


Title I, Part A Reservation of Funds (Neglected and Delinquent, Homeless, and Foster Care)

Bureau of Federal Educational Programs


Tuesday, May 15, 2018



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Session Objectives:

- Describe how reservations may be used
- Describe example calculations for reservations
- List reporting requirements for reservations
- Encourage collaborative development of Title I, Part A reservations

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Purpose

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Title I, Part D Reservation

Purpose of the Reservation

Reservation is designated for children in local institutions for neglected children; and if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs.

Support the four object areas established by Title I, Part D program area:

- Educational Achievement
- Transition
- Dropout Prevention
- Educator Quality

Is each LEA required to reserve funds?

- Under Title I, Part A local districts are obligated to provide services, using Part A funds, to students residing in institutions for neglected children and youth that are comparable to services provided to all other Title I eligible students in their districts.

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Title IX, Part A Reservation

Purpose: McKinney-Vento Act (Title IX, Part A)

- *To ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.*
- *To review and revise policies and practices to remove barriers to the education of homeless children and youth.*
- *To keep homeless children and youth in the mainstream of education.*
- *To assure the homeless children and youth have access to the same education and services as other children and youth.*

Is each LEA required to reserve funds? Yes.



Title IX, Part A Reservation

Purpose: Florida Homeless Education Program

Outcome Goals: By June 30, 2020:

- All Florida LEAs will consistently identify at least 5% of their FRPLP enrollment as homeless in a school year.
- All Florida LEAs will achieve at least a 90% school attendance rate for students identified as homeless in a school year.
- All Florida LEAs will consistently promote at least 90% of students identified as homeless in a school year to the next grade at the end of each year.



Foster Care Transportation

What is the purpose?

- Provide educational stability for children in foster care.
- Each LEA is required to ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner.



Foster Care Transportation

Is each LEA required to reserve funds under this provision?

- If it is outlined in the agreement between the LEA and the Child Welfare Agency (CWA), then yes.
- LEAs may use either CWA funds, LEA funds, or federal funds to cover the necessary costs.



Foster Care Transportation

Is each LEA required to reserve funds under this provision?

- In the event of a dispute, the LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin.



Eligible Population(s)



Title I, Part D – Eligibility and Identification

The reservation amount must provide services to children in local institutions for neglected students that are comparable to those provided to children in Title I schools.

It is recommended to collaborate with the following areas to utilize the Title, Part A Reservation:

- Title, Part A Coordinator for your district
- Local Neglected Facilities
- Transition Coordinators



Title IX, Part A – Eligibility and Identification

Which children are eligible for Title IX, Part A?

The term `homeless children and youths'-- means individuals who lack a fixed, regular, and adequate nighttime residence

- (i) shared the housing . . . living in motels, hotels, trailer parks, or camping grounds . . . living in emergency or transitional shelters; or are abandoned in hospitals;
- (ii) public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (iii) cars, parks, public spaces, abandoned buildings, sub-standard housing, bus or train stations, or similar settings; and
- (iv) migratory children who . . . (live) in circumstances described (above).



Title IX, Part A – Eligibility and Identification

How do I identify these students?

- Collaborate with district programs and community providers who come in contact with families and children who might experience homelessness.
- Incorporate a Student Housing Questionnaire in the school registration packet.
- Appoint a Homeless Student Contact at each school and train them in the district's Homeless Student Policy and identification process.



Foster Care – Eligibility and Identification

Which children can be served through this reservation?

- Provision applies to all children in foster care enrolled in schools in the SEA. The term “children” includes children through age 21 who are entitled to a free public education through grade 12.
- The Fostering Connections Act defines “foster care” as 24-hour substitute care for children placed away from their parents or guardians.




Foster Care – Eligibility and Identification

How do I identify these students?

- CWAs should notify LEAs when students enter foster care or change foster care placements.
- Remember, children in foster care should be immediately enrolled, even if the student does not have required documentation.




