



Show Me the Money! Sustainability in Homeless Education



TODAY'S AGENDA

- Purposes of the Laws
- Collaboration Between the Two
- Determining the Amount
- Using the Funds
- Reporting the Funds
- Evaluating Your Program
- Resources



Riding the Waves Together

ACRONYMS

- Elementary and Secondary Education Act – ESEA
- United States Code – U.S.C.
- Local Educational Agencies – LEAs, which includes county offices of education, school districts, and charter schools
- State Educational Agencies – SEAs, which includes the California Department of Education (CDE)
- Consolidated Application and Reporting System – CARS



Riding the Waves Together

PURPOSE OF TITLE I (1)

- The purpose of Title I, Part A of the ESEA (20 U.S.C. Section 6301 et seq.) is to provide all children with a fair, equitable, and high-quality education, and to close educational achievement gaps.
- Title I, Part A is designed to meet the educational needs of low-achieving children in schools with the highest levels of poverty by aligning high-quality assessments, systems of accountability, teacher preparation, curriculum, and instructional materials with challenging state academic standards.



Riding the Waves Together

PURPOSE OF TITLE I (2)

- To support schools in implementing program goals, the Title I, Part A program provides supplemental funds to LEAs and schools with high numbers or percentages of children from low-income families.



Riding the Waves Together

HOMELESS (1)

- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431 et seq.; hereafter the McKinney-Vento Act) ensures that children experiencing homelessness have access to the same free, appropriate public education, including a public preschool education, and related services as their permanently housed peers so that they have an equal opportunity to meet the same challenging academic standards.



Riding the Waves Together

HOMELESS (2)

- The McKinney-Vento Act requires SEAs and LEAs to remove barriers to the identification, enrollment, attendance, and success in school of students experiencing homelessness (42 U.S.C. Section 11431[2]). The McKinney-Vento Act also emphasizes collaboration and parent participation as critical to the educational success of students experiencing homelessness.
- The McKinney-Vento Act and Title I, Part A both play a significant role in supporting the academic achievement of these students. Requirements for coordination between the two programs are included in both statutes.



Riding the Waves Together

TITLE I AND HOMELESS (1)

- Homeless children are automatically eligible for Title I services, regardless of their current academic performance.
- Homeless students enrolled in schools not receiving Title I, Part A funds are entitled to academic support comparable to students attending schools that received Title I, Part A funds.
- Due to the many and varied needs of students experiencing homelessness, the Title I, Part A services provided to these students may need to be greater in scope and intensity, and/or different in nature than those normally provided to non-homeless students.



Riding the Waves Together

TITLE I AND HOMELESS (2)

- All LEAs receiving Title I, Part A funds must include in their local plans a description of how the LEA's Title I, Part A program is coordinated with its McKinney-Vento program.
- The development of the local plan should include timely and meaningful consultation with the local liaison, and must describe the Title I, Part A services that will be provided to students experiencing homelessness, including through the homeless set-aside.
 - This is done through the CDE CARS.



Riding the Waves Together

TITLE I AND HOMELESS (3)

- LEAs must reserve funds, as necessary, to provide comparable services to homeless students regardless of their school of attendance (20 U.S.C. Section 6313[c][3][A]) including funding the local liaison position, and funding transportation to and from the school of origin.
- These funds are referred to as “set-aside,” “homeless set-aside,” or “reservation funds for homeless education.”



Riding the Waves Together

COLLABORATION BETWEEN THE TWO (1)

- Effective coordination between these two programs (given the requirements in both programs to serve homeless children and youth) can have substantive impacts on many homeless students. Consider the following recommendations for facilitating stronger collaboration:
- Encourage local Title I coordinators and local liaisons to work together to develop and implement a plan that identifies ways that Title I funds and programs will serve children and youth experiencing homelessness



Riding the Waves Together

COLLABORATION BETWEEN THE TWO (2)

- Ensure that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue
- Provide joint Title I, Part A and McKinney-Vento program trainings, meetings, and materials for all staff
- Share Title I, Part A and Homeless Education resources and handbooks relating to serving students experiencing high poverty and mobility, with program staff



Riding the Waves Together

COLLABORATION BETWEEN THE TWO (3)

