

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Part II**

**for  
STATE FORMULA GRANT PROGRAMS  
under the  
ELEMENTARY AND SECONDARY EDUCATION ACT  
As amended in 2001**

**For reporting on  
School Year 2018-19**

**Oregon**



**PART II DUE THURSDAY, MAY 28, 2020**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303<sup>1</sup> of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015(ESSA)<sup>2</sup>.

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

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<sup>1</sup> SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

<sup>2</sup> All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

OMB Number: 1810-0724
Expiration Date: 10/31/2022

Consolidated State Performance Report  
For  
State Formula Grant Programs  
under the  
Elementary And Secondary Education Act  
as amended in 2001

**Check the one that indicates the report you are submitting:**

Part I, 2018-19     Part II, 2018-19

**Name of State Educational Agency (SEA) Submitting This Report:**

Oregon Department of Education

**Address:**

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Lisa Plumb

**Submitted Date and Time:**

06/29/20 1:55:57 PM

## 2.1 ACCOUNTABILITY

### 2.1.1 School Performance on Accountability Indicators

The following indicators are collected through ESS and compiled in the EDEN036 report via the ED*Facts* Reporting System (ERS) and will be posted as an accompanying report for every State:

- LEA Name
- NCES LEA ID
- State LEA ID
- School Name
- NCES School ID
- State School ID
- Title I School Status - DG 22 (FS129)
- Academic achievement indicator status – DG 835 (FS200)
- Other academic indicator status DG 836 (FS201)
- Graduation rate indicator status – DG 834 (FS199)
- Progress achieving English language proficiency indicator status - DG 837 (FS205)
- School quality or student success indicator status – DG 838 (FS202)

The ED*Facts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report. Before certifying Part II of the CSPR, a state user must run the report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR DOCX.

**Comments:** The response is limited to 4,000 characters.

**2.1.2 Schools Identified for Comprehensive Support and Improvement**

In the table below, provide the number of schools identified for comprehensive support and improvement, overall and by reason identified.

	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Lowest performing five percent of Title I schools	0		
High schools failing to graduate one third or more of their students	57	0	0
Title I schools that have received additional targeted support under Section 1111(d)(2)(C) of the ESEA and that have not exited that status after a State-determined number of years			
Total Identified	57		

**Comments:** The response is limited to 4,000 characters.

**2.1.3 Schools Implementing Targeted Support and Improvement Plans**

In the table below, provide the number of schools implementing targeted support and improvement plans.

	<b>Number of Schools</b>	<b>Number of Title I Schools</b>	<b>Number of non- Title I Schools</b>
Schools with One or More Consistently Underperforming Subgroups of Students	125	0	0
Schools in which any Subgroup of Students, on its own, would lead to Identification Under <i>ESEA</i> Section 1111(c)(4)(D)(i)(I) (i.e., Schools Receiving Additional Targeted Support)	125	0	0

**Comments:** The response is limited to 4,000 characters.

**2.1.4 Section 1003 of the ESEA School Improvement Funds**

In the tables below, provide the amount of Section 1003 funds of the *ESEA* allocated to each district and school.

**2.1.4.1 Section 1003 of the ESEA Allocations to LEAs**

For each LEA receiving a 1003(a) allocation, list the amount of the allocation. The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS).

- Name of LEA with One or More Schools Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2018-19
- NCES LEA ID
- Amount of LEA's Section 1003(a) of the *ESEA* Allocation

The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report. Before certifying Part II of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR DOCX.

**Comments:** The response is limited to 4,000 characters.

**2.1.4.2 Section 1003 of the ESEA Allocations to Schools**

For each school receiving a Section 1003(a) allocation of the *ESEA*, list the amount of the allocation. The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS).

- Name of School Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2018-19
- NCES School ID
- Amount of School's Section1003(a) of the *ESEA* Allocation

The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report. Before certifying Part II of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR DOCX.

**Comments:** The response is limited to 4,000 characters.



## 2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

### 2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Student Group	# Students in Cohort	# of Graduates	Graduation Rate
All students	46,162	S	80%
American Indian or Alaska Native	702	S	68%
Asian or Pacific Islander	2,255	S	92%
<i>Asian</i>	1,929	S	90%
<i>Native Hawaiian or Other Pacific Islander</i>	326	S	78%
Black or African American	1,168	S	70%
Hispanic or Latino	10,260	S	76.2%
White	29,054	S	81.3%
Two or more races	2,723	S	80%
Children with disabilities ( <i>IDEA</i> )	6,568	S	63.4%
English Learners	2,016	S	60%
Economically disadvantaged students	26,421	S	74.4%
Children in foster care			
Children who are homeless	4,115	S	55.4%

#### Frequently Asked Questions (FAQs) on graduation rates:

*What is the adjusted cohort graduation rate?* The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

**Comments:** The response is limited to 8,000 characters.

**2.2.2 Postsecondary Enrollment**

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period. If data are missing or incomplete, please explain in the comments.