Panel Questions



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Data

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Title I, Part D – Data: Survey 9

- LEAs should establish the best 30-day count window for each facility
- One of the days must be in the month of October

SEPTEMBER


S	M	T	W	T	F	S
		2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER


S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER


S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



County Jail



DJJ Detention



DJJ Commitment

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Title I, Part D – Data: Survey 9

2016 Survey 9 Comparison Report

District Name	School Number	School name	2017 Count	2016 Count	2015 Count
Blue	648	Blue All Stars Neglected Residential Academy	10	5	2
Blue	852	Blue County Jail	5	2	0
Blue	1029	Blue District One Juvenile Detention Center	85	54	68
		District Totals	100	61	70

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Title IX, Part A - Data

What kind of data do I need to collect? How do I collect this data?

- Nighttime Residence (data element 129525)
- Cause (data element 129150)
- Unaccompanied (data element 130275)
 - Not in the physical custody of a parent or guardian
 - Includes children and youth (pre-k thru 12)

How do I collect the data I need?

- Enter each homeless Pre-K through 12 child or youth in the data system.

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Foster Care - Data

What kind of data do I need to collect?

- The LEA Point-of-Contact should be facilitating data sharing with CWAs (consistent with FERPA).
- Caseworkers should have access to a child's education records.
- Again, CWAs should be notifying LEAs whenever students enter foster care or change foster care placements.



Panel Questions



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Calculation Methods



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Title I, Part D Reservation Formula for Calculating Reservation

Calculating how much an LEA must reserve from Title I, Part A funds is typically based on a per pupil amount. For example, LEAs may use the neglected residential count reported in the Survey 9 annual report to calculate a reservation amount.

This would give you a good basis for adequately applying the funds appropriately.



Title I, Part D – Calculation in the TIPD App Coordination

Reporting Reservation Activities

Describe the activities that will be implemented to address the identified need(s). Include the following information for each activity listed:

- Describe the facility and/or population that will be served.
- Describe each specific activity that will be implemented.
- Describe how the funds will be distributed to benefit neglected children being served



District Name	School Number	School name	2017 Count	2016 Count	2015 Count
Blue	648	Blue All Stars Neglected Residential Academy	10	5	2
Blue	852	Blue County Jail	5	2	0
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Title I, Part D – Calculation in the TIPA App

Title I, Part A Application – Area of Focus 4 (Question #1)

Area of Focus 4: Neglected and Delinquent Education

1. Describe how your LEA plans to address the following Neglected and Delinquent Education areas between correctional and local educational agencies (LEAs) facilities:

- a. Transitioning.
- b. Dropout Prevention. (View [Dropout Prevention Contact List](#))
- c. Educational Achievement.
- d. Educational Quality.

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(Limited to 3000 characters)

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Title IX, Part A – Reservation Calculation

How do I calculate my set-aside?

- Determine the number of homeless children and youth: 5% of previous year's FRL enrollment* and create a plan to identify and serve them.
- Create a plan to identify homeless children and youth, identify and remove barriers to immediate enrollment and regular attendance, and support their academic progress.
- Estimate cost of Homeless Liaison to participate in state sponsored professional development activities.

* Or apply the rate of identification achieved in the previous year (the rate is not likely to change much across time)



Title IX, Part A – Calculation in the Title IX App

Determination Suggestions:

- The needs of homeless children and youth were assessed and the LEA set aside funds accordingly.
- The number of homeless children and youth identified in the previous school year was multiplied by the Title I, Part A per pupil allocation.
- An amount equal to or exceeding the amount sought for this Education of Homeless Children and Youth sub-grant was set aside.
- A specific portion of the LEA's Title I, Part A allocation was set aside based on the LEA's poverty level.
- Other determination



Title IX, Part A – Calculation in the TIPA App

Title I, Part A Application – Area of Focus 3 (Question #4a)

4. Describe the activities that will be implemented to address the area of focus. Include the following information for each activity listed:

a.

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Foster Care Transportation

How do I calculate the amount to reserve for foster care transportation?

