

Title I STH Funds Toolkit: Supporting Students in Temporary Housing



#STHAchieve



Contact Information

If you have questions about anything in this Toolkit or simply want to confirm your thinking about Title I STH funds, please remember that **there are people here to help!**

Role/Team	Contact Information
STH Central Team	STHinfo@schools.nyc.gov
STH Regional Managers	https://www.schools.nyc.gov/school-life/special-situations/students-in-temporary-housing
B/CO Staff - Procurement Specialists and Budget Directors	https://datastudio.google.com/u/0/reporting/1g1WlfV97PhQTgM1IMvkgpIBxTly4WyfX7/page/BUQ4
Senior Grants Officers	https://infohub.nyced.org/reports/financial/grants

**Thank you for all your hard work on behalf of students in temporary housing.
It is appreciated and makes a difference!**

Purpose of the Toolkit

This **Toolkit** serves as a detailed accompaniment to the [Short Guide](#) of the same name. It **provides specific examples and “how-to” resources**, such as:

- Examples of allowable expenditures
- Guides for effective, data-driven decision making
- Checklists for process and accountability
- Timelines and more

The Toolkit is not meant to be read from beginning to end, but rather, should be used as a **“quick access resource” for support on a specific topic** from the [Short Guide](#).

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Section 1: REVIEWING



Purpose of Title I STH Funding (*slide 6-9*)



Title I and Title I STH Allocations (*slides 10-12*)



Allowable Uses of Funds (*slides 13-20*)



Unallowable Uses of Funds (*slides 22-24*)



Funding Staff Using Title I STH Funds (*slides 25-27*)

(Reviewing) Purpose of Title I STH Funding

Did you know the loss of stable housing is extremely disruptive to the educational experience?

65%

of students in temporary housing are chronically absent **compared to just 27%** of their peers with permanent housing

52%

of students in shelter graduated from high school **compared to 80%** of students in permanent housing.

4.5x

Without a high school diploma, young adults are **4.5 times more at risk of future homelessness.**

(Reviewing) Purpose of Title I STH Funding

Did you know the loss of stable housing is extremely disruptive to the educational experience?

29%

of students in temporary housing are ELA proficient **compared to 47%** of their peers with permanent housing

27%

of students in temporary housing are math proficient **compared to 46%** of their peers with permanent housing.

31%

of students in temporary housing are college ready **compared to 51%** of their peers with permanent housing.

(Reviewing) **Purpose of Title I STH Funding**

Title I STH Funds are meant to counteract that disruption by **providing targeted services to students experiencing homelessness.**

(Reviewing) Purpose of Title I STH Funding

Title I STH funds may be used to **provide goods and services not ordinarily provided** under Title I to students in temporary housing.

For example, Title I STH funds can be used to provide:

- **Clothing**
- **Emergency food**
- **School supplies**
- **Tutoring support**
- **Enrichment activities**



For a detailed list of allowable funding uses, please see slides 11-18 of this Toolkit. You also can find allowable uses and associated SAM codes on Page 2 of the Short Guide, "[Using Title I STH Funds to Support Students in Temporary Housing](#)."

(Reviewing) Title I and Title I STH Allocations

Title I STH funding allocations are based on the **total number of students that the school identified** as homeless as of the audited register date (usually 10/31) of the previous school year and **the borough's Title I per capita amount**.

For example, the formula for SY2022-23 looks like this:

$$\begin{array}{l} \# \text{ of STH on audited} \\ \text{register date of} \\ \text{previous school} \\ \text{year (10/31/2021)} \end{array} \times \text{Borough Title I Per Capita} = \text{Total Title I STH Funding} \\ \text{for the school year}$$



You can find your borough's Title I STH Funds Per Capita allocation in the [School Allocation Memo No. 11](#).

Questions? Contact your [B/CO Budget Director](#) or [Senior Grants Officer](#)

(Reviewing) Title I AND Title I STH Allocations

SPECIAL NOTE: All schools with students in temporary housing will receive a discrete Title I allocation for STH. This replaces the \$100 “set-aside” requirement from past years.

- Schools must continue to spend their Title I STH allocation to **meet the unique needs of students in temporary housing.**
- The change to the funding methodology **was not pandemic related but a permanent change** to Title I funds distribution.
- Schools with students in temporary housing should **carefully plan** for how they can use Title I STH Funding **this year and in future years.**



(Reviewing) Title I and Title I STH Allocations

Title I and Title I STH allocation (Excel sheet) can be accessed through the annual [Title I School Allocation Memorandum \(SAM\)](#). The SAM is typically published each Spring by the DOE's Division of Finance.

For your school's **Title I STH allocation**, look at [Table I – Title I Allocation Summary](#), which is linked toward the end of the annual SAM.

A	B	C	D	E	F	G	H	I	J
School Allocation Memorandum No. 11, FY 2023									
Title I School Allocations									
Table 1: Summary Allocation									
DSL Center Team	DSL Field T			Title I Targeted Assistance	Title I SWP STH	Title I TA STH	Title I STH for Non Title I Schools	Title I SWP Parent and Family Engagement	Title I TA Parent and Family Engagement
94MFSC			95	-	42,284	-	-	1,583	-
94MFSC			17	-	37,947	-	-	3,079	-
			1,537	-	50,958	-	-	2,515	-

Title I Schools, see Column F/G

Non-Title I Schools, see Column F.

(Reviewing) Allowable Uses of Title I STH Funds

As stated in the [Title I SAM No. 11](#), Title I STH funds should be used specifically to help students in temporary housing:

- Meet the State's **challenging academic content and achievement standards**;

as well as

- With **urgent needs**.

Students in Temporary Housing (STH)

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students residing in temporary housing (STH). In addition, ESSA requires all STH students to be Title I eligible, regardless of the school they attend.

In FY 2022, both Title I and non-Title I schools will receive one full Title I, per capita allocation for STH students. The Title I STH Set-Aside for Title I schools is now additive to a school's Title I SWP or TA allocation. Schools will now receive additional funding to support STH-related services for each Title I student. As there is not additional Title I funding available, per capitas have slightly decreased as a result

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**. Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.

Title I STH funds will be allocated in a distinct allocation category. In all cases, schools must select a program description in Galaxy to identify funds that are being spent for STH students. Program descriptions have been updated to the following list for use in FY 2022.

(Reviewing) Allowable Uses of Title I STH Funds

Additionally, the **US Dept. of Education** recommends **two general principles for determining if an expense is allowable** using Title I STH funding.