	# Enrolled in an IHE	# Not enrolled in an IHE	# for which data are unavailable	Total
All students	20,819		17,546	S
American Indian or Alaska Native	218		304	S
Asian or Pacific Islander	1,466		628	S
<i>Asian</i>	1,344		485	S
<i>Native Hawaiian or Other Pacific Islander</i>	122		143	S
Black or African American	455		424	S
Hispanic or Latino	3,805		4,154	S
White	13,631		11,071	S
Two or more races	1,244		965	S
Children with disabilities ( <i>IDEA</i> )	1,164		3,040	S
English Learners	388		715	S
Economically disadvantaged students	8,143		10,296	S

**Comments:** The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**2.3 TITLE I, PART A PROGRAM PARTICIPATION**

The following sections collect data on students participating in Title I, Part A by various student characteristics.

**2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs**

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

<b>Special Services or Programs</b>	<b># Students Served</b>
Children with disabilities ( <i>IDEA</i> )	34,086
English learners	34,681
Homeless students	10,874
Migrant students	8,637

**Comments:** The response is limited to 4,000 characters.

**2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group**

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

<b>Race/Ethnicity</b>	<b># Students Served</b>
American Indian or Alaska Native	3,806
Asian	5,652
Black or African American	5,712
Hispanic or Latino	68,426
Native Hawaiian or other Pacific Islander	2,316
White	121,388
Two or more races	12,224
Total	219,524

**Comments:** The response is limited to 4,000 characters.

**2.3.3 Student Participation in Title I, Part A by Grade Level**

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

<b>Age /Grade</b>	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>
Age Birth through 2	0	0	0	0	0
Age 3 through 5 (not Kindergarten)	30	950	1	0	981
K	591	27,710	142	6	28,449
1	586	27,924	161	6	28,677
2	614	28,209	168	3	28,994
3	483	28,065	140	4	28,692
4	466	29,021	133	6	29,626
5	447	30,106	158	3	30,714
6	342	14,821	107	3	15,273
7	444	9,089	78	5	9,616
8	379	8,405	78	8	8,870
9	42	2,642	36	6	2,726
10	49	2,715	30	6	2,800
11	51	2,639	21	10	2,721
12	38	2,666	0	7	2,711
Ungraded	0	0	15	0	15
<b>TOTALS</b>	<b>4,562</b>	<b>214,962</b>	<b>1,268</b>	<b>73</b>	<b>220,865</b>

**Comments:** The response is limited to 4,000 characters.

## 2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the *majority of their time* while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as "Age 3 through 5 (not Kindergarten)," **only if the child's residency in the state was verified after the child turned 3.**
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

### 2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2018 through August 31, 2019. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.4.1.1 *Category 1 Child Count*.

**Note:** In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

#### FAQs on Child Count:

*a. How is "out-of-school" defined?* Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are "here-to-work" only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a "migratory child" are eligible for the MEP.

*b. How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)

*c. How is reporting a child "in the age/grade category in which s/he spent the majority of his/her time while residing in the State" defined?* A State must report a child in **only one** age/grade category in which the child spent the majority of his/her time **while residing in the State**. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

**Comments:** The response is limited to 8,000 characters.

**2.4.1.1 Category 1 Child Count (Eligible Migratory Children)**

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2018 through August 31, 2019. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

<b>Age/Grade</b>	<b>Eligible Migratory Children</b>
Age 3 through 5 (not Kindergarten)	2,669
K	1,205
1	1,284
2	1,336
3	1,426
4	1,373
5	1,449
6	1,328
7	1,398
8	1,243
9	1,270
10	1,128
11	1,056
12	1,117
Ungraded	21
Out-of-school	1,439
<b>Total</b>	<b>20,742</b>

**Comments:** The response is limited to 4,000 characters.  
Oregon does not have any concerns regarding the child count process.

**2.4.1.2 Category 1 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

**Comments:** The response is limited to 8,000 characters.  
Oregon's Category 1 had an 2% increase.



**2.4.1.3 Birth through Two Child Count**

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2018 through August 31, 2019.

<b>Age/Grade</b>	<b>Eligible Migratory Children</b>
Age Birth through 2	1,091

**Comments:** The response is limited to 4,000 characters.

**2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)**

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migratory children age 3 through 21 who, within 3 years of making a qualifying move, were **served** for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2018 through August 31, 2019. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	955
K	692
1	756
2	794
3	826
4	744
5	754
6	621
7	531
8	343
9	312
10	244
11	182
12	33
Ungraded	14
Out-of-school	0
Total	7,801

**Comments:** The response is limited to 4,000 characters.

**2.4.2.1 Category 2 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

**Comments:** The response is limited to 8,000 characters.  
Oregon Category 2 had an 8% increase.

**2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term**

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2018 through August 31, 2019. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age Birth through 2	3

**Comments:** The response is limited to 4,000 characters.

### 2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

#### 2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) *during the performance period* and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were serviced for one or more days in a MEP- funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

**Comments:** The response is limited to 8,000 characters.

The Oregon Department of Education (ODE) contracts with Willamette Education Service District - Oregon Migrant Education Program (OMESC) to carryout MEP services and technical support to the regional programs in the area of Identification and Recruitment (ID&R), Records Transfer and Service Delivery. All students identified on the COEs are eligible to receive free public education if they are in Kindergarten, have not received a US high school diploma or HSED and are under 20 years old. The OMESC is the technical support center for Recruiters and Data Specialist to assist with eligibility determination and provides data collection guidelines; the Center ensures best practices, consistency and integrity of COEs and data. Recruiter's training includes the Non-Regulatory Guidance, Child Eligibility and Quality Control Procedures, interviewing techniques, and completing the Certificate of Eligibility (COE).

