# FAQ: Aligning for Student Success

## Integrated Guidance for Six ODE Initiatives

**February 2023**

Oregon Department of Education

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# Contents

# COMMUNITY ENGAGEMENT

## Who are my focal student groups?

This is essential to get clear about quickly. Your ESD SIA Liaison could be a helpful starting point. Your school and district report card, At-A-Glance and accountability details pages will be very helpful. In addition, you might also want to look at your district student information system and ask school principals and counselors for insights.

If you're new to the district, reviewing the previous Student Investment Account application summary and reflection for community engagement efforts will also prove insightful. In addition, this is a great opportunity to learn about community-based organizations in your area and make connections with leaders/staff there.

Finally, (depending on district size) you'll want to engage other leaders in your district that might have insight on each focal group. This could include Title programs, special education, migrant ed, McKinney Vento, and more.

*It is important to consider the safety needs for some of your focal groups including, but not limited to your LGBTQ2SIA+ students. If any of your high school counselors or teachers have existing advocacy groups or relationships with students it may be possible to conduct empathy interviews or focal group sessions, but this must be thought through with care. While engagement is important, you need to approach it without creating conditions that identify students who prefer to have their identity in a group unknown.*

## When is the rubric coming out for the scoring of applications, specifically connected to community engagement?

There is not a rubric for scoring applications. The applications are reviewed and determined as they meet or do not meet application requirements, using this resource that fully finalizes what is required in the application and helps name what meets requirements. This was released in the November EII Monthly Message. Additionally, we also released a simplified guide to authentic and meaningful community engagement. This, however, does not replace the Community Engagement Toolkit in Appendix A.

## What is the reporting format going to be for engaging focal groups and families?

The application is previewed in Section Four on pages 58-59. You will provide a brief narrative describing your efforts, attesting to which focal groups and community partners were engaged and how they were engaged, and then uploading artifacts that showcase your engagement efforts.

An optional application template is provided for planning purposes.

## What are best practices on how to roll out the plan within the districts?

Start with revisiting the membership of your community. Since community includes students, their families, staff and other educational or business community members your approach will likely need to be multifaceted. Is it possible to share information with school leadership and department heads, with an expectation that they in turn share information at their respective sites and teams? Consider posting a visual representation of your emerging priorities and offer students an opportunity to learn about the district planning work. Circle back to the community groups and organizations that have played a role in offering input, and visit them in the spaces they meet to continue to share the progress of the team, offering continuing opportunities to weigh in.

## What are best practices for engaging with our focal groups (students and families)?

Appendix A of the Integrated Guidance is the Community Engagement Toolkit which has information on best practices and suggestions for engaging with focal group students and families. In addition we released supplemental guidance on how to safely and authentically engage with at-risk and vulnerable populations.

## What if we only have one student from a particular focal group? Do we still need to engage with that student?

Every effort should be made to engage with each focal student group even if there is only one or a small number of individuals in that group. This is to determine what is working well for each and every focal group and what needs are emerging. Authentic meaningful engagement works best through trusting relationships. Consider asking a teacher, mentor, or coach that has a trusted relationship with the student to engage authentically in dialogue about how things are going for them at school, from academics to their mental health and sense of belonging. Students should be made aware of how the information will be used at the outset of the engagement in order to self-determine what information they feel safe sharing. This staff member can ask the student if they'd like to share their responses in person or through another avenue (trusting the teacher to advocate on their behalf, a written opportunity, phone call, etc.).

## I'm confused about how we engage with community partners we haven't normally engaged with for the integration of Perkins, such as CTE Regional Coordinators, Administrators and Educators from postsecondary institutions, local workforce development board representatives and those representing labor market needs. How does this work?

Your CTE Regional Coordinator is an important contact for you in this integration. Keep in mind that most Perkins applications are submitted as consortia, by the CTE Regional Coordinator. But regardless, all districts will need to engage around all six programs through the integrated process.

The CTE Regional Coordinator should be brought into your planning process. They are a useful liaison who has relationships with postsecondary institutions, local workforce development boards and business and industry partners throughout the region. Additionally, the CTE Regional Coordinator will be able to provide regional employment and workforce trends. School districts can use this regional engagement and information to meet the requirements to engage with workforce and community colleges.

In turn, the CTE Regional Coordinators will be eager to hear about what you've learned through your community engagement efforts. This information sharing will support both you and them in submitting either the Integrated Application (and specifically for high school or CTE focused program development, priorities, strategies or activities elevated in your plan) and the Consortium Perkins application.

## Does community engagement look any different for students returning from YCEP/JDEP?

Not all formerly incarcerated or detained students return directly from JDEP/YCEP; some students are placed into a residential program, such as St. Mary's Home for the Boys or Children's Farm Home, before returning to a community K-12 school. Engagement with formerly incarcerated or detained students participating in this engagement might best be conducted by a trusted individual such as a counselor, mentor or teacher. The intent of engagement with students is to ascertain what has worked or not worked in their schooling experiences and to learn what improvements can be made to better support students in meeting their academic, mental and social-emotional needs. A conversation with an individual student or small group of students in an empathy interview format is one consideration. Additionally, phone calls or conferences with parents or guardians might be another. Community members associated and interested in meeting students' needs could also be engaged such as mental/behavioral/recovery/treatment health associates, dorm counselors, parole officers, case workers, etc.

## How do I engage with JDEP and YCEP programs?

School districts and ESDs should contact not only the JDEP/YCEP programs in their area, but also their county juvenile departments and OYA Community Office for their area.

## How do JDEP and YCEP programs conduct community engagement?

In addition to the students and parents, JDEP and YCEP programs should engage with their juvenile justice partner agencies, county and OYA, and community partners, such as juvenile justice advocates and non-profit providers. ODE released additional guidance in late

September 2022 and it can be found here: Guidance for YCEP and JDEP Community Engagement.

