Introductions and Logistics

- To submit a question during the call, send an email to tara.rodriguez@education.ky.gov
- The webinar will be recorded and posted on the Title I Documents and Resources webpage.
Agenda

- Review of February webinar topics
- Updates
- Spring planning
- District set-aside for students experiencing homelessness
- Equitable services updates
February webinar

- Allowability process
- Update on regional Title I meetings
- Aligning MUNIS and GMAP
- Recorded webinars and presentations are linked on the Title I, Part A Documents and Resources web page
GMAP and MUNIS alignment

- Periodically need to align through revisions in GMAP and journal entries in MUNIS
- Any changes in GMAP need to be submitted so they can go through the workflow for approval
- Watch budget overages in MUNIS

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Budgeted $37,057 in GMAP
Updates

- Revised final allocations in GMAP for Title I, Part A, Title I, Part D and Title III EL and Immigrants
- New KDE district set-aside guidance has been posted
- March newsletter will contain Q & A from regional meetings
Spring planning

- Importance of the CSIP (Comprehensive School Improvement Plan), CDIP (Comprehensive District Improvement Plan) and needs assessment in determining allowability of Title I costs

- Results from the Title I Annual Review (annual evaluation of schoolwide program required under 34 CFR §200.26 and ESSA Section 1114(b)(3))

- Communicate to principals and SBDM councils
Title 1, Part A & McKinney-Vento: Our Common Goals

- Provide all children with a fair, equitable, and high-quality education
- Close educational achievement gaps
- Help all students meet challenging state academic standards
Working Together

MV Subgrants

Title 1, A

22%*

90%**

*National Center for Homeless Education

**U.S. Government Accountability Office
Statutory Requirements for Cross-Program Collaboration

- **Homeless liaisons** must coordinate and collaborate with other school personnel responsible for providing services to students experiencing homelessness.

- All districts receiving Title I, Part A funds must include in their local plans a description of how the district’s Title I, Part A program is coordinated with its McKinney-Vento program [20 U.S.C. § 6312(a)(1)(B)].

- The development of the local plan should include **timely and meaningful consultation** with the homeless liaison [20 U.S.C. § 6312(a)(1)(A)].
Reserve **sufficient** Title I funds to provide services to students experiencing homelessness. [20 U.S.C. 6313(c)(3)(A)]

Describe the Title I, Part A **services** that will be provided to students experiencing homelessness, including through the homeless set-aside (20 U.S.C. § 6312(b)(6)).

Cross-program coordination provides an opportunity to optimize resource allocation; it is critical that both programs **work together** to leverage resources to the greatest extent possible.
Automatic Eligibility for Title 1, Part A Services

- Children and youth experiencing homelessness are automatically eligible for Title I, Part A services, whether or not they attend a Title I, Part A school.
Allowable Uses of Homeless Set-aside Funds

- Two principles governing the usage of homeless set-aside funds
  - Services must be reasonable and necessary
  - Funds must be used as a last resort
Carryover

- Funds are meant to be spent on this year’s students
- Spend all the funds in a timely manner
- If you need to carryover funds, use it for meeting needs of students experiencing homeless
Allowable Uses of Homeless Set-aside Funds [20 U.S.C 6313(c)(3)(C)(ii)]

- May include, but are not limited to:
  - 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
  - student fees that are necessary to participate in the general education program
  - personal school supplies
  - birth certificates necessary to enroll in school
  - immunizations
  - food
  - medical and dental services
Allowable Uses of Homeless Set-aside Funds, cont. [20 U.S.C 6313(c)(3)(C)(ii)]

- May include, but are not limited to:
  - eyeglasses and hearing aids
  - counseling services to address anxiety related to homelessness that is impeding learning
  - outreach services to students living in shelters
  - 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;
  - 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 for Advanced Placement (AP) and International Baccalaureate (IB) testing
  - fees for college entrance exams such as the SAT or ACT
  - GED testing for school-age students
Determining an Appropriate Homeless Set-aside Amount

- It may be determined based on an assessment of the needs of students experiencing homelessness within the district, considering both the number and needs of these students [20 U.S.C. § 6313(c)(3)(C)(i)].
- It may be the same as the needs assessment conducted as part of the district’s McKinney-Vento subgrant application process [42 U.S.C. § 11433(b)(1)].
- It must be determined based on the total Title I, Part A allocation received by the district, and reserved prior to any allowable expenditures or transfers by the district [20 U.S.C. § 6313(c)(3)(B)].
Method Description in Application

- The homeless liaison can work with local homeless assistance agencies, shelters, etc. to determine the services homeless children need and the appropriate amount to pay for them.

- Use a **percentage** based on district poverty level. If using this method, the district is recommended to examine comparison data (such as student mobility rates) in order to better estimate the appropriate percentage.

- Obtain a count of homeless students and **multiply** the number by the LEA’s Title I, Part A per-pupil allocation.

- **Match** or exceed the district’s McKinney-Vento subgrant.

- **Adjust** previous amounts
Strategies for Collaboration to Improve Student Outcomes

- Locate Title I and homeless education program offices in close proximity to facilitate cross-program communication
- Partner to provide joint Title I, Part A and McKinney-Vento program trainings and materials
- Share handbooks and resources for Title I, Part A and homeless education programs
Equitable Services Updates

- Spring Timeline and Activities
- Equitable Services Packet
- Ombudsman Resources
Send the intent to participate letter (Title I, Part A Handbook)

- This is not the Declaration of Participation which collects information about Title II, Part A; Title III-EL; Title IV, Part A; and IDEA-B participation.

- Why does Title I, Part A require a different form?
Spring Timeline and Activities

- Begin Spring Consultation
  - Program overview
  - Collect private school enrollment and low-income numbers
  - Consult about required topics
  - Complete, sign and upload the Equitable Services Packet (new version available around the first part of April)
Equitable Services Packet

- Designed to help you work through all the required consultation topics by program.
- Questions guide you through the design of each program covered under ESSA (Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B)
  - assessing needs to planning for evaluation
- Upload to GMAP = Required Transmittal
**Ombudsman Resources**

- **Ombudsman Webpage**
  - Non-public school resources, guidance, equitable services packet, program contacts
  - New version of equitable services packet to be posted soon
  - New FAQs: “Equitable Services Frequently Asked Questions”
Questions?
April Webinar

- Monday, April 22, 10 a.m. ET
- Agenda will include
  - Professional learning and Title I
  - GMAP application updates
  - And more!
Resources

- Non-regulatory guidance (2016). Supporting school reform by leveraging federal funds in a schoolwide program

- The National Center for Homeless Education (NCHE) [https://nche.ed.gov/](https://nche.ed.gov/)
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