- There is no prescribed method for calculating the cost of transporting foster care children.
- Consider what constitutes “excess” or “additional costs.”
- Additional costs – difference between what an LEA would normally spend on transportation to the child’s assigned school and the cost of transportation to the school of origin.



Foster Care Transportation

How do I calculate the amount to reserve for foster care transportation?

- Transportation should be provided in a “cost-effective” manner.
- ALL federal funding sources should be maximized to ensure costs are not covered by one agency.
 - Title IV – E
 - State and local funds
 - Title I, Part A



Foster Care Transportation

How do I show this in my Title I, Part A application?

Area of Focus 9: Foster Care

1. Enter the amount of funds the LEA is reserving for this area of focus using Title I, Part A funds. If the LEA is providing transportation for students enrolled in a school identified for comprehensive support and improvement to transfer to another school, provide the amount of funds reserved for this purpose as well.

(Limited to 3000 characters)



Foster Care Transportation

How do I show this in my Title I, Part A application budget?

Use the Budget Code "J" when coding budget line items related to foster care transportation..

J	TitlePartA	Transportation for Foster Care Children
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Panel Questions



Monitoring Expectations



Title I, Part D Reservation

What are the SEA's monitoring expectations for LEAs?

- Title I, Part A
 - Evidence that the LEA has a **formal process** for identifying neglected and delinquent children and youth (in non-Title I schools, community day programs, and local institutions) and their needs.
 - Evidence that the LEA has **reserved and expended funds for services** and activities outlined in its approved application.



Title I, Part D Reservation

What types of documentation should I collect or maintain to support compliance?

- Title I, Part A
 - Formal process – a documented policy and evidence that the LEA has followed the policy.
 - Reserving and expending funds for services – cost center/budget reports, financial records, receipts, meeting agendas, meeting minutes, flyers, and sign-in sheets are just a few examples.



Title IX, Part A Reservation

What are the SEA's monitoring expectations for LEAs?

- Title I, Part A
 - Evidence of meaningful **collaboration** (on an ongoing basis) between Title I, Part A director/coordinator and the Homeless Liaison
 - Evidence that the LEA has a **formal process** for identifying homeless students and their needs.
 - Evidence that the LEA has **reserved and expended funds for services** and activities outlined in its approved application.



Title IX, Part A Reservation

What types of documentation should I collect or maintain to support compliance?

- Title I, Part A
 - Collaboration – meeting agendas, email correspondence, and meeting minutes
 - Formal process– a documented policy and evidence that the LEA has followed the policy.
 - Reserving and expending funds for services – cost center/budget reports, financial records, receipts, meeting agendas, meeting minutes, flyers, and sign-in sheets are just a few examples.



Title IX, Part A Reservation

What are the SEA's monitoring expectations for LEAs?

- The Local Educational Agency (LEA) shall comply with providing comparable Title I, Part A services to homeless students.

What types of documentation should I collect or maintain to support compliance?

- Copy of the Title I, Part A expenditure report showing Title IX, Part A set-aside allotment and expenditures from previous school year
- The report that indicates the number of homeless students receiving Title I services in non-Title I schools, including a list of services provided, during the previous school year
- The report that indicates the number of homeless students receiving Title I services in Title I schools, including a list of services provided, during the previous school year
- Written documentation of planning and collaboration meetings for the Title I allocation of funds for homeless students for the current year's Title I, Part A application
- Copy of the current year's Title I, Part A application section pertaining to the needs that are being addressed by the Title I, Part A Homeless set-aside, the activities that are being supported by the Title I, Part A Homeless set-aside, and the amount of the Title I, Part A Homeless set-aside
- Copy of the homeless liaison's position description, showing percentage of time of duties
- Copy of homeless liaison's time and effort log (if applicable)



Foster Care Transportation

What are the SEA's monitoring expectations for LEAs?


- Title I, Part A
 - Evidence that the LEA has designated a Point-of-Contact (POC) and has reported this information to the FDOE.
 - Evidence of collaboration with the CWA (on an ongoing basis) to ensure educational stability for children in foster care.
 - In general, evidence that the LEA has developed policies to comply with this provision and evidence that it has implemented those policies with fidelity.



