### Background

The Elementary and Secondary Education Act, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), was passed as a civil rights law to provide funding and resources to states, districts, and school leaders to enhance their capacity to meet the strengths and needs of educators and students in their community. Each Title program under ESSA has a specific purpose to provide focused resources to support students who are historically, or currently, marginalized and/or are experiencing barriers to an academically enriching curriculum in a safe and inclusive environment. The Federal Systems Team administers many of the grant programs under ESSA and partners with districts in the implementation and oversight of these programs.

### Why We Monitor

**1. Building Relationships–We're in this together.** By partnering with our districts and community organizations, we’re able to ensure that Oregon students are seen, supported, engaged, and have access to academically enriching curriculum.

**2. Technical Assistance–We're here to help.** FST members provide technical assistance during the review visit and beyond. It is not ODE’s intent to tell the LEA how to run its programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.

**3. Compliance–it's the law**. Monitoring state and federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the state and LEAs and public charter schools to ensure compliance with the Every Student Succeeds Act.

The Federal Systems Team (FST) has oversight and monitoring responsibilities to review compliance of Oregon school districts within ESEA consolidated programs including:

* Title I, Part A Improving Basic Programs
* Title I, Part D, Subpart 2 Neglected and Delinquent or At-Risk Children
* Title II, Part A Supporting Effective Instruction
* Title IV, Part A Student Support and Academic Enrichment (SSAE)
* Title V, Part B Rural Education Achievement Program (REAP & Rural Low Income Schools (RLIS)
* McKinney-Vento Homeless Education
* Foster Care Student Educational Stability
* Equitable Services to Private Schools

### How to Use the *ESEA Monitoring Organizational Tool*

The [*ESEA Monitoring Organizational Tool*](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ESEA%20Monitoring%20Organizational%20Tool.docx) includes information on the requirements within ESEA for which districts will be monitored. While the indicators listed in this document provide a comprehensive overview of the programs, it does not encompass every requirement in a grant program. A table is included for each title program that contains:

* a description of each of the monitoring indicators;
* the relevant portion of ESEA law that applies; and
* supporting documentation that should be maintained by the district.

All districts are encouraged to use this tool as a resource for organizing documentation related to federal programs. Items that are required for submission when a district is selected for monitoring can be found on the [Submission List](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Submission%20List.pdf).

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# Common Compliance (All Title Programs)

Common Compliance addresses indicators that cross federal programs. The focus of Common Compliance monitoring is on fiscal expenditures as well as documentation of federally funded positions. This provides a snapshot of how districts are using the funds and resources.

