

Using Title I Set-Aside Funds for Homeless Children & Youth

*Anelia Ward, Program Coordinator
NC Education for Homeless Children & Youth Program
(EH CY Program)*

North Carolina Association of Federal Education Program Administrators



McKinney-Vento Act: Federal Law

McKinney-Vento Act

Supports students experiencing homelessness through:



Enrollment

Attendance

Academic
Success

Reminder!

Federal law supersedes local and state policies and laws.

The McKinney-Vento Act: Main Themes



State Coordinator
Homeless Liaison
LEA/Charters



Identification
Enrollment
Stability



Academic
Success
Credit Accrual



Child Centered
Best Interest
Whole Child



Early
Learning



Transportation



Collaboration



Higher
Education

School District: Main Responsibilities

- Appoint a homeless liaison to oversee the program
- Take proactive steps to identify students
- Enroll children and youth immediately
- Maintain and make available student records
- Review and revise policies to remove barriers due to outstanding fees, fines, or absences
- Report data and any other requested documents to the state office
- Ensure Title I, Part A funds are set-aside and utilized for comparable services
- Ensure that the district is in compliance with using all McKinney-Vento funding that is granted



Homeless Liaison Responsibilities

Identification &
Enrollment

Awareness &
Access to
Services

Disputes

Transportation
Services

Professional
Development

Collaboration

Data Collection

Needs
Assessments

Other

McKinney-Vento Act: Defining Homelessness

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



Fixed residence: A residence that is stationary, permanent and not subject to change



Regular residence: A residence that is used on a regular basis (i.e., nightly).



Adequate residence: Is sufficient for meeting the physical and psychological needs typically met in home environments.

Homeless Situations

- Sharing a home due to loss of housing or economic hardship
- Living in motels/hotels
- Living in a shelter
- Living in cars/parks/under bridges
- Living in campgrounds/abandoned buildings
- Unaccompanied homeless youth
- Other



Unaccompanied Homeless Youth (UHY)

A youth who is not in the physical custody of a parent or guardian
AND
lacks fixed, regular, and adequate nighttime residence.



Identifying Homeless Students

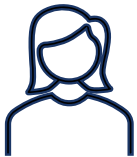
LEAs are responsible for identifying the following students:



School-aged students who meet the criteria of homeless as defined in the McKinney-Vento Act.

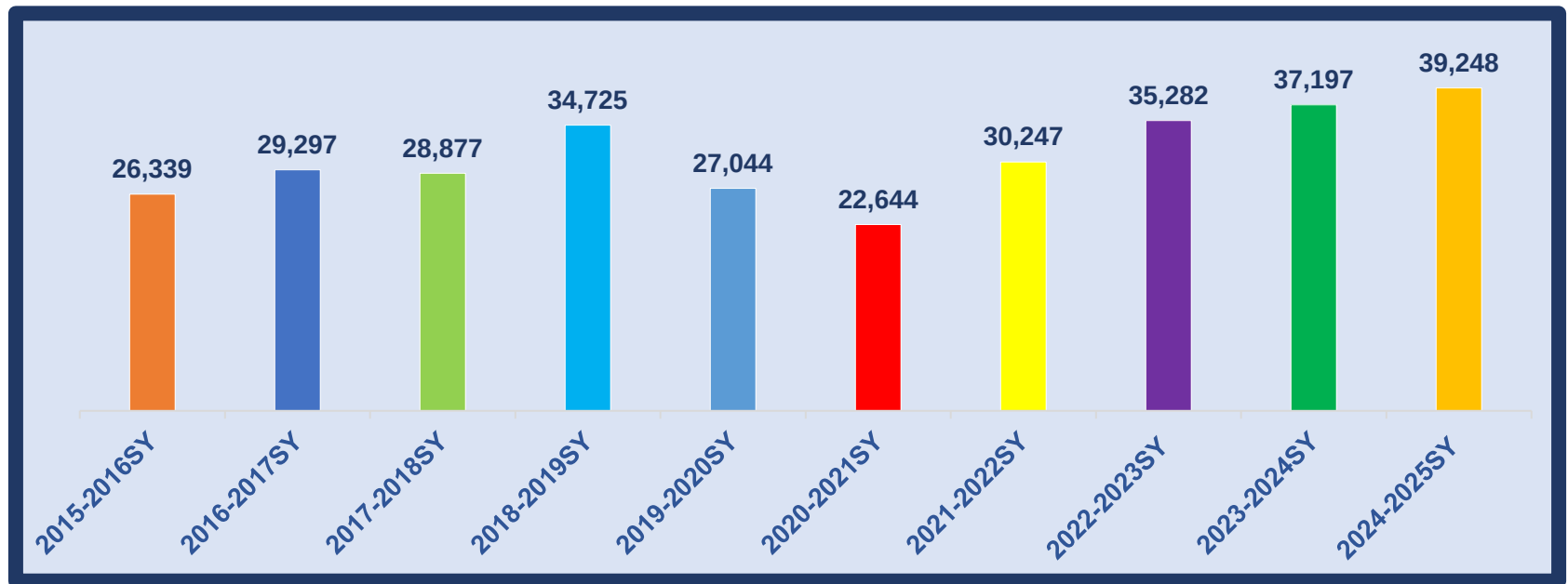


Preschool-aged (Birth - 5 yrs.) siblings of an identified student, who is living in the same or another qualifying McKinney-Vento situation.



