

Federal and State Grant Programs

HANDBOOK FOR SCHOOLS

Version 1

Federal and State Grant Funds are used by schools for their students in grades Pre-K to 12 to provide additional academic supports and learning opportunities at schools with historically disadvantaged students.

These grant funds are intended to ensure that all students receive the help they need to meet the current, rigorous state academic standards by providing additional educational support.

The purpose of this handbook is to provide guidelines to help navigate the use of Federal and State grant funds in a school. Please reach out to the Grant Managers for additional assistance or clarification of the information contained in the following pages.

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PURPOSE

The purpose of this guide is to document the manner in which we serve students through the use of Federal, state, and local grants in Salem-Keizer Public Schools (SKPS or the District). The District utilizes funding from each of these grant sources for the benefit of our most vulnerable learners in pursuit of a well-rounded educational experience for all.

While this document provides a helpful summary, readers should reference links for more detailed information.

Formula grants under ESEA are noncompetitive grants that local educational agencies (LEAs) are eligible for based on each Title's criteria.

SKPS Formula grants include:

- Title I-A – Improving Basic Programs Operated by Local Educational Agencies
- Title II-A – Supporting Effective Instruction; SKPS currently combines II-A funds with IV-A for greater flexibility of use
- Title III-A – English Language Acquisition, Language Enhancement and Academic Achievement
- Title IV-A – Student Support and Academic Enrichment Grants (newly reauthorized under ESSA)
- Title I-C – Education of Migratory Children
- Title I-D – Neglected, Delinquent, and At-Risk Students
- Title VI – Education of American Indian and Alaska Native Children
- Measure 98 – High School Success
- SIA – Reducing Class Size; Instructional Time; Health and Safety; and Well-Rounded Education SKPS also participates in one competitive grant process:
- Title IX-A – Homeless Children and Youth (McKinney-Vento)

While this document is organized by Title, the Oregon Department of Education (ODE) encourages school districts to consider how federal funds may be coordinated to meet identified student needs.

BACKGROUND OF ESSA

The Every Student Succeeds Act (ESSA) is a federal school accountability law rooted in supporting all students equitably and building systems that eliminate barriers to student success. ESSA replaced No Child Left Behind (NCLB) in 2015. As part of ESSA, all states developed a plan for improving education and submitted it to the U.S. Department of Education. ESSA and NCLB are names given to the respective re-authorization processes that were established with passage of the Elementary and Secondary Education Act (ESEA) in 1965.

OREGON'S PLAN IN RESPONSE TO ESSA

The plan that Oregon submitted to the U.S. Department of Education is called [Oregon's Consolidated Plan Under the Every Student Succeeds Act](#). A brief version of this plan is available at this site: [Key Takeaways From Oregon's Plan To Improve How We Serve Students](#).

OREGON'S PLAN VISION

Oregon's plan centers on four key commitments, generated through input from Oregonians:

- **Advancing Equity**
 - Every student should feel safe, welcome, and fully included in their school community.
- **Promoting a Well-Rounded Education**

- Every student will reach their full potential through an engaging and relevant education that serves their needs and interests.
- **Strengthening District Systems**
 - We can strengthen Oregon’s education system and help our students reach their dreams by deepening partnerships across communities, schools, districts, and the state.
- **Fostering Ongoing Engagement**
 - Oregon is committed to inclusive, responsive, two-way communication with everyone dedicated to strengthening Oregon’s education system.
- **As Part of Oregon’s Plan:**
 - School districts are the hub for improving systems that are not working for students.
 - Districts will, with support from ODE, lead, support and monitor their efforts to improve student outcomes.
 - ODE will collaborate with local districts to ensure relevant and timely supports are given through technical guidance by program specialists to meet student needs within each diverse local context.
 - Oregon will move away from the No Child Left Behind model of shaming and blaming schools.

PLANNING PROCESS

All schools and districts in Oregon are called upon to engage in continuous improvement to improve outcomes for their students. ODE has developed a planning model that begins with an analysis of data through a comprehensive needs assessment and then moves from goals to action plans through implementation.

SALEM-KEIZER’S PLAN FOR CONTINUOUS IMPROVEMENT

- In developing our continuous improvement plans, SKPS will do the following.
- Engage in a comprehensive needs assessment process to review and analyze data including systems health, student performance and perceptual data. Examples of specific sources of data, include, but are not limited to statewide summative data, accountability data, formative assessment data, access to high-quality early learning, attendance/chronic absenteeism, locally collected data and information, and qualitative (e.g., survey) data.
- Engage stakeholders and tribal nations (and eligible Title VI (Indian/Alaska Native) programs) in a comprehensive needs assessment driven by data analysis.
- Apply an equity lens and culturally responsive practices throughout the continuous improvement process to ensure that the needs of historically and traditionally marginalized students and historically underrepresented populations are addressed in a respectful and inclusive learning environment that improves outcomes for these students.
- Where necessary, conduct a deeper diagnostic review to assist in priority development and action planning.
- Develop priorities aligned to the results of the needs assessment and community input processes.
- Develop discrete, differentiated action steps for district departments and schools that align to the overall improvement priorities.
- Develop and communicate periodic routines to review the implementation of improvement priorities and action steps that are driven by leading indicators of success and that allow for differentiated adjustments as needed.
- Develop and communicate processes to update stakeholders and tribal nations on the implementation and progress made.

NEEDS ASSESSMENT PROCESS

SKPS will engage in a comprehensive needs assessment process to inform the development of district and school plans. The needs assessment process engages stakeholders in a review of major systems that impact outcomes for students.

STAKEHOLDER ENGAGEMENT REQUIREMENTS AND RECOMMENDATIONS

ESSA requires LEAs to consult with stakeholders regarding how funds received under ESEA should be spent. The groups that must be consulted slightly differ by funding source. At a minimum, each LEA must consult with the following groups regarding all major funding sources under ESEA: teachers, administrators, parents, and family members; and local community partners, as applicable.

The law and U.S. Department of Education (USDOE) guidance require consultation with stakeholders to be meaningful and occur in an ongoing fashion.

- **Meaningful consultation:** For consultation to be meaningful, it must include a diverse, representative group of stakeholders, be transparent and take place at multiple points during the design, development, and implementation of the plan.
- **Ongoing consultation:** Meaningful engagement starts at the beginning of the process, when initial planning is started – not at the end, when a plan is nearing completion. Consultation should not end after an LEA’s plan has been submitted; it should occur throughout program implementation to discuss successes and barriers as well as program outcomes.

PROGRAM OVERVIEWS

In this section, it is the goal of the District to provide an overview of each Title program including intent, changes that were implemented during the ESSA reauthorization, address the fiscal flexibility and requirements of each program, and lastly provide additional resources for each program. Each program overview addresses the following.

