

EDUCATION STABILITY FOR THE HIGHLY MOBILE STUDENTS

WELCOME – DESE EDUCATION STABILITY TEAM

The [Educational Stability](#) Team works to ensure children and youth who are homeless, in foster care, migrant, or in military families have full access to a consistent public education

DESE'S EDUCATIONAL VISION

EdVision & Catalog of Aligned Supports

What principles guide our work?

- All students in Massachusetts, *particularly students from historically underserved groups and communities*
- Culturally and linguistically sustaining classroom and school practices
- High expectations with targeted support

What does that look like for students?

All students

- **Are known and valued**

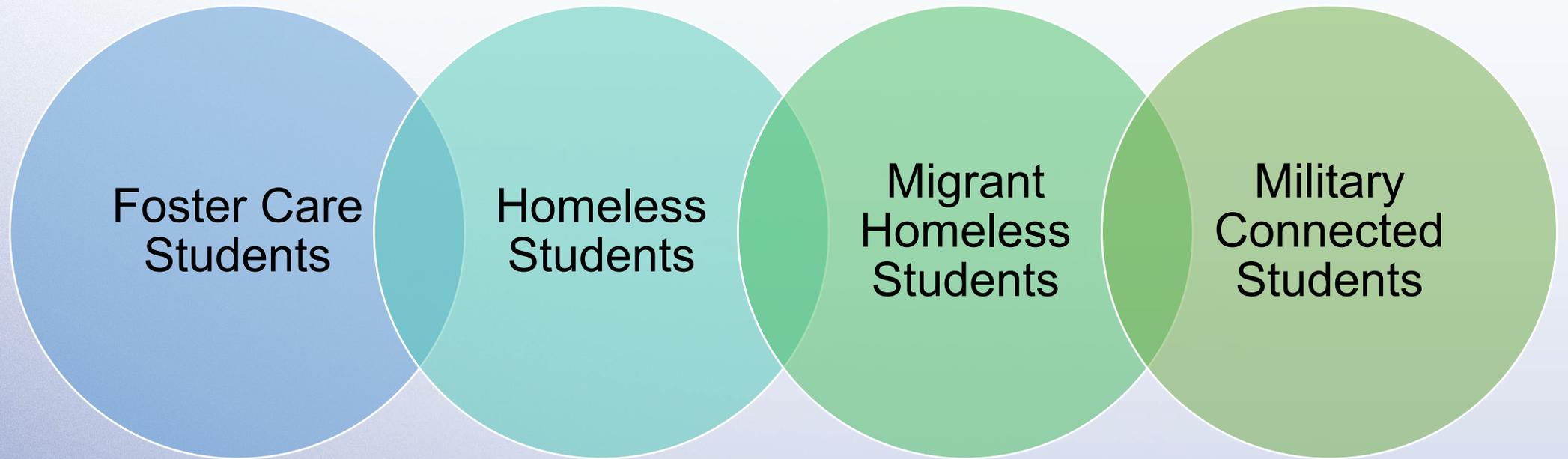
Learning experiences

- **Are relevant, real-world and interactive**

Individualized supports

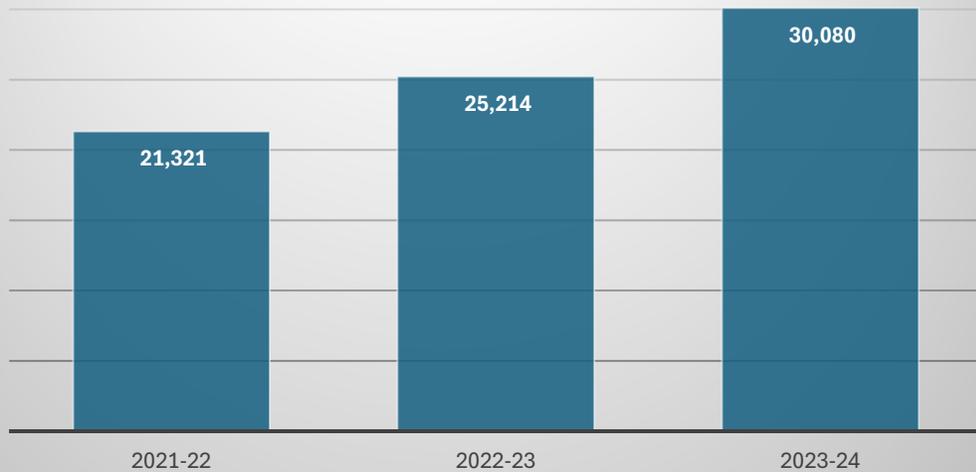
- **Enable students to excel at grade level and beyond**

