



# Surry County Schools Learning Institute ARPA Homeless (EH CY) CNA-Implementation-Reflection Cycle



Jennifer Stone & LuAnne Llewellyn  
March 23, 2022

PRC  
184



[ScreenCast Presentation  
stonej@surry.k12.nc.us](mailto:stonej@surry.k12.nc.us)  
[llewellynl@surry.k12.nc.us](mailto:llewellynl@surry.k12.nc.us)



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PRC 184 Workshop	Activity	Session Time
Agenda		1:30
Introductions & Welcome	0:03	1:27
Overview of Process-view ESEA screencast to familiarize participants with the process & components	0:07	1:20
<b>Component 1 Breakdown: CNA</b>		
Component 1 work by participants: Guided Instruction	0:10	1:10
	0:08	1:02
	C1: Q&A	0:05
		0:57
<b>Component 2: Breakdown: Plan &amp; Budget</b>		
Component 2 work by participants Guided Instruction	0:08	0:49
	0:05	0:44
	C2: Q&A	0:05
		0:39
<b>Component 3: Breakdown: Execute</b>		
Component 3 work by participants Guided Instruction	0:08	0:31
	0:06	0:25
	C3: Q&A	0:04
		0:21
<b>Component 4: Breakdown: Review &amp; Revise for Success</b>		
Component 4 work by participants Guided Instruction	0:07	0:14
	0:05	0:09
	Popcorn Around the Room!	
	C4: Q&A	0:04
		0:05
Closure & Reflection	0:05	0:00

- Infographic workbook
- Pen
- Your big, strong brain!
- Watch the [screencast](#).
- Post it notes to share ideas on the posters around the room.

**YOU WILL NEED:**



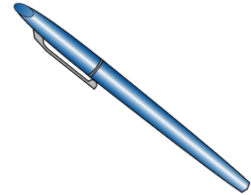
## PRC 184 PROCESS

ARPA Homeless (EHY) CNA-Implementation-Reflection Cycle

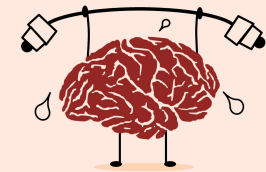
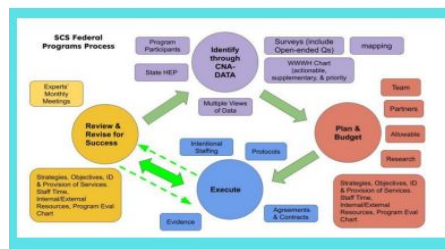