When determining whether an expense is allowable, schools must determine that:

- 1) the **services are reasonable and necessary** to enable students in temporary housing to take advantage of educational opportunities (i.e., the service must be connected to the student's education), and
- 2) the **funds are used as a last resort when services are not reasonably available from another public or private source** (i.e., before using Title I STH funds, see if the fee can be waived or if the service is available through another program).

Questions? Contact your [B/CO Budget Director](#) or [Senior Grants Officer](#)

(Reviewing) Allowable Uses of Title I STH Funds

It can be helpful to think of Title I STH Funds expenses in connection to the approved Galaxy descriptions found in [Title I SAM No. 11](#).

- STH coats, emergency clothing
- STH emergency / weekend food
- STH school uniforms
- STH hygiene kit / personal care items
- STH school supplies
- STH technology equipment and peripheral
- STH school day field trip costs
- STH parent engagement events
- STH school day academic supports
- STH after school enrichment programs
- STH mental health emergency intervention services
- STH after school student program fees or tutoring
- STH attendance improvement student supports
- STH parent engagement events
- STH medical / dental / vision services
- STH emergency transportation costs



NOTE: When scheduling Title I STH funds, schools must use the drop-down menu in Galaxy to select the ones above. Do not use the write-in option.

(Reviewing) Allowable Uses of Title I STH Funds

Title I STH funds are typically spent in two ways:

1. To purchase **commodities** (*tangible items, non-personnel*) for students in temporary housing.
2. To provide **services** (*programs, personnel*) to students in temporary housing.

The next several slides will provide **detailed examples of allowable uses** within each of these two categories.



Questions? Contact your [STH Regional Manager](#) or [B/CO Budget Director](#)

(Reviewing) Allowable Uses of Title I STH Funds

Commodities:

In Galaxy and FAMIS (the DOE's purchasing platform), the term "commodities" is used for **allowable items** that a school can provide to students in temporary housing. These items should **support a student in achieving academic and social-emotional success in school**.

Galaxy descriptions for commonly needed commodities are as follows:

- STH coats, emergency clothing
- STH emergency / weekend food
- STH school uniforms
- STH hygiene kit / personal care items
- STH school supplies
- STH technology equipment and peripheral
- STH school day field trip costs
- STH parent engagement events



NOTE: When scheduling Title I STH funds, schools must use the drop-down menu in Galaxy to select the ones above. Do not use the write-in option.

(Reviewing) Allowable Uses of Title I STH Funds

Examples of **COMMODITIES** a school can provide:

Health & Hygiene	School Support	Clothing	Food	Recreation
Hygiene supplies <ul style="list-style-type: none"> • Toothbrush • Deodorant • Soap • Feminine hygiene products 	School supplies: <ul style="list-style-type: none"> • Pencils/pens • Notebooks • Backpacks 	Seasonal clothing: <ul style="list-style-type: none"> • Coats/Jackets • Hats, gloves, boots 	Ready-to-go food Snacks in a cabinet for STH to get a snack during school-day Weekend Food Backpacks	Equipment purchases or rentals and uniforms for: <ul style="list-style-type: none"> • Arts • Music • Sports
Sanitation/cleaning supplies, including laundry supplies	Technology <ul style="list-style-type: none"> • Devices • Hotspots • Headphones • Translation devices 	General clothing: <ul style="list-style-type: none"> • Sweatshirts/pants • Socks/underwear • Shoes 	Weekend/holiday food bags	Mindfulness/SEL kits, educational games, or activity books for home
Eye-glasses and/or other needed medical devices	Incentives for good attendance, grades, behavior, etc.	Uniforms, including graduation cap & gowns	Pizza parties (<i>or other food</i>) as attendance incentive or family engagement strategy	Field/Class trip fees
First aid kits	School and/or graduation fees including exam fees (SAT, ACT, GED)	School-branded apparel	Grab-and-go snack bags for afterschool	


(Reviewing) Allowable Uses of Title I STH Funds

Services:

In Galaxy and FAMIS (the DOE's purchasing platform), the term "services" is used for **allowable programs, activities, and/or services** that a school can provide to students in temporary housing.

Galaxy descriptions for commonly needed services are as follows:

- STH school day academic supports
- STH after school enrichment programs
- STH mental health emergency intervention services
- STH after school student program fees or tutoring
- STH attendance improvement student supports
- STH parent engagement events
- STH medical / dental / vision services *(Note: This could also be a "commodity" such as eye-glasses)*
- STH emergency transportation costs *(Note: This could also be a "commodity" such as MetroCards)*

 **NOTE:** When scheduling Title I STH funds, schools must use the drop-down menu in Galaxy to select the ones above. Do not use the write-in option.

(Reviewing) Allowable Uses of Title I STH Funds

Examples of **SERVICES** a school can provide:

Academic Tutoring	Enrichment Activities	Health & Well-being	Family Engagement
Per session costs for school staff to provide before- or after- school tutoring	Per session costs for school staff to provide before- or after- school mentoring	Contract with outside providers (e.g., non-profit or community-based organization) to provide counseling and mental health services. This can include family counseling.	Transportation costs for parent/teacher conferences or other school events
Contract with a CBO or non-profit to provide school-day or afterschool tutoring	Per session costs for school staff to provide enrichment activities such as sports, art, music, chess club, language club, etc.	Hiring new staff (e.g., Social Worker) to work <i>exclusively</i> with students in temporary housing	Costs for providing classes for families of students in temporary housing (e.g. <i>English language, resume writing classes</i>)
Transportation to/from an after-school program or activity for students in temporary housing only	Transportation to/from an after-school program or activity for students in temporary housing only	Contract or provider fees for needed medical, dental, or vision services for students in temporary housing only	Per session costs for school staff to do attendance outreach to families in temporary housing



Note on hiring staff: Funds can be used to pay staffing costs for new or existing staff who work exclusively with students in temporary housing. For more information, see slide #25.

Is it allowable?

Not sure if a Title I STH purchase can be used to fund a purchase or a service? **Use this DECISION TREE to help.**

START: Is the service/support **exclusively for a student in temporary housing?**

YES



Is the service/support reasonable and necessary to help the student **succeed in school**, including meeting any **urgent needs**?

YES



Are the funds being **used as a last resort** when services are not reasonably available from another public or private source?
(Before using Title I STH funds, confirm that the service/support isn't available using another funding stream (including Title I SWP or TA) or program)

YES



ALLOWABLE. Title I STH funds may be used.
REMEMBER: School must still follow NYC DOE procurement policies!

NO

NO

NO

UNALLOWABLE.