- What it is (Intent and Purpose of each Title)
- What it can fund (How to maximize your funding)
- Available resources

TITLE I-A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (LEA)

WHAT IT IS

Title I-A is intended to help ensure that all children can obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Title I-A provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. The program focuses on promoting schoolwide reform in high-poverty schools and ensuring students’ access to evidence-based instructional strategies and challenging academic content.

Title I-A provides federal dollars to supplement educational opportunities for students who live in high poverty areas and are most at risk of failing to meet the state’s challenging academic achievement standards. The US Department of Education awards Title I-A grant funds to ODE, which then funds sub grants to LEAs. LEAs reserve funds for mandatory set-asides and other district-level instructional initiatives. The remaining Title I-A funds must flow to eligible schools through a formula known as “ranking and serving.”

Salem-Keizer follows a schoolwide program model. Full program details, including allocation methodologies, are available in Salem-Keizer’s [Title I-A Handbook for Schools](#).

- **Schoolwide program model:** High-poverty schools (those with 40 percent or more students from low-income families) are eligible to adopt schoolwide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I-A funds to serve all children. Schools may operate a schoolwide program if the school conducts a comprehensive needs assessment and develops a schoolwide plan for meeting those needs. The premise behind the schoolwide model is that comprehensive

improvement strategies – rather than separate, add-on services – are most effective in raising academic achievement for the lowest achieving students in a school. This is best accomplished by a school addressing the root causes of low academic performance. Highlights of the schoolwide program model include:

- All students and staff may participate in Title I-funded activities.
- The school may use Title I-A funds to support any reasonable activity designed to improve the school’s educational program if it is consistent with the school’s comprehensive needs assessment and plan.

WHAT IT CAN FUND

Title I, Part A funds can support a wide range of activities to help students meet state academic standards. This includes:

- Providing eligible students with a well-rounded education;
- Instructional supports;
- Non-instructional supports like behavior and mentoring supports, and social and emotional learning;
- Improving school quality; and,
- Activities addressed within the school’s comprehensive needs assessment.

When LEAs are determining how to utilize their Title I-A funds, they need to consider that all expenditures reflect allowable costs, are supplementing and not supplanting existing state and local funding, are used on activities that have been approved in their district’s budget application to the state, and that expenditure records are maintained for each Title area. In addition, all expenditures and activities need to be addressed within the school’s comprehensive needs assessment.

Spending Options in a Schoolwide Program

Depending on its needs, a schoolwide program school could use Title I-A funds to support:

- Instructional coaches to provide high-quality, school-based professional development;
- Increased learning time;
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners;
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students’ nonacademic skills;
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports);
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making;
- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs;
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs;
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities); and,
- Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

Set-Asides

Before allocating Title I-A funds to schools, LEAs *must* reserve some Title I-A funds for the following required activities.

- Services for students experiencing homelessness who do not attend Title I-A schools, which can include funding for the homeless liaison and transportation required under the McKinney Vento Homeless Education Act. The amount reserved should be based on an assessment of homeless children’s needs.

- Services for children in local institutions for neglected children, and, if appropriate, services for children in local institutions for delinquent children and neglected or delinquent children in community day programs. The amount reserved depends on the services needed.
- Parent and family engagement (required if the LEA receives \$500,000 or more). The amount reserved is at least one percent, 95 percent of which must be distributed to schools.
- Equitable services for eligible private school students. The amount reserved depends on the proportion of eligible private school students in the LEA. New in ESSA, an LEA must determine the proportionate share of Title I-A funds available for equitable services based on the total amount of Title I-A funds received by the LEA **prior** to any allowable district expenditures or transfer of funds. For information on how to identify your eligible nonpublic school students see [U.S. Department of Education’s guidance](#).

Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential for effective implementation.

- Conduct a **comprehensive needs assessment**. To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- **Prepare a comprehensive schoolwide plan** that describes the following.
 - How the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7));
 - How the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)); and
 - How the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).

To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. **This plan should be integrated into an existing improvement plan.** Additionally, the plan must be:

- Developed with the involvement of key stakeholders;
- Developed in coordination and integration with other federal, state, and local services, resources, and programs, if appropriate, such as the following programs supported under ESEA: violence prevention, nutrition, housing, Head Start, adult education, career and technical education, as well as schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and,
- Developed during a one-year planning period for schools not already operating schoolwide programs, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.
- **Annually evaluate the schoolwide plan** using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must

annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

RESOURCES AVAILABLE FOR TITLE I-A

- [Title I-A Handbook for Schools](#) (internal document)
- [Oregon Department of Education Title I-A Webpage](#)
- [USED Title I-A Webpage](#)
- [National Title I Association](#)
- [TransACT](#)

TITLE I, 1003(A) SCHOOL IMPROVEMENT

WHAT IT IS

Oregon’s accountability system identifies schools that could benefit from additional supports and interventions. Under ESSA, Oregon’s system of annual meaningful differentiation is based on a combination of academic and non-academic indicators, including: academic achievement and growth, progress on English language proficiency, graduation rate, chronic absenteeism, freshman on-track, and five-year completion rate in order to identify schools for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

CSI schools are: (1) in the lowest-performing five percent of all Title I-A schools in a state; (2) high schools having a graduation rate of 67 percent or lower; and (3) Title I-A schools with a majority of rated indicators at Level 1 for the all-student groups. TSI schools are identified as having one or more consistently underperforming student groups.

One essential part of Oregon’s commitment to equity is ensuring that students historically underserved and underrepresented receive and benefit from equitable, well-rounded education that prepares them for success, whether that be going directly into the workforce, community college, or a university. ODE will take action towards closing opportunity and systems gaps by establishing district-level partnerships and differentiated supports for students demonstrating the greatest need. Two major shifts are: (1) situating schools as part of a larger system; and (2) incorporating local data and local context when determining how to best select and implement additional supports based on need, stakeholder input, and local factors. These two changes to Oregon’s approach provide greater transparency and enhance opportunities to differentiate supports and resources in CSI and TSI schools.

Comprehensive District Improvement Partnerships will be extended to districts with several CSI and TSI schools. Partnering districts will benefit from a facilitated needs assessment and strategic planning process in order to elevate priorities and action steps. Budgetary and differentiated implementation supports will be available to support districts as they support identified schools.

ODE must reserve seven percent of its Title I-A allocation to support school improvement activities. In allocating funds for this discretionary grant, ODE must give priority to LEAs that serve high numbers or percentages of elementary and secondary schools identified for comprehensive or targeted supports, demonstrate the greatest need as determined by ODE, and demonstrate the strongest commitment to using the funds to improve student achievement and outcomes.