Oregon requires regional programs to perform Quality Control (QC) check on all COEs generated and to enter the COE information on the Oregon Migrant Student Information System (OMSIS). OMSIS is a web-based system; it assigns unique ID to each student and produces all regional, state and federal reports on Oregon's MEP students.

The OMSIS performs on-going data check in preparation for the Consolidated State Performance Report (CSPR) and EDFacts reporting. OMESC staff runs preliminary CSPR reports throughout the Performance Year (PY) and utilizes available resources (MSIX, state and local system) to determine unique student and to reduce discrepancy. The Data Check Worksheet provided by the Office of Migrant Education (OME) provides a tremendous support in this effort.

Oregon ensures only children ages 3-21 are included in the Category 1 and category 2 counts. All eligible children ages 0-21 are listed on the COE and entered on OMSIS. The system assigns a unique identifier to each record only if the record passes the name and date validations i.e., (date of birth, qualifying arrive date, residency date, end of eligibility date, enrollment date, out-of-school date, withdraw dates). The system will not assign new ID if there is a close match with names or if the enrollment or out-of-school (OOS) date exceeds 36 months from the QAD. Staff also use the MSIX potential duplicate report to assist with identifying duplicates on OMSIS.

When generating the CSPR child count data and other EDFacts report files, the following algorithm is applied:

- 1) The child must have resided in the state during the Performance period (09/01/2018-08/31/2019). The determination dates used are enrollment, (OOS), residency verification, and withdraw.
- 2) The child is between the ages of 3 to 21 years based on the enrollment, OOS or, residency verification date.
- 3) The child qualifying arrival date (QAD) is within 36 months. The QAD must be on or after 09/02/2015 of the enroll, out-of-school, or residency verification date.
- 4) Exclude records where previous year's enrollment has a Diploma, HSED and Deceased reported.
- 5) Exclude records where Continuation of Services (COS) code is 2 or 3.

Regarding 2yrs turning 3yrs, OMESC generates and distributes the report twice a year for regional programs. Students who turned 3yrs old between 09/01/18 and 08/31/19 are contacted either face-to-face or by phone to verify residency in the state after their third birthday. Once residency at age three is determined, the data specialist re-enrolls the child on OMSIS using the contact date as the new enroll/OOS date and updates the grade level.

The State requires all Recruiters and Data Specialists to go through a full-day training on ID&R. Staff are trained on the Title I-C Non-Regulatory Guidance, Child Eligibility and Quality Control Procedures, interviewing techniques, completion of the COE, etc. Staff are given a Pre/Post Assessment to gather knowledge of the MEP before and after the training. Staff must score above 80% to proceed and continue their ID&R training course (shadow a certified recruiter, observe two interviews, conduct three interviews on their own, and complete three COEs) at the

local level. Staff who do not pass the course must retake the posttest and check-in with the ID&R Trainer. In addition, a statewide on-line ID&R assessment is administered to all staff at the end of the school year. The results of the assessment provide planning for future training modules.

Oregon processes and guidelines for verifying residency in the state for each performance period (09/01/2018-08/31/2019) are very specific, especially for established families with remaining eligibility in the state. Prior to 09/01/2018, staff are given a list of eligible students (QAD > 09/01/2015) for the PY 18.19, staff are tasks to conduct visits or contacts the families starting September 1, 2018 to verify residency in the state. Other residency verification practices include checking student’s attendance against the local Student Information system starting mid-September 2018. Only students who are present in the State are entered on OMSIS.

Oregon recruitment practices involves the recruiters inquiring on children who may or may not have received a diploma or HSED. Recruiters will document eligible student who did not receive a diploma or HSED on the COE. Existing students who received a diploma or HSED are recorded on OMSIS using the Termination Type and Termination Date fields.

Oregon summer programs are structured and planned in advanced. Migrant student served during the summer term must be eligible on the first day of summer school, no exceptions. To ensure this the OMSIS validates the enroll date against the EOE. Regional programs have established best practices for capturing daily attendance and reporting supplemental services on OMSIS. The OMESC performs data validations and data cleansing at the end of the term. All summer enrollments must have a withdrawal date, days enrolled, days present, and supplemental services reported on OMSIS to meet the Category 2 count criteria; in addition, the records must meet the five CSPR algorithms stated above.

Oregon has established guidelines on reporting grade levels. Grade level given during the RSY will remain the same for the summer. Staff monitor student’s grade level throughout the PY. When the preliminary CSPR Child Count reports are generated, it produces a file called the FederalRegular. This file shows all student’s school history enrollments that met the CSPR algorithms for the PY. This file is then used to identify records with multiple grades reported; corrective actions are immediately taken prior to generating the final CSPR reports.