| **Indicator**  **#** | **Indicator** | **Evidence to Maintain** |
| --- | --- | --- |
| **CC-A** | **Assurances**  LEA has submitted ESEA assurances within the CIP Budget Narrative  *ESEA Sec 8528(a)(1); 2 CFR 200* | Submitted annually through CIP Budget Narrative application; **due June 30**  **Available ODE Resources**   * [CIP Budget Narrative Resources](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/BN.aspx) |
| **CC-B1** | **Comparability**  LEA has demonstrated that schools served under Title I-A provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I-A funds.  *ESEA Sec. 1118(c)* | Submitted annually through the Comparability Report; **due December 1**   * Only applies to districts receiving Title I-A funds * Not applicable if only one school per grade span   **Available ODE Resources**   * [Comparability under Title I-A](https://www.oregon.gov/ode/students-and-family/fosteringconnections/Documents/Comparability.pdf) |
| **CC-B2** | **Equitable Distribution of Teachers**  The district ensures that students experiencing poverty and students from historically marginalized focal groups are not taught at higher rates than other students in the district by unqualified, out-of-field or inexperienced teachers.  *ESSA Sec 1111(g)(1)(B)* | Compiled by ODE based on data previously submitted by districts via the Staff Assignment, Staff Position, Fall and Spring membership collections.   * Not applicable if only one school per grade span |
| **CC-C** | **Uniform Grant Guidance Audit**  District has complied with all requirements of the Uniform Grant Guidance Audit Requirements.  *2 CFR 200* | Only applies to districts receiving over $750,000 in federal funds. ODE’s fiscal team manages this process. |
| **CC-D** | **Approved Budget Narratives**  *ESEA Sec 1112(a)(2-3) 1112(b)*  *ESEA Sec 8302*  *2 CFR 200* | District has submitted and received approval on annual budget narratives for all federal Title grants. |
| **CCE1 – CCE4** | **Separate Expenditures**   * District staff maintains expenditures at the LEA for each Title area.   **Allowable Expenditures**   * Expenditures reflect allowable costs   **Approved Expenditures**   * Expenditures reflect activities approved in budget narrative application.   **Supplement not Supplant**   * Expenditures meet supplement not supplant requirements for each respective Title grant program.   *2 CFR 225 Appendix A*  *2 CFR 200* | Detailed expenditure reports, by year, from the district’s accounting system for each Title area which shows date, vendor, item description, and amounts.  **Available ODE Resources**   * [Administrative Costs](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ADMIN%20COSTS.pdf) * [Carrying Over Federal Funds](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/CARRYOVER.pdf) * [Maintenance of Effort](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Maintenance%20of%20Effort.pdf) * [Purchasing Store Cards with Federal Funds](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/STORE%20CARDS.pdf) * [Purchasing Food with Federal Funds](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/FOOD.pdf) * [Supplement Not Supplant](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/SNS.docx) * [Transferability](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/transferability.pdf) |
| **CC-F** | **Inventory**  The LEA has a current inventory of any non-consumables purchased with Title I-A, II-A, IV-A, or V-B funds. This includes the specific fund, location, and status of the item, as well as items purchased for equitable services to Private Schools (if applicable).  *2 CFR 200.313* | Documentation of all equipment and non-consumable materials purchased with federal funds.  **Available ODE Resources**   * [Inventory Brief](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Inventory.pdf)  * [Sample Inventory Sheet](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Title%20Programs%20Inventory%20Spreadsheet.xlsx) |
| **CC-G** | **Time & Effort**  The LEA requires employees supported in part by federal funds to complete ‘time and effort’ reporting.  *2 CFR 200.430* | * Documentation of district system for tracking and documenting time and effort of staff paid out of federal funds and how it assures that charges are accurate, allowable, and allocable. * Copies of time and effort records for all staff paid, wholly or in part, with federal funds   **Available ODE Resources**   * [Breakdown of Staff Positions Funded by Federal Funds](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Breakdown%20of%20Staff%20Positions.docx) * [Time and Effort Reporting Form (Sample)](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/Time%20and%20Effort%20Reporting%20Form.docx) * [Time and Effort Brief](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/TIME%20AND%20EFFORT.pdf) |

# Title I, Part A – Improving Basic Programs

Title I-A provides federal dollars to supplement educational opportunities for students experiencing poverty and students who experience significant challenges meeting Oregon’s academic standards. Oregon focuses monitoring for Title I-A on reviewing school-level plans and each school’s process for communicating and partnering with parents and families.