WHAT IT CAN FUND

Under ESSA, TSI and CSI schools have the same Title I-A spending options as any other Title I-A school. However, Section 1003 school improvement funds can only be used to support evidence-based activities, strategies, or interventions that meet ESSA’s levels of evidence, as follows:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - Strong evidence from at least one well-designed and well-implemented experimental study (i.e., a randomized controlled trial);
 - Moderate evidence from at least one well-designed and well-implemented quasi- experimental study;
 - Promising evidence from at least one well-designed and well-implemented correlation study with statistical controls for selection bias.; or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

RESOURCES AVAILABLE FOR TITLE I, (1003-A)

- [Oregon Department of Education’s School Improvement Webpage](#)

TITLE I-C: EDUCATION OF MIGRATORY CHILDREN

WHAT IS IT

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant students fully benefit from the same free public education provided to other students. The goal of the MEP is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

The Oregon Title I-C, Migrant Program operates on a three-year cycle that includes a Comprehensive Needs Assessment (CNA) in year one, a Service Delivery Plan (SDP) that addresses the needs found in the CNA in year two, and an evaluation in year three that measures the level of services given to migrant students and the fidelity of implementation in districts and ESDs that receive migrant allocations. The four goals for the Oregon migrant program are: 1) Readiness for Kindergarten, 2) Meeting State Benchmarks in Reading, 3) Meeting State Benchmarks in Mathematics and 4) Graduation and post-secondary education.

Most federal program funds flow through the state and to districts. The Title I-C, Migrant program is different. Funds are given to the state agency (ODE). In Oregon, ODE provides direct services and then by formula allocates funds to the districts or Educational Services Districts (ESDs) that have a large enough migrant student population to complete the federally required documentation and data collection. ODE provides three allocations to the 19 programs in the state. These allocations are: 1) Regular Year; 2) Summer School; and, 3) Preschool.

Oregon directly funds the following school districts: Beaverton, Forest Grove, Hillsboro, Hood River County, Nyssa/Adrian/Vale, Ontario/Annex, Portland, Salem-Keizer, and Woodburn. They also provide direct funds to the following ESDs: Clackamas, Columbia Gorge, High Desert, Intermountain, Lane, Multnomah, Northwest Regional, Southern Oregon, and Willamette. These programs have approximately 500 or more migrant students.

The Migrant Program has a unique requirement to complete a Certificate of Eligibility (COE) for students to qualify for the program. All the information in the COE must be gathered in the Oregon Migrant Student Information System (OMSIS). All the information for OMSIS is collected in a national database for Migrant students called Migrant Student Information eXchange (MSIX).

Children are eligible to receive MEP services if they meet the definition of a migratory student and if the basis for their eligibility is properly recorded on a Certificate of Eligibility (COE). Any student, age three through 21, who meets the

statutory definition of migratory student, may be served by the MEP. To be eligible for the migrant program all of the following requirements must be met.

- The student
 - a. Must be younger than 22 and not graduated from high school or received a GED;
 - b. Must be a migrant agricultural worker, including dairy worker, or a migratory fisher or have a parent, spouse, or guardian who is a migrant agricultural worker, including dairy worker, or a migratory fisher;
 - c. Must have moved within the preceding 36 months with a qualified worker due to economic necessity; and
 - d. Must have moved from one school district to another.

Federal guidance requires that the funds be supplementary and not supplant existing funding. Expenditures must meet the four goals of the identified Service Delivery Plan (SDP) and must be “Necessary and Reasonable.” Migrant students should avail themselves of all the services and programs that the district offers them so that the migrant funds are truly a supplementary support.

WHAT IT CAN FUND

In Oregon, ODE allocates funds on a formula basis to eligible districts or Educational Service Districts (ESDs) that operate as a consortium of districts. In addition, ODE also provides direct services and support to migrant students and their families.

Title I-C allocates three separate sources of funds for each eligible grantee. These allocations include the following.

- Regular Year
- Summer School
- Preschool

In addition to the three allocations, every program receives funding for the following support positions.

- 1.0 FTE Recruiter
- 0.5 FTE Data Clerk
- 0.5 FTE Graduation Specialist
- 0.5 FTE Parent Engagement Specialist
- 1.0 FTE Preschool Specialist

Federal guidance requires that the funds be supplemental and not supplanting. In addition, expenditures must meet the four goals of the identified Service Delivery Plan (SDP) and must be “necessary and reasonable”.

RESOURCES AVAILABLE FOR TITLE I-C

- [Oregon Department of Education Title I-C Migrant Education](#)
- [Oregon Migrant Education Service Center \(OMESC\)](#)
- [Migrant Education Listserv](#) (Designed to provide members of the migrant education community current information relevant to the Title I-C Migrant Education Program)
- [U.S. Office of Migrant Education \(OME\)](#)
- [High School Equivalency Program \(HEP\)](#)
- [College Assistance Migrant Program \(CAMP\)](#)

TITLE I-D: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

WHAT IS IT

The purpose of Title I-D is to improve educational services for students in local, tribal, and state facilities or institutions for neglected (N), delinquent (D), or at-risk youth. These students have increased rates of absenteeism, dropping out, and not meeting state academic standards. Title I-D provides federal funding to state agencies and districts that provide educational services to this population with the following intentions:

Title I-D Goals

1. Improve educational services for neglected, delinquent, or at-risk students, so they have the opportunity to meet state academic standards.
2. Improve student transition between correctional facilities or institutions and community programs in education, technical training, or employment.
3. Prevent at-risk students from dropping out of school or returning to correctional facilities. This includes providing support systems to ensure continued education for these students.

Title I-D is divided into two subparts, based on whether the facility is operated by a state agency (SA) or within an LEA. Subpart 1 is reserved for state operated facilities and community day programs. School districts that have locally operated programs for N or D youth within their geographical boundaries may be eligible to receive Subpart 2 funds. Subpart 2 can also provide assistance to youth who are neglected or at-risk of dropping out.

Subpart 1 (SA)	Subpart 2 (LEA)
<p><i>State operated youth correctional facilities, adult correctional facilities serving youth, community day programs for N or D students.</i></p>	<p><i>Locally operated youth correctional facilities, public or private facilities for at-risk students, community day programs for N or D students.</i></p>
<p>Examples: YCEP, LTCT</p> <p>*These facilities have an average length of stay at least 30 days and offer 15 (adult facilities) to 20 (youth facilities) hours of instruction per week.</p>	<p>Examples: county detention centers (JDEP), any other program in a district's boundaries that meet the definition and are not operated by state agencies.</p>

Programs are required to designate whether services are primarily for neglected or delinquent children. This designation is tied to the charter or purpose of the facility. Any change in program status must be approved by ODE.

Differences between neglected vs delinquent:

- **Neglected children** are those who have been either voluntarily, or by state law, placed in a facility or group home due to abandonment, neglect, or death of their parents or guardians. All programs transition children back to the community. Some of these children attend public school. **SKPS does not have facilities for neglected youth within district boundaries.**

- **Delinquent children** are those who have been adjudicated to be delinquent or in need of supervision. All institutions transition children back to the community. For safety reasons, delinquent children have limited access to the community.
-

WHAT IT CAN FUND

Subpart 1 (SEA) – Not Applicable

Subpart 2 (LEA)

An LEA receiving Subpart 2 funds may use the funds to operate programs with locally operated facilities with which the LEA has an established formal agreement. The services or programs should:

- Carry out high-quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- Provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and,
- Operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities.

