APPENDIX H:
PROGRAM-BY-PROGRAM DETAILS

This section provides detailed information about the programs included in this guidance with a particular focus on allowable uses of funds.

▶ HIGH SCHOOL SUCCESS

A. PROGRAM AREAS

Funding is provided to establish or expand programs in three areas:

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

B. ALLOWABLE USES

 In each program area, there are allowable uses to spend HSS funding.

Career and Technical Education: Establish or expand approved Career Technical Education (CTE) Programs of Study in high schools that are relevant to the job market in the district's community or region. Recipients must work with their CTE Regional Coordinator to develop a CTE Program of Study or Start-Up Program.[118]

This includes, but is not limited to:

- Purchasing equipment,
- Supporting student leadership organizations,
- Constructing facilities, and
- Recruiting, licensing, employing, and training of CTE staff.

College-Level Educational Opportunities: Establish or expand college-level educational opportunities for students in high schools.

This includes three areas:

1.   College-level coursework -

    a.   Advanced Placement, International Baccalaureate, or comparable college-level courses; or

    b.   Dual credit and other accelerated college credit programs offered in conjunction with an Oregon community college, public university or other accredited institutions of high learning or post-high school career schools;

2.   Assisting students with the selection and successful completion of college-level educational opportunities; and

3.   The recruitment, licensing, employment, and training of personnel to provide college-level educational opportunities for students in high schools.

Dropout Prevention: Establish or expand dropout prevention strategies in all high schools. This requirement to implement dropout prevention strategies in every high school is distinct from the other program areas.

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118   In order to use HSS funds on CTE programs, they must be approved as either start up or full CTE Programs of Study meeting all state/federal requirements. For more information see p.64 of the CTE Policy Guidebook

This must include:

1. Implementing activities to reduce chronic absenteeism;
2. Establishing and maintaining data management systems that provide timely reports on students' grades, absences, and discipline by school and by course;
3. Beginning with grade 8, using attendance, course grades, credits earned and disciplinary referrals to identify students at risk of not graduating;
4. Beginning in the summer after grade 8, providing academic and social supports for students at risk of not graduating to ensure that the students are on-track to graduate by the time the students enter grade 10 and stay on-track to graduate after entering grade 10, including such supports as:
   a. Summer programs;
   b. Additional instructional time before and after school hours;
   c. Tutoring or small-group instruction during the school day; or
   d. Counseling services.
5. Providing counseling and coaching to expose students to employment opportunities and requirements and options for post-secondary education.

C. SUPPLEMENT, NOT SUPPLANT

High School Success funds must be used to establish or expand programs, and may not be used to maintain programs, opportunities, or strategies established prior to December 8, 2016. There is an exception: High School Success funds may be used to replace the loss or expiration of time-limited grants or federal funds.

D. SPENDING PERCENTAGES

Every recipient– regardless of funding level– has the option to use funding to support all three program areas. Recipients that receive lower levels of funding have some flexibility to spend in fewer program areas, if they choose. This requirement is based on the funding the recipient receives in the first year of the biennium.

Funding Level during the first year of the biennium	Programmatic Area
Less than $100,000	Up to all three, but at least one
More than $100,000 but less than $350,000	Up to all three, but must address CTE and one of the other two
More than $350,000	Must address all three

E. FUNDING STUDENTS IN EIGHTH GRADE

Recipients may use up to 15 percent of their HSS funds (after deducting allowable administrative costs) to support programs, opportunities, and strategies for students in eighth grade. All other spending must be for students in grades 9-12.

F. ADMINISTRATIVE COSTS

Recipients may use up to four percent of funds for administrative costs directly related to the activities funded under HSS. For the purposes of HSS funds, administrative costs are synonymous with indirect costs. If recipients use administrative costs, they must conduct an annual analysis of:

- Student attendance in grades 9 through 12; and
- Disciplinary referrals, suspensions and expulsions in grades 9 through 12 disaggregated by race and ethnicity.