- Establish and widely disseminate information on district-wide policies, procedures, and guidelines to identify and serve eligible students
- Use data from a variety of sources, including the McKinney-Vento Act, Title I, Part A, and other education interventions to determine appropriate homeless set-aside funding levels and activities
- Share this data within and across the LEA including the needs of homeless children and youth to build awareness and understanding among staff



Riding the Waves Together

COLLABORATION BETWEEN THE TWO (4)

- Lead district-wide efforts to make organizational accommodations for eligible students, as necessary, in such areas as transportation, remaining in the school of origin, records transfer, class scheduling, and special services that will help them enroll, attend, and succeed in school
- Continual cross-program interaction enables LEAs to respond to the emerging needs of children and youth experiencing homelessness, and implement interventions expediently to ensure these students' academic success.



Riding the Waves Together

LET'S TALK

- Who do you collaborate with regarding Title I and Homeless Education?
- What does that collaboration look like?
- Questions, comments, strategies?



DETERMINING SET-ASIDE (1)

- Determining an appropriate homeless set-aside amount requires coordination between the LEA's Title I, Part A and McKinney-Vento programs.
- The set-aside must be determined based on the total Title I, Part A allocation received by the LEA, and reserved prior to any allowable expenditures or transfers by the LEA.
- LEAs should establish their own methods for determining their homeless set-aside while working with various stakeholders within the LEA, as appropriate.



Riding the Waves Together

DETERMINING SET-ASIDE (2)

- When determining the set-aside amount, the Title I director and local liaison should partner to gather and review relevant data in order to ensure that sufficient Title I, Part A funds are reserved to meet the needs of students experiencing homelessness.
- As a reminder, in determining the set-aside amount, LEAs should allow for the provision of services to meet the unique needs of homeless students who attend Title I, Part A schools that are above and beyond services provided through the regular Title I, Part A programs.



Riding the Waves Together

DETERMINING SET-ASIDE (3)

- Here are possible methods for calculating the set-aside:
 - Base the set-aside on an assessment of the needs of students experiencing homelessness within the district, considering both the number and needs of these students
 - Determine a percentage of the district's Title I, Part A funds to reserve for the homeless set-aside
 - Multiply the number of students experiencing homelessness identified by the district by the Title I, Part A per-pupil allocation



Riding the Waves Together

DETERMINING SET-ASIDE (4)

- Match the amount of McKinney-Vento subgrant dollars received by the LEA, if applicable
- Adjust previous set-aside amounts based on past set-aside expenditures and trend data, such as the number of students experiencing homelessness identified, these students' academic outcomes and educational needs, and changes to the community's poverty levels and/or economy
- Analyze your Free or Reduced-Price Meals (FRPM) data by comparing it to homeless enrollment. Most LEAs homeless enrollment should be around 10 percent of their FRPM



Riding the Waves Together

CHANGING THE AMOUNT

- If the number of students experiencing homelessness enrolled in LEAs changes significantly over the course of a school year, LEAs can certainly make changes to both fiscal and program.
 - These changes should be based on emerging needs of homeless children, youth, and their families
 - Samples of changes could be an impact due to natural disasters, a pandemic, etc.
 - It is easier to put the money back than it is to have to ask for it



Riding the Waves Together

USES OF FUNDS (1)

- Title I, Part A reservation funds for homeless education can be used for the following (20 U.S.C. Section 6313[c][3][C][i]):
 - Items of clothing, particularly if necessary to meet a school's dress or uniform requirement
 - Clothing and shoes necessary to participate in physical education classes
 - Caps and gowns to wear at graduation
 - Immunizations, medical or dental services, hearing aids, and eye glasses



Riding the Waves Together

USES OF FUNDS (2)

- Student fees that are necessary to participate in the general education program, including class projects, and field trips
- Personal school supplies such as backpacks and notebooks
- Birth certificates necessary to enroll in school
- Food
- Support the homeless liaison position
- Collect data on homeless children and youth



Riding the Waves Together

USES OF FUNDS (3)

- Transportation to and from the school of origin
- Counseling services to address anxiety related to homelessness that is impeding learning
- Outreach services to students living in shelters, motels, and other temporary residences
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions



Riding the Waves Together

USES OF FUNDS (4)

- Tutoring services, especially in shelters or other locations where homeless students live
- Parental involvement specifically oriented to reaching out to parents of homeless students
- Fees associated with General Education Development testing, Advanced Placement testing, International Baccalaureate testing, and college entrance exams such as Scholastic Achievement Test or American College Testing



Riding the Waves Together

LET'S TALK, TOO

- How do you spend your Title I funds?
- If you don't know how much is reserved, how can you find out?
- Questions, comments, strategies?



