

TITLE I & MCKINNEY-VENTO REQUIREMENTS FOR ALL BUREAU FUNDED SCHOOLS



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Overview

Title I Requirements

- Purpose
- School-Wide Plan
- Essential Components School-wide Programs
- School-Wide Reform Strategies
- AYP Status
- Native Star
- Title Programs
- Set Asides

Purpose Title I-School-wide Programs

- Purpose of a school-wide program is to permit a Title I school in which 40 percent or more of its students are from low-income families to use its Title I funds, along with other Federal, State, and local funds, to upgrade the entire educational program in the school so that all students, particularly the lowest-achieving students, demonstrate proficiency relative to the “state’s” academic content and achievement standards
- To enable schools with high numbers of at-risk students be able to integrate services so ALL students can achieve to high academic standards.
- Significant systemic changes.

Title I School-Wide Plan

- School must conduct a comprehensive needs assessment of the entire school
- Use data from the needs assessment to develop a comprehensive plan to upgrade the entire educational program

Essential Components School Wide Plan

1. Comprehensive Needs Assessment
2. Implementation of S-w Strategies
3. Highly Qualified Teachers
4. High Quality & On-Going Professional Development
5. Recruitment & Retention HQT
6. Parental Involvement
7. Transition Plan – Pre-school and Elementary to High School
8. Collecting, Interpreting, Using Data
9. Extended Learning Time
10. Coordination & Integration of Programs & Resources

School-Wide Reform Strategies

- Provide opportunities for students to meet proficient and advanced academic levels
- Use effective methods of instruction that are Scientifically Research Based, increase amount and quality of learning time
- Address the needs of ALL students
- Involve parents in planning, reviewing, and improvement of the SWP Plan
- Parental Involvement Policy
- Parent Compacts
- Parent's Right to Know

School-Wide Reform Strategies

- Provide activities that ensure students who experience difficulty reaching proficiency on academic assessments are provided with additional support.
- Assist pre-school children in the transition from Early Childhood programs to School-Wide Program