▶ STUDENT INVESTMENT ACCOUNT

A. PROGRAM AREAS

There are five allowable use areas:

- Increasing Instructional Time
- Addressing Student Health and Safety
- Reducing Class Size
- Expanding Availability of and Student Participation in Well-rounded Learning Experiences
- Ongoing Community Engagement

Within the allowable use areas, the law provides significant flexibility, but a district must demonstrate how a proposed expenditure:

1. Meets the specific goals of the Student Success Act;

2. Is incorporated into one of the allowable use areas;

3. Contributes to meeting the required Longitudinal Performance Growth Targets; and

4. Is informed by community engagement including focal student groups and families, needs assessment, and equity lens.

B.   ALLOWABLE USES

Grantees can spend funding in one or more of the following categories:

- Increasing instructional time, which may include activities such as:

    - More hours or days of instructional time;
    - Summer programs;
    - Before-school or after-school programs; or
    - Technological investments that minimize class time used for assessments administered to students.

- Addressing students' health or safety needs, which may include:

    - Social-emotional learning and development;
    - Student mental and behavioral health;
    - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
    - Student health and wellness;
    - Trauma-informed practices;
    - School health professionals and assistants; or
    - Facility improvements directly related to improving student health or safety.

- Reducing class sizes , which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

- Expanding availability of and student participation in well-rounded learning experiences, which may include:
    - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
    - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
    - Broadened curricular options at all grade levels, including access to: art, music, physical education, science, technology, engineering, mathematics, CTE, electives, accelerated college credit programs, dual credit programs, International Baccalaureate programs, advance placement programs, dropout prevention programs, transition programs (including Kindergarten transition programs), life skills classes, or talented and gifted programs
    - Access to licensed educators with a library media endorsement
- Ongoing community engagement

C.   BUILDING, EXPANDING, OR MODIFYING FACILITIES

Facility improvement directly related to improving student health or safety are allowable. However, beyond that, whether SIA funds can be used to build or expand facilities hinges on several variables. In order to be considered an allowable use of SIA funds, the SIA application would need to:

1. Identify how building, expanding, or modifying facilities meets the intent of the SIA,
2. Describe community engagement and input that elevates the need to build or expand facilities,
3. Articulate how an equity lens was applied in choosing this strategy to address equity-based disparities of student outcomes, and
4. Provide the context to show there is a true lack of space to execute the strategy and that building or expanding facilities is necessary to implement the strategy.

D. PRESCHOOL

The use of SIA funds to expand preschool/ pre-kindergarten programs is not allowable. However, the use of SIA funds for Kindergarten Transition programs is allowable based on this memo with more guidance. ODE staff reviewers will rest their assessment on a district's ability to address these variables in their SIA application.

E. UNIVERSAL CLASS SIZE REDUCTION

Universal class size reductions are not allowable under the SIA. Class size reductions must be targeted or focused by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads. For example, reducing K-3 classes would be allowable whereas reducing K-12 classes would not be allowable with SIA funds.

F. SUPPLEMENT, NOT SUPPLANT

The Student Investment Account does not have a supplement, not supplant provision.

G. SPENDING PERCENTAGES

The Student Investment Account does not have requirements around spending percentages.

H. ADMINISTRATIVE COSTS

A grant recipient may use funds for administrative costs, including indirect costs, directly related to allowed expenditures as provided in the grant agreement. Administrative costs for SIA Funds are limited to 5 percent of the total expenditures, or $500,000, whichever is less regardless of rates for other funding streams. Any administrative costs incurred by participating charter schools must be accounted for within the sponsoring school district's overall limit of 5 percent or $500,000, whichever is less.

▶ ESSA PARTNERSHIP GRANTS

A. PROGRAM AREAS

ESSA Partnership Grants are provided to districts with identified Comprehensive Support and Intervention (CSI) or Targeted Support and Intervention (TSI) schools. The funds are intended to support improved outcomes for focal students.

B. ALLOWABLE USES

ESSA Partnership Grant are Title I-A funds and must be spent in accordance with Title I-A rules. These rules allow funding to support a wide range of activities to help Title I-A students meet state academic standards (taken from the OR Federal Funds Guide). This includes, but is not limited to:

- 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.

