

Welcome

New ESEA Federal Programs Directors Technical Assistance Webinar Series

This webinar will be recorded



October 2025 Schedule

- **October 20 (1:00 - 3:00pm)** - School Improvement, Title III-A Basics, Title I-D Basics, Homeless Children and Youth
- **October 27 (1:00 - 3:00pm)** - Foster Care, Title I-C Basics

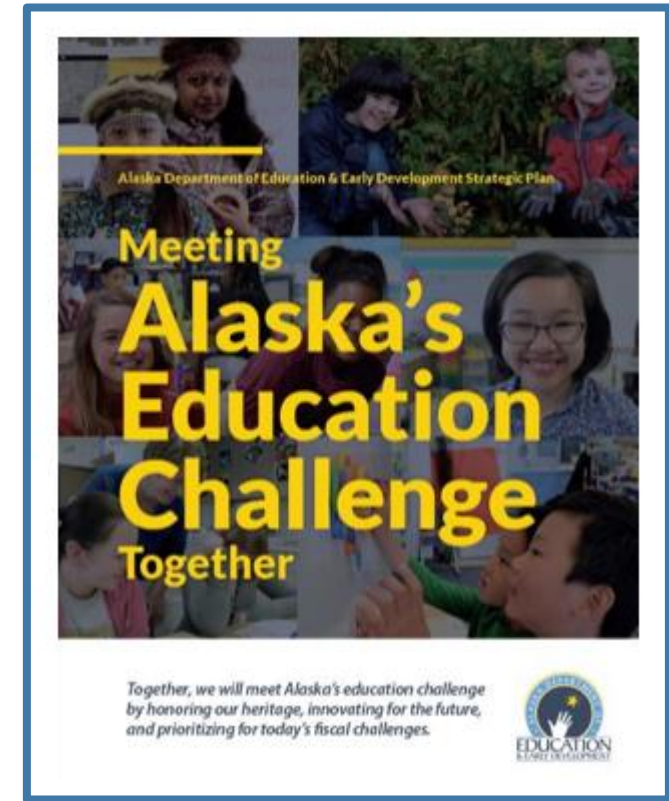
Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.

Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

School Improvement

Alaska Department of Education and Early Development

Christy Roe, School Improvement Program Manager

October 20, 2025



Agenda

Regulations

School Designations and Timeline

District/School Requirements

Monitoring

Uses of funding

Supports offered by DEED

Resources



The School Recognition and Support (SRS) Team works to empower districts, schools, and Alaska Native Tribes to build systemic capacity for continuous school improvement.



Legal Authority

- **AK ESSA**
 - [Alaska ESSA State Plan](#)
- **Statute**
 - [Elementary and Secondary Education Act \(ESEA\), Title I, Part A, §1003, as amended by the Every Student Succeeds Act \(ESSA\)](#)
- **Alaska Admin Code**
 - <https://www.akleg.gov/basis/aac.asp#4.06.845>



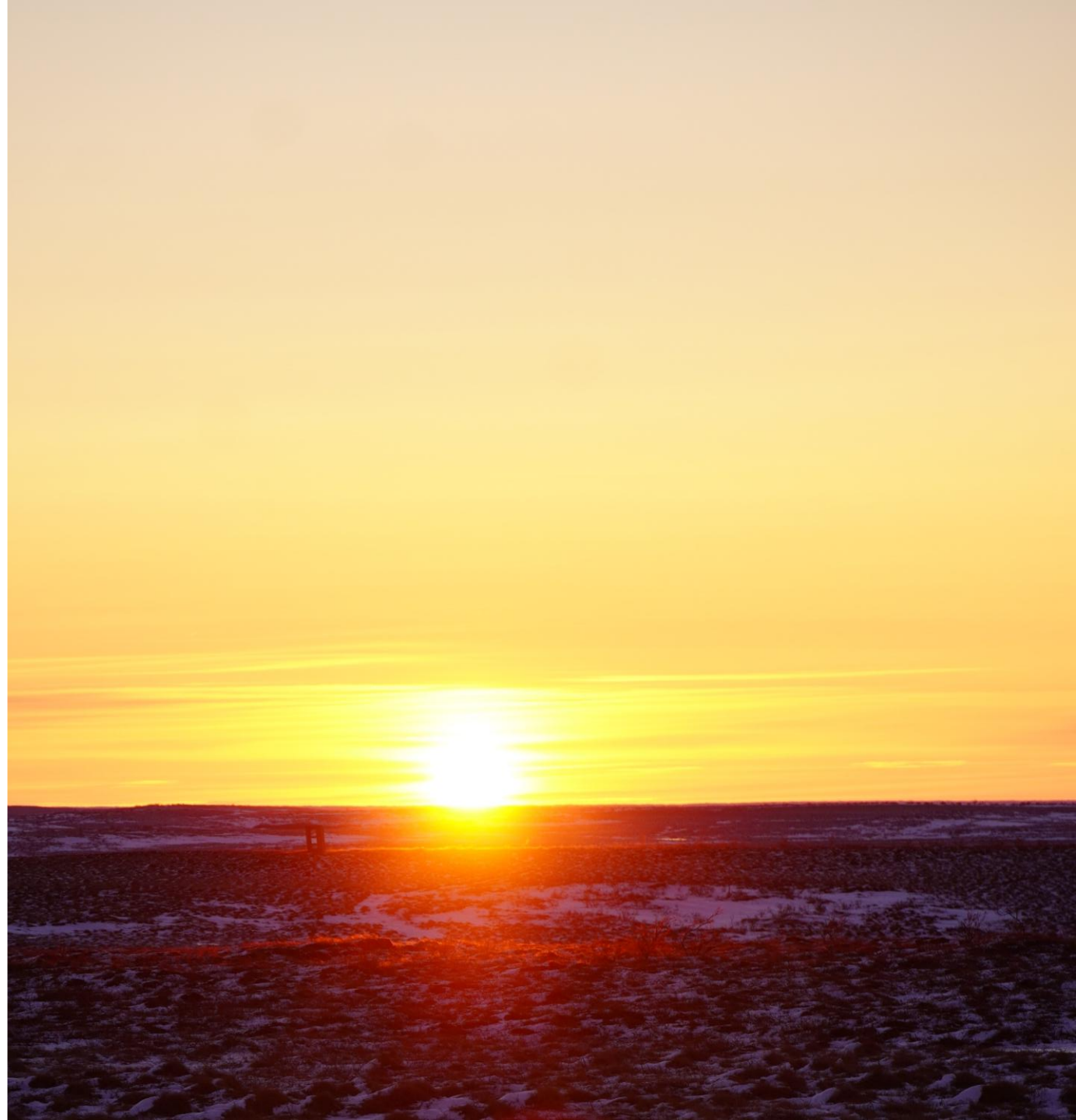
School Designations

System for School Success is used to help schools and districts measure their performance on key indicators, identify areas for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or a career after high school.

- Annual Designations:
 - Targeted Support and Improvement
- 3-Year Designations:
 - Comprehensive Support (Lowest 5%) CSI 5%
 - Comprehensive Support (Graduation Rate) CSI-GRAD
 - Comprehensive Support (Targeted Support) CSI-TSI*
 - Comprehensive Support (More Rigorous Interventions) CSI-MRI*
 - Additional Targeted Support*

* Potential to exit before the end of 3 years if exit criteria is met

More information on Accountability: <https://education.alaska.gov/akaccountability>



School Report Card to the Public



An excellent education for every student every day.

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass

A Guide to Alaska's Public Schools

Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

education.alaska.gov/compass

System for School Success

2023-2024 School Report



Tudor Elementary, Anchorage School District

Title I School: No

School Designation: Universal Support - 2024

Overall School Index Value: 46.74

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	30.49%	21.34%

Growth

	English Language Arts Percentage of students who improved one year to the next on the state summative assessment.	Mathematics Percentage of students who improved one year to the next on the state summative assessment.
All Students	58.82%	51.24%

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	53.59%	23.08%

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	61.11%

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

Student Group Performance

	Student Group Performance If school is ATSI or CSI-TSI, identified student groups are shown below.
Student Groups	n/a

School Report Card to the Public



System for School Success Overview



How is my school measured?													
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					✓	✓	✓	✓	✓	✓			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									

Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.

How is my school designated for support?

Each year an overall school index value is calculated for each school and a school designation is assigned. There are three school designations for Alaska's schools:

- **Comprehensive Support**
 - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
 - **Graduation Rate** - If a secondary school has a graduation rate of less than or equal 66.67%, that school receives a designation of Comprehensive Support (Graduation Rate).
 - **Targeted Support (CSI-TSI)** - Schools that are ATSI for the same group three years in a row.
- **Additional Targeted Support (ATSI)** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives this designation.
- **Universal Support** - All other schools are considered Universal Support schools.

Which student groups are measured?

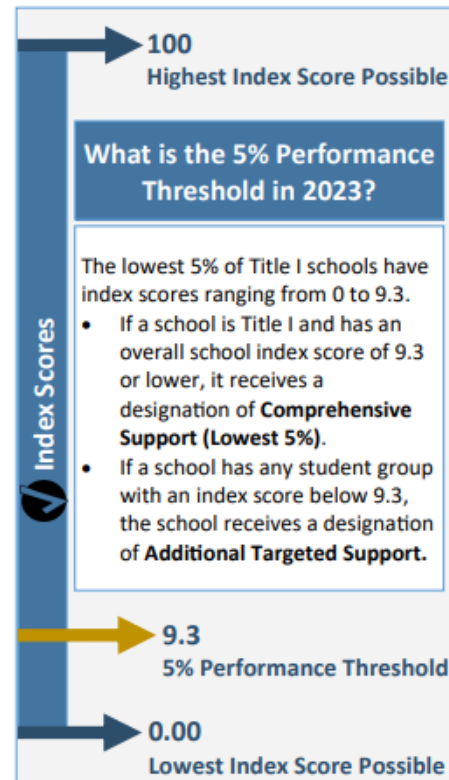
- African American
- Alaska Native/American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

What are some questions I could ask my school?

Where can I find more information about how my school is performing?

What supports are being provided to my school based on its designation?

What opportunities are available for me to be involved in my student's education?



Empowerment School Improvement Cycle



Designation and Planning

Designations announced in the Fall, the rest of the school year is a Planning Year for schools newly designated as CSI 5%, CSI-MRI, CSI Grad, CSI-TSI, ATSI or TSI (depending on the cycle, one or all could be announced)



3 Years of Implementation

Implementation of School Improvement plans with quarterly progress monitoring reports and End-of-Year reporting on progress.

ATSI schools may be eligible to exit after 1 year of implementation if the subgroup(s) rise above the threshold number



Schools Exit or Plan

Schools that are eligible to exit will exit designation

- CSI Grad Rate >66.7%
- ATSI subgroups index score > threshold
- CSI-TSI subgroups index score > threshold
- CSI 5% schools no longer in lowest 5% and have shown growth in their index score
- CSI-MRI schools no longer in lowest 5% and have shown growth in their index score

Schools that are not eligible to exit will conduct a new needs assessment, create a new school improvement plan, and continue in the school improvement cycle.