## How do we keep student identity private/safe during board presentation?

Since many focal groups have historically and/or are currently experiencing incidents of violence and harm due to their identities, special care must be taken when undertaking engagement efforts with these groups. For LGBTQ2SIA+ students, it is important to not inadvertently out a student's sexual orientation or gender identity when they may otherwise not be out to their family, peers, and/or some school staff. Migrant students and emergent bilingual students and their families should not have immigration status, refugee status, or other information become public. This is particularly important in communities that have experienced unwelcoming or traumatic events against undocumented immigrants.

An excellent resource to consider when planning engagement efforts and sharing with the community, such as at board meetings, is the ODE Ensuring Focal Student Group Safety and Privacy resource. In one example, working with a trusted community partner or intermediary is recommended as a strategy to gather and share back student feedback in a safe manner.

In many cases, the data that is needed to make assessments about plan creation and implementation does not need to include identifiers like name, place, grade level, etc. Patterns from the data collection can still be analyzed and reported upon in a board meeting without these identifiers.

Above all, it is critical to maintain confidentiality, ensure that your data security practices are maintained, and to honor any agreements you made in the engagement space, (for example not sharing any stories or anecdotes that were expressed.)

## Do my community engagement artifacts need to show evidence of engaging with focal populations?

You are required to engage focal student groups and their families. You are definitely welcome to provide artifacts that demonstrate focal group engagement if they exist; however, it is not a requirement. Several of the application questions in the Engaged Community section give you a chance to speak to how your chosen artifacts show evidence of engaging focal student populations, demonstrate what you've learned from your community and how it informs your plan, and describe the process and potential challenge of engaging focal groups. They also give you a chance to explain how you plan to approach ongoing engagement, given what you have learned.

As a reminder, page 40 of the Integrated Guidance gives suggested types of artifacts to submit: those that indicate the content of the engagement effort, those that were created by partners, those that are realistic to the level of community engagement, those that make connections between engagement and your integrated plan, and those that provide evidence of strengths-based, trauma-informed, equity centered practices.

## What is required to be uploaded with the Integrated Application to document my Tribal Consultation?

In the callout box on page 39 of the Integrated Guidance, we shared that districts that are required to engage with tribes based on the amount of Title VI funding they are receiving are required to provide documentation of the consultation as part of their Integrated Application. Specifically, we named that "as evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application. We've received a few follow-up questions about the specific format for this documentation. There are a few options districts have to complete this documentation requirement, which include:

- Using the "Affirmations" page of the Tribal Consultation Toolkit (pg. 31), with Integrated Application listed on the other line;
- Using the Integrated Application version of the Affirmations page;
- Submitting a letter from the tribe(s) with signature confirming that the engagement occurred

## Can I spend SIA dollars on ongoing community engagement?

Yes, SIA dollars may be used to support your ongoing community engagement efforts; however, our recommendation is that this activity or expenditure does not exceed 5% of our overall SIA allocation for the biennium. This may be reported and accounted for on the Integrated Plan and Budget Tool as activities.

# NEEDS ASSESSMENT & APPLICATION

## Is there a created needs assessment tool that we'll use or do we need to create our own? If we are creating our own, do you have a sample available for us to review?

Here is the link to the Integrated Needs Assessment tool developed for your use. It is referenced throughout the document. You don't need to create your own. This needs assessment covers the requirements for all six programs in this integration, and has key questions that must be discussed for the regional Perkins application.

Although you won't submit or upload your needs assessment results, the notes you take will be important to share with your CTE Regional Coordinator (for use with the regional Perkins application) as well as to help you summarize and respond to key questions in your Integrated Application. The Application Preview is in Section Four of the guidance and that pulls information you glean from the use of this tool for the purposes of what you need to submit to ODE.

Please feel free to use other quality tools.

If you are creating your own needs assessment tool or process, you are encouraged to connect with your regional ESD staff who are poised to assist you and help ensure you meet any requirements.

## What is the timing that we'll need to use to complete the needs assessment?

We recommend the fall of 2022 with target completion by the beginning of the new year. The input you receive during community engagement efforts will inform your needs assessment. November is a good month to begin gathering any data (community input, student outcome and other forms of data) to engage in your needs assessment with the aim to have a snapshot in time completed by January. This allows time for your priorities to emerge, and to share those findings with your community for a final round of input before constructing your plan and application in earnest. Keep in mind, although the needs assessment process isn't a one and done event, it is "point in time" information.

The CTE Consortia will not complete a separate needs assessment, but will glean information from member district assessments to include in their regional application for Perkins.

## Is there specific data that we should be pulling and analyzing?

Information is provided in this link of the Integrated Guidance. It outlines facilitation, participants, and potential data. It also has some primary questions to work through as a team or in teams when working through your data. You can preview all of the plan questions that you'll gather from your needs assessment in Section 4 of the guidance. ODE provided data visualization in the fall to assist with this.

## Will ODE be providing support for the preparation of Longitudinal Performance Growth Targets?

Applicants will need to submit draft Longitudinal Performance Growth Targets (LPGT) as well as draft local optional metrics to include in their applications due in March 2023. Several web presentations are planned from late November through January to offer guidance on LGPT development and districts can expect their ESDs to offer assistance in crafting draft targets as well. These opportunities will be communicated through the monthly EII Integrated Communication (sign up here) or through your ESD.

Once an application meets requirements, ODE will then move through a co-development process with applicants to finalize the LPGTs and local optional metrics. These metrics will then be embedded into each recipient's grant agreement, which will need to go through the board approval process. This means grant agreements, inclusive of the metrics, will need to be approved by the board during an open meeting with the opportunity for public comment and posted on the applicants' website as well.

There are a few resources that can be used to support applicants in drafting their LPGTs, including Section 6 of the guidance, Appendix I of the guidance , the LPGT worksheet, and previously recorded sessions available on the SIA webpage.

