

TIPHA

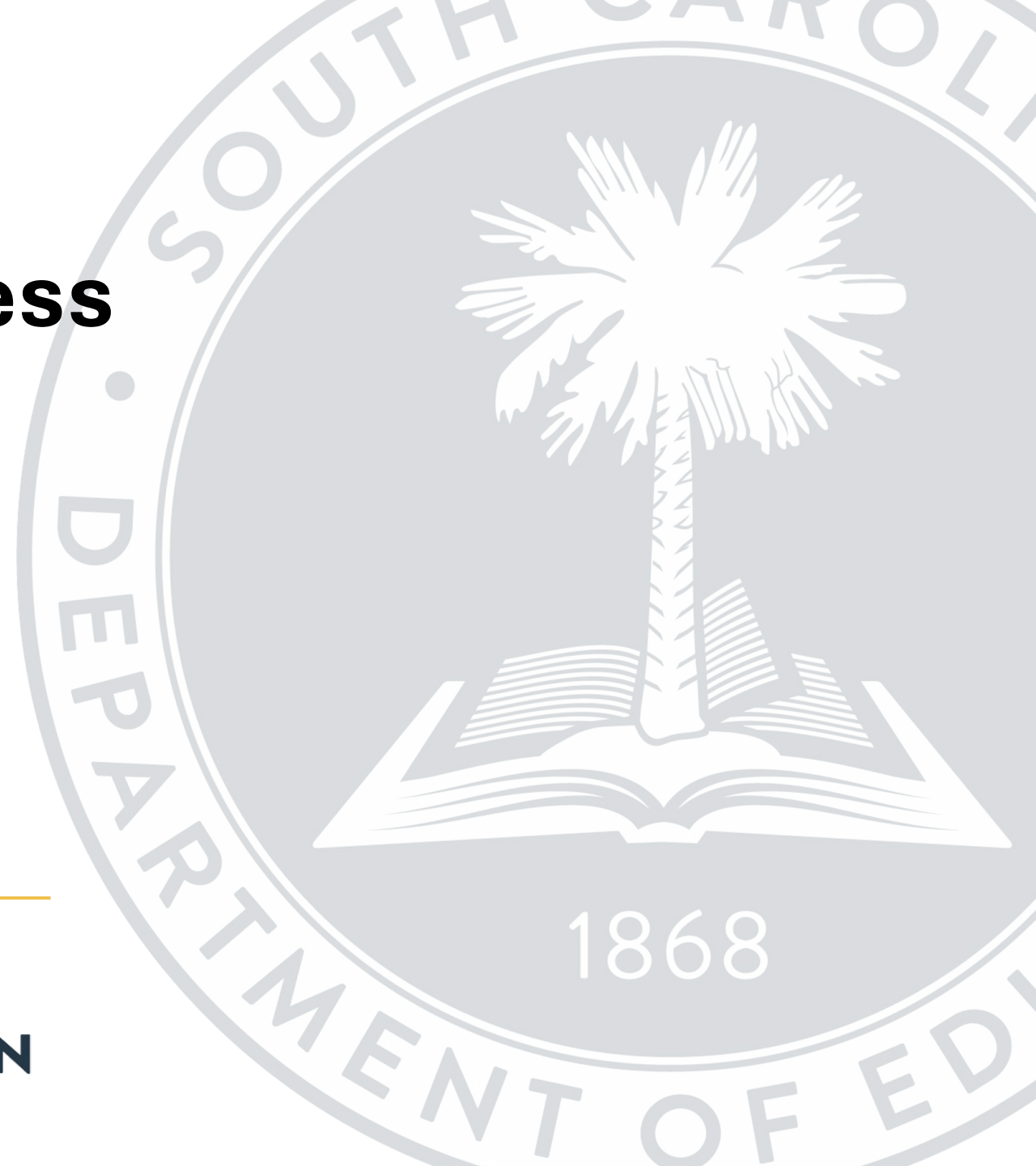
(Title I Part A, Homeless Set Aside) Refresher

Birley Wright, M.Ed.