A Facilitated Resource  
LuAnne Llewellyn & Jennifer Stone

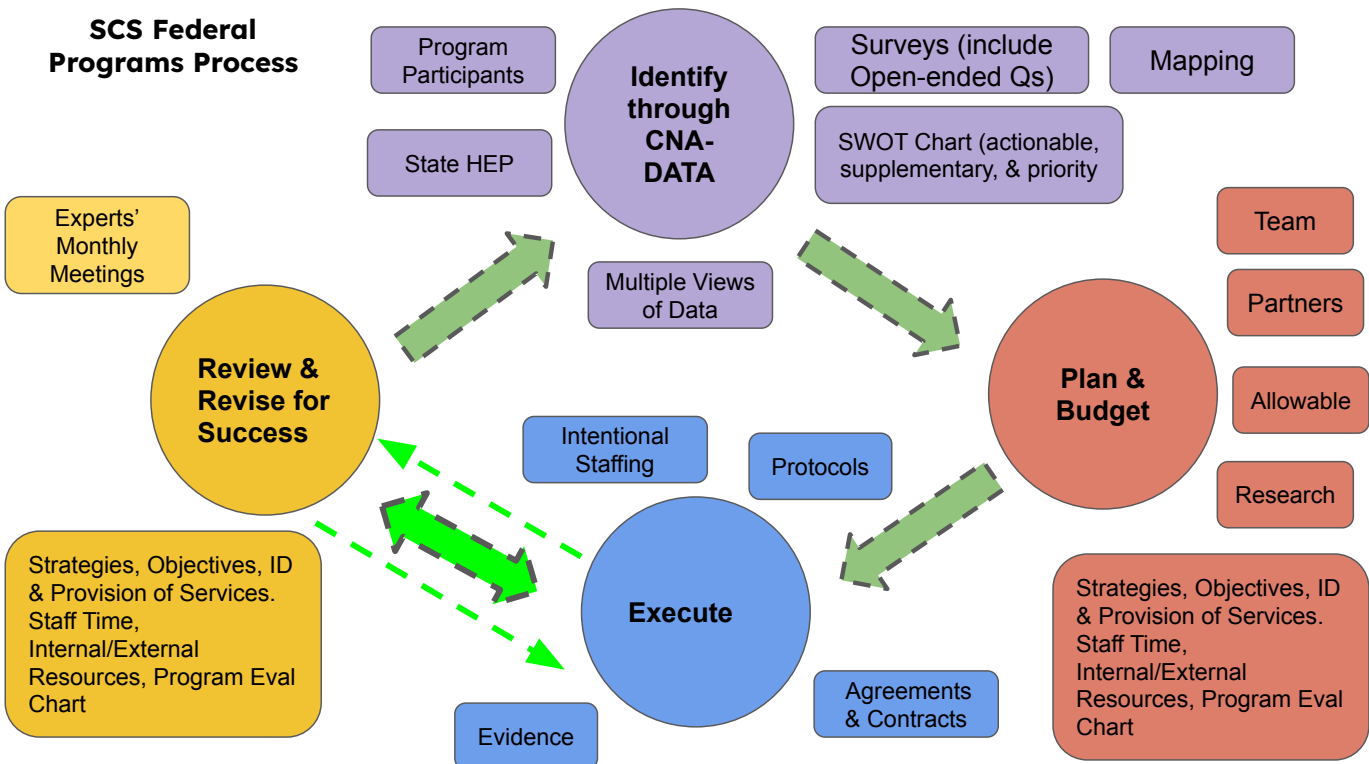
NCHRP Learning Institute—March 23, 2022



CONSIDERATIONS PRIOR TO SUBMITTING			
WHAT	WHY	HOW	WHEN
Refer to the handbook for and complete program based on the CNA's handbook around identification, reporting, timing, criteria of success, and other relevant information.	Ensure data of your program for the year is complete, including timelines, performance, and other relevant information.	• Identify your timeline and ensure you are meeting all requirements. • Identify your program and ensure you are meeting all requirements. • Identify your program and ensure you are meeting all requirements.	Identify your timeline and ensure you are meeting all requirements.



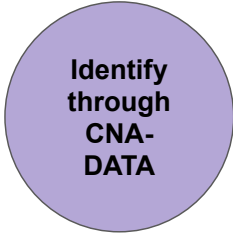
### SCS Federal Programs Process



**SCS Federal Programs Process**

Program Participants

State HEP



Surveys (include Open-ended Qs)

Mapping

SWOT Chart (actionable, supplementary, & priority)

Multiple Views of Data



SCS School Social Workers:  
Patricia Bullard  
Paris Green



**Introduction of other participants**

Lisa Phillips, NC State Coordinator Homeless Education, NCDPI

A. Laurens, NCHPEP through NCDPI, Our POC

Jana Elliott, Director, The Shepherds House

Laurenn Singleton, Director, The ARK

Cynthia Altemueller, ECS

Robin Testerman, The Children's Center



J. Stone  
Homeless  
POC-SCS



E. Gillispie  
ESSER  
Guidance &  
Compliance



S. Collins  
Director,  
Finance



L. Llewellyn  
Director,  
Federal  
Programs

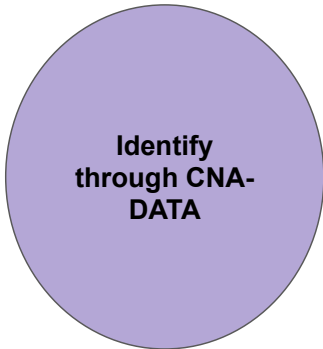


J. Southern  
Project Coordinator,  
School Climate  
Transformation

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Program Participants

State HEP



Surveys (include Open-ended Qs)

Mapping

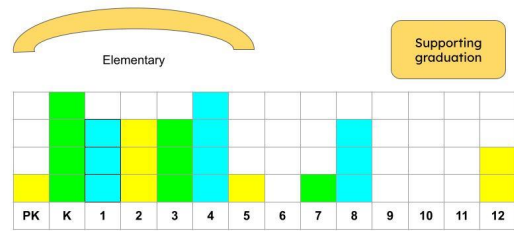
SWOT Chart (actionable, supplementary, & priority)

Multiple Views of Data

Year	All Subjects	Reading 3-8 GLP	Math 3-8 GLP	Science 5 & 8 GLP
20-21	All / HMS (32) tests	All / HMS (12) tests	All / HMS (12) tests	All / HMS (<10) tests
20-21 SCS	52.5 / 28.1	50.9 / <b>16.7</b>	50.5 / 25.0	76.7 / *
20-21 NC	45.4 / 18.1	45.6 / 19.5	40 / 12.3	62.2 / 31.9
19-20	No data			
Covid-19 Interruption				
18-19	64.9 / 33.3	67.6 / 37.7	66.3 / 29.2	82.1 / *
17-18	66.2 / 45.5	64.1 / *	64.5 / *	82.0 / *
<b>Homeless</b>	<b>20-21</b>	<b>19-20</b>	<b>18-19</b>	<b>17-18</b>
Graduation Rate 4-year	* Not reported < 10	87.5	> 95	*
Graduation Rate 5-year	87.5	No data	*	*