LEAs may also use Subpart 2 funds to serve at-risk students for dropout prevention for at-risk youth, coordination of health and social services, or special programs that meet the unique academic needs of at-risk youth, including academic intervention, mentoring or peer mediation, special education or other services that increase the likelihood of students completing their education.

An LEA receiving Subpart 2 funds must use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility. However, an LEA that serves a school operated by a locally operated correctional facility, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the LEA upon leaving the facility, is not required to operate a dropout prevention program within the school and may use all of its Subpart 2 funds for programs in locally operated correctional facilities, provided that those facilities have a formal agreement with the LEA.

RESOURCES AVAILABLE FOR TITLE I-D

- [Oregon Department of Education Title I-D Neglected, Delinquent or At-Risk Education](#)
- [Oregon Department of Education Youth Corrections Juvenile Detention Education Programs](#)
- [Oregon Department of Education Long Term Care and Treatment Education Programs](#)
- [U.S. Department of Education: Title I-D: Neglected , Delinquent, and At-Risk Youth Non-regulatory Guidance](#)
- [The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth \(NDTAC\)](#)
- [The National Center for Juvenile Justice](#)
- [Title I-D Monitoring Protocol](#)

TITLE II-A: SUPPORTING EFFECTIVE INSTRUCTION

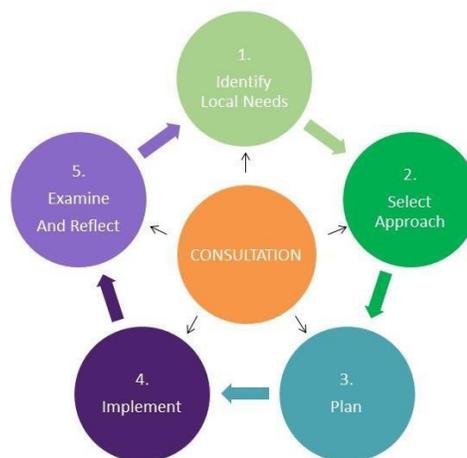
WHAT IT IS

The purpose of Title II-A is to improve teacher and leader quality and focuses on preparing, training, and recruiting high-quality teachers and principals. The Title II-A program is designed, among other things, to provide students from low-income families and minoritized students with greater access to effective educators. It is critical that State Educational Agencies (SEAs) and Local Education Agencies (LEAs) consider how to best use these funds, among other fund sources, to ensure equity of educational opportunity. In general, Title II-A funds can be used to provide supplemental strategies and activities that strengthen the quality and effectiveness of teachers, administrators, and other school staff.

WHAT IT CAN FUND

LEAs can use Title II-A funds for a wide range of strategies and activities to support the quality and effectiveness of teachers, administrators, and other school staff. Activities supported with these funds must:

- Be consistent with the purpose of Title II-A (see above); and
- Address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students. The federal non-regulatory guidance for Title II-A (Building Systems of Support for Excellent Teaching and Leading) offers many new opportunities for districts. Divided into three sections – Support for Educators, Access to Equitable Educators, and Strengthening Title II-A Investments – the guidance is designed to help districts think about how to use Title II-A funds more strategically and for greater impact.



LEAs are encouraged to prioritize strategies and activities that will have the highest impact on teaching and learning to result in the highest level of academic achievement. When determining which of the many allowable Title II-A strategies and activities will have the highest impact, U.S. Department of Education (ED) guidance suggests LEAs use a five-step framework:

1. Choose interventions aligned with identified local needs;
2. Consider the evidence base and the local capacity when selecting a strategy;
3. Develop a robust implementation plan;
4. Provide adequate resources so the implementation is well-supported; and,
5. Gather information regularly to examine the strategy and to reflect on and inform next steps.

LEAs must use data and ongoing stakeholder consultation to continually update and improve Title II-A supported activities. Salem-Keizer Public Schools currently consolidates Title II-A funds into Title IV-A for greater flexibility.

RESOURCES AVAILABLE FOR TITLE II-A

- [Oregon Department of Education Title II-A Teacher Quality](#)
- [Oregon Department of Education Title II-A Listserv](#)
- [Oregon Framework for Educator Evaluation and Support](#)
- [Building Systems of Support for Excellent Teaching and Leading](#) (USED Non-regulatory Guidance)
- [Learning Forward](#) (Standards for Professional Learning)
- [Course to Endorsements Catalogue](#)

TITLE III: ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

WHAT IT IS

A complex web of state and federal laws govern the services that public school districts must provide to students who are not proficient in English. Some of those laws are mandatory for all districts while others apply only to districts that receive certain funding. State and federal laws around services for English Learners (ELs) share the same goal - ensuring that English learners benefit from their education. All districts have a dual responsibility toward their ELs: (1) to teach the English language; and, (2) to ensure on-grade level core content is accessible to ELs while they are learning English.

In Oregon, On Track to English Language Proficiency is a growth model trajectory based on specific English Learner characteristics. English Learner Students with Disabilities (ELSWD) and English Learners with Interrupted Formal Education (Students with Interrupted Formal Education – SIFE) are given an extra year to obtain English proficiency within the On Track to English Language Proficiency calculation.

Prior to ESSA, Title III had its own accountability system, Annual Measured Achievement Outcomes (AMAO). This system had three (3) parts: progress acquiring English, obtaining English proficiency, and progress on ELA/Math for English learners. Under ESSA, Title III Accountability has been rolled-into Title I-A Accountability, under the new indicator, Progress Towards English Proficiency.

Having all the Accountability requirements under Title I-A allows for greater collaboration and support for English learners both at the state and district level.

TITLE III: TWO TYPES OF SUBGRANTS

Title III includes two types of subgrants to LEAs: (1) Formula subgrant available to LEAs (or a consortium of LEAs) that generate at least \$10,000 under a formula established in the Title III law. These subgrants are referred to as **Title III Regular Subgrants**. Regular subgrants must be used to support language acquisition, language enhancement, and academic achievement of English learners and must include parent, family, and community engagement; and, (2) Targeted subgrant the ODE awards to LEAs that experience a significant increase in immigrant children and youth. These subgrants are referred to as **Title III Immigrant** and must be used to help immigrant students and their families acclimate to U.S. schools and to help immigrant students achieve academically.

Title III – Regular subgrant:

- Supplement the existing effective language instruction educational programs (LIEPs) established pursuant to ORS 327.079 to meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement;
- Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that supplements the professional development requirements of OAR 581-023-0100(4), and is:
 - Designed to improve the instruction and assessment of ELs;
 - Designed to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
 - Effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and,
 - Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom; and,
- Providing and implementing other effective activities and strategies that are supplemental and that enhance or supplement language instruction educational programs for ELs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs.