| **Indicator #** | **Indicator** | **Evidence to Maintain** |
| --- | --- | --- |
| **IA-A** | **Targeted Assistance Plans**  Documentation supports the component requirements of a targeted assistance school (TAS) program.  *ESEA Sec 1115(b)* | * Copies of each Title I-A funded school’s plan * Information on school/district website regarding the Title I-A program and parent/guardian rights   **Available ODE Resources**   * [Targeted Assistance Plans Brief](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/TAS.pdf) * [Targeted Assistance Plan Criteria](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Criteria%20for%20Title%20IA%20targeted%20assistance%20plans.pdf) * [Targeted Assistance Planning Template](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/TAS%20Planning%20Form%201.0.xlsx) * [Schoolwide Programs Brief](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/SWP.pdf) * [Schoolwide Plan Criteria](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Criteria%20for%20Title%20IA%20schoolwide%20plans.pdf) * [Schoolwide Planning template](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/School%20Wide%20Planning%20Form%201.3.xlsx) |
| **IA-B** | **School Wide Plans**  Documentation supports the component requirements of a school-wide program (SWP).  *ESEA Sec 1114(b)* |
| **IA-C** | **Annual Meeting**  An annual meeting is convened to inform parents/guardians of the school’s participation in Title I-A, to explain Title I-A requirements, and to notify parents of their rights to be involved. These requirements include the dissemination and review of the parent involvement plan and compact. This is required for each school receiving Title I-A funding.  *ESEA Sec 1116(c)(1)* | * Documentation of what is shared with families at annual meeting (e.g.; PPT, meeting agenda, communication with families)   **Available ODE Resources**   * [Sample Annual Meeting PowerPoint](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Sample%20Title%20IA%20Annual%20Meeting%20PPT.pptx) * [Annual Meeting Checklist for Title IA Schools](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Annual%20Meeting%20Checklist%20for%20Title%20IA%20Schools.docx) |
| **IA-D** | **Family Involvement Plan & Review Process**  Each school building has a parent involvement plan. The plan is made available for review to the local community, and is updated periodically.  *ESEA Sec 1116(b)(1)* | * Copy of building family involvement plan * Evidence of dissemination of involvement plan to parents/guardians * Evidence of family involvement in plan review and revisions   **Available ODE Resources**   * [Community Engagement Toolkit](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web%5b1%5d.pdf) * [Family Engagement Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Family%20Engagement%20Monitoring%20Response%20Form.docx) * [Family Engagement in Title I-A (PPT)](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Family%20Engagement%20Title%20IA%20Planning.pptx) |
| **IA-E** | **Parent/Teacher/Student Compact**  Each Title I school develops, in partnership with Title I and Migrant parents, a school parent compact. School distributes compact to parents annually.  *ESEA Sec 1116(d)* | A copy of the compact from each Title I-A funded building that is developed and reviewed collaboratively with families  **Available ODE Resources**   * [Compact Checklist](https://dpi.wi.gov/sites/default/files/imce/engaging-families/4_School-Parent_Compact-Checklist.pdf) |
| **IA-F** | **Building Parent Capacity**  Each Title I school shall provide assistance, materials, and training to parents to help build capacity to improve student academic outcomes.  *ESEA Sec 1116(e)* | Documentation from each Title I-A funded school of efforts/activities to engage families and build their capacity to support their students academically  **Available ODE Resources**   * [Parent Capacity Log](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IA-H%20Building%20Parent%20Capacity%20Log.docx) |
| **IA-G** | **Annual Principal Verification**  The principal of a Title I school verifies, annually, in writing, to the licensed teacher and instructional paraprofessional qualifications.  *ESEA Sec1112(e)(1)(A)* | Copies of written verifications for each Title I-A funded school that demonstrate that all teachers and paraprofessionals meet state licensure requirements  **Available ODE Resources**   * [Principal Verification of Teacher and Paraprofessional Qualifications Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Principal%20Verification%20Form.docx) |
| **IA-H** | **Highly Qualified Paraprofessionals**  The LEA ensures all instructional paraprofessionals who work in a Title I SWP, or are paid from Title I funds in a TAS program, are highly qualified.  *ESEA Sec 1111(g)(2)(J)* | * SWP: List of all instructional paraprofessionals with documentation of how and when highly qualified status was achieved **regardless** of funding source * TAS: List of all instructional paraprofessionals who support targeted students, paid in whole or part with Title I-A funds, with documentation of how and when highly qualified status was achieved   **Available ODE Resources**   * [Paraprofessional Qualification Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Paraprofessional%20Qualifications%20Form.docx) * [Paraprofessional OAR](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Final%20Paraprofessional%20OAR.docx) |

# Title I, Part D, Subpart 2 – Neglected and Delinquent or At-Risk Children

The purpose of Title I-D is to improve educational services for students in local, tribal, and state residential facilities for neglected, delinquent, or at-risk youth. An LEA is eligible to receive funds if there is a **locally operated facility** within its geographical boundaries.