General District/School Requirements

- **For each designated school:**
 - a Comprehensive Needs Assessment
 - a 3-year School Improvement Plan
 - a Budget for the School Improvement Plan
- **For each district with schools in designation:**

The district shall develop and implement an improvement plan to improve student outcomes that:

 - is informed by all indicators of the accountability system, including student performance against the long-term goals;
 - includes evidence-based interventions;
 - is based on a school-level needs assessment;
 - identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
 - is approved by the school, district, and State educational agency; and
 - upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)]



ESEA Monitoring

Indicator I-A 32: **CSI 5%/CSI-MRI/CSI Grad/CSI-TSI Schools**

The district has notified any school designated of the CSI 5%, CSI Grad Rate, or CSI-TSI designation. If the school is CSI-TSI, the district will have notified the school of which subgroup(s) of students is underperforming.

The district has developed and implemented a comprehensive support and improvement plan for each CSI designated school to improve student outcomes, that:

- is developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents);
- is informed by all indicators that led to designation;
- includes evidence-based interventions;
- is based on a school-level needs assessment;
- identifies resource inequities to be addressed through plan implementation; and
- is approved by the school, district, and state.



ESEA Monitoring

Indicator I-A 33: **ATSI/TSI Schools**

The district has notified any school designated of the designation and which subgroup(s) of students is underperforming.

The district has developed and implemented a targeted support and improvement plan for each ATSI designated school to improve student outcomes, that:

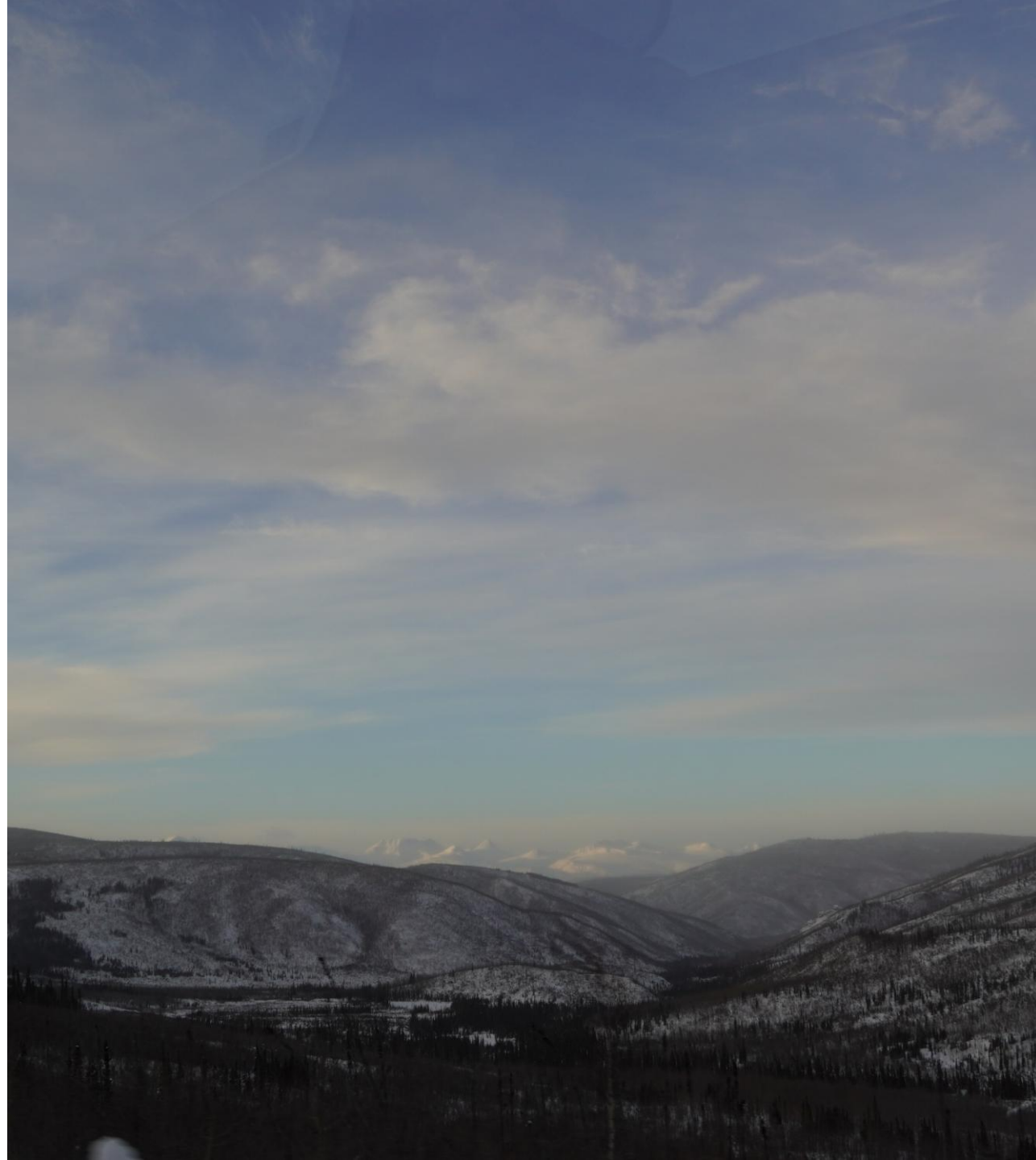
- is developed in partnership with stakeholders (including principals and other school leaders, teachers, and parents);
- is informed by all indicators that led to designation;
- includes evidence-based interventions;
- is based on a school-level needs assessment; and
- is approved and monitored for implementation by the school, district, and state



DEED Supports for School Improvement

Current supports for Districts and Schools in improvement include:

- Processes and procedures for conducting needs assessment and creating a school improvement plan with a focus on local capacity building (the Empowerment Process)
- Funding to plan and implement school improvement plan
- Empowerment Specialists for Comprehensive Support schools
- School Improvement Point of Contact for each district
- 3 School Improvement Convenings per year with opportunities for targeted technical assistance
- Regular webinars, Monthly Newsletters



School Improvement Funding Uses

- Evidence-based interventions for math and/or literacy
 - Intervention programs
 - Math manipulatives
 - Decodable books
- Staffing
 - Tutors
 - Community Liaisons
 - Part-time Reading Specialists
 - Interventionists
- Professional Development
 - PBIS
 - RTI/MTSS
 - mClass



Unspent funding

School Improvement funds do not roll over, or carryover, to the next fiscal year. Any unspent funds at the district level still go to schools/districts in designation, but the way they are spent is decided upon through stakeholder engagement.



Resources

- [Accountability](#)
 - [Report Card to the Public](#)
 - [System for School Success Designations](#)
- [School Improvement](#)
 - [Resources and Documents](#)
 - [Empowerment Playbook](#)
 - [Webinars](#)
 - [Monthly Newsletter](#)
- [USED Non-Regulatory Guidance](#)





Contact Information

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The Basics: Title III, Part A Language Instruction for English Learners and Immigrant Students

Alaska Department of Education and Early Development

Eli Barsy, EL/Title III-A Program Manager

October 20, 2025



Agenda

- Overview
- Uses of Funds
- Supplement, not Supplant
- Required Documentation
- Resources

Overview

Important Dates

(asterisk indicates tasks that DEED will contact applicable districts if required)

Date/Timeframe	Task
Ongoing	Submit EL History Requests as Needed to EL/III-A Program Manager , via ZendTo .
September 1	New, free WIDA Professional Learning Courses & ACCESS Training become available.
1 st 30 Days of School	Ensure relevant staff have completed WIDA Screener Training .
1 st 30 Days of School	Based on Home Language Surveys, screen potential new ELs and identify as appropriate.
1 st 30 Days of School	Distribute Annual English Learner Parent Notifications to new and returning ELs.
Early November	*Submit LEA CPR.
Mid-November	Ensure accurate student records for reporting EL status in Fall OASIS.
Fall/Winter	*Prep for ACCESS Assessment (order materials, ensure staff training, etc.).
Feb. 1 – March 31	ACCESS for ELLs Test Window.
Spring/Summer	Review EL Plan of Service and District EL Procedures and update as needed.
May 1	*Submit EL Plan of Service for renewal (if expiring).
Late May	ACCESS for ELLs results available in WIDA AMS .
July	Ensure accurate student records for reporting EL data in Summer OASIS.
Ongoing	Administer EL ID procedures to new students & send parent notifications as needed.

Purpose of Title III-A

- Help ensure ELs attain English proficiency & high levels of academic achievement in English.
- Assist ELs meet challenging state standards.
- Assist district & school staff establish, implement, & sustain effective language instruction educational programs for ELs.
- Assist district & school staff develop & enhance their capacity to support ELs.
- Promote family & community participation in language instruction educational programs.

Who is an EL? Pt. 1

A child who is enrolled in elementary or secondary school who:

- was not born in the US or whose native language is a language other than English, OR
- is a Native American or Alaska Native, or a native resident of the outlying areas AND
 - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency OR
- is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.

**Determined by
Home Language
Survey** (required)

**Language
Observation
Checklist**

Parent Interview

Who is an EL? Pt. 2

- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - the ability to meet the challenging State academic standards;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

**Determined
through
approved
English
proficiency
screener**

Identification of ELs

- Administer a Home Language Survey.
 - All students.
 - Only when new to AK public school.
- If language other than English indicated,
 - Administer approved English proficiency screener.
- If student scores below proficient, identified as EL.

Knowledge Check – Who's an EL?

- A student moves to your district from Slovenia. Are they an EL?
 - Maybe. It depends on their HLS and, if appropriate, ELP Screener results.
- A student's family completes a home language survey and indicate that they speak Samoan at home. Are they an EL?
 - Maybe. It depends on their ELP Screener results.
- You have a foreign exchange student from Australia enrolled at one of your schools. Are they an EL?
 - Maybe. It depends on their HLS and, if appropriate, ELP Screener results.

Uses of Funds

Required Uses

- Provide effective language instruction educational programs (LIEPs).
- Provide effective professional development.
- Provide parent, family, and community engagement activities.

Effective LIEPs

Must be:

- Data driven
- Based on identified needs
- Based on proven approaches
- Monitored for effectiveness
- Part of a systemic approach to serving ELs
- Based on State's English language proficiency and academic content standards

Potential Examples:

- Provide/develop ***additional*** programs & services
- Expanding availability of existing programs/services
- Provide before/after school tutoring
- Providing ***supplemental*** resources
- Language acquisition software/products

Effective PD

- Improve instruction & assessment of ELs
- Enhance ability of educators to implement curricula, assessment practices, and instructional strategies for ELs
- Effective in increasing English language proficiency
- Effective in increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs
- Of sufficient intensity and duration to have a positive and lasting impact on teacher performance.

Potential Examples:

- PD for ***supplemental*** interventions
- PD for ***supplemental*** language assistance programs
- Extending PD for existing EL programs
- On-going PD for EL strategies
- Substitutes for staff to observe highly successful teachers/programs
- Support for relevant, ***supplemental*** educator-selected PD
- Support for educators to seek further credentials in ESL, etc.