In addition to the three required activities above, LEAs or LEA consortia may spend their Title III EL subgrant funds on other supplemental activities, including the following.

- Upgrading program objectives and effective instructional strategies.
- Improving the instructional program for ELs by identifying, acquiring, and upgrading supplemental instructional materials, educational software, and assessment procedures.
- Providing to ELs tutorials and academic or career and technical education, and intensified instruction, which may include supplemental 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.
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English language skills of ELs, and to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- Improving the instruction of ELs, which may include 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.

Title III – Immigrant Sub-Grant

The Title III-Immigrant subgrant is targeted to LEAs that have experienced a significant increase in immigrant children and youth. These funds must be used to pay for activities that address the unique needs of immigrant children and youth and may include the following.

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children.
- Recruitment of and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.
- Identification, development, and acquisition of supplemental curricular materials, educational software, and technologies to be used in the program.
- Basic instruction services that are directly attributable to the presence of immigrant children and youth in the LEA, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the U.S., such as programs of introduction to the educational system and civics education.
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

Note that LEAs cannot use Title III funds for Title I-A activities that are also used to meet civil rights obligations. For example, under Title VI of the Civil Rights Act of 1964 and the EEOA, LEAs must monitor the effectiveness of their language instruction program for ELs. Therefore, since it is a civil rights requirement, an LEA may not use Title III funds to contract with a third-party to conduct an evaluation of its language instruction program for ELs, if such an evaluation were being used to meet the civil rights obligation.

As with all Title III costs, activities must be supplemental to state and locally funded programming the LEA is delivering to meet its civil rights obligations to EL students and to comply with the requirements at ORS 327.079 and obligations under Title VI and the EEOA or to comply with the requirements at OAR 581-023-0100(4).

Specific Oregon English Learner Considerations

Oregon State EL Funding Oregon Administrative Rule [OAR 581-023-100](#) (3)(C)(b)(4) charges districts to develop programs for English language learners that meet basic U.S. Department of Education, Office for Civil Rights guidelines.

Oregon statute [ORS 336.079](#) specifies that “Specific courses to teach speaking, reading, and writing of the English language shall be provided at kindergarten and each grade level to students who are unable to benefit from classes taught in English. The courses shall be taught at school until the students are able to benefit from classes conducted in English.”

RESOURCES AVAILABLE FOR TITLE III

- [ODE English Learner and Immigrant web page](#)
- [Title III English Learners Guidance and Research](#)
- [Presentation from US Dept. of Education – Office of State Support](#)

TITLE IV-A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT (SSAE)

WHAT IT IS

This section provides information about how local educational agencies (LEAs) can spend funds under the Student Support and Academic Enrichment (SSAE) grant program under Title IV, Part A, Subpart 1. The purpose of the SSAE grant program is to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to:

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and,
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

ODE provides LEAs their Title IV-A allocations in the same ratio as the LEAs' prior year Title I-A allocations (ESEA section 4105(a)(1)). To be eligible for Title IV-A funds, an LEA must have been allocated Title I-A funds the prior year, then applied for and been approved for those funds. No eligible district may receive less than \$10,000. If the \$10,000 threshold cannot be reached for every LEA, then all grants are ratably reduced.

Local Needs Assessment

LEAs that receive \$30,000 or more in SSAE funds must, at least once every three years, conduct a comprehensive needs assessment of the following.

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and,
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

If the LEA is transferring the Title IV-A funds, the Needs Assessment is still required if the LEA received \$30,000 or more in SSAE funds.

Prioritizing High-Need Schools

LEAs must prioritize SSAE funds to schools that:

- Have the greatest needs as determined by the LEA;
- Have the highest percentages or numbers of low-income children;
- Are identified for comprehensive support and improvement under Title I-A;
- Are implementing targeted support and improvement plans under Title I-A; and,
- Are identified as a persistently dangerous school under Section 8532.

Objectives and Outcomes

LEAs must develop objectives for their SSAE programs and intended outcomes for SSAE-funded activities. LEAs must use these objectives and outcomes to periodically evaluate the effectiveness of SSAE-funded activities. LEAs must also provide SEAs with information about their progress towards their objectives and outcomes so SEAs can satisfy their reporting requirements.

Stakeholder Engagement

LEAs must meaningfully consult with a wide array of stakeholders when designing their SSAE programs. They must also engage in continuing consultation with stakeholders to improve SSAE activities and to coordinate SSAE activities with other activities conducted in the community.

Funding Parameters

REQUIRED ACTIVITIES

Under ESSA, LEAs that receive \$30,000 or more in SSAE funds must spend:

- At least twenty percent on activities to support a well-rounded education;
 - At least twenty percent on activities to support safe and healthy students; and,
 - At least some funds for activities to support the effective use of technology. (Note the cap on technology infrastructure that follows.)
-

WHAT IT CAN FUND

What follows is an overview of all LEA SSAE spending options under the law, but spending in a specific LEA should be aligned to the spending floors and ceilings, the LEA's needs assessment (where required), and stakeholder input as described previously. The spending options are organized by the three spending categories described in the law.

Activities to Support a Well-Rounded Education

LEAs may (and in some cases must) spend SSAE funds to develop and implement programs and activities that support access to a well-rounded education. Activities should be coordinated with other schools and community-based services and programs. They can also be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success.

Allowable activities follow.

- College and Career Guidance
 - Music and Arts to Support Student Success
 - Science, Technology, Engineering, and Mathematics (STEM)
 - Accelerated Learning
 - Other Instructional Opportunities
 - Volunteerism and Community Involvement
 - Integrating Multiple Disciplines
 - Other Activities
-

Activities to Support Safe and Healthy Students

- Evidence-Based Drug and Violence Prevention
 - School-Based Mental Health Services
 - Health and Safety Activities or Programs
 - Addressing Trauma and Violence
 - Addressing Sexual Abuse
 - Reducing Exclusionary Discipline Practices
 - Positive Behavioral Interventions and Supports
 - Resource Coordinator
-

Activities to Support the Effective Use of Technology

- Professional Learning
 - Technological Capacity and Infrastructure
 - Delivering Courses through Technology
 - Blended Learning
 - Professional Development on Use of Technology in STEM Areas
 - Access to Digital Learning Experiences
 - Equitable Services
-

RESOURCES AVAILABLE FOR TITLE IV-A

- Non-Regulatory Guidance: [ESSA Title IV, Part A Guidance – Student Support And Academic Enrichment Program](#)
- [Humanities Education](#)
- [STEM and CTE](#)
- [Title I-A Schoolwide Guidance](#)

TITLE VI: INDIAN EDUCATION FORMULA GRANT PROGRAM

WHAT IT IS

Program Description

This program is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students (AIAN), including preschool students. The programs funded are to meet the unique cultural, language, and educational needs of AIAN students and ensure that all students meet the challenging State academic standards. The program is the U.S. Office of Indian Education Department's principal vehicle for addressing the particular needs of AIAN students.

