





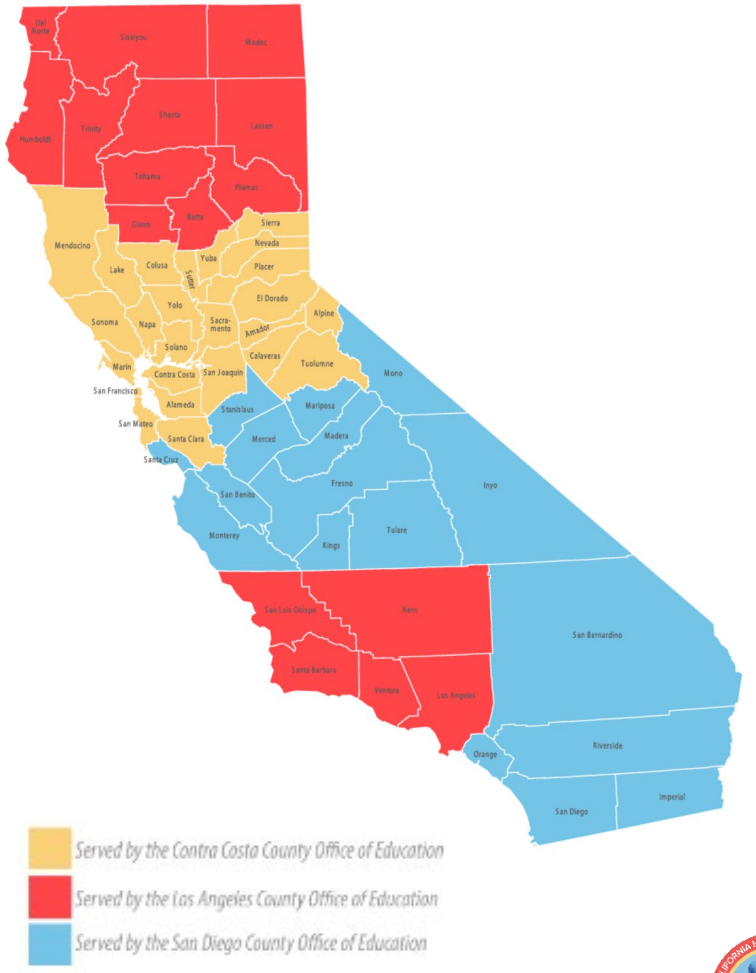
Homeless Education Technical Assistance Center (HETAC)

Welcome! We will begin momentarily.
Please say hello in the chat!

About the HETAC

The California Homeless Education Technical Assistance Center (HETAC)

- Is funded by the California Department of Education to serve as the state's homeless education technical assistance center
- Is operated jointly by the Contra Costa, Los Angeles, and San Diego County Offices of Education
- Learn more about the HETAC that serves your county on the [HETAC website contact us page]



Webinar Logistics

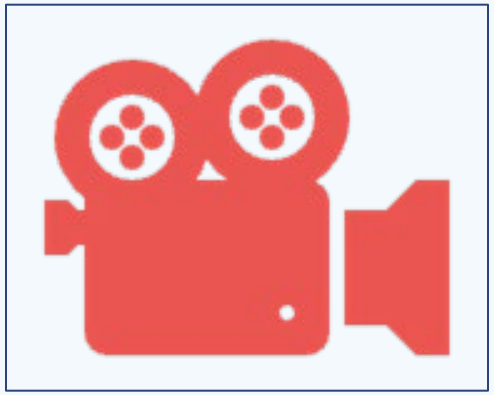
This webinar is being recorded and will be posted within one week to the HETAC website at www.hetac.org/resources/hetac-resources

The webinar recording and materials also will be sent to webinar attendees following the webinar

All attendees are muted

Please use "Q&A" to submit questions

Attendees may turn on or disable closed captioning



Recording...





