

# WELCOME!

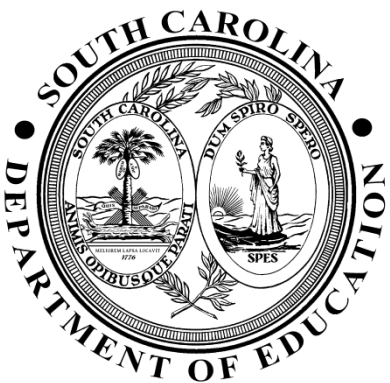
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In the chat box...



- Enter your name, district, and role.
- Do you know the name of your McKinney- Vento liaison?





ESSA Academy Session:  
*Creating McKinney-Vento & Title I  
Collaborations with Impact*

The South Carolina  
McKinney-Vento Program

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Molly M. Spearman – State Superintendent of Education

# Housekeeping

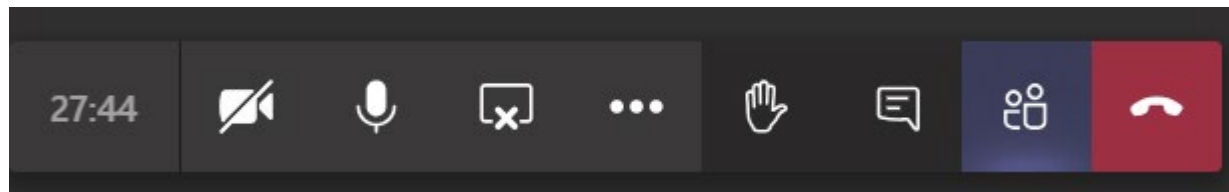
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Mute your computer and/or phones during the presentation.

Turn camera function off.

Type questions in the chat box.



This presentation is being **recorded**.

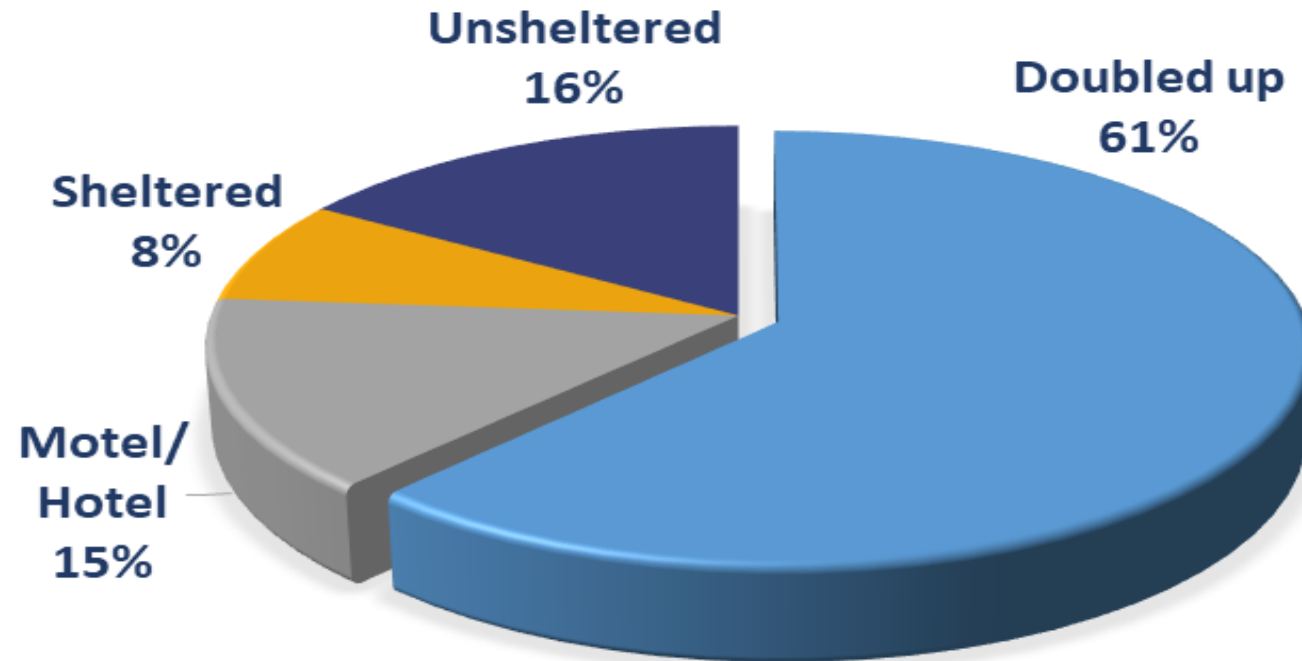


# Title I and Homelessness: Why it Matters

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Homelessness has a negative impact on academic achievement, over and above poverty.