TYPES OF PROJECTS

Grant funds supplement the regular school program by meeting the culturally related academic needs of AIAN students. Projects help AIAN students improve their academic skills, assist students in becoming proficient in the core content areas, and provide students an opportunity to participate in enrichment programs that would otherwise be unavailable. Funds support such activities as culturally responsive after-school programs, Native language classes, early childhood education, tutoring, and dropout prevention.

ADDITIONAL INFORMATION

The Indian Education Formula Grant program provides grants to support local educational agencies in their efforts to reform elementary and secondary school programs that serve AIAN students. Annually each applicant develops and submits to the Department a comprehensive plan for meeting the needs of AIAN students. Applicants must develop this plan in collaboration with a local committee comprised primarily of parents and family members of AIAN students and must include student performance goals, a description of professional development activities that the applicant will carry out, and an explanation of how it will assess students' progress toward meeting its goals and how it will provide the results of this assessment to the parent committee, AIAN community and tribes whose students are served by the LEA.

Tribal Consultation:

Under ESSA, in general, section 8538 requires local educational agencies (LEAs) receiving Title VI funds to consult with Native tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, *prior to* submitting a plan or application for covered programs.

This requirement is designed "to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students." The consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute" to plans under covered programs.

As required by ESEA and beginning in fiscal year 2017, LEAs that receive Title VI funds must consult with Native tribes before submitting plans or applications for the following programs.

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies);
- Title I, Part C (Education of Migratory Children);
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk);
- Title II, Part A (Supporting Effective Instruction);
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act);
- Title IV, Part A (Student Support and Academic Enrichment Grants); and,
- Title VI, Part A subpart 1 (Indian Education Formula Grants to Local Educational Agencies).

SALEM-KEIZER PUBLIC SCHOOLS AND AMERICAN INDIAN / ALASKAN NATIVE COLLABORATION AND CONSULTATION

Salem-Keizer Public Schools (SKPS) is committed to all Native American students and families to ensure

all Native American school age children have equal access to all programs, services and activities offered within the school district. Any student who self-identifies as American Indian/Alaskan Native (AIAN) and AIAN in combination with one or more races, regardless of Hispanic ethnicity, are eligible for Native Education Program (NEP) services and programs.

Through consensus-building decision making, stakeholders in the education of Native students can work collaboratively toward advancing mutual goals.

American Indian and Alaskan Native (AIAN) Education programs are federally funded to promote the efforts of schools, local educational agencies (LEAs, such as Salem-Keizer School District), and Tribal Nations and organizations to meet the unique educational and culturally related academic needs of AIAN students. An opportunity gap exists between our AIAN student performance and that of other students, in general. In addition, AIAN students continue to be subject to significant risk factors which threaten their ability to improve their academic achievement and their general well-being. AIAN students need support from State and Federal programs that address AIAN specific educational and cultural needs.

In order to best meet the unique culturally related academic needs of AIAN students, meaningful and authentic collaboration and consultation between SKPS, the Native Education Program PAC, and local organizations is essential.

Legal Requirements

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the AIAN people for the education of AIAN students. The Federal Government laws state it will work with LEAs, Tribes and organizations, post-secondary institutions, and other entities toward the goal of ensuring programs which serve AIAN children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of AIAN students. AIAN Education programs are authorized by the Elementary and Secondary Education Act of 1965 (ESEA), which was reauthorized by the Every Student Succeeds Act of 2015 (ESSA).

Title VI, Part A, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015, authorizes formula grants that provide assistance to elementary and secondary schools for programs serving AIAN students, including preschool children. Local educational agencies (LEAs), Department of the Interior/Bureau of Indian Education (BIE)-operated schools, and other BIE-supported schools are eligible for grants to help meet the unique cultural, language, and educational needs of such students and ensure all students meet challenging State academic standards. While allocations are determined by a statutory formula, each applicant must annually develop and submit a comprehensive plan for meeting the needs of AIAN students. Applicants must develop this plan in collaboration with a local committee comprised primarily of parents of AIAN students and must include student performance goals, a description of professional development activities the applicant will carry out, and an explanation of how it will assess students' progress toward meeting its goals and how it will provide the results of this assessment to the parent committee and community.

SKPS Goals and Objectives

- All Native American students graduate and are prepared for a successful life.
- Raise attendance rate of all Native American students by 5%.
- Raise graduation rate of all Native American students to 85%.
- Increase NEP Activity attendance (Enrichment Nights, Study Hall, Summer School)
 - Staff will partner with schools' Pre-K to 12th grade to identify and monitor students with excessive absences by meeting with those students and families to connect them with available resources to improve the student's attendance.

- Closely follow all Native American students enrolled as Seniors and partner with high school educators, counselors, and grad coaches to identify and support IE seniors at risk of not graduating.
- SKPS will support the NEP staff and NEP PAC in planning, implementing, and ensuring district wide communication on enrichment/cultural evenings with a companion study hall at various times during the school year, summer school and NEP annual education gathering and graduation ceremony.

Entity Roles within the Title VI Program

Salem-Keizer Public Schools (SKPS)

- Ensure all federal, state, and local laws and approved Senate Bills and State Plans are followed regarding the academic and cultural needs to AIAN students.
- Provide the NEP PAC with an overview of the annual strategic plan.
- Collaborate and consult with NEP PAC, Confederated Tribes of Grand Ronde, Confederated Tribes of Siletz, and families of AIAN students in setting priorities to meet the unique educational and culturally related academic needs of AIAN students, as well as seek meaningful input on grant funding (including, but not limited to): Title I Part A, Title III, Title IV Part A, Title VI, and McKinney Vento.
- Engage with NEP PAC two times a school year at a minimum (Fall and Spring; IE PAC may request more often as needed)
- Provide NEP PAC with a SKPS point of contact to assist with questions and issues.

SKPS Native Education Program Office and Staff

- Partner, collaborate, and consult with NEP PAC, Confederated Tribes of Grand Ronde, and Confederated Tribes of Siletz, in setting priorities to meet the unique educational and culturally related academic needs of AIAN students.
- Create and facilitate annual survey to AIAN families to assess effectiveness of AIAN and general education program.
- Partner with NEP PAC and parents of Native American students on program and cultural needs
- Serve as liaison between NEP PAC and SKPS
- Liaison between Native American students and families on education needs and assistance to improve AIAN student achievement and graduation rates.
- Serve as liaison between Tribal Councils and NEP PAC during Meaningful Consultations
- Conduct annual public hearing for the purpose of reporting the impact of program activities and students' academic outcomes and social emotional wellness. These meetings will be widely publicized for community participation. Recommendations that emerge from this public hearing will be considered by the NEP PAC and Title VI team for the purpose of adjusting strategic goals program activities.

