

Using Title I Funds to Support Students in Temporary Housing

Presented by:

New York State Technical and Education Assistance Center for Homeless Students (NYS-TEACHS)

New York City Department of Education's Students in Temporary Housing Team



NYSTEACHS

NEW YORK STATE TECHNICAL AND EDUCATION
ASSISTANCE CENTER FOR HOMELESS STUDENTS

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**Department of
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INFO BY TOPIC LIAISONS NEWS POSTERS & BROCHURES **TRAININGS** GRANTEES PARENTS & FAMILIES FAQ 800-388-2014

Trainings

NYS-TEACHS provides free trainings and webinars for school districts, social service providers, and other professionals about the educational rights of children and youth experiencing homelessness.

You can:

- ◆ Register for an upcoming event in [New York City](#) or [New York State](#) (outside NYC)
- ◆ View [training materials from past events](#) and watch recorded webinars
- ◆ Download materials to present a [turn-key training](#)

THINGS TO DO

[New York State Event Registration](#)

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[Annual Workshop Archive](#)

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[Turn-Key Presentations](#)

 REMINDERS

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About DOE's STH Team and NYS-TEACHS

○ NYC DOE Students in Temporary Housing (STH) Team

- Unit within the Office of Community Schools
- Borough-based STH Regional Managers
- Provide technical assistance and work directly with schools and students
- Provide services that students are entitled to under the McKinney Vento Act and Chancellor's Regulation A-780



○ NYS-TEACHS

- Funded by the State Education Department; housed at Advocates for Children
- Provide technical assistance on homeless education issues
- Infoline (800-388-2014)
- Trainings, Resources



Goals

Participants will understand:

- How Title I funds for students in temporary housing are **allocated to Title I and non-Title I schools**;
- Best practices for **assessing the needs of students in temporary housing** at your school;
- **Logistics for spending** Title I funds; and
- **How to advocate** for students in temporary housing when discussing school budgets.

Context

Title I & McKinney-Vento

Title I, Part A of the ESEA

- Purpose is to provide all children with a high-quality education, regardless of community wealth
- \$ distributed to LEAs with high numbers of students from low-income households
- Funds school-wide and targeted academic programs to help students meet challenging academic standards
- Reauthorized by ESSA
- Requires coordination with McKinney-Vento Act