HIGHLY MOBILE STUDENT GROUPS

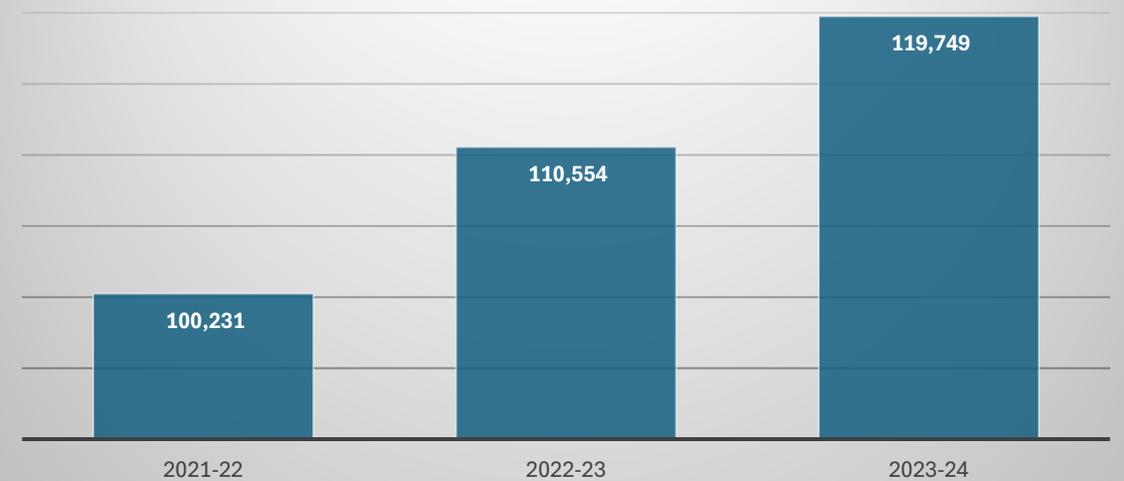


HOMELESS STUDENTS AND EL LEARNERS

Homeless Students Growing Trend



EL Learners Growing Trend

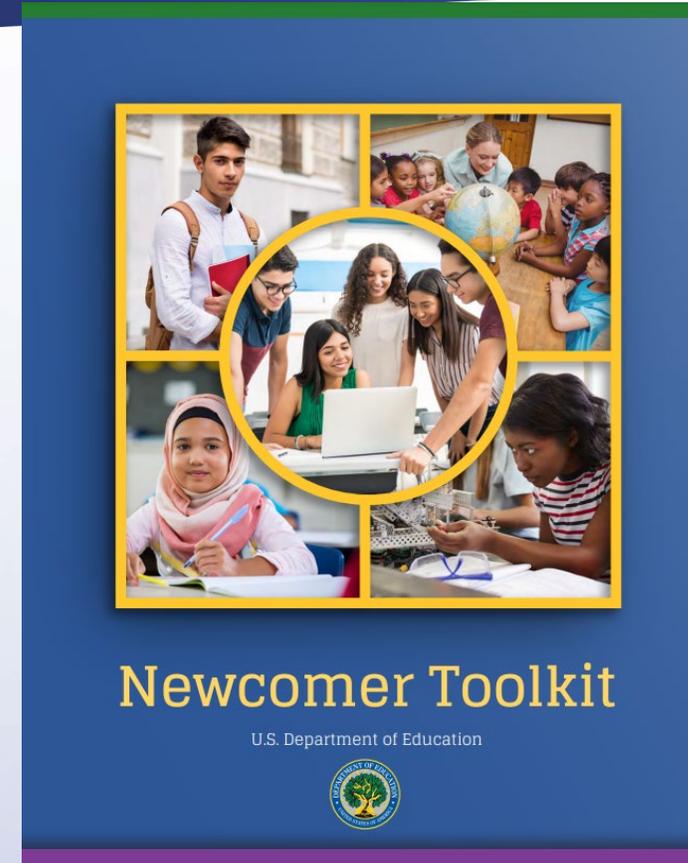
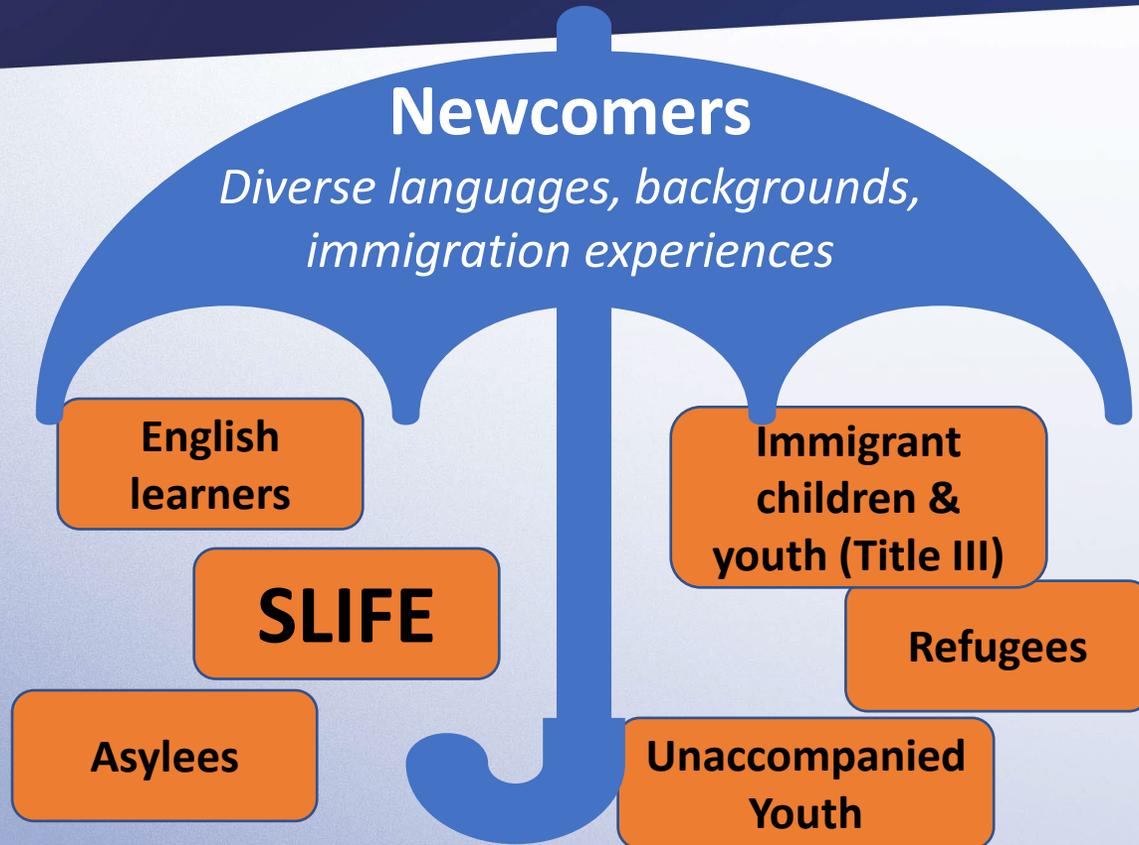


SUPPORTS FOR NEWLY ARRIVED STUDENTS IN THE EMERGENCY ASSISTANCE SHELTER SYSTEM

NEW ARRIVALS

- Students are coming to join relatives and are often fleeing poor conditions, violence and/or war.
- Each student has their own background and experiences.
- Each student may have different access to resources based on their immigration status and ability to advocate.
- All students who arrived in the state have a right to access a public education as soon as possible.

WHO ARE NEWCOMER STUDENTS?



