

Room 103

Federal Program Directors Summer Institute *Federal Program Monitoring and Support Division*

July 26-28, 2022



Title I, Part D

Title II

Title IV

Flexibility/Transferability

REAP-SRSA/RLIS

McKinney Vento / Homeless

Foster Care



Room 103 Presenters

Tim Dryman– Consolidated PA Southwest

Laura Popp- Consolidated PA Sandhills

Jennifer Smith– Consolidated PA Northwest

Julie Hill– Consolidated PA Southeast

Lisa Phillips– Statewide Coordinator NC Homeless Education Program

Sara Bigley– Statewide Coordinator NC Foster Care Education Program

Title I, Part D

N or D Funds Data Collection Headcount

Laura Popp, Program Administrator
Handbook Reference p. 63

Delinquent Facility-

A public or private residential facility operated for the care of children who have been adjudicated as delinquent, or in need of supervision

Neglected Facility-

A public or private residential facility, other than a foster home, operated primarily for the childcare of children who have been committed or placed in the institution due to abandonment, neglect, or death of their parents

N or D Reports- pg. 30

October Headcount

- As with ESSR, the data collection vehicle is PowerSchool, under Federal – Title I
- Mandatory for ALL PSUs (even if you do NOT have any Neglected/Delinquent Facilities)
- Reported to USED

Federal
.....
CTE
Concentrator Survey
Title I
ESSR
Part D N&D Aggregate
**Pt D N or D Oct Hdcnt/YE
Priv Schl Cnt**

PowerSchool SIS

Welcome, Anita Harris | Help | Sign Out

Today is: 10/02/2020 | School: LEA Office | Term: 20-21 Year

Start Page > Part D N or D October Headcount/Year End Private School Children Count

Part D N or D October Headcount/Year End Private School Children Count 2020-2021

Instructions

Click on the Edit link beside the name of each Headcount Type and Student Type you wish to edit. This will take you to the Student Participation Form to enter the headcount by grade level.

Data Type

Please edit the **October Headcount** below.

Part D N or D October Headcount/Year End Private School Children Count Report

	Data Type	Student Type	No Child to Report	Under3*	3to5notK*	KG	1	2	3	4	5	6	7	8	9	10	11	12	UG
Edit	October Headcount	Local Delinquent Children																	
Edit	October Headcount	Local Neglected Children																	

Grade Level Definition

- Under3* = children younger than 3 years of age.
- 3to5notK* = children between ages 3 and 5 not enrolled in kindergarten.
- UG = ungraded, i.e., children with no school grade assigned.

How do we support our Neglected and Delinquent students?

Title I-A, Set Aside #11 (PSU) PRC 050	Title I-D, Subpart 1 State Agencies (DPS, DJJ) PRC 047	Title I-D, Subpart 2 Local Agencies (PSU) PRC 107
------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------

Allowable Activities/ Expenditures pg. 63-64


Transition	Dropout Prevention	Health & Social Services	Academic Needs	Mentoring
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Allowable Activities/ Expenditures

- Tutoring (ELA/Reading and Math)
- Computer/Technology-Based Instruction
- Instructional Personnel (teachers, tutors student advocate, transition coordinator)
- Computer Lab (hardware and software)
- Extended Day, Year, or Summer Services
- Credit Recovery
- GED Preparation
- Career Counseling and Mentoring
- Social-Emotional Learning Materials
- Professional Development
- Services (counseling, social work)
- Field Experiences
- Transportation
- Parent/Family Engagement (parent counseling, family trainings)
 - Supplemental Educational Materials
 - Reentry orientation programs, including dedicated transition centers and reentry centers located within high school
 - Software or other tools that assist with tracking/monitoring/communicating student transitions
 - Defray Costs for:
 - o Entrance Exams
 - o Placement Tests
 - o Dual Credit Enrollment
 - o Career and Technology Education Course Offerings (Not Already Offered by school/district)

Let's Look Closer at N or D Subpart 2

Title I-A, Set Aside (PSU) PRC 050	Title I-D, Subpart 1 State Agencies (DPS, DJJ) PRC 047	Title I-D, Subpart 2 Local Agencies (PSU) PRC 107
--------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------



PRC 107: Awarded to PSUs to support programs that involve collaboration with LOCALLY operated correctional facilities.

What is the definition of "at-risk" when it comes to Subpart 2 funds?

