

Special Populations Unit (SPU) Spring 2024 Updates

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MICHIGAN DEPARTMENT OF EDUCATION

Title I, Neglected & Delinquent (N&D) Grants Reminders & Updates



- **N&D Intent & Purpose:**
 - Transition Services & High-Quality Education programming in the facilities.
- **2024-2025 Application for Funding/Formal Agreement:**
 - The 2024-2025 Formal Agreement form is available on the [MDE Title I, Part D-Neglected & Delinquent Website](#).
- **TIA-Neglected Carryover in NexSys:**
 - Similar to Title I, Part A Private School carryover, Neglected Facility carryover will be pulled into the NexSys Consolidated Application under the Title I, Part A-Improving Basic Programs grant. Districts must keep separate accounting journals for the Title I, Part A-Neglected grants and redistribute the Neglect home carryover funds on the Consolidated Application on the “Title I, Part A-Public Schools Reservations & Carryover Distribution” screen in the Consolidated Application during amendment period.
- **Coming Soon to NexSys...2022-2023 Consolidated Performance Report (Neglected & Private Schools) AND 2022-2023 CSPR Facility Data Tool (Delinquent-previously excel form):**
 - All N&D demographic & outcome data reports for the current 2022-2023 grant cycle will be in NexSys during the late Summer 2024/Fall 2024.

Title I, Part A Homeless Set-Aside

Section 1001 Title I, Part A Purpose: The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, **and to close educational achievement gaps.**

Section 1113(c)(3) of the [Elementary and Secondary Education Act of 1965 \(ESEA\)](#), requires **all** Local Educational Agencies (LEAs) reserve funds to ensure comparable services for **children and youth experiencing homelessness**

AND

As determined by a [needs assessment](#), reserve funds to provide children and youth experiencing homelessness with services not ordinarily provided to other students, including (but not limited to),

- Funding for a liaison with capacity to carry out the required duties, and
- transportation related to school of origin.



Title I, Part A

US ED began collecting the Title I, Part A Homeless Set Aside in 2022-23.

Michigan received a finding related to the Title I, Part A Homeless Set Aside during the 2022-23 US ED Homeless Education Monitoring in 2022-23.

General guidance information is provided in this presentation and, on the website, www.Michigan.gov/homeless. Additional guidance will be shared later this spring specifically related to “adequacy” following an extensive analysis of the 2023-24 Consolidated Applications.

The additional guidance will be sent directly to district homeless liaisons and NexSys contacts and posted on the website.

Note: If you are braiding funds to meet these needs, please document the information. You will be asked for the details of this braiding.

Michigan Department of Education – Office of Educational Supports (OES)
Guidance on Title I, Part A Homeless Set Aside
2023

Section 1113(c)(3) of the *Elementary and Secondary Education Act of 1965* (ESEA), requires all local educational agencies (LEAs) to reserve funds to ensure comparable services for children and youth experiencing homelessness, and as determined by a needs assessment, reserve funds to provide children and youth experiencing homelessness with services not ordinarily provided to other students, including (but not limited to), funding for a Homeless Education Liaison who has the capacity to carry out the required duties, and funding for transportation related to the school of origin.

LEAs must have a process such as the one described here to determine the amount of Title I Part A funding set aside in the Homeless Reservation based on a needs assessment. Office of Educational Supports encourages LEAs to leverage their continuous improvement processes, including Michigan Integrated Continuous Improvement Process (MICIP).

LEA Process for Determining Appropriate Title I, Part A Homeless Set Aside Reservation for Services for Students Experiencing Homelessness

Step 1: The Title I Coordinator meets with the LEA McKinney-Vento (MV) Homeless Education Liaison and, if possible, the MV Regional Grant Coordinator to assess and discuss the specific needs of the LEA's students experiencing homelessness. Additional members may be included in this LEA team.

Step 2: The LEA team:

- Uses the data collected (by/from Homeless Education Liaisons and Grant Coordinators) to list and then prioritize the needs of children and youth experiencing homelessness
- Includes data relative to the needs of children and youth experiencing homelessness in the LEA's comprehensive needs assessment (CNA)

Step 3: The LEA team determines which of the identified needs the LEA will prioritize with funding through Title I, Part A Homeless Set Aside. LEAs will consider other available funding sources before leveraging the Title I, Part A Homeless Set Aside. The LEA will also coordinate with other community, local, state, or federal funds and resources, including the MV Regional Grant Consortium Projects. (See pages 2-4 below. LEAs will collaborate with the MV Grant Coordinator if they participate in a consortium project.)