Each year, districts receiving funds from Title I-D, Subpart 2 are required to submit data for the Consolidated District Performance Report (CDPR). Using this data, the district evaluates the impact of the program on students who have been served through the program. This evaluation should also serve to make program improvements where necessary. Districts document this evaluation annually through the submission of the CIP Budget Narrative. **When selected for monitoring, the district will be asked to submit detailed expenditure reports as part of Common Compliance, demonstrating alignment of spending with the approved narrative.**

# Title II, Part A – Supporting Effective Instruction

The purpose of Title II-A is to strengthen the educator workforce at the school and district level as well as enhance the capacity of school and district leaders to meet identified strengths and needs of their teachers and leaders. Title II-A focuses on preparing, training, and recruiting high-quality teachers and school leaders. The focus of Title II-A monitoring is on the district’s implementation and evaluation of strategies to improve the practice of its educators.

| **Indicator #** | **Indicator** | **Evidence to Maintain** |
| --- | --- | --- |
| **IIA-A** | **Program Implementation**  A description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.  *ESEA Section 2102(b)(2)(A)* | * Artifacts illustrating that the strategies described in the II-A narrative occurred, such as:   + Sign in logs, attendee lists   + Agendas, exit tickets, minutes, response logs   + Course registration, transcripts, evidence of endorsements * Documentation of the methods used by the district to ensure that strategies included in the Title II-A narrative are implemented in the classroom/school/district   **Available ODE Resources**   * [Title II-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IIA%20Monitoring%20form.docx) * [Increasing the Effectiveness of Professional Learning](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IIA/Documents/professional-learning.pdf) |
| **IIA-B** | **Program Evaluation**  A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.  *ESEA Section 2102 (b)(2)(D)* | * Documentation of the data sources/tools (e.g.; observations/ walkthroughs, artifacts of practice) used to measure the impact of II-A funded activities on improving educator practice and student outcomes * Results of analysis of data which could include:   + Educator evaluation data   + Student achievement/growth data   + Attendance and behavior data, graduation rate, course participation rates   **Available ODE Resources**   * [Title II-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IIA%20Monitoring%20form.docx) * [Increasing the Effectiveness of Professional Learning](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IIA/Documents/professional-learning.pdf) |
| **IIA-C** | **Systems for Professional Growth and Improvement**  A description ofthe local educational agency’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.  *ESEA Section 2102 (b)(2)(B)* | Documentation of the district’s evaluation and support system (e.g. handbook)  **Available ODE Resources**   * [Title II-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IIA%20Monitoring%20form.docx) * [Oregon Framework for Teacher and Administrator Evaluation and Support](https://www.oregon.gov/ode/educator-resources/educator_effectiveness/Documents/oregon-framework--for-eval-and-support-systems.pdf) |

# Title IV, Part A – Student Success and Academic Enrichment

The purpose of Title IV-A is to improve student academic achievement through 1) access to a well-rounded education, 2) improved school conditions regarding the health and safety of students, and 3) improved use of technology in order to improve the digital literacy of all students. The focus of Title IV-A monitoring is on the district’s coordination and collaboration with its community as well as the implementation and evaluation of program strategies.