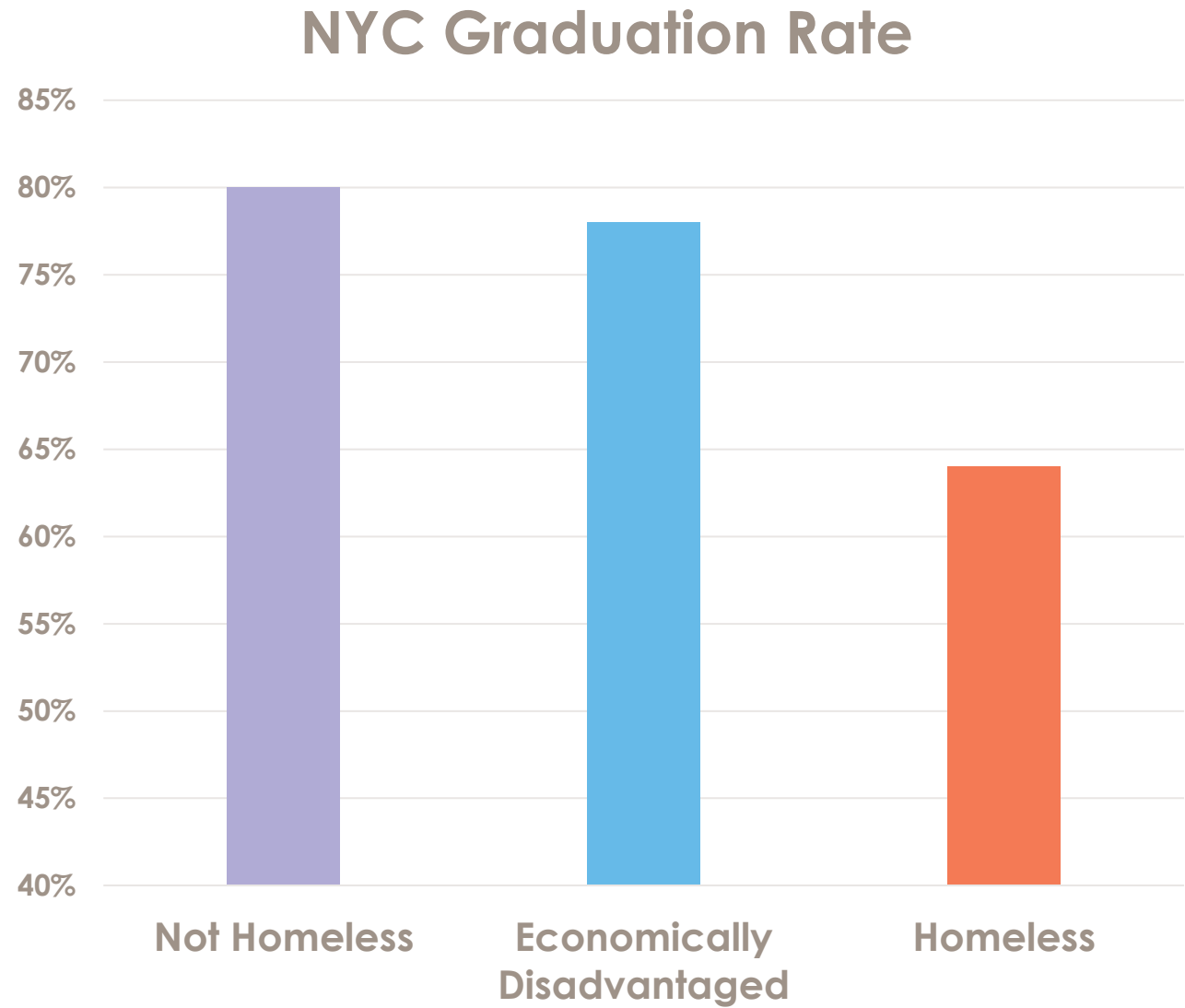
McKinney-Vento Act

- Purpose is to ensure students experiencing homelessness have access to the same free and appropriate public education as their permanently housed peers
 - Students who lack a "fixed, regular, and adequate" nighttime residence meet the McKinney-Vento definition of "homeless."
 - Most commonly students are "doubled-up" or living in a shelter.
- Requires schools to remove barriers for students experiencing homelessness and provide key services and supports
- Reauthorized by ESSA
- Requires coordination with Title I, Part A



Why Target Supports to Students in Temporary Housing?

2020 Graduation Data (2016 Cohort)




School-Based Liaisons: Role in Title I Set-Aside

The planning and spending of Title I Set-Aside Funds for students in temporary housing is **a key responsibility** for STH School-Based Liaisons.

School-based Liaisons should:

- Work with school administrators to set aside a portion of the school's Title I funds to meet the unique needs of students in temporary housing.
- Develop a list of possible supplies and services that the set-aside funding can be used for.

NYC Students in Temporary Housing (STH) School Based Liaisons – Responsibilities Worksheet



Action: Describes the protocol or activity relating to the enrollment and success of students in temporary housing. Actions are based on the responsibilities of McKinney-Vento Liaisons and/or School-Based Liaisons as described by the NYC Department of Education and the McKinney-Vento Act.

This Happens in My School: Reflect on how well the Action is currently being implemented. Follow up on actions that are not fully implemented or where you are uncertain.

Key Staff: Where it is not appropriate for you to complete an action, ensure that appropriate staff are informed and trained in procedures relating to students in temporary housing. (Example: A School-Based Liaison who does not do pupil accounting should ensure that the Pupil Accounting Secretary has information about data entry for students in temporary housing.)

ACTION	THIS HAPPENS IN MY SCHOOL	KEY STAFF	NEXT STEPS
(1) Ensure all students are given Housing Questionnaire at enrollment and when a student changes their address.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> I do this <input type="checkbox"/> Other Key Staff:	
(2) Speak with students/families about their school selection options. Make sure they are aware that students in temporary housing can stay in same school and get free transportation or immediately enroll in the local school.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> I do this <input type="checkbox"/> Other Key Staff:	
(3) Ensure that temporarily housed students seeking enrollment in your school are enrolled immediately. <small>Disagreements about eligibility must be resolved in accordance with Chancellor's Regulations A-780. See: Chancellor's Regulations A-101 and A-780.</small>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> I do this <input type="checkbox"/> Other Key Staff:	
(4) A – Update housing status on the BIO screen in ATS according to information from the Housing Questionnaire and information from STHM in ATS. B – Update student address. <small>Note: For students in DV shelters, update address in ATS using the P.O. Box: <input type="checkbox"/> Street # = # of the P.O. Box <input type="checkbox"/> Street name = "no name" <input type="checkbox"/> Zip code = zip code of P.O. Box</small>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> I do this <input type="checkbox"/> Other Key Staff:	
(5) Run reports in ATS: A – Regularly run reports to make sure housing status codes are up-to-date. B – Follow up with any students with Housing Status M (Missing) or N (Form not returned). C – Follow up with any student with homeless housing status codes (S, D, H, T) at the end of every school year to see whether the student is still temporarily housed.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> I do this <input type="checkbox"/> Other Key Staff:	

Key Documents

FY21 Title I School Allocation Memo

 **Department of Education**
Division of Finance
52 Chambers Street, New York, NY, 10007



[School Allocation Home](#) | [School Allocation Memorandums FY 2021 by Category](#) | [School Allocation FY 2021 by Numbers](#)

SCHOOL ALLOCATION MEMORANDUM NO. 08, FY 2021

Revised July 13, 2020

SY21 Consolidated Plan

5 Describe the services provided to the STH population with Title I Set-Aside funds or other appropriate Allocation Categories. Please refer to the Title I, Part A Set-Aside for STH Frequently Asked Questions document on the STH website.

School Allocation Memo No. 8 FY 2021

- Find set-aside amounts per school
- Find all Title I related amounts

SY21 School Consolidated Plan
Section 8, Question 5

- Find spending plan outlined
- This document can be updated

Definitions

Galaxy: System used for Central DOE to allocate funds to schools.

FAMIS: Financial System schools use to do purchase orders, creating spending plans for budgets, purchasing secretaries typically have access.