Title I STH funds may NOT be used for:

- Services/staff for students who are NOT in temporary housing
- Funding staffing for mandatory positions or services
 - See slides 25-27 for more information on staffing.
- Services/support available from other sources. For example:
 - Title I SWP or TA funds
 - Rent payments
 - Medical/vision equipment that student can get through *insurance (Medicaid, Child Health Plus etc.)*
 - College application fees where fee waivers are available
- Purchasing gift cards for food or other needs, services

(Reviewing) Unallowable Uses of Title I STH Funds

SPECIAL NOTE: There are certain commodities & services that cannot be purchased with Title I STH funds regardless of need. If your planned expense is unallowable using Title I STH funds, you still may be able to purchase the service/commodity using another funding source (e.g. *PTA funds, in-kind donations from vendors, conceptual consolidation funds, etc.*).

As a reminder, Title I STH funds must follow the federal guidelines which are that:

- 1) the services are reasonable and necessary to enable students in temporary housing to take advantage of educational opportunities (i.e., **the service must be connected to the student's education**), and
- 2) the **funds are used as a last resort** when services are not reasonably available from another public or private source



NOTE: When scheduling Title I STH funds, schools must use the drop-down menu in Galaxy to select the ones above. Do not use the write-in option.

(Reviewing) Unallowable Uses of Title I STH Funds

Examples of **COMMODITIES** a school cannot provide:

Health & Hygiene	Housing Support	Clothing	Food	Recreation / School
<p>Medical equipment available through insurance</p> <p>Gift cards for hygiene products</p>	<p>Rent payments</p> <p>Utilities payments</p>	<p>Gift cards for a clothing store</p> <ul style="list-style-type: none"> • Prom Tuxedos or gowns • Class rings or tshirts 	<p>Gift Cards for food, a grocery store</p>	<p>Gift cards for events, stores to purchase materials</p> <p>School pictures</p> <p>Graduation pictures or rings</p>

Examples of **SERVICES** a school cannot provide:

Staffing	Academic Tutoring	Enrichment Activities	Health & Well-being
<p>Funding staff positions that are not working with STH or are providing mandated services</p> <p>Splitting funding for staff positions w/ other funds</p>	<p>Per session costs for school staff to provide before- or after-school tutoring for non-STH students</p>	<p>Per session costs for school staff to provide before- or after- school mentoring for non-STH</p> <p>Graduation or Senior trips</p>	<p>Mandated counseling as listed on a student's IEP</p> <p>Medical services or counseling available through insurance</p>



Above lists some examples of gift cards that are unallowable uses of Title I STH funds. Note that **all gift cards, regardless of type or commodity purchased, are unallowable.**

(Reviewing) Unallowable Uses of Title I STH Funds

Let's review a few FAQs on **allowable** and **unallowable** expenses to provide more clarity.

- **My school's students are in temporary housing are all below reading level, can I use Title I STH funds to hire a para educator part time to support them?**
 - **Yes!** The paraeducator salary can be covered by Title I STH funds as long because it is a new position and they are exclusively working with STH.

- **My school has 10% STH. My school's guidance counselor provides counseling for students in temporary housing as part of their work. Can I use Title I STH funds to pay 10% of their salary?**
 - **No.** Providing counseling to students in temporary housing is not beyond their regular job duties and therefore cannot be covered by Title I STH funds.

- **My school is "conceptually consolidated." Are Title I STH funds part of conceptual consolidation?**
 - **No.** New this fiscal year (FY2023), Title I STH funding is **not** part of conceptual consolidation. Title I STH funds are allocated in a distinct allocation category for all Title I schools, both Title I SWP and Title I TA. In all cases, schools must select a program description in Galaxy to identify how the funds are being spent to support their STH students.

(Reviewing) Funding Staff with Title I STH Funds

Not sure if spending Title I STH Funds on a staff position is allowable? Use the information below to help you! **Any use of Title I STH funds for staff must align with dedicated support exclusively for students in temporary housing.**

Allowable

Pay per-session for the hours they work in exclusively supporting STH beyond their regular job duties.

Pay the full salary of a position exclusively supporting STH. (e.g. *para educator, community coordinator, social worker*). This cannot be used for mandated positions or services (see Unallowable column).

Unallowable

Funding a position **when other funds are available.** Any use of Title I STH funds for staff should supplement, not supplant, existing funding sources, including Title I SWP and TA funds.

Split funding between Title I STH and other funds (e.g. Title I SWP or TA) **to pay a portion of any staffing costs for an existing or new staff position**, regardless of time exclusively dedicated to STH beyond their regular job duties.

Funding any staffing costs for mandated positions or services. (e.g. *principal full salary or per-session, assistant principal full salary, teacher salary or per-session for teaching non-STH students, per-session for mandated counseling services*)

Paying per-session for work that is not beyond their regular job duties, nor is it exclusively for students in temporary housing.

Any staff being paid out of Title I STH funds must document what portion of their time is spent solely supporting students in temporary housing. Documentation can include a timesheet, calendar holds, emails evidence. This documentation should be saved in case of an audit.

(Reviewing) Funding Staff with Title I STH Funds

Examples of **Allowable** & **Unallowable** Uses of Funding Staff

A social worker is named as the school-based STH liaison and stays after school for 30 minutes each day on those duties—including creating surveys for their STH families on upcoming needs for winter, calling local organizations for school supply donations, scheduled meetings with the nearby shelter on attendance concerns.


They document their time by sending an email to their principal outlining the work they completed each day.

The school uses Title I STH Funds to pay them 4 ½ hours of per-session per week.

A high school guidance counselor is **spending 1 hour each day working with their students in temporary housing apply for college**. During that hour, they are working on applications, looking at scholarships, arranging tours.


They document this time by: blocking out the time in their calendar; uses an excel sheet to track each day's activities.

This activity accounts for 14% of the guidance counselor's work each week. **The school uses Title I STH funds to pay 14% of their salary because they do not have any additional funds available.**

Does this supplant other available funding? 

Is this beyond regular job duties? 

Is this work exclusively for students in temporary housing? 

Are they documenting how their time is being used? 

Allowable use of funds because it meets all the criteria!

Unallowable use of funds because it is unallowable to split the salary of any staff position.

(Reviewing) Funding Staff with Title I STH Funds

If you have 70 or more students in temporary housing, consider using Title I STH funds to hire a part- or full-time staff person to provide **exclusive and dedicated support** to students in temporary housing.

Dedicated support includes:

- Attendance monitoring and outreach
- Counseling services
- Academic Support
- Crisis Management
- Family Engagement

If you're interested in exploring this option, you are encouraged to review the [Bridging the Gap Social Worker](#) and the [STH Community Title descriptions](#) as examples.