Step 4: The LEA team develops strategies, activities, and related services to address the identified and prioritized needs.

Step 5: The strategies and activities will then be included in the LEA's continuous improvement plan in the platform for Michigan's Integrated Continuous Improvement Process

Guidance Document:

Student needs
drive
the budget.

Key Question!

Is your local homeless liaison included on team discussing needs and funding?



Data Considerations for the 6 Step Process

MSDS Data: identification of students experiencing homelessness

Mischooldata.org: achievement outcomes for students experiencing homelessness

Compare identification rates to national or state averages

Compare all students for the grade level for achievement data

National Identification Averages:

5.5% of the LEA's Free & Reduced Lunch counts (FRL)

2.5% of the LEA's total enrollment

Title I, Part A Homeless Set Aside Worksheet

An additional resource that will assist, if you still need additional technical assistance is this Homeless Needs Assessment Worksheet.

Will can find more information and support by going to [MDE McKinney Vento Homeless](#) page under resource materials

[Title I, Part A Homeless Set-Aside Video](#)

Detailed Worksheet for the Homeless Needs Assessment

Detailed table to support the information provided in the summary.

FUNDING SOURCES AND AMOUNTS

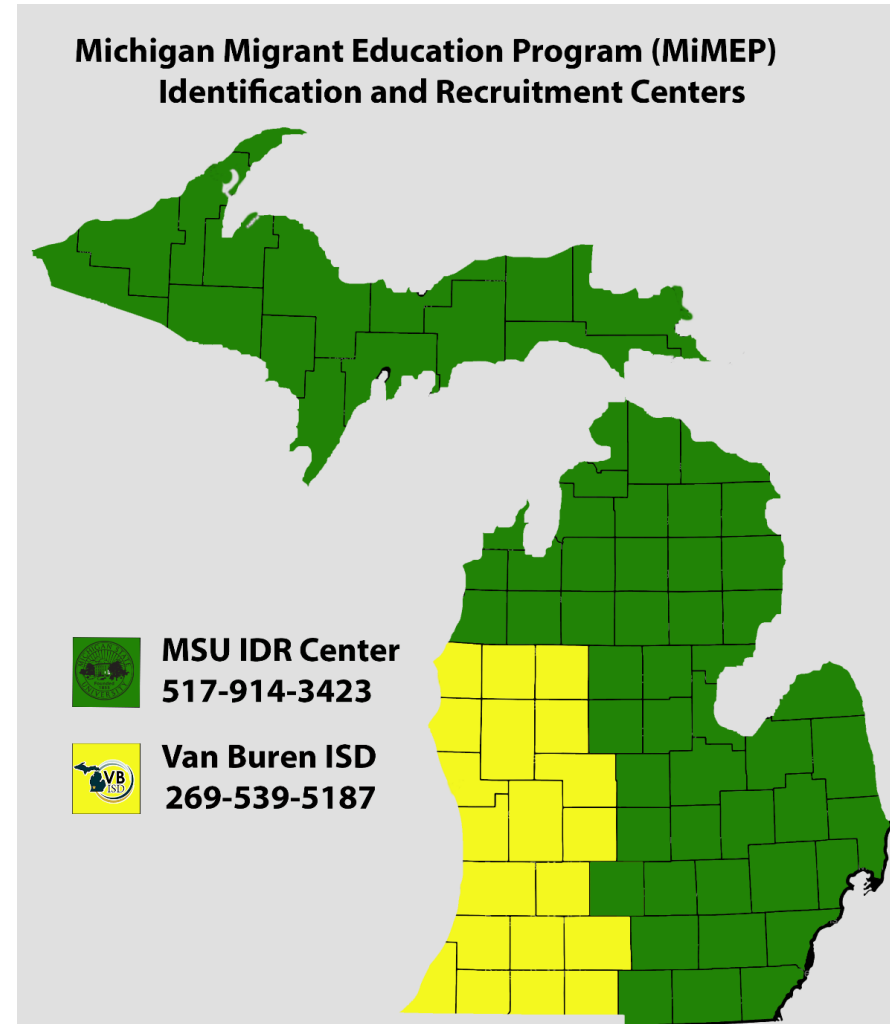
Need	Total Cost	Community Resources	LEA General Fund	Section 31a	Other State and Federal Programs	Amount from Title I, Part A Homeless Set-Aside
Example: Homeless Education Liaison Salary (1. FTE)	\$70,000		\$15,000			\$55,000
1.A. Homeless Education Liaison Salary						
1.B. Professional Development						
2. School Transportation for Students Experiencing Homelessness						
3. STUDENT EDUCATIONAL NEEDS (SUBTOTAL)						
a. Clothing						
b. PE Uniforms						
c. School Uniforms						
d. School Supplies (For use in school)						
e. School and Study Support Supplies (For use off-site at Shelters, hotels, homes, etc.)						
f. Food (to meet need during instructional time or activities)						
4. ENROLLMENT/TRANSFER SERVICES (SUBTOTAL)						
a. Records Transfer (postage, etc.)						
b. Birth Certificates						
c. Immunizations						
d. Other						
5. MEDICAL/MENTAL HEALTH/SHELTER SUPPORT (SUBTOTAL)						
a. Medical Referrals/Services						
b. Dental Referrals/Services						
c. Mental Health/Counseling Referrals/Services						
d. Substance Abuse Referrals/Services						
e. Housing Referrals/Services						
f. Domestic Violence Abuse Referrals/Services						
6. REMOVING BARRIERS TO PARTICIPATION, RETENTION AND SUCCESS (SUBTOTAL)						