## Has ODE created an application template?

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final integrated application via Smartsheet between March 1 - March 31, 2023. We are providing this *optional* template in response to many requests. If you have a different way of organizing your information for the integrated application submission in March or have already begun collecting information in a different way, you are more than welcome to stay with your own process and tool.

Please note this specific template will NOT be submitted to ODE; rather it is provided as a tool for applicants to compile the necessary information prior to completing the Smartsheet submission in one sitting, by simply copying and pasting.

## If the district does a needs assessment and is able to share the results with us, a virtual charter school within the district, do we need to conduct another needs assessment? Also, we do not receive funds from all of the sources. How will that work as we develop our integrated plan?

As a virtual charter you are not eligible to receive SIA funds, therefore you do not need to worry about the parameters for that funding stream (which is largely what the application scenarios in Table A of the Charter Appendix is based upon). As a virtual charter you will be focused on applying for HSS and EIIS funding and will need to decide if you will be applying independently or with your district for those two funding streams. If you're applying with your sponsoring district, you both would conduct the needs assessment together and in collaboration with one another. Your application would be integrated and you would decide if you want your activities and funding to be embedded in the district budget or if you want to submit a separate tiered budget planning template of just your charter activities with the district application. More information can be found on page 122 of the Integrated Guidance, specifically in Appendix B.

However, if you're applying independently, you would need to conduct your own needs assessment, but your sponsoring district could share their protocol. On page 43 of the guidance, there is a needs assessment framework.

An additional resource you may find helpful is our Virtual Charter School Webinar..

## What if, through our needs assessment and community engagement, we identify populations who need targeted support and aren't one of the identified focal populations? And what if we're in a majority minority district and our focal student groups are outperforming our white students?

The Integrated Guidance requires that applicants engage with focal student groups, identified as students of color, Emerging Bilingual students, students with disabilities, students navigating poverty, homelessness, and foster care, students recently arrived, LGBTQ2SIA+ students, migrant students, students with experience of incarceration or detention. Applicants can also name and engage with other focal student groups experiencing disparities.

As recently as May 2022, [a rule set] was adopted by the State Board of Education that further defines student focal groups required to be engaged as well as parameters around adding additional focal student groups.

All focal groups, even in a majority minority district should be engaged. Any additional groups the district deems appropriate to engage with may be included in engagement efforts to learn about that group’s needs and interests.

## Is there a crosswalk between ORIS and the Integrated Needs Assessment?

ORIS is a systems health  tool designed around a discussion protocol for a school or district team of educators. It helps teams to examine, through candid dialogue, relative health of each domain by discussing the domain’s indicators. The Integrated Guidance Needs Assessment tool is structured differently than the ORIS tool, while pulling some questions over from it, to support a process where community members could share in the discussion around the four common goals (well rounded education, equity advanced, engaged community and strengthened systems and capacity) through the process. There are several questions in the integrated needs assessment tool that are mapped closely to the required responses in the Integrated Application. Districts can choose their own quality needs assessment tool and process but must be prepared to share results with their CTE Regional Coordinator and to respond to the required integrated application questions..

## What happens if I don’t submit an Integrated Application by March 31, 2023? Will ODE extend the application deadline?

The submission window for the Integrated Application and Plan is March 1 – 31, 2023. In order to remain eligible for the funding covered under this guidance, you **must** submit an application by March 31, 2023 – even if it is incomplete. Submit as much as you have completed by March 31 and ODE will follow-up with you to get the additional information before your application is reviewed.

ODE will NOT be extending the March 31 submission deadline. ODE will treat all applications like student work and will continue to engage with you until all items are complete.

## When should I think about taking my Integrated Application and Plan to my board for approval?

As a reminder, Integrated Applications and Plans are due to ODE no later than March 31, 2023. Prior to that, applications need to have been posted to the applicant’s webpage, presented at an open meeting with the opportunity for public comment, and approved by the governing board. Given this timeframe, we recommend that applicants present their applications and plans to their governing board in February or early March at the latest.

## I am at a smaller district, with a few students in each of the focal student groups. I am concerned about potential privacy and/or safety issues for my focal student groups as I am working on drafting responses to the narrative Integrated Application questions, knowing that it is required to be posted on the website.

The full Integrated Application and Plan needs to be posted to the website prior to submission to ODE. This includes posting the narrative responses, the Integrated Planning & Budget Template, and application attachments. While required in the SIA statute, sharing the full application is good practice in ongoing engagement and a feedback loop with the community. Smaller districts with smaller numbers of focal students should be cognizant of what is written into the application to ensure that it doesn't name and/or identify particular students/families that could cause safety or privacy concerns for them. As you're developing responses to narrative questions, consider ways to share what you heard from focal student groups without specifically identifying students and/or families. This could look like patterning feedback from focal student engagement rather than specifically listing what you heard from each student or focal student group. The recently released Ensuring Focal Student Group Safety and Privacy resource is a helpful resource to review if you have specific concerns about safety and/or privacy for focal student groups. If you have specific needs, you're also welcome to reach out to our team.

# CIP and CSI/TSI Schools

### Do I still have to complete the CIP?

The Integrated Application will serve as the district's Continuous Improvement Plan (CIP). There are no funds attached to the CIP, however, it is a requirement of all Oregon districts. Questions in the application are directly linked to, and fulfill CIP requirements.

### I have CSI/TSI schools in my district, is that part of the Integrated Application?

*Federal School Improvement Funds to Support CSI and TSI Schools* will be part of the integrated application districts submit. As such, CSI and TSI schools and their individual contexts should be considered in community engagement efforts and needs assessment processes. For districts receiving these funds, the allocation will be in the Integrated Planning and Budget Tool and strategies specifically designed to to support CSI/TSI schools should be reflected in the plan and application.

### I received the letter saying that we were exited comprehensive or targeted improvement. Do I still need to demonstrate anything to ODE or are we good now?