All = all students HMS = Homeless

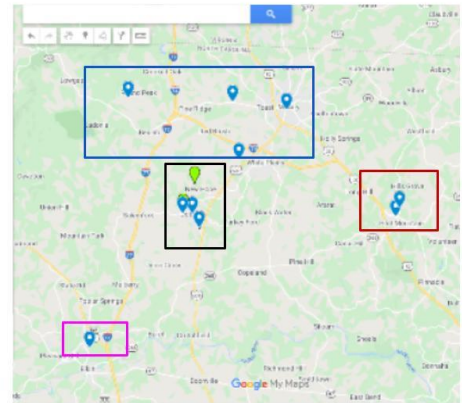
As of 11/01: 25 students in SCS



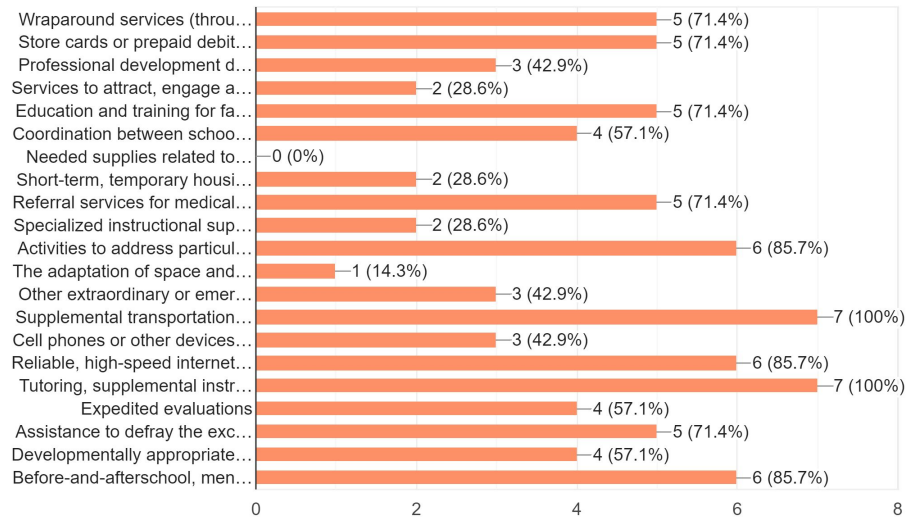
# Data Review & Using Different Perspectives

Cluster view by mapping:

- Central District (The Children's Center)
- East District
- North District (Shepherd's House)
- Elkin (The Ark)



# SURVEY



## Use of Open-ended Questions to find trends & needs



### Comments:

- I think the funds could be used to help pay for housing for families in transition, transportation, basic needs, tutoring or specialized interventions to support academics, extracurricular activities including sports to keep them engaged,
- The majority of our clients have lost their documentation for identification and struggle to resecure these items. Coming to our facility allows them to connect with the resources necessary to obtain them. Transportation to employment providers is consistently problematic as public transportation is not available and cab fare is expensive.
- The companies and resources that are needed here have been closed for walkins, so we have had to do alot of online applications for jobs, for snap and medical assistance, and students doing more online work, so more computers for the clients would be helpful.
- Funds could be used in order to purchase more technology such as computers, fax machines, printers etc. due to the implementation of zoom meetings versus face to face contact for court, housing meetings, disability proceedings etc.
- A general lack of coordinated services infrastructure
- Transporting priority. All c trying to hit
- permanent t



- Being a non-profit homeless shelter, we depend on others to help fund the shelter. We need funding to help with the programs we have here, the transportation to get the clients and students to where they need to go.
- Shelters have the need for more funds to buy the needed supplies to set up classrooms within the shelter. This would help to provide a more stable environment that the students could learn in and complete assigned tasks. Also this would help to provide a place for homebound tutors to teach. Also we need help with transportation in order to take the (clients) students to and from after school activities.
- Emergency housing is unavailable for immediate need in Surry County for homeless
- Mental health should be the top priority, after immediate physical needs are met, of course.
- one stop place for homeless supplies/resources - closet at each school with need resources and throughout community at local agencies

## Use of Open-ended Questions to find trends & needs



1/30/22, 6:40 PM

Needs Assessment for PRC 184

5. Please reflect on the challenges that your children/families who have experienced/or are experiencing homeless, faced during the COVID-19 pandemic around identification, transportation, housing, delivery of resources, school/extracurricular attendance, etc. How could these PRC 184 funds be used to lessen those challenges? \*

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6. If you have an out-of-the-box idea for support for students who are experiencing homelessness, please share it here for our consideration. \*

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7. Please share anything else you would like for us to consider as we plan for the use of PRC 814 funds for children/families experiencing homelessness. \*

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# Next Steps Survey for CNA

## PRC 184-Next Steps-Homeless Funds

Please complete with 1-2 priorities for your facility and how they will support our Surry students & families who are experiencing homelessness.

\* Required

1. Please share the name of your facility.\*

\_\_\_\_\_

2. Please provide your name and role in the facility.\*

\_\_\_\_\_

3. How many Surry County students/families experiencing homelessness does your facility currently support? \*

\_\_\_\_\_

4. Please share your first priority for children/families experiencing homelessness.\*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What amount of funds do you need to implement your first priority? \*

\_\_\_\_\_

6. Please provide a description of how your facility would use the first priority funds, if SCS/ECS partners with you.\*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Please share your second priority for children/families experiencing homelessness.\*


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. What amount of funds do you need to implement your second priority? \*