Title I, Part C

Migrant Education Program Eligibility Factors

- Age is less than 22 years old
- Has not completed school
 - No high school diploma
 - No GED
 - No high school equivalency certificate
- There is a migratory worker or fisher who has moved for qualifying work
- The child/youth has made a qualifying move with or to join the migratory worker or as the qualifying worker

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Section 31a

Spring 2024 Updates

What is Section 31a?

Categorical Grant: in State School Aid Act

- Annually reviewed/renewed
- To meet the additional needs of eligible students
- Legislation defines:
 - Intent & Purpose
 - Assurances
 - Allowable uses
 - Eligibility
 - Reporting and monitoring requirements
- Webpage: [SOM - Section 31a At-Risk \(michigan.gov\)](https://www.michigan.gov/SOM/0,4570,7-293_31a-At-Risk,00.html)



Intent & Purpose

- Ensure Eligible Students
- Demonstrate Proficiency
 - ELA – by 3rd Grade
 - Math – by 8th Grade
 - Career & College Ready
- Regular in Attendance





Eligibility Criteria

*auto-identified in MSDS for Section 31a if also identified for in the population

- Economically Disadvantaged (ED)***
- English learner***
- chronically absent
- victim of child abuse or neglect
- pregnant teenager or teenage parent
- family history of school failure, incarceration, or substance abuse
- an immigrant who has immigrated within the immediately preceding 3 years***
- did not complete HS in 4 years, continuing in school
- did not achieve proficiency on State summative assessments
- At risk of not meeting the LEA's local objectives in ELA or math as demonstrated on local assessments



FY24 ALLOCATION = \$952,000,000 Opportunity Index

BAND	% ED MINIMUM	% ED MAXIMUM	OI WEIGHT (MULTIPLIER)	PREVIOUS MULTIPLIER
1	0	19.99	35.00%	11.5%
2	20	43.99	36.00%	11.5%
3	44	58.99	37.50%	11.5%
4	59	72.99	39.00%	11.5%
5	73	84.99	42.00%	11.5%
6	85	100	47.00%	11.5%





Opportunity Index Impact

POVERTY CONCENTRATION	OI BAND	OI WEIGHT (NEW MULTIPLIER)	PREVIOUS MULTIPLIER	IF FULLY FUNDED – PYMT PER ED PUPIL	EFFECTIVE RATE (PRO-RATED)	PRORATED PAYMENT PER ED PUPIL
8%	1	35%	11.5%	\$3,363	11.55%	\$1,110
25%	2	36%	11.5%	\$3,459	11.7%	\$1,124
45%	3	37.5%	11.5%	\$3,603	12.2%	\$1,172
62%	4	39%	11.5%	\$3,747	12.7%	\$1,220
75%	5	42%	11.5%	\$4,035	13.7%	\$1,316
85%	6	47%	11.5%	\$4,515	15.3%	\$1,470





Got Carryover? It's Budget Season!