Districts with remaining *ESSA Partnership Funds* must submit an updated plan and budget before spending and claiming ahead of  the September 30, 2023 expiration date. In some instances, ODE has requested districts attend to specific focus areas to support focal students or to ensure sustainability of improvement efforts. This may pertain to schools that have exited CSI or TSI status, as well as schools that have been identified for support.

## What does CSI or TSI mean?

CSI - Any Title I school with a Level 1 in at lead half of the rated indicators and any high school with  a four-year graduation rate below 67%

TSI - Any school with a specific group of students with a Level 1 in at least half of the rated indicators, which include the four-year graduation rate and five-year completer rate.

## How were funds distributed?

*Federal School Improvement Funds to Support CSI and TSI schools* is the name of the funding stream to support newly identified and reidentified CSI and TSI schools beginning October 2022. School districts serving three or more CSI or TSI schools or school districts with 50% or more of its schools will receive these funds which will be planned and accounted for in accordance with the *Aligning For Student Success Integrated Application* and the Integrated Plan and Budget Template. Allocations were constructed by considering the type of support as well as enrollment data for each school. ODE has earmarked school level allocations that roll up to a single school district allocation.

# CHARTER SCHOOLS

## If the district does a needs assessment and is able to share the results with us, a charter school within the district, do we need to conduct another needs assessment? Also, we do not receive funds from all of the sources. How will that work as we develop our integrated plan?

If the charter is applying with the district, the needs assessment should be comprehensive of the district and any in-district charter schools. So, the data analyzed in the needs assessment should include district and charter data and the team analyzing the data should include district and charter representatives. The integrated plan will be inclusive of all funding sources used by the district and its charters. In some cases, the Charter will provide its own Integrated Planning and Budget Template where it will outline its own strategies, activities, and budget, however not in all cases (see pages 120-121 of the charter appendix) A District Charter Program Agreement will also outline any additional details and nuances between the district and the charter.

However, if the charter applies independently (Scenario 1 on page 120), it will need to conduct its own needs assessment. If the charter needs assistance in developing a needs assessment, it can request information from the district about the needs assessment model that its district uses. Your ESD Liaison could also be a helpful resource for developing a needs assessment.

## How will this work for schools that qualify for some programs and not others? Or for charter schools, how will this work with some funding streams flowing through a district sponsor and some flowing directly to the charter school?

For Charter Application Scenarios, please see page 120 of the charter appendix for a table that lays out six different options.

You will need to choose one scenario to apply for all the funding streams in one application and plan. So if you are not eligible to apply for SIA independently and need to be sponsored by your district then you will need to apply for all the funding streams with your district. However there are still some decision points about who will be the fiscal agent for HSS and EIIS (i.e. the charter or the district). It is helpful to think about fiscal agency as separate from your formulation of integrated plan and application.

## How does the Charter Appendix impact districts whose only school is a charter school?

If you are considered a Charter District under current SIA structures (the only school in your district is a charter), then there is little to no change and you will be applying like a district, please see page 120 of the Charter Appendix which indicates that you would fall under Scenario 1.

## Do virtual charters have to answer all of the application questions even though not all are applicable for our two funding streams?

If a virtual charter school opts to submit their application under Scenario 5 of the charter school appendix B (page 121), they will not have to answer every application question since they are not eligible to receive all funding sources (for example: SIA). ODE has released a Virtual Charter School template, which removes the questions that virtual charter schools are not required to answer.

## If I am applying *with* another district, are my two artifacts in addition to their five, or included with their five?

If you are applying with a district, this would be considered an aligned program consortia. They aligned program consortia would need to submit a **total** of five artifacts and would need to include evidence of the engagement that happened at all entities as well as name the strategies each entity employed within the narrative sections of the application. The overarching goal really is to make sure that authentic engagement is occurring at all of the entities applying as part of the consortia. Also good to note, that the aligned program consortia could also submit more than five artifacts to show evidence of what happened for both the program and the district.

## When a district completes their intent to apply, will this automatically include my school or will I have one to complete as well that designates that I am applying with them?

All entities (both charter and district) will be asked to complete an intent to apply. If you are a charter that is applying with your district then there will be an option to choose the application scenario that best fits your relationship and you will designate which funding stream (and who the fiscal agent is for each funding stream) in your intent to apply. This will help our smartsheet team build a customized application for you to apply with your district.

## Will I be completing all of the same work and SmartSheet but submitting it with my district or will my school be included/encompassed in their plan as a "whole" district?

Great question – and it's really up to the entities that are applying within an aligned program consortia to determine this piece. Each program consortia will need to create and sign a Memorandum of Understanding or MOU that outlines the outcomes, strategies, and activities of the group; designates a lead and fiscal agency; and defines how the consortia will operate and report through the duration of the cycle. This will then designate how they're pulling the application together and reporting on the implementation as it moves forward.

## How will the funds be separated/designated in an aligned program consortia?

The funds for all of the entities in the aligned program consortia will need to be claimed by the fiscal agent named in the MOU. Then it will be up to the fiscal agent to disburse the funds to the different entities based on what is agreed to and outlined in the plan.

# CTE & CONSORTIA

## How does the Integrated Guidance impact CTE/Perkins consortia?

There are roughly four components of the Perkins Grant making process:

- Engagement and Needs Assessment
- Application
- Budget and Tiered Budgeting
- Reporting

Those components are unchanged for the CTE Consortia members.

The Integrated Guidance calls on all districts to consider the six programs in their overall school improvement efforts. Each district will conduct the engagement and needs assessment, will identify outcomes, strategies and activities, and will identify budget needs associated with those activities covering all six areas. Districts will now be conducting the engagement and needs assessment with a much wider lens of how career technical education is a strategy for improved student outcomes for all students and allowing for coherence between High School Success, Perkins CTE, and the other programs. CTE is one of the integrated strategies, it is not separate. The district integrated application is due by March 31, 2023.