Kim Humphrey, MSW



**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**



Agenda

- 1) Review definition of McKinney-Vento (MV) and review authorization for TIPHA.
- 2) Understand how to use the LEA McKinney-Vento data to help determine the Title I, Part A (TIPHA) homeless set aside and review allowable and unallowable expenses.
- 3) Develop ideas for how to best allocate and spend your homeless set aside to best meet the needs of your student's experiencing homelessness.

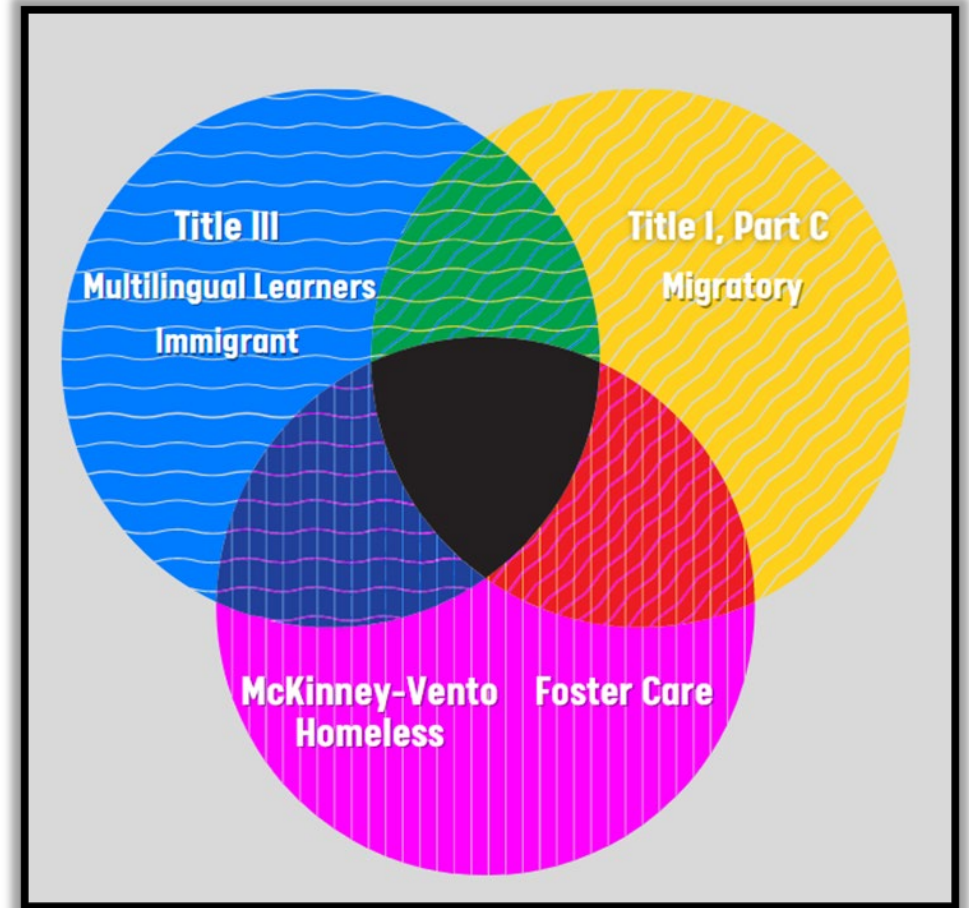


Student Advocacy, Access, & Support (SAAS) Team

Office of Federal & State Accountability

Mission

To ensure equitable identification and access to educational opportunities and wrap-around services for students who are multilingual learners, immigrants, migratory, in foster care, and/or experiencing homelessness.



Why focus on Child and Youth Homelessness?

- Homelessness negatively impacts children and youth's development, health, and education — impacts that are distinct from and worse than the effects of poverty
- From early childhood through postsecondary, education is among the most powerful antidotes to homelessness in the long term and is a source of immediate support and connection to housing and services in the short term.
- Homelessness is a traumatic experience that harms young children and has been found to be associated with delays in language, literacy, and social-emotional development, putting children at risk for later academic problems. The younger and longer a child experiences homelessness, the greater the cumulative toll of negative health outcomes, which can have lifelong effects on the child, the family, and the community. [SchoolHouse Connection](#)



Critical Assistance for Students Experiencing Homelessness

- ✓ Students experiencing homelessness are part of Title I, Part A target population of disadvantaged students; however, the high mobility, trauma, and poverty associated with homelessness create unique educational barriers and challenges that Title I, Part A students **with** fixed, regular, and adequate housing may not face.
- ✓ Homelessness can be associated with lower standardized test scores in reading, spelling, and math (**Obradović et al., 2009; Rafferty, Shinn, & Weitzman, 2004**). Students experiencing homelessness also transfer schools more often, which requires them to adapt to new curricula, teachers, and peers, while increasing the risk of “broken bonds,” all of which impact learning negatively (**Cunningham, Harwood, & Hall, 2010; Obradović et al., 2009**).



