

# SECTION 1: INTEGRATING PROGRAMS



OREGON  
DEPARTMENT OF  
EDUCATION

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# SECTION 1: INTEGRATING PROGRAMS

## Section Snapshot

Provides high-level information for district and program leaders which includes the 12-step process, descriptions of the embedded programs and context for the technical aspects throughout this guidance.

### COORDINATED INVESTMENTS

Taken together, these programs target four common goals<sup>11</sup>:

#### EQUITY ADVANCED

Each of the programs integrated under this guidance are linked to outcomes that would end the predictable disparity in academic success and student well-being based on both poverty and race. Each initiative contributes to creating richer and more meaningful learning conditions where children, young people, their families, and educators are seen as whole. Equity is advanced through actions that:

- Examine and address systems, structures, practices, behaviors, and mindsets related to power, privilege, and oppression.
- Utilize and re-allocate financial resources and clear calls to action to create school climates, communities, and curriculums that see and sustain each and every child.



<sup>11</sup> These goals are also aligned to [Oregon's State ESSA Plan](#).

- Collect and analyze state, regional, and local data while engaging communities to drive improvement efforts where appropriate as well as looking beyond data to addressing learning conditions for historically underserved students not identified in data collections.
- Address the root causes of chronic absenteeism.
- Promote a focus on closing long-standing opportunity and achievement gaps.

#### ENGAGED COMMUNITY

Communities form the larger education system that supports families and students. Deepening relationships, partnerships, and engagement with communities is critical to achieve equitable outcomes and build healthy school and district systems. Community engagement is advanced by actions that:

- Tend to long-standing harm or impact that marginalized communities have experienced.
- Listen and respond to community-driven needs and knowledge.
- Deepen schools' connections with their communities through intentional, authentic, and frequent engagement of students, families, educators, school staff, advocates, tribal partners, community-based organizations, business and industry partners, and elected leaders including school board members.

- Cultivate and strengthen connections between community organizations, businesses, Education Service Districts, tribal partners, community colleges, professional associations, and support service agencies to create a thriving educational ecosystem.
- Facilitate meaningful engagement with licensed, classified, and unrepresented staff including district and school administrators.
- Sustain ongoing engagement and consultation through intentional practices and feedback loops.

## WELL-ROUNDED EDUCATION

Well-rounded education moves beyond the courses students take and into the essential knowledge and skills students need to thrive. This requires a focus on the whole student. This means student mental and behavioral health, safety, and well-being cannot be separated from academic opportunity and achievement. This requires a commitment to pedagogy and practices that ensure students are known and seen in their learning and school experience as well as a particular focus on those who have been marginalized by educational systems. A well-rounded education for all students is supported by actions that:

- Build relevant and authentic learning experiences.
- Build connections, professional networks, and pathways for continued success after graduation.
- Ensure access to a wide-array of nourishing electives and learning experiences for each and every learner.
- Foster avenues for learners to share and communicate their dreams/aspirations, understand their strengths, interests, and talents, develop goals and build the skills, knowledge and support to attain their goals as they navigate their education pathway and transition to adulthood.
- Apply personalized learning and universal design principles to meet the unique needs and ensure strong growth of each individual student on a real-time basis through professional learning opportunities, coaching, resource allocation, and policies.

- Provide instruction, modeling, and classroom norms that promote students’ social competency, self-efficacy and essential employability skills.
- Create professional learning opportunities, coaching, resource allocation, and policies for adults that model the conditions desired for students.

## STRENGTHENED SYSTEMS AND CAPACITY

Educational systems are made up of people, practices, policies, resources, community assets, and partnerships. Shared responsibility and accountability for the success of students in Oregon’s schools requires systemic change. This includes actions that:

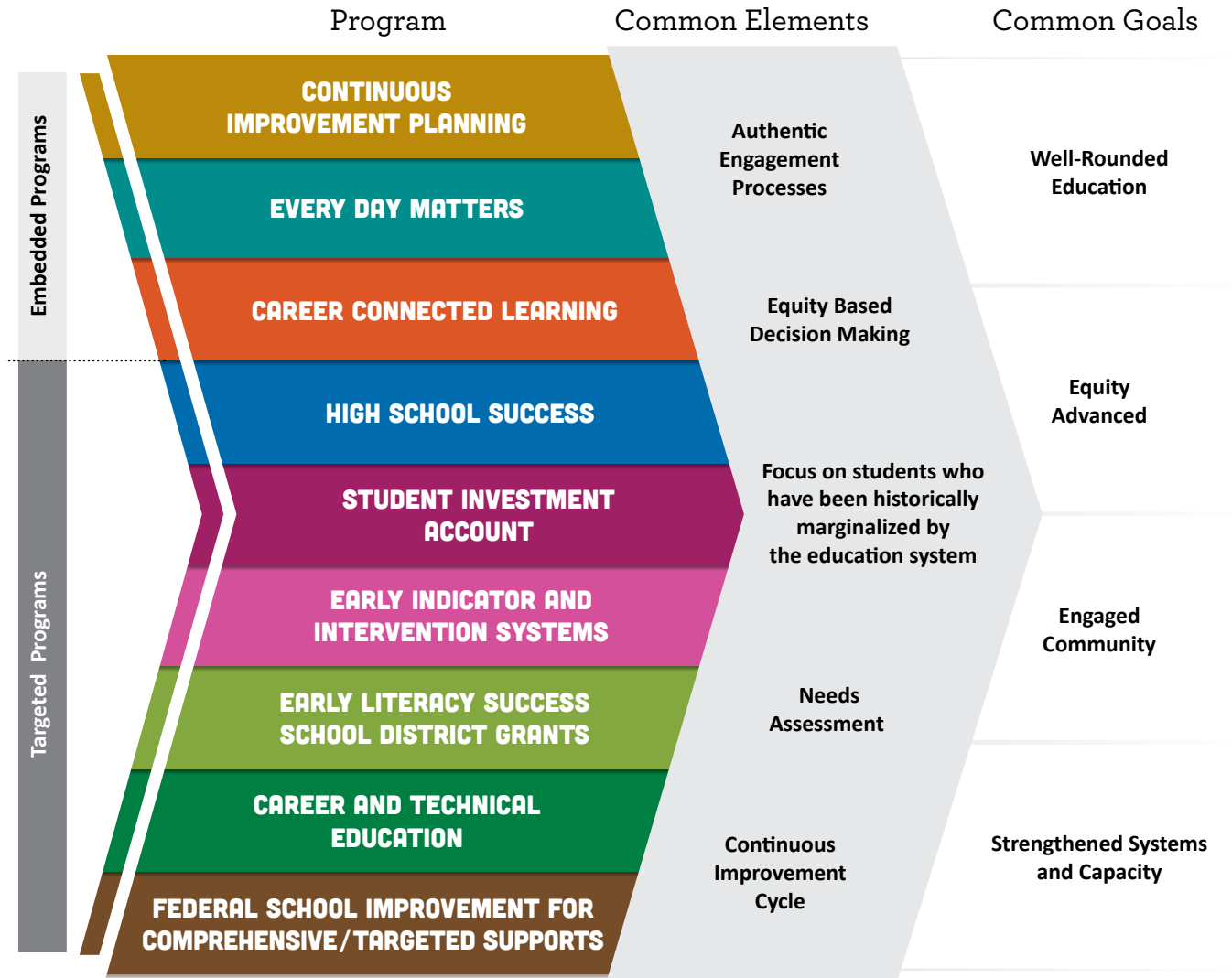
- Leverage continuous improvement practices to redesign for educational processes that center care, connection, and relationship.
- Grow and utilize district, school, region, and community assets to coach towards culturally sustaining pedagogy and practice.
- Foster financial stewardship that accepts responsibility for the use of state and federal funds with integrity and purpose, while also centering student and community voices in resource allocation.
- Support strengths-based reporting, monitoring and evaluation practices in service to a continuous improvement process, including how we collect, analyze, use, and share data.
- Lead to the recruitment, hiring, development and retention of racially and linguistically diverse educators that represent students being served.
- Apply data-informed decision-making routines to review progress and goals at both district and school levels.
- Use data to describe systems health, perceptions, disaggregated<sup>12</sup> student outcome data, transition points, staff evaluation feedback, educational community and partner input.
- Leverage regional assets and partnerships aligned to continuous improvement.