Effective Parent, Family, & Community Engagement Activities

- Family literacy, outreach, and training activities to help families become active participants in the education of their children
- Coordinate w/ community-based organizations, higher education, private sector, or other relevant entities to assist families of immigrant children and youth by offering comprehensive community services

Potential Examples:

- Paying for ESL courses for EL parents
- Hosting EL-specific family events
- Providing EL-specific activities & resources at existing family events
- Translating EL-specific communications
- Providing stipends/extra duty pay for ***supplemental*** community outreach
- Connecting families w/ relevant community resources

Authorized Activities

- Upgrading program objectives and effective instructional strategies
- Identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Providing to ELs tutorials and academic or career and technical education, and intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services
- Improving the English language proficiency and academic achievement of ELs
- Community participation programs, family literacy services, and family outreach and training activities to improve English language skills, and to assist families in helping their children improve their academic achievement and becoming active participants in the education of their children
- Improve instruction of ELs, including ELs with a disability, by providing for: the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of these resources into curricula and programs
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education
- Carrying out other activities that are consistent with the purposes of Title III subgrants. ESSA, Section 3115(d)(1)

Administrative Costs

- Up to 2% of original allocation only
 - Not 2% of original + carryover
- CAP contribution or directly via III-A budget

Knowledge Check – Use of Funds

- A district wants to use all of its III-A allocation to purchase student licenses for supplemental language acquisition software. Would this be allowable?
 - No. This would not address all three required spending areas (**Effective LIEPs, Effective PD, Effective Family Engagement**)
- A district wants to use some of its III-A allocation to provide after school tutoring to its migratory/migrant students. Would this be allowable?
 - Likely, No. The exception would be if there are migratory students who are also ELs, then III-A could, potentially, provide tutoring for those students.

Supplement, not Supplant

SNS Provision

- [ESEA § 3115(g)] Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Determining SNS

- Supplanting is presumed when:
 - III-A funds provide services that are required under other laws.
 - III-A funds provide services that were paid for w/ other funds in the year prior.
 - III-A funds used to meet civil rights obligations to EL students.

Obligations to ELs

- Identify & Assess Potential EL Students
- Provide Language Assistance to EL Students
- Staff and Support an EL Program
- Provide Meaningful Access to All Curricular & Extracurricular Programs
- Avoid Unnecessary Segregation of EL Students
- Evaluate ELs for SED and Provide Dual Services
- Evaluate ELs for SED and Provide Dual Services
- Meet the Needs of ELs Who Opt Out of EL Programs or Particular Services
- Monitor and Exit EL Students from EL Programs and Services
- Evaluate the Effectiveness of a District's EL Program
- Ensure Meaningful Communication with Limited English Proficient Parents

Examples of Unallowable Uses of Funds

- Funds to support the administration ELP screeners (identify & assess).
- Purchase materials/resources critical to the core EL program (provide language assistance).
- Provide PD essential to the core EL program (staff & support an EL program).
- Funds to support the administration of the annual ELP assessment (monitor & exit EL students).
- Translate general information provided to all parents/students (meaningful communication w/ parents).

Knowledge Check - SNS

- A district wants to hire a full time EL teacher to provide language services to identified ELs. No one else at the district provides these services. Could the district use III-A funds to pay this teacher?
 - No. All districts are required to provide language services to ELs, and III-A funds cannot be used to meet that requirement.
- A school used I-A funds to provide after school tutoring to EL students last year, but wants to use that portion of I-A for something else this year and use a portion of III-A to fund the tutoring instead. Is this allowable?
 - No. Supplanting is presumed if other funds were used to pay for an activity in the year prior.

Required Documentation

EL-Related Documentation

District Level:

- [District EL Procedures](#) (all districts)
- [EL Plan of Service](#) (DEED will notify if required)

Student Level:

- [Home Language Surveys](#) (all students)
- Screener Results (potential/identified ELs)
- Other Identification Materials (if used)
 - [Language Observation Checklists](#)
 - Family Interviews
 - Other relevant documentation used to make identification decisions
- ELP Assessment Results (identified ELs)

Resources

EL/III-A Resources

US Dept. of Education:

- [Non-Regulatory Guidance: ELs & Title III](#)
- [EL Toolkit](#)
- [Dear Colleague Letter: ELs](#)
- [Dear Colleague Letter EL Factsheet](#)

DEED:

- [EL/III-A Webpage](#)
- [DEED EL Guidance](#)
- [EL Fiscal & Programmatic Handbook](#)
- [EL/III-A Important Dates](#)
- [ELP Assessment](#)
- [English Language Proficiency Standards](#)
- [SNS Requirements](#)

Miscellaneous:

- [National Clearinghouse for English Language Acquisition](#)
- [Institute of Education Sciences: Regional Education Laboratory Program – ELs](#)
- [Institute of Education Sciences: What Works Clearinghouse - ELs](#)
- [WIDA](#)
- [Colorín Colorado](#)

Questions?

Contact Information

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The Basics: Title I, Part D Support for Neglected, Delinquent or At-Risk Children and Youth

Alaska Department of Education and Early Development

Kelsey Smiley, Title I, Part D Program Manager

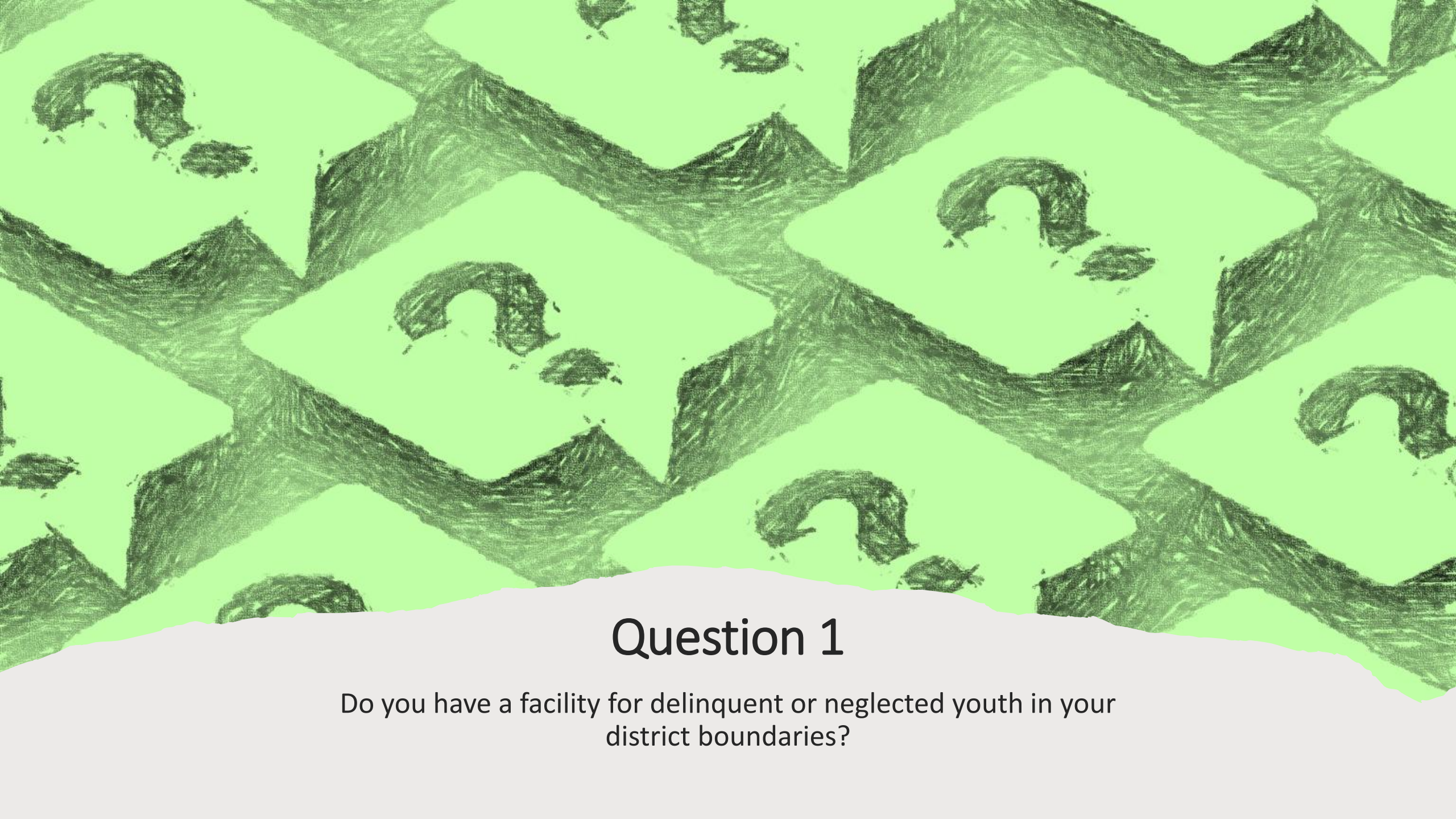
October 20, 2025



A large school of salmon swimming in clear water, viewed from above. The fish are silvery with hints of green and blue, and their movement creates ripples on the water's surface. The background is a soft, out-of-focus white.