- AT-RISK- The term 'at-risk', when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

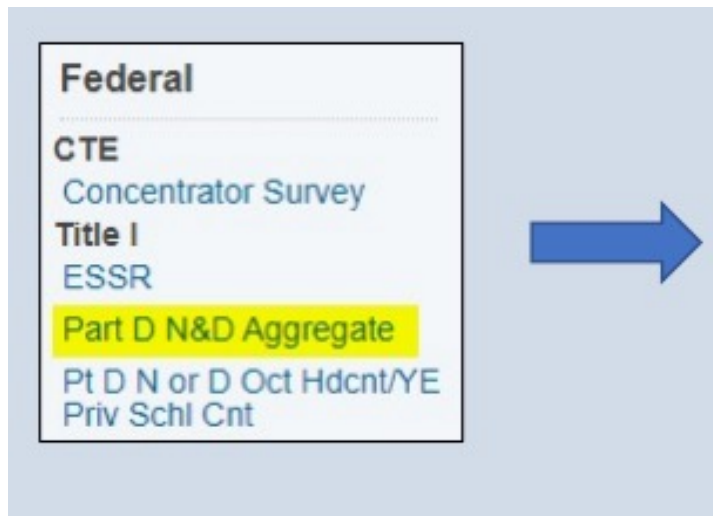
What percentage of Subpart 2 funds can be used on programs which may serve at-risk children and youth?

- **TRANSITIONAL AND ACADEMIC SERVICES**—Transitional and supportive programs operated in local educational agencies under this subpart shall be designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs from correctional facilities. **Services to students at-risk of dropping out of school shall not have a negative impact on meeting such transitional and academic needs of the students returning from correctional facilities.**

N or D Reports- pg.30

End of Year Aggregate

- Required if N or D students were reported on October Headcount
- Due by June 17th



N&D Aggregate 2020-2021

☐ October Headcount
 ☒ Year End

Submitted On: 05/28/2021 10:04:16 Approved By: [Signature]

1. Programs and Facilities

N&D Type	Total # Programs /Facilities	# Days per year Educational Program Operates	Avg Length of Stay in Days	# Programs Reporting Data	Collect Student Outcomes After Exit ?	Explanation When Can't Collect Student Outcomes After Exit	School Year
Neglected Programs	1	182	182	1	Y		20-21
Juvenile Detentions							20-21
Juvenile Corrections							20-21
Adult Corrections							20-21
Other Programs							20-21
Total	1	182	182	1			

2. Students Served - report the number of students under each category

N&D Type	Total Unduplicated Count	Total Long Term Students *	Disability Students	LEP Students	School Year
Neglected Programs	68	68	0	0	20-21
Juvenile Detentions					20-21
Juvenile Corrections					20-21
Adult Corrections					20-21
Other Programs					20-21
Total	68	68	0	0	

3. Unduplicated Students - Race/Ethnicity ** - report the number of students under each category

N&D Type	Total Unduplicated	American Indian or Alaska Native	Asian	Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or more races	Total	School Year
Neglected Programs	68	5	1	30	12	0	20	0	68	20-21
Juvenile Detentions										20-21
Juvenile Corrections										20-21
Adult Corrections										20-21

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Title II PRC 103

Julie Hill, Program Administrator
Handbook Reference pgs. 54-55



Purpose

Title II funds can be used to provide supplemental activities that:



Increase student achievement consistent with the challenging State academic standards;



Improve the quality and effectiveness of teachers, principals, and other school leaders;



Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;

