

# Analyzing Effective Data to Enhance Foster Care, Homeless and Neglected and Delinquent Programs

2019 Data Conference

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Athens, GA

Presenters:

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# Georgia's Systems of Continuous Improvement



- ❑ GaDOE's unified approach to improvement
  - Framework
  - Problem solving model
- ❑ Provides a structure to align GaDOE tools and resources
  - Creates aligned "Toolbox"
- ❑ Provides framework to support flexibility of funding streams
  - Structured to match district "Needs" to improvement actions

# Content

- Overview of Programs and Data Collection Requirements**
  - Foster Care
  - McKinney-Vento
  - Neglected and Delinquent
- Strategies to Enhance Data Development**
- Resources**
- Questions/ Discussion**

# Questions for Consideration

- What steps does your district take to identify MV, N&D and Foster Care students?
- In your role, how do you currently support youth who are eligible for MV, N&D and Foster Care services?
- What data is your district currently capturing for MV, N&D and Foster Care students?
- How does your district utilize data within the CNA to assess the needs of MV, N&D and Foster Care students?





# ESSA Overview

## Foster Care

# ESSA Requirements and Foster Care

## Overview of Protections for Foster Care Students

- Required transportation plans between LEAs and child welfare agencies
- Immediate enrollment
- Foster Care students schools remain in their current schools until a best interest determination is made
- Designated Point of Contact (POC) for Foster Care students at GaDOE
- All LEAs must have a POC for foster youth
- Removal of “awaiting foster care placement” from the McKinney-Vento Homeless Assistance Act
- Required data collection and reporting



# Identification



## Collaboration

- Develop relationships with DFCS ESMs, Case Workers, Foster Home Staff and CASAs.
- Have internal meetings with registrars, key personnel and Special Education staff.



## Assessments

- Create and disseminate enrollment questionnaires to determine eligibility.
- Update student assessments regularly to capture progress, deficiencies and needs.



## Best Practices

- Utilizing identification processes in place for McKinney-Vento Program.
- Observation of youth.
  - Behavioral Issues
  - Progress

# Identifying and Documenting Student Needs

Supporting the District Foster Care POC

## LEA Points of Contact

- Develop plan for Best Interest determination
- Facilitate immediate enrollment and transfer of records
- Facilitate data sharing with appropriate agencies consistent with FERPA
- Coordination of transportation planning for foster care youth
- Lead professional development for school staff and administrators related to foster care

## School Social Workers

- Provide needed input for BIDs based on the youth's education and behavioral plans.
- Utilize enrollment questionnaires to determine eligibility of youth.
- Conduct regular student assessments to gauge educational and service needs.
- Provide pertinent educational and behavioral information to inform data.
- Meet regularly with key personnel to discuss programmatic updates and the needs and progress of youth in care.



# Data Collection

## Improving Educational Outcomes

- Annual requirement for SEAs and LEAs to report academic achievement and graduation rates for children in foster care as a separate subgroup.
- Collaborate with local child welfare agency to determine method of notification and what information should be shared.
- Ensures proper support throughout education and connectivity to appropriate services.
- Compliance with federal privacy and confidential laws.

## Memorandum of Understanding

- An MOU between DFCS and GaDOE has been approved to share data at the school level.
- The foster flag will be displayed at the Teacher Level in Student Longitudinal Data System (SLDS). Information will be collected monthly and the flag will be available for only one year.
- When a student is removed from care, the foster record will be expunged and the data will then be modified.
- ESSA requires SEA and local school districts to disaggregate foster care student data as a separate subgroup. State and LEA report cards will reflect this subgroup.