12 “Disaggregated” data refers to data that has been sorted into demographic groups so that you can look at the information grouped together. Even if you know every student in your school or district, it can be easy to miss patterns in the data until it is grouped together by student trait(s). Common disaggregations include race and ethnicity, IEP status, gender, emerging bilingual status, migrant status, economic status, foster care status, mobility status, and housing stability status.

## COMMON PROGRAM ELEMENTS AND GOALS

Integration is possible for these initiatives<sup>13</sup> because of what they have in common. This guidance brings them together so applicants, regions, schools, and programs can leverage multiple strategies and funding sources to implement more cohesive plans that positively impact students. Through the integrated application process, the outcomes and strategies for each initiative will continue to come together into a single strategic plan that supports the common goals. The aim is to build these goals into the entire educational system to embed the work at all levels and ensure sustainability.

The following visual helps illustrate these common elements and goals that allow for alignment:



13 Programs and initiatives will be used interchangeably.

## A 12-STEP SUMMARY OF THE PLANNING AND APPLICATION PROCESS

These steps are presented to help leaders plan and sequence their efforts. In reality, all of these steps are interrelated and intersecting. For example, after an initial plan is developed and resourcing considered, continuous community, family, student and staff engagement is best practice and would be valuable before finalizing submissions. Even if all ideas and needs don't make a final plan, it builds trust and honors the input solicited to share back what is put forward in the final application.

To support this process, we recommend establishing regular meeting rhythms that bring together people with responsibility for the components of the integrated programs. It may be appropriate to utilize existing meeting structures that are already in place. In districts with smaller teams it may be helpful to consider additional individuals to support program alignment efforts including teachers, community members, or ESD partners. Time constraints and scheduling are common challenges and we encourage scheduling regular planning and communication as early as possible.

The steps are a high-level summary with more detailed information in the sections and pages that follow. These steps can ensure that you make the most of the opportunity to be efficient and effective as you bring your work on these programs together. *You are welcome to improve on what is offered here while meeting the core requirements under this guidance.*

### A 12-Step Guide to Efficient and Effective Program Integration



**Step 1: Organize your thinking and prepare for planning, including Tribal Consultation<sup>14</sup>.** Review this guidance and previous self-assessments you've completed during prior processes. Evaluate progress of the prior plan and the impact of the selected activities. Get the right people engaged as a planning team, advisory, or small work group, depending on the size of your district/region and community. The nine federally recognized tribes of Oregon engage in Tribal Consultation efforts with nearly 35 school districts each year. If your district is required to engage in Tribal Consultation, this process begins now. Engage with your partners at the regional level, particularly your ESD Liaison(s) and CTE Regional Coordinator(s).

**Step 2: Prepare accessible materials in "plain-language" for community and staff engagement, including ways to collect information and the human resources to complete the needs assessment.** Reflect on the process used during the previous application cycle looking for opportunities for deeper engagement of all partners in the process. Carefully examine focal student groups and families that will be engaged and plan for high level authentic engagement.