Homeless Education Technical Assistance Center (HETAC)

Supporting Children and Youth Experiencing Homelessness
Using Title I, Part A Reservation Funds

February 18, 2026

Our Time Today



- Purpose of Title I, Part A
- Intersection of Title I, Part A with McKinney-Vento
- Requirements and Reservation
- Determining Funds
- Allowable Uses
- Reporting and Evaluating
- Frequently Asked Questions

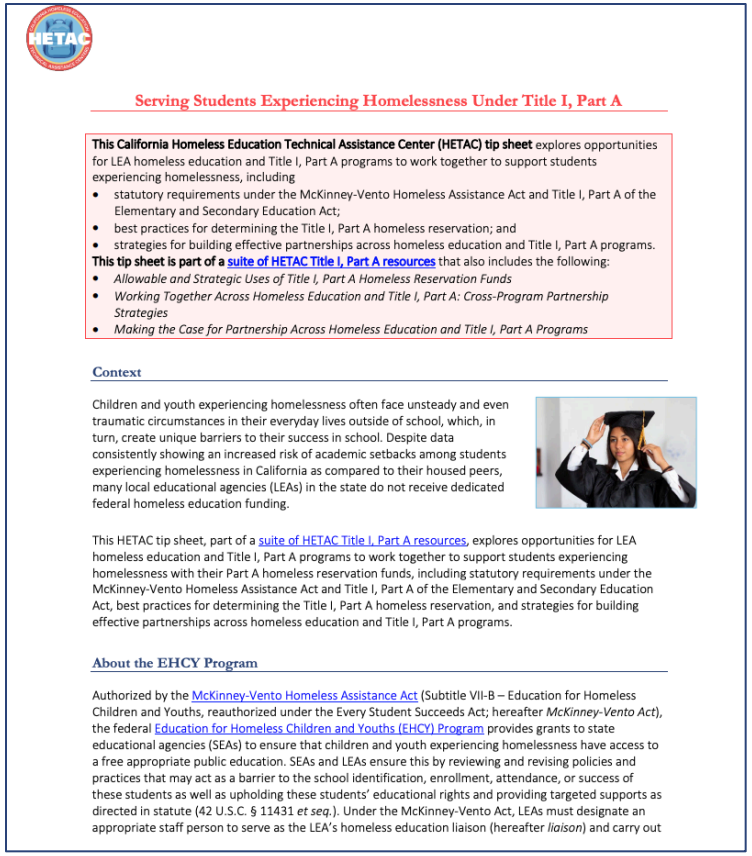
Introductions

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Resource Spotlight



Serving Students Experiencing Homelessness Under Title I, Part A

This California Homeless Education Technical Assistance Center (HETAC) tip sheet explores opportunities for LEA homeless education and Title I, Part A programs to work together to support students experiencing homelessness, including

- statutory requirements under the McKinney-Vento Homeless Assistance Act and Title I, Part A of the Elementary and Secondary Education Act;
- best practices for determining the Title I, Part A homeless reservation; and
- strategies for building effective partnerships across homeless education and Title I, Part A programs.

This tip sheet is part of a suite of HETAC Title I, Part A resources that also includes the following:

- *Allowable and Strategic Uses of Title I, Part A Homeless Reservation Funds*
- *Working Together Across Homeless Education and Title I, Part A: Cross-Program Partnership Strategies*
- *Making the Case for Partnership Across Homeless Education and Title I, Part A Programs*

Context

Children and youth experiencing homelessness often face unsteady and even traumatic circumstances in their everyday lives outside of school, which, in turn, create unique barriers to their success in school. Despite data consistently showing an increased risk of academic setbacks among students experiencing homelessness in California as compared to their housed peers, many local educational agencies (LEAs) in the state do not receive dedicated federal homeless education funding.

This HETAC tip sheet, part of a suite of HETAC Title I, Part A resources, explores opportunities for LEA homeless education and Title I, Part A programs to work together to support students experiencing homelessness with their Part A homeless reservation funds, including statutory requirements under the McKinney-Vento Homeless Assistance Act and Title I, Part A of the Elementary and Secondary Education Act, best practices for determining the Title I, Part A homeless reservation, and strategies for building effective partnerships across homeless education and Title I, Part A programs.

About the EHCY Program

Authorized by the McKinney-Vento Homeless Assistance Act (Subtitle VII-B – Education for Homeless Children and Youths, reauthorized under the Every Student Succeeds Act; hereafter *McKinney-Vento Act*), the federal Education for Homeless Children and Youths (EHCY) Program provides grants to state educational agencies (SEAs) to ensure that children and youth experiencing homelessness have access to a free appropriate public education. SEAs and LEAs ensure this by reviewing and revising policies and practices that may act as a barrier to the school identification, enrollment, attendance, or success of these students as well as upholding these students' educational rights and providing targeted supports as directed in statute (42 U.S.C. § 11431 *et seq.*). Under the McKinney-Vento Act, LEAs must designate an appropriate staff person to serve as the LEA's homeless education liaison (hereafter *liaison*) and carry out

HETAC Title I, Part A Resources

A new suite of 4 HETAC tip sheets to build cross-program partnerships whose unified efforts can lead to greater impact.