Critical Assistance for Students Experiencing Homelessness (Cont.d)

- ✓ 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, or meet the academic standards required of other students for eligibility (20 U.S.C. § 6315(c)(2)(E); ED, 2017, p. 39).
- ✓ Additionally, automatic Title I, Part A eligibility allows students in homeless situations who are doing well academically to receive additional non-instructional education-related support services needed to succeed in school.



Recent Data added on the Data Profiles

- SchoolHouse has created profiles to help share McKinney-Vento Data with others!
- You can now access SY 2022-23 on the website
- The data is broken down by state, district, senate/house districts for both the state and federal level.
- These can be used for educational purposes for you, your district and the community!
- <https://schoolhouseconnection.org/article/data-profiles>

EXPLORE CHILD AND YOUTH HOMELESSNESS IN YOUR COMMUNITY

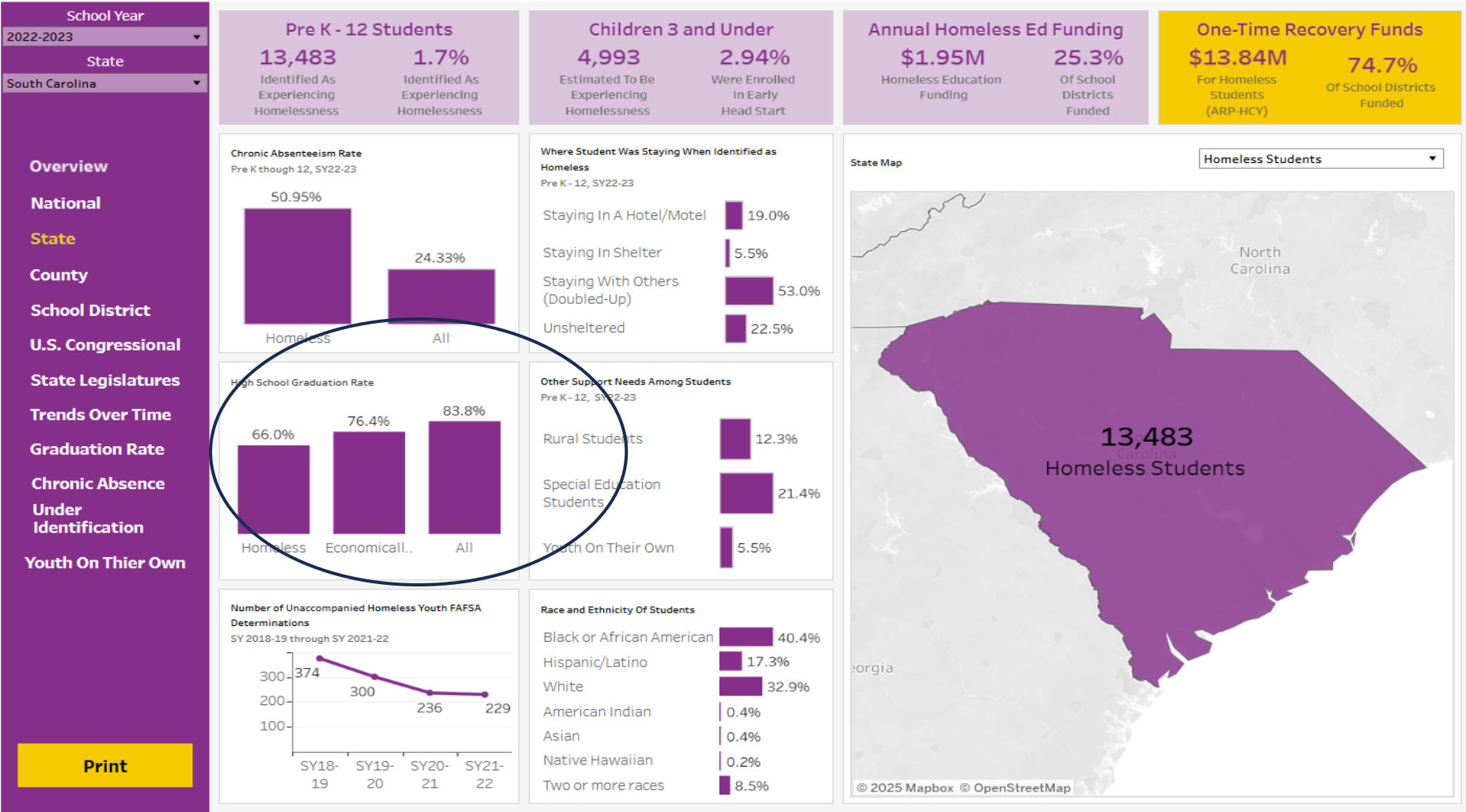
Child and Youth Homelessness in the United States: Data Profiles