REPORTING SET-ASIDE (1)

- CARS is a two-part application and reporting process for multiple state and federal, formula-driven, categorical program funds submitted by LEAs.
- There is a Winter Release and a Spring Release. Typically, the Winter Release is from mid-January to the end of February, and the Spring Release is from mid-May to the end of June, annually.
- In the Winter Release, LEAs are to report their set-aside amount on the page entitled Title I, Part A LEA Allocation and Reservations.



Riding the Waves Together

REPORTING SET-ASIDE (2)

- Then, in the Spring Release, there is a page entitled Homeless Education Policy, Requirements, and Implementation that requires LEAs to indicate various information on their implementation of homeless education, such as:
 - Homeless liaison contact information
 - Full-time equivalent of the homeless liaison
 - Title I, Part A set-aside expended amount and the activities provided with these funds



Riding the Waves Together

REPORTING SET-ASIDE (3)

- Homeless Education board policy approval date
 - Training participation by various stakeholders
 - Use of a Housing Questionnaire
 - Poster dissemination
- It is important that the LEA involve the homeless liaison when filling out this CARS page.
 - Visit the CDE CARS website at <https://www.cde.ca.gov/fg/aa/co/index.asp>



Riding the Waves Together

SPRING RELEASE SAMPLE – TITLE I

Title I, Part A Homeless Expenditures	Reporting
Title I, Part A LEA allocation	Prepopulated from Winter
Title I, Part A direct or indirect services to homeless children reservation	Prepopulated from Winter
Amount of Title I, Part A funds expended or encumbered for direct or indirect services to homeless children for that particular year	LEA inputs
Homeless services provided	LEA inputs



Riding the Waves Together

EVALUATING YOUR PROGRAM (1)

- Here are sample questions that should be discussed annually in regards to sufficiency and effectiveness of an LEA's set-aside amounts and activities for addressing the educational needs of students experiencing homelessness:
 - Is the Title I, Part A set-aside for homeless education sufficient for meeting the needs of homeless children and youth?
 - How does the LEA know that their needs are being met?
 - How much of the set-aside is being spent? If not all of it, then why?



Riding the Waves Together

EVALUATING YOUR PROGRAM (2)

- Is the LEA comparing academic outcomes and other outcomes of homeless students to non-homeless students?
- If so, how do the two compare to one another?
- How are the set-aside amounts determined?
- Is the homeless liaison a part of the discussion regarding the amount, the activities, and the evaluation?
- To determine the per pupil amount of set-aside to the number of homeless students enrolled, divide the amount of set-aside spent by the number of homeless enrollment



Riding the Waves Together

RESOURCES (1)

- CDE's Title I, Part A Reservation Funds for Homeless Education document at <https://www.cde.ca.gov/sp/hs/cy/documents/allowableexpenses.docx>
- CDE's Supporting Children and Youth Experiencing Homelessness Using Title I, Part A: Requirements, Reservations, and Uses PowerPoint at <https://www.cde.ca.gov/sp/hs/cy/documents/homelessnesstitlei.pptx>



Riding the Waves Together

RESOURCES (2)

- CDE's Resources for Homeless Children and Youth web page at <https://www.cde.ca.gov/sp/hs/cy/>
- National Center for Homeless Education Title I, Part A of the ESEA resource page at <https://nche.ed.gov/legislation/title-1-part-a/>
- CDE's Homeless Education general email is HomelessEd@cde.ca.gov



Riding the Waves Together

LET'S TALK!

- Do you know who completes your CARS in your LEA?
- Do you have a list of needs for your homeless population?
- Questions, comments, strategies?



QUESTIONS?

Thank you!
Thank you!
Thank you!