The CTE/Perkins consortium application is due in June 2023. Throughout the year the CTE Regional Coordinator will partner with consortium member districts and colleges to share information and will focus during March-June to synthesize the regional identified needs and priorities. The CTE/Perkins consortium members will continue to meet throughout the year to share information and help build the Perkins Regional Basic/Reserve Grant Application.

Here is a video overview of the process for Perkins.

## Are CTE/Perkins consortia creating a parallel needs assessment for the region as each district in the region completes their own?

A parallel or separate engagement and needs assessment process will not be completed at the regional level. Each district will be completing a needs assessment as described above and the information from the districts will be used to form the regional needs for the Perkins regional consortium grants. Therefore it is critical that ongoing, two-way sharing and collaboration between districts and CTE Regional Coordinators occurs.

It is possible that as the regional application is developed additional engagement and/or information is needed. In that case they will collect that additional information to help move the regional priorities forward.

The consortia application is due in June. This will allow the regional consortia membership to take time to review member district and college outcomes and to ensure the regional application is complete and provides an umbrella for the region.

## Would this also include the Career Pathways funding?

Secondary Career Pathways funding is not included as part of this Integrated Guidance.

## How does this integrated tool affect CTE/Perkins Consortia?

CTE/Perkins consortia will still exist and thrive. The CTE regional priorities will inform a district's planning process and build coherence between High School Success, Perkins CTE, and the other programs - bringing CTE into the room to become part of the overall improvement efforts.

The CTE Consortia will still be the vehicle to provide teachers with professional learning and connection with colleagues and will be the place to develop and work on high quality CTE Programs. CTE Regional Coordinators will continue to provide the valuable leadership for secondary/postsecondary transitions, work based learning, career exploration and ongoing support for teachers across their region.

## Are CTE/Perkins consortia member districts required to answer the CTE specific questions on the Integrated Application? If so, how will that information be shared with the CTE Regional Coordinator?

Yes. CTE is one of the integrated strategies being aligned to promote student success, therefore each district is required to answer questions on how CTE will be included in their improvement efforts.

The district application and needs will be shared with Regional Coordinators as regional planning inputs. We are working with the CTE team to develop this collaborative space to ensure Regional Coordinators have access to all the information they will need for planning purposes.

## Why is the Perkins budget not included in the member school district Integrated Planning and Budget Template?

When districts are members of a CTE/Perkins consortium, they are not the fiscal agents of the funding, and therefore it would be inappropriate for the district to allocate funds.

Through communication and collaboration, districts should relate the identified needs with the CTE consortium leadership team to determine how best to utilize Perkins resources for the benefit of all members of the consortium.

## If a district has no CTE Programs of Study, do they need to answer the CTE Focus Questions in the application?

On the intent to apply, districts that have no CTE Programs of Study and no plans to develop one will select that option. When the application is built, the questions referring specifically to CTE Programs of Study will be omitted. There will be a few questions relating to career exploration, work based learning and employer partnerships that all districts will respond to in the application.

## If a district only offers K-6 or K-8 services, do they need to answer the CTE Focus Questions in the application?

We have determined that K-6 and K-8 school districts only need to complete one question about CTE, which is “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 Student enrollment?” We have information on who is a K-6 or K-8 district to ensure that you receive a modified application link that has removed the additional CTE focused questions.

## Why is CTE part of the integration?

CTE is much broader than Perkins and includes numerous positive student outcomes through career connected learning and planning beyond high school.

CTE is intimately connected to High School Success and quality education systems. Having CTE as part of the district’s engagement, planning and communication will aid in blending/braiding efforts to further stretch every dollar available and provide additional opportunities for students.

## What is the difference between the MOU for the aligned program consortia and the CTE Consortium agreement?

The Aligned Program Consortia MOU is an agreement made between applicants and allows for a combination of applicants to apply for funding as a consortium - meaning a single joint application. The MOU is uploaded with the application during the March application window.

The CTE Consortium Agreement is the agreement made between applicants and allows for a combination of districts to pool their resources into a single CTE Regional application. The CTE consortia agreement is uploaded with the regional application during the June application window.

## It is understood that the *Budget* within Integrated Guidance / Aligning for Student Success will be broken into two separate years 2023-24 and 2024-25 with an estimated Perkins allocation for year two. Additionally there is a "tiered budget" where the recipient anticipates expenditures that could be moved into the year one or year two budget if something falls through. What if a grant recipient (consortia or direct recipient) does not have a completed year two budget identified and / or the tiered budget is left empty?

Budgets are estimates on planned expenditures and/or activities. If an expenditure / activity does not occur the grant recipient would need to contact ODE to make a budget adjustment. All budgets are expected to cover the two-year period and allocate at least 90% of the planning allocation. The tiered budget is optional but highly encouraged

## If a Perkins Consortia member places an "X" as a placeholder for an envisioned Perkins investments, is the Perkins Consortia required to abide by those requested investments?

An "X" in a Perkins Consortia member's budget indicates to the board, community and to ODE that an agreement has been reached between the district and the leadership team of the regional Perkins consortia to include the investment in the consortium application

The CTE Regional Coordinator is the Perkins Grant Manager for the regional grant application. Consortium priorities and spending must be a collective decision following the consortium decision making process. The "X" in a district application does not bind the consortia to include the item in the regional consortium application, even though it signals an initial agreement.

An item marked with an "X" in the district budget will not be reviewed for allowability or to confirm regional agreement.

## For CTE / Perkins what details are needed or required within the Integrated Planning Budget Template?

The Integrated Planning Budget Template includes CTE as one of the spending sources for identified activities.

The level of specificity is the same as prior years.

- The application will need to identify the specific school, Program of Study and investments.
- Professional development may be grouped as long as the intended Program of Study focus is identified.
- Teacher Stipends for extended contract / curriculum work needs to identify Program of Study and number of days.