US Department of Education's Newcomer Toolkit (June 2023 Edition)

"K-12 students born outside the United States, who have arrived in the United States in the last three years and are still learning English."

For purposes of analyzing MA data, we're defining newcomers as **ELs in their first year in US schools.**

DESE NEWCOMER STUDNETS EFFORT

Focuses on supporting districts to develop system

Welcome students and families in the school districts

Enroll, screen, and place students into appropriate classroom settings efficiently and accurately

Provide effective English Language Development and Sheltered English Instruction in welcoming classrooms

Support well-trained educators, and

Support students and families based on their individual needs

HOMELESS EDUCATION UPDATE

Emergency Homeless and Homeless Education Grants:



Awarded 32 MKV FC310 grants: \$1.45 million



Awarded FC344/349/355 grants to districts serving newcomer students: \$3.4 million



Accelerated School of Origin Transportation Reimbursement Pilot Program

NEWCOMER STUDENTS HOMELESS EDUCATION SUPPORT

Hands on and
Hand off
process initiated
by DESE with
the shelter
expansion site
school districts

Engaging EL
learning and
special
education
support

Engaging family
support with
basic needs

BILLERICA SCHOOL DISTRICT



Homeless students
increase FY22 – FY24:
100%

Basic Needs for families
and students:

- Community Partnership
- Billerica Food and Nutrition Services
- Thanksgiving meals
- Clothing donations
- Care Solace

District support:

- Housing, government assistance, MassHealth application
- ELL Coordinator for Newcomer students
- SOO transportation coordination
- Translation services coordination

NEW BEDFORD SCHOOL DISTRICT



Family Welcome Center

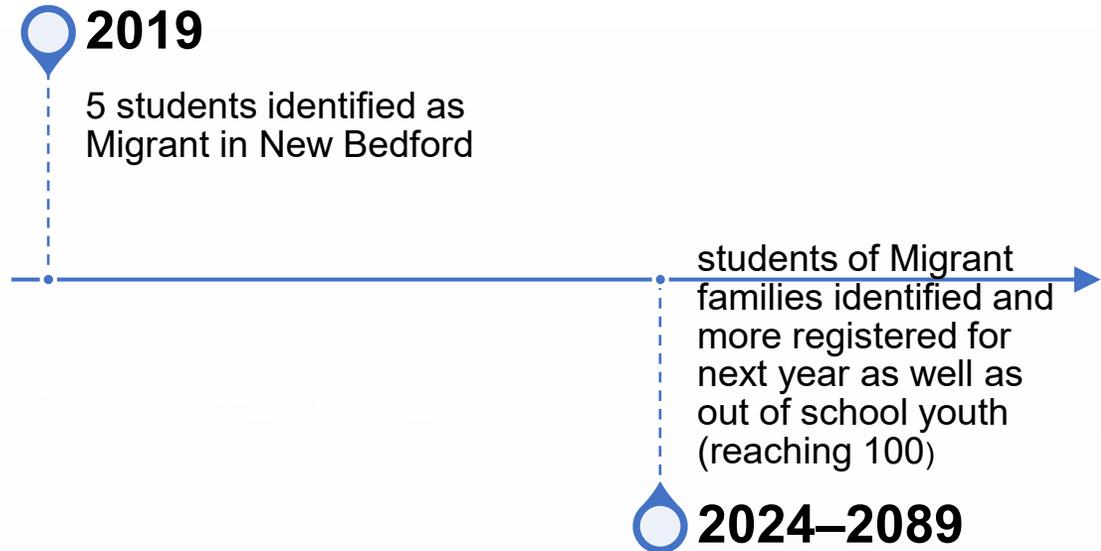


- Key staff with various language capacity participating in UMASS translation courses increase communication through qualified translators
- Basic Needs met with SNAP Specialist, Housing Specialist, Vaccination Clinic, Health Insurance, Wrap Referrals for all students
- As the first stop to the NB School District we must increase knowledge of programs offered in the district. Welcome folders to in multiple languages to include Attendance Policy, MA Standards, Welcome letter from Superintendent
- Increase Homeless Awareness training, involve community partners and building the Ed Stability Team to lead the meetings
- School based MKV and Migrant Liaisons



MIGRANT STUDENT SUPPORT

- MMEP Screener included in our Family Registration Packet
- Screeners are forwarded to MMEP for review weekly
- Migrant Liaison stipend positions at schools with identified students and 1 at district level
- Collaboration with all parties to ensure Migrant identified students are in our after-school Title 1 programs, Summer programming, extended day programming (MMEP providing)
- Families have translated documents, phone calls are made in native language, all barriers removed as to reasons they are not signing up for Summer School.



