

**ALIGNING
FOR STUDENT
SUCCESS:
INTEGRATED GUIDANCE
FOR SIX ODE INITIATIVES
2022**



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Kate Brown, Governor



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Colt Gill

Director of the Department of Education

February 8, 2022

Providing equitable access to an excellent education to each and every child is a moral imperative and, as educators, it is a responsibility we must own and embrace. It calls for professionals, leaders of all walks of life, families, and communities to find shared understanding, time, and the will to mobilize on a daily basis and to surround young people with the love, care, nourishment, intellectual challenges, and connection they need to thrive.

Despite the many challenges of the last few years, I know how dedicated thousands of Oregonians are to this daily effort and to the vision of what is possible if we can find ways to move even more powerfully together.

This document reflects hope going forward.

Guidance is a technical word which describes how a state agency explains, coordinates, and administers the programs that have been passed into law by the legislature or federal government and into administrative rules through the State Board of Education.

This guidance accomplishes those aims while also aligning six separate federal and state programs that belong beside each other to the point that they could be experienced by students, educators, and communities as a single, comprehensive effort.

What our staff at ODE has set out to do, with noted hope from the legislature and the education field, is to *operationally* align investments and work that can indeed bring increased success for students and lay the groundwork for us to see the full value and desired impact of the investments in the Student Success Act passed in 2019.

Schools hold responsibility for student mental health and wellbeing in the ways they design and approach relationship-centered schools focused on belonging, school climate, identity, and instruction. There should not be any separation in social, emotional, and academic learning.

This guidance offers district and school leaders the information and tools needed to engage community, assess needs, plan well, and implement programs that provide a needed 10% boost (approximately) over Oregon's base state school fund. These additional funds carry promise that shape and support strategies and planning with a more substantial scale and impact than was possible in Oregon just a few years ago. These investments move us closer to the funding levels called for in Oregon's Quality Education Model than at any previous time in Oregon's

history. We need that now. We need a way for communities, young people, educators, health professionals, and school leaders to listen, reset, and find the best ways to move forward.

I personally hope we can celebrate this long-needed alignment and what I see as a first big step towards a new horizon for Oregon's schools and students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Colt Gill".

Colt Gill
Director of the Oregon Department of Education and
Deputy Superintendent of Public Instruction

Oregon Department of Education

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This section provides both the information and key templates to match resources to your planning. This includes explaining basic resource flows, braiding and blending of funds, and detailed information about the required Integrated Planning and Budget Template. A core goal of this guidance is to support districts and school communities to see and understand how resources can support their strong planning while interrupting the habit of reactively planning for funds as they’ve been parsed through state programs.

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INTRODUCTION

Over the last six years,

Oregon has made and received significant financial investments for students, educators, and communities. Amidst the triage of responding to the COVID-19 pandemic and while tending to the impacts of chronic poverty, mental health challenges, and racism, Oregon's educational systems have been pushed and challenged. Under pressure, significant strengths and also significant limitations have come into view community by community and region by region.

This document is responsive to hundreds of requests from educational and community leaders that ODE make a step toward aligning and integrating separately created federal and state educational investments focused on educational innovation and improvement. This new guidance is provided more than a year ahead of when applications under this guidance will be submitted to ODE in March 2023. The timing of release is intended to give the time needed for grant applicants (districts and schools) to prepare and operationally align their internal planning for these state and federal programs.

This guidance integrates six aligned programs¹:

- High School Success (HSS)
- Student Investment Account (SIA) within the Student Success Act
- Continuous Improvement Planning (CIP)²
- Career and Technical Education - Perkins V (CTE)
- Every Day Matters (EDM)
- Early Indicator Intervention Systems (EIS)

Bringing six programs together operationally³ creates significant opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, ODE developed a framework for success that meets the core purposes of each program while trying to create a stronger framework from which we can mark progress, look for long-term impacts, and develop the learning approach to monitoring and evaluation that is a hallmark of high-performing educational systems⁴.

One of the aims of this effort is to significantly decrease administrative burden and administrative confusion while putting forward a single application and combining processes for planning, needs assessment, community engagement, budgeting, and evaluation.

It is easy to get lost in the details, even when the details matter.

- 1 In most cases, this guidance replaces other program guidance previously released. Where additional guidance is still relevant it is linked and noted within this document.
- 2 **Please note:** This should not be confused with "CIP Budget Narratives" required to access Federal Programs and Title funding which remain on prior timelines and will continue to open annually in August.
- 3 Six programs is nowhere close to the 105 federal and state programs ODE administers and there is natural alignment with more than just the six programs this guidance covers. This effort reflects where operational alignment could be reached amidst programs with shared aims, statutory language, and program designs without requiring changes in statute.
- 4 Schleicher, A (2018), World Class: How to build a 21st-century school system, Strong Performers and Successful Reformers in Education, OECD Publishing, Paris. <https://www.oecd-ilibrary.org/docserver/9789264300002-en.pdf?expires=1643217352&id=id&accname=guest&checksum=C8FAE460D88BB61319D59AB09649ADC9>

The headline is that students, communities, educators, school leaders, and postsecondary, business, and industry partners now have the opportunity and responsibility to plan and integrate these programs and funding streams in a way that improves the well-being, health, climate, quality of instruction, and outcomes for each and every student in Oregon with dedicated attention to focal student groups. By aligning these systems and programs, our hope is to create more time and less complicated ways for educational leaders to support students.

This guidance is written for school districts, charter schools, Youth Corrections Education Programs (YCEPs), Juvenile Detention Education Programs (JDEPs), the Oregon School for the Deaf, Education Service Districts (ESDs) and community partners.

Districts and schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI), collectively referred to as “ESSA Partnerships,” should utilize all of the guidance in this document along with the [Appendix G](#) which offers additional detail.

Finally, it is worth noting that Oregon’s federally approved plan for the Elementary and Secondary School Emergency Relief Fund III (ESSER III) relies upon the actions and engagement public school districts do under this guidance to satisfy essential requirements even while planning, budgeting, and financial reporting happen separately at this time.

IN SUPPORT OF SMALL AND RURAL DISTRICTS

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, including but not limited to this guidance.

Specific callout boxes are placed in this guidance to also note specific adjustments or accommodations for districts with an ADMr⁵ of 80 or lower.



⁵ ADMr (unweighted ADM) reflects the number of students enrolled, where 1.0 ADMr is equivalent to a single student enrolled full-time for the entire period. Less ADMr is accrued when students are enrolled for only a portion of the time period, or when they are enrolled in non-standard program types for less than the full-time equivalent number of hours.

TIMELINE

A high-level timeline from now to grant agreements and the beginning of implementation under this guidance.

Spring 2022: Learn & Prepare - Time to digest this new guidance and do internal planning and budgeting to support the planning and engagement processes that follow

Fall 2022: Engage & Assess - Engage community, focal student groups, families, tribes, and educators. Identify patterns in community feedback and data while completing a comprehensive needs assessment

Fall/Winter 2022: Develop & Plan - Review engagement input, apply equity lens; consult the best practice recommendations from Quality Education Commission (QEC) reports and SSA Student Success Advisory Plans; consider ESSER III engagement feedback; review regional labor market information and regional CTE priorities with CTE regional coordinator; create plan and budget; use continuous improvement tools to workshop and develop plans, budget, and application - include outcomes, strategies, activities, and growth targets

Jan-Feb 2023: Finalize - Produce Integrated Budget, Plan and Application; post to community for comment, present and have board approve prior to submission

March 2023: Apply - Application Window opens from Wednesday, March 1 through Friday, March 31 for submitting four-year plans covering 2023-2027 with budgeted and focused plan for the 2023-25 biennium

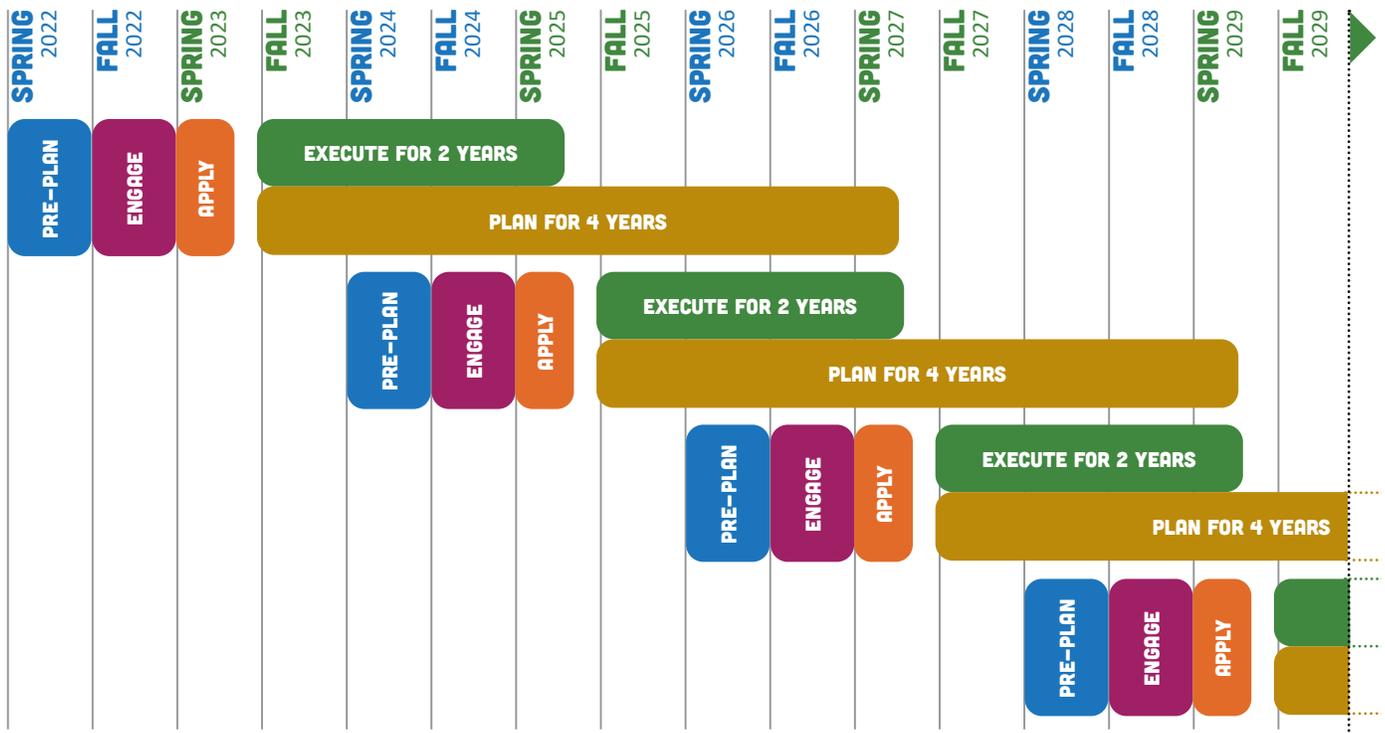
April 2023: Review - ODE reviews applications, co-develops and finalizes required targets while engaging community and educators through Quality Assurance Learning Panels (QALP)

July 2023: Grants Finalized: Grant agreements finalized for all relevant programs and implementation begins

Setting a Consistent Long-term Rhythm

Legislative intent imagines a consistent implementation cycle for these programs.

The following graphic illustrates how this guidance is implemented over the next decade.



SECTION 1: INTEGRATING SIX PROGRAMS



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SECTION 1: INTEGRATING SIX PROGRAMS

Section Snapshot

Section 1 provides high-level information as a quick reference for district and program leaders. It provides broader context for the more technical sections that follow. It includes a summary of the 12-step application process and program summary briefs. The information below may also be a helpful resource when providing school board members, families and community members information about planning processes.

A COMPREHENSIVE INVESTMENT IN EDUCATION INNOVATION AND IMPROVEMENT

Taken together, these six programs target four common goals⁶:

EQUITY ADVANCED

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

- Examine and address systems, structures, practices, behaviors, and mindsets related to power, privilege, and oppression.
- Utilize and re-allocate financial resources and clear calls to action to create school climates, communities, and curriculums that see and sustain each and every child.
- Collect and analyze state, regional, and local data while engaging communities to drive improvement efforts.
- Address the root causes of chronic absenteeism.
- Promote a focus on closing long-standing opportunity and achievement gaps.

ENGAGED COMMUNITY

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

- Tend to long-standing harm or impact that marginalized communities have experienced.
- Listen and respond to community-driven needs and knowledge.
- Deepen schools' connections with their communities through intentional, authentic, and frequent engagement of students, families, educators, school staff, advocates, tribal partners, community-based organizations, business and industry partners, and elected leaders including school board members.
- Cultivate and strengthen connections between community organizations, businesses, Education Service Districts, tribal partners, community colleges, professional associations, and support service agencies to create a thriving educational ecosystem.

⁶ These goals are also aligned to [Oregon's State ESSA Plan](#).

- Facilitate meaningful engagement with licensed, classified, and unrepresented staff including district and school administrators.
- Sustain ongoing engagement and consultation (no checkmarks!).

WELL-ROUNDED EDUCATION

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

- Build relevant and authentic learning experiences for students.
- Build connections, networks, and pathways for students' continued success after graduation.
- Ensure access to a wide-array of nourishing electives and learning experiences.
- Foster avenues for students, tailored to those who educational systems have marginalized, to share and communicate their dreams/aspirations at all levels, including a clear picture of their contributions and a plan, as well as skills to implement as they transition from one grade to another and after high school graduation.
- Apply personalized learning and universal design principles to meet the unique needs and ensure strong growth of each individual student on a real-time basis through professional learning opportunities, coaching, resource allocation, and policies.
- Provide instruction, modeling, and classroom norms that promote students' social competency and self-efficacy.
- Create professional learning opportunities, coaching, resource allocation, and policies for adults that model the conditions desired for students.

STRENGTHENED SYSTEMS AND CAPACITY

Educational systems are made up of people, practices, policies, resources, community assets, and partnerships. Joint determination is needed to strengthen the capacity for whole system success. Shared responsibility and accountability for the success of students in Oregon's schools requires systemic change. This includes actions that:

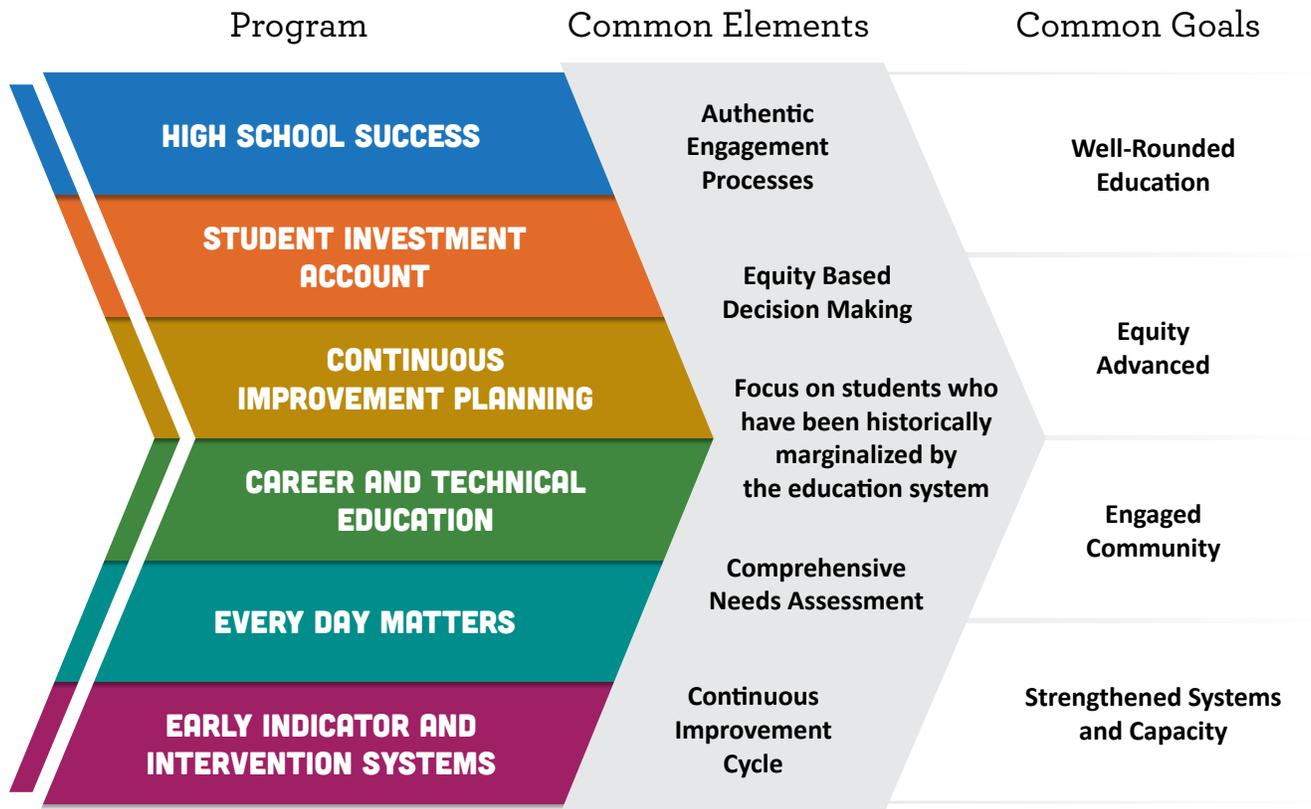
- Leverage continuous improvement practices to redesign for educational processes that center care, connection, and relationship.
- Grow and utilize district, school, region, and community assets to coach towards culturally sustaining pedagogy and practice.
- Foster financial stewardship that accepts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

COMMON PROGRAM ELEMENTS AND GOALS

Integration is possible for these six initiatives⁷ because of what they have in common. While each program can be pulled apart (and has been historically), this guidance brings them together so applicants, schools, and programs can leverage multiple strategies and funding sources to implement more cohesive plans that positively impact students.

Moving forward, the outcomes and strategies for each initiative will come together into a single strategic plan that supports the common goals. The aim is to build these goals into the entire educational system to embed the work at all levels and ensure sustainability.

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



⁷ Programs and initiatives will be used interchangeably.

A 12-STEP SUMMARY OF THE PLANNING AND APPLICATION PROCESS

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

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

A 12-Step Summary of the Planning and Application Process



- Step 1: Organize your thinking and prepare for planning.** Review this guidance. Review previous self-assessments you've completed during prior processes. Get the right people engaged as a planning team, advisory, or small work group, depending on the size of your district/region and community. If your district or school is part of a CTE consortium, engage with your partners at the regional level, particularly your CTE Regional Coordinator.
- Step 2: Prepare accessible materials in "plain-language" for community and staff engagement, including ways to collect information and the human resources to complete the comprehensive needs assessment.**
- Step 3: Engage students, staff and community. Be sure to engage focal student groups and their families, staff, and key business and community partners.** This is an ongoing task. Build on prior efforts, including work you've done with family coordinators to address student engagement and chronic absenteeism. Deepen your practices and follow-up. [Use this updated community engagement toolkit](#) as your primary resource.
- Step 4: Complete a comprehensive needs assessment.** We've brought together CTE, HSS, and other continuous improvement tools into a single framework you can use to support your planning. Keep in mind the important inter-relationship of community engagement and partnerships in getting to a shared assessment of needs.