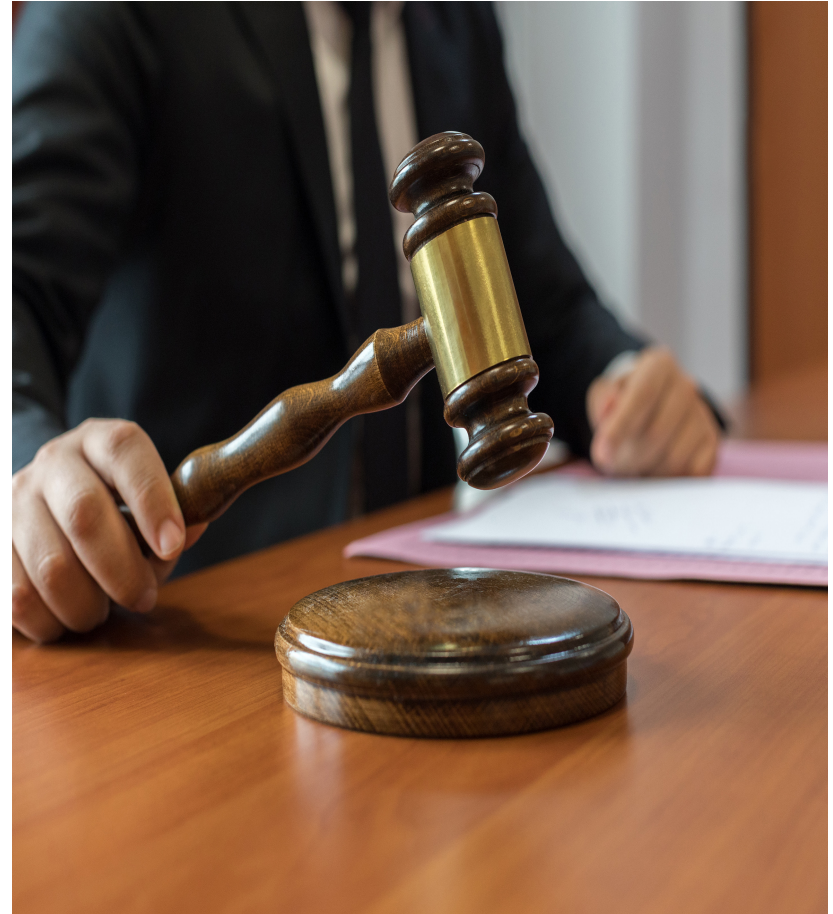


Increase low-income and minority student greater access to effective teachers, principals, and other school leaders.

Supplement, Not Supplant

ESSA Section 2133(b) states the following concerning supplanting funds:

SUPPLEMENT, NOT SUPPLANT – Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart



Title II PRC 103

Title II, Part A funds are meant to be used above and beyond what the LEA is currently doing to support effective instruction

- Reasonable
- Allowable
- Necessary
- Documented
- “If my LEA/School did not have Title II Part A funds, would I still find a way to pay for this?”
- “Is this a required activity?”



Title II Expenditures



PROFESSIONAL DEVELOPMENT



Needs Based

Job-Embedded

Sustainable

Evidence-Based

Data-Driven

Classroom-Focused

Retention

LEAs may use funds to implement activities that are proven to be effective in retaining teachers in a school or district

- Induction and mentoring Support
- Leadership opportunities
 - Pay differential

Recruitment

LEAs may use funds to recruit teachers in critical shortage areas, particularly in high-poverty schools

- Pay differentials
- Signing bonuses
- Support for new teachers



LEAs may use funds to create roles for staff that promote leadership and advancement by allow staff to remain in the classroom

Instructional coaching
Teacher leaders / mentors
PD leader (peer-led)
PLC leader





EQUALITY



EQUITY

LEAs may use funds to support a balanced distribution of effective teachers and principals throughout the LEA

- Strong induction program and mentoring program
- Strategic teacher/principal placement

CLASS SIZE REDUCTION

- LEAs may use funds to reduce class size by creating additional classes in a particular grade or subject. Classes must **MEET OR EXCEED** state class teacher to student ratios prior to allocating funds for CSR.
- Supplemental
- Supported by evidence-based research
- Documentable effectiveness regarding student achievement



Considerations

Needs Assessment

Data-Based Planning

Stakeholder Input

Non-Public School Consultation

**Collaboration between Title II
Coordinator and Finance Officer**

Documentation of Evidence

Title II Program Monitoring



Reasonable?
Allowable?
Necessary?
Documented?

Needs Assessment



How to...

...help teachers and school leaders be more instructionally and professionally effective

...recruit, support, and retain effective staff to best support the needs of students

...connect effective teachers with student who have the highest needs



- All funds must be spent on activities that are based on **evidence-based research**
- Title II funds must be used to provide all children **greater access** to **effective** teachers, principals, and other school leaders
- Title II funds may only be spent to meet **prioritized needs** that are identified by data in the **comprehensive needs assessment**
- There are strategies that Title II funds can be used to **increase educator effectiveness**
- Title II funds must be spent to **supplement** what the state, local government, and other federal programs requires; it **cannot be used to supplant what is required**



Title II, Part A Resources

USED Guidance Title II Part A

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

Achieving Equitable Access to Strong Teachers

https://edtrust.org/wp-content/uploads/2014/09/EdTrust_AchievingEquitableAccessStrongTeachers_GuideDistrictLeaders_April2016.pdf

School Leadership Interventions –ESSA

https://www.rand.org/content/dam/rand/pubs/research_reports/RR1500/RR1550/RAND_RR1550.pdf



Title IV, Part A

Tim Dryman, Program Administrator

Handbook Reference p. 80-81

What Do You Know About Title IV A?