These funds must adhere to the evidence-based provisions of the Every Student Succeeds Act. Refer to the Leveraging Evidence-Based Practices for Local School Improvement document for additional information.

Activities must be aligned in service to the focal student groups that the school and/or district identified as needing additional focus and support.

C. SUPPLEMENT, NOT SUPPLANT

Districts must assure that each school the district serves with section these funds will receive all of the State and local funds it would have received in the absence of the ESSA Partnership funds.

D. SPENDING PERCENTAGES

ESSA Partnership Grants do not have spending percentages.

E. ADMINISTRATIVE COSTS

Administrative costs are not allowed for these funds.

▶ PERKINS V – CTE

A. PROGRAM AREAS

The purpose of Perkins funds is to develop more fully the academic knowledge, technical skills, and employability of secondary and postsecondary students who elect to enroll in CTE Programs of Study. CTE Programs of Study are offered in grades 9-12 and community college pre-baccalaureate programs. Perkins funds are primarily for use to support CTE Programs of Study, but can also be used for career exploration and guidance down to middle school and transitions into postsecondary training.

B. ALLOWABLE USES

For local grant recipients, Perkins has a number of allowable uses of funds related to improving CTE Programs of Study and/or career guidance activities supporting recruiting students as well as transitioning students to and from a CTE Program of Study:

- Develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment
- Provide career exploration and career development activities through an organized, systematic framework
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals
- Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors or occupations
- Support integration of academic skills into career and technical education programs and Programs of Study
- Plan and carry out elements that support the implementation of career and technical education programs and Programs of Study and that result in increasing student achievement of the local levels of performance
- Develop and implement evaluations of the activities carried out with funds

Allowable Costs/Activities (*requires special pre-approval)

- *CTE interest, aptitude and ability inventories
- *CTE related software
- *Marketing and outreach activities related to specific CTE Programs of Study
- *Membership dues/fees to a professional
- *Repair of equipment if the cost of the repair is of greater benefit than upgrading to new industry grade equipment. The recipient is obligated for general equipment repair and maintenance.
- *Working lunch at CTE meeting with high burden of proof
- Costs associated with expansion of CTE Programs of Study into work-based learning
- Career and Technical Student Organization (CTSO) expenditures for newly chartered CTSO programs, 0-3 years
- CTSO expenditure for re-birth of CTSO programs or a new teacher to a CTSO program, 0-2 years
- Curriculum development/modification within a CTE Program of Study
- Curriculum expansion or supplemental resources, 0-3 year investment

- Equipment and upgrade to meet industry standards
- Expenditures for CTE career exploration and awareness down to the middle grades, including grades 5-8
- Meeting and conferences (registration fees, travel costs) related to CTE Programs of Study
- Organization that is embedded in a conference or professional development deliverable
- Professional development costs for CTE personnel
- Professional development related to CTE for non-CTE teachers/faculty/counselors involved in CTE initiatives such as advising, academic and technical integration, and career awareness.
- Professional services costs (consultants)
- Subscriptions to industry based software of resources
- Substitute pay for teachers, activities, and staff development related to CTE
- Supplemental support services for Perkins special populations
- Transportation costs incurred through professional development activities associated with approved CTE Programs of Study