# Data Collection



# ESSA Overview

## McKinney-Vento Act

# McKinney-Vento Act

## Definition of Homeless Students

### Individuals whose nighttime residence is NOT:

- Fixed—stationary, permanent, and not subject to change
- Regular—used on a predictable, routine, or consistent basis
- Adequate—sufficient for meeting both the physical and psychological needs typically met in the home(42 U.S.C.§11434A(2)(B)(i))

*Can the student go to the SAME PLACE (fixed) EVERY NIGHT (regular) to sleep in a SAFE AND SUFFICIENT SPACE (adequate)?*

# McKinney-Vento Act

The Homeless definition includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due the lack of alternative accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;

# McKinney-Vento Act

**Homeless also includes children and youth who are:**

- Living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus/train stations, or similar settings;
- Migratory – who qualify as homeless living in circumstances described above.

# McKinney-Vento Act

## Definition of Unaccompanied Homeless Youth (UHY)

- Unaccompanied = not in the physical custody of a parent or guardian; in practical terms, this means the youth does not live with the parent or guardian.**
  
- 2-Step Process:**
  1. **Does the student's living arrangement meet the McKinney-Vento Act's definition of homeless?**
  2. **Once homelessness is determined, is the student unaccompanied?**

# McKinney-Vento Act

- Unaccompanied youth have the same rights as other students experiencing homelessness.
  
- Unaccompanied youth have run away from home, been thrown out of their homes, and/or been abandoned by parents or guardians. These young people are separated from their parents for a variety of reasons:
  - Over half report being physically abused at home.
  - Over one third report sexual abuse.
  - Over two-thirds report that at least one of their parents abuses drugs or alcohol.





# McKinney- Vento

## Data Collection

# Data Collection

- ENVIRONMENT CODE** indicates the type of residential environment in which a student resides or the type of school the student attended at anytime during this school year at this school. Code only those students for whom one of the codes below apply. For students where codes do not apply, leave blank.

Environment Code	Description
1	Resides in a local institution for neglected
2	Resides in a local institution for delinquent
3	Homeless
4	Unaccompanied Homeless Youth

# Data Collection

## Primary Nighttime Residence

### Shelters

- Transitional housing, Awaiting Foster Care

### Doubled-up

- Living with another family

### Unsheltered

- Cars, Parks, Campgrounds, Abandoned buildings, Temporary trailer

### Hotels/Motels

### There is no “Other” category

# Data Collection

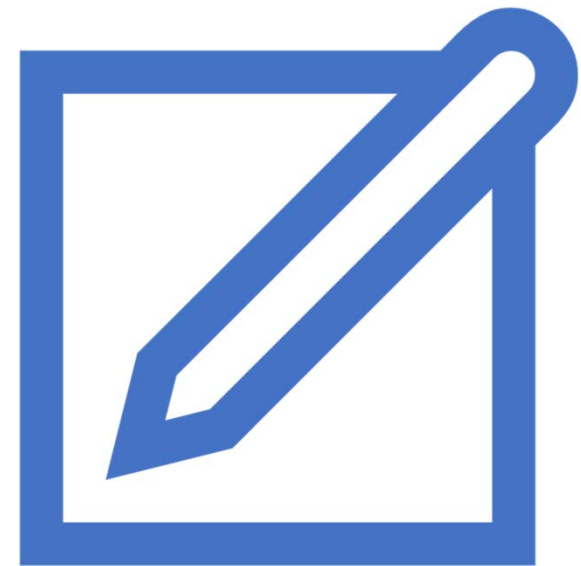
## Data Collection - Annual Survey Requirement

- All LEAs
  - Number of homeless children & youth identified
  - Primary Nighttime Residence
  - Grade levels
- LEAs with Sub-Grants
  - Number of homeless children & youth served by sub-grant funding
  - Number of children receiving educational and school support services
  - Barriers to the education of homeless children & youth



# NCHE Quality Standards

## Review Standards



# Annual EHCY Survey

# ESSA Overview

## Neglected and Delinquent



Educating Georgia's Future *by graduating students who are ready to learn, ready to live, and ready to lead.*

# Neglected and Delinquent Program

## SEC. 1401. PURPOSE AND PROGRAM AUTHORIZATION-

- To improve educational services for children and youth in local and tribal State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet
- To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- To prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