States have found higher drop-out rates and lower graduation rates for homeless youth compared to housed, poor youth.



**During the 2018-19 school year, SC school districts identified 12,789 students enrolled in public schools.**

# Those at Greatest Risk

Particular subpopulations are at higher risk for homelessness



**346%**

Youth with less than a high school diploma or GED had a 346% higher risk

**120%**

LGBT youth had a 120% higher risk

**162%**

Youth reporting annual household income of less than \$24,000 had a 162% higher risk

**33%**

Hispanic, non-White youth had a 33% higher risk

**83%**

Black or African American youth had an 83% higher risk

**200%**

Unmarried parenting youth had a 200% higher risk



# Title I State & LEA Plans

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Requires timely & meaningful consultation with various stakeholders in the development of the plan

Requires coordination with the McKinney-Vento Act & other federal statutes, including IDEA & the Child Care Development Block Grant

# Title I LEA Plans

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The plan is required to demonstrate

- How the LEA will close the achievement gap between students meeting & not meeting state academic standards
- How the LEA will support the school enrollment, attendance, & success of homeless students, including through services provided with the homeless set-aside

# Which LEAs must reserve funds for homeless students?

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All LEAs that receive Title IA funds must set-aside the funds necessary to provide McKinney-Vento students with services comparable to services provided in Title IA schools.  
20 USC 6313(c)(3)

- Even school districts that are composed entirely of schoolwide Title I schools must reserve funds for McKinney—Vento students
- McKinney-Vento students attending any school in the LEA are automatically eligible for Title I services.

20 USC 6315(c)(2)(E); Guidance M1



# How much funding should LEAs reserve?

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## 20 USC 6313(c)(3)

- Amount may be based on a needs assessment
- Amount must be based on the total LEA allocation prior to any allowable expenditures or transfers

## Guidance M5

- Amount must be sufficient to provide comparable services to homeless students, regardless of other services provided with reserved funds

# How should LEAs calculate the specific amount of the set-aside?

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May be determined based on a needs assessment that reviews homeless student enrollment averages and trends over 2-3 years, and multiplies by the average per-pupil cost of providing Title I services.

Needs of McKinney-Vento students should be reviewed at least twice per school year.

Each year's set-aside should include an evaluation of the effectiveness of past activities in accomplishing the goals of both Title I and McKinney-Vento for individual students and the overall programs.

[US Department of Education Guidance M7]

# How should local Title I Plans address homelessness?

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- Must be coordinated with McKinney-Vento programs.
- Must describe the services provided to McKinney-Vento students, including with reserved funds, to support their enrollment, attendance and success. 20 USC 6312(a)(1); (b)(6)
- Should describe the method used to determine the amount of the set-aside for students experiencing homelessness.
- Should describe how the liaison was involved in determining the amount. Guidance M8

# How may Title I Part A funds be used to support homeless students?

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Funds may be used:

- For McKinney-Vento children and youth attending *any* school in the LEA.
- For services not ordinarily provided to other students.
- To fund the McKinney-Vento liaison.
- To provide transportation to the school of origin.
- For educationally related support services, including preK.

[20 USC 6313(c)(3) Guidance M4, M5, M10, J7]

# Comparable Services

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Comparable means similar or like, having features in common

- Does not mean exactly the same

Services provided to homeless students must be designed to help students succeed academically

- This is the same feature that services provided to other students must have
- The actual service or design of the intervention does not need to be exactly the same as what other students receive

# Title I Comparable Services

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Equality



Equal

Equity



Comparable

# Examples of Allowable Expenses

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- Items of clothing, particularly if necessary to meet a school's dress or uniform requirement
- Clothing & shoes necessary to participate in physical education classes
- Student fees necessary to participate in the general education program
- Personal school supplies such as backpacks & notebooks
- Birth certificates
- Immunizations
- Food
- Medical & dental services