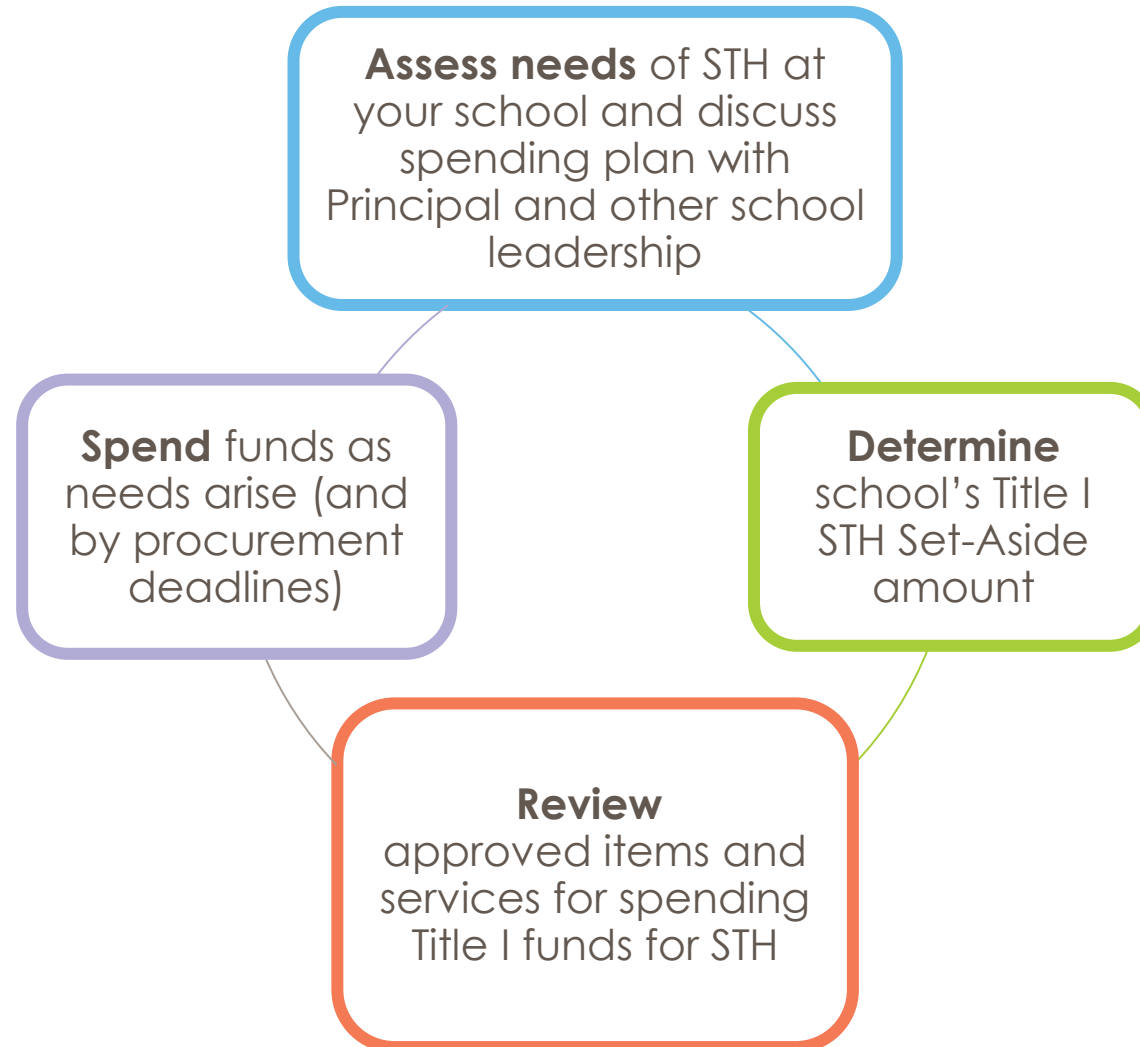
ShopDOE: Where schools go to buy stuff.

Title I Set-Aside: Title I Funds specifically set aside for students in temporary housing.

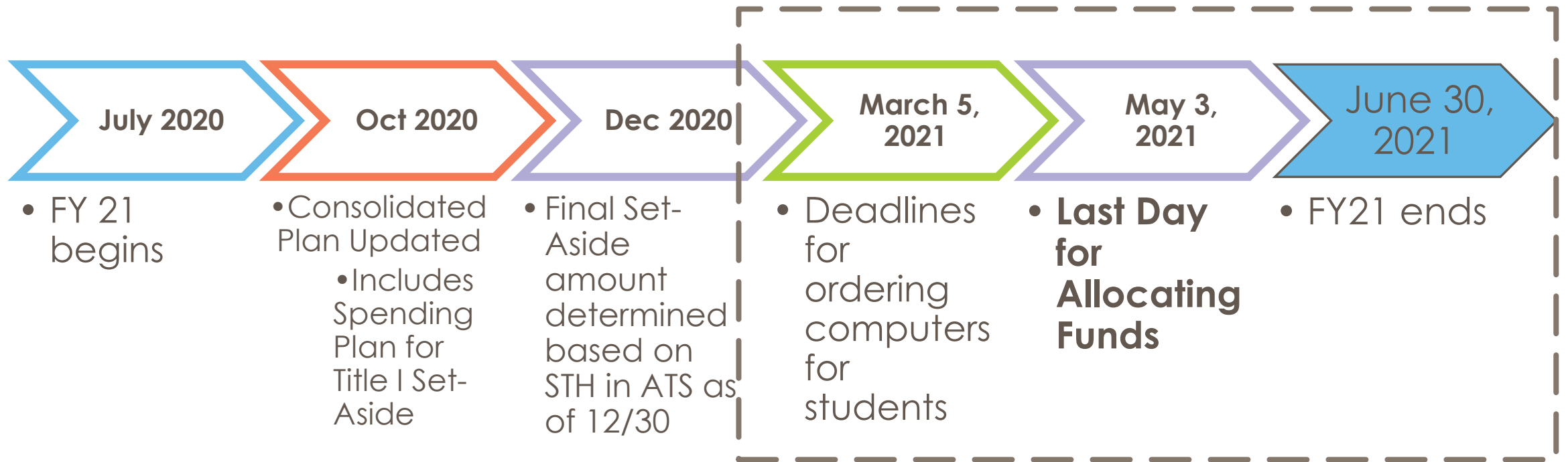
High Needs Supports: Title I Funds specifically allocated for students with high needs, or for Title I schools, students in need of targeted assistance.