14 [A Toolkit for Tribal Consultation](#) - Version 2.0, p.4

- Step 3: Engage students, staff, and community. Be sure to engage focal student groups and their families, staff, and key business, industry, postsecondary, and community partners.** Engagement should be ongoing and build on prior efforts, including work completed with family coordinators and community partners. Use the updated community engagement toolkit found in the [appendix](#) as a primary resource.
- Step 4: Complete or update a needs assessment.** We've brought together continuous improvement tools into a single framework that can be used to support planning. This can be found in the appendix. Keep in mind the important inter-relationship of community engagement and partnerships in getting to a shared assessment of needs. Explicit attention should be given to schools identified for Federal School Improvement throughout the needs assessment process. Additionally, a review of your early literacy programs must be conducted as part of the needs assessment process. The [Program Review Tool](#) provides the criteria by which applications must review their early literacy program.
- Step 5: Move through all process requirements while revising and extending your community informed four-year plan<sup>15</sup>.** Detailed more fully in Section 2, you are determining how to use different funding sources to meet several different priorities and outcomes that are interrelated. This requires consistent use of an equity lens. Review disaggregated data, QEC best practice recommendations, CTE regional priorities, and Student Success Act Statewide plans<sup>16</sup>. In addition, you will want to review prior outcomes, strategies, and activities to gauge impact on targeted needs.
- Step 6: Develop and refine desired outcomes.** Outcomes are the changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups, and organizations with whom your work is in relationship with.
- Step 7: Articulate what strategies you will maintain or pursue to generate desired changes.** Strategies support long-term outcomes and describe the approach you are planning to take. Lean in to community engagement and needs assessment inputs to support the development of the strategies you plan to implement.
- Step 8: Get feedback on desired outcomes and strategies.** This is a key opportunity to engage and review foundational planning before getting into details while testing and checking your plan through your community, family, student and staff engagement and using the tools and information gathered in previous steps. If part of a regional CTE Consortium, make sure to work closely with the CTE Regional Coordinator to ensure local and regional goals, outcomes, and strategies are aligned for maximum student impact.
- Step 9: Gather and generate the activities and investments that identify your strategies and will lead to the changes you hope to cause or maintain.** A systemic approach to gather and sort these ideas will be helpful. ODE will provide an updated Integrated Planning and Budget in Smartsheet to assist you.
- Step 10: Write and document your plan and budget.** Continue to bring together processes for programs that may have previously been discrete. You will write with more detail your outcomes, strategies, and activities that are reflected in your budget and run alongside state and federal eligibility requirements. You'll present your narrative responses and budget, the whole of the plan, to your school board for approval and post it to your website for the public to review.

<sup>15</sup> Districts are highly encouraged, over time, to align any and all strategic planning processes to the timing and rhythms within this guidance rather than running separate and distinct strategic planning efforts. This would mean that four-year plans required under guidance are also the continuous improvement plan and the strategic plan for a district.

<sup>16</sup> SSA Statewide Plans - [African American/Black Student Success Plan](#), [American Indian/Alaska Native Student Success Plan](#), [Latino/a/x and Indigenous Student Success Plan: Phase 1](#), [LGBTQ2SIA+ Student Success Plan](#), [Native Hawaiian/Pacific Islander Student Success Plan](#) .

**Step 11: Check your plan.** Re-check it alongside your equity lens<sup>17</sup>. Fine tune how you braid and blend funds to achieve best outcomes to match your priorities. Use this guidance and the tools in the appendix to make sure expenses are allowable and meet the requirements of each program. Take one more look at the plan against the information previously gathered. Consider holding another round of student, community, partner, and staff engagement to get final inputs.

**Step 12: Present to your governing board and have your governing board approve the plan before submitting your plan.** After reviewing and fine tuning your plan, prepare your plan for presentation to your governing board with the opportunity for public comment. Your governing board must approve your plan, including question responses, outcomes and strategies, literacy inventories, and two years of budget, before submitting. Please see the Board Requirement appendix for more information.

## SUMMARY OF EACH INTEGRATED REQUIREMENT AND PROGRAM

There are important distinctions to understand between each program included in this Integrated Guidance. These programs are summarized in this section. Embedded programs are those that are intentionally woven into your integrated application and don't have distinct funding streams, while focused programs are those with distinct funding streams that are to be included in your integrated budget.

### EMBEDDED PROGRAMS

#### CONTINUOUS IMPROVEMENT PLANS (CIP)<sup>18</sup>:

Schools and districts in Oregon are called upon to engage in continuous improvement work to improve outcomes for students. Continuous Improvement Plans (CIPs) are a requirement of [OAR 581-022-2250](#) and all Oregon districts must submit a CIP to the Oregon Department of Education (ODE) every four years. The integrated application fulfills this requirement and all of the funding streams in the integrated application should support the outcomes identified in a district or charter school strategic plan.

