

MICHIGAN'S NEW EHCY MONITORING PROCESS

Pam Kies-Lowe, State Coordinator
kies-lowep@michigan.gov

BACKGROUND ON MICHIGAN

Number of LEAs in MI: 874

Includes:

- ▶ 291 LEAs to monitor each yr. in a 3-year grant cycle
- ▶ 32 EHCY Grant Fiscal Agents, monitored individually on-site
- ▶ 56 Regional intermediate school districts or educational service agencies
- ▶ 786 Local school districts (including charters/PSAs)
- ▶ New monitoring process evolved from the Regional EHCY Grant Consortium process

Staff Required: Contracted Monitors

- ▶ MI currently has 4 monitors on contract @\$50 per hour, plus reimbursed travel expenses. (Have had up to 6 at a time.)
- ▶ Monitors are trained to review EHCY subgrantees, as well as consortium districts.
- ▶ State Coordinator attends 1–2 reviews with each monitor to observe, followed by random observations over the school year of each monitor.
- ▶ State Coordinator leads individual reviews of Subgrantees/Fiscal Agents with performance or fiscal concerns.

Regional Consortium Monitoring Process: Sorting

- ▶ Sub-Grantees / Fiscal Agents
 - More detailed review; *see sample agenda*
- ▶ Regional MV Grant Consortia
 - 4 – 10 LEAs reviewed per day; *see map of grant consortia*
- ▶ Risk Factors and TA needs
 - Based on their EHCY Self Assessments, submitted once per 3-yr grant cycle
 - Highest risk –
 - Reporting zero (0) homeless students
 - Failure to submit a completed EHCY Self Assessment
 - Self-Assessments documenting exemplary programs receive Desk Review, rather than On-Site Review

Regional Consortium Monitoring Process: Scheduling

- ▶ 2 Monitors review 4–10 districts together at each visit (within same MV Grant Consortium)
- ▶ Consortium reviews conducted at the Fiscal Agent site
 - Grant Coordinator observes LEA teams from their consortium
 - LEA teams include the Liaison, Superintendent or School Leader, Title I Coordinator, and any MV grant–supported staff (*See sample letters*)
- ▶ Monitors collaborate in advance to select questions for each district (*see list*), based on each one’s strengths and weaknesses
- ▶ Monitors may still do impromptu or scheduled school visits with a Liaison following consortium review, if deemed necessary

Advantages of EHCY Regional Consortium Monitoring

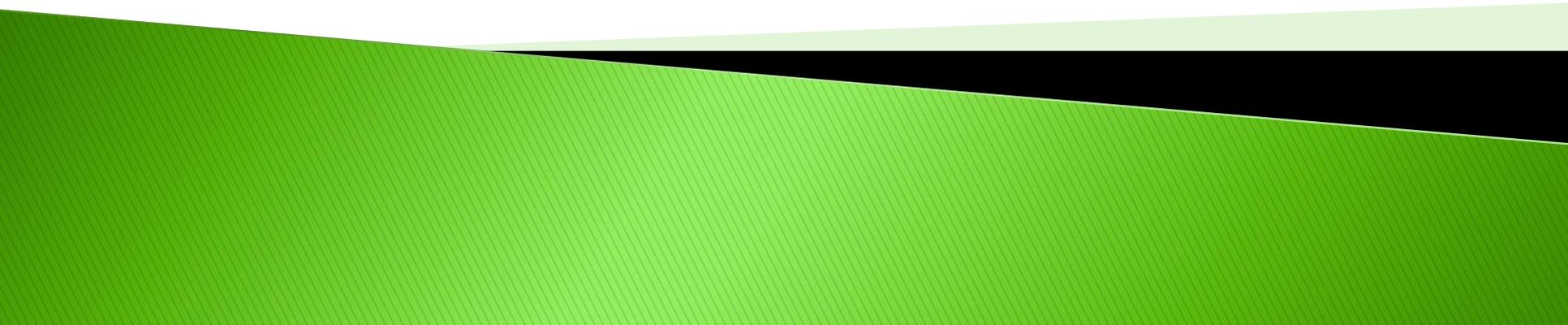
- ▶ **Districts, grant coordinators, AND the monitors LOVE IT!**
 - Less time out of school for Liaisons, away from regular positions
 - Grant coordinators attend their consortium district's reviews to observe
 - Monitors coordinate in advance on questions; afterward on reports
- ▶ **District staff say that they LEARN A LOT FROM EACH OTHER!**
 - They all take notes on other districts' program details
 - Offers Grant Coordinator a chance to assess Liaisons' and LEA needs
- ▶ **SAVES TIME & MONEY for SEA!**
 - Monitors complete up to 10 LEA reviews in one day, as opposed to sending one monitor to each district for a half/whole day review
 - Keeps SEA monitoring budget within reason, given 874 LEAs in MI
 - Reviewing more than 10 would be unwieldy, and could lead to boredom or attention drift