Additionally, we strongly encourage you to coordinate with [your STH Regional Manager](#) so your new dedicated staff person can be connected to supports.

Section 2: PLANNING



Key Collaborators (*slide 29*)



Timeline (*slides 30-39*)



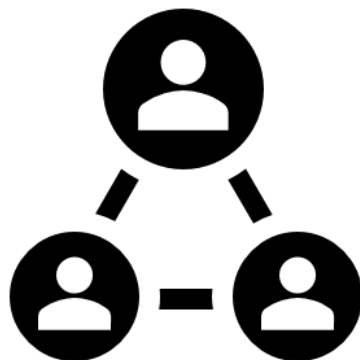
Needs Assessment (*slides 40-46*)

(Planning) Key Collaborators

In your planning conversations, **make sure that the following partners are included** and/or consulted.

SCHOOL-BASED:

- **Principal**
- **School-Based STH Liaison (SBL)**
 - Bridging the Gap SW
 - STH Community Coordinator
 - School Counselor/SW
 - Parent Coordinator
- School Leadership Team
- Teachers
- Students/Families
- Purchasing/Business Secretary



DOE CENTRAL-BASED:

- **STH Regional Manager**
- BCO Procurement Specialist
- BCO Budget Director

SHELTER-BASED:

- DOE Family Assistant
- Students/Families



At **minimum**, a school's **SBL should lead the planning process** and - if possible - **consult with the STH Regional Manager** for guidance on an initial plan. This plan then needs to be approved/updated by the **school's Principal**.


Questions? Contact your [STH Regional Manager](#)

(Planning) Timeline - Spring

Because some key collaborators are 10-month employees, the planning process should **begin in the Spring**.

Spring (May/June)

- Collect data on STH (including surveys) and conduct a more thorough needs assess (see slides 31-34 for more details).
- Hold a **planning meeting with key partners**, including your school's SBL, to determine needs. This should include a review of quantitative data about students in temporary housing in your school (e.g. *attendance, ELL status, credits earned, etc. from Insight*), qualitative data (e.g. *survey results, staff observations*), and reflect on the success or gaps in the current year's supports and services.
- Based on identified needs, **create a Title I STH spending and implementation plan**. This should include what commodities you will purchase as well as which services you will offer to students in temporary housing in order to close the gaps you identified.
- **Update CEP** for upcoming school year to include spending & implementation plan.
- After creating a Title I STH spending and implementation plan, **funds should be scheduled** in Galaxy in accordance with SAM guidelines and the FS10 snapshot in early June.

 **NOTE:** When scheduling Title I STH funds, schools must use the drop-down menu in Galaxy. Do not use the write-in option.

(Planning) Checklist - Spring

Use this simple checklist to make sure you've hit on all the major planning points

Spring

- Assign a planning point-person (*likely the SBL*) and team members.
- Make sure data about STH is up-to-date in ATS.
- Review attendance, temporary housing type, and academic records for STH.
- Review allowable uses of funding.
- Make initial list of needed commodities and services based on assessment of data and anecdotal evidence.
- Schedule 2nd planning meeting for Fall
- Schedule any personnel costs in Galaxy by the initial budget due date announced when the allocations are issued.

Tips for Spring Reflection:


1. Did we have unspent funds? Why?
2. What needs of our STH are not being met?
3. Is there anything happening that might impact our STH numbers or families next year? (*i.e. city policies, worldwide events, etc*).
4. Have I spoken with my [STH Regional Manager](#) for spending ideas and support?

(Planning) Timeline - Summer

Even though most staff and students are off during July and August, **summer can still be key planning time!**

Summer (July/ August)

- **Continue scheduling funds in Galaxy** in accordance with SAM guidelines and the FS10 snapshot. Budgets must be approved by mid-July.
- **Begin to find vendors** for proposed services and commodities in accordance with procurement procedures.

 *NOTE: When scheduling Title I STH funds, schools must use the drop-down menu in Galaxy to select the ones above. Do not use the write-in option.*

(Planning) Checklist - Summer

- Use this simple checklist to make sure you've hit on all the major planning points

Summer

- Schedule a meeting with your STH Regional Manager to review your current Title I STH funds spending plan
- Conduct outreach to vendors or local CBOs to begin planning services & programs for STH.
- Review any unmet needs and discuss action plans for fundraising or problem solving
- Continue to schedule any personnel costs in Galaxy by the initial budget due date announced when the allocations are issued.

Tips for finding vendors to work with your students in temporary housing:

1. Does this vendor have experience working with students or families affected by homelessness?
2. Is their approach trauma-informed?
3. Are there any additional costs that we might need to cover for families (i.e. materials, supplies, uniforms, transportation) involved in the program?
4. [For commodities vendors] Do they have a wide selection so our students could have a choice in color, style, etc?

(Planning) Timeline - Fall

Your Title I STH Funds planning processes should **finalized in very early Fall**.

Fall (September -December)	<ul style="list-style-type: none">• Review Title I STH spending plan and data from previous Spring to identify any significant changes that may affect your Title I STH spending plan (e.g., <i>a key staff member retires, a new DOE initiative has started, a shelter near your school has closed, etc.</i>).
	<ul style="list-style-type: none">• Draft your school's Consolidated Plan with your updated Title I STH spending plan. This is typically due at the end of October.
	<ul style="list-style-type: none">• Amend any scheduled STH funds as needed in Galaxy. Contact your Procurement Specialist if you need help getting purchase orders for contracts, ShopDOE, or E-catalogue.
	<ul style="list-style-type: none">• Develop a process for handling ongoing and/or emergency requests that includes reserving a portion of Title I STH funds. Unforeseen needs of students in temporary housing will come up from parents, Family Assistants, teachers, and others, so you need a plan for how to handle these requests (e.g., <i>all requests are vetted by the SBL and then the principal</i>).

(Planning) Checklist -Fall

Use this simple checklist to make sure you've hit on all the major planning points

Fall

- Point-person (*SBL*) sets meeting with team, including the STH Regional Manager.
- Review Title I STH allocation for the year.
- Review data (i.e. needs) to make sure the initial plans from Spring still make sense.
- Choose/confirm commodities to purchase and services to provide.
- If needed, speak with your Regional Manager and/or Procurement Specialist to create a spending plan that matches your commodities and services plan.
- (Sept)** Schedule purchases in Galaxy using the use the drop-down menu to select the approved description.
- (Oct)** Finalize your Consolidated Plan, which must include how your school intends to use its Title I STH funds.