HOW CAN WE REMOVE BARRIERS



Many of our migrant students are considered homeless and arrive without transcripts and have gaps in education



Attendance becomes an issue for many as unaccompanied youth have to work to maintain housing, and pay debts or send back to their home country



Needs of our homeless and migrant are increasing. Add mental health supports for bilingual students experiencing trauma



Expedite entry into school with wraparound services by adding MA health, SNAP, housing, clothing, and referrals to community agencies like Community Health Center, MA Hire, Immigration, United Way, School on Wheels and more

TITLE I HOMELESS RESERVATION

- Starting with the 2023-2024 school year, Massachusetts districts must reserve reasonable amount of Title I funds for homeless students.
- **This is required even in districts that do not currently have any homeless students** to ensure that they are prepared if a homeless student is identified in their district mid-year

TITLE I HOMELESS RESERVATION – CONT'D

- Districts are encouraged to develop a needs assessment to identify the best use of this reservation
- New monitoring from the federal government on Title I homeless reservations starting with the 2022-2023 school year
 - USED is analyzing the per pupil amount for set-asides and requires SEAs to check if they are sufficient, issue guidance to LEAs on how to do the same

CALCULATING TITLE I HOMELESS RESERVATION

Title I applications must indicate the method used to determine the reservation amount. Suggested methods include:

- Multiply the per pupil expenditure by the 3-year average number of homeless students;
- Determine the percentage of all students that fall in the homeless subgroup and use an equal percentage of the total Title I funds;
- Use an amount to cover a specific need as stated in the needs assessment (i.e., tutor, homeless liaison, POC); or
- Match the amount of funds received under McKinney-Vento

ALLOWABLE USES OF TITLE I HOMELESS RESERVATION

The following is a list of appropriate uses of Title I funds. This list is not exhaustive, however, as the district's needs assessment may indicate other uses:

- Homeless liaison and/or foster care POC
- Transportation to and from the school of origin (not already covered with state or federal funding)
- Food
- School clothing, uniforms, and required gym clothes
- School supplies including backpacks, notebooks, pencils
- Immunizations, medical and dental services
- Eyeglasses and hearing aids
- Counseling services related to the anxiety of homelessness or foster care
- Outreach services to students living in shelter, motels, and other temporary shelters
- Extended learning time including before/after school programming, Saturday, evening, or summer school
- Tutoring at school or in shelters
- Parental involvement of homeless families
- Educational fees including general education fees, AP testing, college entrance exams and HiSET/GED testing

DESE RESOURCES

Examples include:

- [Holistic Supports & Enrichment Newsletter](#)
- [Mental & Behavioral Health and Wellness Supports Page](#)
- [Multi-Tiered System of Support \(MTSS\)](#)
 - [Multi-Tiered Systems of Support \(MTSS\) Academies](#)
 - e.g., SEL/Mental Health, Systemic Student Support (S3), and Culturally Responsive Teaching
- [Youth Mental Health First Aid training](#)