8/19/2019



# N&D Program Overview

Georgia Department of Education  
Grant Programs Unit  
Title I, Part D

Title I, Part D, Subpart 1

Title I, Part D, Subpart 2

Georgia Department of Corrections GDC  
State-Operated Prisons

Department of Juvenile Justice DJJ  
Regional Youth Detention Centers (RYDC)  
and Youth Development Campuses (YDC)

Local Educational Agencies  
LEAs  
In collaboration with local residential  
facilities for delinquent children and youth

# Data Collection

## LEA Agency Annual Survey Submission:

- The Annual Survey is conducted each Fall. The survey generates resources from the U.S Department of Education (US ED) for the following fiscal year.
- LEAs must verify that children live in an eligible institution for at least one day during a 30 consecutive day period, at least one of which should fall within the month of October.



# Annual Survey

## Identification of Facilities:

- LEAs are required to locate and consult with the N&D facilities in their school attendance area.
- One method to ensure that all eligible facilities are included on the survey is to conduct a search of the Department of Human Services (DHS) website for all licensed “Residential Care Facilities” (Child Caring Institutions) in a given LEA.

<http://rcctrails.dhs.ga.gov/public/publicfacilitiessearch.aspx>

# Annual Survey

## Identification of Facilities:

### Maternity Homes

- There are 10 licensed **maternity homes** that may house children ages 5-17:
  - <http://rcctrails.dhs.ga.gov/public/publicfacilitiessearch.aspx>
- LEAs located in the following counties should review the referenced list: **Bibb (1), Chatham(1), Clayton(3), DeKalb(2), Fulton(2), and Whitfield(1)**
- Counties containing multiple LEAs should look at the street address to determine the exact school attendance zone...the facility may be located in a city school district.
- LEAs should consult with these facilities in order to complete the survey.

# Annual Survey

## Consultation:

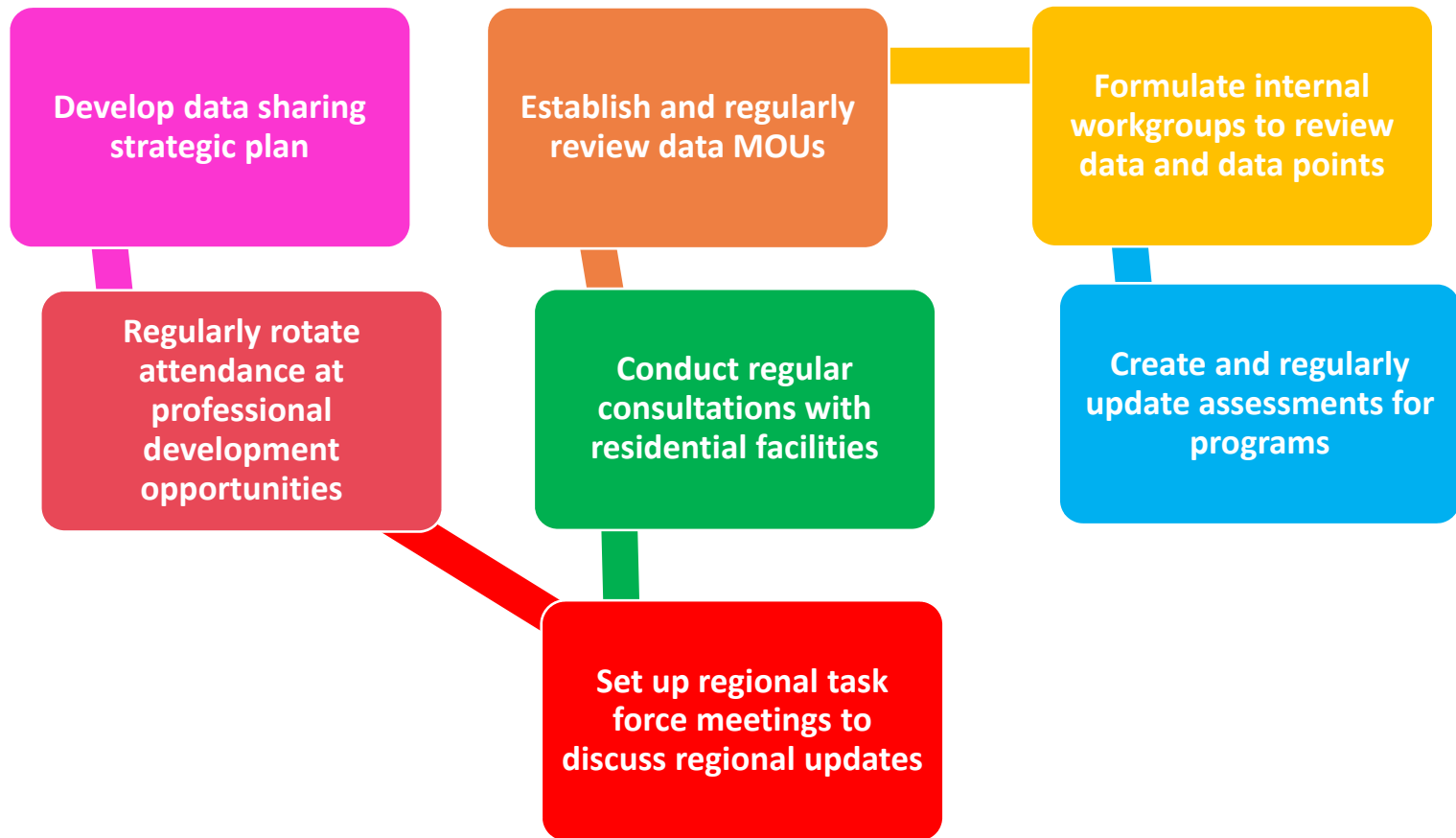
- The Annual Survey of Local Residential Child Care Institutions (Facility Form) is located on the GaDOE website.
- Each LEA must consult with each identified residential facility to assist them with the completion of this form.



