

TEHCY Funding & Sustainability

Thursday, March 7th, 2024 | 1:00PM – 2:30PM



Texas Education for
Homeless Children and Youth

■ Purpose:

Today's training is focused on funding and sustainability planning, with a special emphasis on other federal and state programs your LEA can work with to support planning and sustainability of ARP and TEHCY related activities and projects.

Agenda:

- **Introduction**
- **Funding**
 - Discussion:
ARP – HCY I & II Ed Guidance
& TEA Errata
 - ARP I & II Errata Clarifying Guidance & Support in Planning
- **Sustainability**
 - Title I, Part A Set-Aside
 - CTE & Perkins V
 - Collaboration & Coordination with Dual Identified Students – Other Federal Programs
 - State Compensatory Education Considerations
- **General Reminders**
- **Dedicated Q & A**



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Table 1: Federal Funding to Support Students Experiencing Homelessness

Federal Funding Source	Funding Amount	Type of Funding
McKinney-Vento	\$129 million in 2022–23	Dedicated annual
American Rescue Plan Act	\$800 million in 2021–22	Dedicated one-time
Discretionary Set-Aside of ESEA Title I, Part A Funds	Amount set aside for students experiencing homelessness varies by district ^a	Annual discretionary set-aside

^a This amount was previously not tracked at the national level, but as of the 2022–23 school year it will be collected by the U.S. Department of Education.

Sources: U.S. Department of Education. (2022). Department of Education budget tables; American Rescue Plan Act of 2021, H.R.1319, 117th Cong. (2021); 20 U.S.C. § 6313(c)(3)(C) (2022).



**Discussion:
ARP – HCY I & II Ed Guidance
& TEA Errata**

Expanding how funds can be used:



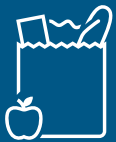
Increased access to providing educational technology and internet-connected devices or equipment with strong internal controls.



Payment for cell phones or cell phone plans (e.g., payment for students, parents, or staff)



Providing needed supplies (e.g., eyeglasses, school supplies, school uniforms, personal hygiene items, emergency clothing, and emergency grocery assistance).



Increased food assistance when food is not available to the student through other sources (e.g., free school meals).



Payment for certain household items related to sleeping or household hygiene, including, air mattresses, bedding, sleeping bags, linens or cleaning solution, detergent, etc.



Paying for short-term, temporary housing (including a hotel or motel) on a case-by-case basis. With the understanding that ARP-HCY funds should be used as a last resort when other funding sources are not available.



Payment for gift cards with accountability measures that must be maintained by the LEA including strong internal controls such as collecting receipts for items purchased with prepaid debit and store cards, employing tracking methods

Expanding how funds can be used (continued):



Training and collaborating with school social workers and counselors to better identify students experiencing homelessness, connect them to wraparound services, and provide additional counseling and other behavioral and mental health supports as needed.



Payment for vehicles for the specialized transportation of homeless children and youth, as well as re-imbursing parents and youth for gas costs, and purchasing prepaid gas cards with strong internal controls to ensure funds are used for school of origin transportation.



Providing or coordinating wraparound services, which could be provided in collaboration with full-service community schools partners or through contracts with CBOs, and could include academic supports, trauma-informed care, social-emotional support, and mental health services.



Providing early childhood education to young children age birth to five who are not formally enrolled in the LEA but who are experiencing homelessness in the LEA.

Expanding how funds can be used (continued):



Assisting youth and their parents/guardians with completion of the Free Application for Federal Student Aid (FAFSA[®]) and other college readiness and college access activities



Hiring graduation coaches or paying stipends to counselors to conduct transcript audits to help award partial credits and ensure students are **on track** for graduation.



Paying for college application expenses such as registration fees, preparation materials, entrance and placement exams, and other fees associated with college applications.



Covering any additional fees to participate in early college/dual enrollment programs or career and technical education programs.

- Breakout Rooms (10 minutes):
 - What are some of the successes and/or challenges/barriers your LEA/ESC currently facing with the expanded use of funds from the Department of Education?
- Whole Group (10 minutes)
 - Share in whole group and in chat challenges/barriers



Pause to Process





ARP I & II Errata Clarifying Guidance & Support in Planning


- USDE requires internal controls for gift card distribution.
- Documentation process needs to be in place.