TA Beyond District Boundaries

Carolyn Parkinson
Wisconsin

TECHNICAL ASSISTANCE, WISCONSIN STYLE

Strategies to Maximize Coverage Across the State:

- Grant requirement – train neighboring districts
 - Grant open to Consortia
 - Geographical distribution of funded districts
 - Geographical distribution of desk monitoring
- 

XII. PLAN

Copy as many pages as needed.

1. Identification and Immediate Enrollment Choose **ONE** of the following goals.

The McKinney-Vento Act requires the district homeless liaison to partner with district staff and community agencies to assertively identify and immediately enroll children and youth who are homeless.

Goal 1a

EHCY staff will inservice all (100%) district staff by the end of the 2013-14 school year and also inservice the staff of ____ community agencies about McKinney-Vento requirements. In addition the district will complete one or more of the following (check accepted goals):

Provide in-services about McKinney-Vento requirements to ____ neighboring districts. **(REQUIRED)**

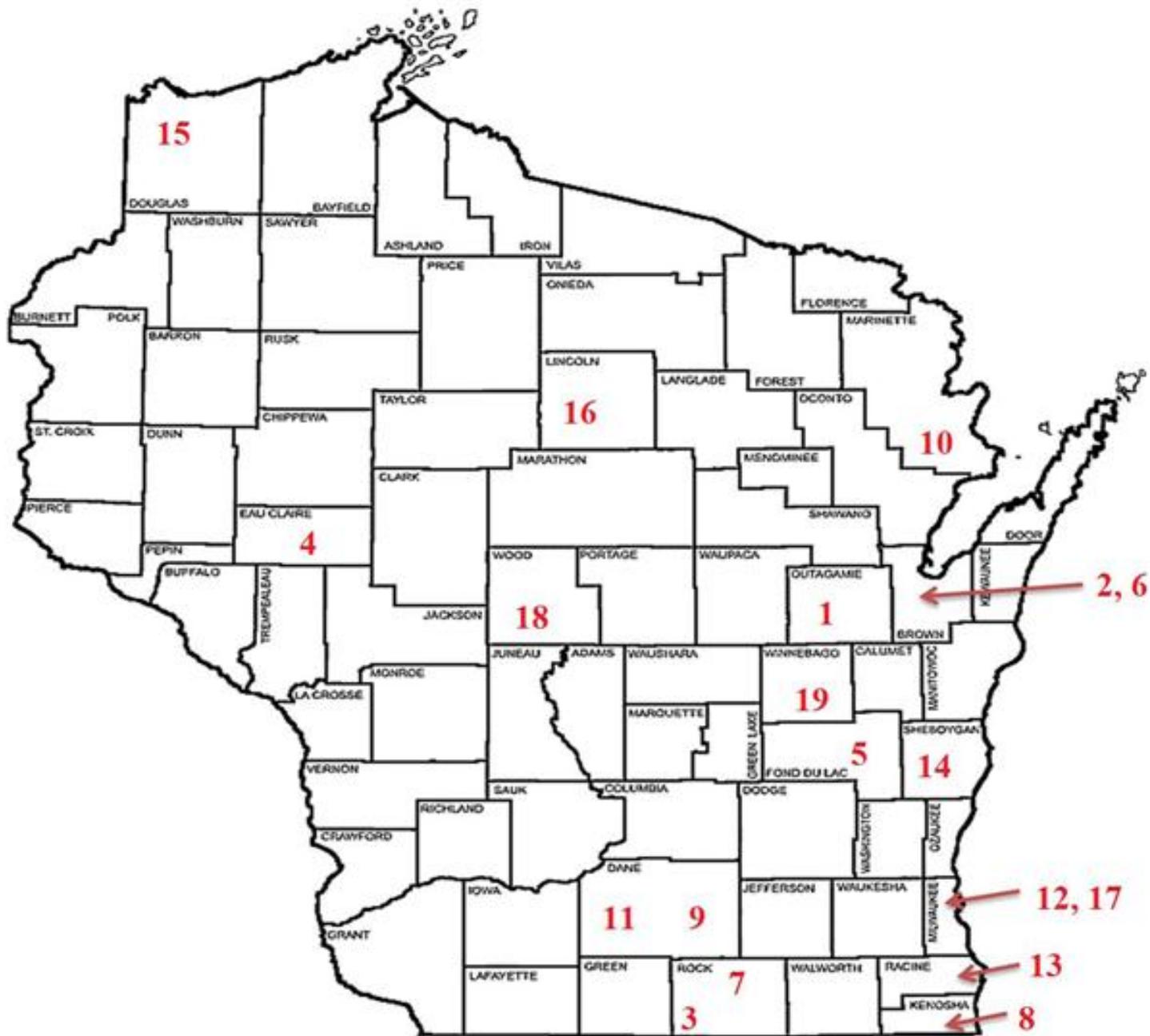
Enter into Exchange of Information Agreements with ____ community agencies.