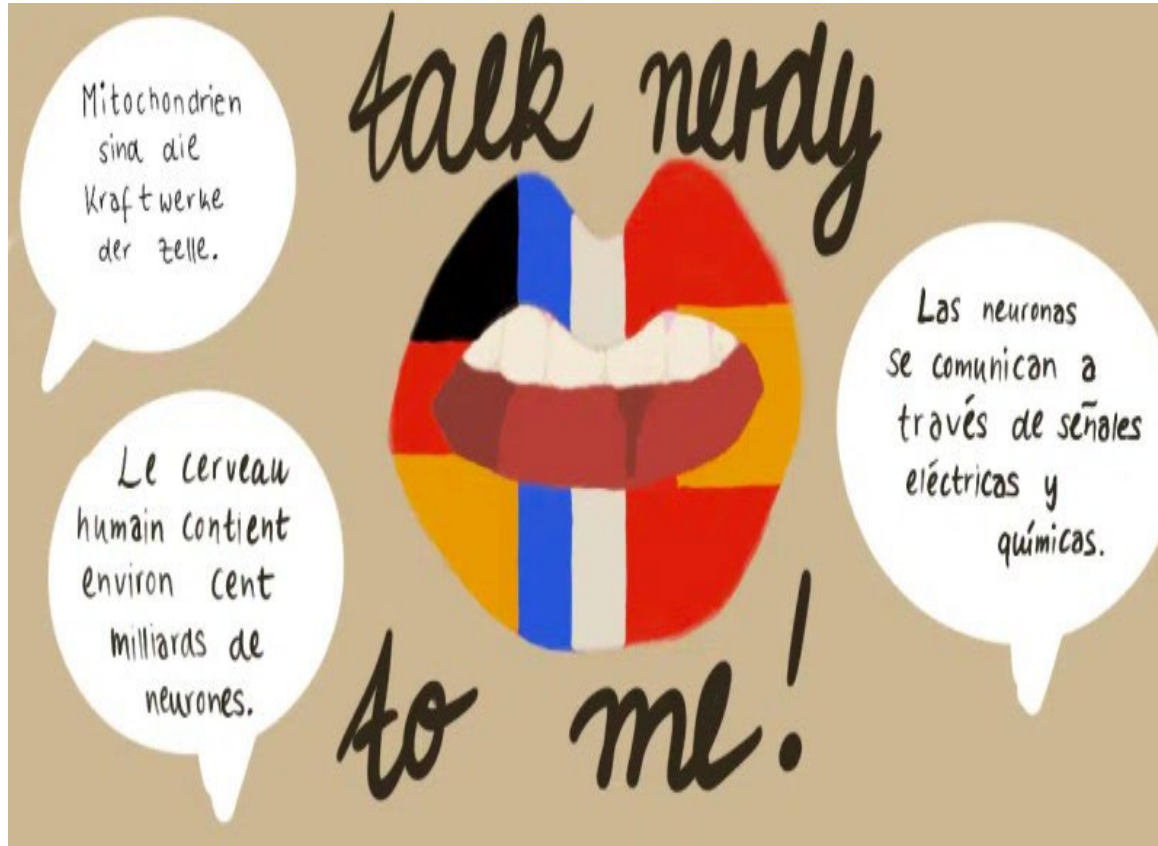
- Are all stakeholders at the table?
- Have MICIP goals and strategies been identified?
- What is the prioritized need for students?
- Has program evaluation taken place and what does the data reveal?
- Are the costs allowable (supplemental)?



Remember!
Needs + Plans+ Funds= Intentional Planning



English Learners



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English Learners - All Federal Funds EL Program Requirements

All English learners are required to receive meaningful access to the core curriculum as well as direct instruction in English Language Development (ELD).

The meaningful access is provided by the classroom teacher and the paraprofessionals that are pushing into the content areas.

The English Language Development instruction must be provided by a certified teacher that is endorsed in English as a Second Language (ESL) or a Bilingual Education endorsed teacher.

All districts should be working toward staffing their EL services with an ESL or Bilingual Education endorsed teacher. The [Grow Your Own](#) grants are a great way to support a current staff member to add this endorsement.

English Learners (ELs) – All Federal Funds EL Program Evaluation

Every district must regularly evaluate the effectiveness of its EL program.

MDE provided a series of [webinars and other resources](#) to support all districts in completing their EL Program Evaluation

Evaluations are due as follows:

Who	When	Where
Section 41 Recipients	October 15, 2024	Section 41 Report
Title III Recipients (not receiving Section 41)	July 1, 2024	Consolidated Application - Title III Attachments
All Other Districts	July 1, 2024	Consolidated Application - Attachments





English Learners – All Districts New Home Language Survey

Michigan is updating the Home Language Survey (HLS) this spring.

The new HLS has updated questions that will more accurately identify potential English Learners.

Districts may not modify the language of the questions or the introductory paragraph in any way.

MDE will provide translations of the HLS in our top 20 languages on our www.michigan.gov/MDE-TitleIII website.

Implementation is optional for the 2024-25 school year and mandatory for the 2025-26 school year.

Contact Information – Special Populations Unit

Office of Educational Supports, Special Populations Unit, (517) 241.6977

Special Populations General Mailbox, OESSpecialPops@michigan.gov

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