| **Indicator #** | **Indicator** | **Evidence to Maintain** |
| --- | --- | --- |
| **IV-A** | **Consultation**  Districts must engage in continued consultation with all relevant stakeholders which may include: parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, local law enforcement agencies, local juvenile court, local child welfare agency, local public housing agency, tribal leaders, charter school leaders, and other relevant parties.  *ESEA section 4106(c)(1)* | * List of participants and roles * Agendas/meeting minutes from consultation meetings   **Available ODE Resources**   * [Title IV-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IV-A%20Monitoring%20Document.docx) * [Community Engagement Toolkit](https://www.oregon.gov/ode/StudentSuccess/Pages/Engagement-Toolkit-and-Tools.aspx) |
| **IVA-B** | **Coordination**  Districtsshall develop and implement programs and activities that support access to a well-rounded education, and are coordinated with other schools and community-based services and programs.  *ESEA section 4107(a)* | Documentation of coordination with community-based services and programs  **Available ODE Resources**   * [Title IV-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IV-A%20Monitoring%20Document.docx) |
| **IVA-C** | **Evaluation of Programs**  Districts must periodically evaluate the effectiveness of the activities carried out using Title IV-A funds, using objectives and outcomes.  *ESEA section 4106(e)(1)(E)* | Documentation of evaluation of the effectiveness and successful implementation of Title IV-A funded activities  **Available ODE Resources**   * [Title IV-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IV-A%20Monitoring%20Document.docx) |
| **IVA-D** | **Internet Safety**  Districts must have in place a policy of Internet safety for minors that includes the operation of a technology protection.  *ESEA section 4121(a)* | Current Board adopted Internet and Technology Use Policy |

# Title V, Part B Rural Education Achievement Program (REAP)

The purpose of the Title V-B Rural Education Achievement Program (REAP) is to address the unique needs of rural school districts that may not have the personnel and resources needed to compete effectively for Federal competitive grants and may receive formula grant allocations in amounts too small to meet their intended purposes.

## Small, Rural School Achievement (SRSA) and Rural Low Income Schools (RLIS)

The two initiatives within the Rural Education Achievement Program (REAP) are:

* **Subpart 1: Small, Rural School Achievement (SRSA) Program**

The U.S. Department of Education administers this grant. Districts eligible for this grant are also eligible for Alternative Fund Use Authority (AFUA), which in Oregon is referred to as “REAP-Flex.” Under REAP-Flex, the district's Title II-A and Title IV-A allocations are combined and districts apply for the funds within the CIP Budget Narrative application under Title V-B REAP.

* **Subpart 2: Rural Education Achievement (RLIS) Program**

The Oregon Department of Education administers this grant. Districts apply for funds within the CIP Budget Narrative application under Title V-B RLIS.

**When selected for monitoring, REAP and RLIS districts will be asked to submit detailed expenditure reports as part of Common Compliance, demonstrating alignment of spending with the approved narrative.**

# Equitable Services to Private Schools

Districts that receive federal funds under ESEA and in which private schools are located must, after meaningful and timely consultation with private school officials, provide equitable services to eligible private school children, their families and educators. The focus of monitoring is on the district’s consultation and communication with private schools, as well as the programs provided in equitable service programs.