The State has guidelines in place at all levels to ensure COEs are approved and entered. The regional programs must perform QC on COEs and enter the information on OMSIS. The OMESC performs QC checks on all COEs in the state. There are three reviewers at the OMESC, each check for validity, accuracy and eligibility factors of the COE. Regional programs are immediately notified of errors pertaining to eligibility. To verify if the COE was entered, each COE has an entered date and an enrollment counter written on the COE. The two-pieces of information confirms the COEs was entered. On top of that, the OMESC performs random QC checks on COE data against OMSIS. Feedbacks on findings are communicated to regional programs to create awareness or actions needed. The OMESC also provides regional programs with the monthly Child Count reports broken down by grade level and age group. Local Data Specialists may also use OMSIS to generate enrollment reports at their convenience.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every ED*Facts* data file? See the Office of Migrant Education’s CSPR Rating Instrument for the criteria needed to address this question. Please respond in the table below.

<b>Accuracy of ED<i>Facts</i> Data Files</b>	<b>Yes/No</b>
The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required ED <i>Facts</i> data file.	YES

<b>Use of MSIX to Verify Data Quality</b>	<b>Yes/No</b>
Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?	YES

If MSIX is utilized, please explain how.

**Comments:** The response is limited to 8,000 characters.

Oregon use the MSIX to resolve conflicts such as names spelling, DOB, parents name, etc.); to verify student’s eligibility; to search for history of Qualifying Moves; to notify states of student arrival and departure, to obtain information from other states; to review student test data and high school transcripts, etc.

Oregon’s MEP staff are active users of MSIX. MSIX training sessions are offered year round and as need by regional programs. All Recruiters & Data Staff are encouraged to participant in MSIX training session every year.

**Comments:** The response is limited to 4,000 characters.

**2.4.3.2 Quality Control Processes**

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	80
The number of eligibility determinations sampled for which a re-interview was completed.	75
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	72

  

Procedures	SY
What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.	2016-2017

**Comments:** The response is limited to 8,000 characters.  
Oregon had an independent prospective re-interview during the 2016.2017 performance year.

**FAQ on independent prospective re-interviews:**

*What are independent prospective re-interviews?* Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Re-interview Method
Select how the re-interviews were conducted: Face-to-face re-interviews Phone Interviews Both	Face-to-face interviews

Obtaining Data from Families	Yes/No
Was there a protocol for verifying all information used in making the original eligibility determination?	YES
Were re-interviewers independent from the original interviewers?	YES

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY 2018-19.

**Comments:** The response is limited to 8,000 characters.  
N/A

In the space below, refer to the results of **any** re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

**Comments:** The response is limited to 8,000 characters.  
The re-interview findings are compile and evaluated at the end of the re-interview. The findings are integrated and shared with staff during at Fall and Summer ID&R trainings. Preventive actions/measures are discuss and communicated through the monthly ID&R/OMSIS/MSIX Webinar, at the annual MEP State Conference and in the weekly Communication newsletter.

In the space below, please respond to the following question:

	Yes/No
Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	YES

**Comments:** The response is limited to 4,000 characters.

## 2.4.4 Eligible Migratory Children

### 2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of **eligible** migratory children who have been classified as having "Priority for Services." The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	
K	607
1	543
2	586
3	649
4	604
5	627
6	578
7	585
8	537
9	613
10	529
11	418
12	480
Ungraded	
Out-of-school	
Total	7,356

**Comments:** The response is limited to 4,000 characters.

#### FAQ on priority for services:

*Who is classified as having "priority for service?"* Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.



**2.4.4.2 English Learners (ELs)**

In the table below, provide the unduplicated number of **eligible** migratory children who are also ELs. The total is calculated automatically.

<b>Age/Grade</b>	<b>ELs During the Performance Period</b>
Age 3 through 5 (not Kindergarten)	
K	770
1	911
2	924
3	909
4	773
5	739
6	576
7	559
8	460
9	382
10	328
11	239
12	209
Ungraded	
Out-of-school	
Total	7,779

**Comments:** The response is limited to 4,000 characters.

**2.4.4.3 Children with Disabilities (IDEA)**

In the table below, provide the unduplicated number of **eligible** migratory children who are also children with disabilities (*IDEA*) under Part B or Part C of the *IDEA*. The total is calculated automatically.

Age/Grade	Children with Disabilities ( <i>IDEA</i> ) During the Performance Period
Age Birth through 2	1
Age 3 through 5 (not Kindergarten)	19
K	94
1	111
2	99
3	132
4	149
5	167
6	157
7	145
8	134
9	146
10	115
11	113
12	97
Ungraded	
Out-of-school	
Total	1,679

**Comments:** The response is limited to 4,000 characters.

**2.4.4.4 Qualifying Arrival Date (QAD)**

In the table below, provide the unduplicated number of **eligible** migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2019 (i.e., QAD during the performance period). The total is calculated automatically.

<b>Age/Grade</b>	<b>QAD During the Performance Period</b>
Age Birth through 2	571
Age 3 through 5 (not Kindergarten)	803
K	294
1	278
2	317
3	336
4	298
5	292
6	231
7	249
8	261
9	239
10	184
11	177
12	154
Ungraded	12
Out-of-school	834
<b>Total</b>	<b>5,530</b>

**Comments:** The response is limited to 4,000 characters.

### 2.4.5 Academic Status

The following questions collect data about the academic status of **eligible** migratory students.

