This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

| **Needs Assessment Summary** |
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Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

***(500 words or less)***

| **Plan Summary** |
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Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you’ll put in place to monitor progress toward addressing those needs. ***(500 words or less)***

| **Equity Advanced** |
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***(250 words or less per question)***

* What strengths do you see in your district or school in terms of equity and access?
* What needs were identified in your district or school in terms of equity and access?
* Describe how you used your equity lens or tool in your planning.
* Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.
* What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

###### *CTE Focus*

* What strengths do you see in your CTE Programs of Study in terms of equity and access?
* What needs were identified in your CTE Programs of Study in terms of equity and access?
* What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?
* How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

| **Well-Rounded Education** |
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***(250 words or less per question)***

* Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (high school only).
* Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?
* How do you ensure students have access to strong library programs?
* How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?
* Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.
* Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.
* Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.
* What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?
* How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?
* What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?
* How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?
* How are you providing equitable work-based learning experiences for students?
* Describe how students’ academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.
* What activities will you offer to students that will lead to self-sufficiency in identified careers?

###### *CTE Focus*

* How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
* How will you prepare CTE participants for non-traditional fields?
* Describe any new CTE Programs of Study to be developed.

| **Engaged Community** |
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***(250 words or less per question)***

* If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?
* What relationships and/or partnerships will you cultivate to improve future engagement?
* What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?
* How do you ensure community members and partners experience a safe and welcoming educational environment?
* Who was engaged in any aspect of your planning processes under this guidance?  
  *(Check all that apply)*

Students of color

Students with disabilities

Students who are emerging bilinguals

Students who identify as LGBTQ2SIA+

Students navigating poverty, homelessness, and foster care

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

Licensed staff (administrators, teachers, counselors, etc.)

Classified staff (paraprofessionals, bus drivers, office support, etc.)

Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

Tribal members (adults and youth)

School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

Business community

Regional Educator Networks (RENs)

Local Community College Deans and Instructors; Local university deans and instructors

Migrant Education and McKinney-Vento Coordinators

Local Workforce Development and / or Chambers of Commerce

CTE Regional Coordinators

Regional STEM / Early learning Hubs

Vocational Rehabilitation and pre-Employment Service Staff

Justice Involved Youth

Community leaders

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* How were they engaged?  
  *(Check all that apply)*

Survey(s) or other engagement applications (i.e., Thought Exchange)

In-person forum(s)

Focus group(s)

Roundtable discussion

Community group meeting

Collaborative design or strategy session(s)

Community-driven planning or initiative(s)

Website

CTE Consortia meeting

Email messages

Newsletters

Social media

School board meeting

Partnering with unions

Partnering with community-based partners

Partnering with faith-based organizations

Partnering with business

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_

* How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

| **Strengthened Systems and Capacity** |
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***(250 words or less per question)***

* How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?
* What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?
* How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?
* How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?
* How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?
* What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?
* How do you facilitate effective transitions from middle grades to high school; and from high school to postsecondary education?

| **Attachments Completing Your Submission** |
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* [Integrated Planning & Budget Template](https://www.oregon.gov/ode/StudentSuccess/Documents/IntegratedPlanningandBudgetTemplate.xlsx)
  + The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
* Equity Lens Utilized
* MOU detailing aligned program consortia agreements (if applicable)
* URL where grant application is publically posted

| **Assurances** |
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The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

By checking this box, you provide assurance that you have taken into consideration the Quality Education Model (QEM)

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the integrated planning process

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

| **After Application Submission** |
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Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.