Title I Set-Aside Process

Supporting Students in Temporary Housing: Title I Process



Timeline of Title I Funds & Consolidated Plan




FY 2021 School Key End Dates Calendar

Reviewing *Key Documents* with your Principal

FY21 Title I School Allocation Memo

SY21 Consolidated Plan

 **Department of Education**
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School Allocation Memo No. 8 FY 2021

- How much money is remaining in Set-Aside funds?
- Are there any other additional funds available for needs of STH?

SY21 School Consolidated Plan
Section 8, Question 5

- What were the services mentioned?
- Have we met purchases these yet?

**Assess needs of STH
and discuss spending
plan**



Importance of Needs Assessments

"The funds allocated for these pupils should be used to assist STH children in meeting the State's challenging academic content and academic achievement standards as well as assisting them when they have urgent needs." School Allocation Memo

- **Needs of students in temporary housing can be unique and distinct** from permanently housed students
- **Needs assessments help to structure and organize student needs** so that schools can plan for donations, existing services, and Title purchases
- **Needs assessments uplift the voices of students, parent/guardians, and other stakeholders** by providing opportunity to advocate for student needs.

Assessing Needs: At Your School

Data Source	Where to find?	Why it matters
# STH at your school STH demographics such as: - MLLs - Housing Type	ATS (RATH report) Insight Tool ATS Tutorial here	For Title I schools, set-aside amounts are determined by how many STH are in your school. Need to know who you are supporting and what intersectional needs they may have.
Attendance Graduation Targets Grades	Insight Tool Teachers	Set-aside funds are aimed at helping students progress academically. You should know which STH need additional support.
Needs of Students and Families as observed by School Staff	Email or Survey to staff Check-ins with staff	School staff spend a lot of time with students. They often observe manifest needs of students.

Assessing Needs: Other Informed Stakeholders

Consider having similar conversations with other informed stakeholders as you are having with school staff. They can provide valuable insight into the needs of families and students.

Examples of External Stakeholders includes,

- At the Shelter: DOE Family Assistants + Shelter providers, caseworkers
- STH Regional Managers
- District or community education groups, possibly ones that provide programming at your school
- Community service providers that service your students and families

NOTE: Think about leveraging external partnerships for donations, referrals and more to meet needs that arise

Sample Questions & Surveys for Staff and Other Stakeholders

Asset & Needs Assessment Tool

This tool will show you how well and how much your school and community are doing in providing support to students and families.

Questions include

- Afterschool programs, mental health services, family empowerment activities currently at your school

Community mapping for programs and services available in the neighborhood

Source: Office of Community Schools

Sample Questions for Email or Survey

- *What school supplies do students need?*
 - *Have you heard any comments about food, housing employment from parents/guardians?*
 - *Are you providing students anything from your classroom or out-of-pocket?*
 - *What are some of the barriers in providing supports for STH?*
- For external partners: Are there currently any programs or services you can provide for our students in temporary housing?*

Assessing Needs: Students and Families

Ask students and families directly about their needs. This can look like:

- **Informal check-ins** when students/families come to pick up food or other supplies
- **Teacher Conferences or other scheduled meetings**
- **Broad, anonymous survey** that asks families about their ongoing and general needs

Note: When asking families to share about their needs, be prepared to provide referrals! Needed supports may or may not be linked to Title I spending.

- Links and templates for creating a local list of referrals available [here](#), [here](#), and [here](#).

Sample Surveys for Students and Families

Remote Learning Student Survey

Asked for Identifying information

Questions include

- *Success with remote learning*
- *Time management*
- *What do students have access to*
- *What would be most helpful to have (both school supplies and general supplies)*

Source: University Neighborhood High School

Benefits Access Survey

Can be Anonymous

Questions include

- If family wants to learn about housing, food, employment, cash, health
- How would family like to learn about services

[Translations found here](#)

Source: Office of Community Schools

Determine school's
Title I STH Set-Aside
amount



Title I vs. Non-Title I Schools

Title I Schools:

School-Wide Programs (SWP)
& Targeted Assistance (TA)

