



Well-Rounded Funding

How Federal Funds Can Support Well-Rounded Opportunities

October 2022

Purpose of Today's Training

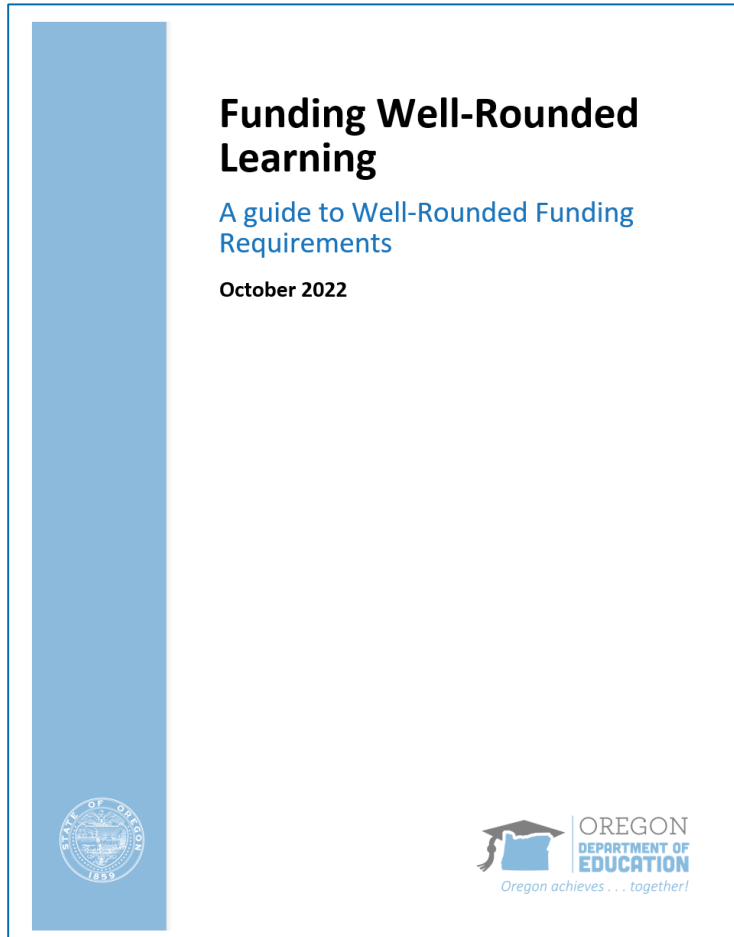
- Define Well-Rounded
- Provide Information about Federal Program Funding
- Walk through how Federal Funds can Support Well-Rounded Opportunities

What is Well-Rounded?

[Every Student Succeeds Act](#): Examples of Activities - college and career guidance and counseling programs; programs and activities that use music and the arts; programs in Science, Technology, Engineering, and Math (STEM); accelerated learning; American history, civics, economics, geography, or government; foreign language; Career Technical Education; environmental education; programs that promote volunteerism and community involvement; and the integration of multiple disciplines.

[Oregon's Consolidated Plan under the Every Student Succeeds Act](#): moves beyond the courses students take, and into the essential knowledge and skills students are learning in those courses. We know that a well-rounded education provides the knowledge and skills to live, learn, work, create, and contribute. It also ensures that each and every student is known, heard, and supported. Our goal is to establish and actualize a definition of well-rounded education that focuses on the whole student and their community, the learning experiences they are given, the knowledge and skills they learn, and the beliefs and attributes they develop.

New Guidance Resource



New Guidance Resource Posted Today!

[Expanding Access to Well-Rounded Education Website](#)

Federal Funds: An Overview

Title I, Part A: Provides resources to districts and schools serving students experiencing poverty. Intention is for these resources to ensure students meet challenging academic standards.

Title II, Part A: Provides resources to districts and schools to prepare, recruit, retain, evaluate and strengthen the educator workforce.

Title IV, Part A: Provides resources to expand access to a well-rounded education, ensure students educated in safe and healthy environments, and expands access to technology.

Title IV, Part B: Provides resources to districts, schools, and CBOs, to provide afterschool and expanded learning opportunities. *This is a competitive grant, not a formula grant.*

Federal Program Notes

Title I-C: Can fund supplementary programming for migrant students identified by the regional Migrant Education Programs.

Title I-D: Funds support students in juvenile justice facilities, long term care facilities, or those transitioning between facilities.