#### 2.4.5.1 Dropouts

In the table below, provide the unduplicated number of **eligible** migratory students who dropped out of school. The total is calculated automatically.

Grade	Dropouts During the Performance Period
7	8
8	10
9	9
10	20
11	29
12	105
Ungraded	
Total	181

**Comments:** The response is limited to 4,000 characters.

#### FAQ on Dropouts:

*How is "dropouts" defined?* The term used for students, who, (1) were enrolled in a school for at least one day during the 2018-19 performance period, (2) were not enrolled at the beginning of the current (2018-19) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2018-19 performance period should not be reported in this item.

**2.4.5.2 HSED (High School Equivalency Diploma)**

In the table below, provide the total unduplicated number of **eligible** migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

<b>Obtain HSED</b>	<b>#</b>
Obtained a HSED in your State During the Performance Period	10

**Comments:** The response is limited to 4,000 characters.

**2.4.6 MEP Services - During the Performance Period**

The following questions collect data about MEP services provided to migratory children during the performance period.

**FAQ on Services:**

*What are services?* Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of **eligible** migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Performance Period
Age Birth through 2	51
Age 3 through 5 (not Kindergarten)	1,277
K	859
1	921
2	991
3	1,039
4	967
5	993
6	925
7	890
8	728
9	796
10	683
11	626
12	617
Ungraded	14
Out-of-school	31
Total	12,408

**Comments:** The response is limited to 4,000 characters.

**2.4.6.1 Priority for Services – During the Performance Period**

In the table below, provide the unduplicated number of **eligible** migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	467
1	426
2	464
3	501
4	467
5	458
6	420
7	398
8	326
9	411
10	337
11	265
12	268
Ungraded	
Out-of-school	
Total	5,208

**Comments:** The response is limited to 4,000 characters.

**2.4.6.2 Continuation of Services – During the Performance Period**

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0

**Comments:** The response is limited to 4,000 characters.

**FAQ on Continuation of Services:**

*What is Continuation of Services?* The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.



**2.4.6.3 Instructional Service – During the Performance Period**

In the table below, provide the unduplicated number of **eligible** migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

<b>Age/Grade</b>	<b>Instructional Service During the Performance Period</b>
Age Birth through 2	18
Age 3 through 5 (not Kindergarten)	1,203
K	782
1	850
2	901
3	956
4	869
5	894
6	781
7	705
8	540
9	608
10	500
11	456
12	425
Ungraded	14
Out-of-school	
<b>Total</b>	<b>10,502</b>

**Comments:** The response is limited to 4,000 characters.

**2.4.6.4 Type of Instructional Service – During the Performance Period**

In the table below, provide the number of **eligible** migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

<b>Age/Grade</b>	<b>Reading Instruction During the Performance Period</b>	<b>Mathematics Instruction During the Performance Period</b>	<b>High School Credit Accrual During the Performance Period</b>
Age Birth through 2	7	7	
Age 3 through 5 (not Kindergarten)	968	969	
K	758	742	
1	822	804	
2	862	862	
3	912	925	
4	822	841	
5	851	860	
6	705	724	
7	616	642	
8	418	426	510
9	335	305	548
10	215	197	453
11	212	174	403
12	149	122	370
Ungraded	13	13	14
Out-of-school			
<b>Total</b>	<b>8,665</b>	<b>8,613</b>	<b>2,298</b>

**Comments:** The response is limited to 4,000 characters.

**FAQ on Types of Instructional Services:**

*What is "high school credit accrual"?* MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

**2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period**

In the table below, in the column titled **Support Services**, provide the unduplicated number of **eligible** migratory children who received any MEP-funded support service during the performance period. In the column titled **Breakout of Counseling Services During the Performance Period**, provide the unduplicated number of **eligible** migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

<b>Age/Grade</b>	<b>Support Services During the Performance Period</b>	<b>Breakout of Counseling Services During the Performance Period</b>
Age Birth through 2	31	3
Age 3 through 5 (not Kindergarten)	1,065	90
K	782	90
1	830	111
2	887	90
3	943	76
4	861	72
5	892	69
6	829	210
7	742	260
8	577	241
9	616	286
10	549	230
11	460	229
12	451	262
Ungraded	12	1
Out-of-school	29	5
<b>Total</b>	<b>10,556</b>	<b>2,325</b>

**Comments:** The response is limited to 4,000 characters.

**FAQs on Support Services:**

*a. What are support services?* These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

*b. What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

**2.4.7 School Data during the Regular School Year**

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

**2.4.7.1 Schools and Enrollment – During the Regular School Year**

In the table below, provide the number of public schools that enrolled **eligible** migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

<b>Schools</b>	<b>#</b>
Number of schools that enrolled eligible migratory children	718
Number of eligible migratory children enrolled in those schools	16,142

**Comments:** The response is limited to 4,000 characters.

**2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year**

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of **eligible** migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

<b>Schools</b>	<b>#</b>
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migratory children enrolled in those schools	

**Comments:** The response is limited to 4,000 characters.

**2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK**

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2018 through June 30, 2019.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non- secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