| **Indicator #** | **Indicator** | **Evidence to Maintain** |
| --- | --- | --- |
| **PS-A** | **Equitable Services Allocations**  The LEA provided, on an equitable basis, educational services and/or other benefits, including materials and equipment.  *ESEA Sec 1117(a)(3)(A), ESEA section 8501(a)(1)* | **Where applicable**, approved Title I-A, II-A and IV-A CIP Budget Narratives describe equitable services and/or other benefits for students and their teachers and families, including materials and equipment |
| **PS-B** | **Identifying Private Schools**  The LEA must offer equitable services to private schools within their geographic boundaries (Titles IA, IIA, IVA) and any private schools that the LEA has a reason to believe enrolls students from a Title IA school attendance area (Title IA only). The results of a LEA’s offer must be submitted to the SEA. *ESEA Sec 1117(b), 8501(c)* | All districts must have a process in place to annually identify and contact private schools for equitable services. Each year districts must collect evidence they contacted the applicable private schools and submit it via the [Evidence of Consultation Form](https://app.smartsheet.com/b/form/f998d5d880cb4875bd0f5c52f4736d1d). During monitoring each district with private schools is required to submit one example of their invitation to participate communication.  **Additional ODE Resources**   * [Equitable Service Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ESEA%20Monitoring%20Equitable%20Services%20Narrative.docx) * [Private School by District List](https://app.smartsheet.com/b/publish?EQBCT=6b0a4a2829ca4df8a909e53e6dafbe92) * [Sample Intent to Participate Letter](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ODE%20-%202022%20-%20Intent%20to%20Participate%20Letter%20-%20Tool.docx) |
| **PS-C** | **Timely & Meaningful Consultation**  The LEA has complied with the requirements for consultation with private school officials in a timely manner. *ESEA Sec 1117(b), 8501(c)* | Districts must facilitate consultation meetings with private schools to agree upon provisions for equitable service programs. The district must maintain a copy of a signed [Affirmation](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ODE%202023-24%20Affirmation%20of%20Consultation-Fillable.pdf) for every private school that attended the initial consultation meeting and submit the Affirmation using the [Evidence of Consultation Form](https://app.smartsheet.com/b/form/f998d5d880cb4875bd0f5c52f4736d1d). It is also recommended that the district maintains meeting minutes, attendance rosters, and final decisions for every consultation meeting.  **Additional ODE Resources**   * [Equitable Services Handbook](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ODE%20-%202022%20-%20Equitable%20Services%20Handbook%20-%20Toolkit.pdf) * [Equitable Service Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ESEA%20Monitoring%20Equitable%20Services%20Narrative.docx) |
| **PS-D** | **Assessing Needs & Evaluating Programs**  The LEA must offer services based on the needs of the private schools. The LEA must also annually evaluate the effectiveness of equitable services.  *ESEA Sec 1117(a)(1)(A), 8501(c)(1)(B), 34 CFR § 299.64(b)(2)(i), 2 CFR Part 200* | For each participating private school, the district must assist the private school in conducting a [needs assessment](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ODE%20-%202023%20-%20Needs%20Assessment%20-%20Toolkit.docx) before providing equitable services, and update the assessment as needed. At minimum, the district must [evaluate](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ODE%20-%202023%20-%20Needs%20Assessment%20-%20Toolkit.docx) the services provided at the end of the school year to determine its effectiveness.  **Additional ODE Resources**   * [Equitable Service Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ESEA%20Monitoring%20Equitable%20Services%20Narrative.docx) |
| **PS-E** | **Resolving Disagreements**  Consultation must occur with “the goal of reaching agreement” between a LEA and private school officials. For this to ensue, consultation must be predicated on the good faith efforts of all parties to reach agreement for equitable services. It must provide a genuine opportunity for all parties to express their views, to have their views given serious, due consideration and to discuss all viable options regarding services. *ESEA Sec 1117(b), 8501(c)* | The district must document the resolution of any disagreements when the district and a private school could not completely reach agreement during consultation. If a district disagrees with a private school’s views, the district must provide to the private school their final decision in writing and the supporting reasons. The district must also provide the private school with information on how to file a complaint if the private school disagrees with any district decision.  **Additional ODE Resources**   * [Complaint Process](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ODE%20-%202022%20-%20Complaint%20Process%20-%20Toolkit.pdf) |

# Foster Care

Requirements under Title I of the ESEA, as amended by the ESSA, highlight the need to provide educational stability for children in foster care, with particular emphasis on collaboration between SEAs, LEAs, and child welfare agencies to removed barriers so that students in foster care receive an academically enriching curriculum in a safe and inclusive environment. These provisions emphasize the importance of limiting educational disruption by keeping children who move in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in their best interest to change schools. **For the purposes of monitoring all student names should be redacted from submitted documents.**