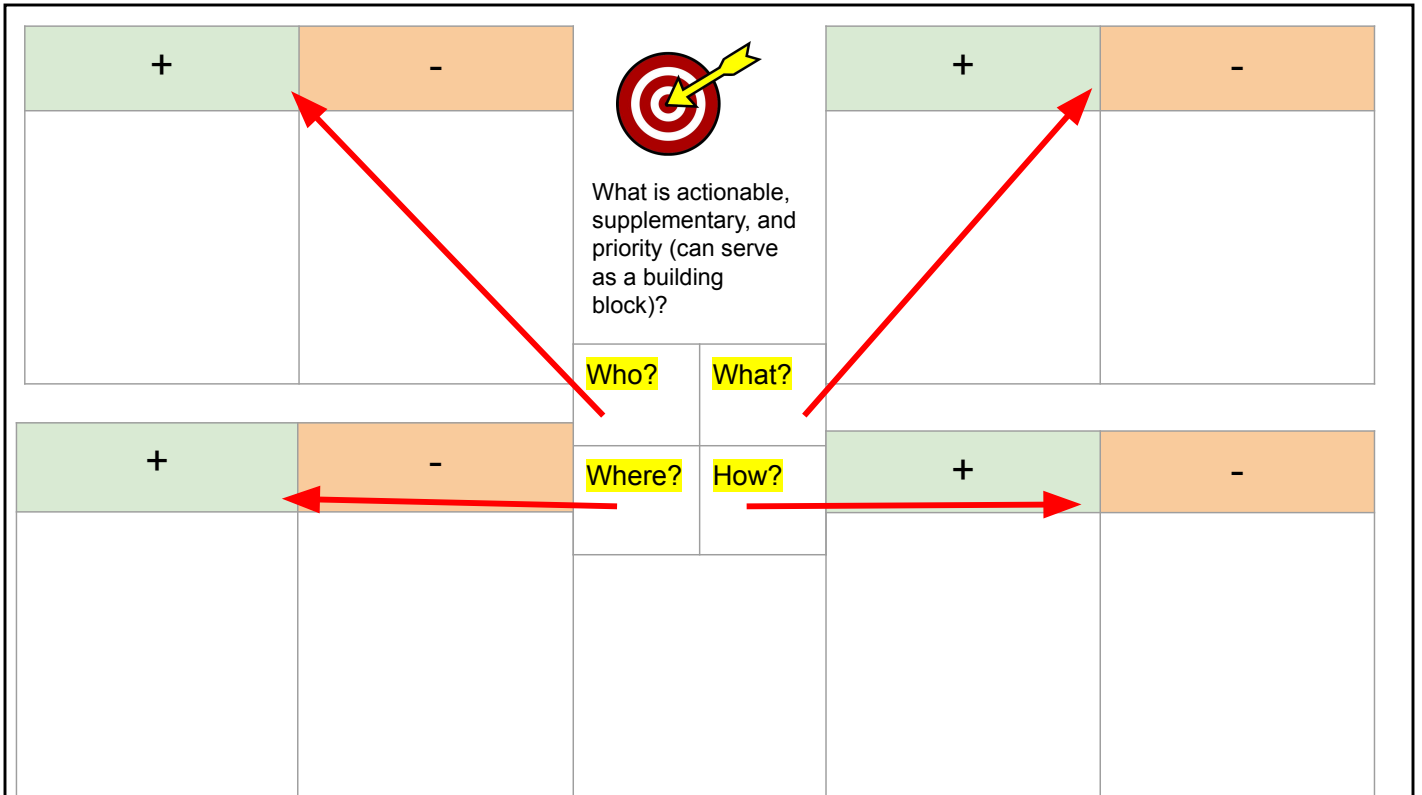
\_\_\_\_\_

9. Please provide a description of how your facility would use the second priority funds, if SCS/ECS partners with you.\*

\_\_\_\_\_  
\_\_\_\_\_

+	-	 What is actionable, supplementary, and priority (can serve as a building block)?	+	-				
TCC Shepherd's House SCS staff	PD for identification & Front office Staff on HMS  HMS Navigator for Resources (20 hpm) needed  Tutors		<table border="1"> <tr> <td style="background-color: #ffff00;">Who?</td> <td style="background-color: #ffff00;">What?</td> </tr> <tr> <td style="background-color: #ffff00;">Where?</td> <td style="background-color: #ffff00;">How?</td> </tr> </table>	Who?	What?	Where?	How?	School resources/clothing closets Shepherd's House-new facilities
Who?	What?							
Where?	How?							
+	-		+	-				
Strong North, Central partners	Lack East zone partner  SCS is spread out over 500 Sq miles as a district		TCC has mental health support, tutoring, & an ED Coordinator in place.	SCS SW stretched already;				





## Input from Students Experiencing Homelessness

### → Maintain their confidentiality

- A place to take a shower
- A place to wash clothes – he wanted to be clean and had nowhere to do laundry
- Storage bin or place for his items he wanted to keep safe. He said he had things that meant a lot to him and never had a place to store them and they were damaged, stolen or lost forever.
- Neely input: allowing access and use; field house shower (time & privacy); a place for them to have storage