# Strategies and Resources



# Strategies to Enhance Data Development



# Strategies to Strengthen Program Models

## Building Effective Partnerships

- Develop a Data Sharing strategic plan for Homeless Education, Neglected and Delinquent and Foster Care (Parent Surveys; Tutorial Program Feedback Forms; Student Input Forms; Facility Consultation Forms, Registration and Enrollment Surveys)
- Establish and regularly review Memorandums of Understanding (MOUs) with internal departments and external stakeholders (Guidance; Athletics; Afterschool Programming; Fine Arts) to assist students
- Utilize Comprehensive Needs Assessments; strategic plans, and current stakeholder relationships to strengthen MOUs. Survey Community partners to leverage additional avenues for support and collaboration





**District Support Directory**

Please type in the name of your district below to list the DOE staff that support your district.\*

Program Area	Name	Specialization/Role	Title	Email Address	Phone
21st Century Community Learning Centers - Early Literacy	Emily Turner	Federal Program - Title II, Part 1, before/after-school programs	Program Manager	turne@doe.ga.gov	404-202-1610
21st Century Community Learning Centers - Early Literacy	Emily Turner	Federal Program - Title II, Part 1, before/after-school programs	Program Manager	turne@doe.ga.gov	404-419-0100
21st Century Community Learning Centers - Early Literacy	Emily Turner	Federal Program - Title II, Part 1, before/after-school programs	Program Specialist	turne@doe.ga.gov	404-419-0100
21st Century Community Learning Centers - After-School	William Bennett	Federal Program - Title II, Part 1, before/after-school programs	Program Specialist	benne@doe.ga.gov	404-650-1510
21st Century Community Learning Centers - Saturday/Afternoon	Shirley Haskins	Federal Program - Title II, Part 1, before/after-school programs	Program Specialist	haskin@doe.ga.gov	404-552-0100
21st Century Community Learning Centers - After-School	Maria Hault	Federal Program - Title II, Part 1, before/after-school programs	Program Specialist	hault@doe.ga.gov	404-371-0100
21st Century Community Learning Centers - After-School	Shirley Hault	Federal Program - Title II, Part 1, before/after-school programs	Program Specialist	hault@doe.ga.gov	404-419-0100
21st Century Community Learning Centers - Saturday/Afternoon	Shirley Hault	Federal Program - Title II, Part 1, before/after-school programs	Program Specialist	hault@doe.ga.gov	404-419-0100
ACCESS for EL	Mary Neale McMillan	GA HSA/ISE for EL/21st Century ACCESS for EL	Assessment Specialist	mcneal@doe.ga.gov	404-220-0100