Tips when writing your spending plan:

1. Did we have unspent funds? Why?
2. What needs of our STH are not being met?
3. Is there anything happening that might impact our STH numbers or families next year? (*i.e. city policies, worldwide events, etc.*)
4. Have I spoken with my [STH Regional Manager](#) for spending ideas and support?

(Planning) Timeline - Winter

Winter is a key time to continue supporting students by examining effectiveness of current spending & scheduling unspent funds.

Winter (January- March)

- **Schedule a mid-year check-in with key collaborators.** This meeting should include reviewing current attendance, academic metric, and other data points for your students in temporary housing. *Part of this check-in should be reviewing upcoming spending deadlines.*
- **Review your school's Consolidated Plan** and make any necessary updates to your Title I STH spending plan.
- **All funds in Galaxy are allocated by January 31, 2023.** You should also amend any scheduled STH **funds** as needed to accommodate changes in current or future needs. Contact your Procurement Specialist if you need help getting purchase orders for contracts, ShopDOE, or E-catalogue.
- **Review your process for handling ongoing and/or emergency requests that includes reserving a portion of Title I STH funds.** Is it working? Is it not?

(Planning) Checklist - Winter

- Use this simple checklist to make sure you've hit on all the major planning points

Winter

- Schedule and hold mid-year check-in with key partners
- All funds are scheduled by Jan 31.
- Choose/confirm any commodities to purchase and services to provide.
- Review upcoming spending deadlines to ensure your school is adhering to the DOE finance calendar.
- Review attendance, temporary housing type, and academic records for STH.

Tips for looking at unscheduled funds:

1. Consider looking ahead to summer- are there any commodities to support continue learning? (*i.e. books, educational games, SEL workbooks*)
2. Assess family needs for spring/summer clothing or items such as sandals, shorts and short-sleeved shirts, water bottles, water games, fans, etc.
3. Look at upcoming state and local testing, consider paying per-session or hiring a tutor to coach STH ahead of those tests.

(Planning) Timeline - Ongoing

Spending Title I STH Funds is a year-long process. Schools should provide regular check-ins to review spending and assess any new needs.

Ongoing Items

- **Ensure that all school staff know what Title I STH funds can be used for** as well as the process for requesting and spending the funds.
- **Meet regularly (e.g., quarterly) with key partners**, including the school's SBL, to evaluate current support and make any necessary changes or additions to Title I STH spending.
- On a monthly basis, **review spend-down in Galaxy** to ensure that it matches what your school included in its Consolidated Youth Development Plan. If needs have changed, update your Consolidated Youth Development Plan

(Planning) Checklist - Ongoing

- Use this simple checklist to make sure you've hit on all the major planning points

Ongoing

- Review any new students in temporary housing and reach out to the family about their needs.
- Schedule a regular check-in with the Principal, school-based STH Liaison and your pupil accounting secretary to review STH fund spenddown in Galaxy.
- Schedule a training for teachers, counselors, and others in the school on Title I STH funds. Consult your STH Regional Manager if you would like a presenter!

Why is a regular check-in important?

1. Respond to new needs quicker. Your STH population can change from having a new student enroll or a family can become homeless during the year. Having a check-in regularly scheduled means you can assess the needs and spend funds faster!
2. Lift up role of STH SBL. Your school-based STH liaison (STH SBL) is a key role in the school but often they don't know what's happening with Title I STH funds. Scheduling time with them helps them better fulfill their role!

(Planning) Needs Assessment

While every student is unique and unexpected needs/requests will inevitably come up over the course of the year, there are **certain supports that many students in temporary housing will need every year** that a school can plan for.

When planning for your school's Title I STH funds, remember to ask yourself (and your stakeholders) the following questions...

- ① **What do my students in temporary housing need to be successful in our school?**
- ② **Which needs are we able to realistically and effectively meet with Title I STH funds?**
- ③ **How will we do it?**
- ④ **What needs may arise during the school year that we need to plan for ahead of time?**



The next 3 slides will walk you through **strategies and tips** for answering each of these questions. They will help us move beyond supplies and uniforms and toward the **broader effort to improve educational outcomes** for students experiencing homelessness.

Questions? Contact your [STH Regional Manager](#)

(Planning) Needs Assessment



What do my students in temporary housing need to be successful in our school? Answering this question shouldn't be a guessing game. **Look at your data to get started!**

Type	Quantitative Data	Qualitative Data
Where	Reports pulled from Insight, ATS (e.g. <i>RATH report</i>) or student management systems such as the New Visions dashboard.	Responses from electronic or paper surveys given to teachers, parents, students, and/or others. Anecdotal information from conversations or observations.
What	<ul style="list-style-type: none">• Age/grade of students in temporary housing• Type of temporary housing (e.g. <i>shelter, doubled-up, unsheltered</i>)• Location of shelter(s) and/or other temporary residence(s)• Attendance and chronic absence rates• Current math/reading scores• Multilingual learner status• Students with IEPs	<p>Regarding students in temporary housing specifically...</p> <ul style="list-style-type: none">• What school supplies are they typically missing (e.g., <i>headphones, pencils, notebooks, etc.</i>)?• What supplies do they need to complete homework (e.g., <i>computer/tablet, hotspot, headphones, notebooks, etc.</i>)?• Are you regularly providing anything from your classroom or out-of-pocket (e.g. <i>snacks, supplies, weather appropriate clothing</i>)?• What are the common reasons for absences that you hear from students and/or their parents/guardians?• Are they connected with any extracurricular activities in school or after-school?• Have you heard any comments about food, housing, health needs, or employment from parents/guardians?

(Planning) Needs Assessment



What do my students in temporary housing need to be successful in our school? Answering this question shouldn't be a guessing game. **Look at your data to get started!**

Type	Quantitative Data	Qualitative Data
Where	Reports pulled from Insight, ATS (e.g. <i>RATH report</i>) or student management systems such as the New Visions dashboard.	Responses from electronic or paper surveys given to teachers, parents, students, and/or others. Anecdotal information from conversations or observations.
What	<ul style="list-style-type: none">• Age/grade of students in temporary housing• Type of temporary housing (e.g. <i>shelter, doubled-up, unsheltered</i>)• Location of shelter(s) and/or other temporary residence(s)• Attendance and chronic absence rates• Current math/reading scores• Multilingual learner status• Students with IEPs	<p>Regarding students in temporary housing specifically...</p> <ul style="list-style-type: none">• What school supplies are they typically missing (e.g., <i>headphones, pencils, notebooks, etc.</i>)?• What supplies do they need to complete homework (e.g., <i>computer/tablet, hotspot, headphones, notebooks, etc.</i>)?• Are you regularly providing anything from your classroom or out-of-pocket (e.g. <i>snacks, supplies, weather appropriate clothing</i>)?• What are the common reasons for absences that you hear from students and/or their parents/guardians?• Are they connected with any extracurricular activities in school or after-school?• Have you heard any comments about food, housing, health needs, or employment from parents/guardians?