For more information about the Perkins Budget Review Process, please consult the Oregon CTE Policy Guidebook.

# EQUITY

## How do we engage members of our community who are resistant to staying in conversations pertaining to racial equity?

Conversations around racial equity can be challenging and are necessary. Our students have a variety of experiences, strengths, needs, and barriers that impact both academic achievement and students' sense of belonging and safety at school. Additionally, many of our students are experiencing intersectionality among multiple focal groups (i.e. experiencing poverty and disability, or a student of color and emerging bilingual). It remains necessary to acknowledge and investigate the academic disparities experienced by named focal groups and work to develop strategies to address these disparities.

While the word "equity" has become a charged and polarizing word, oftentimes the underlying issues that equity is referring to (e.g. academic disparities; mental/behavioral health for ALL students; justice and healing from historical trauma) are issues that can be agreed on or opened up. Consider how you can engage the core substance of what "equity work" refers to, while also being mindful that there are different ways of talking about and doing this work.

## Can we have language to support our efforts around educational equity that address every student belonging and feeling valued?

As defined in the Oregon Equity Lens, equity is the notion that each and every learner will receive the necessary resources they need individually to thrive in Oregon's schools not matter what their national origin, race, gender, sexual orientation, differently ables, first language, or other distinguishing characteristic.

Several focal student groups are defined in the Student Success Act. Targeted Universalism is an approach that is inclusive of each and every student with focused consideration for students from identified focal student groups. Through community engagement and the needs assessment process, grant recipients will identify intended outcomes that are achieved through both universal and targeted approaches. Universal approaches are strategies that benefit all students and support achieving the outcomes identified through the integrated application process. Targeted approaches will take into consideration the specific needs and barriers of our focal populations. This is equity in action, each student getting the support they need to achieve outcomes that are informed by community engagement, community voice, and identified needs.

For more information:
Introductory video to john a. powell's work on Targeted Universalism:
Targeted Universalism Section

# TIMELINE & REPORTING

## Can you talk a bit more about the 2 year execution vs the 4 year plan? Specifically thinking about years 3 and 4.

Districts and schools will be creating four year plans covering 2023 to 2027, with two years of detailed budget execution. While executing the two year detailed budget, districts and schools will engage communities in ongoing and authentic ways that will inform planning during the next application and planning cycle. Districts and schools may consider including years 3 and 4 of the original four year plan in the next four year plan; however, there may be shifting or changing needs in the community, so districts and schools have the opportunity to pivot if needed with a two year execution cycle (see page 6 of the Integrated Guidance for a visual of the cycle).

The integrated budget and planning template also supports districts and schools in developing a four year plan through the use of the "Additional and Tiered Planning Tab." This allows districts and schools to be more responsive to the changing needs while encouraging ongoing community engagement to identify activities for years 3 and 4.

## Will there be annual reporting, or every two years?

Reporting for all six programs will be completed through a **quarterly** report submission, where recipients will detail their process and spending on outcomes, strategies and activities of their integrated plan**.** Additionally, an **Annual Report** submission will be required which will include narrative responses and updates on progress markers. More detailed information regarding reporting requirements is found in Section 6: Meaningful Reporting, Monitoring, and Evaluation Processes.

## What all needs to be approved by the board?

The Integrated Application and Budget and your grant agreement must be approved by your governing board. There must be an oral presentation of the plan by the an administrator of the grant recipient and an opportunity for public to comment on the plan at an open meeting.

In addition, your annual report and financial audit must be presented by an administrator of the grant recipient at an open meeting with opportunity for public comment.

These items cannot be presented as a consent agenda item.

Submission of board minutes (draft minutes are ok) is required in order for each item to be approved and processed.

# SMALL SCHOOLS

## How can we engage our focal student groups when we don’t know exactly who they are and there are very few?

Engaging and supporting focal student groups is at the core of the Student Success Act, the Student Investment Account, and the Integrated Guidance. This is essential to get clear about quickly. Section 2.2 (pg 104) of the Community Engagement Toolkit has strategies and tools to support you. You may begin with the question, “Why don't I know?” to see what barriers, gaps, questions, or insights emerge that could help you unlock next steps.

Your ESD SIA Liaison or local community leaders could be helpful relational touchpoints. At-A-Glance, district report card and accountability details pages could also be very helpful for demographic information. You may consider your student information system and ask school principals and counselors for insights.

Some focal student groups may not show up in data (such as instances where it is not collected systematically – like LGBTQ2SIA+), but that does not mean they do not exist – they are still an essential part of the community.

Engaging focal student groups when the numbers are low can be a great opportunity to engage at a deeper level and build relationships. We encourage you to see this as an opportunity and to utilize the ESD, district and community resources in your area to help you.

## Can we get some really good examples of community engagement for small schools with smaller sized focal groups?

At the ESD regional planning sessions in the spring, we provided a google folder and have since then updated the EII website to provide artifacts and examples of community engagement from the previous application cycle that are representative of schools of all sizes (small to large) and of those with smaller sized focal groups. We also discussed potential artifacts and strategies at the ESD sessions in the spring. Please check with your ESD liaison and your ODE point of contact. Additionally, the samples provided will be inclusive of ESDs across the state in order to glean ideas from other similarly-sized districts.

Another available resource is the Community Engagement Toolkit. There are samples of artifacts of engagement embedded throughout the toolkit.

## We have school districts that have very small number of students, below 20 ADMw. They currently are K-8 school and feed into a separate district for 9-12. They are focused on SIA only at this point. How does this factor into those types of frontier schools? For example, we have one district that does K-3, the other 4-8, and they all go to a separate district for HS.