Native Education Program Parent Advisory Committee (NEP PAC)

- NEP PAC is required by federal government to review, approve, and sign the Title VI Educational Grant application, in order to receive funds; funds assist SKPS in setting priorities to meet the unique educational and culturally related academic needs of AIAN students.
- Review, edit, and approve annual Title VI grant application and any subsequent revisions in writing prior to submission.
- Work with Native American students, families, and communities on academic and cultural needs.
- Provide input to monitor and evaluate the programs.
- Promote participation in Native Education programs.

- Promote cross-cultural understanding and appreciation for all racial and ethnic communities and partners with SKPS efforts to achieve academic success for all AIAN students.
- Assists SKPS Indian Education office with program staff hiring.

RESOURCES AVAILABLE FOR TITLE VI-A

[USDE Office of Elementary & Secondary Education
Indian Education Formula Grants](#)

[ODE American Indian/Alaska Native Education](#)

[Tribal Consultation Toolkit Guide 1.0](#)

[American Indian/Alaska Native Students in Oregon:
A Review of Key Indicators](#)

EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM, MCKINNEY-VENTO HOMELESS ASSISTANCE ACT, TITLE VII, SUBTITLE B

WHAT IT IS

To avoid confusion with other title programs, Oregon prefers to call Title VII of the ESEA McKinney- Vento or MV.

The McKinney-Vento program requires each state to provide coordination, training and technical assistance to districts to remove barriers and improve access to education for homeless students and youth in local districts. States are required to collect and report data, monitor districts for compliance, and partner with other government and nonprofit agencies serving homeless families and youths.

MV addresses the challenges homeless students and youth face enrolling, attending, and succeeding in school from early childhood through high school graduation, emphasizing school stability despite housing mobility and inadequacy. The McKinney-Vento program requires districts to remove barriers and support the success of homeless students.

All districts are required to designate a Liaison to locally implement program requirements. With the Liaison's assistance, districts must identify and assist homeless students, provide immediate school enrollment, expedite student records transfers and school placement, arrange for school of origin transportation when feasible and needed, and report data on the number of homeless students served each year. Homeless students and families have rights to appeal school placement determinations, with dispute resolution services provided as needed by ODE.

Under ESSA, districts that receive a Title I-A allocation are required to reserve a portion of these funds to support the education of homeless students in non-Title I-A funded schools. Title I-A set-asides may also be used to increase Liaison capacity and for services and assistance not ordinarily provided to other Title I-A students.

The 2017 Oregon State Plan for Education of Homeless Children and Youth connects the MV program with state initiatives on reducing chronic absenteeism, increasing graduation and support for college and career goals, dropout prevention, early childhood education and providing opportunities for school and district staff development in trauma-informed practices.

Essential partners for the work of MV in Oregon include State Head Start/Oregon Pre-Kindergarten Collaboration, Office of Child Care, State Interagency Coordinating Council on Early Childhood Education/Early Intervention, State Runaway and Homeless Youth Advisory Committee, Oregon School Boards Association, county Continuums of Care and regional Community Action Agencies.

CHANGES WITH ESSA

Notable changes with the 2015 authorization of ESSA include the codification of items previously in non-regulatory guidance, including such requirements as the following.

- The presumption that enrollment at the school of origin is in a homeless student's best educational interest.
- School of origin placement and transportation includes preschools and the receiving or feeder school in the next grade span.
- All unaccompanied homeless students in high school be provided information on FAFSA eligibility, with assistance to apply for higher education.
- Liaison contacts must be posted on state websites.

WHAT IT CAN FUND

Authorized uses of MV subgrant and Title I-A set-aside funds include the following.

- Tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of academic standards.
- Academic services offered outside the normal school day, during the summer, and/or holiday breaks.
- School clothes, shoes, school uniforms and PE requirements.
- Personal hygiene items.
- Food and water.
- Transportation to and from the school of origin.
- Transportation to and from academic activities outside of the scheduled school day.
- School supplies such as backpacks, calculators, etc.
- Course fees and fees for IB, AP, GED, and SAT and ACT exams.
- Counseling and mentoring services or referrals.
- Referrals and support for dental, mental health, medical and other services (including eyeglasses, hearing aids, physical examinations, etc.).
- Fees and costs associated with tracking, obtaining, and transferring records necessary for school enrollment (birth certificates, immunization records, academic records, evaluations for special programs or services, guardianship, or legal records, etc.).
- Outreach services to students living in shelters, motels, and other temporary residences.
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions.

Use of McKinney-Vento and Title I-A set-aside funds is further discussed in the [2016 Non-Regulatory Guidance](#) for this program.

RESOURCES AVAILABLE FOR THE MCKINNEY-VENTO GRANT

- Current information on the Oregon program is posted on the [ODE McKinney-Vento Webpage](#), including contacts for Liaisons in all districts, laws and guidance, sample district policies and compliance protocols, resource links and materials such as awareness posters, and multiple years of state and district data.
- [National Center for Homeless Education](#): USDE contractors providing technical assistance to states and districts with webinars, briefs, materials.
- [Schoolhouse Connections](#): Expert assistance, case analysis and consultation for state coordinators and district Liaisons.

- [2016 Non-Regulatory Guidance](#)

EQUITABLE SERVICES FOR NONPUBLIC SCHOOLS

WHAT IT IS

LEAs that receive federal funds under ESEA and in which nonpublic schools are located must, after meaningful and timely consultation with nonpublic school officials, provide equitable services directly or through contracts with public and/or private agencies, organizations, and/or institutions to eligible nonpublic school children, teachers, and other educational personnel. These services, including materials and equipment, must be secular, neutral, and non-ideological. This provision applies to the following funding sources.

- Title I-A – Improving Basic Programs Operated by Local Educational Agencies
- Title I-C – Education of Migratory Children
- Title II-A – Supporting Effective Instruction
- Title III-A – Language Acquisition
- Title IV-A – Student Support and Academic Enrichment Grants

Consultation with nonpublic school officials is required to be **timely and meaningful**. Consultation must provide a genuine opportunity for parties to express their views and must take place:

- Before the LEA makes any decisions that affect opportunities for eligible nonpublic school children, teachers and other educational personnel; and
- Throughout implementation and assessment of services provided.

The goal of meaningful consultation is for school district and nonpublic school officials to reach an agreement on how to provide equitable and effective programs for eligible private nonpublic school children on issues such as the following.

- How children’s needs will be identified.
- What services will be offered.
- How, where, and by whom the services will be provided.
- How the services will be assessed and how the results of that assessment will be used to improve services.
- The size and scope of services provided, the amount of funds available for those services, and how that amount is determined.

In addition to consultation requirements listed above, LEAs are required to consult nonpublic school officials as follows.