Agenda

- Overview
- Subpart 1
- Subpart 2
- Resources



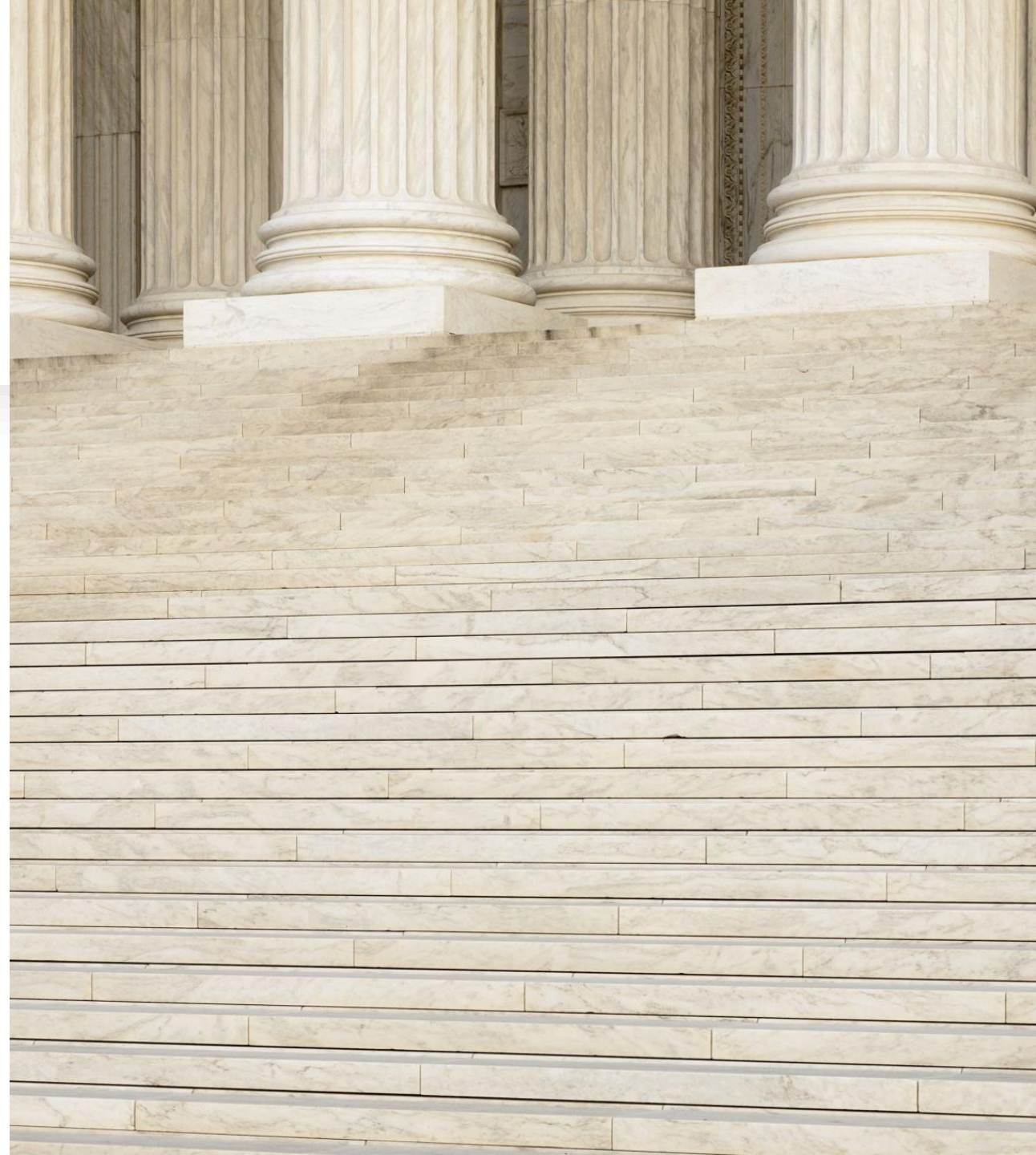
Question 1

Do you have a facility for delinquent or neglected youth in your district boundaries?

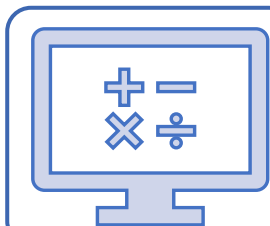
Overview

Legal/Authoritative References

- **Statute**
 - Elementary and Secondary Education Act (ESEA), Title I, Part D, §1401-1432, as amended by the Every Student Succeeds Act (ESSA)
- **Guidance**
 - [Title I, Part D Non-Regulatory Guidance \(2024\)](#)



Purpose



Improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet.



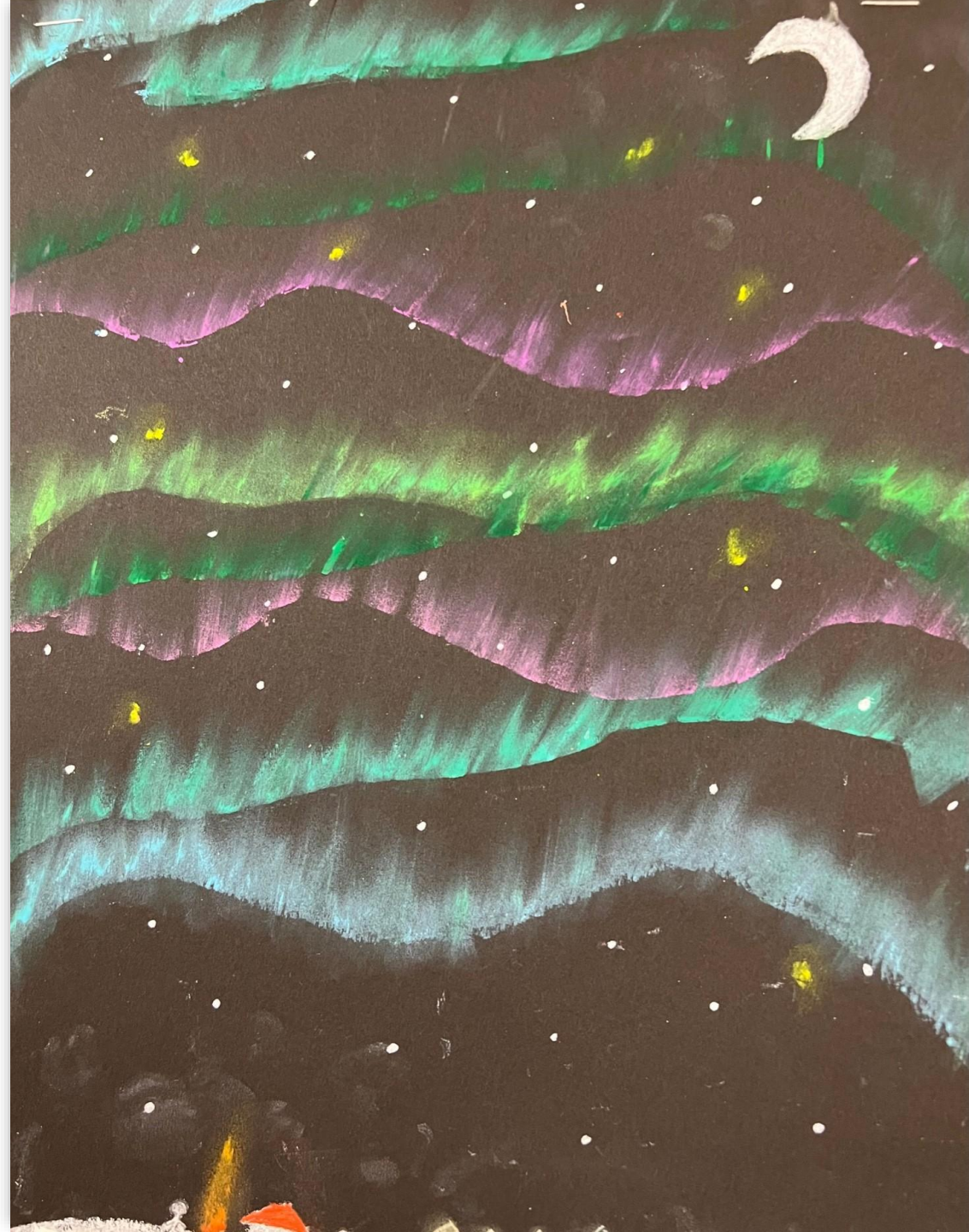
Provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment.



Prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Basic Requirements

- Meet the educational needs of children and youth who are considered neglected or delinquent
- Ensure the successful transition of these students from correctional facilities and locally operated programs
- Ensure that these students have the same opportunities to achieve as students in regular public schools
- Annually evaluate the program and report data on participation by gender, race/ethnicity, age, disability, and English Learner (EL) status and use evaluation data to plan and improve subsequent programs for participating children and youth.



The image features three vertical panels of a stylized forest illustration. The top portion of each panel shows a dense forest with tall, thin trees and a ground covered in fallen leaves and small mushrooms. The bottom portion of each panel shows a cross-section of the earth, revealing a complex network of white tree roots extending downwards into a brown, rocky soil. The roots are depicted with a high level of detail, showing their branching and spreading patterns. The overall style is artistic and somewhat abstract, with a focus on the natural elements of the forest.

Parent Involvement Requirements

- Districts must assure that they will work with parents to help improve their child's educational achievement and prevent further involvement in delinquent activities.
- Districts must give parents the opportunity to participate in their child's educational plans, if possible.
- In cases where it is not possible, a person such as an instructional staff member or someone who is responsible for the child's education may act in place of that child's parent.

Subpart 1

For State Juvenile Youth Facilities



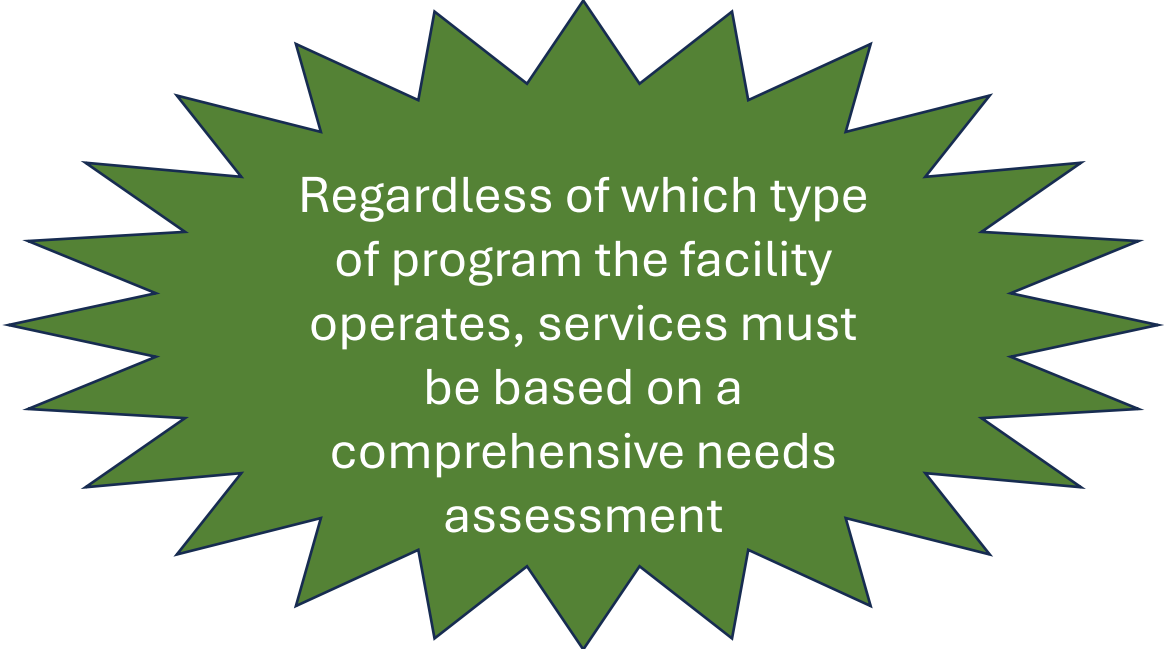
Subpart 1 Facility Eligibility

- Agencies responsible for providing a free public education to youth who:
 - are participating in education programs in facilities for neglected or delinquent children and youth;
 - attend community day programs for neglected or delinquent children and youth;
 - or are in adult correctional institutions.
- Six facilities in Alaska

Program Types

Targeted Services

- Must serve youth identified as failing or most at-risk of failing



Regardless of which type of program the facility operates, services must be based on a comprehensive needs assessment

Institution-Wide

- Institution-wide reforms to improve overall educational program of institution, rather than add-on services for individual students
- Can coordinate with other State and Federal funds to support comprehensive approaches that meet the educational needs of all youth in facility
- Use Subpart 1 funds more flexibly
- Must have comprehensive [IWP](#) approved by DEED

Subpart 1 Student Eligibility

A child or youth must be:

1. 21 years of age or younger;
2. Entitled to free public education up to grade 12 and
3. Enrolled in a regular program of instruction at either an eligible institution or community day program for the required length of time (20 hours per week if in an institution or community day program for youth who are neglected or delinquent; 15 hours per week if in an adult correctional institution)





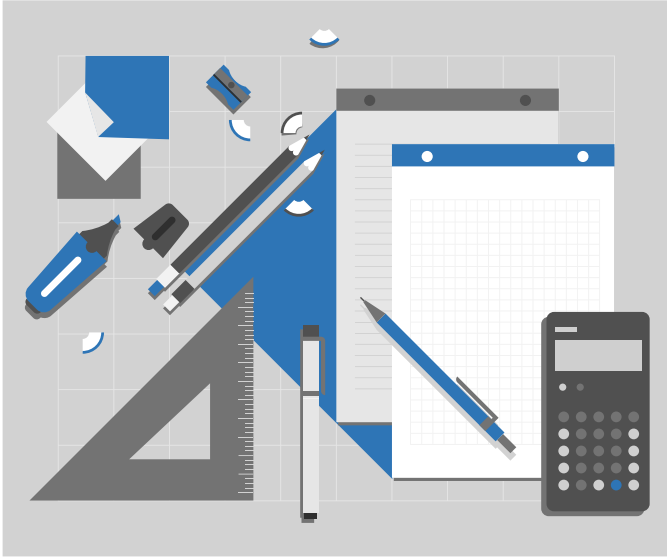
Use of Funds in General – Subpart 1

- **Spending must:**

- align with our State plan
- align with your IWP
- concentrate on providing participants with knowledge to make successful transitions to secondary school completion, CTE, further education, or employment

- **In addition, programs and services must:**

- Except for **institution-wide projects**, be provided to children and youth identified by the SA as failing or most at-risk of failing to meet the challenging State academic standards;
- Respond to the **educational needs** of such children and youth, including by supplementing and improving the quality of **educational services** provided to these children and youth by the SA; and
- Afford such children and youth an opportunity to **meet challenging State academic standards**.



USE OF FUNDS in General - Subpart 1 (cont.)

- Programs & projects may include:
 - Acquisition of equipment
 - Hiring additional teachers to provide additional instruction
 - Training for teachers, support staff, etc.
 - Procuring supplemental educational materials
 - Transition coordinators

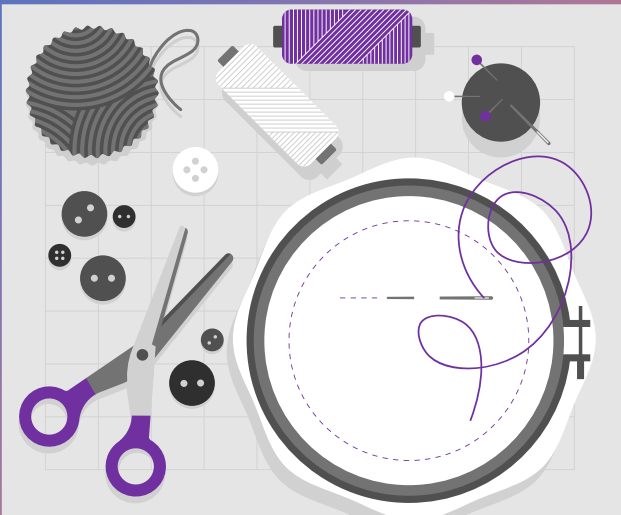


Spending Funds on Transition Services

- 15-30% requirement
- Focus on helping youth to:
 1. successfully reenter their local school,
 2. enter postsecondary education,
 3. enter career and technical training programs, or
 4. find employment after they leave the institution and return to the local community
- May include both within-facility activities and post-release activities

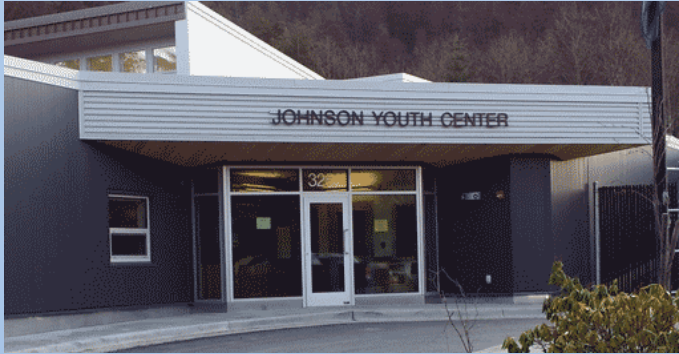


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Transition Services

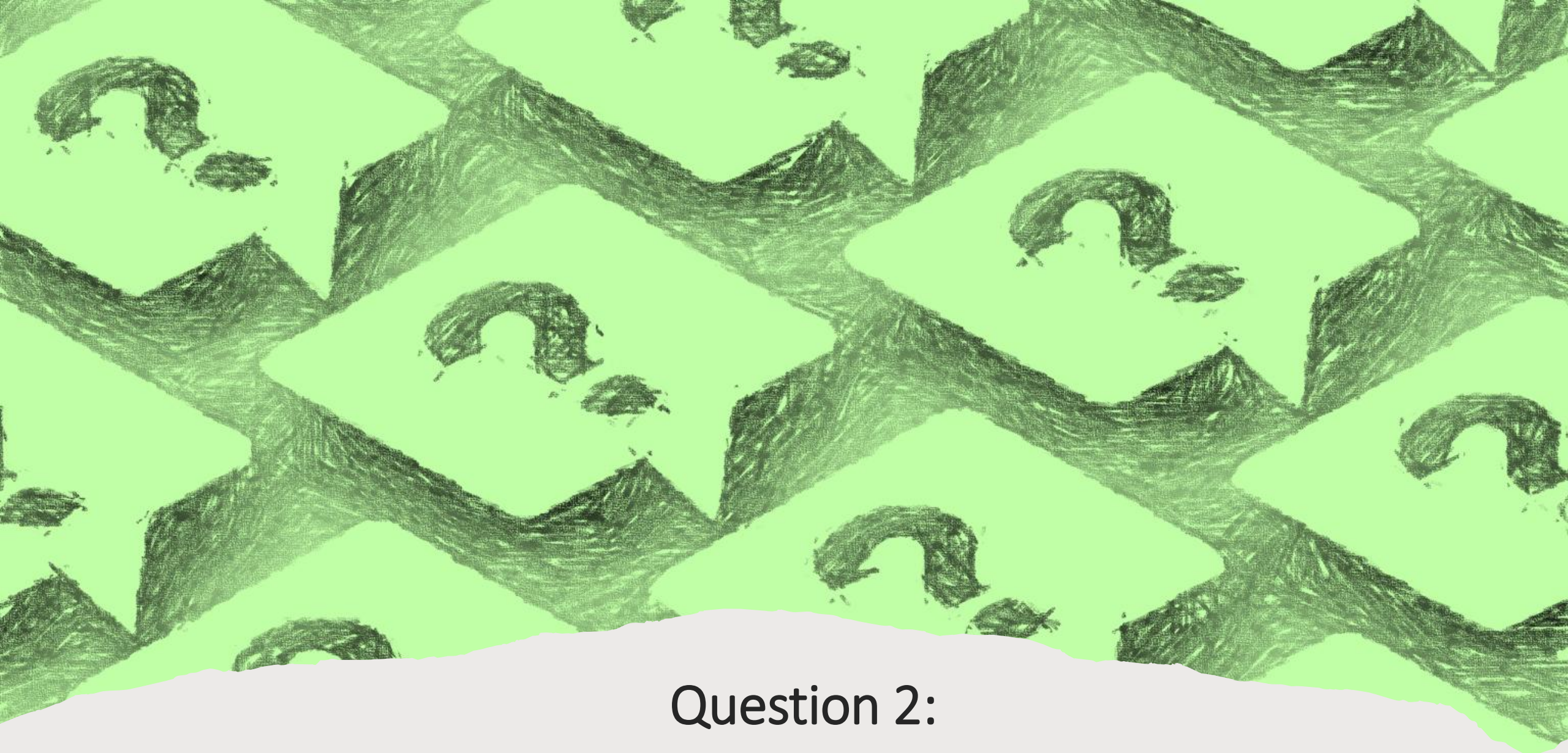
- Tutoring and mentoring
- CTE exposure/certification
- Reentry orientation programs
- GED/ACT/SAT preparation
- Counseling, psychological and social work services
- College placement services
- Assistance in securing student financial aid
- Job placement
- Parental involvement activities and parent counseling



Supplement, Not Supplant

A program under this subpart that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 (as applied to this part) without regard to the subject areas in which instruction is given during those hours.

- Funds must be used to provide services that supplement, not supplant, those services that would, in the absence of these funds, be provided for the education of children and youth participating in the program.
- So long as the subgrantee uses its funds to provide supplemental activities (i.e., beyond the regular program of instruction), the subgrantee complies with the supplement, not supplant requirement.



Question 2:

What local data do/could you use to determine the educational and transition needs of students?

Subpart 2

For Locally-Operated Juvenile Correction Facilities

Subpart 2 Purpose



Provide high quality education programs to prepare students for secondary school completion, training, employment, or further education



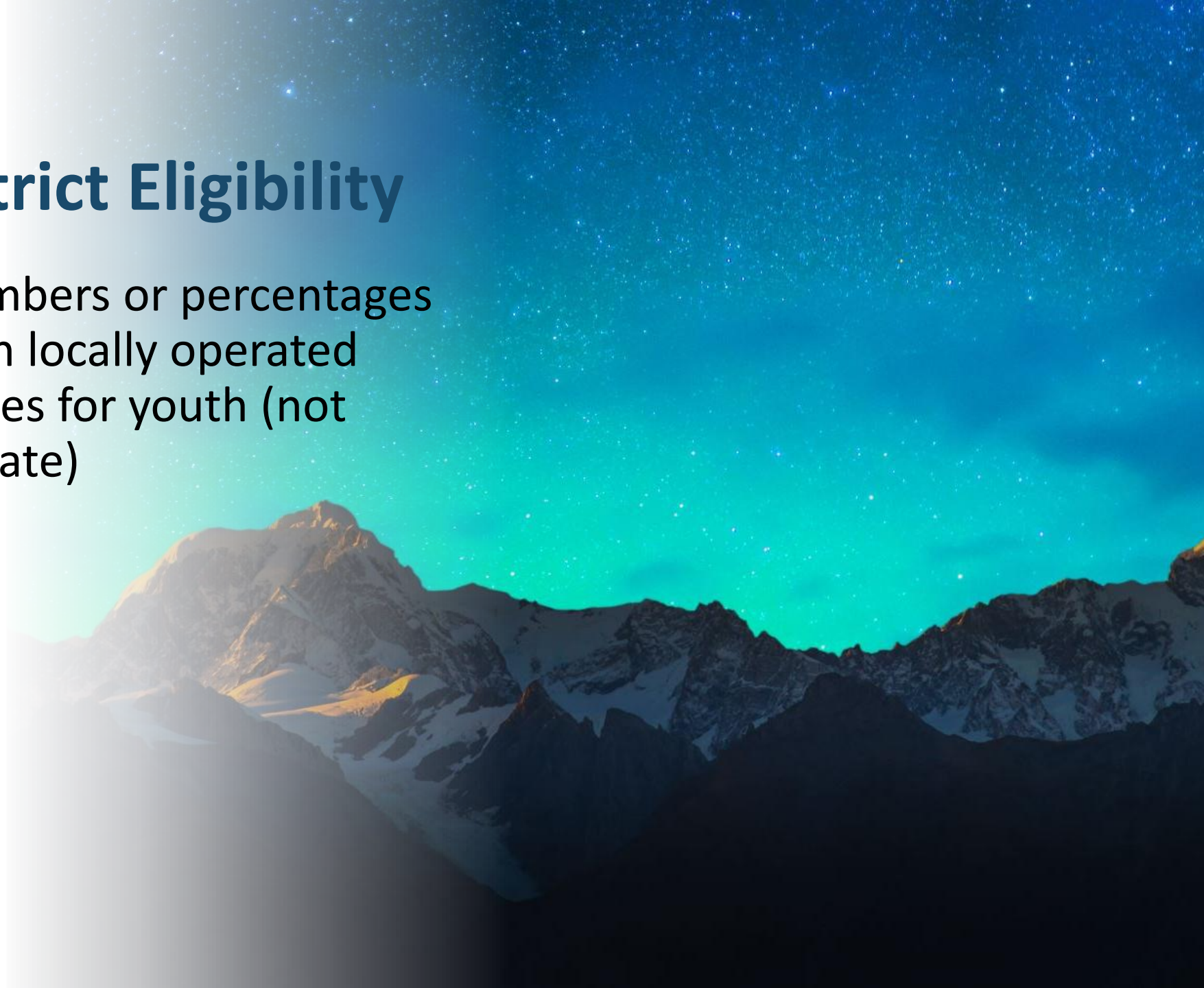
Provide activities to facilitate transition of children and youth from correctional program to further education or employment