- *Serving Students Experiencing Homelessness Under Title I, Part A* (foundational knowledge)
- *Allowable and Strategic Uses of Title I, Part A Homeless Reservation Funds*
- *Making the Case for Partnership Across Homeless Education and Title I, Part A Programs*
- *Working Together Across Homeless Education and Title I, Part A: Cross-Program Partnership Strategies*

TONY THURMOND
State Superintendent
of Public Instruction

Supporting Children and Youth Experiencing Homelessness Using Title I, Part A: Requirements, Reservations, and Uses

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Integrated Student Support and Programs Office

California Department of Education

Acronyms

- Consolidated Application and Reporting System – CARS
- Elementary and Secondary Education Act – ESEA
- Free or Reduced-Price Meals – FRPM
- Homeless Education Technical Assistance Center – HETAC
- Local Educational Agencies – LEAs, which includes county offices of education, school districts, and charter schools
- State Educational Agencies – SEAs, which includes the California Department of Education (CDE)
- United States Code – U.S.C.

Purpose of Title I (1)

- The purpose of Title I, Part A of the ESEA (20 U.S.C. Section 6301 et seq.) is to provide all children with a fair, equitable, and high-quality education, and to close educational achievement gaps.
- To support schools in implementing program goals, the Title I, Part A program provides supplemental funds to LEAs and schools with high numbers or percentages of children from low-income families.

Purpose of Title I (2)

- Title I, Part A is designed to meet the educational needs of low-achieving children in schools with the highest levels of poverty by aligning high-quality assessments, systems of accountability, teacher preparation, curriculum, and instructional materials with challenging state academic standards.

Homeless Education (1)

- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431 et seq.; hereafter the McKinney-Vento Act) ensures that children experiencing homelessness have access to the same free, appropriate public education, including a public preschool education, and related services as their permanently housed peers so that they have an equal opportunity to meet the same challenging academic standards.

Homeless Education (2)

- The McKinney-Vento Act requires SEAs and LEAs to remove barriers to the identification, enrollment, attendance, and success in school of students experiencing homelessness (42 U.S.C. Section 11431[2]).

- The McKinney-Vento Act also emphasizes collaboration and parent participation as critical to the educational success of students experiencing homelessness.

- The McKinney-Vento Act and Title I, Part A both play a significant role in supporting the academic achievement of these students. Requirements for coordination between the two programs are included in both statutes.

Title I, Part A and Homeless (1)

- Homeless children are automatically eligible for Title I services, regardless of their current academic performance.
- Homeless students enrolled in schools not receiving Title I, Part A funds are entitled to academic support comparable to students attending schools that received Title I, Part A funds.
- Due to the many and varied needs of students experiencing homelessness, the Title I, Part A services provided to these students may need to be greater in scope and intensity, and/or different in nature than those normally provided to non-homeless students.

Title I, Part A and Homeless (2)

- LEAs must reserve funds, as necessary, to provide comparable services to homeless students regardless of their school of attendance (20 U.S.C. Section 6313[c][3][A]) including funding the local liaison position, and funding transportation to and from the school of origin.
- These funds are referred to as “set-aside,” “homeless set-aside,” or “reservation funds for homeless education.”

Title I, Part A and Homeless (3)

- All LEAs receiving Title I, Part A funds must include in their local plans a description of how the LEA's Title I, Part A program is coordinated with its McKinney-Vento program.
- The development of the local plan should include timely and meaningful consultation with the local liaison, and must describe the Title I, Part A services that will be provided to students experiencing homelessness, including through the homeless set-aside.
  - This is done through the CDE CARS.