| **Indicator #** | **Foster Care** | **Evidence to Maintain** |
| --- | --- | --- |
| **FC-A** | **Transportation**  The LEA has developed and implemented clear written instructions for how transportation will be provided, arranged, and funded for the duration of a child’s time in foster care.  *ESEA Sec 1112(c)(5)(B)* | * District transportation plan which must include a copy of the DHS Transportation Request Form * Documentation of the process by which transportation barriers are addressed within the district   **Available ODE Resources**   * + [Sample Plan](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/migrant/Documents/School%20Transportation%20Plan.pdf)   + [DHS Transportation Request Form](https://www.oregon.gov/ode/students-and-family/fosteringconnections/Documents/fctransportationrequestform.pdf)   + [Foster Care Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Foster%20Care%20Narrative.docx) |
| **FC-B** | **Enrollment Policy**  The LEA will have district enrollment policies that provide for immediate enrollment of children in foster care.  *ESEA Sec 1112(c)(5)(B)* | * District Record Request Form * District Enrollment Policy   **Available ODE Resources**   * + [Sample form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/PHSD%20Records%20Request%20Form.pdf)   + [Sample policy](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Enrollment%20Policies.pdf) |
| **FC-C** | **District Liaison & Training**  The LEA will designate a foster care Point of Contact.  *ESEA Sec 1112(c)(5)(B)* | * Job description and/or FTE of Foster POC position * Documentation of current training (e.g., participation certificate, agendas, workshop descriptions, dates of participation in trainings and webinars, etc.) * Documentation and/or description of training delivered to school staff and district staff   **Available ODE Resources**   * + [Foster Care Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Foster%20Care%20Narrative.docx)   + [Sample Job Description](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Homeless%20Liaison%20%26%20Foster%20Care%20POC%20job%20description.pdf)   + [Sample Training PPT](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Foster%20Care%20Presentation%202023.pptx) |
| **FC-D** | **Internal and External Collaboration**  The LEA will collaborate with the DHS caseworkers to ensure the students in foster care remain in their school of origin if this is in the student’s best interest  *ESEA Sec 1112(c)(5)(B)* | * Agendas, meeting minutes, or other documentation illustrating collaboration between Point of Contact and DHS caseworkers or other community partners * [Copies of School Notification Form](https://www.oregon.gov/ode/students-and-family/fosteringconnections/Documents/dhsfcschoolnotificationform.pdf) for any case in which a Best Interest Finding was made (names redacted)   **Available ODE Resources**   * + [Foster Care Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Foster%20Care%20Narrative.docx) |
| **FC-E** | **Free and Reduced Meals**  The LEA ensures that students in foster care are eligible for and receive free and reduced meals.  *ESEA Sec 1112(c)(5)(B)* | * District meal policy   **Available ODE Resources**   * + [Sample](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Free%20and%20Reduced%20and%20Foster%20Care%20Board%20Policy.pdf) |

# McKinney-Vento

The purpose of the McKinney-Vento program is to remove barriers and support the success of students experiencing housing instability by addressing the challenges children and youth face enrolling, attending and succeeding in school. **For the purposes of monitoring all student names should be redacted from submitted documents.**