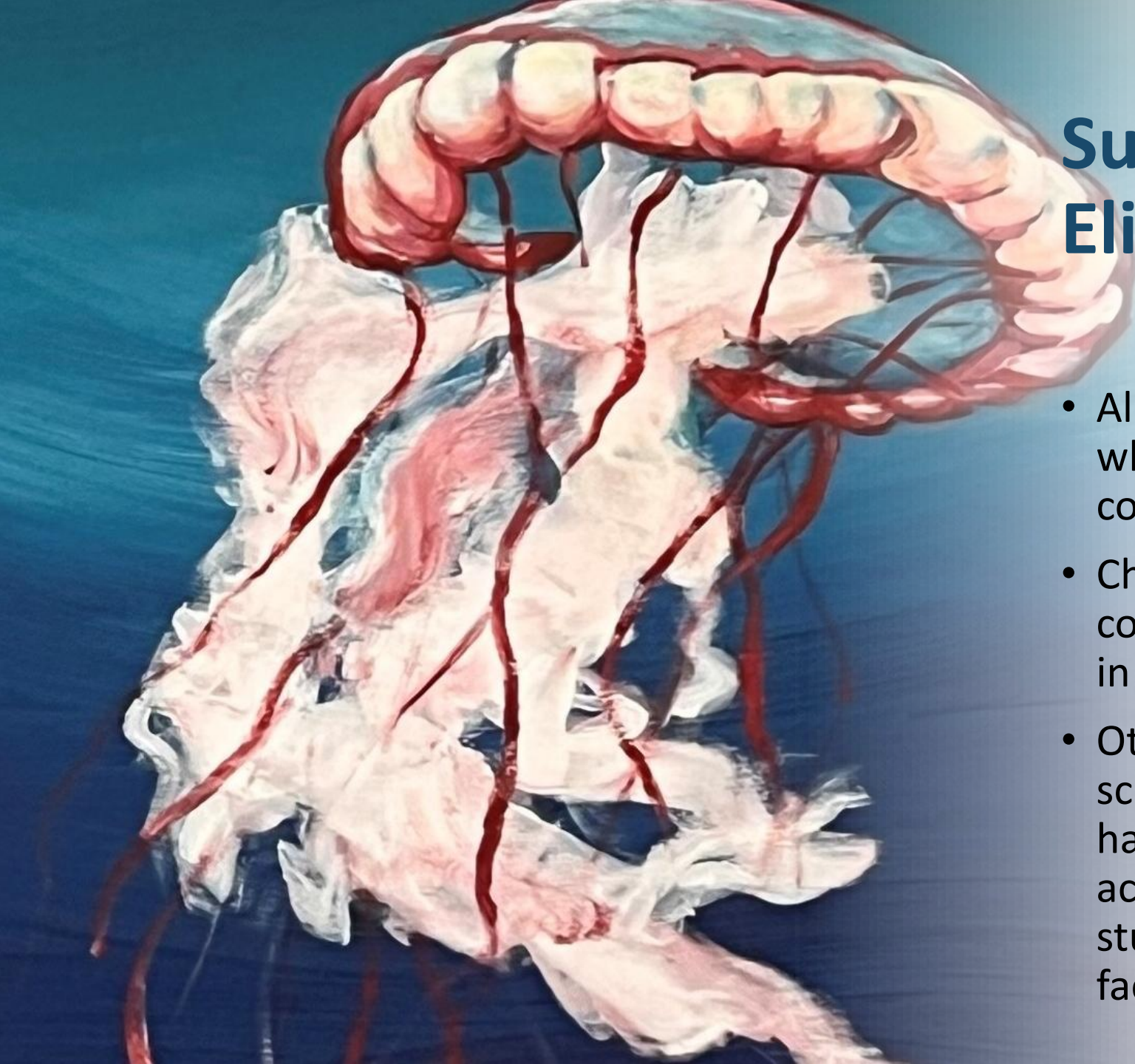


Operate programs in local schools, for youth returning from correctional facilities, and programs which serve at-risk children and youth

Subpart 2 District Eligibility

- LEAs with high numbers or percentages of youth residing in locally operated correctional facilities for youth (not operated by the State)
- Current grantees:
 - Anchorage
 - LKSD





Subpart 2 Student Eligibility

- All children and youth 21 and younger who reside in a locally operated correctional facility
- Children and youth returning from correctional facilities to attend a school in the LEA
- Other at-risk children and youth in local schools (serving this population cannot have a negative impact on meeting the academic and transition needs of students returning from correctional facilities)

USE OF FUNDS - Subpart 2

- assist in transition to school environment and help students remain in school to complete their education;
- dropout prevention programs which serve at-risk children and youth,
- coordination of health and social services for individuals if there is likelihood that provision of services, including day care, drug and alcohol counseling, and mental health services, will improve likelihood individuals will complete education;
- special programs to meet unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance securing student loans or grants for postsecondary education;
- programs providing mentoring and peer mediation
- Programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the district that are operated by the Secretary of the Interior or Indian Tribes.



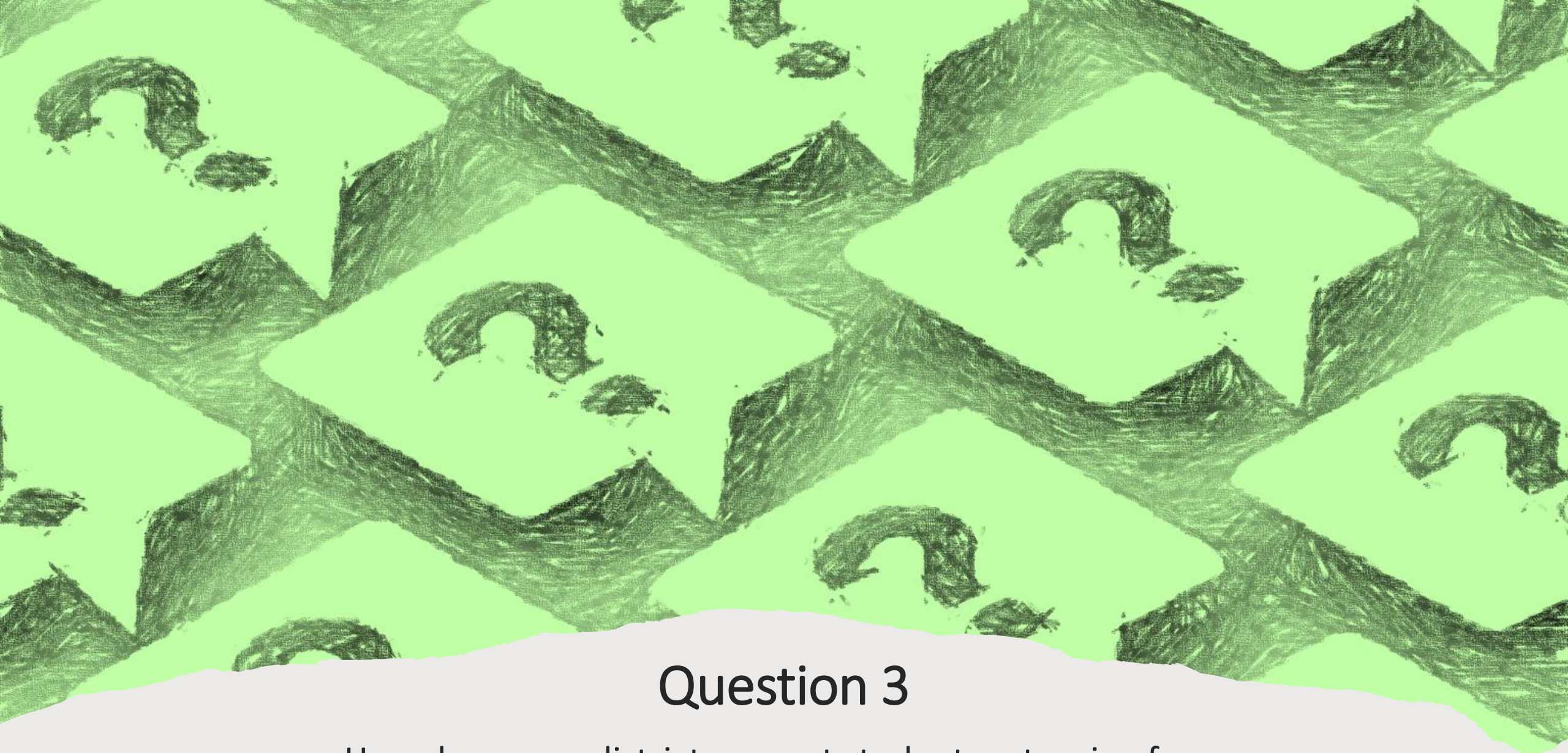
Examples

- Mentoring
- Accelerated learning programs, such as dual enrollment
- CTE and certification programs
- Summer learning opportunities
- Online programs that align with the allowable uses of funds
- GED prep courses
- Point of contact to assist with transition related activities such as re-enrollment, records transfers, coordination of services, academic support, and post-secondary planning
- Coordination of health and social services including day care, drug and alcohol counseling, and mental health services, if the services will improve the likelihood participants will complete their education

Supplement, Not Supplant

- Although subpart 2 does not have a specific supplement, not supplant provision, USED has stated subpart 2 should follow the same rule that prohibits using Federal funds to supplant State and local funds, just like subpart 1.