Foster Care Transportation

What types of documentation should I collect or maintain to support compliance?

- Title I, Part A
 - Collaboration – meeting agendas, email correspondence, and meeting minutes
 - Reserving and expending funds for services – cost center/budget reports, financial records, receipts, meeting agendas, meeting minutes, flyers, and sign-in sheets are just a few examples.




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Reporting

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Title IX, Part A Reservation

What information I am required to report?

- Title IX, Part A – Education of Homeless Children and Youth End of Year Report
- Use of Title I, Part A Set-Aside Funds: Summarize how the Homeless Education Program has coordinated/collaborated with Title I, Part A during the YEAR 2 report period to achieve the annual project objectives

When do I report it?

- October of every year

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Foster Care Transportation

What information I am required to report?

- The number of children awaiting foster care was once reported in Survey 5, but is no longer reported.
- There are no current updates on reporting requirements from the FLDOE. Stay tuned!



Panel Questions



Financial Incentives and Rewards



Financial Incentives and Rewards

- An LEA may reserve up to 5 % of its total allocation to provide financial incentives and rewards to teachers who serve in Title I schools that have been identified for comprehensive and targeted support and improvement activities [Section 1113(c)(4)]
- The purpose of this reservation is to **attract** and **retain** qualified and effective teachers.
- This reservation under Title I, Part A only applies to **teachers**, not administrators or non-instructional staff.



Financial Incentives and Rewards

- Financial rewards and incentives – payment of bonuses and other financial incentives (which may include differential pay).
- Title I, Part A funds can be used in conjunction with SIG funds to implement strategies designed to recruit and retain effective teachers in these schools.
- Funds can also be reserved (as necessary) under Title II for this purpose.



Early Childhood Services



Early Childhood Services

How can I use Title I funds for early childhood services?

- School-operated Title I preschool program
 - Title I school may use all or a portion of its Title I funds to operate a preschool program for eligible children.
- LEA-operated Title I preschool program
 - An LEA may reserve a portion of funds off the top of its allocation to operate a preschool program for eligible children.
- Coordinating with other preschool programs
 - An LEA may use Title I funds to coordinate with and support eligible children enrolled in other preschool programs.



Early Childhood Services

Who is eligible to participate?

- **Automatically eligible children**
 - Children who participated in Head Start or a Title I preschool program at any time in the prior two years
 - Children who received services under Title I, Part C (migrant education) in the prior two years
 - Homeless preschool-age children
 - Preschool age children who are in a local institution (or attending a community day program) for neglected and delinquent children and youth



Early Childhood Services

Who is eligible to participate?

- **School-operated Title I preschool program**
 - All preschool-age children residing in the public school attendance area
 - If all children cannot be served, then the school must use multiple, educationally related, objective criteria to select eligible students
 - Educationally related criteria examples: teacher judgment, parent interviews, and developmentally appropriate measures of child development



Early Childhood Services

Who is eligible to participate?

- **LEA-operated preschool program**
 - The LEA must use multiple, educationally related, objective criteria to select eligible students
 - Educationally related criteria examples: teacher judgment, parent interviews, and developmentally appropriate measures of child development.



Early Childhood Services

How do I coordinate funds for early childhood services?


- Title I funds may be used to improve the quality or extend the day or number of days of State preschool, Head Start, or other community-based learning programs.
- An LEA providing early childhood services with Title I, Part A funds must describe in its Title I, Part A application how it will coordinate Title I services with other early childhood education programs.
- All proposed Title I, Part A costs for early childhood services must be **necessary, reasonable, allowable, allocable, and supplemental**.



Early Childhood Services

Uses of Funds (Just a Few Examples):

- Teacher salaries
- Professional development
- Extending hours in the instructional day
- Providing summer school programming (for transition from early childhood programs to kindergarten)
- Parent and family engagement activities



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Questions?

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