Explore national, state, and local student homelessness data with new interactive profiles. Track graduation rates, chronic absenteeism, and district funding needs at every level.

[VISIT THE DASHBOARD](#) 



South Carolina Data



McKinney-Vento Homeless Assistance Act



Definition of McKinney-Vento

Individuals who lack a fixed, regular, and adequate nighttime residence

- Includes sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children who qualify due to the above circumstances
- A family experiencing domestic violence, or other types of violence would be included in this definition.



Fixed, Regular, and Adequate

Fixed:

Stationary, permanent, not subject to change

Regular:

Used on a predictable, consistent basis

Adequate:

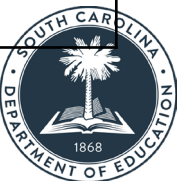
Lawfully and reasonably sufficient. (Utilities and running water) Housing is sufficient for meeting the physical and psychological needs typically met in a home environment



South Carolina McKinney-Vento Identification

School Year	Number of MV Students	Percent Identified	We are increasing our Identification!
2020-2021	11,986	1.6%	Yes
2021-2022	11,543	1.5%	Yes
2022-2023	13,770	1.8%	Yes
2023-2024	~15,900	A little less than 2%	Yes

Data: US Dept of Education



Authorization of Homeless Set-Aside

§1113(c)(3)(i) of the ESEA, as amended

- “—A local educational agency shall reserve such funds as are necessary under this part, determined in accordance with subparagraphs (B) and (C), to provide services *comparable to those provided to children in schools funded under this part to serve*— (i) homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live.”



Homeless Set-aside Reminders

- Above and beyond what is already provided to students experiencing homelessness under Title I, Part A.
- An LEA **should not** reserve the same amount of Title I, Part A funds over multiple years when the student count increased or decreased significantly from the previous year.
- Evaluate. Is the set-aside improving outcomes? Is the amount sufficient to meet the student's needs?
- No “money parking”. TIPHA has the same claiming expectations.
- Foster Care transportation **cannot** be included in TIPHA plan.



Sufficiency is Key

LEAs must reserve a sufficient amount for Homeless Set-Aside

How do LEAs determine “sufficiency”?

- Consider other funding streams connected to students experiencing homeless (e.g., EHCY, ESEA, ESSER, Local funds)
- MV LEA Needs Assessment, enrollment data, program effectiveness, and cost data on expenditures
- [Mandated Collaboration](#) between Title I and MV Liaison (42 U.S.C. § 11432)

Must include plan/justification in GEMS Set-Aside Narrative

- SCDE Title I/MV teams will collaborate to verify sufficiency as needed



Expectations for Title I, Part A Set-aside:

- Allowable
- Sufficient
- Sustainable



Strategic Planning



Who's at the Table?



Title I Coordinator

McKinney-Vento
Liaison

LEA Finance Team

LEA Title I Allocations EdFacts Data Submission for TIPAH

File Specification (FS) 193 Title I Allocations include Data Groups (DGs) 788, 797, and 886.