- Step 5: Move through all process requirements while building a community informed four-year plan⁸.** Detailed more fully in Section 2, you are determining how to use different funding sources to meet several different priorities and outcomes that are interrelated. This requires consistent use of an equity lens. You'll want to review disaggregated data, [QEC best practice recommendations](#), CTE regional priorities, Student Success Act Statewide plans⁹, prior plans and promises made to staff and community, your new engagement feedback, your needs assessment, your ESSER III engagement, plan, and budget, and the overall aims and purposes of your district/region and its schools and programs.
- Step 6: Develop desired outcomes.** Outcomes are the changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work is in relationship with.
- Step 7: Articulate what strategies you will maintain or pursue to generate desired changes.**
- Step 8: Get feedback on desired outcomes and strategies.** This is a key opportunity to engage and review your foundational planning before you get into details while testing and checking your plan through community, staff, and using the tools and information in Steps 4 and 5. Take this opportunity with your shared leadership team to reflect on prior initiative successes or challenges that will inform an aligned plan. If part of a regional CTE Consortium, make sure to work closely with the CTE Regional Coordinator to inform both local and regional goals, outcomes and strategies.
- Step 9: Gather and generate the activities and investments that identify your strategies and will lead to the changes you hope to cause or maintain.** A systemic approach to gather and sort these ideas will be helpful. We've created an [Integrated Planning and Budget Template](#) to assist you.
- Step 10: Write and document your plan and application.** You'll be bringing together processes for six programs that may have previously been discrete. You'll be writing with more detail into your activities, budget, and naming Longitudinal Performance Growth Targets (LPGTs) that run alongside meeting state and federal eligibility requirements and any local optional metrics. You'll be presenting the whole of the plan and budget to your school board and posting it for the public to review.
- Step 11: Check your plan.** Re-check it against your equity lens. Fine tune how you braid and blend funds to get the best outcomes to match your priorities. Use this guidance and the tools in the appendix to make sure your expenses are allowable and you meet the requirements. Take one more look at the plan against the information you've previously gathered. Consider holding another round of student, community, partner, and staff engagement to get final inputs.
- Step 12: Submit your plan.**

⁸ Districts are highly encouraged, over time, to align any and all strategic planning processes to the timing and rhythms within this guidance rather than running separate and distinct strategically planning efforts. This would mean that four-year plans required under guidance are also the continuous improvement plan and the strategic plan for a district.

⁹ SSA Statewide Plans - [African American/Black Student Success Plan](#), [American Indian/Alaska Native Student Success Plan](#), [Latino/a/x and Indigenous Student Success Plan: Phase 1](#), [LGBTQ2SIA+ Student Success Plan](#).

SUMMARY OF EACH INTEGRATED PROGRAM

There are important distinctions to understand between each program. [Appendix H](#) provides rigorous program-by-program details where additional nuance is needed. The following summaries offer essential information to support your integrated planning.

► HIGH SCHOOL SUCCESS (HSS)

High School Success is a fund initiated by ballot Measure 98 in November 2016. Research suggests^{10 11 12} that having the system structures HSS requires aids in increasing graduation rates and ensures high school graduates are ready for their next step into college or career. The last several years of High School Success grant funding tells a story of collective commitment -- one where local schools and communities partner together -- working to create a more equitable, well-rounded and engaging education system. **The budget statewide for 2021-23 is \$307,323,223.**

Goals	Program Requirements	Allowable Fund Uses
<p>Improve student progress toward graduation beginning with grade 9</p> <p>Increase high school graduation rates</p> <p>Increase equitable access to advanced coursework</p> <p>Improve high school graduates' readiness for college and career</p>	<p><i>Who is eligible?</i> School districts, schools, charter schools, virtual charter schools, consortiums, YCEPs/JDEPs, and Oregon School for the Deaf</p> <p><i>Eligibility Requirements:</i></p> <p>Provide sufficient time for teachers and staff of students in grade 9 to review data on students' grades, absences, and discipline by school and by course and to develop strategies to ensure at-risk students stay on-track to graduate</p> <p>Implement district-wide evidence-based practices for reducing chronic absenteeism in grades 9 through 12</p> <p>Assign and provide equitable access to high school students to advanced and dual-credit courses based on academic qualifications in order to avoid bias in course assignments</p> <p>Implement systems to ensure that high school students, including English Language Learners, are taking courses required for on-time graduation</p>	<ul style="list-style-type: none"> ▪ Funding is provided to establish or expand programs in three specific areas: ▪ Dropout Prevention ▪ Career & Technical Education¹³ ▪ College-Level Education Opportunities <p>Up to 15% of allocation is allowable for 8th grade spending</p>

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

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

12 Roderick, Kelley-Kemple, Johnson, and Beechum (2014). <https://consortium.uchicago.edu/sites/default/files/publications/On-Track%20Validation%20RS.pdf>

13 HSS investment in CTE must be for approved CTE Programs of Study.

▶ STUDENT INVESTMENT ACCOUNT (SIA)

The Student Success Act of 2019 marked a historic turning point in funding for Oregon education, with an anticipated additional \$2 billion investment per biennium going to schools. At least fifty percent of these new investments go into the Student Investment Account, which provides non-competitive grant money to all Oregon school districts, eligible charter schools, and starting in 2021-23, YCEPs and JDEPs. **The budget for 2021-23 is \$892,276,973.**

Goals	Program Requirements	Allowable Fund Uses
<p>Meet students' mental health or behavioral needs</p> <p>Reduce academic disparities and increase academic achievement for the following focal groups:</p> <ul style="list-style-type: none"> ▪ Students of color and tribal/Indigenous students ▪ Students who experience disabilities ▪ Emerging bilingual students ▪ Students navigating poverty, homelessness, and foster care ▪ Other student groups that have historically experienced academic disparities 	<p><i>Who is eligible?</i></p> <p>School districts, eligible charter schools*, and YCEPs/JDEPs</p> <p>*Public charter schools who meet the requirements of eligibility within the law or reach agreements to apply as part of their sponsoring district's application. Note, that if a district invites one of their sponsored charter schools to be part of their application, <i>the district must extend the invitation to all charter schools they sponsor</i></p> <p>Virtual charter schools are <i>not</i> eligible for Student Investment Account funding</p>	<p>Increasing instructional time</p> <p>Addressing students' health or safety needs</p> <p>Expanding availability of and student participation in well-rounded learning experiences</p> <p>Reducing class size</p> <p>Ongoing community engagement</p>

EVERY DAY MATTERS (EDM)

Addressing chronic absenteeism through attention to student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement is foundational to the success of each initiative in this guidance. Resources and research which support EDM are now embedded across the five other programs, with capacity and support to districts being aligned through ESDs, community-based organizations, and each of the initiatives. You won't see a dedicated one-pager or see EDM as a pulled apart program. This is done intentionally as we align and integrate.



▶ CONTINUOUS IMPROVEMENT PLANNING (CIP)

Schools and districts in Oregon are called upon to engage in continuous improvement work to improve outcomes for students. Continuous Improvement Plans (CIPs) are a requirement of [OAR 581-022-2250](#) and all Oregon districts must submit a CIP to the Oregon Department of Education (ODE) every three years¹⁴.

By studying the best levers for systems change and impact, the continuous improvement process provides a powerful mechanism for promoting shifts in educator behaviors through fostering engagement in collaboration, data analysis, professional learning and reflection—all attributes of high functioning learning organizations. Deep engagement with this process will lead to improved experiences and outcomes for students.

Goals	Program Requirements	Allowable Fund Uses
<p>A continuous improvement process that:</p> <ul style="list-style-type: none"> ▪ Establishes ongoing opportunities to engage education and community partners ▪ Leverages multiple perspectives and equity-centered data analysis to identify strengths and areas for improvement as well as to make timely adjustments to improve experiences and outcomes for students ▪ Uses effective practices to develop and implement a multi-year improvement plan 	<p><i>Who is eligible?</i></p> <p>Each school district is required to submit its local continuous improvement plan to the Department of Education</p> <p>Current OARs don't provide additional detail for how this requirement applies to YCEPs and JDEPs</p>	<p>Continuous improvement planning does not come with direct dedicated resources¹⁵</p>

¹⁴ As of December 2021, ODE is reporting to the legislature and seeking administrative rule changes with the State Board of Education to move this to every four years in order to match the cycles of HSS, CTE, and SIA.

¹⁵ Worth restating, this process does not include federal program processes and procedures to submit budget narratives for each title fund.

► CAREER AND TECHNICAL EDUCATION – PERKINS V (CTE)

Federal funds are given to states for the purpose of improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers. This federal funding focuses on strategic investments for improved partnerships and for services to historically underrepresented students. Oregon created a four-year strategic plan to increase career exploration, awareness, preparation, and training. [The Oregon CTE State Plan](#) was adopted by the State Board at their meeting on March 19, 2020. In Oregon, CTE is built around approved CTE Programs of Study which must be developed in partnership with high schools and community colleges, based on business and industry needs, and meet the quality criteria and data reporting requirements outlined in the CTE State Plan. CTE Regional Coordinators are local experts in the criteria for CTE. Approximately \$16M is available through Perkins basic grants annually. **The budget for 2021-23 is roughly \$30 million.**

Goals	Program Requirements	Allowable Fund Uses
<p>To develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and Programs of Study.</p> <p>State Plan Goals Include:</p> <ul style="list-style-type: none"> ▪ Expand transparency and the voices contributing to our career preparation system ▪ Increase equitable access and inclusion in high-quality CTE and career connected learning activities ▪ Integrate Career Connected Learning more centrally in Oregon’s schools 	<p><i>Who is eligible?</i></p> <ul style="list-style-type: none"> ▪ Eligible recipients include school districts, community colleges and <u>consortiums</u> ▪ An area career and technical education school, an educational service district, or tribal educational agency ▪ The eligible recipient must have at least one CTE Program of Study approved by the state ▪ Charter schools are eligible to receive the benefits of funding if they have a CTE Program of Study but the eligible recipient is the sponsoring district/consortium ▪ State institutions such as youth corrections and the Oregon School for the Deaf (<u>OSD</u>) 	<p>Develop, coordinate, implement, or improve CTE Programs of Study to meet the needs identified in the comprehensive needs assessment</p> <p>Provide career exploration and career development activities through an organized, systematic framework, particularly linked to expanding access to CTE Programs of Study</p> <p>Provide ongoing sustained professional learning for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals</p> <p>Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations</p> <p>Support integration of academic skills into career and technical education programs and Programs of Study</p> <p>Plan and carry out elements that support the implementation of career and technical education programs and Programs of Study and that result in increasing student achievement of the local levels of performance</p> <p>Develop and implement evaluations of the activities carried out with funds</p>

▶ EARLY INDICATOR AND INTERVENTION SYSTEMS (EIS)

An Early Indicator and Intervention System is a coherent network or group of educators within a school (or ideally across levels of a district) who gather, review, and analyze predictive data at a student level. EIS teams identify strengths, assets, and areas to support individual students early in their school careers, as well throughout the grades, and to engage the student and their family in partnership to coordinate systems of care while supporting students towards successful, on-time graduation and transitions into post-high school education and careers. Developing and nurturing a high-quality EIS can be a high leverage move to forward equitable engagement and outcomes for all students. An EIS is essential to the success of other program goals, including HSS 9th Grade on-track¹⁶ and addressing Chronic Absenteeism. **The budget for 2021-23 is \$3,650,500.**

Goals	Program Requirements	Allowable Fund Uses
<p>The EIS Investment aims to support cohesive systems that include these elements:</p> <ul style="list-style-type: none"> ▪ Active staff teams at school and district level ▪ Robust framework of supports and interventions ▪ Program innovation and improvement ▪ Student, family, and community engagement ▪ System for indicator data collection and analysis, use of predictive analytics to identify support for students, and areas for improvement ▪ Integrated elements, connections across grade levels and schools, and alignment with other ODE initiatives, including the Student Investment Account, Continuous Improvement Plan, High School Success, and Every Day Matters 	<p><i>Who is eligible?</i> Districts and charter schools - districts and charter schools may be in consortia. An ESD may lead consortia.</p> <p><i>Eligibility Requirements:</i> None.</p> <p>This is a non-competitive grant program for school districts to implement EIS. Annual funding is allocated at \$3 per Regular ADM to all school districts and charter schools.</p>	<p>Grant-in-aid recipients may use funds for:</p> <ul style="list-style-type: none"> ▪ System software purchases and subscriptions ▪ Staffing to maintain the system and facilitate corrective action ▪ Training for staff to maintain and use the system with fidelity ▪ Data analysis and research ▪ Tribal government consultation ▪ Student, family, staff, and community engagement

¹⁶ See ORS 327.883 (2)(b)(AA). HSS Eligibility Requirement to “provide sufficient time for teachers and staff of students in grade 9 to review data on students’ grades, absences and discipline by school and by course and to develop strategies to ensure at-risk students stay on-track to graduate.”

EXPLAINING CONSORTIA

Applicants have previously engaged, participated, or applied in “consortia” under each program in distinct ways that don’t align easily and functionally have operated differently. Each type of consortium is described and followed by an explanation of what is needed to integrate and align efforts in this regard.

Prior to this guidance, there were three ways consortia may have operated:

1. CTE/Perkins Regional Consortia provided a point of coordination across several districts along with sector and higher education partners. CTE/Perkins consortia submitted the grant application, but Perkins planning was not always integrated into district processes.
2. High School Success Consortia allowed for HSS applicants/recipients to apply and be treated as a singular applicant for the purposes of grant agreement and funding. A HSS Consortia could be a smaller group of districts or charter schools and also be part of a larger CTE/Perkins Regional Consortia.
3. One SIA Consortium existed with seven small applicants/recipients joining as a singular applicant for all aspects of grant agreement and program implementation and reporting. Similarly, YCEPs and JDEPs in some cases joined in consortia to submit a singular SIA application and work together for all subsequent SIA processes including the grant agreement and reporting.

Now, under this guidance, there are two forms of consortia allowed:

1. **CTE/Perkins Regional Consortia** - The majority of districts in the state are required under Perkins law to be a part of a CTE/Perkins Regional Consortium. CTE Regional Coordinators are the key leaders in the state and provide fiscal and programmatic oversight for Perkins funds and CTE programs and Programs of Study. CTE/Perkins Regional Consortia function as partnerships among the districts, community colleges and employers within the region. Perkins funds are to be used for the development of CTE Programs of Study, to enhance and improve existing Programs of Study; and Programs of Study must be based on high-wage, in-demand occupations and built in

BENEFITS OF CTE CONSORTIA

Regional CTE Consortia provide numerous benefits including:

- Resource-pooling to equalize opportunities for students despite district size;
- Promotes collaboration by reinforcing other regional structures and facilitating strong effective partnerships with colleges, business and industry, and STEM hubs;
- Provides a forum for teacher-led professional development and investments into in-depth topics for improving CTE instruction;
- Creates solidarity of advocacy for improving CTE for all students in the region, not just one or two;
- Federal accountability for Perkins performance targets is held at the consortia level;
- Allows for a combined effort in the recruitment, licensing and retention of expert CTE teachers;
- Reinforces collaboration and leadership to support the development and implementation of high-quality CTE Programs of Study.

partnership with a community college. **The CTE/ Perkins Regional Consortia will continue.** The role of CTE/Perkins Regional Consortia in applicant planning is more fully addressed in Section 2 of this guidance, “Effective Planning.” CTE/Perkins Consortia leads will submit a Perkins Basic Grant application informed by the work represented in this integrated guidance and applicants will plan using regional CTE priorities. CTE/Perkins Regional Consortia don’t join together as applicants under this guidance, but instead are a significant partner for planning and reporting.

2. **Aligned Program Consortia** - The five other programs under this guidance (in addition to CTE-Perkins) will allow for a combination of applicants to apply for funding as a consortium, meaning as a single joint applicant. An “Aligned Program Consortia” is defined as two or more eligible grant recipients (districts, charter schools, Oregon School for the Deaf, and/or YCEPs/JDEPs) that apply for joint funding and implement through a joint grant agreement the programs covered in this guidance. When this kind of consortium is formed, each party is agreeing to operate in full alignment with shared fiscal responsibility, coordinated engagement, a singular application, budget, etc., that are all completed together. One entity is named as the lead to assist in financial and programmatic monitoring and reporting.

Please note:

If you are opting to work in an Aligned Program Consortium, it needs to be for all of the initiatives that fall within the integrated guidance¹⁷. For example, if you previously worked within a consortium for HSS that was different from your consortium for SIA, those will now need to be one and the same for the 23-25 biennium.

You can participate in both a CTE/Perkins Regional Consortium and an Aligned Program Consortium.

You cannot participate in more than one Aligned Program Consortia or CTE Regional Consortia.

ADDITIONAL DETAIL ON ALIGNED PROGRAM CONSORTIA

A single joint application from an Aligned Program Consortia must still be approved by each partnering school district’s or applicant’s governing board and meet all other application requirements. A consortium will receive one grant agreement per funding initiative but report on program implementation as one grantee. Your Annual Report will also need to be presented at each partnering school district’s governing board as outlined in Section 6.

As an additional piece to your application, a Memorandum of Understanding (MOU) will be developed and signed by all members of the consortium to outline the Outcomes, Strategies and Activities of the group; to designate a lead and fiscal agency; and to define consortium operations and the reporting structure. The signed MOU will need to be submitted to ODE prior to a grant agreement being executed and funds being released to the grantee in EGMS.

If an Aligned Program Consortia will reach a total number higher than 80 ADMr or bring together applicants across more than one ESD service area, a request to apply in consortia must be received and approved by ODE’s Office of Education Innovation and Improvement 30 days prior to the application submission in March 2023.

CONSORTIA DESIGNS CAN LINK AND STRENGTHEN RURAL AND SMALL SCHOOLS

ODE highly encourages smaller districts located in the same region to consider working in consortia directly or through their ESD region. Interested districts who need support can contact ODE.EII@ode.oregon.gov.