Title IV A SSAE Grant-PRC 108

- Student Support and Academic Enrichment
- The SSAE program is intended to improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Title IV A Share Out

What do you do with your Title IV A Funds?

Title IV A

- Relatively new grant
- Awarded to PSU's who ACCEPT Title I funds
- Benefits non-Title I schools as well
- Transferability
- Focus on three areas:
- Well-rounded Education
- Safe and Healthy Students
- Effective Use of Technology

Title IV A-Rules

- For PSU's who receive \$30,000 or more:
- Well rounded-20%
- Safe and Healthy-20%
- Effective Use of Technology: A portion
- 15% of the portion can be used for technology infrastructure
- Needs Assessment must be completed within the past three years of application submission.
- 2% maximum set aside for direct admin costs

Title IV A-Rules

- For PSU's who receive less than \$30,000:
- The 20-20-Portion Rule does not apply
- The PSU may apply their funds to any of the three "pots"
- Transferability: I A, I C, I D and III
- No Needs Assessment needed
- 2% maximum set aside for direct admin costs

Title IV A-Rules

- Carryover
- No limit to carryover, but.....
- Much like any federal fund, it is highly encouraged to utilize the funds in the year they were awarded
- 27-month availability period
- Carryover must be returned to the "pot" it is being carried over from

Title IV A

Questions?

Transferability & Flexibility

Jennifer Smith, Program Administrator

Transferability

- Under the ESSA, transferability is a flexibility authority that permits LEAs to transfer all or a portion of the funding they receive by formula under certain Federal programs to their allocations under other programs so they can address more effectively their unique needs.
- A few general rules apply to transfers of funds:
 - An LEA may only transfer funds from Title II, Part A and Title IV, Part A.
 - There are no limits on the percent of funds an LEA may transfer from those Titles as it can be all or a portion.
 - If applicable, a LEA must consult with the appropriate private school officials before transferring funds.
 - If applicable, LEAs must consult with local Tribal governments.
 - Once funds are transferred, **they take on the identity of the Title to which they were transferred and must be spent under rules applicable to that Title.**

Transferability

Funds cannot be transferred out of
Title I, Parts A, C, or D;
Title III, Part A; or Title V, Part B.



LEAs May Transfer All or Some Funds From:

- Title II, Part A, Supporting Effective Instruction
- Title IV, Part A, Student Support and Academic Enrichment

LEAs May Transfer Funds Into:

- Title I, Part A, Improving Basic Programs Operated by LEAs
- Title I, Part C – Education of Migratory Children
- Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Title II, Part A, Supporting Effective Instruction
- Title III, Part A, English Language Acquisition Language Enhancement, and Academic Achievement
- Title IV, Part A, Student Support and Academic Enrichment
- Title V, Part B, Rural Education

Transferability Steps

	Title IIA PRC 103
	<u>Budget</u>
	<u>Grant Details</u> 
	<u>Title II Flexibility</u>
	<u>Title II Transferability</u>
	<u>Related Documents</u>
	<u>Grant Award Notification (GAN)</u>


Grant Details

Lincoln Charter School (55A) Charter District - FY 2022 - FPMS-Consolidated - Rev 2 - Title IIA PRC 103

Go To 

"LEA" = District, Charter School or Lab School

\$ * Carryover (Estimated as of June 30th)

 ☒ The LEA is using 100% of Title II funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.

Transferability Steps



Title IIA PRC 103

Budget

Grant Details

Title II Flexibility

Title II Transferability

Related Documents



Title II Transferability

Lincoln Charter School (55A) Charter District - FY 2022 - FPMS-Consolidated - Rev 2 - Title IIA PRC 103

Go To



"LEA" = District, Charter School or Lab School

Transferability



☐ Check here if the LEA does not intend to transfer Title II funds into another Title(s) (and therefore does not need to complete any other questions on this page).