# Examples of Allowable Expenses

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- Eyeglasses & hearing aids
- Counseling services to address mental health needs that impeding learning
- Outreach services to students living in temporary residences
- Extended learning time (before and after school, Saturday, summer)
- Tutoring services, especially in shelters or other locations where homeless students live
- Parental involvement
- Fees for AP, IB, SAT/ACT, GED testing (for students' ineligible for the waiver)
- GED testing for school-age students



# Reasonable and Necessary

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- Doesn't exceed what a "prudent person" would spend
- Necessary for the grant
- Conforms to limitations/exclusions in law or Guidance
- Comparable to market prices

2 CFR § 200.404

# Reasonable & Necessary Examples

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1. A homeless student wants to attend prom. The Title I director & McKinney-Vento liaison discuss possible options to cover the associated costs.
2. A homeless student is enrolled in French class. The class plans to take a trip to Paris over spring break. Can Title I funds support the student's attendance?
3. Homeless students in the district have shown a higher rate of suspensions & expulsions due to behavioral issues than their housed peers. The McKinney-Vento liaison & Title I director are considering pooling funds to implement a behavioral program for the students.

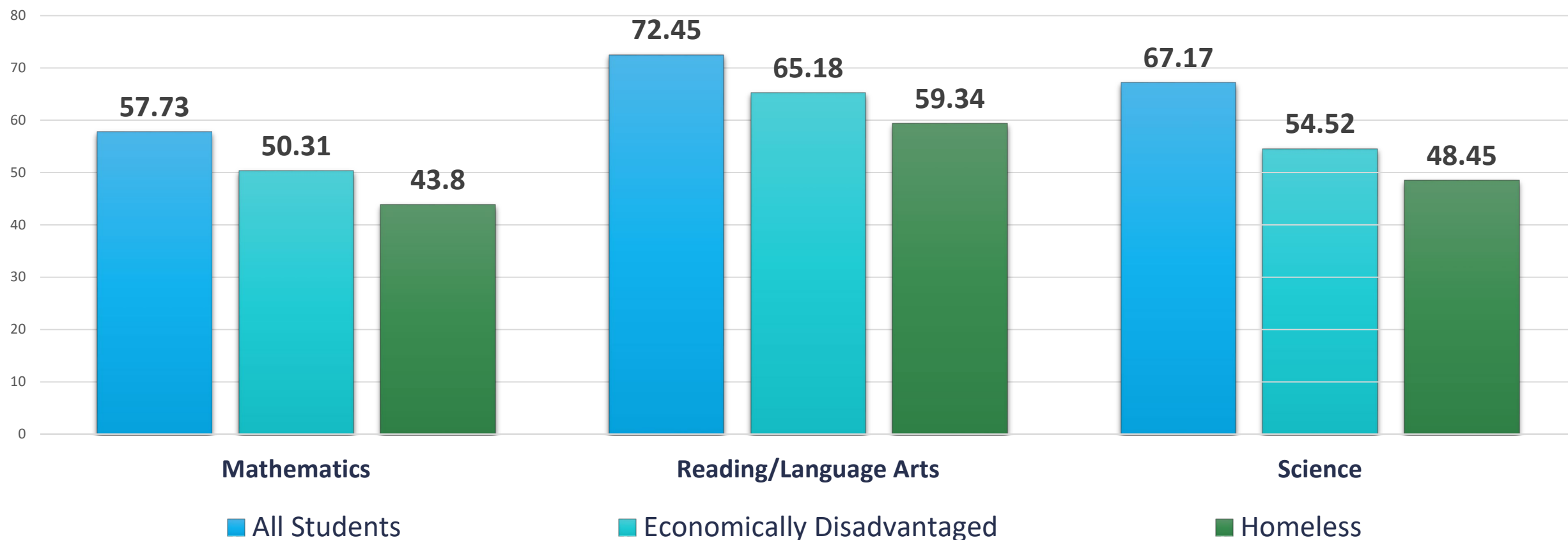
# Easy vs. Effective

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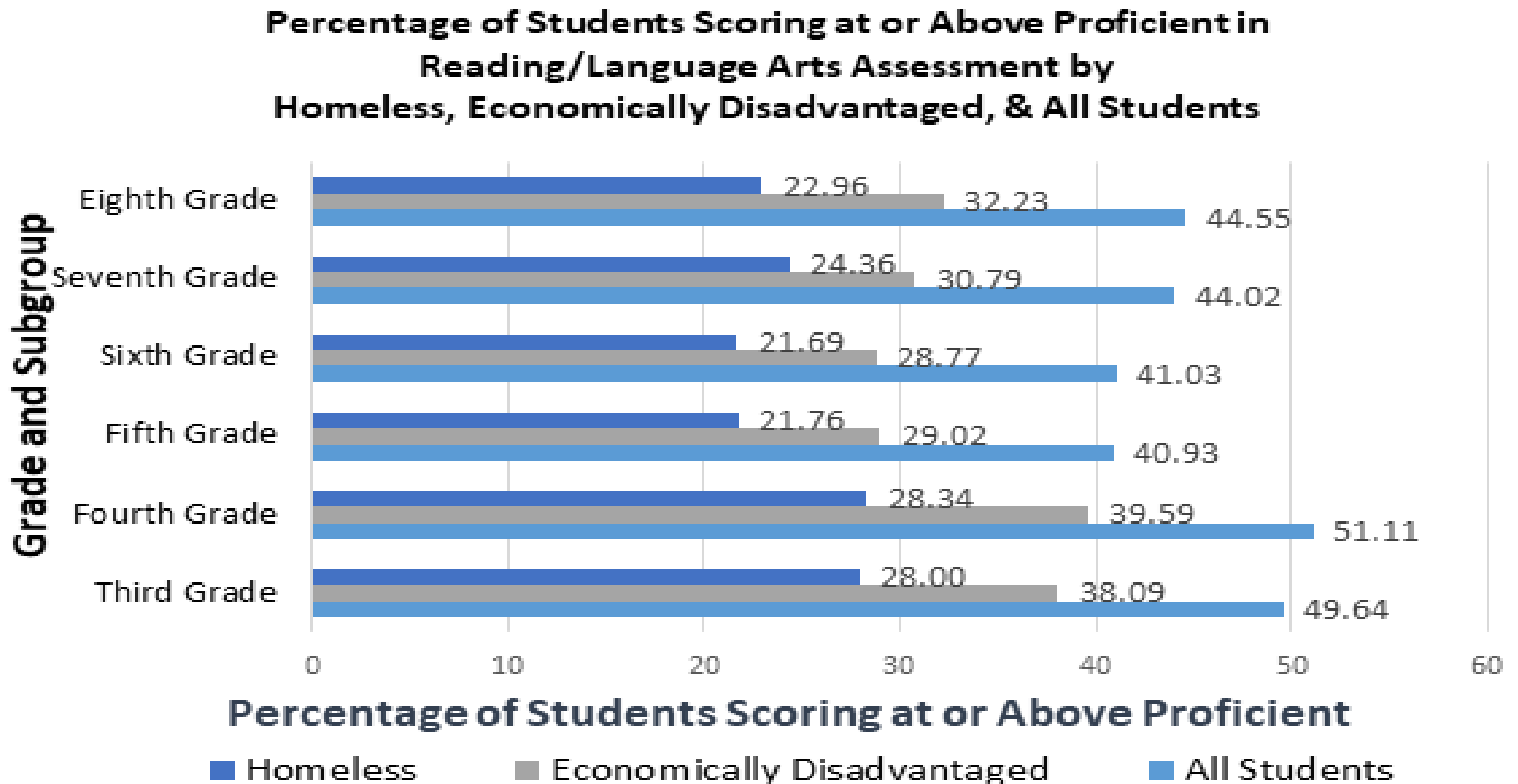
| Easy                            |  | Effective                     |
|---------------------------------|--|-------------------------------|
| School Supplies                 |  | Supplemental Instruction      |
| Supplies for non-school space   |  | Early childhood education     |
| Excess transportation cost      |  | Expedited evaluations         |
| Payment of school/activity fees |  | Professional development      |
| Referrals for services          |  | Parent training and education |

