Application Evaluation Criteria for Integrated Guidance Submissions

This document is intended to be transparent with how integrated applications will be reviewed by ODE starting in March 2023. Grantees can choose to use this as a form of self-assessment, but it is not required. Three reviewers will read and evaluate each application and their attachments, with two reviewers focusing specifically on the narrative responses and one reviewer focusing on the Integrated Budget and Planning template.

1. **Equity Advanced**
2. **Well-Rounded Education**
3. **Engaged Community**
4. **Strengthened Systems and Capacity**
5. **Budget**

Evaluation Standard to be used:
- Meets requirements
- Meets with small changes
- Needs additional review
- Needs significant changes to meet requirements

Intake Checklist

This section will be used for the initial intake of the application and is checking the existence of the attached items. A quality check of certain attachments will be conducted by the lead and secondary reviewers.

Required Attachments	Yes	No
1. Equity lens or tool used to inform planning and decision-making		
2. Five community engagement artifacts (or two if a small or rural district or YCEP/JDEP)		
3. Integrated Planning and Budget Templates (1 per District-Sponsored Charter)		
4. Board meeting minutes		

Required Attachments	Yes	No
5. District Charter Program Agreements (if applicable)		
6. MOU detailing aligned program consortia agreements (if applicable)		
7. Assurance of compliance with state/federal laws is complete		
8. Assurance of consideration of the Quality Education Model (QEM)		
9. Assurance of expenditures of supplement (not supplant) for CSI/TSI, CTE, and HSS district/school activities is checked supplement (not supplant) district/school activities		
10. Documentation of tribal consultation (if applicable)		
11. DRAFT Longitudinal Performance Growth Targets and any optional metrics are attached *(Optional: draft LPGTs are not needed for an application to be marked as "meets requirements"; however, draft LPGT submissions are appreciated*.)		

Lead and Secondary Reviewer Template

Quality Check	Meets	Does Not Meet
Needs assessment summary provided includes description of data sources used, provides evidence that disaggregated student data was reviewed, and explains how data and the needs assessment informed planning and resource allocation		
Four year Integrated plan summary provided includes a description of how investments address the exact needs or issues identified and the purposes stated in law for all applicable programs		
Equity lens or tool used to inform planning and decision-making is either the Oregon Equity Lens or in alignment with it		
URL of posted grant application is a working link on grantee website and is publicly available		

Quality Check	Meets	Does Not Meet
Board meeting minutes (draft minutes are allowed) demonstrate plan approval available for public comment (non-consent agenda item)		
Documentation of tribal consultation relates to the integrated plan and contains signatures from tribal government representatives and school district representatives (if applicable)		

1. Equity Advanced

For All Applicants	Meets	Does Not Meet
1.1 Needs and strengths related to equity and access have been identified		
1.2 Application provides evidence that the equity tool/lens was used to inform the plan and equity- based decisions		
1.3 Narrative explains how plan and budget choices will impact all students and focal student groups.		
1.4 Application identifies barriers, risks, or choices that could impact focal student progress toward meeting LPGTs or other goals of the plan		
1.5 Policies and procedures are described that seek to ensure that the applicant is not isolating or stigmatizing children and youth navigating homelessness		

Equity Advanced CTE Program of Study Focus	Meets	Does Not Meet
1.6 Strengths and needs of current CTE Programs are described that address equity and access		
1.7 Application provides information about equitable recruitment strategy, access, and participation		
1.8 Application addresses equal access and participation in CTE Programs of Study for focal student groups		

Equity Advanced CTE Program of Study Focus	Meets	Does Not Meet
as well as anti-discrimination efforts toward focal student groups		

2. Well-Rounded Education

For All Applicants	Meets	Does Not Meet
2.1 The approach to providing a well-rounded education is described for each grade band (elementary, middle, and high- as applicable).		
2.2 Whole-child instruction and needs are explained, and include all of the following: disciplines of the arts, library programs, time to eat, move and play, and the incorporation of STEAM		
2.3 Application provides information on instructional practices for an engaging classroom, process for curriculum adoption, and curriculum design.		
2.4 Application describes support, coordination, and integration for early childhood education programs.		
2.5 Application describes strategies for effective transitions between school levels (middle grades to high school; high school to postsecondary)		
2.6 Application provides information about the system for support for students, including focal student groups, who are not meeting and for those who have exceeded state and national standards		
2.7 Application describes efforts towards career guidance and exploration opportunities, equitable work-based learning experiences, and activities that lead to self-sufficiency		
2.8 Application describes efforts towards students' academic and technical skills improvement, including postsecondary credit opportunities while in high school		