¹⁷ HSS, SIA, CIP, EDM, and EIIIS

TARGETED UNIVERSALISM AND SNAPSHOTS OF FOCAL STUDENT GROUPS



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

TARGETED UNIVERSALISM AND SNAPSHOTS OF FOCAL STUDENT GROUPS

BRIDGING REALITIES

Snapshots of focal student groups and this introduction of targeted universalism are provided by ODE in the context of this guidance with the very real recognition of the degree of fracturing that is felt, and felt differently, by students, families, and communities across Oregon and nine sovereign nations at this time.

Targeted universalism works from an essential understanding that sameness is not fairness while finding common cause in shared success and universal prosperity. The initiatives operationalized in this guidance have their best opportunity for success when we share an understanding that every student benefits and every community wins when every student belongs and every student finds well-being and academic success.

APPLYING TARGETED UNIVERSALISM

Professor John A. Powell is credited with naming and cultivating the development of practices and policies referred to as “targeted universalism.” Targeted universalism means setting universal aims that are pursued by universal and targeted processes to achieve those aims.

For example, the outcomes and strategies set forward in this guidance, along with the complexities of setting Longitudinal Performance Growth Targets, can and should be developed to be inclusive of each and every student. And to reach those outcomes, Oregon policies offer focused processes to identify, engage, and design targeted approaches for each group in service of universal aims.

Applying Targeted Universalism provides an operational pathway to lead for educational change in a way that bridges relationships and perspectives while maintaining a dedicated and precise attention on focal students and their families.



WHY TARGETED UNIVERSALISM?

“Many policy disagreements are framed by familiar debates about the role of government and the nature or extent of the problem, as well as pragmatic concerns about how to structure or formulate policy for sustainable impact. More than differences of ideology or disagreement over facts, however, underlie these divides. Political polarization is fueled by a growing feeling of unfairness and the perception that policy is a zero-sum game. If one group benefits, or benefits disproportionately, then other groups may feel left behind or overlooked. The insistence that government and other public institutions remain neutral is eroded by a sense that the government is taking sides or has taken the wrong side. In an era of political polarization and fiscal austerity, policy debates too readily become trapped in a binary of either universal responses or targeted solutions. Universal responses enjoy a degree of legitimacy in a diverse and pluralistic society, but they may also be viewed as unaffordable and overly ambitious, while also inadequate at helping those most in need. Therefore, the most marginalized people are often the most skeptical of ostensibly universal policies. Targeted policies may be more efficient and less costly, but by targeting a particular group, these approaches are often viewed as unfairly helping one group over another, seeding hostility and resentment.

There is a hunger for fresh approaches and urgent demand for novel policy methods that can break through our political gridlock, address the problems of our time and create new avenues for thriving individuals and communities. Targeted universalism is an approach that supports the needs of the particular while reminding us that we are all part of the same social fabric.

- [Targeted Universalism Primer](#), May 2019¹⁸

What does applying targeted universalism look like in practice?

Step in Targeted Universalism	Example In State Practice	Example In District/Community/School
1) Establish universal goal based on shared aspiration or recognition of a problem	Improve high school graduates' readiness for college and career	Improve high school graduates' readiness for college and career
2) Assess general population performance relative to the universal goal	State-level reporting on 9th-grade on-track, 4-year graduation, 5-year completion, data on how Oregon students engage in college, career, and workforce opportunities	District, school, or regional data on 9th-grade on-track, 4-year graduation, 5-year completion, data on students engage in college, career, and workforce opportunities in region + general school climate or other assessment data
3) Identify groups and places that are performing different with respect to the goal and disaggregate them	Review disaggregated state-level data and any qualitative or quantitative research	Review unsuppressed ¹⁹ disaggregated school, district, and "street-level" data alongside information from students, community, and educators
4) Assess and understand the structures that support or impede each group or community from achieving the universal goal	The work of the bi-partisan joint committee on Student Success in 2018-2019	Regular meetings of educators and administrators at the school level, district level reviews, work with ESDs
5) Develop and implement targeted strategies for each group to reach the universal goal	The programs and policies put forward in this integrated guidance	The school or district level processes and plans developed in use of this guidance

18 powell, john, Stephen Menendian and Wendy Ake, "Targeted universalism: Policy & Practice." Haas Institute for a Fair and Inclusive Society, University of California, Berkeley, 2019. haasinstitute.berkeley.edu/targeteduniversalism.

19 Districts have access to secure information about smaller student groups that is not published at state-level.

UNIVERSAL TRENDS

The data and trends presented for all students illuminate increases, decreases, and missing information for each of the metrics. Missing information is the result of COVID-19 disruptions on educational systems. This information sets a humbling foundation to support realistic understanding of these statewide performance measures, also referred to in this guidance as “common metrics.” The [2020-21 Statewide Report Card](#) has additional information.

All Students	2016-17	2017-18	2018-19	2019-20	2020-21	Year-to-Year trend ²⁰
Regular Attenders ²¹	80.3	79.5	79.6	na	71.9	-0.4
3rd Grade Reading (ELA)	45.2	47.0	46.5	na	42.5 ²²	0.6
9th Grade On-Track	83.4	84.5	85.3	na	73.6	0.9
4-year Graduation	76.7	78.7	80.0	82.6	80.6	1.0
5-year Completion	83.2	84.6	86.3	87.2	87.8	1.2

SNAPSHOTS OF FOCAL STUDENT GROUPS

Engagement of focal student groups presents a unique opportunity and vital resource for collecting high impact community data to inform the practices that impact those same populations. Focal student groups, and their families, must be engaged in planning under this guidance and there must be demonstrated evidence and artifacts for how engagement strategies/activities impacted your chosen outcomes, priorities, strategies, and activities.

Focal student groups are defined within the [Student Success Act](#) as “students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools.”²³

Throughout the Integrated Guidance, “focal students” will be used to replace the Federal Perkins V (CTE) term, “special populations.”

Snapshots of each focal student group are presented to bring depth, humanity, and some reality to whom these laws and programs are designed. These snapshots will be inadequate as there is not a sufficient way to capture the beauty, resilience, and strength within each group. The information provided is offered as an effort to give some voice and visualization to the experiences these initiatives are aimed at meeting.

²⁰ Average change in year-to-year measures of this indicator. Includes only 2016-17 through 2018-19 data for indicators where 2019-20 data is not available.

²¹ Regular Attenders rates vary significantly by grade level.

²² Low participation rate; may not be representative.

²³ ODE is currently in the rule-making process to add additional focal student groups that would be required to be engaged as part of the plan development process which could include migrant students; recent arrivers; incarcerated and detained youth; and LGBTQ2SIA+ students . The rules are anticipated to be adopted by the State Board of Education in April 2022.

FOCAL STUDENT GROUPS²⁴

Language and terminology are vital tools to understanding and addressing issues of inequity. Frequently, language creates unhealthy narratives of current and historically marginalized students (for example, the term “underrepresented” can be used in a way that subtly suggests that students choose not to represent themselves, instead of shedding light on systematic barriers in schools despite attempts to participate). The decision to use “focal student groups” was an intentional choice based on the historic decentering of underserved students and families, and the decision in the Student Success Act in 2018 to center and make these students the primary focus.

MARKING DIFFERENTIATION BETWEEN FOCAL STUDENT GROUP ENGAGEMENT & PREPARATION OF LONGITUDINAL PERFORMANCE GROWTH TARGETS

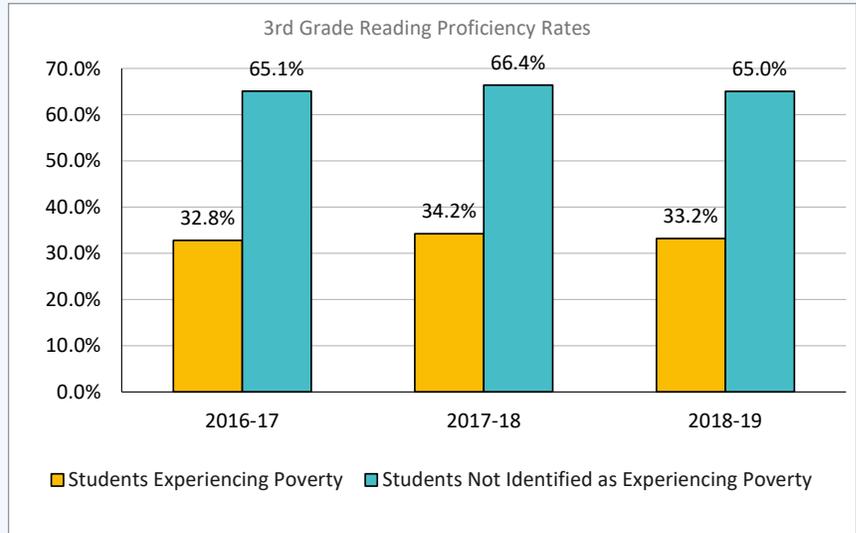
ODE recognizes that the “common metrics” used for setting Longitudinal Performance Growth Targets (LPGTs) are not captured, at this time, for several focal student groups. Applicants are only required to put forward LPGTs as set-out by the department for focal groups where data collections currently exist. Changes in rules and this guidance offer all applicants the ability and expectation to distinguish between who can be engaged in planning and the current constraints in data collection. For the purposes of engagement and planning, please use the most robust articulation of focal student groups (and their families) as provided here.

STUDENTS EXPERIENCING POVERTY

State law and rule currently define students experiencing poverty as students experiencing economic disadvantage using USDA income eligibility guidelines charting free and reduced lunch. What we know is that many of Oregon’s students are experiencing one or more generations of chronic poverty and the impacts that come from food instability, multiple transitions between school programs, navigating what can be socially isolating, and mental health impacts overtime. We also know, from state and national research, that young people and their families experiencing poverty also possess many assets and strengths and no limitations on what they can academically achieve if the right conditions are created for engagement and stability. There are students experiencing significant poverty in every racial and ethnic group in Oregon. Students experiencing poverty who are in additional focal student groups experiencing disparities often face compounding challenges.

²⁴ In Perkins V, a federal program, focal student groups are referred to as special populations and include individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Students Experiencing Poverty	2016-17	2017-18	2018-19	2019-20 ²⁵	2020-21
Regular Attenders	75.6	75.0	74.7	na	71.7 ²⁶
3rd Grade Reading (ELA)	33.2	34.4	33.6	na	42.4 ²⁷
9th Grade On-Track	75.8	77.1	77.4	na	66.6
4-year Graduation	70.1	72.4	74.4	77.6	77.0
5-year Completion	78.5	80.0	82.1	83.6	83.8



STUDENTS OF COLOR

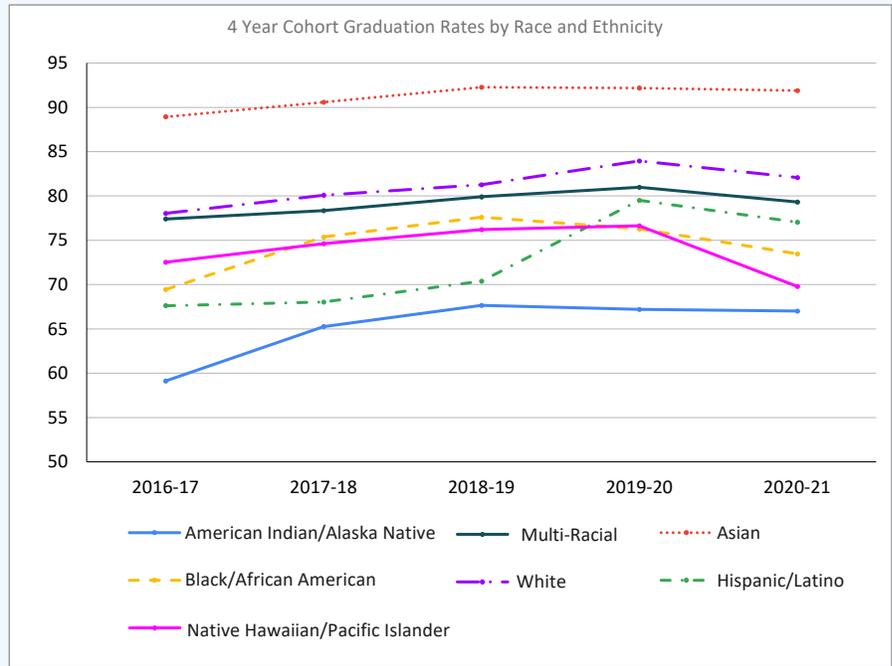


Students of color represent more than 40% of the total student population in Oregon’s K-12 education system - a system that is responsible for seeing assets and possibilities while confronting where it has fallen short in creating welcoming, nourishing, and accountable learning environments.

Laws and rules under this guidance describe students of color as including but not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, multiracial students, and any other racial or ethnic group identified by the school district as having historically experienced academic disparities.

- 25 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.
- 26 As a result of the substantive changes to attendance reporting guidance from previous years, Regular Attendance rates from the 2020-21 school year are not directly comparable to rates published for prior school years, and should not be used for comparative or accountability purposes. See <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx> for more information.
- 27 Low participation rate; may not be representative.

Racial identity and the term "students of color" are both imperfect ways of describing complex, multifaceted, and diverse experiences. Some students may more closely identify with some terms/identities over others. What is important is to listen to how they wish to be acknowledged while being clear about the data, trends, and patterns we have about different racial and ethnic groups. The term is intended to be used intentionally and inclusive while honoring many different lived experiences and realities. The data presented is disaggregated within the constraints of data currently available at the state-level.



Asian Students	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	92.2	91.6	91.0	na	88.9 ²⁸
3rd Grade Reading (ELA)	63.9	64.2	63.8	na	69.1 ²⁹
9th Grade On-Track	>95	>95	>95	na	89.1
4-year Graduation	88.9	90.6	92.3	92.2	91.9
5-year Completion	92.7	92.7	94.0	95.7	95.4

Black/African American Students	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	76.5	74.8	73.4	na	59.5 ³⁰
3rd Grade Reading (ELA)	24.7 ³¹	25.2 ³²	26.3	na	36.1 ³³
9th Grade On-Track	75.7	79.0	79.0	na	68.6
4-year Graduation	67.6	68.0	70.4	76.3	73.5

28 Not comparable to prior years; see previous footnotes for details.
 29 Low participation rate; may not be representative.
 30 Not comparable to prior years; see previous footnotes for details.
 31 Based on less than 95% participation; may not be representative.
 32 Based on less than 95% participation; may not be representative.
 33 Low participation rate; may not be representative.

Black/African American Students	2016-17	2017-18	2018-19	2019-20	2020-21
5-year Completion	77.4	75.8	77.7	80.5	81.6

American Indian/ Alaska Native Students	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	69.4	70.4	69.4	na	55.1 ³⁴
3rd Grade Reading (ELA)	25.2	32.0	29.9	na	21.6 ³⁵
9th Grade On-Track	70.5	76.0	74.4	na	57.6
4-year Graduation	59.1	65.3	67.7	67.2	67.0
5-year Completion	66.7	70.0	76.5	78.9	77.0

Native Hawaiian/ Pacific Islander Students	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	69.8	69.2	68.7	na	52.4 ³⁶
3rd Grade Reading (ELA)	23.7	27.2	26.6	na	27.9 ³⁷
9th Grade On-Track	76.1	77.8	79.3	na	57.4
4-year Graduation	69.4	75.4	77.6	76.6	69.8
5-year Completion	76.9	74.3	82.6	83.7	81.0

Hispanic/Latino/a/x Students	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	77.5	76.6	76.2	na	63.2 ³⁸
3rd Grade Reading (ELA)	25.9	28.0	28.1	na	24.3 ³⁹
9th Grade On-Track	77.3	78.9	80.4	na	65.1
4-year Graduation	72.5	74.6	76.2	79.5	77.0
5-year Completion	78.9	80.8	82.6	83.7	84.5

34 Not comparable to prior years; see previous footnotes for details.

35 Low participation rate; may not be representative.

36 Not comparable to prior years; see previous footnotes for details.

37 Low participation rate; may not be representative.

38 Not comparable to prior years; see previous footnotes for details.

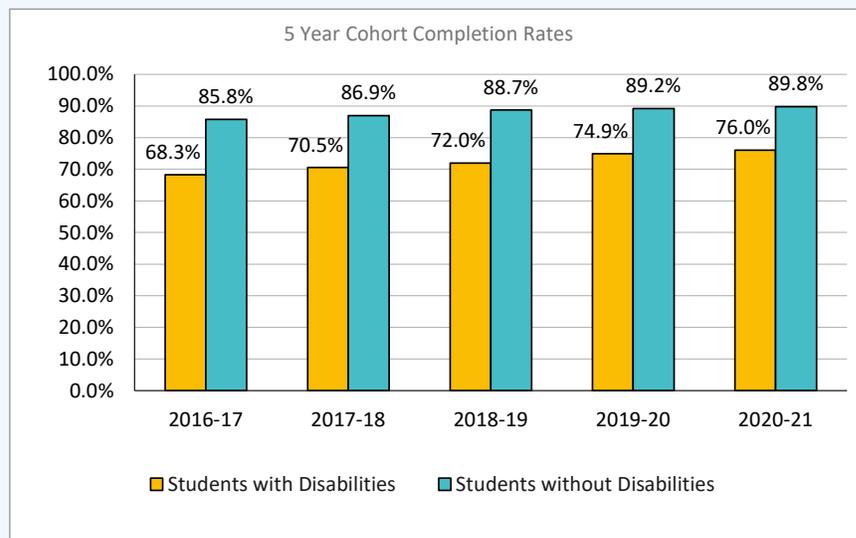
39 Low participation rate; may not be representative.

Multiracial Students	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	79.6	78.5	78.6	na	72.5 ⁴⁰
3rd Grade Reading (ELA)	51.7	51.9	50.7	na	46.3 ⁴¹
9th Grade On-Track	83.7	83.5	84.5	na	76.0
4-year Graduation	77.4	78.4	79.9	81.0	79.3
5-year Completion	82.7	86.2	86.8	87.5	86.8

STUDENTS WITH DISABILITIES

Formally defined within both state and federal law, students experiencing disability are learners who have a legally-protected right to accommodations and/or special education services.