Title III: Funds supports multilingual and emerging bilingual students who are learning the English language.

ESSER: ESSER funds can be used to support well-rounded activities that seek to mitigate the impacts of the pandemic. The focus should be on student groups most disproportionately impacted by the pandemic. ESSER uses ideally will also be used to mitigate pandemic related learning loss.

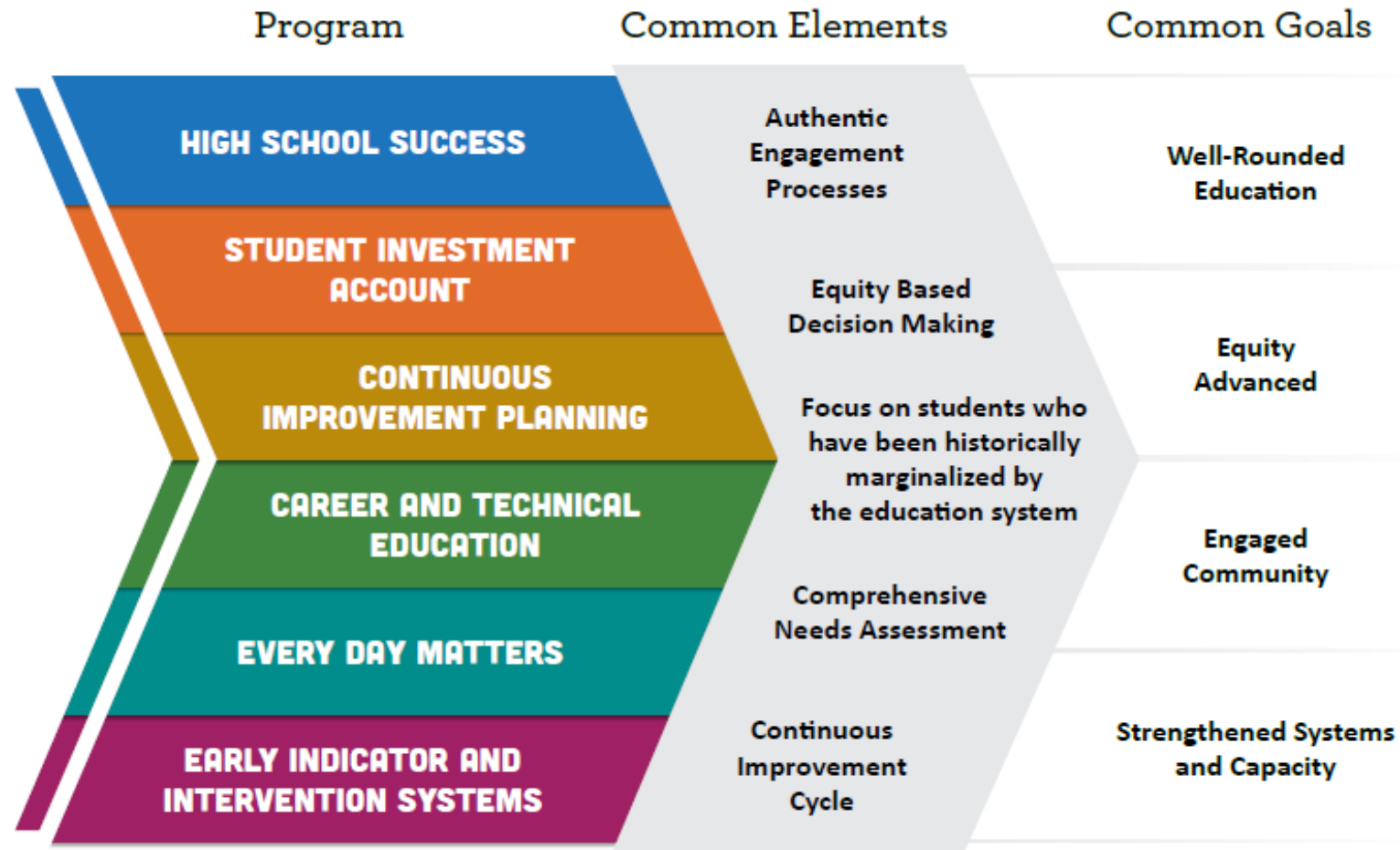
Perkins Funding:

The purpose of Perkins funds are to develop and modernize Career and Technical Education (CTE) Programs of Study that implement industry based Knowledge and Skills Standards, academic knowledge, and employability skills. Perkins funds are primarily used to support CTE Programs of Study (secondary / post-secondary), but can also be used for CTE Program of Study specific career exploration and guidance from middle school through the transition into postsecondary opportunities.