Well-Rounded CTE Program of Study Focus	Meets	Does Not Meet
2.9 Application provides a description of preparation in non-traditional (by gender) fields for CTE participants		
2.10 New CTE Program of Study development is described (if applicable)		

3. Engaged Community and Evidence of Engagement

For All Applicants	Meets	Does Not Meet
3.1 Application provides information about the reflection on progress and areas for improvement with authentic and ongoing community engagement including partnerships and resources to improve future engagement efforts.		
3.2 Application provides information about actions to ensure a safe and welcoming education environment for community members and partners		
3.3 Application describes how sponsored charters participated in the planning and development of the plan (if applicable)		
3.4 Focal student groups present in the disaggregated data were engaged: students of color, students with disabilities, students who are emerging bilinguals, students who identify as LGBTQ2SIA+, students		

For All Applicants	Meets	Does Not Meet
navigating poverty, homelessness, and foster care, students who recently arrived, migrant students, and students with experience with incarceration and detention		
3.5 Families of focal student groups present in the disaggregated data were engaged: families of students of color, families of students with disabilities, families of students who are emerging bilinguals, families of students who identify as LGBTQ2SIA+, families of students navigating poverty, homelessness, and foster care, families of students who recently arrived, families of migrant students, and families of students with experience with incarceration and detention		
3.6 School staff, both licensed and classified, were engaged		
3.7 Application describes two strategies that were used to engage focal student groups and their families, locates which level they occur on the Community Engagement spectrum, and explains why the strategies were used		
3.8 Application describes two strategies that were used to engage staff, locates which level they occur on the Community Engagement spectrum, and explains why the strategies were used		
3.9 An explanation is provided about why artifacts were selected and how they demonstrated engagement with focal populations and communities		
3.10 Application describes how community engagement was considered and how plan choices were made		
3.11 Application describes efforts about developing partnerships with employers to expand work-based learning		

Engaged Community CTE Program of Study Focus	Meets	Does Not Meet
3.12 Representatives from secondary and postsecondary, state or local workforce boards, local or regional businesses or industries, tribal members, and agencies serving out of school, homeless, or at-risk youth were engaged		

4. Strengthened Systems and Capacity

For All Applicants	Meets	Does Not Meet
4.1 Application names what processes are in place or need to be put in place to avoid disparities of student access to effective teachers based on focal student groups		
4.2 Application provides information about reducing exclusionary discipline practices, particularly for focal student groups		
4.3 Professional growth, development, and coaching around teaching and learning is described		
4.4 The applicant names how their plan supports or implements systems - to include Early Indicator and Intervention Systems - that monitor student outcomes and identify students in need of additional support and what processes or protocols they use to support students when needed		
4.5 Strategies for effective transitions are described (Early childhood education to elementary, elementary to middle grades, middle to high school grades, and high school to postsecondary)		

5. Budget

For All Applicants	Meets	Does Not Meet
5.1 Needs identified and included in the application related to equity and access inform the outcomes and strategies listed on the planning tab		
5.2 Each activity on the budget tabs connects, in some way, to a strategy on the planning tab		
5.3 The budget aligns with allocation estimates for each funding stream		

Budget Reviewer Template

1. Application Review Criteria	Meets	Does Not Meet
1.1 There is a reasonable tie between the narrative plan and process requirements in the application to what is submitted in the budget		

Budget Reviewer Template (1 Form per IPBT)

2. Integrated Planning and Budget Template	Meets	Does Not Meet
2.1 The planning tab and two years of budgeting tabs are complete		
2.2 There is an emphasis on equity and access that inform the outcomes and strategies.		
2.3 The possible programs indicated as funding each strategy on the planning tab are allowable uses of funds (refer to Appendix H)		
2.4 Each budget tab aligns with allocation estimates		