(Planning) Needs Assessment

? Which of those needs are we able to realistically and effectively meet with Title I STH funds?

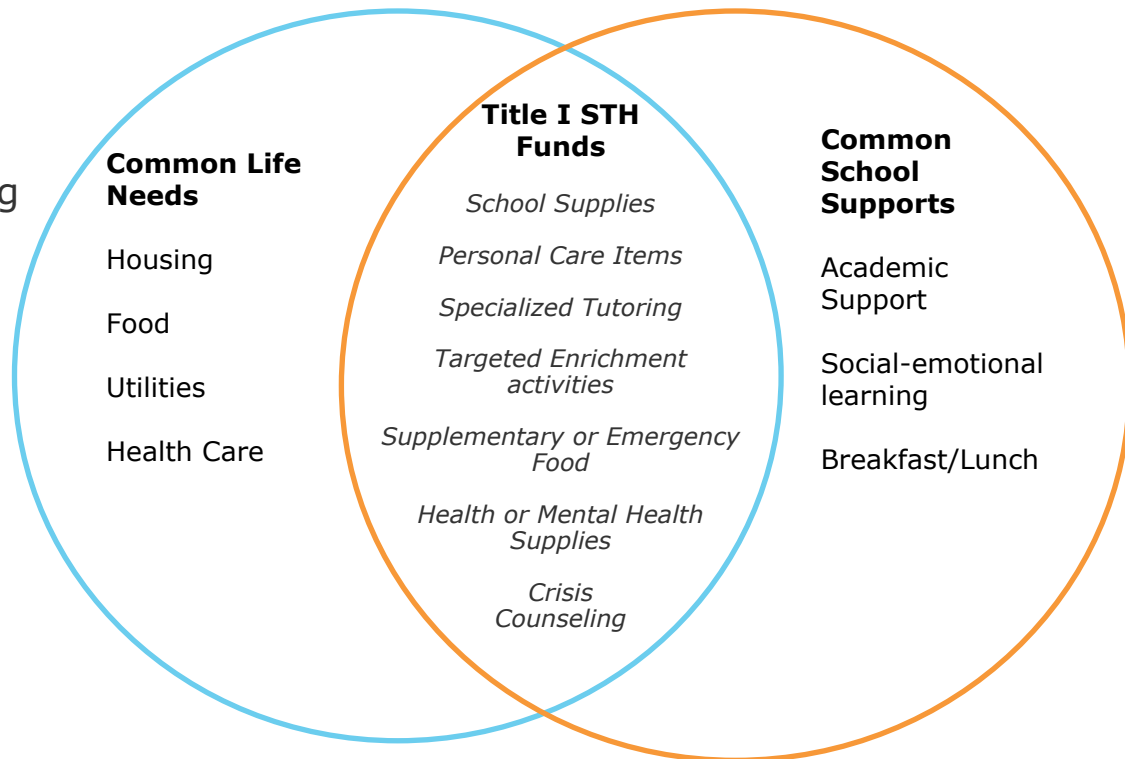
When planning how to best use your school's Title I STH funds, keep in mind the US DOE's guiding principles.

Is the service or support...

1. reasonable and necessary to the student's education; and
2. not reasonably available from another public or private source?



See the following slides (26-27) for more detailed examples.



(Planning) Needs Assessment



Which of those needs are we able to realistically and effectively meet with Title I STH funds?

EXAMPLE 1: Based on a family survey, **you learned that many students still need better access to food.**

It would be easiest to hand out grocery store gift-cards, but that is not allowable. Instead, consider what you *CAN* do to support a family.

For example:

- **Stock a “food pantry”** at the school with quick snacks or small items to take home (*Remember: Title I STH funds can only be used to support students in temporary housing. If you would like to have a school-wide food pantry, include other funding sources, not just Title I STH funds*).
- Host a **school-break or holiday “grocery party”** where families can collect food items before school closures
- Provide **fresh produce and cooked food delivery service** from a DOE approved vendor
- Provide **pre-packed weekend food backpacks** and/or holiday baskets
- Provide information about how families can apply for **SNAP (food stamps)** online using Access HRA

Key Considerations: When deciding what types of food to purchase and distribute, be sensitive to cultural, religious, personal preferences or living situations (*i.e. ask/survey families, don’t just guess*). For example:

- **Do they have access to cooking facilities or a place to store food?** Some shelter placements don’t have any and parents don’t have access to a standard fridge to store food.
- Do you have young children in your school who **might not be able to carry a backpack full of heavy food items?**
- What are the **cultural, religious, and/or personal food preferences** of the students/families in your school?

(Planning) Needs Assessment



Which of those needs are we able to realistically and effectively meet with Title I STH funds?

EXAMPLE 2: Based on data pulled from ATS (as well as Insight), you see that **50% of your students in temporary housing are also multilingual learners.**

After ensuring that those students are receiving all mandated services, consider what gaps still exist and how they may be bridged using Title I STH funds.

For example:

- **Translation devices** and/or other assistive language technology for home/family use
- **Additional language tutoring** during before- or after-school (per-session payments)
- **Host family events in non-English** that serve to welcome families into the school community who may otherwise feel nervous or hesitant (*e.g. a Welcome to Kindergarten night hosted in Spanish*)
- **Hiring a multilingual social worker** to work exclusively with STH and their families

Key Considerations: Again, when deciding the details of support you will offer, be sure to consider any limitations and/or realities that families may be facing. For example:

- What level of comfort do the students and/or parents have with technology? If you provide translation devices or software, do you need to include training sessions?
- Before scheduling events, think about potential scheduling issues. If you host a evening or weekend event, make it “whole family friendly.” Families in temporary housing often face significant barriers accessing childcare and transportation so offering MetroCards/transportation and/or childcare many increase participation.

(Planning) Needs Assessment



How will we do it?

There is more than one “right-way” to **provide items to students** and **implement effective programs** and/or activities. **Before you finalize your plan** and schedule funds for specific commodities and services, **be sure you’ve answered the “how” within your local landscape** (*i.e. the school building and/or neighborhood*).

The planning team should consider....