Students with Disabilities (IEP)	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	73.4	72.8	72.5	na	63.0 ⁴²
3rd Grade Reading (ELA) ⁴³	18.7	21.1	21.7	na	19.8
9th Grade On-Track	69.5	71.4	71.7	na	60.8
4-year Graduation	58.8	60.6	63.4	68.0	66.1
5-year Completion	68.3	70.5	72.0	74.9	76.0



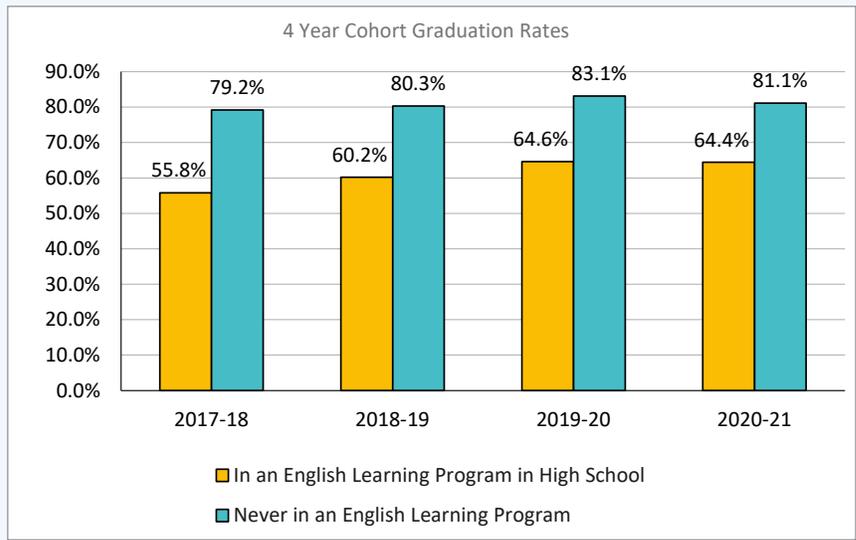
⁴⁰ Not comparable to prior years; see previous footnotes for details.

⁴¹ Low participation rate; may not be representative.

⁴² Not comparable to prior years; see previous footnotes for details.

⁴³ Based on less than 95% participation in all years; may not be representative.

STUDENTS WHO ARE EMERGING BILINGUALS



Students who are continuing to develop their home language (first language) while also learning an additional language are emerging bilingual students. Dual or multi-lingual learning is a powerful asset to be cultivated. Students' learning develops at different rates and language fluency when learning more than one language can arrive at time intervals that don't follow with conventional scaling. For example, a premium might be placed on 3rd grade reading where developed fluency for emerging bilinguals might show much more prominently in 4th grade language proficiency assessments. Beyond just language, emerging bilingual students have cultural assets and worldviews that should be listened to, understood, and supported in building a positive school culture and climate.

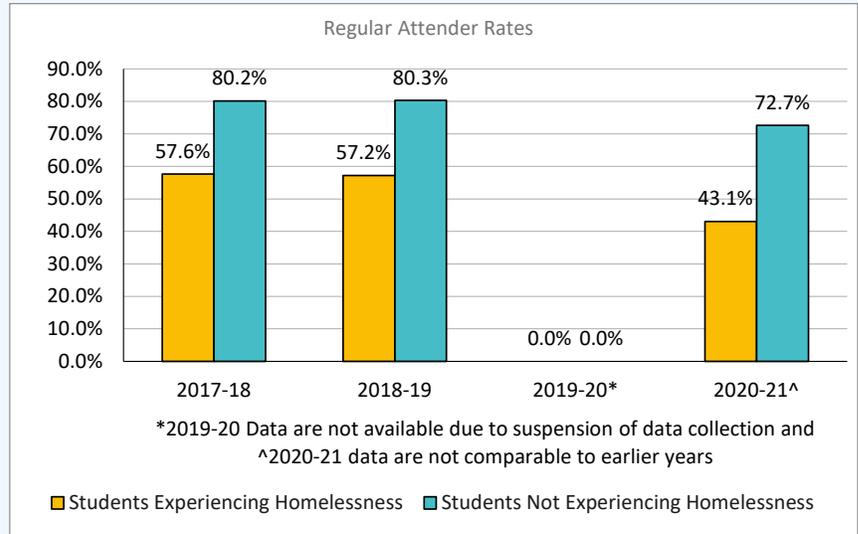
Emerging Bilingual Students	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	80.9	79.7	78.4	na	63.0 ⁴⁴
3rd Grade Reading (ELA)	14.5	9.0	7.9	na	6.1 ⁴⁵
9th Grade On-Track	65.7	69.6	70.8	na	54.3
4-year Graduation	54.9	55.8	60.2	64.6	64.4
5-year Completion	65.7	67.1	67.8	70.5	71.8

⁴⁴ Not comparable to prior years; see previous footnotes for details.

⁴⁵ Low participation rate; may not be representative.

STUDENTS EXPERIENCING HOMELESSNESS

Students experiencing homelessness are students who lack a fixed, regular, or adequate night time residence. Formally defined by the description within [The McKinney-Vento Homeless Assistance Act](#), students may be living in parks, motels, cars, shelters, or other settings not designed or ordinarily used for regular sleeping accommodations for human beings.



Students Experiencing Homelessness	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	59.2	57.6	57.2	na	43.1 ⁴⁶
3rd Grade Reading (ELA)	na	na	23.8	na	20.6 ⁴⁷
9th Grade On-Track	56.2	60.2	60.5	na	46.5
4-year Graduation	50.7	54.1	55.4	60.5	55.4
5-year Completion	63.1	64.2	68.4	68.8	69.7

STUDENTS EXPERIENCING FOSTER CARE

Foster care is a temporary or permanent living situation for children whose parents or family cannot take care of them and whose need for care has come to the attention of child welfare agency staff. While in foster care, children may live with relatives, with foster families or in group facilities. Over half of children who enter foster care return to their families. Formally, students experiencing foster care are identified by ORS 30.297.

Statewide data is not yet available for this focal group.



⁴⁶ Not comparable to prior years; see previous footnotes for details.

⁴⁷ Low participation rate; may not be representative.

LGBTQ2SIA+ STUDENTS

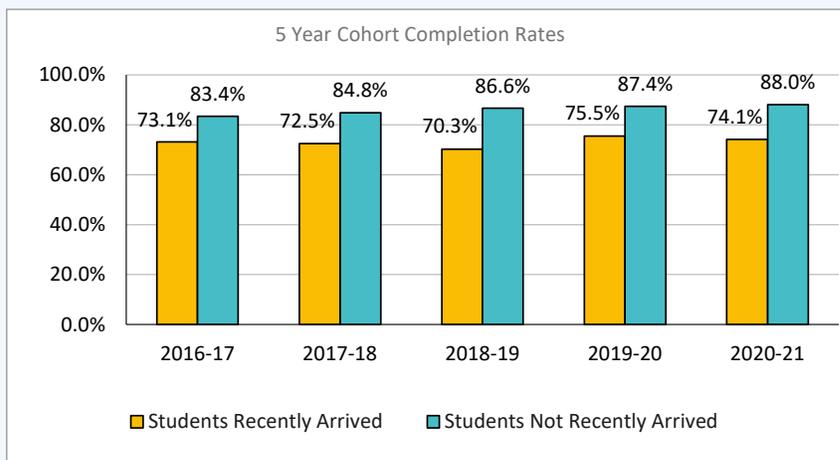
Pending State Board of Education action and for the purposes of engagement, this focal group would include but not be limited to lesbian, gay, bisexual, transgender, non-binary, queer, questioning, 2 two-spirit, intersex, asexual, and “+” recognizes that there are myriad ways to describe gender identities & sexual orientations.

Statewide data is not yet available for this focal group.



STUDENTS RECENTLY ARRIVED

These are students who were born outside the US and US territories (including military bases) - anyone without a US birth certificate who has had less than three cumulative years of education in the US. Foreign exchange students are excluded from the calculation where possible.



Students Recently Arrived	2016-17	2017-18	2018-19	2019-20	2020-21 ⁴⁸
Regular Attenders	84.2	83.3	83.4	na	71.6 ⁴⁹
3rd Grade Reading (ELA) ⁵⁰	36.4	36.0	37.5	na	45.0
9th Grade On-Track	79.0	84.3	89.3	na	72.2
4-year Graduation	58.0	59.0	64.6	66.9	65.8
5-year Completion	73.1	72.5	70.3	75.5	74.1

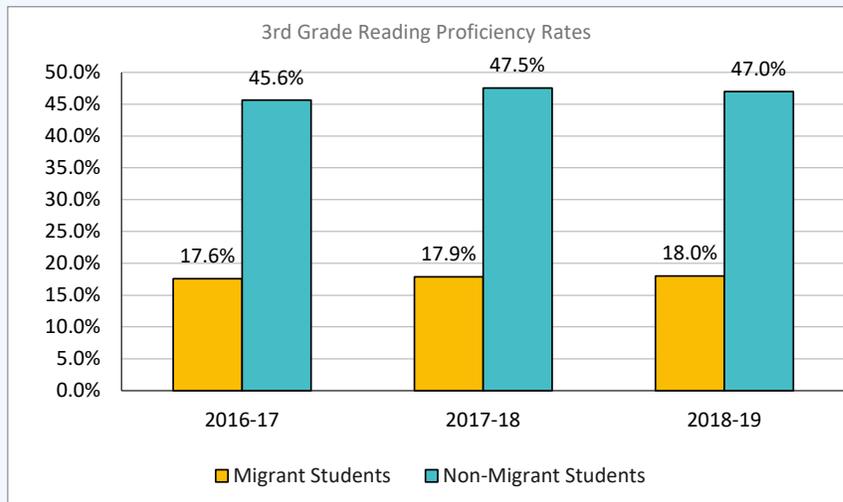
⁴⁸ This group was impacted by travel restrictions due to the COVID-19 pandemic in 2020-21, and is smaller than usual for this year. Data may not be comparable to prior years.

⁴⁹ Not comparable to prior years; see previous footnotes for details.

⁵⁰ Based on less than 95% participation in all years; may not be representative.

MIGRANT STUDENTS

This focal group consists of students who moved to Oregon or between districts in Oregon within the last 36-months in order for their family or themselves to pursue work as migratory agricultural workers or fishers. More helpful information and further illustration of the experiences of these students is available in this [US federal program manual](#).



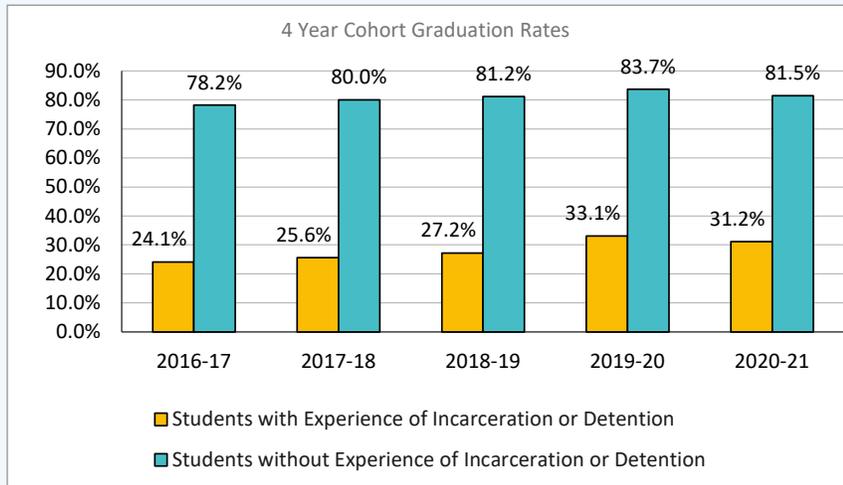
Migrant Students	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	na	80.5	81.0	na	64.2 ⁵¹
3rd Grade Reading (ELA)	17.6	17.9	18.0	na	14.4 ⁵²
9th Grade On-Track	76.1	78.3	81.3	na	64.1
4-year Graduation	71.0	75.0	79.4	79.9	78.3
5-year Completion	77.6	78.2	81.9	86.4	84.3

⁵¹ Not comparable to prior years; see previous footnotes for details.

⁵² Low participation rate; may not be representative.

STUDENTS WITH EXPERIENCE OF INCARCERATION OR DETENTION

Schools have a powerful opportunity to receive, welcome, and engage students who have experience with incarceration or detention. The data below reflects information from students currently incarcerated or detained as well as students who were previously incarcerated or detained.



Students with Experience of Incarceration or Detention ⁵³	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	52.6	50.5	52.3	na	37.0 ⁵⁴
3rd Grade Reading (ELA) ⁵⁵	na	na	na	na	na
9th Grade On-Track	33.7	39.2	30.0	na	29.4
4-year Graduation	24.1	25.6	27.2	33.1	31.2
5-year Completion	46.3	48.1	52.4	54.3	55.7

Important and additional detail on evaluation of performance under this guidance and further technical support, including how to set gap closing targets and develop local optional metrics are provided in [Section 6](#) and [Appendix I](#).

THERE IS ALWAYS MORE TO THE STORY

The limited snapshots provided here won't do justice to the lived experiences of Oregon's students and families. The knowledge, wisdom, needs, and strengths of each member of the learning community is needed to help vision and develop the plans and investments called for in this Integrated Guidance. This information is provided as one input, among many, to help bring to life what is possible when we work together.

⁵³ Students with enrollment in a YCEP or JDEP within the current or any prior school year.

⁵⁴ Not comparable to prior years; see previous footnotes for details.

⁵⁵ No formerly incarcerated students took the 3rd grade reading assessment due to the higher age group of these students.

SECTION 2: EFFECTIVE PLANNING



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SECTION 2: EFFECTIVE PLANNING

Section Snapshot

This section outlines the preparation needed, the specific process requirements, and the tasks that applicants will engage in to inform development and prepare for the integrated plan submission in **March 2023**. Information in this section offers explanations of planning requirements inclusive of any needed documentation or artifacts for the final application as well as outlines applying in consortia, with additional resources and tools linked in or included in the appendices.

PREPARATION

Planning well and planning in advance are keys to ensuring you are ready to submit your integrated application in **March 2023**. Assembling a multidisciplinary team (or teams) with members that can support various aspects of your preparation is one approach to ensuring you stay on-track before the plan submission window opens. For applicants applying in consortia, or other combinations of relationships between recipients, team membership should be representative of the multiple perspectives involved. Varied tasks such as preparing disaggregated data reports for team analysis, planning and scheduling community engagement processes, scheduling meetings and keeping track of notes are examples that can be delegated to members of your team(s). Consider the availability of people and resources, including regional ESD Liaisons, CTE Regional Coordinators, tribal and community partners, higher education, and teacher leaders. Other partners are better engaged at a regional level. Work with regional ESD Liaisons and CTE Regional Coordinators to engage higher education, business and industry, and workforce partners.

CHECK PROGRAM REQUIREMENTS

All school districts are eligible and can move forward with planning around how the goals of all six programs move forward in your comprehensive planning. The Oregon School for the Deaf, some charter schools, YCEPs, and JDEPs are not eligible for all programs within this guidance. Please review this guidance and check [Appendix H](#) for details before you get too far down the road in planning and budgeting.

Questions on eligibility?

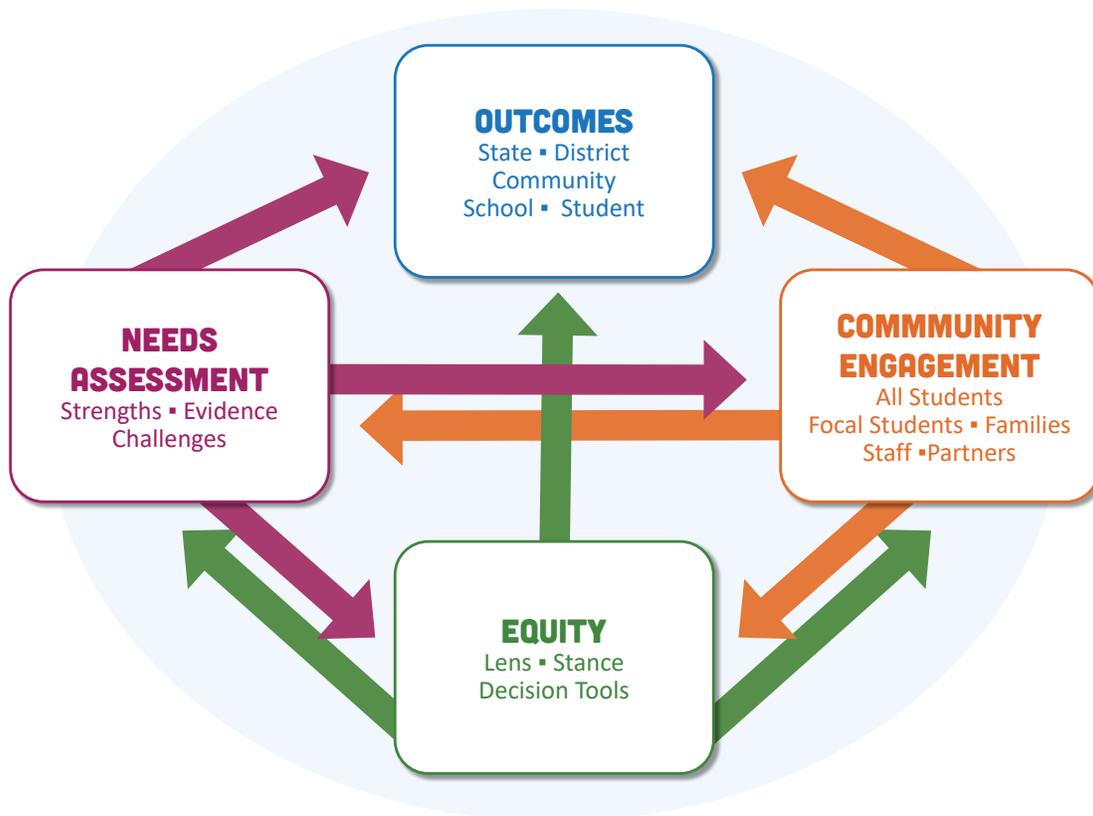
Contact ODE.EI1@ode.oregon.gov



PROCESS

While this guidance aims to lay out information as clearly and succinctly as possible, the reality of good implementation, planning, and engagement is that it is a circular and sometimes circuitous path where key process commitments are interrelated. ODE is focused on improvement-driven processes while adhering to the statutes and rules that govern each initiative. Tangibly, this means a strengths-based, trauma- and SEL-informed equity lens is being applied at every turn. It means community engagement processes aren't "one and done" but build on each other and re-visit prior conversations and commitments. Being improvement-driven means new learnings from district and community data reviews and engaging in continuous improvement and comprehensive needs assessment processes that include community engagement, data analysis, and the application of an equity lens. These lead to changes in program and financial planning which then contribute to positive outcomes.

The visual below illustrates the need for each piece to actively work with each other. The comprehensive needs assessment should be informed and collaborated on with communities, as well as inform how communities are being engaged more broadly. An equity lens should be consulted and utilized throughout the planning process as well. As communities are being engaged, the equity lens should be used to ensure that core equity needs, values, and considerations are being met. Broader community engagement (that isn't specifically tied to the comprehensive needs assessment) can also inform the planning process and work.