Collaboration Between the Two (1)

- Effective coordination between these two programs (given the requirements in both programs to serve homeless children and youth) can have substantive impacts on many homeless students. Consider the following recommendations for facilitating stronger collaboration:
  - Encourage local Title I coordinators and local liaisons to work together to develop and implement a plan that identifies ways that Title I funds and programs will serve children and youth experiencing homelessness

Collaboration Between the Two (2)

- Ensure that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue
- Provide joint Title I, Part A and McKinney-Vento program trainings, meetings, and materials for all staff
- Share Title I, Part A and Homeless Education resources and handbooks relating to serving students experiencing high poverty and mobility, with program staff

Collaboration Between the Two (3)

- Establish and widely disseminate information on district-wide policies, procedures, and guidelines to identify and serve eligible students
- Use data from a variety of sources, including the McKinney-Vento Act, Title I, Part A, and other education interventions to determine appropriate homeless set-aside funding levels and activities
- Share this data within and across the LEA including the needs of homeless children and youth to build awareness and understanding among staff

Collaboration Between the Two (4)

- Lead district-wide 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

- Continual cross-program interaction enables LEAs to respond to the emerging needs of children and youth experiencing homelessness and implement interventions expediently to ensure these students' academic success.

Determining Set-Aside (1)

- Determining an appropriate homeless set-aside amount requires coordination between the LEA's Title I, Part A and McKinney-Vento programs.
- The set-aside must be determined based on the total Title I, Part A allocation received by the LEA, and reserved prior to any allowable expenditures or transfers by the LEA.
- LEAs should establish their own methods for determining their homeless set-aside while working with various stakeholders within the LEA, as appropriate.

Determining Set-Aside (2)

- When determining the set-aside amount, the Title I director and local liaison should partner to gather and review relevant data in order to ensure that sufficient Title I, Part A funds are reserved to meet the needs of students experiencing homelessness.
- As a reminder, in determining the set-aside amount, LEAs should allow for the provision of services to meet the unique needs of homeless students who attend Title I, Part A schools that are above and beyond services provided through the regular Title I, Part A programs.

Determining Set-Aside (3)

- Here are possible methods for calculating the set-aside:
  - Base the set-aside on a needs assessment of students experiencing homelessness within the district, considering both the number and needs of these students
  - Determine a percentage of the district's Title I, Part A funds to reserve for the homeless set-aside
  - Multiply the number of students experiencing homelessness identified by the district by the Title I, Part A per-pupil allocation

Determining Set-Aside (4)

- Match the amount of McKinney-Vento subgrant dollars received by the LEA, if applicable
- Adjust previous set-aside amounts based on past set-aside expenditures and trend data, such as the number of students experiencing homelessness identified, these students' academic outcomes and educational needs, changes to the community's poverty levels and/or economy, natural disasters, and emergencies
- Analyze your Free or Reduced-Price Meals (FRPM) data by comparing it to homeless enrollment. Most LEAs homeless enrollment should be around 10 percent of their FRPM

Changing Set-Aside

- If the number of students experiencing homelessness enrolled in LEAs changes significantly over the course of a school year, LEAs can certainly make changes to both fiscal and program.
  - These changes should be based on emerging needs of homeless children, youth, and their families
  - Samples of changes could be an impact due to natural disasters, a pandemic, etc.

Uses of Funds (1)

- Title I, Part A reservation funds for homeless education can be used for the following (20 U.S.C. Section 6313[c][3][C][i]):
  - 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
  - Caps and gowns to wear at graduation
  - Immunizations, medical or dental services, hearing aids, and eyeglasses

Uses of Funds (2)

- Student fees that are necessary to participate in the general education program, including class projects, and field trips
- Personal school supplies such as backpacks and notebooks
- Birth certificates necessary to enroll in school
- Food
- Support the homeless liaison position
- Collect data on homeless children and youth

Uses of Funds (3)

- Transportation to and from the school of origin
- Counseling services to address anxiety related to homelessness that is impeding learning
- Outreach services to students living in shelters, motels, and other temporary residences
- 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

Uses of Funds (4)

- 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 associated with General Education Development testing, Advanced Placement testing, International Baccalaureate testing, and college entrance exams such as Scholastic Achievement Test or American College Testing

Uses of Funds (5)

- The CDE, Homeless Education program has developed a one pager resource to support the conversation around the required use of Title I, Part A funds for Homeless Education https://www.cde.ca.gov/sp/hs/cy/documents/allowableexpenses.docx
- This resources includes:
  - Federal and State citations for the requirements
  - Responsibilities of LEAs around serving homeless education
  - The allowable uses of funds for the requirements to serve students identified as homeless eligible.