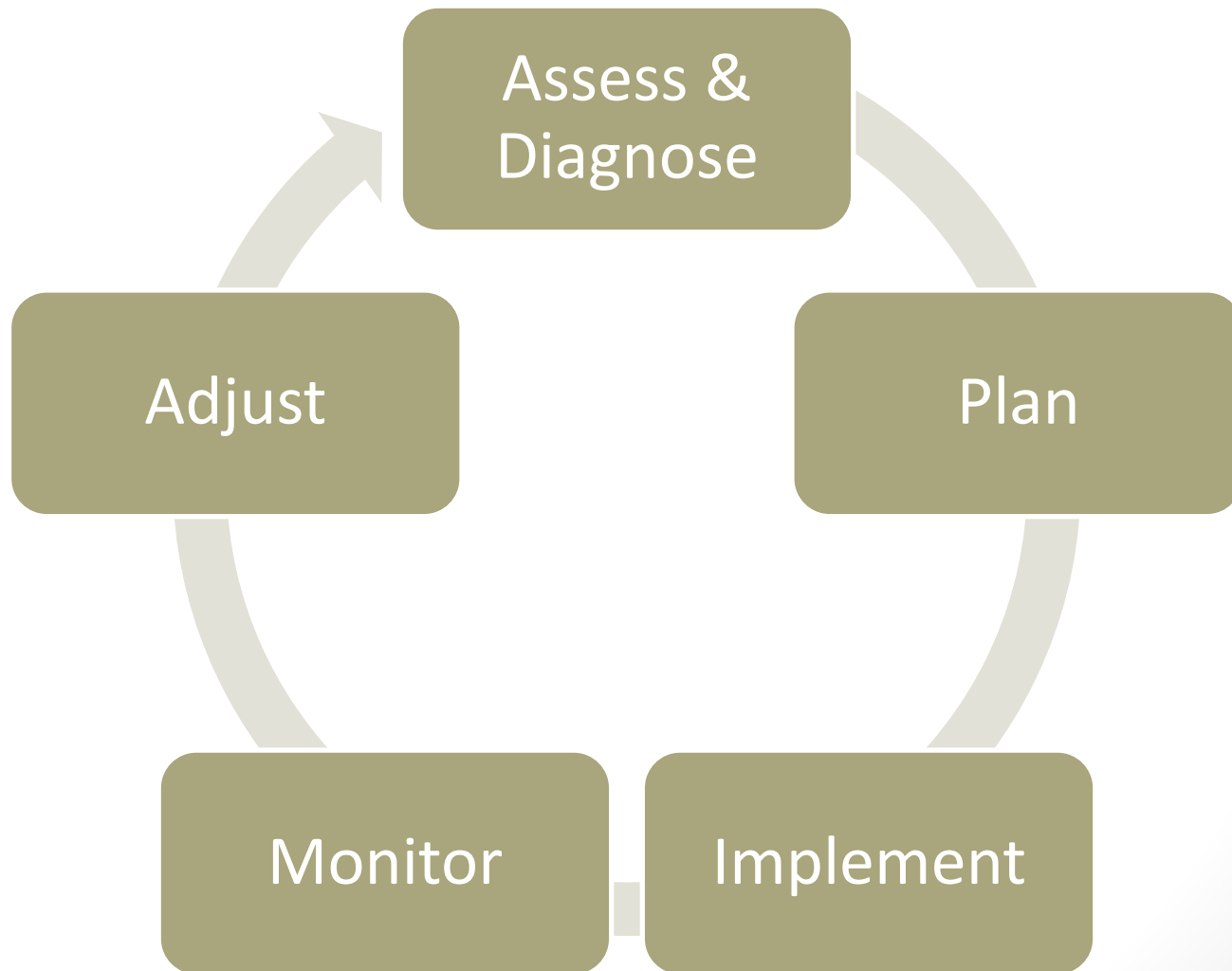
AYP Status

- AYP/Alert – Update Sec. 1114 Plan
- School Improvement Year 1 – Submit Plan
- Corrective Action Year 1 – Submit Plan
- Corrective Action 2 – Restructuring Planning
- Restructuring Year 1 – Implementation of Plan

Continuous School Improvement

- More than just implementing a model
- Competencies for working systemically
- Creating coherence
- Collecting, interpreting & using data
- Ensuring continuous professional learning
- Building relationships

Continuous Improvement Process



Native Star

Plans/Assurances/Indicators

- BIE Title I Schoolwide Supplemental
(Section 1114--School-Wide Plans)
- AYP/SMART Goals
- School Improvement & Corrective Action Plan
- Restructuring Template Plan
- Consolidated School-wide Budget Workbook
- LEA Title IA Assurances
- School Improvement Indicators

Title Programs

- Title I Part A, Sec. 1114-1119 - Improving the Academic Achievement of the Disadvantaged
- Title X, Subtitle C - McKinney-Vento Education for Homeless Children and Youths Program
- Title II Part A- Highly Qualified Teachers and Improving Teacher Quality
- Title I, Part A, 1003(g) - Improving the Academic Achievement of the Disadvantaged, School Improvement Grant (SIG)
- Title IV Part B - 21st Century Community Learning Centers

Title I Set Asides

- 5% of Title I funds reserved for PD if school is making AYP or in “Alert”
- 10% of Title I funds reserved for Professional Development if school is in SI, CA, Restructuring
- 1% of Title I funds reserved for Parent Involvement activities
- **.5% of Title I funds reserved for Homeless youth & children (recommended)**
- Include in the Consolidated School-Wide Budget

Overview

McKinney Vento

- Purpose/Goal
- Requirements
- Definition
- Local Liaison
- Use of Title I funds
- Data Collection
- Partnerships & Collaboration
- School Policies & Procedures
- Strategies to serve homeless children & youth

Purpose McKinney-Vento Homeless Education Assistance Act

The McKinney-Vento Act guarantees a free, appropriate public education for all homeless children and youth by removing barriers to their enrollment and attendance in school and supporting their educational success.