- DG 886 collects information on the Title I, Part A amount reserved by each LEA to serve homeless children and youth.
- DG 886 only collects information on the original reservation amount set aside by each LEA.
- SY 2022-23 is when this data point began being tracked



LEA Planning Worksheet

Review the LEA specific document you received when you came into the session.

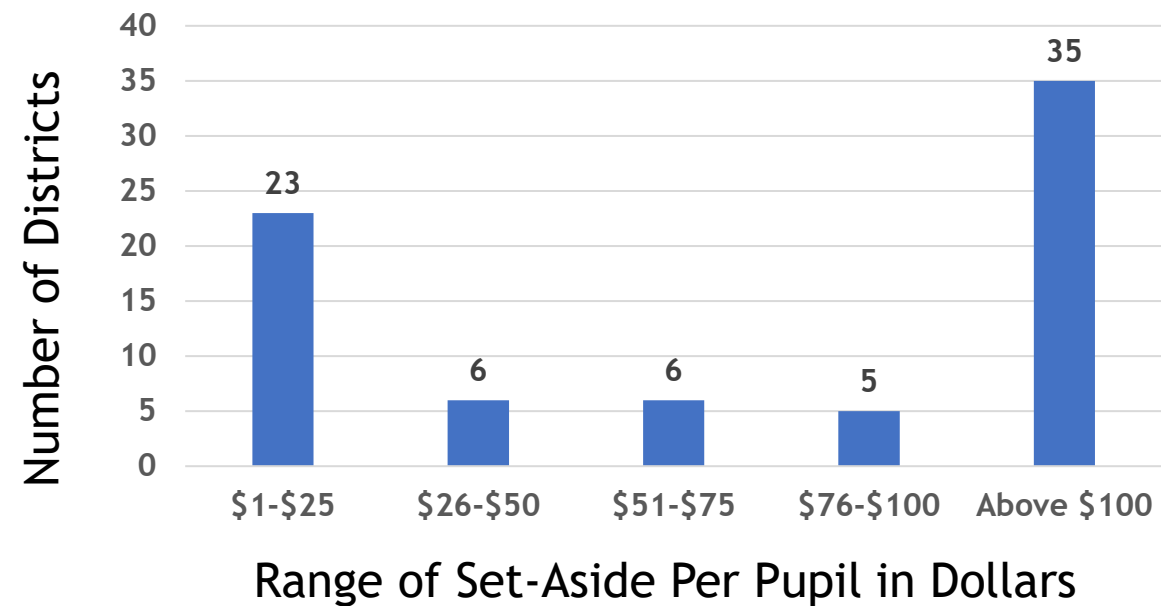
- Reflections?
- Next Steps?

Title I, Part A Homeless Set-Aside (TIPAH) District Planning Worksheet	
School District	«School_District»
2023-24 TIPAH Allocation	\$«TIPAH_Allocation»
Change from the previous year?	«F6»
McKinney-Vento Total Students for 2023-24	«MV_Total»
Amount Per Pupil	\$«Per_Pupil»