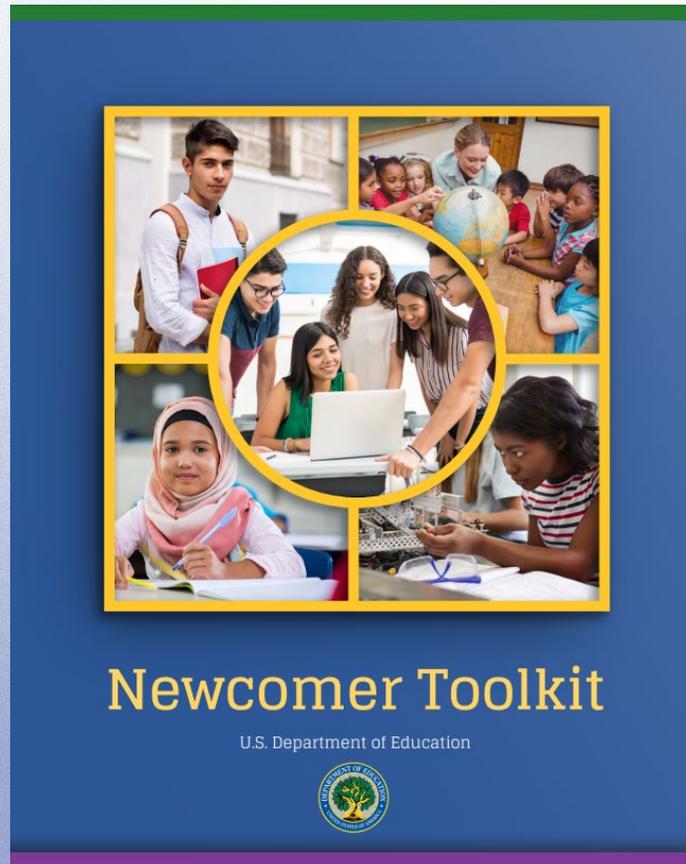
ADDITIONAL DESE RESOURCES

Examples include:

- [Enrolling and Supporting Newcomer Students in Massachusetts Schools & Districts Frequently Asked Questions \(FAQ\)](#)
- [Resources for Supporting Immigrant and Refugee Students](#)

ADDITIONAL RESOURCES

US DOE'S NEWCOMER TOOLKIT (JUNE 2023)



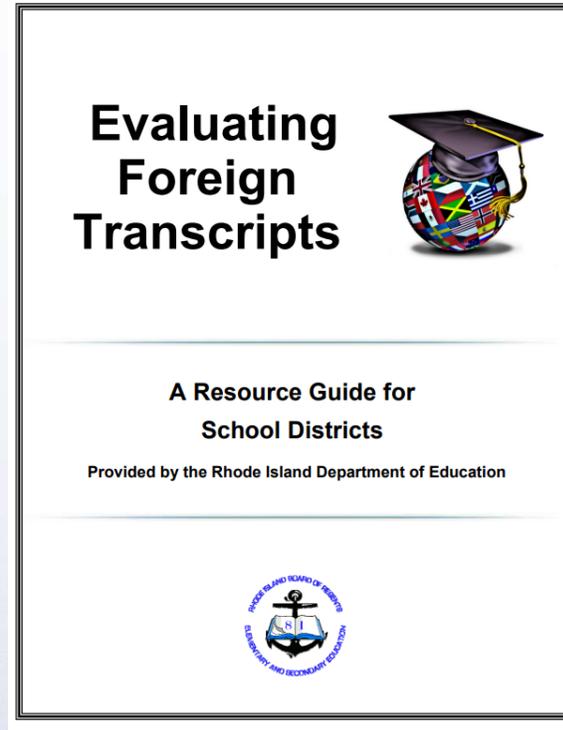
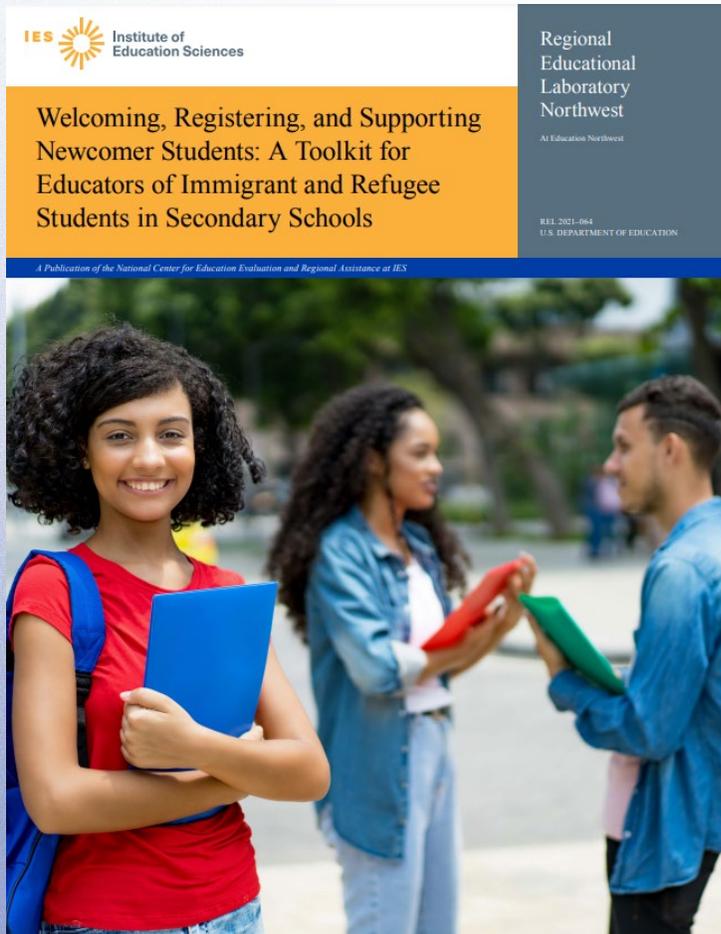
Newcomer Toolkit - Chapters