School-aged, out-of-school siblings of an identified student, who is living in the same or another qualifying McKinney-Vento situation.

Historical Student Identifications



Impact on Student Learning

- Anxiety
- Depression
- Poor Attendance
- Academic Difficulties
- Delayed Social Skills
- Behavioral Challenges
- Higher Risk of Dropout
- Chronic Illness



Rights of Students

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents required for enrollment
- Continue attending the school of origin or enroll in the school of residence
- Receive transportation to and from the school, if requested
- Receive educational services comparable to those provided to other students, according to each student's needs.
- Participate in extracurricular activities
- Qualify for free school meals

School Stability

Students can remain in their school of origin or enroll in any school where housed students in the local attendance area can attend.

School of origin – school attended when permanently housed or where last enrolled.

Keep homeless students in their schools of origin to the extent feasible unless this is against the parent, guardian, or unaccompanied youth's wishes based on the student's best interest.

Once it is determined it is in the best interest of a child to remain in their SOO, then the liaison should review the feasibility and consult with appropriate personnel.



External Collaborations

- Neighboring LEA
- DHHS
- Food Pantries
- Shelters & Motels
- Businesses & Churches
- Law Enforcement & DJJ
- HUD Programs & CoC
- Early Education
- Higher Education
- Other

Internal Collaborations

- Federal Programs
- CTE
- Transportation
- Curriculum & Instruction
- Child Nutrition
- PreK
- Student Services
- Exceptional Children
- 21st Century
- Migrant
- And Others



LEA Collaboration: Requirements

The Education for Homeless Children and Youth (EHCY) program and specific Title I requirements that pertain to Title I services to homeless children and youth require coordination between the Homeless Liaison and Title I Director. They include:

- ✓ Work together to determine an appropriate amount of funds to be reserved for homeless students.
- ✓ Meetings between both should occur throughout the school year so that the homeless set-aside funds can be spent appropriately.
- ✓ The Title I coordinator and homeless liaison should be very familiar with each other's program.
- ✓ Review data to understand where students are located in the school buildings, the community, and in programs; what are the unmet needs, other funding that maybe available to serve students, etc.

Discuss with your neighbor...

What are the effective collaboration efforts within your program to meet the educational needs of students experiencing homelessness?

Each person take one minute to provide two examples to your partner.



Defining Homeless Set-Aside Funds

The "set aside" for homeless students, refers to a portion of funding allocated specifically for homeless educational services. Considering factors like the number of homeless students in a given school or region, their specific needs, and the cost of providing the services, often using a formula based on the per-pupil expenditure or a percentage of overall funding depending on the program is done to determine the set-aside amount.

Title I Set-Aside Funds: Governing Principles

- The services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. (ESEA section 1113(c)(3)(A); OMB Circular A-87, Attachment A, C.1.a)
- Title I, Part A funds must be used as a last resort when funds or services are not reasonably available from other public or private sources, such as the U.S. Department of Agriculture's free- and reduced-price school lunch program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally. (ESEA section 1115(e)(2).)
- The funds may also be used to remove barriers homeless students face to enable them to participate in educational activities

Determining Set-Aside Amounts

- Base amounts on an annual needs assessment for homeless students
- For districts with subgrants, reserve an amount equal to or greater than the MV funding request
- Multiply the number of homeless students by the Title IA per pupil allocation
- Reserve a percentage based on the district's poverty level or Title IA allocation

**What are key areas that need to be considered
when determining set-aside amounts?**

Key Areas When Determining A Homeless Set-Aside

- Needs assessment
- Data collection
- Cost analysis
- Funding source
- Per-capita calculation
- Identified students
- Per-pupil cost
- Identify the unique needs of students
- Review all formulas
- Other funding sources

What Activities are Allowed?