Partner with ____ community agencies to create ____ homeless prevention strategies.

Goal 1b

Create a measurable goal regarding inservicing district and community agency staff about McKinney-Vento requirements and establishing partnerships with community agencies and neighboring districts to assist in identifying and providing services to families and students who are homeless. **Important: It is a requirement of this grant to provide outreach and technical assistance to districts in your region, make sure you include this in your goal.**

Goal:



Higher Education Access Project Education for Homeless Children and Youth (EHCY)

**2013 Annual State Coordinator's Meeting
February 26 – March 1, 2013**

**Georgia Department of Education
Federal Programs Division**

**Presenter:
Eric McGhee**



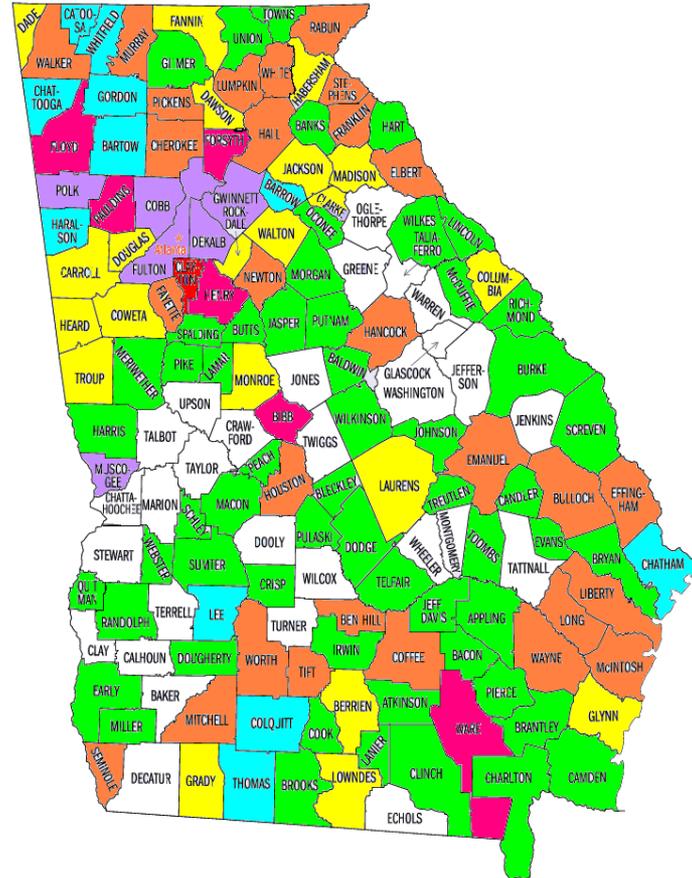
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Data Collection:

Homeless Enrollment by County Identified in SIS

City School Districts
Atlanta Public Schools
Bremen City
Buford City
Calhoun City
Carrollton City
Cartersville City
Chickamauga City
Commerce City
Dalton City
Decatur City
Dublin City
Gainesville City
Jefferson City
Marietta City
Pelham City
Rome City
Social Circle City
Thomasville City
Trion City
Valdosta City
Vidalia City



1-50
51-149
150-299
300-500
501-1000
1001-1999
2000+
 White Background = 0
 Homeless Students
 Reported State Total =
35,048



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Data Collection

➤ Homeless children and youth grade 11 and 12 reported in FY12:

□ Grade 12 = 1,712

□ Grade 11 = 1,396

GaDOE Student Information System (SIS)



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Project Description

- **Based on the disproportionate number of EHCY youth accessing college nationally, the GaDOE EHCY team endeavors to :**
 - ❑ Increase awareness statewide
 - ❑ Increase percentage of youth attending institutions of higher education
- **Three strategies have been implemented this year:**
 - ❑ Provide scholarship information to stakeholders (See document)
 - ❑ Establish new partnerships with organizations that have post-secondary resources
 - ❑ Include college access as a topic in statewide presentations and trainings



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Activities

➤ Meetings:

- ❑ Local Educational Agencies
- ❑ Parents, legal guardians, and homeless children and youth
- ❑ GaDOE Annual Federal Programs Conference
- ❑ GaDOE Data Collections Conference
- ❑ Georgia Student Information System Conference (GSIS)
- ❑ Parent and Family Engagement Conference
- ❑ Annual Georgia Compensatory Educational Leaders Conference (GCEL)



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Activities

➤ Collaborations:

- ❑ Admission Offices at Colleges and Technical Schools
- ❑ The Orange Duffel Bag Foundation
- ❑ The Fanning Institute - University of Georgia
- ❑ The Scholarship Academy - Atlanta, Georgia
- ❑ Georgia's College Access Challenge Grant Leadership Team
- ❑ Technical College System of Georgia



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Activities

➤ Collaborations:

- ❑ Office of Educational Access and Success; The University System of Georgia
- ❑ The College of Veterinary Medicine - The University of Georgia
- ❑ Communities In Schools (CIS) of Georgia
- ❑ GaDOE Migrant Education and Refugee Programs
- ❑ Lillian Carter Center for Global Health - Emory University
- ❑ Community Foundation of Central Georgia, Inc.



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Activities

➤ Collaborations:

- ❑ Georgia Board of Regents of the University System of Georgia
- ❑ Community and Economic Development Inc. (Albany, Georgia)
- ❑ Georgia Youth Opportunities Initiative (GYOI)
- ❑ Division of Family and Children Services (DFCS)
- ❑ Supreme Court Committee on Justice for Children
- ❑ Administrative Office of the Courts
- ❑ Office of Children, Families and the Courts



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Accomplishments

➤ So far in FY13:

- ❑ Developed and distributed list of scholarships and aid
- ❑ Two (2) students were selected to attend Veterinarian Summer Camp, hosted by the University of Georgia
- ❑ One (1) student accepted to the University of Georgia - College of Veterinary Medicine
- ❑ One (1) student's application (pending) - University of Georgia, College of Veterinary Medicine
- ❑ Two (2) students were selected and admitted to the Early College Program at Albany State University



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Accomplishments

➤ So far in FY13:

- ❑ Two (2) students' applications (pending) - Albany State University
- ❑ One (1) student accepted to the Berklee College of Music -Boston, Massachusetts
- ❑ One (1) student's application (pending) - Savannah State University
- ❑ Nine (9) students in the Dublin City School System have submitted applications
- ❑ Two (2) students were selected to attend the 2013 Presidential Inauguration in Washington D.C.