Goals McKinney Vento Act

- Provide immediate enrollment of homeless children who are not already enrolled. This includes reviewing and revising any laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success of homeless children and youth
- Provide school stability for students experiencing homelessness by allowing them to remain in their school of origin when this is in the child's or youth's best interest and providing transportation to and from the student's school of origin at the parent's/guardian's or unaccompanied youth's request
- Ensure that homeless students are provided services in such a way that they are not isolated or stigmatized
- Promote school success and completion for homeless students
- Support collaboration between school districts and schools

Requirements

- Educational stability for homeless youth and children
- Immediate school access/enrollment for homeless youth and children
- Must appoint and identify a Local Homeless Education Liaison
- Set aside a percentage Title I funds serve homeless youth and children
- Success for children and youth experiencing homelessness.
- BIE disaggregates data on homeless, so information should be accurate.

Definition

An individual who lacks a **fixed, regular, and adequate** nighttime residence, including children and youth who are:

- Sharing housing due to loss of housing or economic hardship.
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate housing.
- Living in emergency or transitional housing.
- Abandoned in hospitals.
- Awaiting foster care.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, and bus or train stations.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations.

Local Liaison Responsibilities

- **Policies and Procedures** - Review local policies and procedures
- **Enrollment and Access to Educational Services** - Ensure that homeless families, children, and youth receive educational services for which they are eligible
- **Outreach** - Ensure that the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all *transportation services, including to the school of origin, and that assistance to accessing transportation services is provided*
- **Unaccompanied Youth** - Assist unaccompanied youth in placement/enrollment decisions, including considering the youth's wishes in those decisions, and providing notice of the youth's right to appeal such decisions under the enrollment disputes provisions.
- **Suggested Activities** - Provide professional development for school staff to build awareness of the educational needs of homeless students, legal responsibilities of the school, and local policies and procedures.

Use of Title IA Funds

- A Bureau funded school receiving Title I, Part A funds must include in its school plan a description of how the plan is coordinated with the McKinney-Vento Act. It must describe services provided to homeless children & youth.
- Set aside must be included in the consolidated school wide budget
- An LEA has the discretion to use reserved funds to provide a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources. For example, where appropriate, an LEA at its discretion may provide a student with an item of clothing to meet a schools' dress or uniform requirement so that student may effectively take advantage of educational opportunities.
- Support extended-day & summer activities, or to provide school supplies, tutoring and other resources.
- After-school programs are provided by the school or the programs provided do not meet the needs of homeless children, McKinney-Vento funds may be used for after-school services for homeless children, and for non-homeless children who are at risk of failing in, or dropping out of, school.

Sources:

-Symposium on Homeless Education and Title I - Hosted by U.S. Department of Education and the National Center for Homeless Education (NCHE) 2001

-Education for Homeless Children and Youth Program, Title VII-B of the McKinney-Vento Homeless Assistance Act, Non-Regulatory Guidance, July 2004

NASIS Data Collection

NASIS | Records Transfer | Accountability | Student Waiver Request |

Summary | **Enrollments** | Flags(formerly Programs) | Assessment | Behavior | Graduation

Save X Delete Print Enrollment History New

08/26/2012

Start Comments End Comments

Bureau of Indian Education Reporting

*Start Status End Status

08: Last year, same school

BE Exclude Gifted/Talented

☐ ☐

NLL for Maint or Resto Receiving Instruction in their NL Non-language subjects in NL

☐ ☐ ☐

Enrollment Type Percent Enrolled Absent Days Intervening Services Section 504 Boarding Status

1: ISEP 100 8.28 ☐ ☐

Out of Boundary Reason Resident State

Special Ed Status Special Ed Setting

01: Regular Ed - Not Receiving Services

Special Ed Exit Reason Special Ed Exit Date Primary Disability

Homebound Care & Treatment Rec Sped Svcs/Res Setting

☐ ☐ ☐

IRG Code

Homeless Unaccompanied Youth Homeless Nighttime Residence

☐ ☐

Future Enrollment

Next Calendar

D: Doubled Up
H: Hotels/ Motels
S: Sheltered/Trans. Housing/Awaiting Foster Care
U: Unsheltered (cars, parks, campgrounds etc.)