# 2018-19 Proficiency on Assessments

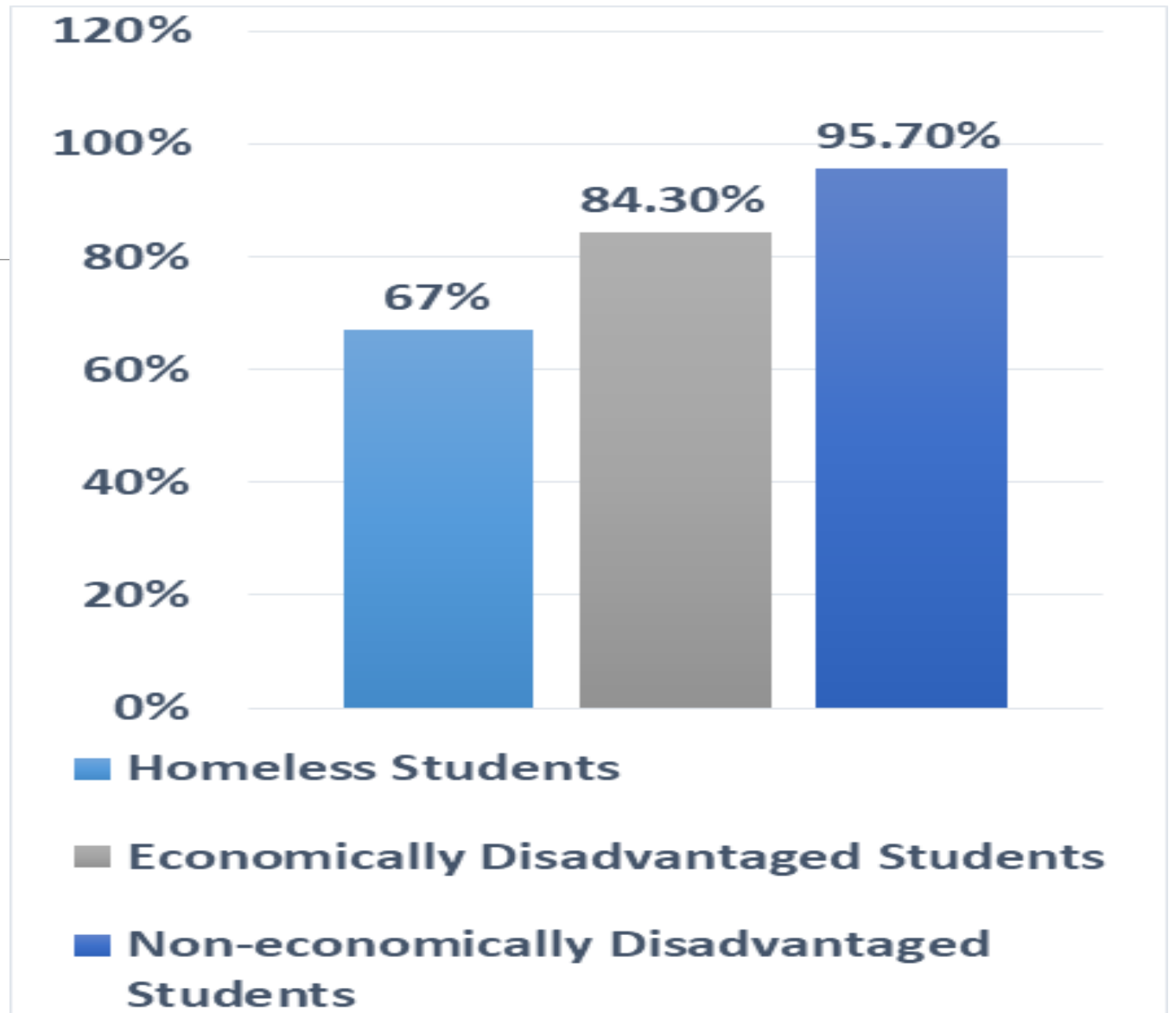
Percentage of Students Scoring at or Above Proficient in High School Assessments by Homeless, Economically Disadvantaged, and All Students



# 2018-19 Proficiency on Assessments



# Adjusted Cohort Graduation Rate 2018-19



# Evaluating Outcomes

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Is what you're doing working?

- How do you know it's working?

What areas are you struggling in?

- Why isn't it working?

Why is it working?

- How can you replicate success?

# Evaluating Outcomes

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Does the activity help students meet academic goals for the student or district?

- How so & how can I prove it?

How many students does the activity impact?

Number vs. percentage

- Is there a partner or resource I can tap into?

*Remember: The question isn't if the students are being served,  
but are they doing well?*



# Resources

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U.S. Department of Education's [Dear Colleague Letter \(DCL\) regarding the Title I, Part A reservation to serve homeless students.](#)  
(July 2018)

Education for Homeless Children & Youths Program Non-Regulatory Guidance, Section M

- <https://www2.ed.gov/programs/homeless/legislation.html>

Issue Brief: Serving Students Experiencing Homelessness Under Title I, Part A

- <http://nche.ed.gov/downloads/briefs/titlei.pdf>

# Thank You!

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