- ✓ Chapter 1 - Who Are Newcomers?
- ✓ Chapter 2 - Welcoming Newcomers to a Safe, Inclusive and Thriving School Environment
- ✓ Chapter 3 - Supporting Newcomers' Social, Emotional, and Mental Health Needs
- ✓ Chapter 4 - Providing High-Quality Instruction for Newcomers
- ✓ Chapter 5 - Establishing Partnerships with Families

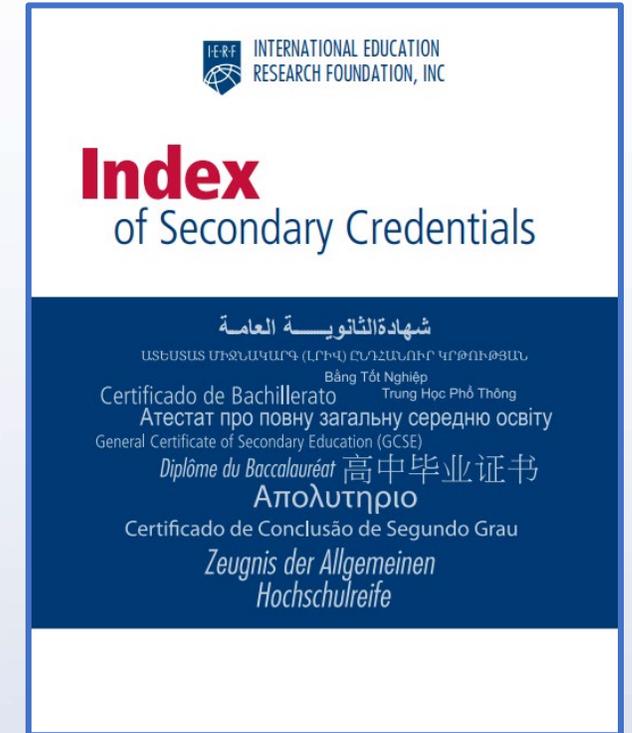
Federal law and guidance, along with practical resources for educators, school and district leaders, counselors and family engagement staff, etc.

<https://ncela.ed.gov/educator-support/toolkits/newcomer-toolkit>

ADDITIONAL RESOURCES (ALL IN FAQ)



[Evaluating Foreign Transcripts: A Resource Guide for School Districts](#) (Rhode Island Department of Education, 2012), which contains transfer equivalencies that include information on more than 75 countries



[Index of Secondary Credentials](#) (International Education Research Foundation, 2010) lists international secondary credentials, as well as a selection of sample documents



ADDITIONAL RESOURCES

- [Office for Refugees and Immigrants \(ORI\)](#)
 - ORI's List of Organizations to Support New Arrivals
 - ORI Programs & Services:
 - <https://www.mass.gov/service-details/list-of-ori-programs-and-services>
 - ORI resources, including community partners list:
 - <https://www.mass.gov/lists/ori-resources>



THANK YOU