- What needed items can you **order ahead of time and store** at the school?
- **Where will you store items?** Do you need to order cabinets or other storage for this purpose?
- **How will students/families access the items?** Is there an “open” pantry or closet for students to take what they need, when they need it? How will you ensure that primary access is for STH? What about a survey link (e.g. Google Form) for for students to request items and then coordinate a pick-up time?
- **What is the process for singular or emergency requests?** If the SBL is the point person, how will you make sure that school staff and students know how to contact them.
- For school-based services and activities, **do you have interested/available staff** (e.g. per session tutors)?
- **Are there any CBO’s within walking distance** to your school that could provide on-site activities and programs?
- Will you need **waivers or opt-in forms** for any of the activities you want to offer?
- Are there any **existing afterschool programs that could be expanded** using Title I STH funds so that additional students in temporary housing could participate?
- What is the **availability and feasibility of transportation in your area?** If afterschool services are going to be offered, make sure to consider how transportation will be provided.

Section 3: SPENDING



Key Collaborators (*slide 48*)



Spending Options and Logistics (*slide 49-53*)



Accountability Measures (*slide 54-55*)



Spending Examples (*slide 56*)

(Spending) Key Collaborators

Once you have a thoughtful **plan** in place for providing needed items and services to your students in temporary housing, the next step is to understand and finalize the logistics of **SPENDING**.

These are the collaborators who should be included or consulted in this process.

Included	Responsibility
School Principal	The Principal oversees the budget for their school and is ultimately responsible for spending decisions.
STH SBL - School-Based Students in Temporary Housing Liaison	The SBL is the primary driver in the planning process, and thus, is best positioned to know which purchases will best serve the needs of students in temporary housing.
School Purchasing Secretary (or similar business/payroll role)	A school's Purchasing Secretary knows the ins-and-outs of FAMIS (e.g. ShopDOE e-catalogue, purchase orders, etc.). They make the purchases happen.
STH Regional Manager (RM)	Every school has a designated RM . They have deep understanding of allowable and effective uses of Title I STH Funds.
Consulted	Responsibility
BCO Procurement Specialist/ BCO Budget Director	Every school is assigned a Procurement Specialist . They are available to help a school understand, navigate, and problem solve the procurement process. They can help you search for vendors and help schools figure out "how" to spend the funds.
Office of Compliance Services (OCS)	OCS ensures schools submit timely their school's annual Consolidated Youth Development Plan, which includes Title I STH spending. They also send regular accountability reports to RMs to ensure allowable and effective use of the funds.

(Spending) Spending Options and Logistics

When it comes to the mechanics of spending Title I STH Funds, there are several options. More details are found on the following slides.

For Commodities...

- Order items directly from DOE approved vendors using **ShopDOE e-Catalogue**
- Submit a **purchase-order** (PO) for a **non-contracted vendor** (*limits & rules apply*)
- Purchase emergency items using a **P-Card** (Procurement Card) (*limits & rules apply*)
- Reimbursement via **SIPP** for emergency items purchased out-of-pocket (*limits & rules apply*)

For Services....

- Contract with a **DOE contracted vendor**. Contracts over \$25,000 require a contract
- Contract with a **non-contracted vendor** (*limits and rules apply*)



I have someone who is not a DOE approved vendor- how do they become one? Connect with Vendor Services: [General Information for Vendors](#) | VendorHotline@schools.nyc.gov

(Spending - Commodities) Spending Options and Logistics

When purchasing commodities (*non-personnel items*), it is **much preferred that a school uses FAMIS**, which includes the ShopDOE e-catalogue.

If an item(s) **cannot be found in ShopDOE**, then a school may **utilize a non-contracted vendor**. However, limits and rules apply. [See OTPS Standard Operating Procedures for more info.](#)

1st Choice: Use a DOE Contracted Vendor

- No spending limit outside of \$ amount indicated in contract.
- Search for needed items on ShopDOE e-catalogue.
- If you can't find what you need, contact your Procurement Specialist for assistance.

2nd Choice: Use a Non-Contracted Vendor

- For orders up to \$250/month, a school can enter the PO in FAMIS. Principal approval is required.
- For orders between \$250-\$5000, you need 3 telephone bids (*this is a fairly simple form*).
- For orders between \$5000-\$15,000, you need 3 written bids/quotes.

(*Spending - Commodities*) Spending Options and Logistics

Special Note Regarding ShopDOE:

We acknowledge that finding/purchasing what you need on ShopDOE can sometimes be a frustrating experience. While not a “quick-fix,” there are options for how you can get items and vendors added to ShopDOE for future ease of purchase.



- If a **vendor is contracted**, but certain items from that vendor are not, the school/BCO can notify the Division of Contracts and Purchases (DCP) to **request that the items be added**.
 - *This process could be completed within a few weeks.*
 - *Once an item(s) is approved, it is available to all schools – not just the requesting school.*
- A school/BCO can also **request that a vendor be added to ShopDOE**.
 - This process takes longer, approximately 6 months, but could be very beneficial long term.
 - *Once a vendor is approved, they become available on ShopDOE for all schools.*



For example: Knowing that access to laundry facilities is a real need for many families in temporary housing, a STH Regional Manager in Brooklyn has worked with CleanRite (*a laundromat chain*) to get them approved as a DOE Vendor. Once finalized, schools throughout the city will be able to order laundry-cards through ShopDOE for families in temporary housing.

(*Spending - Commodities*) Spending Options and Logistics

The use of a **P-Card** or **SIPP** should be **used as a last resort**. This is because both processes come with a higher level of accountability and bookkeeping.

P-Card = Procurement Card

- Principals can create a P-Card OTPS line with Title I STH
- Higher degree of accountability (*P-Card Log*). School must track individual purchases (*receipts*) and distribution (*who the item(s) went to*).

SIPP = Small Item Payment Process

- Reimbursement process for out-of-pocket purchases. Reimbursement must be approved before commodities are purchased.
- All purchasing rules must be followed, including getting bids for non-contracted items over \$250.
- Must submit a reimbursement request, which includes a credit card statement and/or bank statement outlining the purchase (*all personal info can be blacked out*), and/or the original receipt.

Questions? Contact your [B/CO Procurement Specialist](#)

(Spending - Services) Spending Options and Logistics

For **services provided by a CBO or non-profit organization**, a school will need to get a work order that outlines services to be performed, before submitting a purchase order.

Again, it is preferred that a school works with a **DOE contracted vendor**. However, there are options for working with a non-contracted vendor if necessary.