* Funds are transferred into the following Title(s) (check all that apply)



Title IA



Title IC



Title ID



Title III



☒ Check here if the LEA plans to transfer the entire allotment.


\$


* If not transferring the entire allotment, indicate the amount of funds transferred.





Transferability Impact on Budgets

This sample PSU received a Title II allocation of \$45,138.50 and a Title IV Allocation of \$10,000. They decided to transfer both full allocations into Title I. They utilized the Budget code 8100.722 (transfer out code) for PRC103 and PRC108 Budgets, and then inserted this amount into PRC050 with Budget code 8100.721 (transfer in code).

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	8100	722	000	00	\$45,138.50	\$0.00	\$45,138.50		
Total:							\$45,138.50	\$0.00	\$45,138.50		

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	8100	722	000	00	\$10,000.00	\$0.00	\$10,000.00		
Total:							\$10,000.00	\$0.00	\$10,000.00		

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
	Other	3	8100	721	000	00	(\$55,138.50)	\$0.00	(\$55,138.50)		
	Other	3	8200	399	000	00	\$0.30	\$0.00	\$0.30		
Total:							(\$55,138.20)	\$0.00	(\$55,138.20)		

Transferability Reminders

- The funds must be charged to the program from which funds were received.
 - For example, an LEA receives \$20,000 in Title IV, Part A funds (PRC108) and chooses to transfer all of those funds into Title I, Part A (PRC050). Even though the funds are transferred and ***follow the requirements of the Title I, Part A program***, the funds must be claimed under Title IV, Part A (PRC108)

Title VI, Part B REAP SRSA & RLIS

Jennifer Smith, Program Administrator
Handbook Reference p.59-60

REAP Purpose

To address the unique needs of rural school districts that frequently -

- 1) Lack the personnel and resources needed to compete effectively for Federal competitive grants; and
- 2) Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes

[ESEA § 5202]

Title V Part B: Subparts

Subpart 1 – Small, Rural School Achievement Program (SRSA)

- The SRSA Grant Program
 - Apply and receive directly through USED
- REAP-FLEX– the Alternative Use of Funds Authority
 - REAP Flex is NOT a grant program, no additional funds
 - Rather, gives eligible PSUs greater latitude in spending funds they receive under other Federal Programs so they can better address needs

Subpart 2 – Rural and Low-Income School Program (RLIS)

- Apply and receive through NCDPI
 - Previously part of the Consolidated Grant Application
 - New in FY23, PRC109 will have a separate shell within CCIP

Award Eligibility (SRSA)

A local educational agency (LEA) shall be eligible to receive a grant under this subpart if -

- i. The total number of students in average daily attendance at all schools served by the LEA is fewer than 600; or
- ii. Each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile; and
- iii. All of the schools served by the agency are designated with a locale code of 41, 42, or 43, as determined by the Secretary of Education

[ESEA § 5511(b)(1)]

Award Eligibility (RLIS)