**EVERY DAY MATTERS (EDM):** Encouraging regular attendance through attention to student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement is foundational to the success of each initiative within this guidance. EDM provides funding to all 19 Education Service Districts (ESDs) for technical assistance, coaching, and additional support focusing on student attendance, belonging, and engagement. Oregon's Transformative Social-Emotional Learning Framework aligns with the work of EDM, ensuring that belonging and engagement are at the center of the student experience. Integrated applications should reflect on, weave in, and intentionally align with these values.

**CAREER CONNECTED LEARNING (CCL):** Oregon defines the process of career development through a system of [Career Connected Learning \(CCL\)](#). CCL is a framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations. By addressing skill gaps and providing opportunities for underrepresented students to access high-demand careers, CCL not only improves attendance, strengthens wellbeing, reduces barriers to graduation, but it also promotes equity and inclusion in the workforce. Career connected learning should be addressed in integrated applications to reinforce equity, engagement, relevance, and purpose within the focused programs.

<sup>17</sup> An Equity Lens and Tools resource is offered in the appendix. It includes information about how to apply an equity lens and other useful decision making tools. Grantees are encouraged not just to apply an equity lens but use this opportunity to revisit and improve the tools they use to make equity-driven resources, curriculum, and planning decisions.

<sup>18</sup> The Integrated Plans developed through this guidance satisfy state requirements regarding school district Continuous Improvement Plans and federal requirements regarding Local Education Agency (LEA) plans, which are required to access the CIP Budget Narrative applications for federal funds.

## FOCUSED PROGRAMS

**HIGH SCHOOL SUCCESS (HSS):** High School Success is a fund initiated by ballot Measure 98 in November 2016. Research suggests that having the system structures HSS requires aids in increasing graduation rates and ensures high school graduates are ready for their next step into college or career.<sup>19, 20, 21</sup>

The goals of the HSS initiative are to:

- Improve student progress toward graduation beginning with grade 9.
- Increase high school graduation rates.
- Increase equitable access to advanced coursework.
- Improve high school graduates' readiness for college and career.

**Funding is available to all school districts, public charter schools, virtual charter schools, YCEP and JDEP programs, and Oregon School for the Deaf serving students in grades 9-12.**

### STUDENT INVESTMENT ACCOUNT (SIA):

The Student Investment Account, which is funded through the Student Success Act of 2019, provides non-competitive grant money to address mental and behavioral health needs and reduce academic disparities for focal populations.

The goals of the SIA are to:

- Meet student's mental health or behavioral needs, and
- Increase academic achievement for students, including reducing academic disparities for focal populations:
  - Students of color and tribal/Indigenous students.
  - Students who experience disabilities.
  - Emerging bilingual students.
  - Students navigating poverty, homelessness, and foster care.
  - Other student groups that have historically experienced academic disparities.

**Funding is available to all school districts, public charter schools, YCEP, and JDEP programs. Virtual charter schools are not eligible for SIA funds.**

### EARLY INDICATOR AND INTERVENTION SYSTEMS (EIIS):

Early Indicator and Intervention Systems (EIIS) was established as part of the Student Success Act of 2019 to provide Grant-in-Aid and Technical Assistance to strengthen and enhance student success systems in Oregon schools. An EIIS is a set of structures and strategies for organizing data, aligning school practices, and engaging with students and families to help all students thrive. An EIIS is essential to the success of other program goals, including HSS 9th Grade On Track<sup>22</sup>, supporting student mental health, and addressing root causes of chronic absenteeism.

The aim of the EIIS investment is to support cohesive systems that include the following elements:

- Strong and supportive relationships between students and adults in their school.
- Student-centered mindsets that are asset-based and equity-focused.
- Student, family, and community involvement in the system.
- Embedded social-emotional learning.
- Robust, innovative framework of supports and interventions.
- Real-time, actionable data that are holistic, humanize students, and capture many aspects of students' well-being.
- Strategic improvement actions at the individual, classroom, school, and district levels.