1st Choice: Use a DOE Contracted Vendor

- Can partner with a DOE-contracted vendor for services under \$25,000.
- For services over \$25,000, the vendor needs a contract (i.e. MTAC, or negotiated services contract). Schools should contact their [B/CO Procurement Specialist](#) to determine the best procurement method to use and start the contract process.

Questions? Contact your [B/CO Procurement Specialist](#)

2nd Choice: Use a Non-Contracted Vendor

- For services under \$5,000, a school can submit a "Micro-Purchase, No-bid Purchase Order." This is typically done by the school's procurement secretary or similar role.
- For services between \$5,000-\$25,000, 3 written bids are required.
- For assistance, contact your BCO Procurement Specialist.

(Spending) Accountability Measures

There are two primary measures of accountability for Title I STH Funds:

- **All expenditures using Title I STH funds are allowable and necessary.**



Provide needed school supplies and personal items.



Rent or utility payments. *Note: Please refer families to Homebase for support with rent and/or bills.*

- **All commodities and services paid for with Title I STH funds are going exclusively to support students in temporary housing.**



Pay staff per-session for the extra hours they work supporting students in temporary housing (*e.g. tutoring, mentoring, etc.*).



Pay the full-time salary of a Social Worker serving all students in the school.

(*Spending*) Accountability Measures

When spending Title I STH funds, a school is **accountable to both students and to an audit**. To ensure that you are in good standing with both, **use this quick checklist...**

Our school has up-to-date Housing Questionnaires on file for all students in temporary housing and that information is reflected in the "Housing Status" field on the BIO screen in ATS.

We have reviewed the allowable uses of Title I STH funding and confirm that our plan meets the mandate. **Specifically...**

The commodities and services to be purchased using Title I STH funds are **reasonable and necessary** to help students in temporary housing succeed in school.

The commodities (items) AND services (programs/activities) that our school purchases with Title I STH funds will be **used only for students in temporary housing**.

We have **a system to log what commodities and services** have been purchased using Title I STH funds (receipts and work orders) and which students have benefited from those purchases (list of students).

For personnel costs, Title I STH funds are being **used for an additional staff person** and only for that portion of their time that they are working with students in temporary housing (e.g. *additional social worker, additional guidance counselor, additional attendance teacher, per session teacher for after-school program, etc.*).

Positions that the school is required to fill (*teachers, guidance counselor, school social worker, etc.*) **are NOT paid using Title I STH funds**.

(*Spending*) Spending Examples

As stated throughout the Toolkit, the three **most common spending strategies** are...

- Purchasing needed items directly through ShopDOE (FAMIS)
- Paying per session costs for tutoring or other programs and activities
- Contracting with a community-based organization to provide in-school and/or after-school services

But remember, you can **be creative with spending while still complying with DOE rules** and regulations.

- Consider **creating a standing purchase order (PO)** with a local store/vendor. If you have a family in need of food or clothes, have them pick out what they need and then place an order for those items OR create a survey to families about what clothing they need (including sizes and colors) and place an order for distribution.
- If attendance is an issue for the school, consider **using the funds for attendance incentives**. For example, a school could purchase "tickets" from a local pizza restaurant; each ticket representing one slice. Those tickets can then be given to students who reach certain attendance goals. Use Galaxy descriptions: STH attendance improvement student supports, STH parent engagement events.
- If your school doesn't have an after-school program, consider purchasing **memberships to a local organization** that does offer recreational activities (e.g. YMCA or Boys and Girls Club). Remember, you can also use Title I STH funds to **provide transportation to/from these programs**. Use Galaxy descriptions: STH after school student program fees or tutoring.

Section 4: Reflecting



Identifying areas of success and challenge during the school year (*slides 58-59*)



Adjusting next year's plan accordingly (*slide 60*)



Contact Information (*slide 61*)

(Reflecting) - Identifying areas of success and challenge

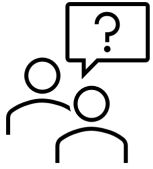
Did the commodities and services that we provided to students using STH Title I funds this year have a positive impact?

It is a simple, but important question.

In order to have an effective Title I STH program (i.e. improved student outcomes), it is important to pause and reflect on what worked and what didn't work.



(Reflecting) - Identifying areas of success and challenge



Each Spring, take time to meet with your key stakeholders and **reflect on the current year** before planning for the next.

Ask yourself...

LOGISTICAL QUESTIONS

- What did we purchase that we ran out of?
- What were the most common "emergency" or "one-off" requests?
- Which services were used most by students in temporary housing?

IMPACT QUESTIONS

- Did we meet the needs of students in temporary housing that were identified?
- If services/commodities aimed to improve attendance, did attendance improve for students in temporary housing?
- If services/commodities were focused on improving the well-being/mental, did the mental health of students in temporary housing improve?
- If services/commodities were focused on improving academic performance, did academic performance of students in temporary housing improve?

(Reflecting) – Adjusting Next Year’s Plan



The answers to the questions on slide 42 are more than simple “yes” or “no” questions. They should prompt further conversation. **For example...**

- **What did you purchase that you ran out of?**
 - ✓ *What should you order more of next year?*
- **What were the most common "emergency" or "one-off" requests?**
 - ✓ *Should you have those items on-hand next year?*
- **Which services were most used by students/families?**
 - ✓ *Can the services most in demand be expanded to serve additional students?*
- **Did you meet the needs that were identified?**
 - ✓ *If not, were the needs misidentified or were the "solutions" not quite right?*
- **Did attendance improve for students in temporary housing?**
 - ✓ *If not, what other services/programs can you add next year?*
- **Were you able to address mental health needs of students in temporary housing?**
 - ✓ *If not, which staff – in addition to the SW - can be used for SEL and/or mental health support next year? Should you partner with a CBO to provide counseling?*
- **Were there academic improvements?**
 - ✓ *If not, can you increase the number of per-session tutoring hours? Can you change the approach?*

(Reflecting) - Contact Information

If you have questions about anything in this Toolkit or simply want to confirm your thinking about Title I STH funds, please remember that **there are people here to help!**

Role/Team	Contact Information
STH Central Team	STHinfo@schools.nyc.gov
STH Regional Managers	https://www.schools.nyc.gov/school-life/special-situations/students-in-temporary-housing
BCO Staff - Procurement Specialists and Budget Directors	https://datastudio.google.com/u/0/reporting/1g1WlfV97PhQTgM1IMvkpIBxTly4WyfX7/page/BUQ4
Senior Grants Officers	https://infohub.nyced.org/reports/financial/grants

Thank you for all your hard work on behalf of students in temporary housing. It is appreciated and makes a difference!