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Developing Awaiting Foster Care Placement Policy In Arizona

Frank Migali

State Coordinator for Homeless & Refugee Education

Difficulties

- Liaisons were Bullied
- State Coordinator Bullied
 - Sort Of...
- Received Little to No Cooperation From Child Welfare Agency
- Sent Email to All Liaison Indicating “Only Those Students Who Were Awaiting Placement Qualified Under McKinney-Vento”
 - Suddenly Started Receiving Cooperation from Child Welfare

What Did We Do???

- Held a Meeting With Child Welfare Leadership Team
 - Discussed Email
 - Discussed Ongoing Issues with Caseworkers and Lack of Cooperation
 - End of This Meeting Email Guidance Continued In Place
- Scheduled Additional Meetings with Child Welfare Policy Team
 - Ultimate Development of Collaborative Policy

Collaborative Effort

- Arizona Department of Education
 - State Coordinator
 - Director of Special Populations
- State Child Welfare Agency
 - Policy Team
- NAEHCY
 - Policy Director
 - Legal Director
- ABA-Foster Care

Collaborative Result

- A child/youth may be eligible for McKinney-Vento services, for the remainder of the school year, from the time that they are **initially** removed from the child's home and placed in foster/kinship care by Child Protective Services (CPS). (If the child is placed during the last school quarter of the school year, eligibility may continue through the new school year, if feasible and in the child's best interest.)
- A child/youth temporarily residing in group care (group home or shelter) placed by CPS after initial removal from the child's home while awaiting placement in foster care, may be eligible.

Heather Denny

State Coordinator for Homeless Education
Montana Office of Public Instruction

Culturally Appropriate Programs

Be ethnically/culturally self-aware

- Recognize that school systems operate from the value system of white, middle class America
- Be aware of your own ethnicity/culture and what you are bringing into the room
- Be aware of your own pre-conceived notions of culture and what that means for you

Be aware of the cultures present in your community

- Know which cultures are represented in your community
- Be open to view points that are different from your own
- Locate agencies or organizations that provide culturally appropriate services in the community
 - Churches, health care providers, social organizations, etc.

Learn about cultural differences

- All (Asians/American Indians/Hispanics/etc.) are NOT the same.
- Multi-generational families
- Rules regarding interaction of opposite genders
- Gender roles within the family
- Appropriate dress
- Rules of hospitality

Final Thoughts

- Never make any assumptions about anything!
- Every family and individual is unique.
- There is a difference between being non-judgmental and being culturally respectful.
 - Look for aspects of every culture that you find admirable.

Presentation to Homeless State Coordinators Feb 28, 2013

Sports and McKinney-Vento

Overview

- History
- Current Wording
- Day-to-Day Application
- Future Improvements

History

- In effect since 2002
- Current handbook covers 2011-2014

Current Wording

- Review handout
- Pros
- Cons

Day-to-Day Application

- Small state
- DIAA is part of DDOE
- ADs trust homeless liaisons
- Some homeless liaisons include ADs on routing form
- Discuss extracurricular needs at Best Interest Meeting
- DIAA Director and State Coordinator confer on difficult cases



Why We Include in Best Interest Meeting

Michael Case Study



www.creativesoulphoto.com



Moving Forward

- Clarity around students in foster care
- Homeless State Coordinator will participate in training new ADs
- Solidify this process in all LEAs

References

http://www.doe.k12.de.us/infosuites/students_family/diaa/files/Handbook10098151220111.pdf

Kevin Charles

Executive Director, Delaware Interscholastic Athletic
Association

Phone:302-857-3365

kcharles@doe.k12.de.us