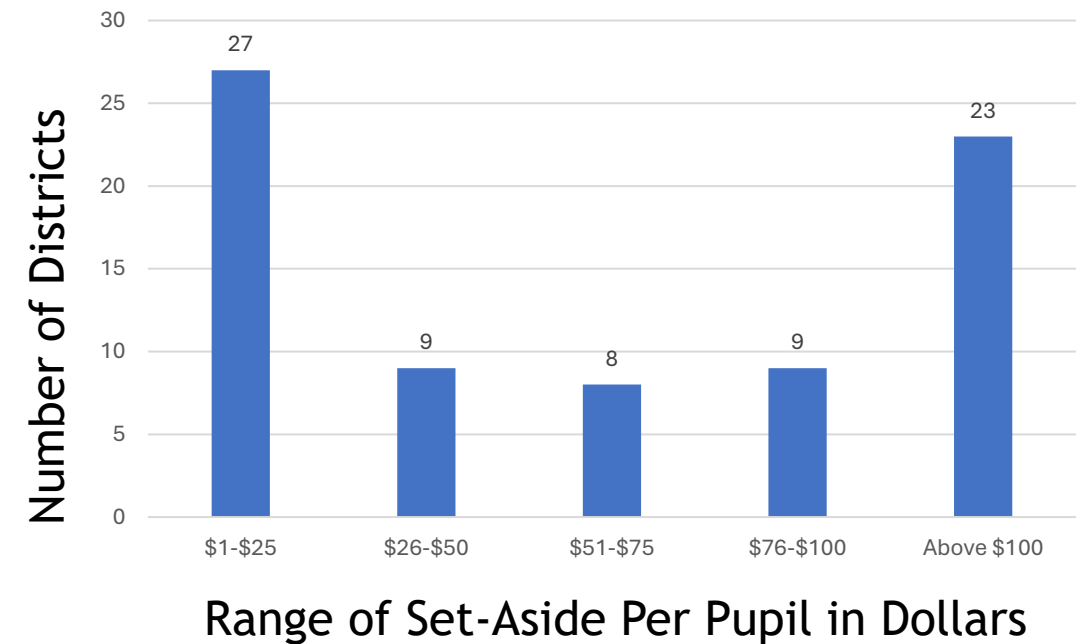


LEA Per MV Pupil Amount SY 2022-2023 and 2023-2024

Title 1 Per Pupil Set Aside SY 2022-23



Title 1 Per Pupil Set Aside SY 2023-24



Data Takeaways

- There was an increase in districts allocating less than \$25 per MV Student.
- This could have been driven by districts prioritizing spending their ARP-HCY funding that expired in September 2024.
- There was an increase of districts in the middle range of funding (\$26-\$99), which means fewer districts setting aside more than \$100 per student
- Overall, 58 districts stayed the same from year to year, 10 were lower, and 8 were higher amounts

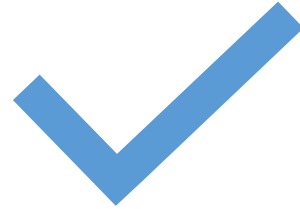
*It remains important for districts to intentionally make a plan to serve their students experiencing homelessness through TIPAH



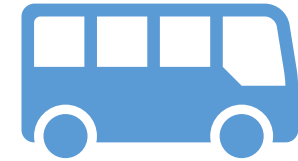
What does the LEA want to include in their TIPHA to ensure students are served and successful in school?



Program Activities



Positions/Build
Capacity



Transportation

TIPHA: SCDE Resource

Title I, Part A Homeless Set-Aside (TIPAH)

This document will assist Local Educational Agencies (LEAs) with clarification on how to strategically address the concerns of their students' experiencing homelessness through TIPAH.

Two principles govern the use of Title I, Part A funds to provide such services to homeless students:

- ✓ The 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))
- ✓ 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.

Critical Assistance for Students Experiencing Homelessness

Students experiencing homelessness are part of Title I, Part A target population of disadvantaged students. However, the high mobility, compounding stress, and poverty associated with homelessness create unique educational barriers and challenges that Title I, Part A students with fixed, regular, and adequate housing may not face. Homelessness can be associated with lower standardized test scores in reading, spelling, and math. Students experiencing homelessness also change schools more frequently, which requires them to adapt to new curricula, teachers, and peers, while coping with the increased loss of social connections, all of which negatively impact a student's learning. Thus, students in homeless situations require support beyond what typically may be offered to other students to increase their academic achievement. For these reasons, 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, or meet the academic standards required of other students for eligibility (20 U.S.C. § 6315(c)(2)(E)). Additionally, automatic Title I, Part A eligibility allows students in homeless situations who are doing well academically to receive additional non-instructional education-related support services needed to succeed in school.

Summary of TIPAH

- ✓ Aids students at a time of uncertainty
- ✓ Increases academic achievement
- ✓ Provides student specific support
- ✓ The total amount of set-aside is LEA specific based on resources, data and student needs

Allowable expenses *may* include

- Items of clothing to meet a school's dress or uniform requirement
- Clothing and shoes necessary to participate in Physical Education classes
- Student fees necessary to participate in the general education program
- Personal school supplies
- Birth certificates are necessary to enroll in school
- Immunizations
- Personal hygiene products
- Emergency food items (i.e., weekends and adequate home meals)
- Medical and dental services
- Eyeglasses and hearing aids