Unallowable Costs/Activities

- Administration costs above the 5% cap
- Alcoholic beverages
- Alumni activities
- Basic classroom furniture and supplies
- Building maintenance and repairs
- Bus or Metro Transport pass
- Child care
- College credit to an individual student, teacher or instructor
- Commencement and convocation costs
- Construction, renovation and/or remodeling of facilities
- Consumable supplies
- Contributions and donations
- CTSO competitions
- CTSO expenditures to programs that are fully established
- CTSO uniforms
- Custodial services
- Entertainment, amusement and social activities including sports tickets
- Expenditures for career education unrelated to an approved CTE Program of Study
- Expenditures for non-approved CTE Programs of Study
- Expenditures that supplant
- Fines and penalties
- Food, beverages, snacks and meals for meetings and professional development
- Fundraising costs
- Gifts and gift cards
- Goods or services for personal use (e.g. laptop, phone, tablet)
- Individual awards, recognition, trophies, etc.
- International travel
- Items for young children even in early childhood education program
- Items retained by students
- Landscaping
- Licensure/exam fees for student/teacher
- Membership dues for a professional organization not embedded in professional development
- Monetary awards
- Non-instructional furniture
- Political activities, contributions, lobbying, etc
- Promotional materials (e.g. t-shirts, pens, cups)
- Remedial courses
- Routine operating expenses
- Safety equipment
- Scholarships
- Student direct assistance for tuition, car repair, fees, transportation etc.
- Student stipends
- Subscriptions to periodicals, journals and newspapers
- Teacher salaries
- Textbooks, toys, games
- Tuition

C. SUPPLEMENT, NOT SUPPLANT

Perkins V Sec 211(a) Funds made available for CTE activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education services.

D. SPENDING PERCENTAGES

There are no spending percentage requirements as in other programs. However, only 20% of the grant award amount will be available between July 1 and October 1 each year. The remaining 80% will be made available after final award announcements are made from the US Department of Education.

E. ADMINISTRATION COSTS

Regardless of negotiated indirect rate, the total direct and indirect administrative costs cannot exceed 5% of the grant award.

▶ EARLY INDICATOR INTERVENTION SYSTEM (EIIS)

A. PROGRAM AREAS

Grant funding is provided to support implementation of cohesive EIIS systems that include these elements:

- Active staff teams at school and district level
- Robust framework of supports and interventions
- Program innovation and improvement
- Student, family, and community engagement
- System for indicator data collection and analysis such as predictive analytics to identify supports for students and areas for improvement
- Integrated elements, connections across grade levels and schools, and alignment with other ODE initiatives– including the Student Investment Account, Continuous Improvement Plan, High School Success, or Every Day Matters– to identify areas of improvement and support students.

B. ALLOWABLE USES

EIIS grant funding is allowed to be spent in the following six areas. Recipients may choose to use funds in one, several, or all areas.

1. System software purchases and subscriptions
   a. Software that provides reliable, easily accessible data that identifies student progress toward graduation in multiple dimensions, including student attendance, engagement in learning, and learning outcomes (grades, standardized test scores), as well as additional indicators and influencers of student success, including student empathy interviews, social-emotional well-being surveys, health and mental health supports, and opportunity for enrichment activities.

2. Staffing to maintain the system and facilitate corrective action
   a. District or school staff who lead overall EIIS, manage the data system, make data available to the data team, lead the data team, provide direct support to students and families, and/or lead partnerships with community organizations related to activity of the EIIS.

3. Training for staff to maintain and use the system with fidelity
   a. Related to staff learning and the development of equity-centered data analysis skills, increasing capacity for the data team or professional learning community, student-centered learning supports, increasing partnerships with families and students, developing culturally supportive and sustaining instructional strategies, or increasing the understanding of students, their families, and cultures.

4. Data analysis and research
   a. Staff or other costs related to equity-centered analysis of a district or school's local student learning and participation data, including non-traditional and locally collected data.
   b. Activities and processes that assist the district or school to analyze data from the EIIS implementation in order to apply.

5. Tribal government consultation
   a. Related to developing strong relationships with local tribal governments and communities.

6. Student, family, staff, and community engagement
   a. Initiatives and programs that authentically engage students and families in aspects of the EIIS.
   b. Activities and events that build capacity for students, families, and the community to participate in EIIS, such as parent learning events about navigating the school system

C. SUPPLEMENT, NOT SUPPLANT

EIIS funding may be used to establish new programs, as well as to expand or extend existing programs. EIIS does not have a supplement, not supplant provision: EIIS funds may be used for expenses related to implementing the EIIS that were previously funded through a different source.

D. SPENDING PERCENTAGES

Recipients may choose to use funds in one, several, or all areas.

E. ADMINISTRATIVE COSTS

Districts cannot claim an administrative cost or indirect cost related to the EIIS funds.