Prohibited Uses of Funds

- Title I, Part A reservation funds cannot be used for the following:
  - Rental assistance for homeless families
  - Clothing assistance for parents or guardians
  - The cost of prom dresses, sports, or yearbooks
  - Physical exams to participate in sports

Reporting Set-Aside (1)

- CARS is a two-part application and reporting process for multiple state and federal, formula-driven, categorical program funds submitted by LEAs.
- There is a Winter Release and a Spring Release. Typically, the Winter Release is from mid-January to the end of February, and the Spring Release is from mid-May to the end of June, annually.
- In the Winter Release, LEAs are to report their set-aside amount on the page entitled *Title I, Part A LEA Allocation and Reservations.*

Reporting Set-Aside (2)

- Then, in the Spring Release, there is a page entitled *Homeless Education Policy, Requirements, and Implementation* that requires LEAs to indicate various information on their implementation of homeless education, such as:
  - Homeless liaison contact information
  - Full-time equivalent of the homeless liaison
  - Title I, Part A set-aside expended amount, and the activities provided with these funds

Reporting Set-Aside (3)

- Homeless Education board policy approval date
- Training participation by various stakeholders
- Use of a Housing Questionnaire
- Poster dissemination

- It is important that the LEA involve the homeless liaison when filling out this CARS page.
- Visit the CDE CARS website at https://www.cde.ca.gov/fg/aa/co/index.asp.

Spring Release Sample – Title I

Title I, Part A Homeless Expenditures	Reporting
Title I, Part A LEA allocation	Prepopulated from Winter
Title I, Part A direct or indirect services to homeless children reservation	Prepopulated from Winter
Amount of Title I, Part A funds expended or encumbered for direct or indirect services to homeless children for that particular year	LEA inputs
Homeless services provided	LEA inputs

Evaluate (1)

- Here are sample questions that should be discussed annually in regard to sufficiency and effectiveness of an LEA's set-aside amounts and activities for addressing the educational needs of students experiencing homelessness:
  - Is the Title I, Part A set-aside for homeless education sufficient for meeting the needs of homeless children and youth?
  - How does the LEA know that their needs are being met?
  - How much of the set-aside is being spent? If not all of it, then why?

Evaluate (2)

- Is the LEA comparing academic outcomes and other outcomes of homeless students to non-homeless students?
- If so, how do the two compare to one another?
- How are the set-aside amounts determined?
- Is the homeless liaison a part of the discussion regarding the amount, the activities, and the evaluation?
- To determine the per pupil amount of set-aside to the number of homeless students enrolled, divide the amount of set-aside spent by the number of homeless enrollment

Resources

- CDE's Title I, Part A Reservation Funds for Homeless Education document at https://www.cde.ca.gov/sp/hs/cy/documents/allowableexpenses.docx
- HETAC Title I, Part A Resources at https://www.hetac.org/resources/titlei
- National Center for Homeless Education Title I, Part A resource page at https://nche.ed.gov/legislation/title-1-part-a/
- SchoolHouse Connection Maximizing the Title I Set-Aside for Homeless Students: An Actionable Guide for Practitioners, Leaders, and Advocates at https://schoolhouseconnection.org/article/title-1-part-a

Question



Can LEAs use Title I Set Aside Funds to pay for the homeless liaison position?

Answer



Yes

- Title I, Part A homeless set-aside funds may be used to fund all or part of the homeless liaison's salary even if that person has no Title I duties. (ESEA section 1113(c)(3)(C)(ii)(II)).
- In larger LEAs with significant numbers of identified homeless students enrolled, an LEA may also use Title I funds to support, as necessary, additional staff carrying out the required duties of the local liaison.

Question

Poll

Is there a required amount that has to be set-aside each year?

Answer



No

- There is no set amount to set aside, the requirement is to set aside sufficient funds to meet the needs of these students.
- The LEA should determine the amount based on the needs in relation to homeless student enrollment and other local factors.
- In addition, reservation funds are a part of the federal monitoring review and should support the academic access and success of students experiencing homelessness.

Question



Can you use Title I, Part A to pay for caps and gowns to pay for graduation?

Answer



Yes

- This is an allowable use of Title I, Part A reservation funds.

Question



What if we do not have any identified homeless students, do we still have to reserve Title I, Part A funds?

Answer



Yes

- Reservation funds are still required regardless of identification.
- Reservation funds can be used to support the identification of children and youth experiencing homelessness, as well as support the required role of the local homeless liaison.
- Another good reason to reserve funds would be to aid in emergency situations such as fires, pandemics, and floods. Students displaced by natural disasters can be identified and served as homeless by the local homeless liaison.



Questions?

Thanks for Joining Us!

Please take a few minutes to fill out this brief evaluation