WHAT is it? ***The ESEA Monitoring Self-Assessment*** is a tool aligned to programmatic requirements laid out in the Every Student Succeeds Act (ESSA) and is designed to help districts examine their practices around federal programs. It is also used as the basis for the entrance meeting discussion during monitoring.

WHY do we need to fill it out? Districts being monitored complete the self-assessment to develop shared understanding of the district’s current practicesrelative to ESEA requirements, noting strengths and identifying where technical assistance/support may be needed from ODE. However, the self-assessment if available for use by any district at any time for the process of program reflection.

WHO should complete it? Each district will decide the appropriate staff to involve, but participants should include those who have the most knowledge of/responsibility for the topics included.

HOW do we complete it? Districts rate their practice in each applicable category and provide written responses to the question prompts. **All districts must complete the Foster Care and McKinney-Vento sections whether or not they receive federal funds.** Use the descriptors below to rate the district’s practice.

* **4 – EXCEPTIONAL:** Our district has policies and practices aligned to all elements in this area, and believe it can serve as a model for other districts.
* **3 – PROFICIENT:** Our district has policies and practices aligned to all elements in this area.
* **2 – DEVELOPING:** Our district has policies and practices aligned to some of the elements, but needs additional support to move to the next level.
* **1 – EMERGING:** Our district needs to develop, or is revising policies and practices in this area.

WHEN does it need to be completed? For districts being monitored, the self-assessment should be **completed and emailed** **to the ODE monitoring lead** **based on the date provided in 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 Grants)** | **Why it matters** | **Reflecting on Requirements** | **Our Score** | **Notes** |
| --- | --- | --- | --- | --- |
| **Expenditures**  *Available ODE Resources*   * [Supplement not Supplant](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/SNS.docx) * [Purchasing Food with Federal Funds](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/FOOD.pdf) * [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) * [Transferability](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/transferability.pdf) | Any expenses must be reasonable, necessary and allocable to the grant out of which the funds were paid. | * Our district maintains separate accounts for each Title program * Funds are spent on allowable activities as outlined in the [Oregon Federal Funds Guide](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ESSA%20Oregon%20Guide.docx) * District spending aligns with budget narratives * Federal funds are used to supplement rather than replace state/district funds or activities |  |  |
| **Inventory**  *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) | Districts must maintain effective control over assets purchased with federal funds to ensure they are used solely for authorized purposes. | * Our district maintains an inventory for all equipment and non-consumable supplies purchased with federal funds that is updated regularly |  |  |
| **Time & Effort**  *Available ODE Resources*   * [Breakdown of Staff Positions Sheet](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) | A system of internal controls is required to ensure personnel costs are allocable to the grant. | * Our district has a process to track work activities for employees paid in part or in full by federal funds |  |  |

**Please respond to the following questions:**

* Describe your process for approving expenditures to federal grants.
* Describe your 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.
* How does the district communicate with staff regarding timelines and processes for documenting time and effort?
* What is your process for documenting inventory purchased with federal funds? When do you typically conduct your inventory?

**What support is needed to strengthen district policies and practices in this area?**

| **Title I-A Improving Basic Programs** | **Why it matters** | **Reflecting on Requirements** | **Our Score** | **Notes** |
| --- | --- | --- | --- | --- |
| **School Level Plans**  ***Available ODE Resources***   * [Schoolwide Programs](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/SWP.pdf) * [Targeted Assistance Programs](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/TAS.pdf) * [Schoolwide Plan Criteria](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Criteria%20for%20Title%20IA%20schoolwide%20plans.pdf) * [SWP template](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/School%20Wide%20Planning%20Form%201.3.xlsx) * [Targeted Assistance Plan Criteria](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Criteria%20for%20Title%20IA%20targeted%20assistance%20plans.pdf) * [TAS template](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/TAS%20Planning%20Form%201.0.xlsx) * [Title I-A Calendar](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/22-23%20Title%20I-A%20%20Calendar%20of%20Activities.docx) * [Title I-A Basics (PPT)](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Title%20I-A%20Basics.pptx) | The school plan is a strategic tool for communicating and evaluating the school’s priorities, goals and strategies to improve outcomes for students. | * Each school receiving Title I-A funds has a school level plan (SWP or TAS) * Our district has a process to review school level plans at the district level * Schools receiving Title I-A funds review and update their plan annually in collaboration with parents and guardians. |  |  |
| **Family Engagement**  *Available ODE Resources*   * [Community Engagement Toolkit](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web%5b1%5d.pdf) * [Checklist for Compacts](https://dpi.wi.gov/sites/default/files/imce/engaging-families/4_School-Parent_Compact-Checklist.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) | Families, parents and guardians are valuable partners in their children’s education. Intentionality in methods of engagement supports families’ involvement in the school and ensures they feel welcomed. | Each Title I-A funded building:   * has an annual meeting to describe the school’s Title I-A program and parent rights; * has a family engagement plan that is collaboratively developed with families and includes a compact; and * employs strategies and tools throughout the year to engage parents/guardians in an inclusive and meaningful way. |  |  |
| **Staffing**  *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) * [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) | Parents/guardians may request information on the professional qualifications of teachers and paraprofessionals providing services to children. | * All teachers and paraprofessionals in Title I-A funded buildings meet state licensure requirements * All paraprofessionals, paid in whole or part with Title I-A funds meet highly qualified requirements * Teachers are equitably distributed so that students experiencing poverty are not taught at higher rates by unqualified, out-of-field or inexperienced teachers |  |  |