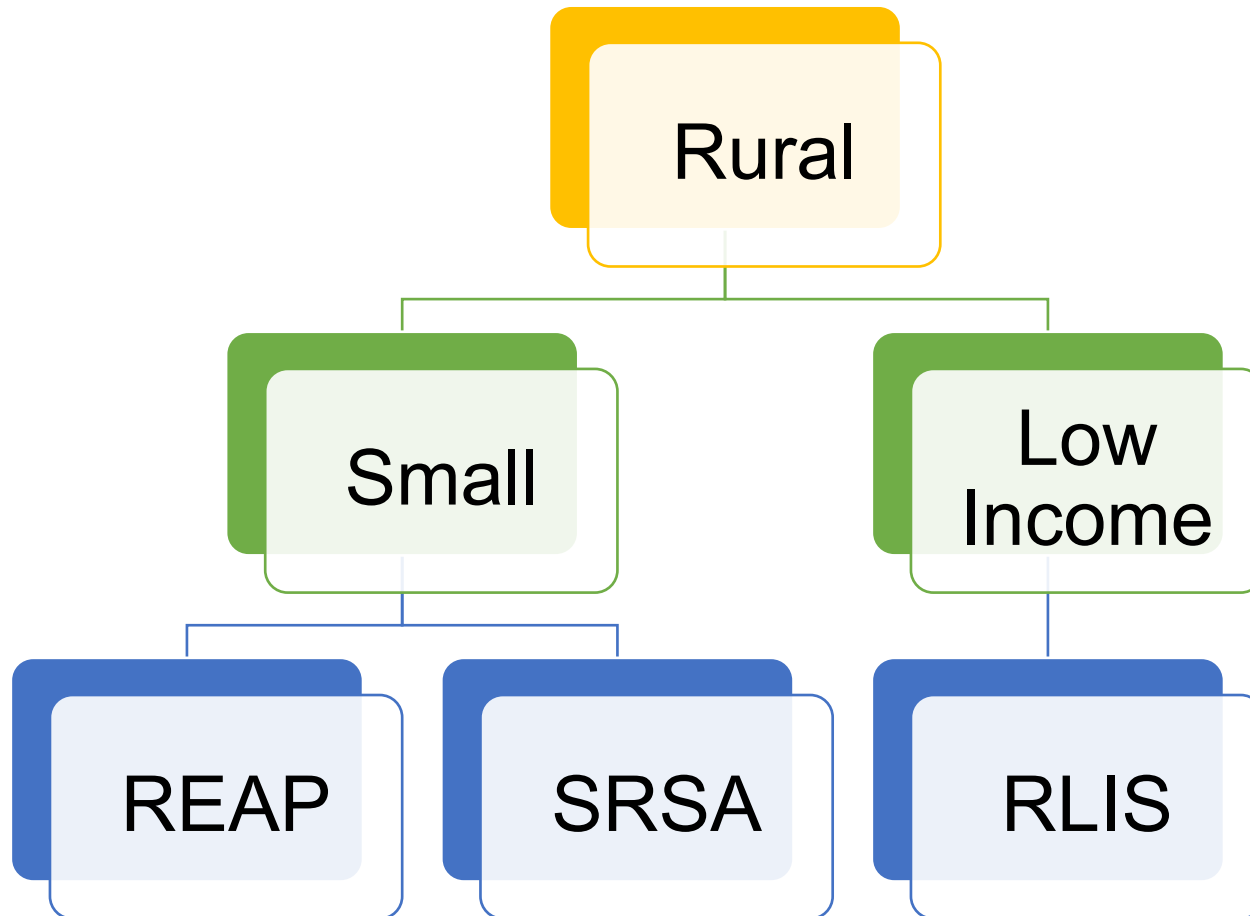
A local educational agency (LEA) shall be eligible to receive a grant under this subpart if -

- i. 20 percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below the poverty line*; and
- ii. All of the schools served by the agency are designated with a locale code of 32, 33, 41, 42, or 43, as determined by the Secretary of Education

[ESEA § 5521(b)(1)(A)]

*Poverty data is from the Small Area Income and Poverty Estimates (SAIPE) Program

Funding and Eligibility



REAP, RLIS, of BOTH?

- If a district is eligible for both, the U.S. Department of Education determines which amount will be higher and assigns that grant to the school district

[U.S. Department of Education Title V-B Website](#)

Uses of Funds- SRSA

To carry out activities authorized under any of the following provisions:

- 1) Title I, Part A** (Improving Basic Programs)
- 2) Title II, Part A** (Supporting Effective Instruction)
- 3) Title III** (Language Instruction for ELs and Immigrant Students)
- 4) Title IV, Part A or B** (Student Support and Academic Enrichment & 21st CCLC)

[ESEA § 5212(a)]

Alternative Use of Funds – SRSA

- SRSA-eligible LEAs are also permitted to use Title II, Part A and Title IV, Part A funds to pay for activities under any of the allowable uses for SRSA grant funds.
- The alternative use authority does not require a transfer of funds to expand the allowable use.
- LEAs exercising allowable fund use authority (AFUA) must still meet equitable service requirements for the fund.
- If an LEA uses AFUA for Title IV, Part A they are relieved from meeting spending requirements for the various focus areas.