#### Discussion 11/05/21 Meeting:

Jana:	Classroom space will be available at new facilities. Focus: tutoring (in-person) & Tech
Robin M.	In-person tutoring since some of the HMS students struggle with focus during virtual tutoring
Robin T.	On-site tutoring; zones developed for services & outreach
Transportation	Whatever you use has to be acceptable & allowable by the LEA; check with the BOE & Attorney; Options to consider: Retired personnel-possibly drive 1 day a week for appts. Just remember, Point A to Point B and meets allowability
The Children's Center Contacts	Behavioral Health – Dale Smith, dale@childrenscenternc.com 336-386-9144 ext 203 or Stephanie Quintanar stephanie@childrenscenternc.com, ext 216 Family Services (parenting programs) – Mackenzie Gillespie, mackenzie@childrenscenternc.com 336-386-9144 ext 211 Youth Services - Halee Coe, halee@childrenscenternc.com ext 226, Andy Winemiller andy@childrenscenternc.com ext 208, Luis Quintanar luis@childrenscenternc.com ext 218 Respite Services – Kim Guarda kim@childrenscenternc.com, ext 212 or Trenaé Munoz, trenaé@childrenscenternc.com ext 221
TCC Brochure	

## Next Steps

If your facility would like to be considered for partnership in using PRC 184 funding, please complete the next steps survey.

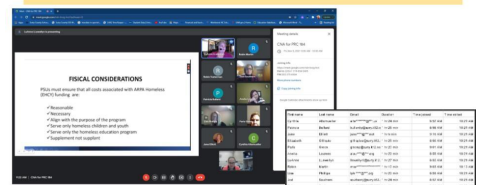
<https://forms.gle/KiqPCGD6UWp9orqqZ>

The link above has been updated and should open for anyone. I have also sent the link to the stakeholder group. Thank you!

- 2 funding priorities
- Amount needed for each
- How will they impact SCS children & families experiencing homelessness
- Description of priority implementation

## Evidence & Documentation

### CNA Concluded at 10:21



Program Participants

State HEP

Identify through CNA-DATA



Multiple Views of Data

SCS Federal Programs Process



Team

Partners

Allowable

Research

Plan & Budget

Strategies, Objectives, ID & Provision of Services. Staff Time, Internal/External Resources, Program Eval Chart

PSUB60-Surry County Schools	Due 12/15/21							
PRC 184 Homeless	ARRA-EHCY 1							
PRC 184	Description	# of Positions	rate	Cost	Subtotal	Balance		
3.3600.184.000.000.000	Revenue Account-Initial					\$45,156.00		
	Indirect Costs		0.02595		\$0.00	\$45,156.00		
Amount to Distribute:	3.5330.184.XXX.000.000					\$45,156.00		
SMART TV-Shepherd's House for tutoring/parent support/PD	Rem & Supple k-12 Instructional Tech-Computer Equipment	1			900	\$44,256.00		
3.5330.184.462.000.000.30	Instruct Tech-Computer Equipment	4		300	1200	\$43,056.00		
3.5860.184.462.000.000.00	Instruct Tech-Computer Equipment				0	\$43,056.00		
3.5860.184.418.000.000.00	Instruct Tech-software				0	\$43,056.00		
SCS HMS-Social Workers Fund	Rem & Supplemental Supplies & Materials	25	410.8156		10270.39	\$32,785.61		

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PSUB60-Surry County Schools	Due 12/15/21							
Wraparound services (through community-based organizations, & could include academic supports, trauma-informed care, social-emotional support, and mental health services)		Contracted Services with The Children's Center for Mental Health and Tutoring Support						
Tutoring: High Dosage Tutoring is min of 3 X per week @ 30 minutes per session; 1-30; 20 students per week for 7 months @ 4 weeks to a month; 728 hours		3.5330.184.311.000.000.17	Rem & Suppl K-12-Contracted Services	728	\$30.00	\$21,840.00	\$10,945.61	
140 hours; ~ 5 hrs per week for 7 months		3.5320.184.311.000.17	Part-time temporary HMS support person; direct or through Contracted services-20 hours per month; January-June (7 months)	140	\$35.00	\$4,900.00	\$6,045.61	
		3.xxxx.184.211.xxx.000.17	SS		0.0765	\$26,740.00	\$2,045.61	\$4,000.00
		3.xxxx.184.221.xxx.000	Ret		0.2227			\$4,000.00
		3.6550.184.331.000.000.17	Pupil Transport-Contract			4000	\$0.00	
							\$32,785.61	



## Plan & Budget



**Plan & Budget**

Strategies, Objectives, ID & Provision of Services, Staff Time, Internal/External Resources, Program Eval Chart

Team

Partners

Allowable

Research

Strategy	Objective	Identification & Provision of Applicable Services	Staff Time	Internal/External Resources-Program Evaluation


Notes:



Strategy	Objective	Identification & Provision of Applicable Services	Staff Time	Internal/External Resources-Program Evaluation
<b>High Dosage Tutoring, extended day</b>	Close learning gaps caused by homelessness and COVID and accelerate learning in areas of strength; re-engagement in school	<b>Progress monitoring</b> will inform us as to our next steps for identification of service needs	728 hours (3 x week minimum, with min. Of :30 min.session) embedded content & SEL	<b>Attendance; Progress Monitoring Measures &amp; Growth; Data; Anecdotal feedback</b> from participants and teachers
<b>Explicitly teaching social, emotional, academic, and life skills</b>	Meeting the social, emotional, & mental health needs of HMS students	Progress monitoring will inform us as to our next steps for identification of service needs	728 (3 x week minimum with min. Of :30 min session) embedded content & SEL	<b>Attendance; Progress Monitoring Measures &amp; Growth; Data; Anecdotal feedback</b> from participants and teachers
<b>Building a strong and trusting coordination of HMS services between partners</b>	<b>Coordination of supplemental wrap around services</b> will lessen adverse experiences from HMS and COVID	Monthly review of coordination services and feedback for next steps in activities and service needs	140 hours for HMS Coordination Assistant, January-July	<b>Work log; documentation of coordinated services; anecdotal feedback</b> from participants & partners
<b>Make wrap around services available outside of the school day.</b>	Use <b>extended day transportation</b> to lessen travel time and increase activities time.	Monthly preview of transportation needs & coordination of supplemental services	\$4,000 dollars set aside for transportation outside of the school day-Difficult to provide estimation of hours due to HMS students' needs & locations.	<b>Driver log</b> , pick up & drop off locations



Strategy	Objective	Identification & Provision of Applicable Services	Staff Time	Internal/External Resources-Program Evaluation

## Plan & Budget



**Plan & Budget**

- Team
- Partners
- Allowable
- Research

**Plan & Budget**

Strategies, Objectives, ID & Provision of Services. Staff Time, Internal/External Resources, Program Eval Chart

# SCS Federal Programs Process

Partners will receive access to this Folder and its contents after today's meeting has occurred. I wanted to explain it before you received it.

[Link to Google Spreadsheet, PRC Breakdown of Approved Budget 21-22](#)

## Master Student Tutoring Portfolio Template [link](#)

- Each student identified as HMS and receiving services via PRC 184 will have a Portfolio.
  - Make a copy of the template
  - Rename with student's name & share with Llewellyn, Gillispie, Stone, etc.
  - Each month, duplicate the worksheet tab & rename with the month.
  - This will allow us to have a portfolio for each student and we can track growth, concerns, services.

## Attendance: Will attend

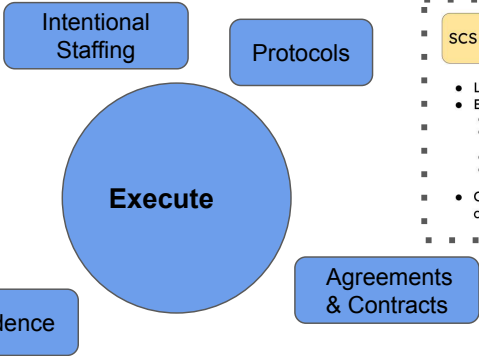
- LuAnne Llewellyn-yes SCS Director, Federal Programs
- Organizer
- Patricia Bullard-yes SCS SW
- Jana Elliott-yes Director, Shepherd's House
- Emily Fry-yes TCC, Youth Coordinator
- Elizabeth Gillispie-yes SCS ESSER Compliance
- Paris Green-yes SCS SW
- Jennifer Stone-yes SCS HMS POC
- Jodi Southern-yes SCS
- Robin Testerman-yes Director, The Children's Center
- Anello Laurens-will watch recording NCHPEP, NCDPI
- Madison Robinette-no response

In this meeting, we will iron out details of our approved PRC 184 Homeless Plan of action. We will discuss available funds, allowable expenses, and protocols for support. I will record the meeting if you are unable to attend.

**BE INTENTIONAL!**



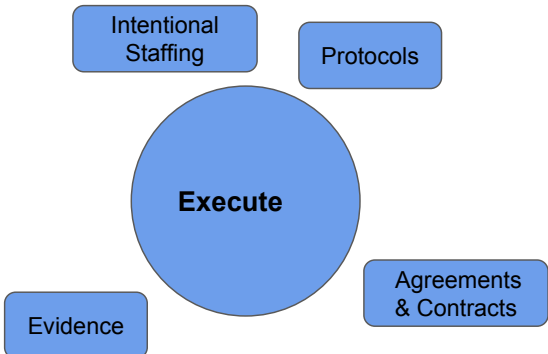
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## SCS Social Workers Funds & Allowable Expenses

- LINQ Requisition process: \$250 and over
- Emergency needs: [Check Request Form, PRC 184](#)
  - o Use Check Request Form; Complete it.
  - o Fax or email to Shannon Collins, [collinsh@surry.k12.nc.us](mailto:collinsh@surry.k12.nc.us) or Kelly Elliott, [elliottk@surry.k12.nc.us](mailto:elliottk@surry.k12.nc.us)
  - o They will review and write check.
  - o Log the check number into the spreadsheet and fill in the row of information.
- On spreadsheet, always use allowable expenses code

**BE INTENTIONAL!**



If you don't have a way to execute these elements, then you may need to re-plan...?

Use cells as a mind map for execution of the plan.

INTENTIONAL STAFFING	AGREEMENTS & CONTRACTS	PROTOCOLS	EVIDENCE
PD & TRAINING	HOMELESS SHELTERS	TUTORING	HMS STUDENT PORTFOLIO
COORDINATION OF SERVICES	AT-RISK PARTNERS	FISCAL	FEEDBACK
MEETINGS	CHURCHES, OTHER	CONFIDENTIALITY	ORGANIZATION

During the execution of the plan, you may find changes or additions that need to be made. This is a perfect time to gather input or make the changes. The key is to keep everyone in the loop!