- 1. Pilot a small amount of gift cards to make sure a strong internal control process is in place for the LEA/students & families.**
- 2. Set up the system, document, and obtain documentation of receipts.**
 - LEA will need to have a full list of gift cards, amount, & gift card number.**
 - Signed documentation upon distribution, etc.**
- 3. MV Liaison with family look up gift card number for understood amount, have family sign for gift card, and have family send photo directly to the LEA email.**
- 4. Collect all documentation and receipts in a secure virtual folder.**

Disposition of Equipment form

- Complete form for equipment and unused supplies and materials with a current per-unit fair market value of less than \$5,000 may be retained, sold, or otherwise disposed of with no further obligation to TEA or the federal government after the grant period.



Department of Grant Compliance and Administration
Inventory Disposition Request

Disposition approval is required when equipment originally purchased with federal grant funds is no longer needed for the original project, programs currently funded by other USDE grants, or projects previously supported by USDE grants. In accordance with 2 CFR 200.313 and 200.314, complete and submit this form to request approval to dispose of equipment or supplies and materials purchased with federal grant funds. If you are not disposing of the item but rather are transferring it to a federal program on another campus or another federal program on the same campus, this form may be submitted but is not required. Complete a separate copy of this form to request disposition of items purchased with funds from different federal grants.

Name of grantee County-district # Name of federal grant

Market Value \$5,000 or Less (Or Local Capitalization Policy, Whichever Is Less)

Equipment and unused supplies and materials with a current per-unit fair market value of less than \$5,000 may be retained, sold, or otherwise disposed of with no further obligation to TEA or the federal government.

If you check both of the boxes below, leave the next two sections blank. Complete the certification section and submit the signed form as directed.

The equipment purchased by the grantee with federal grant funds has a current per-unit fair market value of \$5,000 or less.

The unused supplies or materials purchased by the grantee with federal grant funds has an aggregate current fair market value of \$5,000 or less.

Equipment with Market Value Greater Than \$5,000 (Or Local Capitalization Policy, Whichever Is Less)

Item description Serial # Item location

Date of purchase Purchase price % paid w/ grant funds Current fair market value Condition

Check one of the following boxes to indicate the reason for disposition or transfer:

Inventory disposed under 2 CFR 200.313-314, funds will be returned to TEA to return to the federal government.
Required: NOGA ID of grant used to originally purchase item
 Provide a justification for disposing of the equipment item. Attach a list of multiple items on a separate sheet. All proceeds from the disposition will be refunded to TEA.

Transfer item to another campus that is implementing the same federal program.

Transfer item to a similar federal program.

Equipment was stolen, with appropriate report to authorities. Internal controls are in place to prevent further theft.

Equipment was lost, with appropriate report to authorities. Internal controls are in place to prevent future loss.

Supplies/Materials with Aggregate Market Value Greater Than \$5,000 (Or Local Capitalization Policy, Whichever Is Less)

Item description Serial # Item location Date of purchase

Purchase price Percentage paid w/ grant funds Current aggregate fair market value Condition

Check one of the following boxes to indicate the reason for disposition or transfer:

Inventory disposed under 2 CFR 200.313-314, funds will be returned to TEA to return to the federal government.
Required: NOGA ID of grant used to originally purchase item
 Provide a justification for disposing of the supplies. Attach a list of multiple items on a separate sheet. All proceeds from the disposition will be refunded to TEA.

Transfer item to another campus that is implementing the same federal program.

Transfer item to a similar federal program.

Supplies and materials were stolen, with appropriate report to authorities. Internal controls are in place to prevent further theft.

Supplies and materials were lost, with appropriate report to authorities. Internal controls are in place to prevent future loss.

Certification

This form must be signed by the authorized official. Email the signed form to GrantSupport@tea.texas.gov.

Name and Title of Authorized Official Signature and Date

For TEA Use

Inventory disposition or transfer is approved as requested, based on the information provided.

Inventory disposition or transfer is approved with the following changes:

Inventory disposition/transfer is denied.
 Signature of Associate Commissioner and Date

- Breakout Rooms (10 minutes):
 - What is your LEA/ESC spending plans for TEHCY, ARP I or ARP II?
- Whole Group (10 minutes)
 - Share in whole group and in chat spending plans.



Comments?



Questions?



Title I, Part A Set-Aside

- Homeless children and youths are automatically eligible for services under Title I, Part A of the ESEA, whether or not they live in a Title I school attendance area or meet the academic standards required of other children for eligibility. (ESEA section 1115(c)(2)(E)). For example, homeless children and youths may receive Title I educational or support services from schoolwide and targeted assistance school programs.
- Under section 1113(c)(3)(A) of the ESEA, an LEA must reserve sufficient Title I funds to provide services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools.

Title I, Part A Set-Aside

- Title I, Part A funds may be used to provide a wide variety of services to homeless students.
- Title I, Part A funds may be used to provide services to homeless children and youths, including those in Title I schools, that may not ordinarily be provided to other Title I students. (ESEA section 1113(c)(3)(C)(ii)).