PLANNING REQUIREMENTS

It is a notable project management task to skillfully move through each planning requirement in this integrated guidance. Administrative costs are allowed and useful to support actualizing these steps along with dedicated ESD supports described later in this document. Each of the planning steps listed here are then described in more detail:

- Use of an Equity Lens
- Community Engagement
- Tribal Consultation
- Comprehensive Needs Assessment
 - Consider Community Engagement Input
 - Review Disaggregated Student Data
 - Identify Priorities Aligned to the [Four Common Goals](#)
- Consideration of the Quality Education Model (QEM)
- Reviewing and Using Regional CTE Consortia Inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies and Activities

ONGOING USE OF AN EQUITY LENS

The adoption and use of an equity lens or equity decision tool is required throughout the planning, engagement, and implementation of your integrated plan. An equity lens is a tool that helps center core values, commitments, and questions. ODE encourages the use of a strengths-based, trauma-and-SEL informed equity lens as it helps create a systematic structure to ensure no focal group or community is missed in the process of community engagement and plan development. Since the equity lens should be used throughout the application and planning processes, we have included Equity Lens 101 Call-out Boxes to support a deepened understanding of how to integrate this requirement throughout.

EQUITY LENS 101: WHAT IS AN EQUITY LENS?

An equity lens is an active tool that supports core values, commitments, orientations, and questions to become standard practice. An equity lens requires a clearly articulated equity stance that can be made actionable when making key choices and decisions.

For example: One part of our equity stance may be tied to honoring intersectional identities in our district, such as student focal groups who navigate multiple intersecting forms of oppression like poverty, race, and gender. Translating this principle in my district's equity stance into an active equity lens could look like:

- The equity lens ensures that knowledge and engagement is occurring with those most affected by these issues, including naming specific groups
- The equity lens ensures that decision-makers also reflect a similar demographic or intersectional make-up to those affected.
- The equity lens includes questions that ask how intersectional dynamics are addressed; including consideration for unintended consequences that could arise from not addressing intersectional dynamics⁵⁶.
- An equity lens must support navigating choices in the here and now that impact students today. It helps translate theory into practice, and avoid making decisions that could marginalize or harm students, staff, families, and communities.

56 For more on intersectionality, see SWIFT Education Center's ["Understanding intersectionality is critical for advancing educational equity for all"](#)

WHAT EQUITY LENS SHOULD YOU USE?

Applicants can choose which equity lens to adopt and use through the integrated plan:

1. **The Oregon Equity Lens:** This lens is widely used and adopted, and offers key questions that could support your planning. If using this lens, applicants are encouraged to expand on the Oregon Equity Lens to adapt to specific community populations, histories, dynamics, and needs.
2. **Applicant’s Customized Equity Lens:** Many districts, ESDs, and other organizations have developed their own equity lens that can meet the particular process, outcome, and demographic needs of their contexts. ODE supports applicants to develop and/or use their own equity lens and has developed tools/resources to support robust and rigorous equity lenses:
 - a. **Equity Lens and Tools** (Appendix E): This reference includes key resources about equity lens development and use, as well as EI’s core recommendations for what considerations an applicant’s equity lens should cover. If you are using your own equity lens, this is a highly recommended resource to consult.
 - b. ODE’s **Decision Tools:** While developed to support rapid decision-making to respond to COVID-19, these tools offer a concrete decision making framework and include:
 - i. **Decision Tree:** A sequence of intentional questions for leaders that could lead to decision-making that deepens relationships and trust and avoids unintended impacts or harm to communities.
 - ii. **Deepening Questions:** A collection of questions aimed at deepening leaders’ reflections to help get underneath core decision-making challenges.

- iii. **Consultancy Protocol:** A facilitative method designed to support leaders in better understanding dilemmas, while also uncovering new or different approaches to decision-making.

ODE also encourages recipients to share their equity lens broadly with their community, so they are aware of how that tool will be used in the district or eligible charter school’s decision-making process.

COMMUNITY ENGAGEMENT

Authentic and consistent community engagement is vital. During the 2019-20 school year, SIA applicants across Oregon engaged their communities in a variety of ways to inform their strategic planning efforts. Since then, COVID-19, Oregon wildfires, school staffing shortages and unmatched educator burnout, and intense incidents and patterns of racial injustice have led to multiple unprecedented school years with students, families, communities, and school and district leaders navigating significant challenges. In the alignment of initiatives under this guidance, the robustness of SIA community engagement is now extended and expected to inform all six initiatives.

Research shows that students learn better when their families and local community organizations are engaged in schools. Strong family engagement is linked to increased student achievement, reduced absenteeism, and higher graduation rates. In addition, community engagement can help ensure that students’ social, emotional, and physical health needs are addressed, while also providing meaningful, real-world learning opportunities. Schools that engage with their communities are also better able to help students solve local problems, contribute to civic life, and respond to a changing economy.”⁵⁷

57 <https://www.greatschoolspartnership.org/resources/equitable-community-engagement/the-case-for-community-engagement/>

HONORING SOVEREIGNTY, TRIBAL ENGAGEMENT AND TRIBAL CONSULTATION

There are also important requirements for honoring the sovereignty of Native American and tribal students, families, communities, and Nations in Oregon. While all Native American and/or tribal students must be engaged as focal student groups, in some cases, applicants are required to engage in formal Tribal consultation processes as outlined in the [ODE Tribal Consultation Toolkit](#).

UNDERSTANDING THE COMMUNITY ENGAGEMENT SPECTRUM

This [Community Engagement Toolkit](#) lays out a framework and recommendations for applicants to engage in robust community engagement with focal student groups, families, communities, and staff. Applicants are encouraged to build on existing work and to grow with community, youth, or staff advisories developed previously.

This framework serves as a tool to assess and deepen engagement in Oregon communities and is adapted from the work of [Facilitating Power](#) and the [Movement Strategy Center](#). It is organized on a spectrum of shallow to robust community engagement (Levels 1-5). District and school leaders are encouraged to use this framework to reflect on their stance and approach towards communities. It may be used to assess the overall level of engagement of a district/school, as well as be used to assess an individual strategy, activity, project, or initiative within a district/school. In most cases, a district/school will approximate multiple levels of this spectrum that exist simultaneously in the totality of community engagement-related activities as they deepen capacity for robust community engagement.

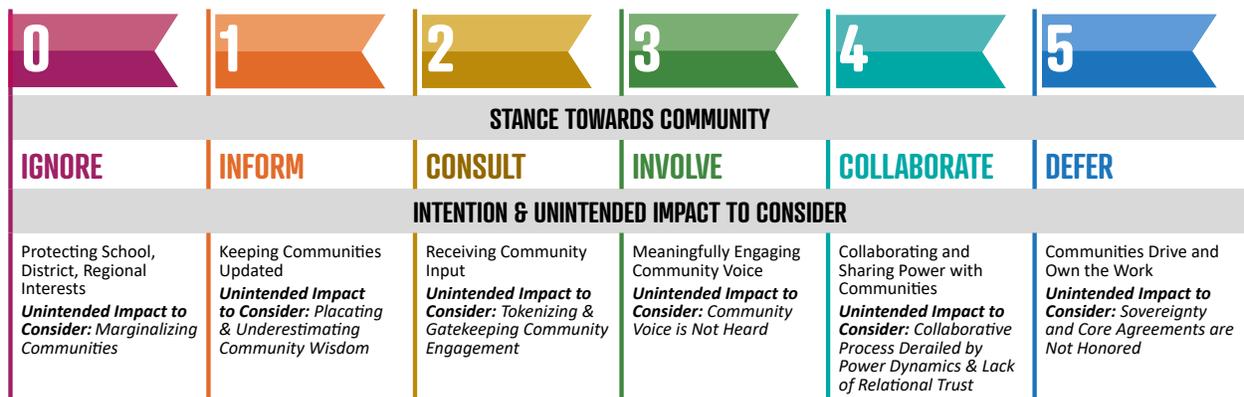
TRIBAL CONSULTATION

Oregon has nine federally recognized tribes that are geographically dispersed, and may need time to convene and engage in planning efforts. Tribes are sovereign governments. Many tribes have an agency for education and a director who can connect the district to its parents and community members. Information on the tribes including contact information is available on the [Oregon Tribal page](#).

REQUIRED TRIBAL CONSULTATION ASSURANCES

If you are a district receiving greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. 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.

LEVELS OF COMMUNITY ENGAGEMENT



Preview of the CE Spectrum, see the Community Engagement Toolkit for the full framework

Applicants are highly encouraged to review and reflect on the community engagement spectrum and the other resources, strategies, and examples included in the toolkit that expand on each level of community engagement.

WHAT IS EVIDENCE OF GOOD COMMUNITY ENGAGEMENT?

The [Community Engagement Toolkit](#) provides a number of specific Oregon examples of what good community engagement looks like, sounds like, and feels like in practice. Good engagement may include some discomfort or disequilibrium for school or district leaders as they stretch into new roles and processes.

In submitting integrated guidance plans, applicants are required to demonstrate evidence from community engagement efforts, including key artifacts that indicate connections between these efforts and the plans that were created. Suggestions of good artifacts or evidence include:

- **Artifacts that indicate the content of the engagement effort.** For example, a sign-up sheet only indicates who attended an event, while meeting minutes indicates what was shared and discussed during that event.
- **Artifacts that were created by partners beyond the applicant team,** including being created by students, families, and communities themselves. For example,

if the engagement event is a gallery walk, artifacts from this could be the posters the community creates for each other to examine key issues.

- **Artifacts that provide a realistic sense of the level of community engagement that actually exists -** artifacts that are truthful in where your community engagement efforts exist along the community engagement spectrum and do not suggest a higher level than what is actually happening.
- **Artifacts that create clear connections** between your engagement efforts and the ways they informed your integrated guidance plan.
- **Artifacts that provide evidence of strengths-based, trauma-informed, equity centered practices.** For example, making certain that engagement spaces and processes are safe, inclusive, provide adequate nutrition, child care, translation/ASL services, and that meetings are held when a majority of students and families are able to attend.

Additionally, consider the following as you collect these artifacts of engagement:

- Always ask for consent that includes the purposes by which you are creating an artifact of the engagement (e.g., if you are taking pictures, share how you will use them and offer to share them for the community to also own). Communities should not be tokenized for their value or extracted⁵⁸ from because they are required to be engaged.

⁵⁸ Extraction in this context is the instrumentalization or taking from communities without their consent, full knowledge, or for the benefit of others besides the community. For more, see "[Stop Taking and Extracting from Communities of Color](#)"

- Consider how the communities wish to be shared or represented, and if you are in a collaborative mode of engagement (e.g., level 4 of the SIA spectrum), consider how these artifacts can be co-constructed or generated by communities.

Finally, the requirements in this guidance to engage communities are not just intended to serve the outcomes, strategies, and activities in your integrated guidance plans, but to support historic, current and future efforts to build relationships with your communities. When planning community engagement efforts and events, consider who on your team/district has relationships with families/communities, how to avoid false promises that could erode trust down the road, what pre-existing groups or community engagement mechanisms exist that you could utilize, and how you will continue to follow-up with communities to demonstrate the ways in which you've followed through on commitments, evolved, and continued to learn about your own strengths and learning edges related to equity awareness and practice.

ENGAGING ON MULTIPLE PROGRAMS FOR STUDENT AND COMMUNITY UNDERSTANDING

This integrated guidance presents the opportunity and requirement for applicants to engage communities for all six integrated programs plus CTE, not just SIA and CTE who formerly held this requirement.



Strategies and approaches to consider:

- Understand how the programs intersect and which goals you can support and get input on that thread across multiple programs
 - Clear awareness of integrated funding -- what is available to the region/district -- avoiding false promises and building trust
- CTE-Meaningfully engage currently hidden populations (such as justice-connected youth and adults; single parents; and learners experiencing homelessness, high mobility, or other instability in their housing situation) as they are often placed on the margins of the education and workforce systems
 - Look beyond those individuals (including students, staff, and community members) that are typically part of the discussion, and to new perspectives to understand the scope of the institutional barriers and to gain insight on program improvement
- Leverage local employer engagement which allows for systems thinking beyond graduation
- Build on the systems and work created through previous improvement planning and implementation

COMMUNITY ENGAGEMENT IN SMALL OR RURAL DISTRICTS

Community engagement is vital regardless of the size of a district. Still, ODE recognizes that the requirements for districts with an ADMr of 80 or lower should be realistic and better match reality. Applicants will still be required to show evidence of engagement with each applicable focal student group, their families, and staff. The number of artifacts required to show evidence of quality engagement are reduced from five to two. The two artifacts must reflect two different strategies to engage the community, focal students, and staff in the planning process.

INTEGRATED NEEDS ASSESSMENT

The process of assessing needs is a critical part of the continuous improvement cycle. As applicants approach assessing the needs in their district, it is important to have a clear understanding of the various processes and tools available and / or required.

- A **needs assessment** is a process, supported by tools, that unfold and build over time. The information gathered through the process is then used to help teams and communities prioritize improvement efforts and to ensure the equitable implementation of policy, practices and procedures that translates into resource allocation, education rigor, and opportunities for all students, especially historically and currently marginalized youth, students, and families including civil rights protected classes.

A comprehensive and integrated needs assessment examines practices, systems health and program quality, is informed by community input and yields the best results when honest reflective discussion considering multiple viewpoints are included as part of the process. It includes a robust analysis of disaggregated student performance data including trends for focal student groups. Root cause analysis may also be conducted to further examine core issues impacting outcomes.

Needs assessment tools support applicants to capture a moment-in-time analysis of needs. It can offer a summary of the deep work done through ongoing engagement and needs assessment processes. A summary, or highlights, of the needs assessment is an important artifact and can be used when sharing proposed priorities, outcomes and strategies with the community, and be further vetted for alignment with community input.

COMPONENTS OF AN INTEGRATED NEEDS ASSESSMENT PROCESS

CONSIDER COMMUNITY ENGAGEMENT INPUT

Community engagement efforts provide critical information. It is important to review input, to notice and document patterns and trends that have emerged when assessing needs. Trends and themes may vary across community groups including students, focal groups, families and community partners.

REVIEW DISAGGREGATED DATA

Multiple sources of information across grades and subject areas, with specific attention to the needs of student focal groups helps to inform the assessment. Other important sources of data about student well-being, climate, feelings of belonging, attendance and behavior are also factored into the process. In addition to student data, it is important to review staff data such as retention rates, staff to student ratios, staff well-being, etc.

IDENTIFY PRIORITIES ALIGNED TO THE FOUR COMMON GOALS

Review the four common goals introduced in Section 1. They represent shared goals across the six programs in this guidance and are aligned to [Oregon's State ESSA plan](#).

AN INTEGRATED NEEDS ASSESSMENT TOOL

A new [integrated needs assessment](#) that aligns questions previously required for applicants by the separate programs addressed in this guidance is now offered for applicant use in preparation for the integrated application in March 2023. The integrated needs assessment is designed to capture the moment-in-time analysis of needs. It is a summary of the deep work done through the comprehensive needs assessment and is aligned with the four common goals shared across the six programs.

A summary, or highlights, of the needs assessment is an important artifact and can be used when sharing proposed priorities, outcomes and strategies with the community, and be further vetted for alignment with community input.

Applicants will not be required to submit their needs assessment to the ODE, but are expected to use the notes captured on the integrated needs assessment to inform their integrated application and integrated planning and budget template.

Additionally, applicants are encouraged to share their integrated needs assessment with their ESD Liaison and / or CTE Regional Coordinator to support regional planning.

CONSIDERATION OF THE QUALITY EDUCATION MODEL

Review the recommendations in prior reports to inform your decision-making. The [QEC reports](#) speak to emerging and best practices while naming essential areas of focus for continuous district and school improvement.

REVIEWING AND USING REGIONAL CTE CONSORTIA INPUTS

CTE Regional Coordinators are experts in developing and improving CTE Programs of Study in partnership with local districts, colleges, workforce partners and employers. Bringing in much needed labor market data and projections and the CTE disaggregated student data to the table, they are a necessary partner in the development of the integrated application. The district application process will use regional CTE priorities and consortium goals as an input to their planning process. The information provided in the integrated application will feed back into the CTE consortia. However, the goals, outcomes, and activities in the individual plan and application should support the regional priorities.⁵⁹

Community colleges are also an integral partner in CTE planning. Whether a community college is a part of a regional consortium, or a direct recipient of Perkins funds, they play a significant and important role in CTE opportunities. All districts working with the integrated guidance should prioritize including their regional community college partners in discussions around CTE plans and activities. The most efficient way is to take advantage of regional meetings through the CTE Regional Coordinator. Community College (CC) CTE programs are directly tied to regional labor market needs, and CC CTE programs will also have local/regional industry advisory committees that meet at least twice a year. Collaborative relationships between postsecondary and secondary schools have mutual benefits for students participating in CTE programs, and benefits for both secondary and post-secondary institutions. Collaboration may particularly benefit students' access to work-based learning opportunities, earning of college credits with a purpose, and smooth transitions to college.

⁵⁹ For districts that are part of a CTE consortium, consortia funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium and may not be reallocated to individual members of the consortium. Consortia funds will flow through the consortium lead, and planning of district funds will enhance regional priorities. The [CTE Policy Guidebook](#) is a useful additional reference.

IMPORTANCE OF COMMUNITY COLLEGE PARTNERSHIPS

Aligning to post-secondary CTE opportunities is an important element of Perkins. When collaboration between CTE instructors and secondary CTE teachers is encouraged and supported by K-12 administrations, benefits can include:

- CTE instructors and CTE teachers working together in Professional Learning Communities (PLC). PLC opportunities strengthen alignment, and teacher practices.
- Secondary CTE teachers may be able to provide dual credit classes in their Program of Study offerings. Students receiving dual credit while in high school may choose to continue their studies at the postsecondary level. Dual credit opportunities can count towards the short-term certificates, Career Pathway Certificates, or a AAS degree that may be available at the regional CC.
- Some of these opportunities can result in students even obtaining a short-term certificate or Career Pathway certificates prior to graduation from high school.

Community College CTE programs can also benefit secondary partners by sharing what work-based learning simulated practices the CC have implemented and sharing how they create and monitor Work Experiences in Community College CTE programs. Secondary schools may have limited resources, so being able to learn from post-secondary practices can lessen the cost and expedite the time it would take secondary partners to research information, curriculum, and practices. Lastly, strong collaboration may allow the secondary partners to have access to opportunities, partnerships and resources that would not be available at the secondary level.