Accountability	Allyson Spitzer	CIPR - College and Career Performance Index	Accountability Research Specialist	spitzer@doe.ga.gov	404-401-0100
Accountability	Melinda Boyd	CIPR - College and Career Performance Index	Accountability Specialist	boyd@doe.ga.gov	404-401-0100
Accountability	Emily Anderson	CIPR - College and Career Performance Index	Accountability Specialist	anderson@doe.ga.gov	404-401-0100
Accountability	Michelle Hernandez	CIPR - College and Career Performance Index	Accountability Specialist	hernandez@doe.ga.gov	404-611-0100
Accountability	Becky Haskins	CIPR - College and Career Performance Index	Director of Accountability	haskins@doe.ga.gov	404-611-0100

**NCHE National Center for Homeless Education** RESOURCE

## The National Center for Homeless Education

NCHE operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program.

**McKinney-Vento Awareness Materials**  
Access and order materials to support McKinney-Vento Awareness in your community.

**Find State & Local Contacts**  
Find your State Coordinator for McKinney-Vento and access the Local Liaison Directory by state.

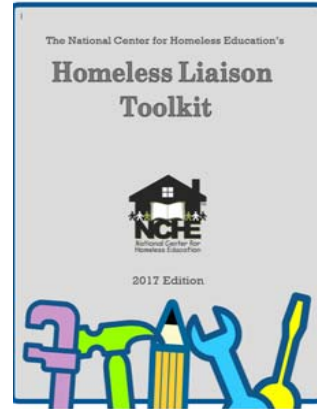
**How to Support Students Experiencing Homelessness**

Tips for Teachers & Staff

Under the Congressional Review Act, Congress has passed, and the President has signed, a resolution of disapproval of the accountability and State plans final regulations that were published on November 29, 2016 (81 FR 84676). This guidance document is unaffected by that resolution and remains applicable.

# Resources


- GaDOE District Support Directory
- National Center for Homeless Education (NCHE) Webpage
- NCHE Homeless Liaison Toolkit
- Schoolhouse Connection Webpage
- Foster Care Non-Regulatory Guidance



## Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care



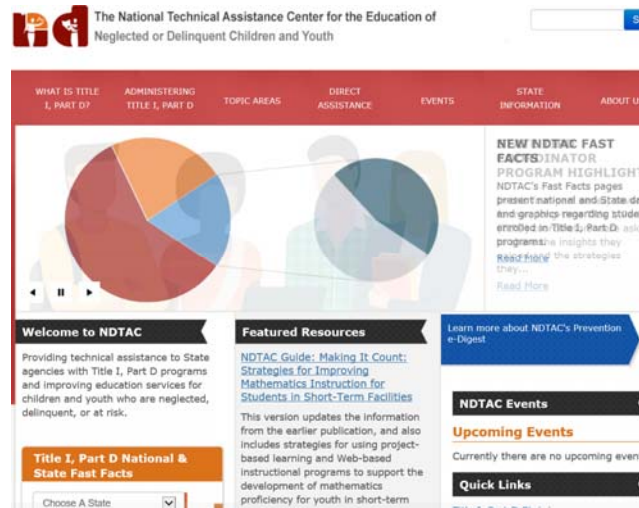
## Course Catalog



**Homeless Education - New Directors Online Course**



**Rural Education - New Directors Online Course**



The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth

WHAT IS TITLE I, PART D? | ADMINISTERING TITLE I, PART D | TOPIC AREAS | DIRECT ASSISTANCE | EVENTS | STATE INFORMATION | ABOUT US

**NEW NDTAC FAST FACTS INATOR PROGRAM HIGHLIGHTS**  
 NDTAC's Fast Facts pages present national and State data and graphics regarding student enrolled in Title I, Part D programs. Insights they **Reid Eide** the strategies they...  
[Read More](#)

**Welcome to NDTAC**  
 Providing technical assistance to State agencies with Title I, Part D programs and improving education services for children and youth who are neglected, delinquent, or at risk.