We have continued to allow for and encourage consortias through this integrated guidance. We do have specific call out boxes (in orange) for smaller, frontier schools throughout the guidance. Additionally, the plans created should be tailored to the specific needs of the applicant, and applicants will specify how each of their funding streams is being budgeted. Schools with fewer funding streams will only plan and report on those that they receive. Please don't hesitate to reach out if you have specific questions in your context: ODE.EII@ode.oregon.gov.

## Are YCEP/JDEP and charters that are eligible to apply independently considered small schools under the guidance if they are under 80 ADMr?

Yes. **YCEP** and **JDEP** sites are considered small schools under the guidance if they are under **80 ADMr.** Any small school adjustments or accommodations apply to these sites as well. However, it is important to note that **YCEP and JDEP** sites a*re* ***not*** *eligible for floor funding under SIA*. Any c**harter**, entity or applicant that is able to apply independently for the IG would qualify for the **80 ADMr s**mall school accommodations.

## Smaller districts with 1650 ADMw or less receive additional support from their ESD through GEER funding. How will these districts be supported, and are YCEP and JDEP ADMw counts included in the district ADMw for identification?

Resources from the Governor's Emergency Education Relief Act have been allocated to provide additional administrative support and relief to Oregon's smallest districts through dedicated technical assistance dollars for each Education Service District. The focus of this effort is to provide differentiated and intensive support to small districts with limited personnel capacity, in moving through state or federal alignment or administrative processes. GEER funds will provide a first time limited duration position at the state to support rural schools.

This sheet shows the list of districts by region that are at or under the 1650 ADMw threshold*, meaning they are required to be supported with the additional GEER funding ESDs will be receiving through the grant amendment process.

*YCEP/JDEP ADMw are NOT included in these figures.

# LONGITUDINAL PERFOMANCE GROWTH TARGETS (LPGTs)

### I have only 5 students in my third grade class, yet I have more than 80 ADMr as a whole. Am I required to set LPGTs for 3rd Grade ELA proficiency?

No. When the student population for any single metric (4 year cohort grad rate, 3rd grade ELA proficiency, etc.) is fewer than 10 students in the most recent finalized year of data, the grant recipient is not required to set LPGTs for that metric.

### If small districts are in consortia with each other and the consortia is more than 80 ADMr, are they required to set LPGTs as a group?

Yes, they are required to set one common set of LPGTs as a consortia together.

### I'm not applying for SIA funds. Am I still required to submit LGPTs?

At this time, only grant recipients receiving Student Investment Account (SIA) funds are statutorily required to set LPGTs. However, this may become a requirement of the High School Success (HSS) grant agreement following the 2023 legislative session. Anyone, regardless of requirement, may choose to set targets.

### For the gap-closing targets, do we set a target for all focal students together or do we set each individual group separately?

The gap closing target is required to be a single target for a combined group including all focal students. A grantee *may* elect to set more targets that center on single focal student group(s). For example if you're working to increase regular attendance for your students navigating houselessness, those students will be included in your combined focal student group but you may also set a target specific to only students navigating houselessness, as long as there were at least 10 of these students in the most recent year of data.

## Are we required to use all five years of historical data for setting targets?

No. Your context matters and you may find that it doesn't make sense for your district to use an average of the last five years of data. The co-development part of the LPGT setting will allow ODE staff to understand your reasoning.

## It says that the LPGTs are "co-developed" with the ODE. What does that mean?

Draft LPGTs can be submitted to the ODE as part of the application process in March 2023, however, they will not be included in the application review process. After an application has been reviewed and approved, the ODE will meet with grant recipient staff either virtually or in-person to develop these targets together. This will look like sitting down together, reviewing historical data and planned strategies for the next few years to develop reasonable yet ambitious targets.

## Is there a date for the LPGT co-development process? I thought I saw that it will happen in the summer.

This date will depend on when your application is approved by ODE. Once your application is approved, you will move into the LPGT co-development phase. So, if your application is approved early in April, then you will be co-developing LPGTs starting in April. If your application needs some follow-up or clarification and it does not get approved until May, then you would be doing co-development closer to the summer months.

## Are LPGTs required to be presented to our board for adoption? Can it be on the consent agenda?

LPGTs are required, after the co-development process, to be presented to school boards for approval as part of the grant agreement process for the Student Investment Account. This cannot be a consent agenda item.

## If I have to present the LPGTs to my board for approval, I need to make sure that I am not identifying any of my students. Can we suppress our data for the LPGTs?

Yes, all LPGTs targets will use the ODE's standard suppression rules. This means that targets are not required to be set for any metric that has a student population of fewer than 10 students. It also means that any rates below 5% and any rates above 95% will be suppressed.

## The Integrated Guidance skips the 2022-23 school year. Do we not set LPGTs for that year?

Correct. The 2022-23 school year is skipped in LPGT setting as the year will be nearly completed when the LPGTs are created.

## I am getting a lot of pressure to set goals that I think are overly ambitious because anything lower than that can be viewed as "giving up on" my students. I certainly don't feel that way. How should I proceed?

Pressure to do right by our students is real. So is the need to build trust and help ourselves and the public understand what success looks like overtime. There is a long-history of setting targets that aren't grounded in actual data or paint an aspirational picture (for good reasons) but that don't match to what can be meaningfully accomplished and aligned by what districts/grantees are planning and investing in.

Reject the premise of ''giving up'' and instead name how the targets are meaningfully set, what informs them, and what it looks like to build trust and succeed. You can set stretch targets that are more ambitious – and then reach for them.

The stretch targets are the place for you to dream into the possibility of our students in a more perfect setting (without wildfires, pandemics, staffing shortages, etc.). Always keep in mind that change takes time and targets may be modest for a few years!

LPGTs are the basis for future support from the ODE. Overly ambitious targets, while demonstrating our very real investment and commitment to the success of our students, will later flag you for potentially unnecessary support if not met.