**Funding is available to all school districts, public charter schools, and virtual charter schools. YCEP and JDEP programs are not eligible for EIIS funds.**

### EARLY LITERACY SUCCESS SCHOOL DISTRICT GRANTS (ELSSDG):

In 2023, through the leadership of Governor Kotek, the Oregon Legislature established early literacy as a top priority. These grants brought just over \$90,000,000.00 to schools and districts during the

19 Allensworth and Easton, 2005; 2007; Neild and Balfanz, 2006a; 2006b. Stuit, O'Cummings, Norbury, Heppen, Dhillon, Lindsay, and Zhu, 2016.

20 Balfanz, Herzog, & Mac Iver, 2007; Balfanz, Wang, & Byrnes, 2010.

21 Roderick, Kelley-Kemple, Johnson, and Beechum, 2014.

22 See [ORS 327.883 \(2\)\(b\)\(AA\)](#). HSS Eligibility Requirement to "provide sufficient time for teachers and staff of students in grade 9 to review data on students' grades, absences and discipline by school and by course and to develop strategies to ensure at-risk students stay on-track to graduate."



23-25 biennium from the Statewide Education Initiatives Account. This grant is a non-competitive program designed to increase early literacy across the state.

The stated goals of the Early Literacy Success School District Grants is to:

- Increase early literacy for children from birth to third grade.
- Reduce literacy academic disparities for student groups that have historically experienced academic disparities.
- Increase support to parents and guardians to enable them to be partners in the development of their children’s literacy skills and knowledge.
- Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

[Oregon’s Early Literacy Framework](#) and the [Early Literacy Playbook](#) provide the content to engage in deep learning and frame the big picture of effective early literacy. Oregon’s Early Literacy Framework sets a vision for research-aligned, culturally responsive early literacy instruction. It is an anchor resource for districts planning for their Early Literacy Success School District Grants and is the basis of the required program review, determining local strengths and areas of need. In addition, through the Framework, applicants can build a clearer vision of how the investments from the Early Literacy Success School District Grants might look and sound in action.

**Funding is available to all school districts and public charter schools serving students in grades PK-3. YCEP, JDEP, and virtual charter schools are not eligible for ELSSDG funds.**

### **CAREER AND TECHNICAL EDUCATION -**

**PERKINS V (CTE):** Federal funds are given to states for the purpose of improving access to and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers. This federal funding focuses on improved partnerships and on services to historically underrepresented students. [The Oregon CTE State Plan](#) is a four-year strategic plan to integrate career connected learning, increase equitable access to and benefit from high quality CTE Programs of Study, and expand communication, transparency, and the voices contributing to our education and workforce partnerships.<sup>23</sup> In Oregon, CTE is built around approved

CTE Programs of Study which must span learning from high schools through community colleges, based on business and industry needs. CTE Programs of Study must meet the quality criteria and data reporting requirements outlined in the CTE State Plan. CTE Regional Coordinators are local experts in supporting quality CTE and coordinating connections between K-12 and colleges.

The goals of the CTE State Plan include:

- Integrate Career Connected Learning more systemically in Oregon.
- Increase equitable access and inclusion in high-quality CTE and career connected learning activities.
- Expand transparency and the voices contributing to our career preparation system.

**Funding is available for school districts, public charter schools (through a sponsoring district or consortium), YCEP and JDEP Programs, the Oregon School for the Deaf, community colleges, an area CTE school, ESDs, regional consortia, and Tribal Educational Agency.**

### **FEDERAL SCHOOL IMPROVEMENT (Applies only to districts and schools who are identified for CSI/TSI):**

Federal School Improvement is a federal requirement to address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). Additional Federal Programs still follow distinct implementation processes, at this time. For more information, please see the Additional Guidance for Federal School Improvement Identified Districts (with CSI/TSI schools) appendix.

The goals of Federal School Improvement are shared across the programs in this guidance and are aligned to [Oregon’s State ESSA Plan](#). They are:

- Advancing Equity,
- Promoting a Well-Rounded Education,
- Strengthening District Systems, and
- Fostering Ongoing Engagement.

**Districts with a significant number or proportion of identified schools will receive federal funds to support this effort.** Districts that do not receive funds should utilize existing resources to help reduce academic disparities at CSI and TSI identified schools.

23 Currently being revised through community engagement and is anticipated for adoption in Spring 2024.