- During the design and development of Title I-A programs;
- Regarding the method and sources of data that will be used to calculate the number of low- income children in nonpublic schools eligible for Title I-A programs and services; and,
- LEAs must submit the results of the consultation regarding Title I-A programs to the state designated Ombudsman. LEAs must keep a record of and provide to the state documentation signed by officials from each participating nonpublic school that timely and meaningful consultation did or did not take place. Forms are available on the [TransACT website](#).

Allocating Funds for Equitable Services for Title I: An LEA must determine the proportionate share of Title I-A funds available for equitable services based on the total amount of Title I-A funds received by the LEA prior to any allowable expenditures or transfers of funds.

WHAT IT CAN FUND

Expenditures for services and other benefits provided to eligible nonpublic school children, teachers, and other educational personnel must:

- Be equal to the expenditures for participating public school children, considering the number and educational needs of the nonpublic school children to be served; and,
- Be obligated in the funds the LEA receives for the fiscal year the funds are received (i.e. if the LEA receives funds for the 2016-17 school year, it must obligate those funds to provide services and benefits to nonpublic school children, teachers, and other educational personnel for that school year).

RESOURCES AVAILABLE FOR PROPORTIONAL SERVICES FOR PRIVATE SCHOOLS

- [Private School Participation under ESEA](#)
- [US Department of Education Office of Non-Public Education](#)
- [TransACT](#)

GENERAL FISCAL PROVISIONS FOR FEDERAL GRANTS

TIME AND EFFORT CONSIDERATIONS

Individuals paid in part or in full by a federal grant must maintain appropriate documentation to comply with standards for documentation of personnel expenses.

INVENTORY AND SUPPLY CONSIDERATIONS

All items purchased with federal funds must benefit the program supporting the cost. This requires LEAs to have systems in place to track the items they purchase with the federal funds to demonstrate the items are being used in a manner that benefits the relevant program. LEAs operating state-administered programs must follow state and local inventory management laws, policies and procedures, as well as federal requirements.

Procedures for managing equipment must meet the following requirements.

- Property records – description, serial number or other ID, source of funding, title, acquisition date and cost, percent of federal participation, location, use and condition, and ultimate disposition date including sale price.
- Physical inventory at least every two years.
- Control system to prevent loss, damage, theft (all incidents must be investigated).
- Adequate maintenance procedures.
- If authorized or required to sell property, proper sales procedures to ensure highest possible return.

TRACKING AND RECORDS

Some non-equipment items are more vulnerable to loss or theft, such as laptops, and other small or sensitive items. LEAs should use tracking methods to provide a reasonable assurance these items can be located. Examples of tracking controls may include but are not limited to the following.

- Individual property records such as those described above.
- Labeling items so they are clearly identified as property of the LEA and/or a particular funding source.
- Requiring employees using an item to sign it out so the LEA can identify which employee has custody of the item.

In addition to equipment, LEAs should be able to demonstrate that supplies purchased with federal funds were received by the program, used by the program, and safeguarded from unauthorized use.

ASSURANCES

Each year, LEAs will sign and send the following assurances to ODE as part of their prerequisites in their fiscal applications:

- **School Prayer Assurance:** By October 1 of each year, LEAs must certify in writing to ODE that no LEA policy prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools, as detailed in guidance provided by the Secretary of Education.
- **ESSA Assurances** (which includes the following, but is not a complete list)
 - Privacy of Assessment Results: Any results from an individual assessment referred to in ESEA of a student that become part of the education records of the student must have the protections provided in Section 444 of the General Education Provisions Act.
 - Armed Forces Recruiter Access to Students and Student Recruiting Information: Public high schools must give the names, addresses and telephone numbers of students to military recruiters, college/university recruiters, and prospective employers if the recruiters request the information; however, students or their parents have the right to instruct the school in writing not to release this information to any or all of these groups. Refer to OSBA policy and district requirements to opt out.

STATE AND LOCAL GRANTS

MEASURE 98

WHAT IT IS

Measure 98 was developed for the purpose of Improving the graduation rates and College and Career Readiness of all High School Students in Oregon. According to the Measure, the intent of High School Success is to:

- Improve student progress toward graduation beginning with grade 9
- Increase the graduation rates of high schools
- Improve high school graduates' readiness for college and career

For schools to be eligible for Measure 98 at the conclusion of the 2020-2021 school year schools must have the following in place

- Teacher Collaboration Time around Data
- Practices to Reduce Chronic Absenteeism
- Equitable Assignment to Advanced Courses
- Systems Ensuring On-time Graduation
- Partnerships

Research suggests that having these structures in place will aid in increasing graduation rates and ensuring high school graduates are ready for their next step. Furthermore, providing time for teachers to look at specific student data, and use that data to inform decisions, will increase the chances that a student has to be on-track to graduate in four years by the end of grade 9.

WHAT IT CAN FUND

Funding is provided to establish or expand programs in three specific areas.

- Dropout Prevention
- Career & Technical Education
- College Level Education Opportunities

RESOURCES AVAILABLE FOR MEASURE 98

[Graduation Improvement: High School Success](#)

STUDENT INVESTMENT ACCOUNT (SIA)

WHAT IT IS

The purpose of the Student Investment Act is to provide districts with the funds to meet students' mental or behavioral health needs, increase academic achievement for students, including reducing academic disparities for the following student groups.

- Economically disadvantaged students
- Students from racial or ethnic groups that have historically experienced academic disparities
- Students with disabilities
- Students who are English language learners
- Students who are foster children
- Students who are homeless
- Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

WHAT IT CAN FUND

Expand Instructional Time

- More hours or days
- Summer programs
- Before/after-school programs

Address Student Health and Safety

- Social emotional learning, trauma informed practices
- Mental and behavioral health
- More school health professionals
- Facility improvements

Provide a Well-Rounded Education

- Early literacy
- Middle school programs and supports
- Broadening curricular options (art, music, PE, STEM, CTE, engaging electives, college credit opportunities, dropout prevention, life skills classes, talented and gifted programs, and access to licensed librarians)

RESOURCES AVAILABLE FOR STUDENT INVESTMENT ACCOUNT

[Student Success Act: Student Investment Account](#)

[Student Success Act: Engagement Toolkit and Tools](#)

Appendix

The following chart lists the minimum stakeholder engagement requirements for developing and implementing a district’s ESEA application:

Stakeholders	Title I-A	SIA	Title III-A	Title IV-A
Teachers	X	X	X	X
Principals	X	X	X	X
Other school leaders	X	X	X	X
Parents/family members	X	X	X	X
Paraprofessionals	X	X		
Specialized instructional support personnel	X	X		X
Administrators	X		X	
Other appropriate school personnel	X	X		
Nonpublic schools	X	X	X	X
Community partners/community-based organizations/community members	X	X	X	X
Researchers			X	
Early childhood education programs (where applicable)	X			
Institutions of higher education (where applicable)	X		X	
Employers (where applicable)	X			
Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)				X
Tribal Consultation (where applicable)	X	X	X	X
Other stakeholders/other organizations with relevant experience		X	X	
Public or private entities			X	