**Featured Resources**  
**NDTAC Guide: Making It Count: Strategies for Improving Mathematics Instruction for Students in Short-Term Facilities**  
 This version updates the information from the earlier publication, and also includes strategies for using project-based learning and Web-based instructional programs to support the development of mathematics proficiency for youth in short-term

**Title I, Part D National & State Fast Facts**  
 Choose A State: [dropdown]



**Office of Inspector General Residential Child Care**

**Facility Search**

Program Type: [dropdown] Facility Name: [text] Phone: [text]  
 Address: [text] City: [text] County: [text]  
 Zip: [text] [Search] [Cancel]

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# Resources

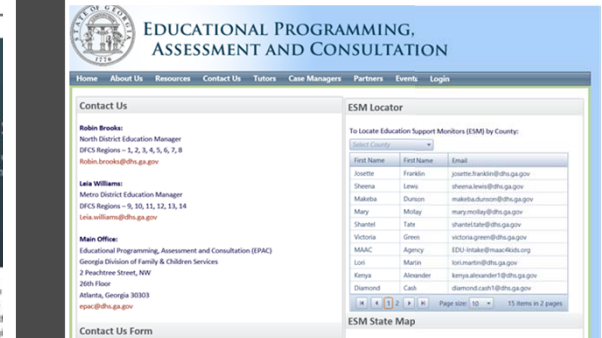
- ❑ DFCS EPAC Webpage
- ❑ Office of Inspector General Residential Child Care Search
- ❑ The National Technical Assistance Center for the Education of Neglected and Delinquent Children and Youth
- ❑ GaDOE Fed Talks Podcast
- ❑ GaDOE Professional Learning Opportunities Modules



**Fed Talks Podcast**

**FEDTalk**  
 A podcast for the discussion of Georgia's Federal Programs

ed Talks" is a weekly podcast featuring federal programs staff from the Georgia Department of Education and Georgia's public schools. For many individuals, the purpose of federally funded programs is unknown. Through its Fed Talks series, the Georgia Department of Education is sharing more information on the ways Georgia is leveraging federal funds to serve Georgia students and Georgia schools.



**EDUCATIONAL PROGRAMMING, ASSESSMENT AND CONSULTATION**

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**Main Office:**  
 Educational Programming, Assessment and Consultation (EPAC)  
 Georgia Division of Family & Children Services  
 2 Peachtree Street, NW  
 26th Floor  
 Atlanta, Georgia 30303  
[epac@dhs.ga.gov](mailto:epac@dhs.ga.gov)

**ESM Locator**

To Locate Education Support Members (ESM) by County:

First Name	Last Name	Email
Joette	Franklin	joette.franklin@dhs.ga.gov
Shenna	Lewis	shenna.lewis@dhs.ga.gov
Makela	Dunson	makela.dunson@dhs.ga.gov
Mary	Molloy	mary.molloy@dhs.ga.gov
Shantel	Tate	shanteltate@dhs.ga.gov
Victoria	Green	victoria.green@dhs.ga.gov
MAAC	Agency	EDU-inside@maac.kids.org
Lois	Martin	lois.martin@dhs.ga.gov
Kerisa	Alexander	kerisa.alexander19@dhs.ga.gov
Diamond	Call	diamond.call@dhs.ga.gov

Page size: 10 - 13 items of 2 pages

**Contact Us Form**

**ESM State Map**

# Discussion



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EDUCATING  
GEORGIA'S FUTURE