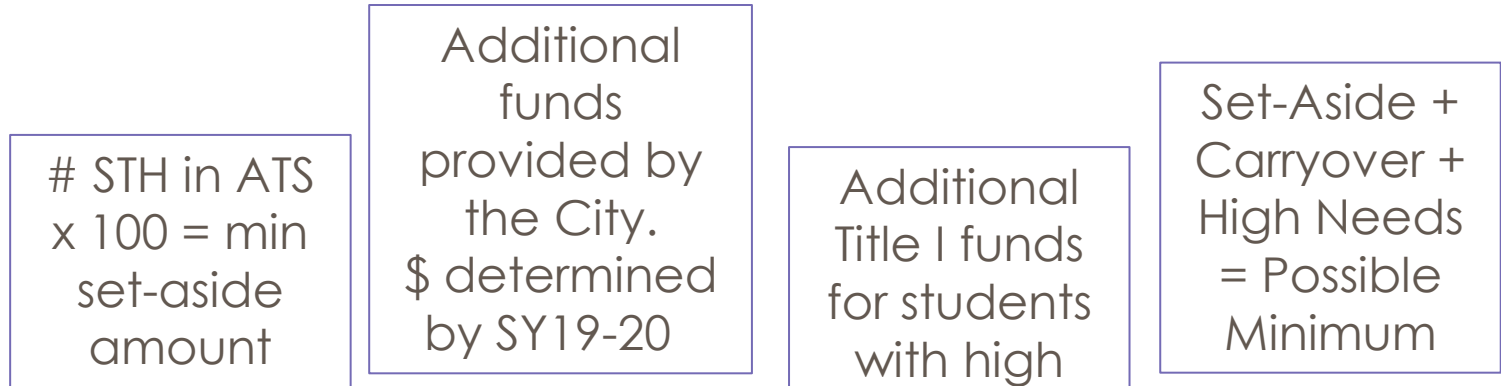
- Must set aside a minimum of \$100 per student in temporary housing based on ATS numbers as of 12/31/20
- **[Click here to find your Title I allocation](#)**

Non-Title I Schools with **identified STH**

- Must set aside their full Title I allocation for students in temporary housing
- **[Click here to find your Title I allocation](#)**

To find your school's Title I status, see NYC DOE, [FY21 Title I School Allocation Memo](#)

Title I Schools: Set-Aside Funds Breakdown



FY21 Location	School Name	Title I SWP or TA	MUST BE SPENT ON STH Location in Title I SAM: Column F Set-Aside Amount (\$100 per Student in Temporary Housing)	MUST BE SPENT ON STH Location in Title I SAM: Column M Set-Aside Carry Over (\$100 per Student in Temporary Housing)	OPTIONAL - MAY BE SPENT ON STH Location in Title I SAM: Column D/E High Needs Support Amount or Title I Targeted Assistance	Set-Aside + Set-Aside Carry over + Opt High Needs Possible Amount to be spent on STH
01M015	P.S. 015 Roberto Clemente	Title I SWP	\$7,400.00	\$5,400.00	\$5,709.00	\$16,509.00
01M019	P.S. 019 Asher Levy	Title I SWP	\$2,100.00	\$2,100.00	\$5,455.00	\$9,655.00
01M020	P.S. 020 Anna Silver	Title I SWP	\$5,100.00	\$5,100.00	\$14,218.00	\$24,418.00

Also on this spreadsheet:
 School Information
 Corresponding SAM Column
 Mandatory and Optional clarification

Non-Title I Schools: Set Aside Funds Breakdown

STH in
ATS SY19-20

Additional
funds
provided by
the City.
\$ determined
by # STH in ATS
(SY19-20)

Additional
Title I funds
for students
with high
needs

Set-Aside +
Carryover +
High Needs
= Total
amount

			MUST BE SPENT ON STH	MUST BE SPENT ON STH	MUST BE SPENT ON STH	Set-Aside + Set-Aside Carryover + High Needs
			Location in Title I SAM: Column G	Location in Title I SAM: Column N	Location in Title I SAM: Column P/Q	
FY21 Location	School Name	School Type	Amount of Title I Funding STH	Amount of Title I STH Carry Over	High Needs Support Amount	Total Amount to be spent on STH
01M110	P.S. 110 Florence Nightingale	Non-Title I	\$40,003.00	\$7,225.00	\$1,521.00	\$46,749.00
01M315	The East Village Community School	Non-Title I	\$6,667.00	\$871.00	\$255.00	\$7,793.00
01M361	The Children's Workshop School	Non-Title I	\$22,859.00	\$2,986.00	\$873.00	\$26,718.00

On this spreadsheet:
School Information
Corresponding SAM Column
Mandatory and Optional clarification

STH Set-Aside Carryover Amount

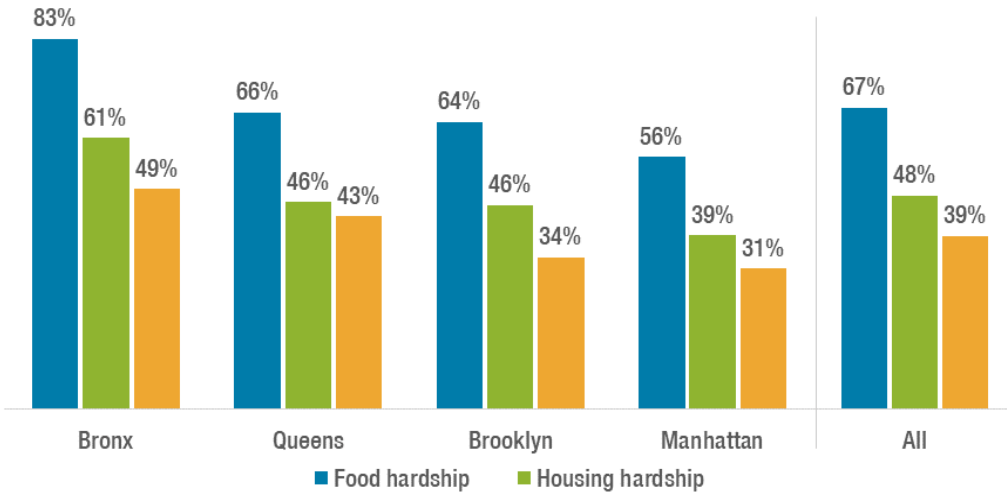
Schools are receiving a carryover amount of Title I Set-Aside Funds to spend towards students in temporary housing. This is part of the FY 2021 Supplemental Allocation outlined in the SAM.