**2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1**

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

**2.5.1.1 Programs and Facilities - Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	38	160
Juvenile detention	0	0
Juvenile corrections	8	147
Adult corrections	0	0
Other	0	0
Total	46	

**Comments:** The response is limited to 4,000 characters.

**FAQ on Programs and Facilities - Subpart I:**

*How is average length of stay calculated?* The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

**2.5.1.2 Programs and Facilities That Reported - Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

<b>State Program/Facility Type</b>	<b># Reporting Data</b>
Neglected programs	38
Juvenile detention	0
Juvenile corrections	8
Adult corrections	0
Other	0
Total	46

**Comments:** The response is limited to 4,000 characters.

**2.5.1.3 Students Served – Subpart 1**

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (*IDEA*) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served	1,772		829		
Total Long Term Students Served	1,072		303		

Provide the number of students served by special populations

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with disabilities ( <i>IDEA</i> )	763		345		
English Learners (ELs)	40		26		

Provide the number of students served by race/ethnicity.

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	61		53		
Asian	30		6		
Black or African American	62		85		
Hispanic or Latino	261		194		
Native Hawaiian or other Pacific Islander	6		17		
White	1,213		420		
Two or more races	139		54		
Total	1,772		829		

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	972		730		
Female	785		99		
Total	1,757		829		

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	10				
6	36				
7	54				
8	90				
9	72				
10	80				
11	84				
12	127				
13	154		1		
14	244		25		
15	299		41		
16	265		126		
17	203		174		
18	47		258		



Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
19	7		139		
20			45		
21			20		
Total	1,772		829		

If the total number of students differs by demographics, please explain in comment box below.

**Comments:** The response is limited to 8,000 characters.

Oregon provides a third option to report gender. The discrepancies in demographic totals is because the third option on gender is not reported in that category set but the students are reported in the other demographic counts.

**Comments:** The response is limited to 4,000 characters.

For subpart 1 - Oregon did not serve students Age 3 to 5 - 12 in Juvenile Correction Program and Age 20 and 21 in the Neglected Program.

**FAQ on Unduplicated Count:**

*What is an unduplicated count?* An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2018 through June 30, 2018.

**2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit**

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ("in fac.") or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the "90 days after exit" column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit	692		110	S	

Outcomes (once per student) - # of Students Who	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Adult Corrections - In fac.	Adult Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned a GED	6	S			79	13	S	S		
Obtained high school diploma	17	6			91	5	S	S		

Outcomes (once per student per time period) - # of Students Who	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Adult Corrections - In fac.	Adult Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned high school course credits	668	41			490	87	S	S		
Enrolled in a GED program	34	S			66	25	S	S		
Accepted and/or enrolled into post-secondary education	3	S			75	8	S	S		
Enrolled in job training courses/programs	195	7			193	43	S	S		
Obtained employment	12	14			99	37	S	S		

In the text box below, please account for any missing or incomplete data after exit.

**Comments:** The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**2.5.2 Academic Performance – Subpart 1**

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

**2.5.2.1 Academic Performance in Reading – Subpart 1**

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student’s most recent testing data. Students who were pre-tested prior to July 1, 2018, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams	59		10		
Long-term students with no change in grade level from the pre- to post-test exams	184		29		
Long-term students with improvement up to one full grade level from the pre- to post-test exams	207		48		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	174		49		
Total students pre/post- tested	624		136		

**Comments:** The response is limited to 4,000 characters.

**FAQ on long-term students:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2018 through June 30, 2019.

**2.5.2.2 Academic Performance in Mathematics – Subpart 1**

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student’s most recent testing data. Students who were pre-tested prior to July 1, 2018, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams	44		11		
Long-term students with no change in grade level from the pre- to post-test exams	184		24		
Long-term students with improvement up to one full grade level from the pre- to post-test exams	283		50		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	101		50		
Total students pre/post- tested	612		135		

**Comments:** The response is limited to 4,000 characters.

**FAQ on long-term students:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2018 through June 30, 2019.

**2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2**

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

**2.5.3.1 Programs and Facilities – Subpart 2**

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

<b>LEA Program/Facility Type</b>	<b># Programs/Facilities</b>	<b>Average Length of Stay in Days</b>
At-risk programs	13	86
Neglected programs	1	120
Juvenile detention	9	32
Juvenile corrections	2	136
Other	0	0
Total	25	

**Comments:** The response is limited to 4,000 characters.

**FAQ on average length of stay:**

*How is average length of stay calculated?* The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

**2.5.3.2 Programs and Facilities That Reported - Subpart 2**

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

<b>LEA Program/Facility Type</b>	<b># Reporting Data</b>
At-risk programs	13
Neglected programs	1
Juvenile detention	9
Juvenile corrections	2
Other	0
Total	25

**Comments:** The response is limited to 4,000 characters.

**2.5.3.3 Students Served – Subpart 2**

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (*IDEA*), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	2,082	99	1,514	291	
Total Long Term Students Served	249	99	81	203	

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with disabilities ( <i>IDEA</i> )	367	9	275	96	
ELs	130		59	1	

Provide the number of students served by race/ethnicity.