REQUIREMENT TO EXAMINE POTENTIAL IMPACT ON FOCAL STUDENTS TIED TO PLANNING DECISIONS

The Student Investment Account requires three steps that are beneficial to strengthen the integrated plans for all six programs under this guidance:

1. An analysis of academic impact⁶⁰ from the strategic plan put forward including describing how focal student groups will benefit from the plan⁶¹
2. Identification of what funding under what allowable uses will be designated to meet student mental and behavioral health needs
3. Identify which focal student groups might not meet performance growth targets put forward in the plan⁶²

60 See [ORS 327.185](#), 6(a)(B)

61 See [ORS 327.185](#), 7(b)(C)

62 See [ORS 327.190](#), 5(c)

DEVELOPMENT OF A FOUR-YEAR PLAN WITH CLEAR OUTCOMES, STRATEGIES AND ACTIVITIES

Once improvement priorities become clear, articulating those priorities through the integrated application and developing outcomes, strategies and activities for planning and budgeting begins. The general parameters of outcomes, strategies and activities is provided below, and is followed by examples of each.

One thing applicants should keep in mind is that we often first see adult behaviors shift and those shifts lead to changes in student outcomes. Using a causation (if/then) approach can be powerful when developing effective plans.

Outcomes are the changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work

is in relationship with. Some changes can be short-term and others can be long-term. What's important is focusing on the specific kind of knowable change that would occur if your efforts were successful. Lagging indicators, such as those included on district and school report cards, or the Longitudinal Performance Growth Targets (outlined in the SIA and included in the integrated application) are long-term changes that would be seen over time. Progress Markers name some of the kinds of changes that ODE is hoping these investments cause over time with the understanding that they likely show the pathway of changes that eventually lead to metrics change. Other local metrics and assessments may provide additional data sources that can point to desired changes, including through mental health data sources.

Example Outcomes:

- Data teams frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance
- Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (as developmentally appropriate), and families
- All students, especially those in focal groups, report an increased sense of belonging at school
- High schools and colleges work together with industry partners to transition students smoothly from program entrance to degree or certificate and into employment in their field
- Reduced number of students referred to the juvenile justice department

Strategies support your long-term outcomes and describe the approach you are planning to take. Strategies are typically implemented in one to three (and sometimes more) years. They may include a theory of action framework and consider resources, context, people and timelines. Applicants will need to be prepared to articulate how their selected strategies were informed by focal groups as part of the integrated application.

Example Strategies:

- Implement a school-wide [Integrated Model of Mental Health](#) inclusive of strengths-based, equity-centered, trauma- and SEL-informed culturally affirming and sustaining pedagogy, and related principles and practices to create healthy, safe and inclusive school environments
- By providing professional learning on early literacy instructional practices, along with coaching and team-planning time for primary teachers, then those teachers will apply early literacy instructional best practices, and students' reading and writing abilities will improve
- Utilize continuous examination of data to determine which students have access to work based learning or career connected learning experiences, or completing at least 3 credits in a CTE Program of Study

Activities are concrete plans, actions, or investments that are oriented to smaller steps or shorter time-frames within the arc of a given strategy or set of strategies.

Example Activities:

- Hire two additional counselors
- Hire a district CTE coordinator to collaborate with and support the CTE Regional Coordinator at the district level
- Purchase SEL curriculum
- Contract for trauma informed professional learning
- Expand CTE FTE to offer additional credits in the computer science Program of Study
- Hire a career connected learning specialist to develop employer/school relationships and to build work based learning opportunities
- Convene partners to examine selection and enrollment practices that may create barriers for all students to participate in career connected learning activities such as dual credit, CTE, and work-based learning experiences

Putting it All Together

OUTCOME

All students will be on track to graduate by the beginning of tenth grade.



STRATEGY

Ninth grade teachers will meet regularly to review student data and identify barriers and supports needed.



ACTIVITY

Ninth grade teachers will take part in professional development based on ninth grade on track research from the University of Chicago.

STRENGTHEN YOUR PLANNING BY REVIEWING STATEWIDE STUDENT SUCCESS PLANS

While not formally required by rule or statute, the intention of state investments in dedicated Student Success Plans informed by community expertise is to have key elements of each plan get scaled and be activated in district and school planning.

[Appendix F](#) has been developed as a valuable cross-reference of each dedicated SSA Plan.

Each plan is also shared here for independent review and to honor the full work of each advisory.

- [American Indian/Alaska Native Student Success Plan](#)
- [African American and Black Student Success Plan](#)
- [Latino/a/x & Indigenous Mexican, Central, South American, and Caribbean Student Success Plan](#)
- [LGBTQ2SIA+ Student Success Plan](#)

As you create and implement your equity lens, consider how the groups and voices you wish to prioritize may also be represented in these plans and how you can engage with these plans to support them.

ACTIVITIES THAT WOULD ADVANCE MENTAL HEALTH AND WELL-BEING INCLUDE:

Making space and resourcing the time for daily care and connection activities. See [Care and Connection Activities](#), and [Preparing for Breaks and Transitions with Care and Connection](#) for ideas.

Giving staff permission and resourcing dedicated time daily to create opportunities in the classroom and the school building to focus exclusively on care, connection and community building.

Explicitly giving staff permission and resourcing the time to employ creative, expressive teaching and learning strategies (see [Care and Connection Activities](#)) to ensure strengths-based, trauma-informed, equity-centered environments where students can express their experiences and their learnings in ways that are self-directed and empowering.

Spending on communications activities that encourage students and staff to make use of mental health services and supports.

Providing all school community members with a comprehensive list of local resources that are visibly posted on school and district websites.

Resourcing professional learning opportunities, including communities of practice, focused on building mental health literacy and increasing knowledge and skills for working with individuals with mental, emotional, and social challenges.

SECTION 3: FINANCIAL STEWARDSHIP



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SECTION 3: FINANCIAL STEWARDSHIP

Section Snapshot

This section provides both the information and key templates to match resources to your planning. This includes explaining basic resource flows, braiding and blending of funds, and detailed information about the required Integrated Planning and Budget Template. A core goal of this guidance is to support districts and school communities to see and understand how resources can support their strong planning while interrupting the habit of reactively planning for funds as they've been parsed through state programs.

FUNDING BASICS

The following table provides a state-level picture of the funding for each program where funds are available for grantees. Specific allocations for each district, school, or grantee are provided at regular intervals tied to legislative decision-making and adjusting for changes in ADMw⁶³. A more detailed chart of allowable uses tied to each program is available in [Appendix H](#).

Fund Source	Statewide Total for 21-23 ⁶⁴	Allocation Calculation	Allocation Method ⁶⁵	Indirect Rate	Timelines for Spending
HSS	\$307,323,223 ⁶⁶	Based on Second Period extended ADMw; calculated yearly	Reimbursement	Limited to 4 percent of the grantee's total allocation.	Funds not spent in year 1 of the biennium can roll over to year 2 of biennium; can request summer extension
SIA	\$892,276,973	Based on Second Period extended ADMw; calculated yearly	Disbursement	Limited to 5 percent of the total expenditures or \$500,000, whichever is less. Any indirect costs incurred by a participating charter school must be accounted for within the sponsoring school district's overall limit of 5 percent or \$500,000, whichever is less.	Annual funding July 1 - September 30 with no rollover, universal summer extension. If opting out of the summer extension, annual funding July 1 - June 30.

63 See ORS See ORS 327.013 for what constitutes ADMw.

64 Resource totals for the 23-25 Biennium can be estimated in Jan-March of 2023 and are usually set at the end of the Legislative Session on odd years, the next being June 2023.

65 There are two allocation methods, both described in the glossary. In short, disbursement allows for an EGMS claim to receive a percentage of funds in advance of expenditure where reimbursement is when claims are made following expenditure.

66 Does not include \$16,571,429 in carry forward from 19-21.

Fund Source	Statewide Total for 21-23 ⁶⁴	Allocation Calculation	Allocation Method ⁶⁵	Indirect Rate	Timelines for Spending
CTE	\$32,000,000 \$12,000,000 to secondary districts/consortia	Based on US Census data of ages 5-17 students and poverty rates Must have at least one CTE Program of Study to be eligible for funding	Reimbursement	Max 5 percent admin - direct/indirect	Grant award July 1-Sept 30 of the following year annually; final claims by Nov 15
EDM	\$6,752,151	EDM is not planning to have individual school district grants this biennium.			
EIS	\$3,650,500	Based on ADM	Reimbursement		Yearly allocation July 1 - June 30, with no rollover from year 1 to year 2 and no summer extension



ELECTRONIC GRANT MANAGEMENT SYSTEM CLAIMS (EGMS)

While ODE works towards alignment of these six programs, there are some structures that will remain unchanged:

- Financial claims will operate on a different calendar than the submission of expenditure reports.
- Claims will be submitted by the fiscal agent for the grant agreement and if you are operating as a district sponsored charter or in a consortium then funding will either be expended or disbursed according to the agreed upon conditions set forth in your District Charter Agreement or Memorandum of Understanding.
- Perkins consortium grants will be made to the fiscal agent for the consortia and all EGMS claims and financial management will be the responsibility of the fiscal agent.
- The SIA will remain a disbursement grant where funding is claimed in 25% increments for each quarter prior to expenditures taking place.
- All funding streams, other than SIA will remain as reimbursement grants where claims will need to be submitted in EGMS after grant funding has been spent.

Taking into account the administrative burden of grantees to continuously submit claims in EGMS, ODE proposes all fiscal agents submit their claims during the following designated windows for either reimbursement or disbursement:

Claim Window	Amount of Claim for SIA	Amount of Claim for all other programs (CTE, HSS, EIS, CSI/TSI)	Perkins Federal (CTE)
July 1, 2023			20% allocation available for 2023-2024 grant award
July 1- July 30, 2023	25% of allocation	No cap on claim amount	
September 30, 2023			All funds from 2022-2023 grant award must be obligated
October 1- October 30, 2023	25% of allocation (up to 50% total)	No cap on claim amount	100% allocation available for 2023-2024 grant award
November 15, 2023			All claims on 2022-2023 grant award must be completed.
January 1- January 30, 2024	25% of allocation (up to 75% total)	No cap on claim amount	
April 1- April 30, 2024	25% of allocation (up to 100%)	No cap on claim amount	
June 30, 2024		HSS: Any unclaimed Y1 funds will remain open throughout Y2	

*Reimbursement claims will continue to be reviewed and approved on a rolling basis; however, ODE encourages fiscal agents to claim larger amounts of funding less frequently.

*CTE Perkins federal funds will flow through consortia fiscal agents for member districts.

BRAIDING AND BLENDING FUNDING

Combining funds from various program sources is a strategy that can ensure consistency, eliminate duplication of services, and allow recipients to strategically direct funding allocations. Commonly referenced as the “blending and braiding of funds,” and often utilized in reference to leveraging both federal and state funds, this approach helps to ensure maximum benefit to students and flexibility to recipients.

There are many ways to braid and blend funding to sustain more powerful impacts. And there are also important cautions and considerations as not all funds can be used in the same ways and key principles of financial management must be practiced to bring funding sources together while maintaining strong and transparent accounting. One example of blending and braiding funds is in the development and [financing of community schools](#)⁶⁷. ODE’s [Summer Best Practices Programming Guide](#) is also a rich and practical resource.

The starting point to braiding and blending funding is to have a clear plan with clear outcomes and strategies. This is essential because you want the plan to then be met by resourcing strategies that can include the programs in this guidance alongside other existing resources and through the development or use of new or community resources, as well.

“While this sounds reasonably straightforward, creating a financing plan isn’t just about spreadsheets and funding sources. It requires nuanced relationship building, sound policies and programs, and a well-developed strategy.”

- Sharon Deitch, Financing Community Schools

UNDERSTANDING AND NAVIGATING SUPPLEMENT AND SUPPLANT

Both federal and state laws speak to distinctions between when a fund source (a grant program) is allowed to supplant, meaning replace a prior existing use of a different fund source, versus where a fund source is only allowed to supplement, meaning it comes in addition to and is expected to be used in addition to existing resources. There are important legal and technical distinctions that both ODE and each district is required to adhere to and this explanation should not be seen as legal advice or counsel.

Federal funds allocated through ESSA partnerships, ESSA Title Programs, IDEA, and the Perkins Act (CTE) are governed by a “supplement not supplant” provision. This should not prohibit districts from administering the activities that enhance student learning and are aligned to district goals. Districts must show that federal funds do not replace state and local funding when administering. A notable exception to this are the Federal ESSER I, II, and III funds which are not subjected to the supplement not supplant rules and considerations, as a result, districts have flexibility to allocate those funds in a manner consistent with their ESSER III District Plan, district priorities and students academic and social strengths and needs.

High School Success is a state program and funding source that also contains a supplement not supplant provision. ORS 327.874 states: *A school district must use the amount apportioned under ORS 327.859 to establish or expand programs, opportunities and strategies under ORS 327.865, 327.868 and 327.871 and may not use the amount apportioned to maintain programs, opportunities and strategies established prior to December 8, 2016, except when a use is necessary to replace the loss or expiration of time-limited grants or federal funds.*

The Student Investment Account does not contain a provision speaking to supplementing or supplanting.

67 Financing Community Schools: A Framework for Growth and Sustainability. Deich and Neary. (2020)

The table below provides examples of previously utilized programmatic plan strategies or activities that have or could receive funding from the sources indicated.

Strategy/Activity	SIA	HSS ⁶⁸	EIIS	PERKINS ⁶⁹
Develop and implement an integrated model of mental health in order to support students feeling a sense of belonging and safety.	✓	✓	✓	✓
Develop additional academic supports through a tiered approach aligned to the needs of our English Learners.	✓	✓		✓
Round out our middle and high school curricular offerings to expand CTE, as well as advanced and dual credit courses that are accessible to each and every student.	✓	✓		✓
Implement a reliable, easily accessible electronic data system that supports educators and leaders to identify student strengths, growth areas, and progress toward graduation in multiple dimensions for students as allowed by a given fund source, including learning progress, school engagement, social/emotional wellness, and family engagement.	✓	✓	✓	
Create Community-based Family Liaison position(s) in all communities in our district, provide continuity of partnership and support (with families identified through EIIS, IDEA, Title I, and other specific supports) and eliminate the possibility that a family is disconnected from the school.	✓		✓	
Develop an equitable funding model for rural regional leadership support and development that involves leadership equalization funds, additional professional learning funds and a travel differential to ensure equitable access to high-quality programs, experiences and instructors.				✓
Develop a system where students are monitored and support is provided to help ensure on-time graduation, including things like graduation coaches, student success coaches, and time for teachers to collaborate	✓	✓	✓	
Develop a system where students are encouraged to enroll in college level courses and have college level opportunities and access other advanced courses. Barriers like cost or access are removed and students are actively encouraged to participate. Note: Perkins cannot be used for tuition costs but can assist with program development, professional development, advising and counseling.	✓	✓		✓

RELEVANT RESOURCES

There are several other useful documents produced by ODE and other entities that can provide insight into both technical and strategic aspects of leveraging multiple sources of funds, including:

- Appendices A, B, and C of the [ESSA Oregon Guide](#) (2020)
- [ESSA Quick Reference Brief: Supplement not Supplant](#)
- [ODE Summer Learning Best Practice Guide](#) starting on page 29
- [Financing Community Schools, a Companion Brief to the Community Schools Playbook](#) - Pages 14-34

68 High School Success allowable expenses are grades 9-12 with 15% of a recipients’ overall allocation allowable to support 8th grade students. Expenses that span outside of allowable grade levels must be prorated.

69 CTE/Perkins funds support CTE Programs of Study through quality program development, materials and equipment and professional development, but CTE Regional Coordinators have extensive knowledge to assist with building systems with workforce partners, employers advisory committees and colleges.

BUDGETING WITH CTE REGIONAL CONSORTIA

- Applicants participating in CTE Regional Consortia need to work with CTE Regional Coordinators to build regional priorities and discuss how local use of funds may be braided to support local and regional goals simultaneously.
- CTE Regional Coordinators are responsible for submitting the goals and budget for the CTE Regional Consortia funds separately from the district application. This requires close conversation and collaboration in the overall budget integration process. Districts that are part of a Regional CTE Consortium will not have the ability to submit budget information directly under CTE. Districts that are directly awarded CTE-Perkins funds will.
- Districts that are part of a CTE consortium should consult their regional Consortia Handbook information regarding the use of Federal Perkins funds in the purchase of equipment. Make sure to work with the CTE Regional Coordinator to work out issues around the purchasing processes, inventory and equipment ownership and maintenance requirements.

FINANCIAL STEWARDSHIP OPPORTUNITIES WITHIN BUDGETING AND PLANNING PROCESSES

Alongside the real and significant collaboration responsibilities of school leaders with community and educators, ODE highly recommends increased collegiality and collaboration between business officers, administrators, building leaders, and educators. There are consistent opportunities to improve understanding district decision-making, allocation methods, and how program or fund leadership is established. This topic gets some attention in the Every Student Succeeds Act (ESSA) and is part of K-12 accreditation processes. More importantly, it is a place where better outcomes for students can be realized even if out of the formal requirement scope of this guidance.

The processes outlined in this guidance are aligned with budget best practices and the [Local Budgeting Manual](#) published by the Oregon Department of Revenue.

USING THE INTEGRATED PLANNING AND BUDGET TEMPLATE OVERVIEW

[A single integrated planning and budget template](#) has been developed for this guidance and its completion is required. The tool is designed to center your planned outcomes and strategies to the discrete activities and associated expenditures for funds distributed across all six programs outlined in this guidance. It is designed to assist in multiple years of planning and budgets.

An additional [technical guidance document](#) to support your use of the budget template has been developed. We highly recommend you review the guidance document and template together ahead of your planning process.

TIERED PLANNING

Tiered Planning refers to an applicant's approach to proactively anticipate and consider modifications to their planned activities and expenditures as a result of workforce shortages or other scenarios where initial activities may require adjustment. **This is one of the best approaches to avoid having to make significant plan amendments within a year or biennium as it takes into account the important process requirements in planning while offering flexibility based on changing conditions.** When executed well, tiered planning increases the ability of the applicant to be nimble in moving in their implementation and move quickly

to address shifts or gaps in implementation due to unforeseen scenarios. It creates conditions for applicants to respond well to change, and maintain focus on the intended outcomes of these investments.

Tiered planning can be difficult to implement as you cannot necessarily trade activity for activity due to specific statutory requirements. If, for example, an activity that uses HSS funding is no longer able to be completed and needs to be replaced with another activity the recipient should work with the ODE team to ensure that the replacement activity, while already approved within the larger scope of the investment, still meets HSS spending requirements set by statute. Tiered planning allows for faster changes to plans but still necessitates a touch point with ODE staff to implement.

Any tiered planning expenses are detailed in the “Additional and Tiered Planning Tab” of the budget template.

**TIERED PLANNING IS AN
IDEAL WAY TO REDUCE LATER
IMPLEMENTATION CHALLENGES**

A strong plan with community-informed alternatives for additional tiered expenses can help smaller districts minimize going through rigorous process requirements within a given year or biennium.