"This one-time additional Title I funding is subject to all Title I spending requirements, as well as applicable DOE hiring restrictions, and must be scheduled in the designated "carry over" allocation categories. This funding will not be available in FY 2022."

Source: [School Allocation Memo No. 8 FY 2021](#)

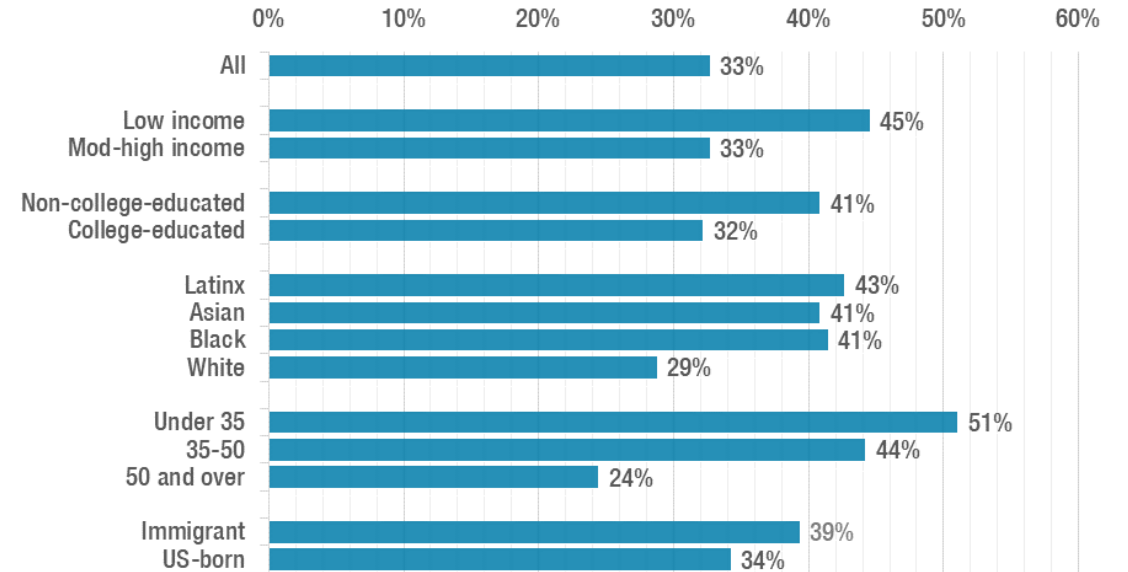
Why a Carry-Over Amount?

Share of low-income respondents with loss of household employment income who said that they or a member of their household **experienced hardship since start of pandemic***



*Question wording was modified slightly from 2009, when respondents were asked about anyone in their household experiencing hardship in past year.

Share of respondents who reported temporary or permanent **loss in household employment income since start of pandemic***



*Refers to respondents who reported that they or someone in their household was furloughed, temporarily laid off, or suffered permanent job loss.

For more information,
see: [Title I School Allocation Memo](#)

NYC DOE, [FY21 Title I School Allocation Memo](#)

SCHOOL ALLOCATION MEMORANDUM NO. 08, FY 2021

Revised July 13, 2020

DATE: July 8, 2020

TO: Executive Superintendents
Community Superintendents
High School Superintendents
Borough/Citywide Office Teams
School Principals

FROM: Lindsey Oates, Chief Financial Officer

SUBJECT: Title I School Allocations

This memorandum allocates Title I funding to schools to support the following programs:

- Title I Allocation per capita
- Title I 1003(a) Basic School Improvement Grant
- Title I 1003(a) for Participatory Budgeting

Title I Overview

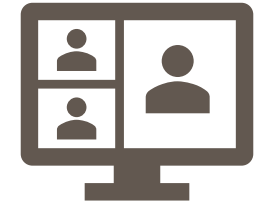
Title I funds must be used to provide all children significant opportunities to receive a fair, equitable and high-quality education and to close educational achievement gaps. While the US Department of Education (USDE) provides funding based on the number of low-income students between the ages of 5 and 17 according to the census, resources are primarily for supplemental educational services targeted at academically at-risk students.

Due to the coronavirus pandemic, the closing of schools, and remote learning during Spring 2020, the department is expecting an unprecedented decrease in expenditures originally reserved for supplemental activities and professional development. As a result, Title I public schools will have a one-time only allocation of carry over funds in addition to the 2021 base allocation. This one-time allocation is to be used in support of the school's comprehensive education plan, is subject to all Title I spending requirements, as well as applicable DOE hiring restrictions, and will not be available in FY 2022.

Every Student Succeed Act (ESSA)

The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965, effective school year 2017-2018. Allocations of federal dollars must utilize funding methodologies mandated by the reauthorization, which modifies the distribution of Title I funds to public and non-public schools based on eligible low-income students attending Title I attendance zone schools.