**Please respond to the following questions:**

* What is the district’s process for supporting each school in conducting a needs assessment, developing the school-level plan and evaluating its plan?
* What methods does the district use to ensure that family engagement is meaningful and that all voices, especially from communities who are currently, or were historically, marginalized, are heard?
* What data does the district examine to evaluate the progress of Title I-A programs?

**What support is needed to strengthen district policies and practices in this area?**

| **Title I-D Neglected & Delinquent** | **Why it matters** | **Reflecting on Requirements** | **Our Score** | **Notes** |
| --- | --- | --- | --- | --- |
| **Program Evaluation**  *Available ODE Resources*   * [Title I-D Basics (PPT)](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Title%20I-D%20Basics.pptx) | All students, including those without parental supervision, should have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet. Title I-D programs should provide these children and youth with services to successfully transition to further schooling or employment and ensure the involvement of their families and communities. | * The district regularly reviews programs/activities funded by Title I-D to ensure they are: * Improving student achievement * Increasing graduation or GED recipient rates * Assisting students transitioning back in to the community * Supporting students in post-secondary job or education opportunities |  | **\*\*Only complete this section if your district receives Title I-D, Subpart 2 funds.\*\*** |

**Please respond to the following questions**

* How does the district ensure that Title I-D programs/partnerships are meeting their goals?

**What support is needed to strengthen district policies and practices in this area?**

| **Title II-A Supporting Effective Instruction** | **Why it matters** | **Reflecting on Requirements** | **Our Score** | **Notes** |
| --- | --- | --- | --- | --- |
| **Program Implementation**  *Available ODE Resources*   * [Title II-A Basics PPT](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Title%20II-A%20Basics.pptx) * [Increasing the Effectiveness of Professional Learning](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IIA/Documents/professional-learning.pdf) * [Title II-A ESEA Response Monitoring Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IIA%20Monitoring%20form.docx) | Professional learning is an investment of time, money and effort. Measuring implementation gives districts insight into the effectiveness of the PD provided. | * Our district maintains documentation of the content and staff participation in professional learning * We can describe the processes used to measure implementation of professional learning in our district |  |  |
| **Program Evaluation**  *Available ODE Resources*   * [Increasing the Effectiveness of Professional Learning](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IIA/Documents/professional-learning.pdf) * [Title II-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IIA%20Monitoring%20form.docx) | Professional learning is an investment of time, money and effort. Evaluation helps districts determine which strategies to continue. | * Our district identifies, collects, and analyzes data related to the impact of professional learning on educator practice and student outcomes * Our district has a process for determining which activities are ineffective and should be discontinued and which have improved performance and should be further pursued |  |  |
| **Systems for Professional Growth and Improvement**  *Available ODE Resources*   * [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 II-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IIA%20Monitoring%20form.docx) | Within the school environment, teachers and administrators have the most impact in creating equity and excellence for each and every student. | * Our district has a system for professional growth and improvement that provides educators with regular opportunities for reflection and feedback * Our district has practices for recruitment and retention that support educators across the career continuum from induction through teacher leadership. |  |  |

**Please respond to the following questions:**

* Describe the process for determining how to allocate Title II-A funds. What data is used to inform the strategies funded?
* What strategies does the district use to ensure that professional learning is “high-quality, sustained and classroom-focused”?