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	60	1	91	6	
Asian	23		6	2	
Black or African American	76	2	131	18	
Hispanic or Latino	635	26	384	60	
Native Hawaiian or other Pacific Islander	41		25	3	
White	1,119	68	778	193	
Two or more races	128	2	99	9	
Total	2,082	99	1,514	291	

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	1,157	64	1,141	266	
Female	919	34	368	25	
Total	2,076	98	1,509	291	

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3 through 5					
6					
7					
8					
9					
10			1		
11	1		3		
12	19		14	7	
13	37		78	9	
14	90		175	22	
15	244		264	45	
16	367	5	343	48	
17	560	4	418	82	
18	551	80	178	31	
19	161	10	36	41	

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
20	48		4	6	
21	4				
Total	2,082	99	1,514	291	

If the total number of students differs by demographics, please explain in comment box below.

**Comments:** The response is limited to 8,000 characters.  
 Oregon allows for a third gender option. The demographics differ count is due to students reporting a third gender option not being counted in the sex category but being counted in the other demographics.

**Comments:** The response is limited to 4,000 characters.

**FAQ on Unduplicated Count:**

*What is an unduplicated count?* An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2018 through June 30, 2019.



**2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit**

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ("in fac.") or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the LEA program/facility. In the "90 days after exit" column provide the unduplicated number of students who attained academic, career and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Outcomes (once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit	91				

Outcomes (once per student) - # of Students Who	At-Risk Programs - In fac.	At-Risk Programs - 90 days after exit	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned a GED	97	S	S		6		19			
Obtained high school diploma	99	5	4		S		14			

Outcomes (once per student per time period) - # of Students Who	At-Risk Programs - In fac.	At-Risk Programs - 90 days after exit	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned high school course credits	1,867	53	49		928		281			
Enrolled in a GED program	286	17	S		26		60			
Accepted and/or enrolled into post- secondary education	S	S	S		3		5			
Enrolled in job training courses/programs	4	S	8		18		45			
Obtained employment	11	11	5		S		15			

In the text box below, please account for any missing or incomplete data after exit.

**Comments:** The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**2.5.4 Academic Performance – Subpart 2**

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

**2.5.4.1 Academic Performance in Reading – Subpart 2**

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student’s most recent testing data. Students who were pre-tested prior to July 1, 2018, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams	5	70	24	22	
Long-term students with no change in grade level from the pre- to post-test exams	29	10	6	6	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	147	19	30	121	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	44		8	29	
Total students pre/post- tested	225	99	68	178	

**Comments:** The response is limited to 4,000 characters.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2018, through June 30, 2019.

*Is reporting pre/post-test data for at-risk programs required?* No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

**2.5.4.2 Academic Performance in Mathematics – Subpart 2**

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2018, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams	3	45	23	74	
Long-term students with no change in grade level from the pre- to post-test exams	27	30	6	27	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	36	24	33	50	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	10		6	27	
<b>Total students pre/post- tested</b>	<b>76</b>	<b>99</b>	<b>68</b>	<b>178</b>	

**Comments:** The response is limited to 4,000 characters.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2018, through June 30, 2019.

*Is reporting pre/post-test data for at-risk programs required?* No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

**2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)****2.6.1 Funds Spent Under Title IV, Part A**

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the *ESEA*. The data are reported through the Annual Performance Reporting Tool.

<b>Content Area</b>	<b>Amount of Funds Spent</b>
Well-Rounded	2,686,775.00
Safe and Healthy Students	2,522,745.00
Effective Use of Technology	927,835.00

**Comments:** The response is limited to 4,000 characters.

**2.6.2 LEAs Who Spent Funds Under Title IV, Part A**

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the *ESEA*. For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below). The data are reported through the Annual Performance Reporting Tool.

<b>Content Area</b>	<b>Number of LEAs Spending Funds</b>
Well-Rounded	70
Safe and Healthy Students	70
Effective Use of Technology	72
Any Content Area	93

**Comments:** The response is limited to 4,000 characters.

184 districts received a Title I-A allocation in 17-18. 4 districts declined, making them ineligible for a 18-19 Title IV-A allocation.

178 districts received a Title IV-A allocation, 60 districts were SRSA eligible and enacted the Alternative Uses of Funds Authority, combining their Title II-A and Title IV-A funds to be spent under the allowable uses for SRSA grant funds (Title V-B REAP funds) instead of being held to the Title II-A and Title IV-A grant requirements. This leaves 118 districts with Title IV-A spending.

25 districts transferred 100% of their Title IV-A funds to another Title Program (17 districts transferred a portion of their Title IV-A allocation), leaving 93 districts to spend Title IV-A funds.

**2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)****2.7.1 State Transferability of Funds**

In the table below, indicate whether the State transferred funds under the state transferability authority.

<b>State Transferability of Funds</b>	<b>Yes/No</b>
Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY 2018-19?	YES

**Comments:** The response is limited to 4,000 characters.

**2.7.2 Local Educational Agency (LEA) Transferability of Funds**

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

<b>LEA Transferability of Funds</b>	<b>#</b>
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).	51

**Comments:** The response is limited to 4,000 characters.

**2.7.3 LEA Funds Transfers**

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

<b>Program</b>	<b># LEAs Transferring Funds FROM Eligible Program</b>	<b># LEAs Transferring Funds TO Eligible Program</b>
Supporting Effective Instruction (Title II, Part A)	20	13
Student Support and Enrichment Grants (Title IV, Part A)	42	5
Improving Basic Programs Operated by LEAs (Title I, Part A)		35
Education of Migratory Children (Title I, Part C)		0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		0
Rural Education Initiative (Title V, Part B)		5

In the table below provide the total amount of FY 2018 appropriated funds transferred from and to each eligible program.