2.5 Each activity on the budget tabs:
● Connects to a strategy
● Specifies:
  ○ Optional partnership (if applicable)
  ○ FTE & FTE Type (if applicable)
  ○ Appropriate allowable use codes that align with each funding source utilized
  ○ Object Code
● Uses allowable funding sources at the activity level
● Identifies fully administered charter line items (if applicable)		

2.6 Administrative costs on the budget tabs fall within allowability ● HSS- 4% ● SIA- 5% of expenditures or $500,000 (whichever is less) ● CTE- 5%		
2.7 Additional & Tiered Planning Tab: If completed, all activities fulfill the requirements outlined in question 2.5		

3. For all HSS Activities	Meets	Does Not Meet
3.1 The HSS portion of the budget meets the required amount of programmatic areas according to the HSS allocation amount: ● Under $100,000- one programmatic area ● Between $100,001 and $350,000- two programmatic areas, including CTE ● Over $350,000- three programmatic areas		
3.2 Activities funded out of HSS are for grades 8-12		
3.3 8th grade spending is 15% or less		
3.4 College Level Opportunities activities are connected to students earning college credit while in high school		
3.5 Dropout Prevention activities are applied at all high school sites		
3.6 Dropout Prevention activities are connected to reducing chronic absenteeism, establishing/maintaining data systems, identifying students at risk of not graduating, academic and social supports, counseling and coaching related to college and career		

4. For all SIA Activities	Meets	Does Not Meet
4.1 Activities meet student mental and behavioral needs, increased academic achievement, and reduced academic disparities for the focal student groups		
4.2 Early Learning activities name Kindergarten Transition (If Applicable)		
4.3 Class size reduction activities do not universally reduce class size (If Applicable)		
4.4 Capital improvement activities clearly align with a strategy on the planning tab (If Applicable)		

5. For all CTE (Perkins) Activities	Meets	Does Not Meet
5.1 Investments are limited to grades 9-12 grades and specific approved CTE Programs of Study.		
5.2 All CTE activities invest a minimum of 15% in Professional Development		
5.3 All CTE leadership staffing activities do not exceed 30% of the allocation		
5.4 Of the CTE Investments, there is no instructor/teacher-related FTE		
For Activities mentioning CTE, but not funded through Perkins		
5.5 CTE spending aligns to an official CTE Program of Study		

6. For all CSI/TSI Activities	Meets	Does Not Meet
6.1 School and/or district level strategies and activities reflect targeted focal student and community engagement and are informed by the needs assessment tied to the aims of federal school improvement (Appendix G as reference)		
6.2 If provided funding allocations for CSI/TSI, activities fall under categories of well-rounded education, instructional supports, non-instructional supports (behavior, mentoring, and social or emotional learning), or improving school quality.		

Budget Reviewer Template: DCPA (If Applicable)

7. District Charter Program Agreements	Meets	Does Not Meet
7.1 The DCPA spans the 23-2025 biennium and contains the following sections: ● Exchange of services ● Distribution of funds ● Administrative costs ● Allowable uses ● Joint determination ● Accountability ● Reporting progress ● Additional components to consider		
7.2 Admin cost percentages and pass through amounts are specified for SIA, except for fully administered charters		
7.3 If Applicable: If a District will pass through any amount that differs from the ODE SIA Allocation, the amount is specified in the DCPA		
7.4 If the charter is fully administered: ● District names the retention of all SIA funds generated by the charter's ADMw (usually found in Distribution of Funds) ● District describes the services offered to the charter (usually found in Exchange of Services)		
7.5 The DCPA is signed by both parties		

Budget Reviewer Template: Consortia MOU (If Applicable)

8. Aligned Program Consortia Memorandum of Understanding	Meets	Does Not Meet
8.1 MOU designates a lead and fiscal agency		
8.2 MOU defines consortium operations and the reporting structure		
8.3 MOU demonstrates agreement with what is outlined in the plan and budget.		
8.4 MOU outlines the implementation of the High School Success eligibility requirements (if applicable) and all parties agree to be held accountable as one entity		
8.5 MOU is signed by all members of the consortium		