[ESEA § 5211]

Uses of Funds – RLIS

To carry out activities authorized under any of the following federal programs:

- 1) Title I, Part A** (Improving Basic Programs)
 - 2) Title II, Part A** (Supporting Effective Instruction)
 - 3) Title III** (Language Instruction for ELs and Immigrant Students)
 - 4) Title IV, Part A** (Student Support and Academic Enrichment)
 - 5) Parental involvement activities**
- [ESEA § 5222(a)]**

Resources and Support

Learn more about the [Rural and Low- Income School grant \(RLIS\)](#) and the [Small, Rural School Achievement grant \(SRSA\)](#)

For general REAP information and a high-level overview of the program, see the [REAP FAQ Webpage](#)

For a detailed review of REAP statute and award processes, see the [REAP Informational Document](#)

To determine allowable uses of REAP funds, view the [REAP Uses of Funds Guide and Title V, Part B of the ESEA](#)

To view recorded webinars on allowable uses of REAP funds, AFUA, and more, see the [REAP Resources Webpage](#)

Jennifer Smith, REAP/RLIS State Coordinator
Jennifer.smith@dpi.nc.gov

McKinney Vento Homeless Funds

Lisa Phillips, State Coordinator NC Homeless Education
Program

Handbook Reference pgs. 40, 60-61

McKinney-Vento Act

Supports students experiencing homelessness through:

Enrollment

Attendance

Academic Success

A federal law that supersedes local and state policies and laws.



Defining Homelessness

Individuals who lack a fixed, regular, and adequate nighttime residence

Fixed residence:

Stationary;
Permanent;
Not subject to change

Regular residence:

Used on a routine basis

Adequate residence:

Home setting meets both the physical and psychological needs

Unaccompanied Homeless Youth

A youth who is not in the physical custody
of parent or legal guardian

AND

lacks a fixed, regular, and adequate
nighttime residence.



Types of Situations

***To determine eligibility,
assess if the student can go to
the:***

***SAME PLACE (fixed)
EVERY NIGHT (regular)
to sleep in a
SAFE AND SUFFICIENT SPACE
(adequate)***

Sharing a home due to loss
of housing/economic
hardship

Living in motels / hotels /
trailer parks

Living in a shelter / bus or
train stations

Abandoned in hospitals

Living in cars / parks /
under bridges

Living in
campgrounds/abandoned
buildings

Migratory children

Human trafficking

Unaccompanied homeless
youth

Other situations meeting
the McKinney-Vento
definition



Determining Eligibility Key Points

Case-By-Case
Determination

Clear-Cut
OR
Require Further Inquiry
OR
Judgment Call

Living Arrangement
does not include all three
=
homeless situation

Examples Provided Not
Exclusive

Educational Rights for Students

Immediate enrollment, even when lacking records

Attend school of origin or local attendance area school

Receive transportation to and from the school of origin

Receive free school meals

Access to the dispute resolution process

Access to programs and services

Support with Early Education and Higher Education Access

Homeless Liaisons

Appointments

- LEAs, Charter, ISD, Lab, and Virtual Schools

Total in NC

- 315 plus!
- additional appointments in larger districts

Roles

Director of Student Support Services,
Assistant Superintendents, Title I Directors,
School Social Workers, Counselors, etc.

Percentage of Time

Based on amount of student identifications,
funding amounts, size of district, and type
of district



Homeless Liaison Responsibilities

- Identifications
- Immediate Enrollment
- Access & Referrals
- Parent & Student Rights
- Disputes
- Data Collection
- Program Funding
- Professional Development
- Funding
- Needs Assessments
- Policies & Procedures
- Early Education
- Higher Education
- Collaboration



Use of Title I Set-Aside Funds

- Items of clothing, to meet a school's dress or uniform requirement
- Clothing and shoes necessary to participate in physical education
- Student fees necessary to participate in the education program
- School supplies
- Birth certificates necessary to enroll or for the school records
- Immunizations needed for school
- Food needed for educational participation
- Medical and dental service referrals
- Eyeglasses and hearing aids
- Counseling services
- Outreach services to students living in shelters, motels, and other temporary residences
- Extended learning time (before and after school, Saturday classes, summer school, etc.)
- Parental involvement of homeless students
- Fees for educational testing
- Fees for SAT/ACT/etc. testing
- GED testing for school-age students
- Excess cost of transporting students to and from school, to and from extracurricular and other academic services and programs
- Homeless liaison salary in part or in full
- For educationally related support services, including PreK

Homeless Education Resources

District Appointed Homeless Liaisons

<https://hepnc.uncg.edu/local-liaisons/>

North Carolina Homeless Education Program

<https://hepnc.uncg.edu/>

or

<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/homeless-program-monitoring>