Clothing & Shoes
(uniforms & PE)

Student Fees
(Postsecondary).

Tutoring Services

Extended Learning Time
(Saturdays, after-school, summer)

Medical &
Dental Services

School Supplies
(Backpacks, notebooks)

Title I, Part A Set-Aside Considerations

1. Services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. (ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a)).

2. Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources used to provide similar services for economically disadvantaged students generally.

- USDA's National School Lunch Program and Breakfast Program,
- public health clinics, or
- local discretionary funds (sometimes provided by the PTA)

Outreach services to students living in shelters, motels, and other temporary residences



Counseling services to address anxiety related to homelessness that is impeding learning



Comments?



Questions?



A photograph of students walking on a staircase in a school hallway, overlaid with a blue tint. The students are carrying backpacks and some are looking towards the camera. The background shows large windows and a modern school building.

CTE & Perkins V

- Special populations defined under Perkins V homelessness (homeless, foster care, military connected)
- Expand opportunities for every student to explore and follow high skill, high wage career pathway to earn credentials of value and meet local workforce needs
- Coordinates between secondary and postsecondary levels
- 14 career clusters how many students experiencing homelessness are enrolled in your LEA CTE program?

CTE benefits

- Recruitment of special populations (homeless, foster care, military)
 - \$50,000 or 1.1% has to be used on <https://cte.ed.gov/>
- State & local applications- have to include a portion for special populations.
- Reduce or eliminate out-of-expenses for special pops enrolled in CTE
- Equal access to high-quality CTE programs
- Generally, participation is low for CTE among students experiencing homelessness.





Collaboration & Coordination with Dual Identified Students – Other Federal Programs

Two federal laws increase the educational stability and support needed to help homeless children and youth with disabilities succeed in school:

1. The Individuals with Disabilities Education Act of 2004 [20 U.S.C. §§ 1400-1444] (subsequently referred to as IDEA)
2. Subtitle VII-B of the McKinney-Vento Homeless Assistance Act [42 U.S.C. §§ 11431-11435], reauthorized in 2001 by Title X, Part C of the No Child Left Behind Act (subsequently referred to in this brief as the McKinney-Vento Act)

- Title III-A → Key partner for Emergent Bilingual, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement and enhance educator capacity to develop and provide effective instructional programs.
- Title IV-A → Key partner for students with mental health and technology supports.
- Head Start → Key partner for MVA collaboration to serve young students.
- Special Education → Key partner in identification of students and chronic absenteeism.
- 21st Century Community Learning Centers can be a key partner in out-of-school enrichment.

- **Create action steps for dual identified & dual funded students.**

Pause to Process



A photograph of a school staircase with several students walking up and down. The image is overlaid with a blue tint. The text 'State Compensatory Education Considerations' is centered over the image in white.

State Compensatory Education Considerations

- The Texas Education Code (TEC), §29.081, defines State Compensatory Education (SCE) as programs and services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students.
- The SCE program provides an instructional program to close the achievement gap between students at risk of dropping out of school and their peers.

- Districts do not need to report a census block group for a student who is experiencing homelessness. TEC §48.104(e-1) entitles districts to the highest possible compensatory education weight for 0.275 for each enrolled student who is experiencing homelessness.

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State Compensatory Education Considerations

1. Attendance officer position with a primary focus on drop-out prevention [TEC §48.104\(4\)\(A\), s](#)
2. LEAs may use SCE funds described in TEC. Sec. 48.104 to fund supplemental programs and services listed in HB 4545, such as:
 - targeted supplemental instruction,
 - extended day and year instruction,
 - tutoring, and
 - transportation for extended day and year programs.
3. SCE funds may also be used for professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction, and for the purchase of supplemental instructional materials for the intended population defined in the authorizing statute, [TEC, §29.081](#) and [TEC §48.104](#).
4. Programs that build skills related to managing emotions, establishing, and maintaining positive relationships, and making responsible decisions [TEC §48.104\(j-1\)\(4\)\(B\)](#)
5. Additional considerations [FAQ State Compensatory Education Considerations](#)