**What support is needed to strengthen district policies and practices in this area?**

| **Title IV-A Student Success & Academic Enrichment** | **Why it matters** | **Reflecting on Requirements** | **Our Score** | **Notes** |
| --- | --- | --- | --- | --- |
| **Consultation**  *Available ODE Resources*   * [Title IV-A Basics (PPT)](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Title%20IV-A%20Basics.pptx) * [Title IV-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IV-A%20Monitoring%20Document.docx) | [Meaningful consultation with a wide array of individuals](https://www2.ed.gov/policy/elsec/guid/secletter/160622.html) throughout the development of plans and policies ensures an open process that serves the needs of all students. A transparent and inclusive atmosphere is also conducive to genuine partnerships, which is foundational to successful implementation. | * Our district engages in ongoing consultation on the district’s use of IV-A funds both within the district and the community at large, including tribal leaders |  |  |
| **Evaluation of Programs**  *Available ODE Resources*   * [Title IV-A Basics (PPT)](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Title%20IV-A%20Basics.pptx) * [Title IV-A ESEA Monitoring Response Form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/IV-A%20Monitoring%20Document.docx) | Evaluation of activities helps districts determine whether strategies are effective and which strategies to continue. | * We have identified objectives and outcomes for Title IV-A funded activities * Our district has a process for reviewing the effectiveness of these activities |  |  |
| **Coordination** | Coordination with community-based organizations and existing district programs can maximize the impact of Title IV-A funds and outcomes for students. | * We can describe how the use of Title IV-A funds are coordinated with other community-based services and programs |  |  |
| **Internet Safety** | ESEA requires that districts receiving funds under Title IV-A have in place a current policy for internet safety for minors. | * Our district has a current, Board-adopted internet safety policy |  |  |

**Please respond to the following questions:**

* What are the program objectives and outcomes for the Title IV-A funded activities?
* How is the impact of the activities measured?
* What progress has been made in achieving the program objectives and outcomes? (No measurable progress; Some measurable progress; Substantial measurable progress)

**What support is needed to strengthen district policies and practices in this area?**

Part B of Title V of the reauthorized Elementary and Secondary Education Act (ESEA) contains Rural Education Achievement Program (REAP) initiatives that are designed to help rural districts that may lack the personnel and resources to compete effectively for Federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes.

| **Title V-B** **Rural Education Achievement Program (REAP)** | **What it is** | **Program Requirements** | **Response** |
| --- | --- | --- | --- |
| **Small, Rural School Achievement (SRSA)**  *Available ODE Resources*   * [Title V-B Basics PPT](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Title%20VB%20Basics.pptx) | The U.S. Department of Education administers this grant. Districts eligible for this grant are also eligible for Alternative Fund Use Authority, which in Oregon is often called “REAP-Flex”. Under REAP-Flex, the district's Title II-A and Title IV-A allocations are combined and the districts apply for funds within the CIP Budget Narrative application under Title V-B REAP. | Our district uses REAP funds to support activities authorized under these title programs to meet identified needs:   * Title I-A * Title II-A * Title III * Title IV-A * Title IV-B | **If the district accepted SRSA funds from the U.S. Department of Education and submitted a REAP application to ODE, please respond to the following questions:**   * Describe the process you engaged in to determine how to spend **REAP funds.** * Describe the impact of the funded activities. |
| **Rural Low Income Schools (RLIS)**  *Available ODE Resources*   * [Title V-B Basics PPT](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Title%20VB%20Basics.pptx) | The Oregon Department of Education administers this grant. Districts apply for the funds within the CIP Budget Narrative application under Title V-B RLIS. | Our district uses RLIS funds to support activities authorized under these title programs to meet identified needs:   * Title I-A * Title II-A * Title III * Title IV-A * Family Involvement | **If the district submitted an RLIS application to ODE, please respond to the following questions:**   * Describe the process you engaged in to determine how to spend **RLIS funds.** * Describe the impact of the funded activities. |