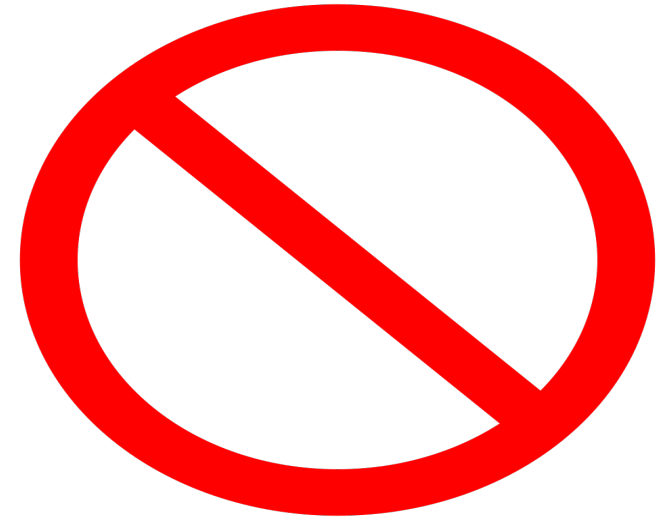
Allowable expenses *may* include (cont. d)

- Counseling services
- Outreach services to students living in shelters
- Excess cost of school of origin transportation
- Laundry detergent
- Tutoring
- After-school and summer school programs for McKinney-Vento students
- Air mattresses, bedding, and blankets
- McKinney-Vento staff (liaison, tutors, social workers, other support staff)
- Transportation for students to and from school activities
- Counseling services



Unallowable Expenses:

- Rent/Deposit/Utilities
- Hotel/Motel stays
- Prom attire/ tickets
- Expensive non-educational field trips
- Yearbooks
- Class rings
- Gift Cards/pre-paid store cards



Title I Part A Homeless Set-Aside
(TIPAH) FAQs Form



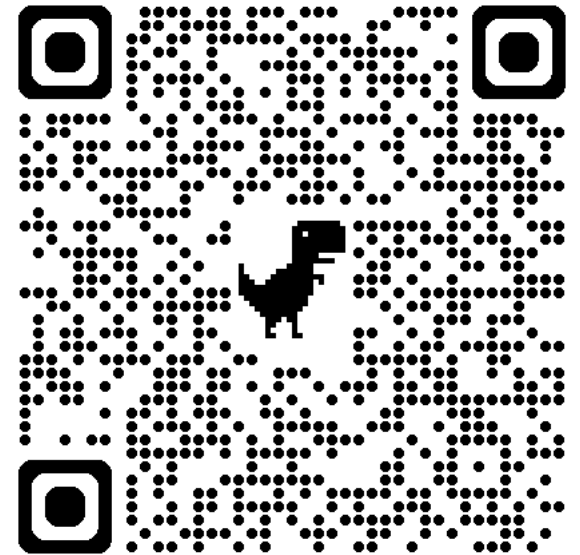
Submit Questions here

SchoolHouse Connection – 2/20/25 Federal Policy Updates for McKinney-Vento



This document includes all the external links for the 2/20/25 webinar titled “Federal Policy Update: Early Actions and Effective Responses”. [Click here for the link to the presentation.](#)

Slide 7	EdCounsel’s Executive Order Tracker
Slide 9	Webinar: Strategies for Protecting Immigrant Children and Youth
Slide 11	EdCounsel’s Analysis of the DEI Dear Colleague Letter
Slide 12	Senate Bill Would Eliminate McKinney-Vento, Title I Part A, and Other Programs
Slide 21	<ul style="list-style-type: none">• Federal protections fact sheet• Protecting EHCY fact sheet• 2025 EHCY Fact Sheet
Slide 22	<ul style="list-style-type: none">• One-page summary of access to early learning for children experiencing homelessness, birth to five• FAFSA policies for homeless and foster youth



Past webinars have important [tools](#)!



Technical Assistance Team

Birley Wright, M.Ed.
Education Associate,
McKinney-Vento State Coordinator

bwright@ed.sc.gov
803.734.8563



Kim Humphrey, MSW
Education Associate,
McKinney-Vento Program Manager
Foster Care Point of Contact

Khumphrey@ed.sc.gov
803.734.3759