National Center for Homeless Education

<https://nche.ed.gov/>

Lisa Phillips, State Coordinator for Homeless Education

336-315-7491 or 336-543-4285

lisa.phillips@dpi.nc.gov

Foster Care

Sara Bigley, State Coordinator NC Foster Care
Education Program

Handbook Reference p. 41

Sara Bigley

State Education Foster Care Point of Contact
(POC)

sbigley@serve.org

336-334-4638

<https://serve.uncg.edu/projects/nc-foster-care/>

Every Student Succeeds Act (ESSA) Foster Care – The Compelling Why

Students in Foster care are highly mobile and vulnerable:

- Percent of foster youth who change schools when entering care: **56%-75%**
- Likelihood of being absent from school: **2xs that of other students**
- Average reading level of 17-18 year-olds: **7th grade**
- Percent of foster youth who **complete high school** by age 18 is only **50%**

Reference: [Better Care Network - National Factsheet of Children in Foster Care](#) [Chapin Hall Issue Brief](#)

ESSA Foster Care – History of the Law

- Fostering Connections to Success and Increasing Adoptions Act, 2008
- Every Student Succeeds Act of 2015

Fostering Connections to Success and Increasing Adoptions Act, 2008

Title IV-B/IV-E agencies must make assurances that:

- The child's placement takes into account the appropriateness of the current educational setting and the proximity to the school of origin.
- The CWA has coordinated with Public School Units (PSUs) to ensure that a child in foster care remains in his or her school of origin if it is in the child's best interest.
- If remaining at the school of origin is not in the child's best interest, the child is immediately enrolled in a new attendance area school and records are transferred to the new school.

ESSA Foster Care, 2015

- Reauthorizes and amends the Elementary and Secondary Education Act of 1965 (ESEA)
- Includes new foster care provisions that complement requirements in the Fostering Connections Act
- Emphasizes shared agency responsibilities and decision-making

Protections and Provisions for Students in Foster Care

- Remain in the Same School When in the Child's Best Interest (ESEA, as amended, 20 U.S.C. § 6311(g)(1)(E))
- Immediate Enrollment in School and Transfer of School Records (ESEA, as amended, 20 U.S.C. § 6311(g)(1)(E)(iii))
- School Transportation when Necessary (ESEA, as amended, 20 U.S.C. § 6312(c)(5)(B))
- Awaiting foster care placement is removed from the definition of “homeless children and youths” (ESSA, Section 9105(b)(1))
- Point of Contact Designated within the SEA (ESEA, as amended, 20 U.S.C. § 6312(g)(1)(E))
- Point of Contact Designated within the PSU (ESEA, as amended, 20 U.S.C. § 6312(c)(5)(A))

Best Interest Determination Meetings (BIDs)

- ESSA requires collaboration between CWAs and PSUs to ensure school stability for children in foster care, including that a child may remain in their school of origin unless a determination is made that it is not in their best interest
- Scheduling of the BID meeting is the responsibility of the CWA social worker. They work in collaboration with the PSU POC
- Needs to consider the appropriateness of the current educational setting, proximity to the foster care placement and other child centered factors
- Transportation costs CAN NOT be considered when determining a child's best interest

Foster Care School of Origin Transportation

- Some children in foster care will need transportation to remain in their schools of origin when it is in their best interest
- PSUs and CWAs must collaborate to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child's time in foster care
- Transportation is an allowable use of federal funds, both under Title IV-E of the Social Security Act and Title I of the ESEA

Transportation procedures must ensure:

- Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. § 675(4)(A)); and
- If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the PSU will provide such transportation if:
 - A. The local child welfare agency agrees to reimburse the local education agency for the cost of such transportation;
 - B. The local education agency agrees to pay for the cost; or
 - C. The local education agency and local child welfare agency agree to share the cost.

(ESEA, as amended, 20 U.S.C. § 6312(c)(5)(B)(ii))

CCIP and Foster Care

- PSU's must enter the foster care contact information for the PSU and local CWA into the CCIP application under Title I grant details section.
- Line item to allocate funds for foster care transportation costs for under Title I set aside

Where do I Find Foster Care Resources?

<https://serve.uncg.edu/projects/nc-foster-care/>

Agency POC Contact Information:

Contact the North Carolina Foster Care Program

- Office Phone: 336.334.4638
- Email at: sbigley@serve.org
- [NC Foster Care Local Point of Contact Directory \(7.1.2021\)](#)
- [Child Welfare ESSA Point of Contact Directory \(3.31.2021\)](#)
- [Contact information form the NC Welfare Agency Point of Contact](#)
- [Contact information form for the NC Foster Care Local Point of Contact](#)