Finally, Local Optional Metrics are the space to say that there are other measures that we believe are as or more important than the 5 common metrics. Use these to showcase the amazing work your district will continue to do to create the conditions for learning like improve school climate, increase participation in learning, or decrease expulsions.

## It would be easier for us if you just told us what targets to set or gave us a formula to use. What can you tell me about what targets will be acceptable?

Each grant recipient has a different community, different needs, different strategies, and different funding. For this reason, there is no standard formula for good growth targets. That said, keep the following in mind when drafting your initial targets for codevelopment:

- Gap-closing targets should close the gap between the combined focal group and the "all students" baseline group. If your baseline increases by 2% each year and your gap-closing only increases by 1.5% each year, that is a gap-opening target and will need revision.
- Very few school districts will be able to attain the rate of increase that the top 10% of school districts demonstrated. Assuming that this level of increase is what should be your target is likely overly ambitious for baseline targets.
- If you have a strategy that will take a few years to get off the ground but should later show increases in the common metric rates, we expect a delay in increases in the rate.
- If your trend has been negative, a goal for the first few years of a leveling off of the decline is likely reasonable–you may not see increases for a few years.
- For very high rates, a continuation of that high rate is likely sufficient.
- In general, if below the state rate, aim to get to or above the state rate if possible (if within reason given the top 10% of schools rate increase).
- You likely aren't putting the same level of effort into increasing the rates for every metric. If your focus is on getting 9th graders on track, you may not want to set as ambitious of targets for your 3rd grade ELA proficiency metric as you do for 9th grade on-track.

## What students are included in the combined focal student group for gap-closing targets?

Students are included in the combined focal group if they are a member of any of the following: Students experiencing poverty, American Indian and Alaska Native students, Black and African American students, Hispanic and Latino/a/x students, Asian students, Native Hawaiian and Pacific Islander students, multiracial students, students who are emerging bilinguals, students with disabilities, students experiencing homelessness, students experiencing foster care, LGBTQ2SIA+ students (currently only in our data as Nonbinary students), students recently arrived, migrant students, students with experience of incarceration or detention.

## What if our district identified a different group of students (not listed in the focal student groups) that has larger achievement gaps than any of our other groups? Can we add groups?

Yes! Your district can add more focal student groups for targets *in addition to* the combined focal student group. There will be lines in your LPGT submission sheet for additional student groups.

One thing to note is that individual student groups may have fewer than 10 students and therefore wouldn't qualify for target-setting as this is the minimum size to maintain student privacy.

## When will the combined foal group data be shared with districts and ESDs?

Data are currently being compiled. Hoping to disseminate the data around mid-February, though it might not be until early March. Updated data will include 21-22 graduation rates, revised foster care data, data for the new economically disadvantaged focal group, and data for a combined focal group. Data visuals will be given out in suppressed format, while spreadsheets will contain suppressed and unsuppressed data.

## Can you clarify how the 80 ADMr fits with fewer than 10 students?

If there is an instance in which a recipient has more than 80 ADMr but has fewer than ten students for a specific metric, they are released from that metric but would need to set targets for the remaining.

## How are we attending to the focal populations within the 5 common metrics?

ODE will provide data visualizations that show you disaggregated focal student groups at this time. You're casting a baseline for all students. You're casting a combined focal group target (p 158 in IG) that's where each group comes together. This helps us get to a larger N to be involved in gap closing architecture. Disparity between focal groups is less visible. **We want you to have both conversations**. Combined focal group target, or gap closing target, for each of the 5 common metrics.

## Are there conversations around how the goals compare to the activities the district has chosen to implement or will it be primarily around the results from other districts?

We are not comparing district LPGTs amongst each other. We do want to have conversations during the co-development process about **how your strategies and activities** relate to these metrics.

## What happens if districts don't meet their targets?

Over time if a grantee does not meet the established targets, they will have the opportunity to share information with ODE as to why they did not meet targets. In response, ODE will respond with an invitation to engage in developing a plan for improvement and monitoring, taking into consideration the explanation submitted by the grant recipient. Plans developed to address the areas that need improvement will draw upon a continuum of interventions, which could include implementing a plan identifying specific interventions and corrective actions, a timeline for improvement, and a monitoring plan; entering a coaching program; conducting a compliance review; directing the expenditure of grant funding; and/or withholding grant funds until all requirements are fully in place.

## What do you recommend on how we engage with the board on LPGTs?

The greater your board's awareness the better, but approval is not required for draft submission. We'd recommend that you begin conversations with your board about the growth targets now. This will help lay the foundation for when you come back to your board in spring/summer with the co-developed targets in the grant agreement. At that time the grant agreement with the co-developed targets will need to be posted on your website, presented at an open public meeting with the opportunity for public comment, and approved by the board before the grant agreement can be fully executed

# INTEGRATED PLANNING & BUDGET TEMPLATE

## How do I know what my allocations are so that I can build my budget template tabs?

Your preliminary allocations will populate on to the 23-24 and 24-25 budget tabs automatically after you select your institution on the start here tab of the Integrated Planning and Budget Template.

## Was the IPBT designed in the hope that there could be one activity that could serve andhave multiple funding sources attached in that one row as long as we indicated the appropriate codes, such as HSS/SIA codes, etc.?

Yes! The template is meant for you to braid and blend funding with multiple different allowable funding sources advancing the same activity on one line item. For example, if a line item is being funded by both HSS and SIA and the activity identifies 6th and 9th grade students, budget reviewers will assume that the 6th grade portion is being funded by SIA and the 9th grade portion is being funded by HSS.

It is important to note that the braiding and blending of funds is only done on the planning side. Each funding stream will continue to have a separate grant agreement and a separate subgrant in EGMS.

## How much detail is ODE expecting regarding budgeting for the new plan?

The Integrated Planning and Budget Template Webinar goes into detail about how to fill out the budget template and there is also a Sample Budget Template to demonstrate how funds could be braided and blended across programs.