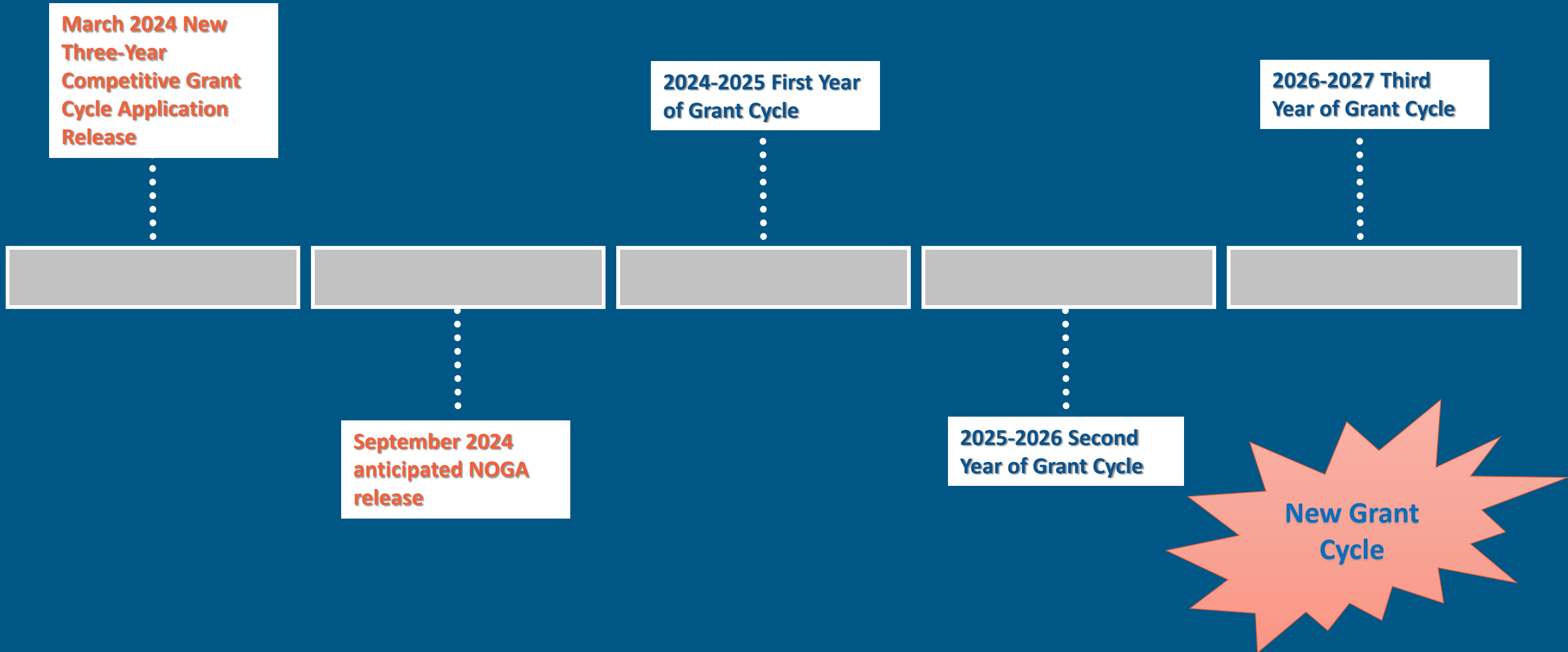
Pause to Process



A blue-tinted photograph of a school hallway with a wide staircase. Several students with backpacks are walking up and down the stairs. Large windows are visible in the background, showing trees outside. The overall scene is busy and typical of a school environment.

General Reminders

TEHCY Continuation Grant 2024-2027 Grant Cycle





■ McKinney Vento 201 Thursday, April 11, 2024, 11:00 am – 1:00 pm

■ NEXT Coffee Chat: TEHCY/ ARP Homeless I & II Grant Combined Coffee Chat Thursday, April 18th, 2024, 1:00 pm – 2:30 pm



■ TEHCY office hours Friday, May 10th, 1:00 pm – 2:00 pm



- **HMAR Quarterly Webinar #4**
- **May 2, 2024**
- **1:00 pm – 2:30 pm**
- **[Register](#)**

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The Latest TEA News

The latest news from the Texas Education Agency is available through news releases, online correspondence, mailing lists, and other posted information.


Emergency Support



Coronavirus (COVID-19)

TEA is closely monitoring the novel Coronavirus outbreak. TEA has produced important updates


Texas Schools



Visiting TEA

TEA offices are open and meetings are being held in-person and virtually. Please contact the

About



General Public Health Resources

For current COVID-19 case counts across Texas

- Special Student Populations
 - Foster Care and Student Success
 - Bilingual/ESL Education *i*
 - Early Childhood Education *i*
 - Special Education Updates *i*
 - Gifted/Talented Education *i*
 - Pregnancy Programs *i*
 - Languages Other Than English *i*
 - McKinney-Vento Homeless Education
 - Spanish Curriculum Standards
 - At-Risk and Highly Mobile Student Program Division *i*
 - Migrant Education Program
 - Military Connected Students
 - Mental and Behavioral Health



Thank You



Feedback Survey