| **Equitable Services to Private Schools** | **Why it matters** | **Reflecting on Requirements** | **Our Score** | **Notes** |
| --- | --- | --- | --- | --- |
| *Available ODE Resources*   * [Affirmation of Consultation](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ODE%202023-24%20Affirmation%20of%20Consultation-Fillable.pdf) * [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) * [Equitable Services Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ESEA%20Monitoring%20Equitable%20Services%20Narrative.docx) * [Private School Participation Under ESEA webpage](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/Private-Schools.aspx) * [Equitable Services Handbook](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/PS%20Equitable%20Services%20Handbook.docx) * [Evidence of Consultation Form](https://app.smartsheet.com/b/form/f998d5d880cb4875bd0f5c52f4736d1d) * [Private school by District List](https://app.smartsheet.com/b/publish?EQBCT=6b0a4a2829ca4df8a909e53e6dafbe92) * [Equitable Services Needs Assessment](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ODE%20-%202023%20-%20Needs%20Assessment%20-%20Toolkit.docx) * [Evaluation of Equitable Services](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ODE%20-%202023%20-%20Evaluation%20of%20Equitable%20Service%20Programs%20-%20Toolkit.docx) | The basic premise of equitable services is that federal programs are supported by tax dollars, so all children and teachers (both public and private) are eligible to access some of these programs.  Equitable participation is reliant on clear communication from districts to private school leaders. For services to be effective, each side must be able to freely express their needs and views, have them considered, and disagreements respectfully addressed. | * **Identifying Private Schools** - Our district contacts all private schools within our boundaries (Titles IA, IIA, IVA) and all private schools that may enroll eligible students (Title IA only) from our district’s school(s). (PS-B) |  |  |
| * **Offering Services** - Our district is confident that private school leaders understand what equitable services are, how to access them, and the educational opportunities they could provide. Evidence of consultation is annually submitted to the ODE for each school. (PS-C) |  |  |
| * **Assessing Needs & Evaluating Effectiveness** - As part of the consultation process, the needs of private school students, educators and families, have been identified; and a process for evaluating the effectiveness of services has been established. (PS-D) |  |  |
| * **Resolving Disagreements** - Our district engages in meaningful, timely, and ongoing consultation with “the goal of reaching agreement” with private school leaders. (PS-E) |  |  |

**Please respond to the following questions:**

**All districts (PS-B):**

1. How does the district identify the private school(s) that enroll their students or exist within their boundaries, including when a new private school opens and when an existing private school closes, as applicable?

**Districts with private schools (PS-C):**

1. How does the district determine and remove potential barriers that inhibit a private school from participating in equitable services?

**Districts with participating private schools (PS-D, PS-E):**

1. How does the district use consultation to determine the needs of the private school; and how do they evaluate whether those needs have been met?
2. Describe a time when the district did not completely agree with the private school on the provision of equitable services. What methods were used during consultation to resolve this disagreement?

| **Foster Care** | **Why it matters** | **Reflecting on Requirements** | **Our Score** | **Notes** |
| --- | --- | --- | --- | --- |
| **Transportation**  *Available ODE Resources*   * [Sample Plan](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/migrant/Documents/School%20Transportation%20Plan.pdf) * [Guidelines for developing transportation procedures](https://www.oregon.gov/ode/students-and-family/fosteringconnections/Documents/FC_A%20%20Guidelines%20Elements%20to%20Consider%20Procedures.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) | Having an established protocol for transporting students in Foster Care and addressing potential challenges and barriers encourages collaboration between districts, ODHS workers, and Foster parents, and ensures students face minimal interruption to their educational experience. | * Our district has a documented process that describes how students in Foster Care can access transportation * Our district has an established protocol for addressing transportation issues and barriers |  |  |
| **Enrollment Policy**  *Available ODE Resources*   * [Sample records request form](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/PHSD%20Records%20Request%20Form.pdf) * [Sample enrollment policy](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Enrollment%20Policies.pdf) | Students in Foster Care have the right to immediate enrollment in their school of origin (or a school in which they are permitted to enroll via a Best Interest Finding.) Policies must state this right clearly; references to only students experiencing housing instability do not sufficiently address the needs of Foster students. | * Our district has an enrollment policy that provides for immediate enrollment of students experiencing Foster Care. * Our district’s Records Request Form is readily accessible to relevant parties, and is appropriately utilized to allow for the timely and comprehensive exchange of student records in order to minimize interruption to the educational experience of students in Foster Care |  |  |
| **District Liaison & Training**  *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) | Each district must have a Foster Point of Contact and it is essential that all district staff are familiar with this liaison and their responsibilities in order to utilize their services when needed to support students in Foster Care. | * Our district has a designated liaison who receives regular training and has the capacity to carry out duties related to supporting students in Foster Care * Our district liaison provides regular training to school and district staff about identification, enrollment and district procedures for students in Foster Care |  |  |
| **Internal & External Collaboration**  *Available ODE Resources*   * [Copies of School Notification Form](https://www.oregon.gov/ode/students-and-family/fosteringconnections/Documents/dhsfcschoolnotificationform.pdf) * [Foster Care Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Foster%20Care%20Narrative.docx) | All advocates and relevant parties should work in collaboration to ensure the needs of students in Foster Care are being met. ODHS caseworkers and Foster parents should be actively engaging with school staff and other partners to support students. | * Our district has a process/procedure for collaborating with DHS caseworkers to ensure students in Foster Care are receiving adequate support and advocacy * Established partnerships exist within our district and with community partners to support the needs of students in Foster Care |  |  |
| **Free and Reduced Meals**  *Available ODE Resources*   * [Sample Meal Policy](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/Free%20and%20Reduced%20and%20Foster%20Care%20Board%20Policy.pdf) | Students in Foster Care automatically qualify for free lunch, so it is important that districts maintain policies that protect this right. | * Our district has policies and procedures that ensure students experiencing Foster Care receive free and reduced meals |  |  |