**Review
approved items and
services for spending
Title I funds for STH**



Galaxy Codes for Title I Set Aside

- STH After-school enrichment programs
- STH After-school student program fees or tutoring
- STH Coats, emergency clothing
- STH Emergency or weekend food
- STH Hygiene kit or personal care items
- STH Medical, dental, vision services
- STH Mental health emergency intervention services
- STH Parent engagement events
- STH School day academic supports
- STH School day field trip costs
- STH School supplies
- STH School uniforms
- STH Transit passes for outside NYC

NYSED, [Title I, Part A: Homeless Set-Aside- Guidance on Allowable and Unallowable Expenditures](#)

Galaxy Descriptions & Remote Learning

In this remote learning environment, the following purchases are allowed uses for Title I set-aside funds:

School Supplies

- hotspots for internet connectivity (NOTE: not currently available on ShopDOE)
- iPad/Device accessories (headphones, keyboards, chargers)
- Delivery of iPad/Device to family from school

After-school enrichment programs/After-school student program fees or tutoring

- Any virtual programming or tutoring

Test Your Knowledge!

Can you spend Title I, Part A set-aside funds on...

Eyeglasses for a student in temporary housing who needs them?

A. Yes

B. No

Can you spend Title I, Part A set-aside funds on...

A. Yes

B. No

**Physical therapy
outside of IEP-related
PT?**

Can you spend Title I, Part A set-aside funds on...

A. Yes

B. No

A schoolwide
refrigerator or pantry?

Can you spend Title I, Part A set-aside funds on...

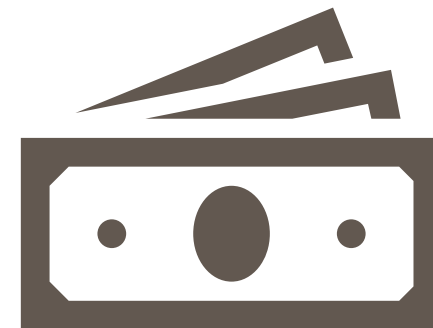
A. Yes

B. Maybe

C. No

Gift cards for food?

**Spend Funds As
Needs Arise**



Using ShopDOE

Schools should primarily use ShopDOE to spend Title I set-aside funds. School-based Liasons can review available items in ShopDOE and work directly with their school purchasing secretaries to place orders. [More information can be found on the DOE Infohub.](#)

How are vendors added to ShopDOE?

- Vendors must register with the DOE which includes providing a W-9. Schools can find next steps in [the DOE's Procurement Guide for Schools.](#)
- NOTE: It can take anywhere between 6-9 weeks for a Vendor to be added.

What if I want to purchase something that's not available in ShopDOE?

- If purchase is below \$250, schools must acquire a bid from 1 vendor and create a SIPP.
- If the purchase exceeds \$250, school needs to acquire bid from three different vendors to determine lowest bidder. This is allowed for non-contracted purchases \$250.01-\$5,000.00.

Examples of ShopDOE purchases using Title I Set-Aside Funds

- Laptops
- Keypads/Keyboards for iPads
- Art supplies for an after-school art program
- Special Education materials or devices
- Books to improve reading skills of student

What about Tutoring services or Eye Glasses?

Title I Set-Aside funds can be used to purchase services and programs such as eye glasses, coats, emergency food.

These cannot be found on ShopDOE and will need to be considered non-contracted purchases.

Consult with your Principal and Purchasing Secretary if these are needed and work with your [Borough Procurement Specialists](#) to brainstorm the best option for you!

All about Procurement Cards

A Procurement Card (P-Card) is a card primarily used for Other Than Personnel Services Only (OTPS). The card operates similarly to a store value card and is valid for one year.

P-Cards allow schools to purchase unexpected or emergency items. The school schedules funds from their budget with a program description: procurement card and are encumbered using FAMIS.

The deadline for P-Card purchases for FY21 is 6/18/21.

Are there limits to P-Cards?

Limits to encumbering funds are \$15,000. The cardholder deposits funds into his/her P-Card account using the FAMIS system.

How does a school staff get a P-Card?

For school-based staff, the Principal/Office Head is responsible for deciding who should have a P-Card among eligible titles. Eligible staff apply for a P-Card online using FAMIS. [More information on eligibility and how to apply can be found on the DOE Infohub.](#)

Examples of P-Card Purchases

Approved Purchases:

- Incentives for students as long as the purchase is for an officially sanctioned incentive program.
- Emergency School Supplies via Staples Advantage

Prohibited Purchases:

- The purchase of individual services (e.g., consultants).
- Split orders or other forms of billing that would otherwise circumvent bidding threshold of \$250
- Multiple payments for a single purchase are strictly prohibited.

For more information on approved purchases, [contact your budget or HR, or procurement specialist](#)

Student in Temporary Housing Example

A School-based Liaison is purchasing winter coats for 25 students in temporary housing at their school. The total would be \$500.

According to procurement guidelines, schools must get 3 bids for purchases over \$250.

The SBL cannot use their P-Card to cover part of the cost of the coats to circumvent the bidding threshold of \$250.

Reimbursements

Especially when supporting students in temporary housing, there are times when **urgent needs show up** and reimbursements might be needed. Reimbursements are done through the **Small Item Payment Process (SIPP)**.

You should also ensure that purchasing protocols are in place at the school , e.g. a log for purchases, receipts, and bids if required.

What do I need to have in order to be reimbursed?