| **Indicator**  **#** | **McKinney-Vento** | **Evidence to Maintain** |
| --- | --- | --- |
| **MV-A** | **Data Collection Participation**  The LEA has submitted required reports and data to the state education agency.  *42 U.S.C.11432(f)(1)* | The LEA submits required annual data on MV-eligible students to the online district collection |
| **MV-B** | **District Set-Aside**  The LEA reserves and uses Title I-A set-asides for homeless students based on a needs assessment and in consultation with the district Liaison.  *20 U.S.C. 6313(c)(3)[A-C]* | The district completes requirements for Title I-A set-asides for students experiencing houselessness in the CIP Budget Narrative |
| **MV-C** | **Policies**  The LEA has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and school success of children and youth experiencing housing instability.  *MV Sec.722(g)(1)* | A copy of the Board adopted policy which is aligned to [2017 OSBA Sample Policy and Administrative Rules for Homeless Students](http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Documents/OSBAPolicies.pdf)   * + If OSBA Sample has been revised, show edits |
| **MV-D** | **District Liaison & Training**  The LEA has a designated Liaison with the authority and capacity to carry out MV duties, and the Liaison has received current MV training. *MV Section 722(g)(6)A; MV Section 722(g)(1)(J)(l)(iv)* | * Job description and FTE of Liaison position * Documentation of the liaison’s attendance at a training provided by the ODE   **Available ODE Resources**   * + [MV Liaison Training Rubric-Table Tools](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Documents/MV%20Liaison%20Training%20Rubric-Table%20Tools.docx)   + [MV Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) |
| **MV-E** | **Student Identification & Tracking**  The LEA has secure and non-stigmatizing procedures in place to identify school-age children and youth who are experiencing housing instability and track whether or not they are attending and succeeding in school.  *MV Sec 722(g)(6)(A)(i)* | * Residency questionnaires, intake forms, spreadsheets, referral procedures, etc.   **Available ODE Resources**   * + [Sample MV Family Intake Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Documents/MV%20Intake%20Form.docx) * Forms used to track academic progress and attendance. (e.g.; an example of a MV student’s attendance record, midterm grades or graduation rate with name redacted) This should include students who are identified as unaccompanied. |
| **MV-F** | **School of Origin Transportation**  Transportation is provided at the request of the parent or guardian, or unaccompanied youth, to and from the school of origin and in cooperation with other districts.  *MV 722(g)(1)(J)(iii)(I,III)* | * Transportation request forms, written agreements, evidence of coordinated transportation services, and/or description of process for arranging transportation * The number of McKinney-Vento students, to include unaccompanied students, using transportation year over year.   **Available ODE Resources**   * + [MV Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) |
| **MV-G** | **Dispute Resolution & Appeals**  The LEA follows Oregon MV Dispute Protocols and has district-specific procedures for parents and unaccompanied youths to appeal eligibility and school placement determinations made by the LEA.  *MV Sec. 722(g)(1)[C]* | * District appeals procedure, to include list of staff to hear appeals, and (if applicable) sample(s) of written confirmation for placement and eligibility determinations   **Available ODE Resources**   * + [Oregon MV Dispute Protocols](http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Documents/DisputeResolution.pdf) * The number of disputes and appeals and the outcome each year |
| **MV-H** | **Public Notification of Rights**  The Liaison has disseminated public notice of educational rights of children and youth experiencing housing instability in all schools, and in places where families and youth are likely to be present (e.g., shelters, food banks, laundromats), in comprehensible format and languages.  *MV 722(g)(6)(A)(iv)* | List of locations where materials are posted, events where they were made available, etc. (must include district-specific information, not just national materials)  **Available ODE Resources**   * + [NCHE Parent Poster](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Documents/nche-parent-poster.pdf)   + [Sample Poster: Information for Parents](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Documents/bend-poster.pdf)   + [NCHE Youth Poster](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Documents/nche-youth-poster.pdf) * MV information posted on the school/district website |
| **MV-I** | **Coordination with Service Providers**  The Liaison has coordinated services with local service providers that work with families, children, and youth experiencing housing instability.  *MV 722(g)(6)(A)(i)* | * Documentation of school or district efforts to coordinate services with local providers and the barrier(s) addressed in support of students, including unaccompanied students   **Available ODE Resources**   * + [MV Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) |
| **MV-J** | **FAFSA Support**  Unaccompanied youths in high school are informed of their status as students and eligibility for verification of independent status and assistance with FAFSA (Free Application for Federal Student Aid) and other college readiness support.  *MV 722(g)(6)(A)(x)(I,II,III)* | * Forms used by Liaison or high school counselors to support and verify youth status for FAFSA purposes and provide other college readiness support   **Available ODE Resources**   * + [FAFSA Determination Letter for Unaccompanied Homeless Youth](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Documents/SHC__FAFSA_Determination_2018_FINAL.docx) * Annual tracking of the number of MV students, to include unaccompanied youth, who completed the FAFSA |
| **MV-K** | **Training of District Staff**  The Liaison has informed and trained school and district staff about identification, enrollment, and district procedures for students and families experiencing housing instability to access services.  *MV 722(g)(6)(A)(ix)* | * Documentation of training provided to school and district staff about identification, enrollment and district procedures including transportation for families and students experiencing houselessness   **Available ODE Resources**   * + [MV Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) |