A program under this subpart that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 (as applied to this part) without regard to the subject areas in which instruction is given during those hours.



Question 3

How does your district support students returning from facilities to their home schools?

Resources

- [DEED Title I, Part D webpage](#)
- [Title I, Part D Non-Regulatory Guidance](#)
- [Spending Quick Guide, Title I Part D 3.2025](#)
- [The National Technical Assistance Center for the Education of Neglected or Delinquent Children & Youth \(NDTAC\)](#)

A detailed sculpture of a fishing net filled with silver fish. The net is made of a brown, textured material, possibly leather or a similar synthetic material, and is stretched across the frame. Several silver fish are caught in the net, their scales reflecting light. The fish are of various sizes and are positioned in a way that suggests they have just been pulled from the water. The background is a textured brown surface, possibly a wall or a backdrop, which complements the color of the net. The overall composition is a close-up shot, focusing on the details of the fish and the net.

QUESTIONS?

Contact Information

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The Basics: McKinney-Vento Education for Homeless Children and Youth

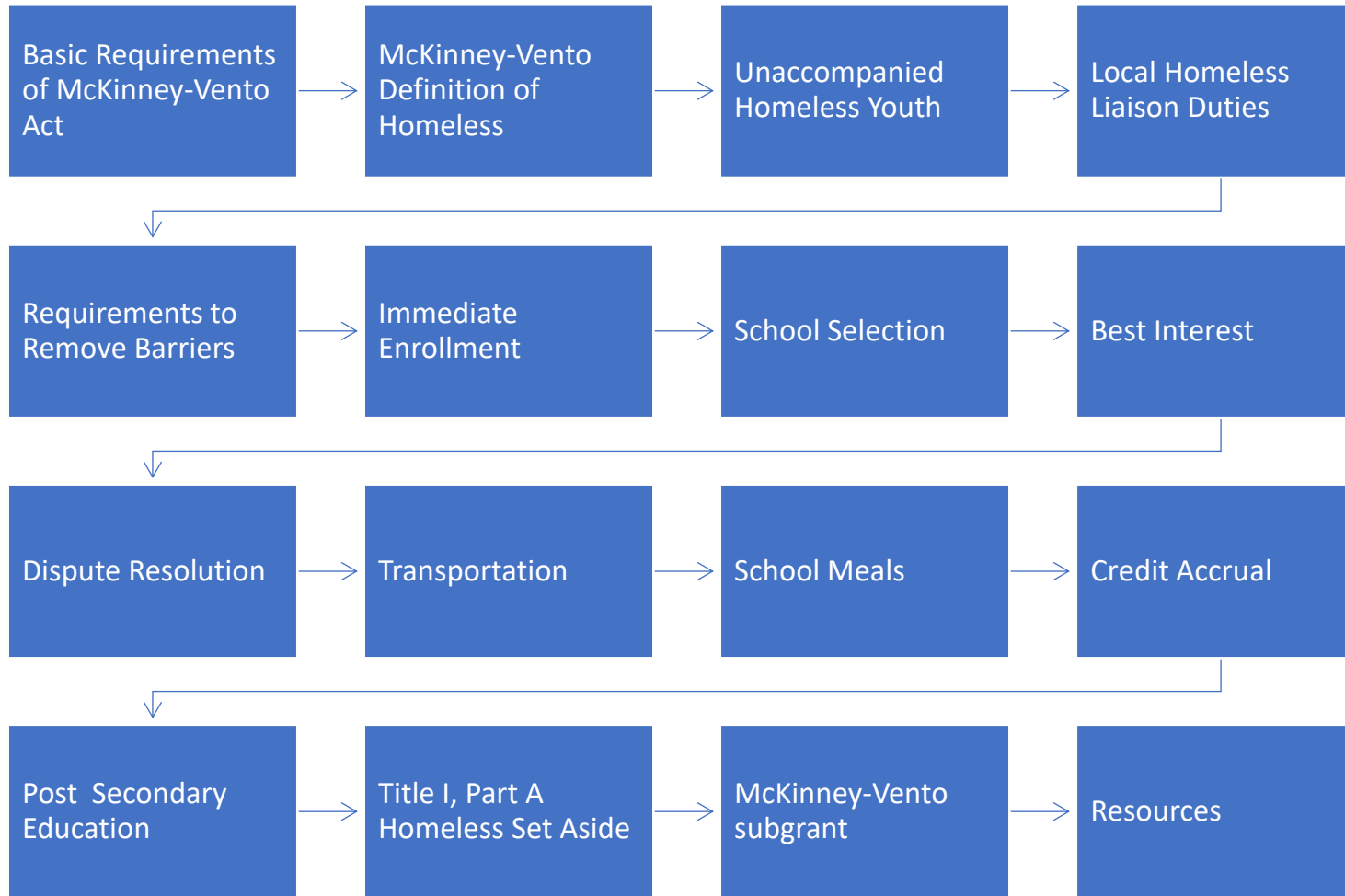
Alaska Department of Education and Early Development

Adrienne Schwartz, McKinney-Vento State Coordinator

October 20, 2025



Agenda



Basic Requirements of the McKinney-Vento Act

By the end of this session participants will be able to...



Explain the criteria for a student to be considered a homeless child or youth (HCY) under the McKinney-Vento Homeless Assistance Act (MV)



Explain the responsibilities of a local educational agency (LEA) homeless liaison



Identify the basic rights of students experiencing homelessness and LEA responsibilities for ensuring those rights

McKinney-Vento Definition of Homeless

Those who lack a fixed, regular and adequate nighttime residence, including students:

- Sharing housing due to loss of housing, economic hardship, or a similar reason
- Living in motels, hotels, trailer parks, camping grounds due to a lack of alternative, adequate accommodation
- Living in emergency & transitional shelters
- Abandoned in hospitals
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar situations

42 U.S.C. § 11434a(2)

Unaccompanied Homeless Youth

- The term *unaccompanied homeless youth (UHY)* includes a homeless child or youth not in the physical custody of a parent or guardian.

42 U.S.C. § 11434a(6)

- Liaisons must assist Unaccompanied Homeless Youth (UHY) with enrollment, school selection, & dispute resolution
- Have the same right to immediate enrollment & educational services as other students



Local Liaison Duties



Ensure HCY are identified in coordination with others



Ensure immediate enrollment & access to services



Provide information about rights & opportunities

Includes meaningful opportunities for parents to participate in their children's education

Includes transportation, school meals, & other programs



Ensure disputes are mediated



May affirm for Housing and Urban Development programs that HCY meet MV eligibility criteria

Local Liaison Duties (cont'd)

Support	Support UHY in school selection & dispute resolution
Ensure	Ensure UHY are provided verification of their status for FAFSA purposes
Provide	Provide training & other support for school personnel
Provide	Provide referrals to services in the community
Collaborate & coordinate	Collaborate & coordinate services with State Coordinators, community and school personnel • Includes collecting & reporting data

Requirement to Remove Barriers

States and school districts must **develop, review, and revise policies**

- To remove barriers to the school identification, enrollment and retention of McKinney-Vento students
- Includes barriers due to outstanding fees or fines, or absences

42 U.S.C. § 11432(g)(1)(I)

Question A-4 of EHCY Non-Regulatory Guidance provides the following information on ensuring homeless students have equal access to public education

- Review of policy and practices is a broad, ongoing requirement
- Reviews should include input from parents, students, and advocates
- Should include review of discipline policies that disproportionately impact homeless students

[Education for Homeless Children and Youths Program Non-Regulatory Guidance \(PDF\)](#)

Immediate Enrollment

Enroll and *enrollment* includes “attending classes & participating fully in school activities”

42 U.S.C. § 11434a(1)

Enrollment must be immediate

- Even if students lack school, medical, or other records normally required
- Even if enrollment or application deadlines were missed while homeless
- Even if the student has history of absences or outstanding fines/fees

42 U.S.C. § 11432(g)(3)(C)(i)

School Selection

Option 1: School of origin

- Defined as the school the students attended when permanently housed or the school the students last attended
- Includes public preschools
- Includes receiving schools

Option 2: Local attendance area school

- Includes any public school that non-homeless students living in the same location have the right to attend



School Selection

Can remain in the school of origin

- For the duration of the homelessness
- Until the end of the school year in which the student obtains housing
- If the student becomes homeless over the summer & is still homeless at start of school year

42 U.S.C. § 11432(g)(3)(A)(i)(II)

Decisions are based on the individual student's best interest

42 U.S.C. § 11432(g)(3)(B)

Best Interest

- School of origin is presumed to be in student's best interest
 - Unless this is contrary to parent or UHY's wishes
 - Consider student-centered factors
 - Impact of mobility on achievement, education, health, & safety



42 U.S.C. §11432(g)(3)(B)

- US ED encourages consideration of sibling school placement

Question I-3, EHCY Non-Regulatory Guidance

Dispute Resolution

- Disputes may be over: eligibility, school selection, or enrollment
- If enrollment is denied, a written statement must be given explaining the reason and appeal process
 - Provided in a format and language the parent, guardian, or unaccompanied homeless youth can understand
- The parent/student must be immediately referred to the liaison
- Students must be enrolled and receive services while a dispute is mediated

42 U.S.C. §11432(g)(3)(E)

Transportation

HCY are eligible for transportation to the school of origin

42 U.S.C. §11432(g)(1)(J)(iii)

Right to transportation extends

- For the duration of the homelessness or
- Until the end of the school year in which they obtain housing

42 U.S.C. §11432(g)(3)(A)(2)

Transportation should be comparable to what others receive

42 U.S.C. §11432(g)(4)(A)



Transportation

Districts can split the cost & responsibility

- Can use a common agreement
- If can't come to agreement, then the split is 50-50

42 U.S.C. §11432(g)(1)(J)(iii)

Can use the following to cover **excess** cost:

- McKinney-Vento funds
- Title I, Part A of the Elementary and Secondary Education Act funds

42 U.S.C. §11433(d)(5) and 20 U.S.C. § 6313(c)(3)(C)(ii)

School Meals

Homeless Children and Youth (HYC) are categorically eligible for free meals

42 U.S.C. § 1758(b)(5)(A)(b)

U.S. Department of Agriculture policy allows liaisons & shelter directors to qualify HCY

- <https://www.fns.usda.gov/updated-guidance-homeless-children-school-nutrition-programs>

Provide the school nutrition director a list with

- The student's name
- The effective date of eligibility
- The liaison or shelter director's signature



Credit Accrual

Districts must have clear procedures in place to award full or partial credit for work completed in a previous district

42 U.S.C. §11432(g)(1)(F)(ii)

Examples:

- Consult with the prior school to evaluate the work completed
- Evaluate the student's mastery of courses & award credits accordingly
- Offer credit recovery or mastery- based courses
- Offer distance learning

Postsecondary Education

UHY must be assisted with FAFSA verifications

- Liaisons are allowed to provide subsequent year verifications

42 U.S.C. §11432(g)(6)(A)(III)

All HCY should receive information and individualized counseling regarding

- college readiness
- college selection
- applying for school
- financial aid
- on-campus supports



