compliance with Title I, Part D requirements through partnership with the Department of Youth Rehabilitation Services (DYRS) is the District's only ESSA Title I, Part D subgrantee.
- In addition to activities under Title I, Part D, to ensure interagency coordination for the provision of educational services to committed youth, OSSE, DYRS and District of Columbia Public Schools (DCPS) have a memorandum of agreement (MOA) that delineates the responsibilities of each agency.
- The MOA clarifies each participating agency's responsibility for improving educational outcomes for youth committed to DYRS by minimizing disruption in general and special educational services during times of transition, including assisting in the transition of children and youth between correctional facilities and locally operated programs.



Accelerating Outcomes Under ESSA: Students who are Neglected, Delinquent, or At-risk

- It is OSSE's expectation that students who are neglected, delinquent, or at-risk are provided the same access to high-quality education as all students in the city, and that programs serving this population meet the same academic and graduation rate goals.
- A key component of OSSE's work is to ensure that all subgrantees remain in compliance with federal and local requirements. Because students served by DYRS are highly mobile, OSSE's oversight of DYRS is focused on DYRS' ability to ensure continuity of each student's educational program in order to mitigate the impact of high mobility often present in this population.
- OSSE reviews DYRS's annual grant application to ensure the program is designed to improve academic, career, and technical skills.
- OSSE annually monitors program implementation via on-site visits to facilities, database reviews, staff and parent interviews, reviews of student records, and self-assessments.
- In addition, OSSE has established **NEW** program objectives and outcome goals for the 2017-18 school year.



Accelerating Outcomes Under ESSA: Students who are Neglected, Delinquent, or At-risk

Goal	Objectives	Performance measures
Goal #1 (Reading): Students attending a Title I, Part D funded correctional facility will have an opportunity to access and receive high quality education.	All students who enter a Title I, Part D funded correctional facility will demonstrate gains in reading. Students who enter the program below grade level and who are served in the facility for at least 90 days will demonstrate an increase in their reading scores by an average of at least 10%, between pre-test and post-test using an OSSE- approved assessment.	Consolidated State Performance Report (CSPR)- pre- and post-test assessment data.
Goal #2 (Math): Students attending a Title I, Part D funded correctional facility will have an opportunity to access and receive high quality education.	All students who enter a Title I, Part D funded correctional facility will demonstrate gains in math. Students who enter the program below grade level and who are served in the facility for at least 90 days will demonstrate an increase in their math scores by an average of at least 10%, between pre-test and post-test using an OSSE-approved assessment.	Consolidated State Performance Report (CSPR)- pre- and post-test data.
Goal #3 (Transition): Students attending a Title I, Part D funded correction facility will access services that will enable them to transition successfully from the facility to an academic or vocational program.	85% of students who exit from a Title I-D funded correctional facility will enroll in an academic or vocational program upon exit and demonstrate continued enrollment or attain a high school diploma or GED 90 calendar days after exiting the facility.	Consolidated State Performance Report (CSPR)- 90 day enrollment data.



Group Discussion



Key Questions

1. From your perspective, do the new state plan strategies make sense?
2. What additional questions or considerations do you want to raise as we work to finalize the plan for DC?
3. In what ways can OSSE best support you and your team with this work moving forward?



Thank you for your
participation!