Title I Set Aside Funds: Allowable Activities

- Extended learning time (before/after school, sat. classes, summer school)
- Parental involvement specifically oriented to reach out to parents of homeless students
- Tutoring services – at shelters or other locations where homeless children stay at night
- Counseling services
- Outreach services
- SAT Testing
- GED Testing
- Items of clothing to meet a dress or uniform code
- Clothing and shoes necessary to participate in physical education classes
- Student fees that are necessary to participate in the general education program (and if they cannot be waived)
- School supplies
- Birth certificates
- Immunizations
- Eyeglasses / hearing aids
- Medical / dental services

Title I Set Aside Funds: Prohibited Activities

- Transportation to/from the school of origin
- Rent
- Utilities
- Clothing for parents
- Class rings, yearbooks, or other school-year memorabilia
- Hotel stays
- And others



What questions should be asked to determine if an activity would be allowed?

Questions to Consider

- Does the expense meet the intent of the law?
- Can the expense be categorized as one of the authorized activities in the law?
- Does the expense cover services that apply only to the homeless education program and addresses the needs of homeless students?
- Does the expense fit within the goals of the subgrant program?
- Is the expense necessary for the efficient operation of the homeless education program?
- Is the expense reasonable in proportion to the rest of the program budget and the amount spent per student?
- Is the expense for supplemental services?
- Is there evidence of coordination with Title I?
- Could this service be obtained from another source?

Tips for Effective Collaboration & Utilization of Federal Funds to Serve Homeless Students

Know

- Know your EHCY State Coordinator
- Know the location of where the State Coordinator is stationed
- Understand the roles and responsibilities of the State Coordinator

Learn

- Learn who is the homeless liaison
- Know their roles and responsibilities
- Understand where to locate a homeless liaison for each LEA
- Talk about the state needs assessment for homeless

Understand

- Understand how homeless programs are established in LEAs
- Know the basis of the McKinney-Vento Act
- Inquire how monitoring is done by the State
- Funding for Homeless

Review

- Review your state/district website
- State/ local plan
- New or revised policies and procedures
- Program learning and collaborative opportunities
- Program data

What are some best practices you should consider when working with your homeless liaison?



LEA Collaboration: Best Practices

- ✓ Conduct ongoing evaluation of programs

Questions that should always be ask should consist of:

- How many students have been identified to date?
- Who has become housed/moved/other?
- What academic supports and services have been provided?
- What are the greatest unmet educational needs?
- What are we doing in non-Title I Schools to meet our student needs?
- How are identified students' academic performance?
- Are there additional services needed to support students or other programs?

- ✓ Discuss the opportunities occurring for parent involvement
- ✓ Include homeless liaison in schoolwide programs and plans
- ✓ Apply together or have input in the application for the McKinney-Vento subgrant funds
- ✓ Discuss annual compliance and monitoring activities
- ✓ Review budgets and expenditure reports together
- ✓ Document, document, document!

Outcomes of Effective Collaboration for Utilizing Set-Aside Funds



**INCREASED
PROFESSIONAL
DEVELOPMENT**



**SHARE
RESOURCES AND
KNOWLEDGE**



**THOUGHT
PARTNER**



**MAXIMIZE
FEDERAL FUNDS
TO BETTER
SERVE OUR
STUDENTS**



**INCREASE
AWARENESS**



**FLEXIBILITY IN
SERVICE
DELIVERY**



**MOST IMPORTANTLY
IMPROVED PRACTICES
THAT CAN BETTER MEET
THE EDUCATIONAL NEEDS
OF OUR STUDENTS**

Other Funding Opportunities to Consider

Especially for items not allowed!



Meet regularly to determine and review the needs and what resources can be shared or considered.



Apply for national, state, local and/or business grants together.



Work together in requesting donations and services at the local, state, and national level.



Conduct local/statewide projects and/or service projects together.

What will you do to enhance the collaboration efforts with your homeless education program in your work when you return to the district?

Resources

North Carolina Homeless Education Program (NCHPEP)

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

*Program Information, Data, Liaison
Contact Details, Monitoring Resources,
Templates.*

DPI's
Technical Assistance Center

National Technical Assistance Center for Homeless Education

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

Title I Briefs, Non-regulatory guidance

US Department of Education's Technical Assistance Center

NCHEP Staff

Beth Branagan
EHCY Program Administrator
Regions 5-8
(743) 241-0818
Beth.Branagan@dpi.nc.gov

Savannah Gay
EHCY Program Administrator
Charter Schools
(743) 241-0004
Savannah.Gay@dpi.nc.gov

Daniel Jordan
EHCY Program Administrator
Special Populations
(743) 241-0097
Daniel.Jordan@dpi.nc.gov

Anelia “Neely” Ward
EHCY Program Coordinator
(336) 260-0619
Anelia.Ward@dpi.nc.gov

NCHEP Staff

Lisa Phillips

State Director

EHCY & Foster Care Education

336-543-4285

Lisa.Phillips@dpi.nc.gov