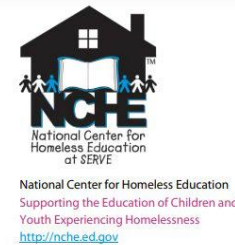
Title I, Part A

Homeless students are categorically eligible for services under Title I, Part A

- Eligibility standards normally required are waived for HCY
- Eligibility for Title I, Part A services lasts for duration of homelessness or until end of year in which student obtains housing
20 U.S.C. § 6315(c)(2)(E)

Title I, Part A staff and homeless liaisons are required to collaborate to provide services for homeless students

42 U.S.C. §11432(g)(6)(C) and 20 U.S.C. § 6312(a)(1)(B)



McKINNEY-VENTO LAW INTO PRACTICE BRIEF SERIES
Serving Students Experiencing Homelessness under Title I, Part A

Title I, Part A Set-Aside

Every LEA must have a set-aside for HCY

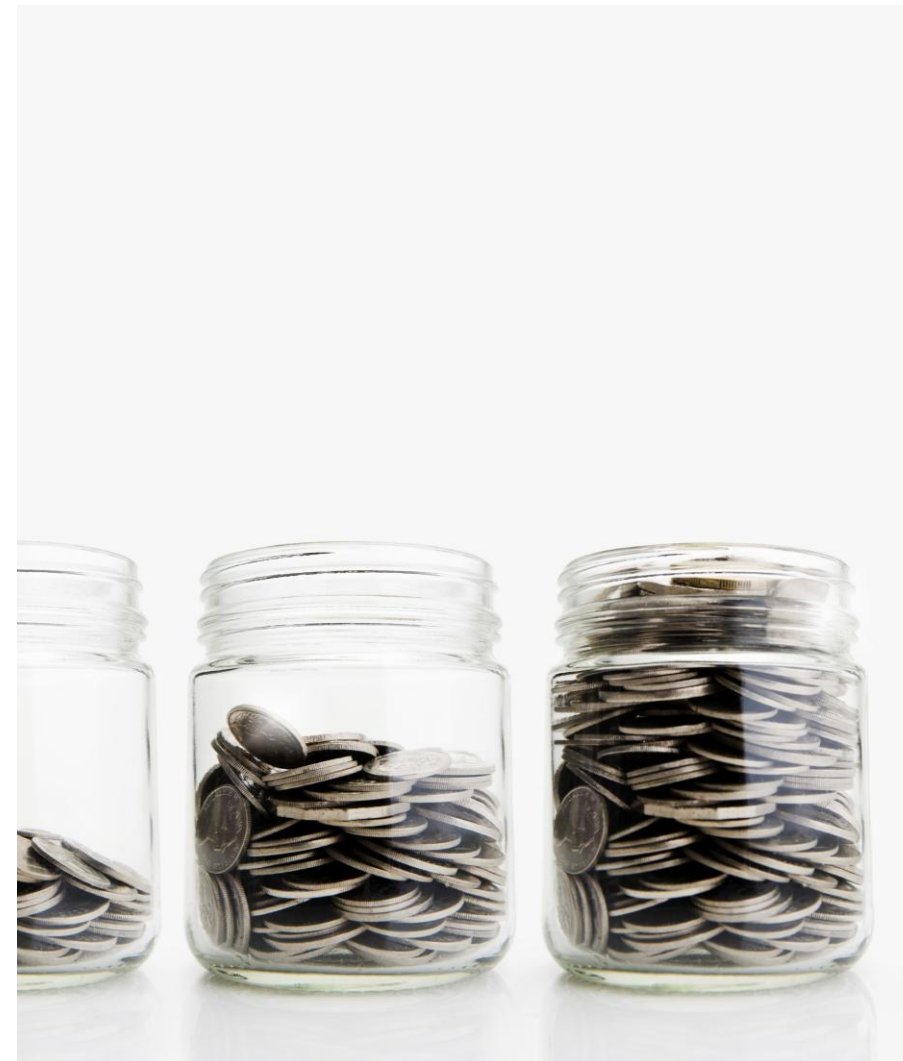
- Must be based on the total LEA Title I, Part A allocation
- Must be taken prior to any allowable LEA expenditure or transfer

20 U.S.C. § 6313(c)(3)

- EHCY Non-Regulatory Guidance, Question M-4 for list of possible expenses [Education for Homeless Children and Youths Program Non-Regulatory Guidance \(pdf\)](#)

Use of a needs assessment to determine the amount is encouraged

Services must be comparable to what other students receive



Title I, Part A Set-Aside

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) –

- Requires a Local Education Agency (LEA) to reserve Title I funds necessary to *provide educationally related support services* to homeless children and youths regardless of whether they attend a Title I school *and to provide for their unique needs*. Local educational agencies (LEAs), whether they have identified many or few homeless students, often struggle to determine an appropriate Title I, Part A homeless set aside amount.
- The [Education for Homeless Children and Youths Program Non-Regulatory Guidance \(pdf\)](#) suggests the following for determining the amount of funds to reserve for comparable services under Title I, Part A:
 - Funds reserved for comparable services under section 1113(c)(3)(A)(i) of the ESEA may be determined based on a *needs assessment* of homeless children and youths in the LEA, taking into consideration the *number of homeless children and youths* identified by the LEA and their *unique needs*. (ED, 2017, p. 41)

Education for Homeless Children and Youth (EHCY)

- Formula grants are made to the 50 states, the District of Columbia, and Puerto Rico based on each state's share of Title I, Part A, funds.
- State educational agencies (SEAs) must ensure that homeless children, including preschoolers and youths, have *equal access* to free and appropriate public education (FAPE).
- States must review and revise laws and practices that impede such equal access.
- States are required to have an approved plan for addressing problems associated with the enrollment, attendance, and success of homeless children in school.
- States must make competitive subgrants to local educational agencies (LEAs) to facilitate the enrollment, attendance, and success in school of homeless children and youths. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.

Eligibility and Grantee Information

- Distribution of formula grant funds to participating States, the District of Columbia, and Puerto Rico under the Education for Homeless Children and Youth program is proportionate to the distribution of funds under Section 1122 of the Elementary and Secondary Education Act of 1965, as amended (ESEA).
- The minimum grant that may be awarded to a State educational agency (SEA) in any given fiscal year is \$150,000.
- State educational agency must distribute not less than 75 percent of their allocation in subgrants to local educational agencies. States funded at the minimum level must distribute not less than 50 percent in subgrants to local educational agencies. States may reserve their remaining funds for State-level activities.

Eligibility and Grantee Information (cont'd)

D. Eligible Applicants

All Alaska school districts (local education agencies or LEAs) that reported 50 or more enrolled homeless students in the 2021-2022 school year are eligible. Districts may subcontract with other agencies; however, the local school district assumes responsibility for setting program goals and monitoring program accomplishments. The district will serve in the capacity of fiscal agent.

E. Funding

- Source: U.S. Department of Education, through the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (**Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act**).
- Amount Available: Awards will be dependent on receipt of the federal grant funds. DEED expects to award approximately \$230,000 in McKinney-Vento funds for the FY2024 school year with similar amounts expected to be awarded for the following two years.
- Size of Grants: Based on established need, grants are expected to be in the following ranges:
 - Tier 1: 50-300 homeless students proposed to serve: grants range up to \$20,000 per year.
 - Tier 2: 301-700 homeless students proposed to serve: grants range up to \$35,000 per year.
 - Tier 3: More than 700 homeless students proposed to serve: grants range up to \$60,000 per year.
- Grant Period: July 1, 2023 or date of grant award to June 30, 2026; adjustment may be necessary based on reauthorization of the Elementary and Secondary Education Act.

NCHE Resources



Read [Education for Homeless Children and Youths | U.S. Department of Education](#) from the U.S. Department of Education.



Download the [Education for Homeless Children and Youths Program Non-Regulatory Guidance \(pdf\)](#) (see Section M on Coordination with Title I, Part A of the ESEA)



Download the U.S. Department of Education's [Letter for ESSA Title IA LEA Homeless Set-Aside \(PDF\) \(ed.gov\)](#) (July 2018)



Download [Serving Preschool Children Through Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended](#) (February 26, 2024)

NCHE Resources

Determining Eligibility Flow Chart

- <https://nche.ed.gov/wp-content/uploads/2020/05/NCHE-Eligibility-Flowchart.pdf>

NCHE Resource Page for Unaccompanied Homeless Youth

- <https://nche.ed.gov/unaccompanied-youth/>

Homeless Liaison Toolkit – Appendix 9.A UHY Flow Chart

- <https://nche.ed.gov/homeless-liaison-toolkit/>



National Center for Homeless Education
Supporting the Education of Children and
Youth Experiencing Homelessness
<http://nche.ed.gov>



BEST PRACTICES IN HOMELESS EDUCATION BRIEF SERIES

Determining Eligibility for McKinney-Vento Rights and Services

This NCHE brief

- explores in detail the definition of *homeless* included in Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, and
- provides a step-by-step guide for making determinations of McKinney-Vento eligibility on a case-by-case basis.

INTRODUCTION

Children and youth experiencing homelessness face unique challenges in accessing and succeeding in school. Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized in 2015 by Title IX, Part A of the Every Student Succeeds Act (42 U.S.C. § 11431 et seq.; hereafter *the McKinney-Vento Act*), establishes the definition of *homeless* used by U.S. public schools, and the educational rights to which children and youth experiencing homelessness are entitled. For schools to be able to provide services to students in homeless situations, they first must be able to identify these students. To this end, an effective understanding of the McKinney-Vento definition of *homeless* is a key first step to ensuring the delivery of needed supports to some of our nation's most vulnerable students.

McKINNEY-VENTO DEFINITION OF HOMELESS 42 U.S.C. § 11434a(2)

The term "homeless children and youth"—

- A. means individuals who lack a fixed, regular, and adequate nighttime residence...; and
- B. includes —
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in 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;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

Additional Resources

SchoolHouse Connection

- [SHC Upcoming & Archived Webinars](#)
- [Guides, Tip Sheets, Tools and Toolkits](#)
- [Child and Youth Homelessness in the United States: Data Profiles](#)
- [SHC Scholarship Program](#)
- [Q&A From The Field](#)



ABOUT

The Issue

Child and youth homelessness is widespread and devastating – but hidden. It doesn't have to be this way. Education can provide each child and youth a pathway to success, and out of homelessness — permanently.

**COMMON QUESTIONS ABOUT
HOMELESSNESS**



Homeless Liaison Meeting

Mark your calendar!

- Monthly meetings will resume the first Tuesday of each month starting December 2, 2025
- Find more information and Zoom link in our ESEA weekly updates.



Thank You for Joining Us!

Adrienne Schwartz

McKinney-Vento State Coordinator

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Stay Connected



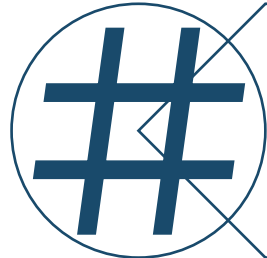
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