Review: What is your skillset with Google Spreadsheets? Can you use data validation to create dropdown menus? Does your district have an agreement or contracted services format?







**BE INTENTIONAL!**

Horizontal Staffing, Protocols, Evidence, Agreements & Contracts, Execute

If you don't have a way to execute these elements, then you may need to re-plan...?

Use cells as a mind map for execution of the plan.

INTENTIONAL STAFFING	AGREEMENTS & CONTRACTS	PROTOCOLS	EVIDENCE
PD & TRAINING	HOMELESS SHELTERS	TUTORING	HMS STUDENT PORTFOLIO
COORDINATION OF SERVICES	AT-RISK PARTNERS	FISCAL	FEEDBACK
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During the execution of the plan, you may find changes or additions that need to be made. This is a perfect time to gather input or make the changes. The key is to keep everyone in the loop!

Review: What is your skillset with Google Spreadsheets?  
Can you use data validation to create dropdown menus?  
Does your district have an agreement or contracted services format?

## SCS Federal Programs Process



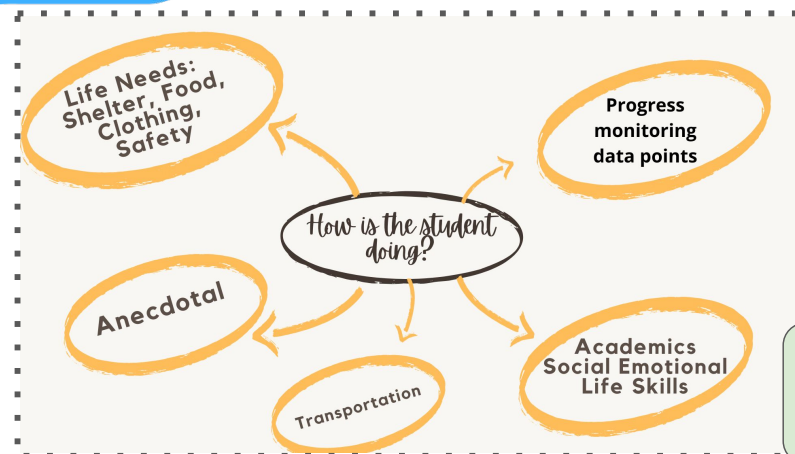
**REVIEW & REVISE**

Experts' Monthly Meetings

Review & Revise for Success

Strategies, Objectives, ID & Provision of Services, Staff Time, Internal/External Resources, Program Eval Chart

Strategy	Objective	Identification & Provision of Applicable Service	Staff Time	Internal/External Resources/Program Evaluation
High Dosage Tutoring, extended day	Close learning gaps caused by homelessness and COVID and accelerate learning in areas of strength/re-engagement in school	Progress monitoring will inform us as to our next steps for identification of service needs	720 hours (3 week minimum, with min. Of 30 min session) embedded content & SEL	Attendance; Progress Monitoring Measures & Growth; Data; Anecdotal feedback from participants and teachers
Explicitly teaching social, emotional, academic, and life skills	Meeting the social, emotional, & mental health needs of HMS students	Progress monitoring will inform us as to our next steps for identification of service needs	720 (3 x week minimum with min. Of 30 min session) embedded content & SEL	Attendance; Progress Monitoring Measures & Growth; Data; Anecdotal feedback from participants and teachers
Building a strong and trusting coordination of HMS services between partners	Coordination of supplemental wrap around services will lessen adverse experiences from HMS and COVID	Periodic review of coordination services and feedback for next steps in activities and service needs	140 hours for HMS Coordination Assistant, January-July	Work log, documentation of coordinated services; anecdotal feedback from participants & partners
Make wrap around services available outside of the school day	Use extended day transportation to lessen travel time and increase activities time.	Monthly preview of transportation needs & coordination of supplemental services	\$4,000-dollars set aside for transportation outside of the school day. Difficult to provide estimation of hours due to HMS students' needs & locations.	Driver log, pick up & drop off locations



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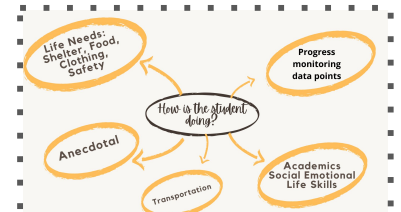


Experts' Monthly Meetings

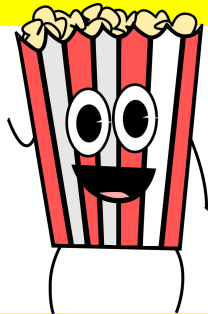
Review & Revise for Success

Strategies, Objectives, ID & Provision of Services. Staff Time, Internal/External Resources, Program Eval Chart