**Please respond to the following questions:**

* How are students in Foster Care identified within your district? What is your protocol for ensuring this information is communicated from ODHS caseworkers to office staff, to POCs, etc.?
* How do staff members within your district collaborate to address the unique strengths and needs of students in Foster Care? How does this collaboration improve partnerships between departments to support shared student populations?
* How does your district address barriers which may arise in the process of students in Foster Care receiving necessary supports and services (i.e. transportation limitations, difficulty obtaining records, attendance concerns, etc.)
* Overall, what barriers (if any) do you face most frequently and what role can ODE play in providing support?

**What support is needed to strengthen district policies and practices in this area?**

| **McKinney-Vento** | **Why it matters** | **Reflecting on Requirements** | **Our Score** | **Notes** |
| --- | --- | --- | --- | --- |
| **Policies**  *Available ODE Resources*   * [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) | District-wide policies help ensure systems are in place to remove barriers and provide support to houseless students regardless of where or when they enroll in the district. | * Our district has policies and procedures in place that address enrollment, attendance and supports for students experiencing houselessness * Our district collects evidence demonstrating that staff are aware of the district MV policy |  |  |
| **District Liaison & Training**  *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) | A trained McKinney-Vento Liaison ensures students (and families) experiencing houselessness are identified and provided services. | * Our district has a designated liaison who receives regular training * Our liaison has the capacity to carry out duties related to supporting students experiencing houselessness |  |  |
| **Student Identification & Tracking**  *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) | Students who are not identified cannot receive services. Collecting data that identifies houseless students’ academic outcomes informs how to address barriers, both academic and non-academic. | * Our district has secure and non-stigmatizing procedures in place to identify children and youth experiencing houselessness * Our district collects data on the attendance and performance/ outcomes of students experiencing houselessness |  |  |
| **School of Origin Transportation**  *Available ODE Resources*   * [MV Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) | McKinney-Vento eligible students must be allowed to attend their school of origin in order to ensure students face minimal interruption to their educational experience. | * Our district has a documented process that describes how MV eligible students access transportation to and from their school of origin * Our district annually tracks the number of MV eligible students who access transportation services |  |  |
| **Dispute Resolution & Appeals**  *Available ODE Resources*   * [Oregon MV Dispute Protocols](http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Documents/DisputeResolution.pdf) * [MV Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) | To ensure equal access to public schools and educational supports it is the right of houseless parents and unaccompanied houseless youths to dispute district determinations of school placement and MV eligibility. | * Our district has a procedure for students and families to appeal eligibility and school placement determinations made by the district |  |  |
| **Public Notification of Rights**  *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 Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) | Key to serving youth experiencing houselessness is communicating to the broader public that McKinney-Vento is a resource. | * Our district has posted materials in schools and available on the website that describe the educational rights of families, children and youth experiencing houselessness * Our district has a list of locations within the community where we have posted materials that describe these rights |  |  |
| **Coordination with Service Providers**   * [MV Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) | Other service providers can be key in collaborating to remove the myriad of barriers encountered by students experiencing houselessness. | * Our district liaison coordinates services with local service providers that work with families, children and youth experiencing houselessness |  |  |
| **FAFSA 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) * [MV Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) | Tracking the intentions of houseless youth planning to continue their education past high school ensures equal access to resources and helps schools identify what supports are needed. | * Youth who are unaccompanied in our high school(s)are provided assistance with FAFSA (Free Application for Federal Student Aid) and other college readiness supports * Our district tracks the number of youth who are unaccompanied seeking postsecondary education |  |  |
| **Training of District Staff**  *Available ODE Resources*   * [MV Monitoring Narrative](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/MV%20Monitoring%20Narrative.docx) | Training of all staff by the liaison creates district-wide awareness of the circumstances encountered by houseless students and helps ensure that that houseless students receive the supports they need. | * Our district liaison provides regular training to school and district staff about identification, enrollment and district procedures including transportation for families and students experiencing houselessness * Our district maintains documentation of the content of training and who attended |  |  |

**What support is needed to strengthen district policies and practices in this area?**