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
Supporting Effective Instruction (Title II, Part A)	1,058,268.00	952,043.00
Student Support and Enrichment Grants (Title IV, Part A)	3,014,952.00	286,605.00
Improving Basic Programs Operated by LEAs (Title I, Part A)		2,647,686.00
Education of Migratory Children (Title I, Part C)		0.00
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		0.00
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		0.00
Rural Education Initiative (Title V, Part B)		186,886.00

**Comments:** The response is limited to 4,000 characters.



**2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)**

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

**2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds**

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2018-19 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	16
Activities authorized under Part A of Title II	16
Activities authorized under Title III	3
Activities authorized under Part A of Title IV	23
Parental involvement activities	10

**Comments:** The response is limited to 4,000 characters.

**2.8.2 RLIS Objectives and Outcomes**

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments:** The response is limited to 8,000 characters.

The Oregon Department of Education (ODE) used the Rural Education Achievement Program grants to assist rural districts in meeting the state's interim and long-term goals identified in Oregon's Accountability System. Districts receiving REAP funds will identify needs from the district's Comprehensive Needs Assessment based on state and local data to determine priorities and where resources are needed. Districts will choose appropriate strategies based on their needs assessment and leverage resources appropriately, including REAP funds, to improve student outcomes.

**2.8.3 RLIS Technical Assistance**

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

**Comments:** The response is limited to 8,000 characters.

ODE provided regional technical assistance and trainings to all districts to support districts in the completion of their budget application. In addition, the state provided one-on-one assistance to address any questions, assist in developing program plans, and troubleshoot any concerns. The district application will address which activities under the Rural and Low-Income School Program they will be participating in and describe program objectives and outcomes specifically addressing how these funds will help students meet the challenging State academic standards.

**2.8.4 RLIS Subgrant Award Determination**

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

**Comments:** The response is limited to 8,000 characters.

ODE used a formula based process determined by the average daily attendance in each eligible LEA.

**2.8.5 RLIS State Administrative Funds**

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5.00%
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0.00%

**Comments:** The response is limited to 4,000 characters.

TA for this program was done at the same time as for other programs, those programs absorbed the cost

**2.8.6 RLIS LEAs Awarded Funds**

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received. This information will be collected from SEAs outside of the CSPR collection tool.

- NCES LEA ID
- LEA Name
- RLIS Award Amount

**Comments:** The response is limited to 4,000 characters.

4101350 Annex SD 29 1,388  
4101660 Athena-Weston SD 29RJ 8,193  
4101710 Baker SD 5J 43,155  
4101800 Bandon SD 54 9,601  
4102310 Brookings-Harbor SD 17C 22,545  
4103660 Coos Bay SD 9 44,113  
4103390 Coquille SD 8 12,769  
4103720 Crook County SD 44,543  
4104020 Dayville SD 16J 645  
4104290 Double O SD 28 78  
4110710 Douglas County SD 4 85,078  
4102490 Harney County SD 3 12,495  
4106120 Harper SD 66 1,427  
4106300 Hermiston SD 8 85,254  
4106740 Jefferson County SD 509J 38,834  
4106780 John Day SD 3 8,662  
4106960 Juntura SD 12 98  
4107020 Klamath County SD 100,565  
4107080 Klamath Falls City Schools 41,923  
4107200 La Grande SD 1 35,275  
4107500 Lincoln County SD 72,799  
4108280 Mitchell SD 55 3,441  
4108520 Morrow SD 1 33,906  
4100640 Myrtle Point SD 41 7,450  
4108650 Neah-Kah-Nie SD 56 12,045  
4108820 North Bend SD 13 63,002  
4100048 North Wasco County SD 21 42,803  
4109000 Nyssa SD 26 17,266  
4109150 Oakridge SD 76 8,037  
4109270 Ontario SD 8C 37,406  
4109690 Pine Creek SD 5 98  
4110020 Port Orford-Langlois SD 2CJ 2,796  
4110350 Redmond SD 2J 97,241  
4110410 Reedsport SD 105 8,467  
4110530 Riddle SD 70 4,380  
4111100 Seaside SD 10 22,311  
4105100 Siuslaw SD 97J 20,199  
4111580 South Lane SD 45J3 40,652  
4111610 South Umpqua SD 19 20,355  
4111910 Suntext SD 10 137  
4111940 Sutherlin SD 130 19,280  
4111970 Sweet Home SD 55 29,995  
4112320 Tillamook SD 9 32,850  
4112600 Umatilla SD 6R 19,280  
4113080 Warrenton-Hammond SD 30 15,682  
4113490 Winston-Dillard SD 116 19,456

**2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)**

	<b>Number</b>	<b>Percentage</b>
What number and percentage of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	67	91.78%

**Comments:** The response is limited to 4,000 characters.