Strategy	Objective	Identification & Provision of Applicable Services	Staff Time	Internal/External Resources Program Evaluation
High Dosage Tutoring, extended day	Close learning gaps caused by homework and COVID and accelerate learning in areas of strength/engagement in school	Progress monitoring all tutors to assess need areas for redistribution of service needs	728 hours (3 week minimum, with min. of 30 min sessions) embedded content & SEL	Attendance, Progress Monitoring, Measures & Growth Data, Anecdotal feedback from participants and teachers
Explicitly teaching social, emotional, academic, and life skills	Meeting the social, emotional, & mental health needs of HMS students	Progress monitoring all programs to assess our need areas for identification of service needs	728 (3 week minimum with min. of 30 min sessions) embedded content & SEL	Attendance, Progress Monitoring, Measures & Growth Data, Anecdotal feedback from participants and teachers
Building a strong and healthy coordination of HMS services between partners	Coordination of implementation around services will ensure sharing experiences from HMS and COVID	Periodic review of coordination services and feedback for need drops in activities and service needs	140 hours for HMS Coordination Assistant, January-July	Work log, documentation of coordinated services, anecdotal feedback from participants & partners
Make wrap around services available outside of the school day	Use extended day transportation to learn travel time and increase activities time	Monthly review of transportation needs & coordination of supplemental services	\$4,000 (includes cost for transportation outside of the school day) difficult to provide estimation of hours due to HMS students' needs & locations	Driver log, pick up & drop off locations

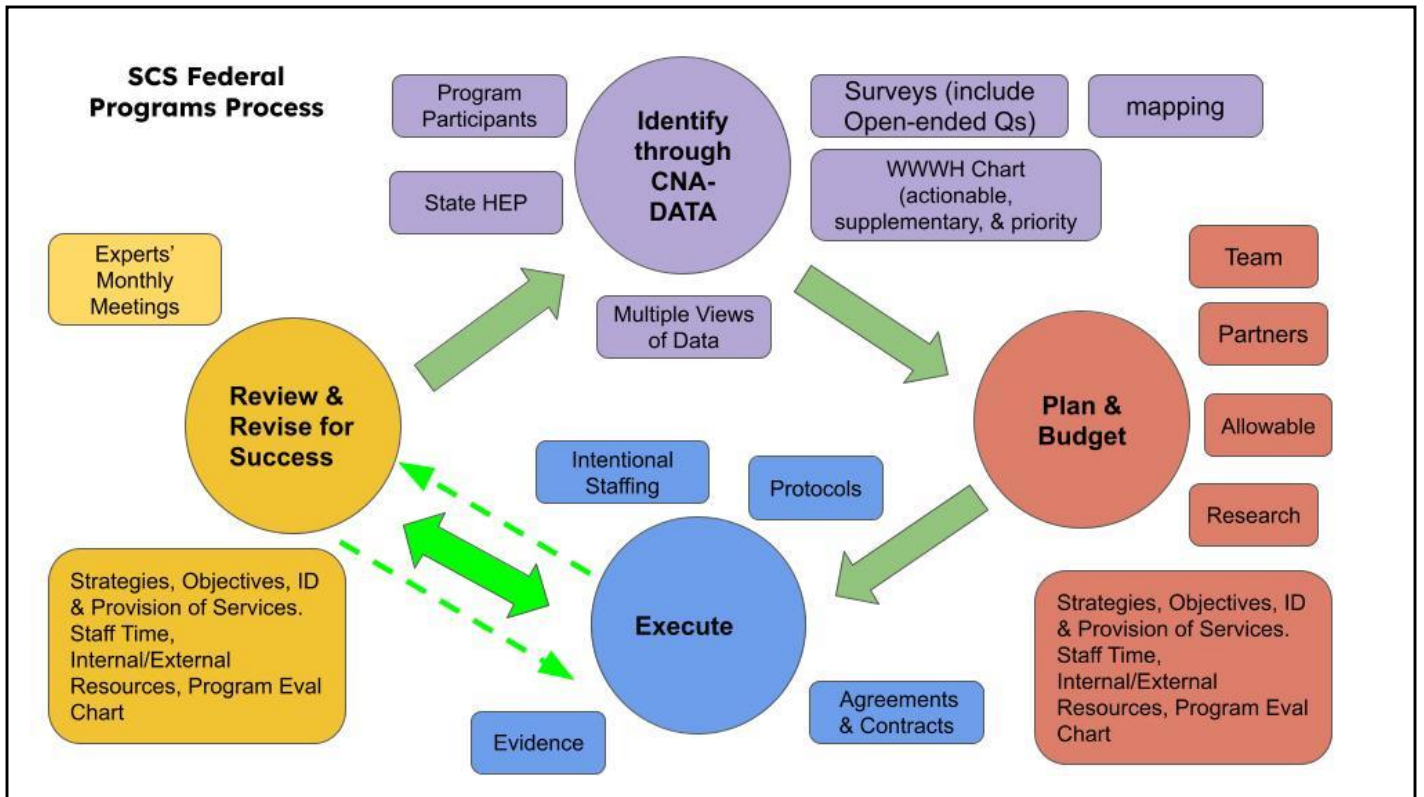


Popcorn around the room!



Use this time to learn from others. Walk & jot down some revisions you may make based on what you learn from others.





Feedback & Questions Link:

<https://forms.gle/E2YDwbk4mRZYarW99>

Jennifer



THANK  
YOU



LuAnne