ALLOWABLE USES:

- Supplement, not supplant local obligations of having a CTE Program of Study
- Develop, implement, improve, expand and modernize CTE Programs of Study
- Provide career exploration and career development activities
- Provide professional development for CTE teachers, administrators, and staff
- Support integration of academic skills into CTE Programs of Study
- Investments tied to the 5 core elements of CTE Programs of Study
- Funds may be braided with local, state or federal funds to accomplish shared goals

Aligning for Student Success



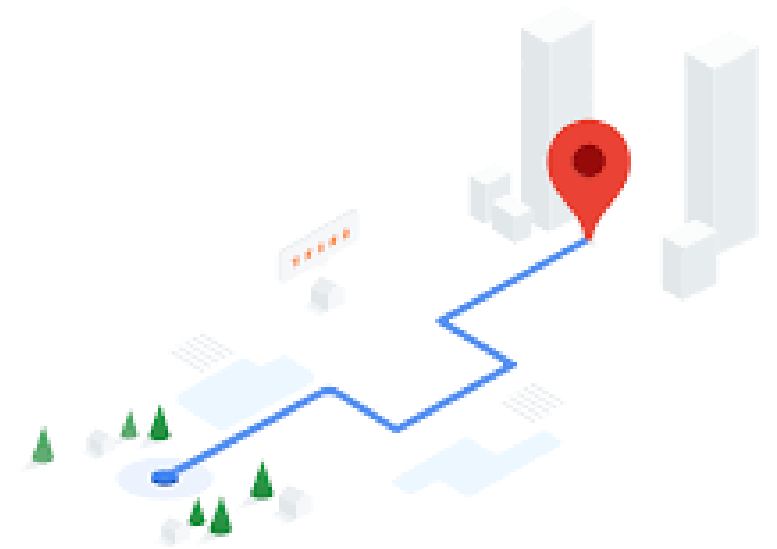
Using IDEA Funds for Well-Rounded Opportunities

- The Individuals with Disabilities Education Act (IDEA) requires that every eligible student receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).
- FAPE includes the provision of special education and related services consistent with “an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances” (Endrew F. v. Douglas County).
- IDEA provides additional funding that school districts can use towards that purpose.
- IDEA funds must only be used to pay for the excess costs of providing special education and related services to children with disabilities.
- If you have questions about using IDEA funds for well rounded opportunities within your school district, please contact our [IDEA Finance Team](#).

Use of Federal Funds

Federal funds can be used to support academic, behavioral, physical, and/or mental health strengths and needs in your district.

Fund your plan, don't plan your funds.



Needs Assessment

Districts conduct a Comprehensive Needs Assessment to inform the development of their district and school plans.

The Comprehensive Needs Assessment process engages districts and the community in a review of major systems that impact outcomes for students.

[Integrated Guidance Needs Assessment](#)

[Integrated Guidance: Effective Planning](#)

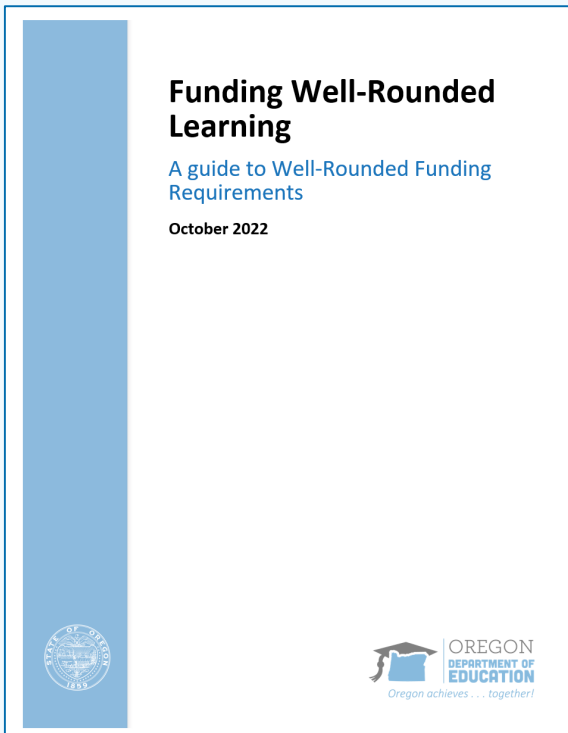


Braiding Funds

- Allows for the ability to combine funds from multiple sources to support programmatic needs.
- Can consolidate admin costs (salaries)
- Supports the ability to think holistically about the strategies you want to implement in your district to support well-rounded education.