- Prior Approval from your Principal
- Receipt of Purchase
- Must follow the \$250 bid threshold

Title I Purchasing Logistics

Key Documents, Forms and Instructions

- [Contracts and Procurement](#)
- [Procurement Procedures and Guidelines](#)
- [Solicitations](#)
- [ShopDOE](#)
- [FAMIS Login](#)
- [Home Delivery](#)



SBLs should work closely with the school staff in charge of purchasing to coordinate the use of Title I set-aside funds.



For more information on purchasing logistics, [review the Contracts and Procurement pages of the Infohub.](#)



Still need help with purchasing? Call [your school support team](#) or contact the Finance Service Center by email at ClientServices@schools.nyc.gov or by phone at (718) 935-5000.

Case Study: University Neighborhood High School

[Remote Learning Student Survey](#) sent to all STH at his school. Based on the survey results, Principal Willie set out to create the perfect Care Bag with the items most needed.

Of these Items, Select the five things you think you could use the most to help you learn! *

- A laptop
- A Smart Phone
- Reliable Internet
- Paper
- Pens
- Pencils
- Markers
- White Board/Dry Erase Markers
- Headphones
- Webcam
- Earbuds
- Calculator
- Compass
- Protractor
- Binder/Folders

Of these Items, Select the five things you think you could be most helpful! *

- Masks
- Gloves
- Hand Sanitizer
- Disinfecting Wipes
- A First Aid Kit
- A Blanket
- Towels
- Warm Clothes
- Tooth Brush/Tooth Paste
- Soap/Shampoo
- Deodorant
- Socks
- Tshirts
- Sweats/Sleep Attire
- Long Sleeve Tshirts
- Coats/Jackets
- Winter Hat

Case Study: University Neighborhood High School

Finding a Vendor!

"Well, there were about ten vendors that I called and NO ONE would help... All the way down the list, each vendor said it was too big of a job and would take way too much "Man[person] power" to do. I spoke about my students, that they were in shelters, doubled up, in foster care, etc. That they likely were in unsafe conditions and were likely more at risk at contracting Covid than most people let alone having the resources to learn in this environment. ***Each vendor turned me down and said they couldn't do it"***



Case Study: University Neighborhood High School

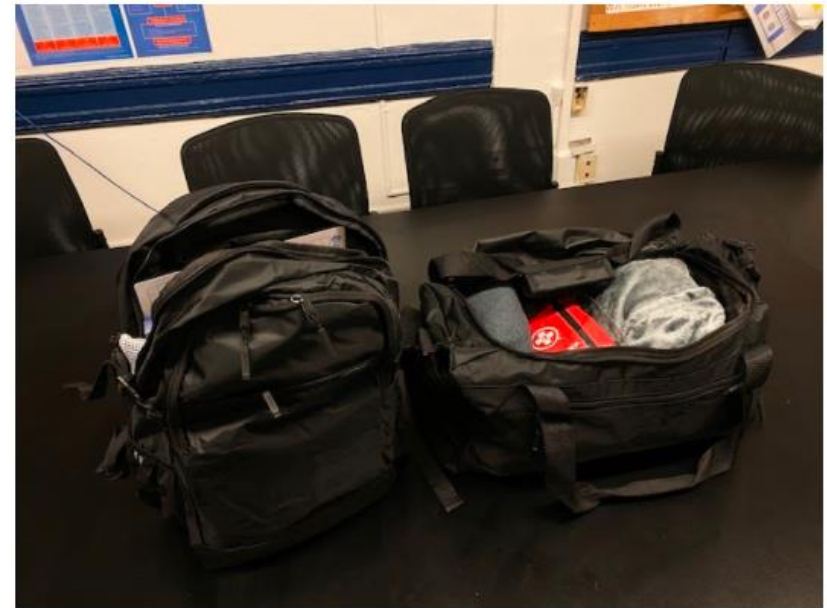
After purchasing bags for his STH students, Principal Willie [sent another survey](#) to all students and families and received an additional 124 responses.

(This is another great example of a potential Needs Assessment Survey for students and families)

"We can try to picture their realities, but we truly do not know what they are going through and what they need. Only they can tell us that!"

Remote Learning & Comfort Bags!

The Bags will be distributed on a first form fill out basis and we will contact you for a pick up window! The second shipment of bags are *expected* December 18th!



Who Can Help?

Creating a Spending Plan? Connect with your [STH Regional Manager](#)

Asset and Needs? Connect with your [STH Regional Manager](#)

Procurement Logistics? [Contact your budget or HR, or procurement specialist](#)

Spending Deadlines? [Contact your budget or HR, or procurement specialist](#)

**To find your school specific contacts, [use the School Support Team Lookup](#)



Next Steps

1. Determine your school's set-aside amount and check in with your Principal about how much has been spent this year;
2. Gather information (formally and informally) about the needs of students in temporary housing at your school;
3. Purchase Title I-funded supports and supplies before deadlines; and
4. Advocate for students in temporary housing when discussing school budgets.

General Reading on Title I Set-Asides

- NYC DOE, FY21 Title I School Allocation Memo
- NYSED, Title I, Part A: Homeless Set-Aside- Guidance on Allowable and Unallowable Expenditures
- NCHE Brief, *Serving Students Experiencing Homelessness under Title I, Part A*



New York State Technical and Education Assistance Center for Homeless Students

Infoline: **800-388-2014**
Email: info@nysteachs.org
Website: www.nysteachs.org

Office of Community Schools Students in Temporary Housing Team

Email: sthinfo@schools.nyc.gov
Website:
<https://www.schools.nyc.gov/school-life/special-situations/students-in-temporary-housing>