Next Grade

Data Collection

- Residency Questionnaire/Verification
- Service Plan for students
- BIE disaggregates data on homeless, so information should be accurate
 - Number of students served
 - Primary Nighttime Residence
 - Unaccompanied Youth
 - Children with disabilities (IDEA)
 - Limited English Proficient (LEP) students
 - Academic Achievement

Partnerships & Collaboration

Schools must demonstrate how they are coordinating and collaborating with other local, state, federal, and tribal agencies and other providers who serve homeless families and children.

School Policies & Procedures

- The LEA has a procedure in place to identify school-age homeless children and youth and determine whether or not they are attending and succeeding in school.
- Public notice of educational rights of homeless children and youth is disseminated by LEA in places where families and youth are likely to be present (e.g., schools, shelters, soup kitchens), and in comprehensible formats (e.g., in Native Language, geared for low literacy, or other community need).
- The LEA has a homeless education policy for the purpose of removing enrollment and retention barriers of homeless children and youth; the policy includes assurance that homeless children and youth are not stigmatized or segregated.

McKinney-Vento

Use of Title Funds

- Clothing, esp. uniforms
- Clothing, P.E.
- School fees
- Personal school supplies (backpacks & notebooks)
- Birth certificates
- Tribal Enrollment documents
- Immunizations
- Food
- Medical/Dental
- Parent outreach
- Counseling services
- Testing fees – AP/IB, SAT/ACT
- GED testing for school-age students

Strategies to Serve Homeless Youth & Children Between Title I & the McKinney Vento Act

- Ensure that LEA local liaisons attend Title I conferences and in-services, and that Title I coordinators attend homeless education conferences and in-service professional development.
- Ensure collaboration between local Title I coordinators and LEA local liaisons on a plan that identifies ways that Title I will serve children and youth experiencing homelessness.
- Ensure collaboration between the State Title I coordinator and the State McKinney-Vento coordinator on the State Title I plan or the State consolidated plan.
- Share Title I and Homeless Education handbooks with other program staff.
- Collect and share within and across schools concrete data on the needs of children and youth in homeless situations.

Strategies to Serve Homeless Youth & Children Between Title I & the McKinney Vento Act (con't)

- Initiate school 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.
- Ensure that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue.
- Establish and widely disseminate information on school-wide policies, procedures, and guidelines to identify and serve eligible students.
- Include homeless parents in Title I parental involvement policies and create opportunities for homeless parents to be involved.

Sources:

-Symposium on Homeless Education and Title I - Hosted by U.S. Department of Education and the National Center for Homeless Education (NCHE) 2001

-Education for Homeless Children and Youth Program, Title VII-B of the McKinney-Vento Homeless Assistance Act, Non-Regulatory Guidance, July 2004

Additional Information

- The Bureau of Indian Education, Division of Performance & Accountability, Supplemental Programs
<http://www.bie.edu/Programs/supprog/index.htm>
- The National Center for Homeless Education (NCHE)
www.serve.org/nche
- U.S. Department of Education, Education for Homeless Children Youth Program
www.ed.gov/programs/homeless/index.html
- The National Association for the Education of Homeless Children and Youth (NAEH CY)
www.naehcy.org
- The National Law Center on Homelessness and Poverty (NLCHP)
www.nlchp.org
- National Service-Learning Clearing House
<http://www.servicelearning.org/>

Contact

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