Braiding Funds Resources



Warning- Watch SNS!

Table 1:

Activities	I-A ⁴	II-A	III	IV-A	IV-B ⁵	V-B	ESSER ⁶	IDEA	SIA	HSS ⁷	EIS	Perkins
Purchase of high-school curriculum approved for CTE STEAM-based Pathway	✓	✗	✗	✓	✓	✓	✓	✗	✓	✓	✗	✓
Professional Development for current educators for the high-school pathway content	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓	✗	✓
Hire an additional teacher for the new course	✓	✗	✗	✓	✓	✓	✓	✗	✓	✓	✗	✗
Purchase or Pay for Translation of course content so that it is accessible for multilingual students and students requiring accommodations	✗	✗	✓	✗	✓	✓	✓	✓	✓	✓	✗	✗
Purchase classroom materials for new middle school courses	✓	✗	✗	✓	✗	✓	✓	✗	✓	✓	✗	✗
Extend middle school career exploration opportunities into the migrant summer learning program	✗	✗	✓	✗	✓	✗	✓	✗	✓	✓	✗	✓
Purchase online supplemental curriculum for middle school courses	✓	✗	✗	✓	✓	✓	✓	✗	✓	✓	✗	✗
Pay for transportation costs for a job site visit, as part of the middle school career exploration program	✓	✗	✗	✓	✓	✓	✓	✗	✓	✓	✗	✗
Contract with and pay for services for a job professional to come into the elementary classroom weekly	✓	✗	✗	✓	✓	✓	✓	✗	✓	✗	✗	✓

Question Break

What scenarios and challenges are coming up for you and your team in funding well-rounded opportunities?



Well-Rounded Scenario: Federal Funds are Supplemental



Oregon Department of Education

The Comprehensive Needs Assessment for a district identified a student and community interest in expanding elective options at the middle and high school.

The district looked at options for meeting this need, and has decided to add an additional 1.0 FTE teaching position to each middle & high school and 2 elective courses at each school.

The district is considering using a combination of Title IV, Part A funding and SIA funding through Integrated Programs to fund teacher salaries and material purchases for these courses.

Has SNS come up in your work? How did you address it? Do you have any questions about SNS?

Well-Rounded Scenario: Federal Funding Programs Have Distinct Purposes



Through the Comprehensive Needs Assessment engagement process, a district identified disparate enrollment figures between student racial groups and inequities and racial biases within their course instructional materials within STEM courses.

The district has decided to do a full review of course content, which may result in the adoption and purchase of new instructional materials. In addition, the district will implement an equity-based training for all staff.

The district is considering using a combination of Title II, Part A funding and ESSER funding to achieve these objectives.

Each funding source would need to be matched with particular pieces of this program. What have you learned about matching funds to programs and what questions do you have around this topic?

Well-Rounded Scenario: Fund Your Plan, Don't Plan Your Funds

Through the Needs Assessment process, the district heard the community identify a lack of student voice and choice within their education and a desire for richer connections between content learned and real world experiences.

The district has decided to implement a new STEAM-based Career Technical Education (CTE) pathway at the high school level, implement a career exploration rotation course at middle school level, and implement career-related experiences (such as bringing professionals into the classroom) at the elementary level.

What are the kinds of activities would be needed to implement this scenario? How might we braid funds with Perkins to implement this? What has come up in your work related to the complexity of activities involved in executing a plan by braiding funds?

Well-Rounded Scenario: Common Funding Proposals

The Comprehensive Needs Assessment process has identified social and emotional concerns as the most immediate issue to address in a district.

The district has decided to hire a 0.5 FTE school counselor. In addition, the district will implement a new supplemental curriculum for each school that focuses on Social Emotional Learning.

How has your school or district funded similar initiatives? Do you have any questions around funding for these types of activities?

Contact Information

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