SECTION 4: PREVIEW OF THE INTEGRATED APPLICATION



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SECTION 4: PREVIEW OF THE INTEGRATED APPLICATION

Section Snapshot

This section provides the information that ODE will ask applicants to submit during the application submission window scheduled for March 1, 2023 to March 31, 2023.

APPLICATION PREVIEW

The application under this guidance is completed once every two-years. This preview of the Integrated Application is created for information, planning, and preparation purposes only. This preview shares the content of what applicants will be asked to respond to or submit through an application portal. It may be revised slightly for clarity, logistics, useability, or formatting purposes based on feedback from the education field and community.

The application is the articulation of the analysis done through your comprehensive needs assessment process, including ongoing community engagement, QEM review, application of an equity lens, and data analysis used to develop your overall four-year plan including outcomes, strategies, and activities.

As you complete your Integrated Application, it is important to note this application will be submitted for board approval, is public record, and will likely be reviewed by the media. Word limits are set to encourage applicants to be both thorough and concise.

NEEDS ASSESSMENT SUMMARY

(500 WORDS OR LESS)

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.

PLAN SUMMARY

(500 WORDS OR LESS)

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.



EQUITY ADVANCED

(250 WORDS OR LESS PER QUESTION)⁷⁰

- What strengths do you see in your district or school in terms of equity and access?
- What needs⁷¹ were identified in your district or school in terms of equity and access?
- Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this 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 barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?
- 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

(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 (elementary, middle, and high).
- 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.
- How will you support, coordinate, and integrate early childhood education programs?
- 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 needs of students who are not meeting or exceeding state and national standards, 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?

⁷⁰ Section 1112(b)(1-13) of the Elementary and Secondary Education Act describes requirements to be included in school district plans "to ensure that all children receive a high-quality education and to close achievement gaps." Some of the questions that follow align to federal requirements.

⁷¹ These needs should directly inform your planning & budgeting.

CTE FOCUS

- 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?
- How will you prepare CTE participants for non-traditional fields?
- Describe any new CTE Programs of Study to be developed.

ENGAGED COMMUNITY

(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?
 - If you sponsor a public charter school, describe their participation in the planning and development of your plan.
- Who was engaged in any aspect of your planning processes under this guidance?
 - 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 McKinneyVento 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?
 - 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 _____

EVIDENCE OF ENGAGEMENT

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?
- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.
- Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

CTE FOCUS

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

AFFIRMATION OF TRIBAL CONSULTATION

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. 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.



STRENGTHENED SYSTEMS AND CAPACITY

(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 between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

ATTACHMENTS COMPLETING YOUR SUBMISSION

- [Integrated Planning & Budget Template](#)
 - 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, EHS, CTE / Perkins. It also should 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
- Community engagement artifacts
- DRAFT Longitudinal Performance Growth Targets and any optional metrics
- Affirmation of Tribal Consultation

ASSURANCES

- 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.

AFTER APPLICATION SUBMISSION

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.

**SECTION 5:
HOW APPLICATIONS
WILL BE REVIEWED,
EVALUATED,
DEVELOPED, AND
FINALIZED**



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SECTION 5: HOW APPLICATIONS WILL BE REVIEWED, EVALUATED, DEVELOPED, AND FINALIZED

Section Snapshot

This section describes the values and processes applications will move through to complete review.

VALUES AND PRINCIPLES⁷² INFORMING ODE'S APPROACH TO THE EVALUATION AND REVIEW PROCESS

ODE has identified four principles that will guide our approach to reviewing applications and co-development of the Longitudinal Performance Growth Targets for each eligible applicant:

1. **Keep it as simple as possible.** In seeking to support nuance and honor different community needs and contexts, the legislature put forward detailed expectations for districts and ODE. Within that framework, ODE aims to keep what it asks of districts and other eligible applicants to document and communicate as simple and tied to the language of the initiatives as possible.
2. **Offer the right amount of challenge and support.** ODE's constant challenge and priority will be to balance offering steady and useful support to applicants while being clear about the role ODE plays to monitor, evaluate, and intervene where called to do so.

3. **Treat “complying with application requirements” like educators treat student work.** As a student applies effort in coursework but needs time to revise, re-engage with materials, or be supported with an accommodation, educators step in to provide needed supports. Likewise, as ODE reviews plans and applications, they must also offer scaffolds and tools to aid applicants in meeting their desired goals and outcomes.
4. **Grow shared responsibility and public confidence.** How we collectively implement this integrated guidance is essential to the outcomes we seek. New ideas and approaches to building shared ownership and growing public confidence are pursued in the process of review so that we can ensure sustained investment and trust over the decades to come⁷².

THE EVALUATION PROCESS

Each application must undergo the following three-step evaluation process for approval:

1. Public Review and Board Approval at the applicant or local level
2. ODE Review
3. Quality Assurance & Learning Panel (QALP) review

⁷² It is worth noting that these six programs represent approximately 10% of operating budgets for most districts with most other funding coming through the State School Fund (SSF). Communities are likely interested to understand how these processes and plans relate to overall district and school budgeting.

2023 REVIEW PROCESS TIMELINE



The timing for this process is outlined as a rough-guide as there are a number of variables, including when applicants submit and the quality of submissions, that can impact these processes.

If a district has required Tribal Consultation, it must be completed before step one of the process outlined above. For more information around Tribal Consultation please consult the [Tribal Consultation Toolkit](#).

STEP 1: PUBLIC REVIEW AND BOARD APPROVAL

Presenting the integrated application to an applicant’s governing board is beneficial because investments in education must be accompanied by transparency and accountability. Sharing the application is key to being responsive to community needs and building trust.

Before the application is submitted during the March 2023 submission window⁷³, the four-year application is required to be:

1. Posted to the applicant’s website and accessible in their main office;
2. Presented to the governing board with the opportunity for public comment (not a consent agenda item); and
3. Approved by the governing board.

The evidence that must be submitted with the application to demonstrate the three requirements above include:

- URL where application is posted on the applicant’s website, and
- Board meeting minutes showing the application was presented with opportunity for public comment and formally approved by the governing board.

⁷³ This aligns with best practice budgeting processes

In order to support a robust engagement process and good stewardship of funding, applicants are recommended to discuss with their communities during the planning process:

- How engagement has helped inform:
 - The alignment and integration of multiple plans including alignment with regional initiatives
 - Braiding of funds to support large overarching goals across initiatives without losing the specific aims or focus of each initiative
 - Any complexities in the adjustment and development of the new application
- New learnings and priorities raised from community engagement and ongoing partnerships
- Next steps or processes to continue to receive funding

STEP 2: ODE REVIEW

The next step in the application review process will be completed by ODE. This will be completed in two stages. First, ODE staff supporting applicants in a given region will review for completion and provide any key context notes. Then, ODE staff reviewers trained to review and evaluate plans according to the evaluation criteria and overall ODE guidance will complete the formal review. Attention will be given to teaming ODE reviewers who bring a diversity of lived and professional experience.

The purpose of the ODE review is to conduct a comprehensive evaluation of the application to ensure all of the following:

1. Application completion
2. Legal sufficiency
3. Clearly defined use of funds that meets the intent of the laws

ODE reviewers evaluate the information submitted and make an assessment using the criteria listed below:

1. Planning Process and Community Engagement
2. Plan and Budget
3. Public Review and Board Approval

ODE will release the criteria by which applications will be reviewed by ODE to meet requirements in late Fall 2022.

ODE reviewers will have access to applicant's disaggregated data. Reviewers will reach agreement on one of four assessments:

- A. Application meets requirements
- B. Application will meet requirements with small changes
- C. Application needs additional review to determine if requirements have been met
- D. Application needs significant changes to meet requirements

For each application, reviewers will develop and complete a distillation of their findings to present to a Quality Assurance & Learning Panel (QALP). This will include a summary of the application, location and demographic information of the applicant, description of community engagement, planned uses for funds and the sharing of the reviewers' assessment regarding if the applicant complied with all requirements.

STEP 3: QUALITY ASSURANCE AND LEARNING PANEL

In alignment with our commitment to develop shared responsibility and confidence in our public schools and to facilitate learning within and across schools, districts, and communities, the final step of the application review process will consist of a Quality Assurance & Learning Panel (QALP) review. The panel review is not determining whether or not an application meets the requirements. The panel review is either affirming or challenging the assessment made by ODE staff and spurring additional review processes for that given application. The basic concept is to bring together, virtually, panels of people to review and affirm/challenge the determination made by ODE staff while also increasing learning about the work being done in districts, charter schools, YCEPs, JDEPs, regions, and communities across the state of Oregon.

The purpose of the Quality Assurance and Learning Panel is to:

1. Support public understanding and grow confidence in the implementation of the various initiatives
2. Create conditions conducive for learning across districts and communities
3. Support ODE's review efforts with a quality check

[More information about panel composition and review process is available here.](#)

ADDITIONAL ODE REVIEW

When it is determined and affirmed by the QALP that additional review is required, the directors in the office of EII and overseeing Perkins V-CTE will meet and provide additional review for any applications that are advanced to this step. This team will meet with the initial ODE staff reviewers and consider notes from the Quality Assurance and Learning Panel. Applicants and their supporting ESDs may be consulted or engaged with additional questions in this process. The team will make a final assessment and determination. If needed, Assistant Superintendents in EII and the Office of Teaching, Learning, and Assessment will be consulted and make any final decisions.

STEP 4: CO-DEVELOPMENT OF LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT):

After ODE and QALP reviews, the application process moves into work to co-develop and solidify Longitudinal Performance Growth Targets which are addressed in more detail in Section 6 and in [Appendix I](#).

While asked for at the time of application submission, ODE will not consider the growth targets and related documentation as part of its review and determination if application requirements have been met. Co-development and agreement on a monitoring and evaluation framework for each applicant, including the Longitudinal Performance Growth Targets, will take place once an applicant has been determined to meet all requirements. ODE does not recommend governing board approval of the Longitudinal Performance Growth Targets or any other evaluative criteria until LPGTs are finalized by the applicant and ODE and inserted in a corresponding grant agreement. The finalized grant agreement (inclusive of the LPGTs) will then go before the local school board for approval prior to its execution by ODE procurement and funds being released to the grantee.

SMALLER DISTRICTS ARE RELEASED FROM LONGITUDINAL PERFORMANCE GROWTH TARGET SETTING

Detailed further in Section 6, Oregon's smallest districts are required to be members of a CTE regional consortium, but for the other programs contained in this guidance, ODE will focus solely on the local optional metrics and the progress markers as described below.⁷⁴

ODE will support applicants in co-developing LPGTs in collaboration with ESD Liaisons. This work will include finalizing baseline, stretch, and gap-closing targets for each of the common metrics. The aim of this co-development effort is to create meaningful opportunities for grantees to re-analyze current data, center focal student groups, and support public transparency and learning, while not being penalized for complexities in the current available data.

⁷⁴ Small districts must still comply with all Perkins monitoring and reporting requirements as part of a CTE consortium.

OPTIONAL REVIEW PROCESS TO SUPPORT STRONG PLANNING AND APPLICATIONS

The more opportunities to share and elicit meaningful feedback around an application the better it will be. Below are some optional review processes that districts and schools have engaged in the past. Please consider using some or all of these as you are developing your plan and application:

- Self-assessment
- Work with your ESD and CTE Regional Coordinator
- Include your local community colleges and universities
- Peer Reviews to share best practices between schools and districts as well as to provide feedback to one another
- Charter schools may wish to solicit feedback from their sponsors
- Check your work against consistent patterns of feedback that have held up submissions in the past

SECTION 6: MEANINGFUL REPORTING, MONITORING, AND EVALUATION PROCESSES



**OREGON
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SECTION 6: MEANINGFUL REPORTING, MONITORING, AND EVALUATION PROCESSES

Section Snapshot

This section describes an integrated approach to reporting, monitoring, and evaluation of impact and performance across the six aligned programs. This includes attention to local optional metrics, the skilled use of early indicator and intervention systems, meeting state CTE Perkins Performance Targets, working with progress markers, developing and finalizing Longitudinal Performance Growth Targets, and quarterly and yearly reporting. The responsibility and opportunity to share a performance review back to your community and board, revisiting if investments reached outcomes you were aiming for, is outlined. This section also includes information about the auditing steps required only under the Student Investment Account.

ODE'S APPROACH TO SHARED RESPONSIBILITY FOR PROGRESS

One of the challenges consistently raised to ODE and to legislators is the impact of having different terminology and processes to report and evaluate on progress related to different state and federal grant programs. For the six programs integrated here, the effort is being made to operationally align these processes for applicants. This will make for stronger reporting. This section reflects approaches to monitoring and evaluation that can support overall district and system improvement efforts. The terms "monitoring and evaluation" can create concern amongst educators. Here we are talking about the best version of processes that both meet our shared responsibilities for student outcomes as well as system and community health in ways that reflect what we value and can learn while tending to the constraints set forward in statutes and rules.

Working together, we can avoid accountability pitfalls experienced in No Child Left Behind, Race to the Top, education compacts, and other education initiatives over the last few decades. Previous accountability measures often served to narrow the curriculum, using shame and blame of schools as an overly simplistic tactic while offering over-promised or oversimplified outcomes. These efforts would often be distilled in media reports as news that was mostly about rankings and failed to offer enough nuance, depth, or realism to the important work of school improvement.

ODE is applying the following values in setting out guidance in this area:

1. **Monitoring and evaluation is central to learning.** Supporting the development and use of measures that are authentic, ambitious and realistic, and consider student and system growth over time is essential to support system learning and successful program implementation.
2. **Context matters.** Oregon has several districts with more than 10,000 students. It has almost as many districts with fewer than 10 students. Approaches to the development and monitoring of Longitudinal Performance Growth Targets must be flexible, responsive and adaptive.
3. **Progress is not linear and all measures of progress are not created equal.** We have the opportunity to develop and grow an approach to monitoring and evaluating systems for district learning as well as performance.
4. **Shared responsibility.** ODE is responsible for ensuring that taxpayer dollars are being expended appropriately in compliance with federal and state laws, regulations and policies, while also meeting the intent of the legislation and enacting real change in districts, charter schools, communities and the lives of students.

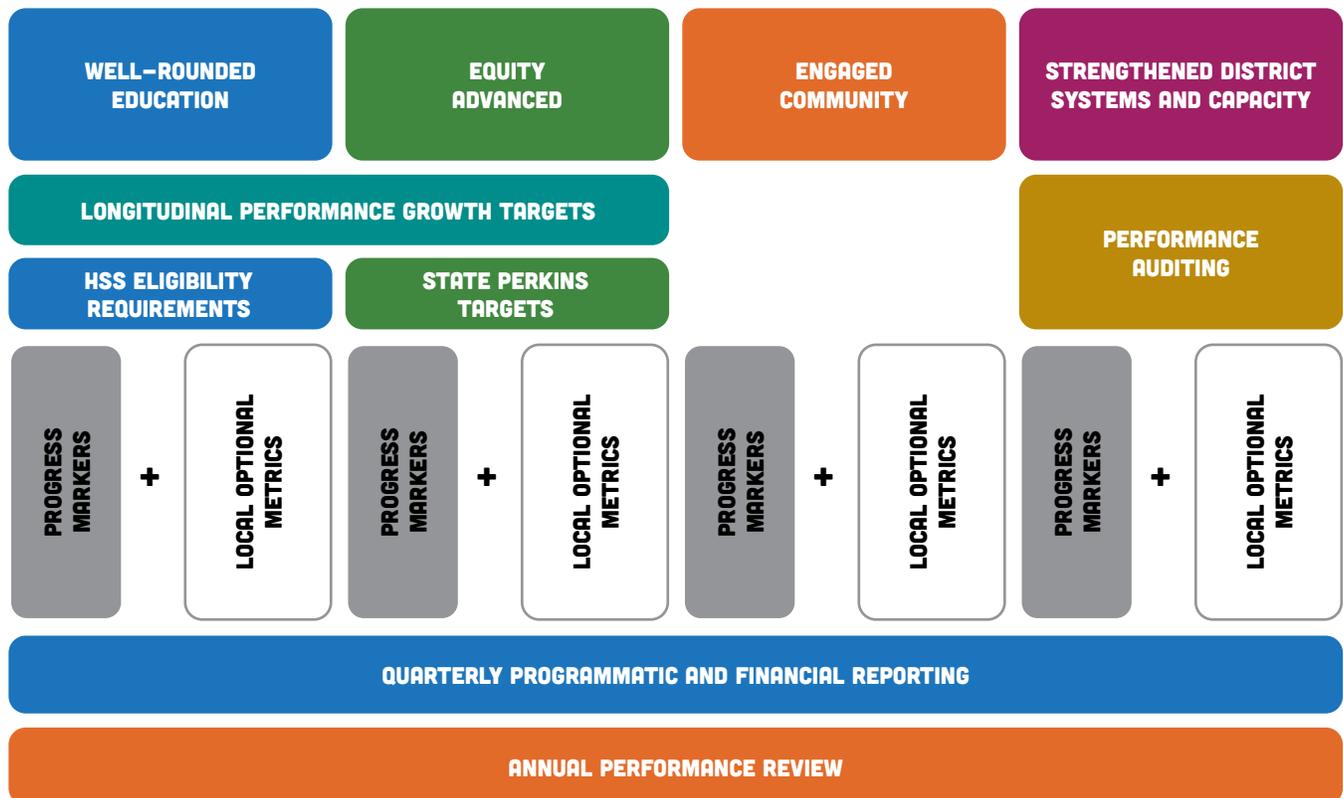
5. **Stay focused on the core purposes of each initiative, while seeing a bigger picture.** Each of the six initiatives covered in this guidance has distinct and complementary purposes. Our approach to evaluation must be able to both demonstrate the value and impact of a given initiative to its core purposes and take into account the contributions and intersections of each of the aligned initiatives.

SUMMARY OF PERFORMANCE MEASURES

There are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews

Here's one way to visualize how these evaluation components fit together:



In the details that follow, a more precise picture of what contributes to success is put forward. There are clear Performance Measures and Targets within CTE Perkins and the co-development of Longitudinal Performance Growth Targets with applicants.

ODE is also sustaining use of progress markers to help set clear indicators of the kinds of changes we'd expect to see over time but likely ahead of changes in traditional educational metrics.

Finally, recipients are encouraged to make full use of their freedom to develop and set local optional metrics as a means of demonstrating how these significant resources are being well used to further the outcomes put forward in the planning process.

ATTENDING TO OREGON'S SMALLEST DISTRICTS

ODE recognizes the importance of local context and the need for a differentiated approach for very small districts, especially those with an ADMr enrollment of 80 or lower. Oregon's smallest districts are required to be members of a CTE regional consortium,⁷⁵ but for the other programs contained in this guidance, ODE will focus solely on the local optional metrics and the progress markers as described below.⁷⁶ While ODE will monitor changes to the required five common metrics that the LPGTs are based on, Oregon's smallest districts will not be required to provide any projections or forecasts of these measures.

LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGTS)

LPGTs, also referred to as "common metrics," are required in statute by the Student Investment Account but correspond to key improvement measures also outlined for the High School Success, Every Day Matters, CSI/TSI, and CTE. These five common metrics are identified in legislation and are described here. Grantees are welcome to develop and submit additional growth targets using the same or similar framework if it supports their local monitoring and evaluation efforts⁷⁷.

Extensive technical and conceptual guidance ([Appendix I: LPGT Development](#)) on setting LPGTs can be found in the appendices.

COMMON METRICS – LONGITUDINAL PERFORMANCE GROWTH TARGETS:

1. [Four-year Graduation](#): The percentage of students earning a regular or modified diploma within four years of entering high school.
2. [Five-year Completion](#): The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
3. [Third Grade Reading](#): The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
4. [Ninth Grade On-Track](#): The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
5. [Regular Attenders](#): The percentage of students attending more than 90 percent of their enrolled school days.

⁷⁵ Link back to information on CTE Consortium

⁷⁶ Small districts must still comply with all Perkins monitoring and reporting requirements as part of a CTE consortium.

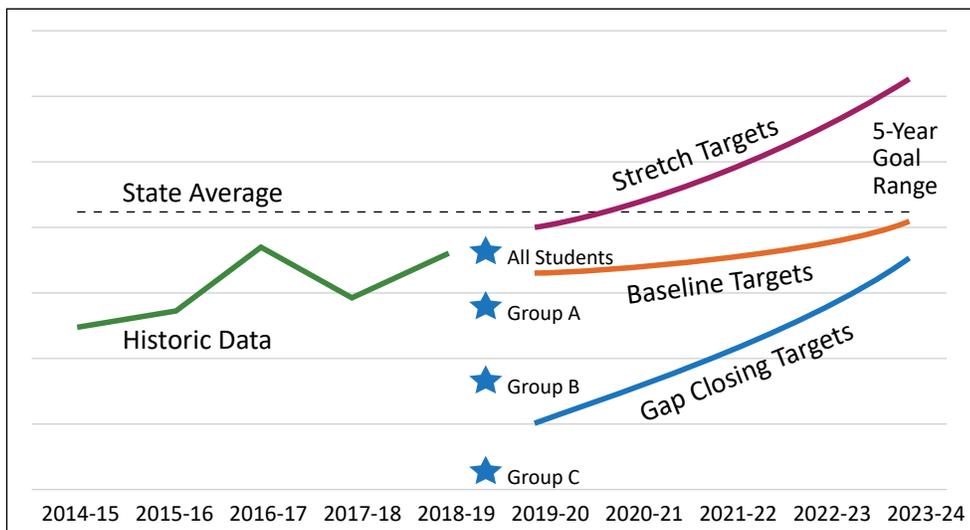
⁷⁷ Remediation rates encourage using postschool outcomes and indicators such as FAFSA/ORSA Completion, college enrollment, remediation rates, college completion, and employment.

All of these common metrics are research-based indicators of the effectiveness and health of our educational system. Additionally, these metrics are influenced by what systems and schools do to target improvement. These metrics can be slow-moving, lagging measures that can be difficult to explicitly link to or be solely reflective of the allowable investments described in this guidance. **Some of these measures may have data quality impacts related to system responses to COVID-19.**

The Longitudinal Performance Growth Targets required by the [Student Success Act](#) can still provide a picture of key points of student progress and growth. They don't, however, show every aspect of student growth, cohort growth, or system improvement, nor are they intended to. It is important to acknowledge that several of the ways the funds and programs described in this integrated guidance can be used support corresponding changes in these metrics over time. It is also important to name that there are meaningful and allowable investments that could be pursued that would not directly or immediately correspond to changes in these metrics. This further supports attention to local optional metrics and progress markers alongside these growth targets.

A Visual of Longitudinal Performance Growth Targets

The graph below shows baseline and stretch targets for “all students” over five years along with a single, gap-closing target.



Recipients are asked to create baseline targets (the minimum growth they would be satisfied with) and stretch targets (a more ambitious but still realistic set of targets) for all students, as well as gap-closing targets (to monitor the reduction of academic disparities between groups of students) for focal student groups.

HIGH SCHOOL SUCCESS ELIGIBILITY REQUIREMENTS

Eligibility requirements for High School Success must remain fully in place. These were assessed in 2020-2021 and 2021-2022 and attention will be sustained to remedy where requirements are not in place at the established baseline. Now, the goal is to strive for continuous improvement and these requirements will continue to be revisited and monitored.

The requirements for eligibility, as outlined in [ORS 327.883](#) are:

1. Teacher Collaboration Time around Key Student Data
2. Practices to Reduce Chronic Absenteeism
3. Equitable Assignment of Students to Advanced Courses
4. Systems Ensuring On-Time Graduation, including for English Language Learners

Any new high schools will be assessed around eligibility implementation and will have a timeline to ensure that these requirements are fully put into place. See [Appendix I](#) for additional details on High School Success Eligibility Requirements.

INTEGRATING AND MEETING STATE CTE PERKINS V PERFORMANCE TARGETS

Under Perkins V, states are required to report annually on [core indicators of performance](#) for all students being served by CTE Programs of Study as well as by student population and career cluster. Schools report their CTE data through the CTE Information System, CTE Course Collection, and CTE Student Collection for approved programs no matter how these programs are funded. Oregon's state developed [CTE performance targets](#) can be found in the CTE State Plan. While the Perkins V framework offers less flexibility, the CTE Perkins targets and trajectories have still been set at reasonable but ambitious levels based on Oregon's history of high performance for CTE Concentrators⁷⁸.

Perkins targets, as required by federal law, were set at a statewide level using a public engagement process. Recipients are not responsible for creating their own targets; however, Perkins recipients and CTE consortia members will use data from the annual Perkins 90% Report and CTE data dashboard as part of the needs assessment process and to inform use of funds to meet student needs and maintain high program quality. As a federal program, Perkins V requires disaggregation of data to reveal any impact on different student groups. Data disaggregation is a best practice in research equity, and a core commitment of each of the initiatives covered in this integrated guidance. Oregon's statewide Perkins performance targets provide an opportunity for local education entities to identify gaps that may exist for students who have historically and are currently marginalized by educational systems. Each and every student can and should be engaged and benefit from participation in CTE Programs of Study and benefit from career education training.

CTE performance target monitoring can be used as a model for ways to track and monitor student opportunity and program quality for other school programs such as accelerated learning opportunities and summer programs.

Perkins recipients who don't meet 90% of the CTE performance targets are prioritized for support using performance improvement plans. The 90% threshold can be thought of as a buffer and warning indicator for schools to focus on improvements. The performance measures specified here may be chosen by districts as local optional metrics (see section on local optional metrics below). **Further integration of these target measures, and of Perkins with other initiatives, benefits students by centering authentic student experiences and learning, and by promoting deeper connections to communities. CTE targets can offer a model for ways applicants can shape and expand targets for all students even if only federally required for CTE concentrators.**

⁷⁸ The number of secondary CTE concentrators using the new definition will decrease by 45 to 55 percent but will also reflect students who have more intentional participation in CTE, in line with congressional intent.

CTE PERFORMANCE MEASURES

- Reading Attainment: The percentage of secondary CTE concentrators who demonstrate proficiency in reading/language arts as measured by the statewide assessment.
- Math Attainment: The percentage of secondary CTE concentrators who demonstrate proficiency in mathematics as measured by the statewide assessment.
- Science Attainment: The percentage of secondary CTE concentrators who demonstrate proficiency in science as measured by the statewide assessment.
- High School Graduation (4-year): The percentage of secondary CTE concentrators who graduate within four years.
- High School Graduation (Extended): The percentage of secondary CTE concentrators who graduate within five years.
- Postsecondary Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education; are in advanced training, military service, or a service program; or are employed.
- Non-Traditional Participation: The percentage of CTE concentrators in CTE programs and Programs of Study that lead to fields that are non-traditional for the gender of the concentrator.
- Participated in Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Please Note: Specific CTE data [are available at this website](#) for school districts, community colleges and consortia in Oregon.

PROGRESS MARKERS

For each of the five common metrics, ODE is solidifying the use of *progress markers*. Progress Markers are sets of indicators, potential milestones, that identify the kinds of changes towards the outcomes expected and desired in action, attitude, practice, or policies over the next four years that can help lead applicants to reaching Longitudinal Performance Growth Targets and the four common goals.

Progress Markers are intended to support applicants and grantees to learn and attend to their changemaking efforts and to support understanding how specific activities/strategies are *contributing* to desired outcomes and targets. Progress Markers illuminate the depth and complexity of changes that advance over time. Moving from early and expected changes, towards likely changes; and extending all the way toward profound changes desired based on the efforts of grant recipients.

The theoretical underpinnings of progress marker development for ODE is informed by [Outcome Mapping](#)⁷⁹ - an approach to planning, monitoring and evaluation that puts people at the center, defines outcomes as changes in behavior, and helps measure contribution to complex change processes. ODE offers these progress markers to partner with applicants in determining and assessing where changes are occurring.

Recipients are not expected or required to meet all progress markers, only to track changes when the investments create or contribute to the changes outlined (as determined by the recipient). That's worth repeating. Reporting on progress markers is required under this guidance but attainment or accomplishing each marker is not expected or anticipated. Progress marker reporting is most helpful to grantees when they establish consistent ways to review what changes they are seeing in the implementation of their plans. ODE, under this guidance, requires progress marker updates be shared with ODE on a quarterly and annual basis.

The information provided from progress marker reporting will inform the technical assistance and coaching that ODE provides throughout the year. The information will also support ODE to keep the educational field, the public, and the legislature informed about the important kinds of progress being

79 Earl, S., Carden, F., & Smutylo, T. (2001). Outcome mapping: building learning and reflection into development programs. Ottawa: IDRC.

made with significant taxpayer investments that might not otherwise be illuminated as quickly by slower moving metrics. As described above, LPGTs represent metrics that applicants will be held accountable to with potential for state intervention if targets are not met over time. Progress Markers represent an avenue to track and learn how change-making is occurring, leading to system growth, effective engagement and instruction, and stronger student learning outcomes.

PROGRESS MARKER FRAMEWORK FOR 2023–2025

The following progress marker framework is put forward to provide a clear picture and preview of what progress markers will look like under this guidance from July 1, 2023 to June 30, 2025. This framework was developed through rounds of engagement with more than 30 leading experts in Oregon in each common metric, including practitioners and policy advocates with refinement from their optional use over the last two years.

These indicators will get additional engagement and input through workshops in the Spring and Fall of 2022 before being finalized.⁸⁰ They are offered here to support district planning and the general dimensions of what is covered are unlikely to change significantly.

It is also important to note that this framework would be stronger if there was a full slate of progress markers capturing the kinds of changes we'd expect to see for each common metric and even each common goal within the state ESSA plan. Out of respect for the current complexity of COVID response and keeping the commitment to only ask for the information that ODE is at capacity to monitor and use, this framework maintains a curated and integrated set of progress markers. Functionally, this means that progress markers work across the growth targets and common goals but ideally will, in their final form, reflect a meaningful effort to mark the kinds of changes we'd expect and hope to see happen as a result of these significant state investments.

EXPLAINING HOW PROGRESS IS MARKED

- **“Expect to see”** progress makers represent initial, easy to achieve changes that would likely occur in the first three to six months of implementation of the programs put forward in this integrated guidance.
- **“Would like to see”** progress markers represent the kinds of changes that would occur within six to eighteen months of implementation and indicate more significant changes in engagement and student and educator learning conditions.
- **“Would love to see”** progress markers describe the kinds of profound changes that would occur in the first 18-months to four-years of implementation. For many grantees, these markers of progress would be unusual to see in the first year of implementation under this guidance.

Individually, progress markers can be considered indicators of behavioral change, but their real strength rests in their utility as a set, as cumulatively they illustrate the complexity of the change process. This is something no single indicator can accomplish.

⁸⁰ For example, new performance standards for K-12 education accreditation have been released by Cognia in support of continuous improvement at <https://www.cognia.org/wp-content/uploads/2021/08/Performance-Standards.pdf> ODE will explore where further alignment is valuable.

2023–25 PROGRESS MARKERS

6 changes we <u>expect</u> to see:	6 changes we would <u>like</u> to see:	4 changes we would <u>love</u> to see:
Consistent community engagement recognizes and honors the strengths that educators, students and families bring to the educational experience and informs school and district planning.	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	Financial stewardship is reflected in both accurate and transparent use of state and federal funds with integrity and purpose, while also centering student and community voices in resource allocation.
Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures and practices.	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students and address the root-causes of chronic absenteeism.	Educators experience a balanced approach to assessment systems that help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.
Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement, attendance, contextual factors influencing the data, and participation and completion of experiences such as career exploration, CTE Programs of Study, Accelerated Learning courses and work-based learning experiences. ⁸¹	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	Schools and districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time ⁸² and/or transitioning to their next steps after high school.
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	A review of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. ⁸³	Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.
Effective communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided. This includes communication around graduation requirements and advanced courses, including CTE. ⁸⁴	Foundational learning practices are visible or emerging that ensure safe, brave, and welcoming classroom and school environments that are strengths-based, equity-centered, trauma-and SEL-informed. This means policies and practices exist that prioritize health, well-being, care, connection, and relationship building, and honor individuals’ ways of being and knowing through culturally affirming and sustaining practices for students, staff, and administrators. ⁸⁵	
Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on-track by the end of the 9th Grade. This includes evidence of increased enrollment in advanced courses as well as ensuring English Language Learners are enrolled in appropriate courses to ensure on-time graduation. ⁸⁶	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, faith communities, tribal leaders, and others.	

- 81 Providing sufficient time for teachers and staff of 9th grade students to review data is an eligibility requirement for High School Success (Measure 98) funding in high schools. This suggests the value of that practice when well designed for all developmental levels. Duplication in focus is acceptable and strategic in this case. Funds should be braided but grantees can’t use funding for the same purpose with both initiatives.
- 82 ODE considered and received substantial but mixed feedback about the value of mapping the math strategy, and while we chose not to include formally, SIA recipients are encouraged to review the literature and develop an understanding of what Math proficiency is, what it looks like for students and how shared competencies are taught in 9th grade Math.
- 83 Again, this is intentionally aligned with High School Success goals and best practices. Changes in progress that might come in part from SIA investments and in part from HSS investments are acceptable to include as “contributions to change” as what we are most interested in is that change is occurring and learning from what is unfolding.
- 84 Aligns to HSS requirements
- 85 Aligned with ODE’s [Integrated Model of Mental Health](#)
- 86 Aligns to HSS requirements

PARTNERS* CONTRIBUTE TO CHANGE

ODE understands, and our evaluation efforts must therefore include awareness of, the different people and roles that contribute to powerful systems change and improvement in student engagement and learning conditions. As grantees picture the work that will unfold and who will contribute to change, we recommend seeing and imagining all of the different people that will be involved in the effort. Below is a list that is not intended to be exhaustive, but to rather showcase the amount of diversity and roles successful implementation will take. Who will be essential to success in your system?

Educators	Business and Industry partners	Higher Education Coordinating Commission
Principals	Vocational Rehabilitation and Transition Specialists	Community college partners
Superintendents	Attendance officers / coordinators	University faculty (preservice program)
School board members	After School Providers	Pre-K and childcare providers
Instructional Coaches	School safety and prevention specialists	Early Learning Hubs
Instructional Assistants/ Paraprofessionals Curriculum and Instruction (district level)	Mental Health Teams	Non-profit/volunteer reading programs (e.g. SMART Readers)
9th grade on-track coaches	Counselors and guidance counselors	Educator Advancement Council
Special Education educators (K-12)	Community-based and culturally-specific organizations	STEM Hubs
School personnel	Psychologists, social workers, traditional health workers, and community-based mental health professionals	Researchers
Scheduling Administrators Parents and Families	Primary care providers	Legislators
Bus Drivers	Graduation coaches	Judicial representatives
CTE Regional Coordinators	Family resource liaisons	McKinney-Vento liaisons
CTE Student Leadership Organization Representatives and Student Officers	ODE staff	Tribal/cultural/community leaders
Local workforce development boards	ESD staff	DHS/child welfare
Local chamber of commerce		Media

*Grantees will be asked to describe in annual reports how partners like these have contributed to the changes they see within their implementation efforts.

LOCAL OPTIONAL METRICS

The next aspect of this overall evaluation framework are local optional metrics. So far, these have been an underutilized tool that both legislators and ODE believe offer schools and districts a meaningful opportunity to name and utilize metrics they find significant and to demonstrate how they are improving and meeting outcomes named in their planning on their own terms.

WHY DEVELOP LOCAL OPTIONAL METRICS?

1. State level measures can be valuable for state policy, state investments, and high-level interventions in district and school improvement but can never account for the local and immediate ways in which data and information can support actionable improvement.
2. Applicants can leverage this opportunity to name and create their own tools and ways to be reviewed by ODE in addition to the state-level frameworks.
3. With the passage of HB 2060 in the 2021 Session, grantees are encouraged to set optional metrics and growth targets that speak to student and school staff well-being and health -- something that aligns the purposes put forward in several of the programs but where there previously has not been a structural avenue to show meaningful progress and action on what is being accomplished over time.

CRITERIA FOR A LOCAL OPTIONAL METRIC

Local optional metrics should be measurable, valid, and reliable (i.e. measured in a consistent way each time new data are generated), and evidence-based. ODE recommends metrics with numeric, proportional measurements (such as percent of students experiencing..., student-counselor ratio, etc.), but other measures may be approved if there is good evidence that they are meaningful indicators of progress. For all but the smallest districts, local optional metrics referring to student experiences and outcomes should be collected in such a way that they can be examined by focal student populations as well as overall.

Local optional metrics should be measured at least annually in order to provide good feedback on the improvements being made under these programs. ODE

will consider metrics measured biennially if an interim measure is available in off-years (e.g. alternating student health survey results with a local climate survey). Metrics must be broadly representative of the students being served - when possible, they should aim to represent all students within a district, school or grade level. Metrics focusing on a specific focal student group may be approved in combination with broader-based metrics or when deemed appropriate for the specific challenges the district hopes to address under these initiatives.

An equity lens requires that metrics and related data should be considered, evaluated, and reported with significant consideration of individual and local context. This means asking not only what is occurring, but why. For example, if a certain proportion of students are missing school, it is essential to obtain qualitative information regarding the conditions, barriers or limitations that are interfering with attendance. Data collection may take the form of additional qualitative questions, or by asking a representative sample of respondents to assist with data interpretation. This level of inquiry is essential to creating a nuanced understanding of challenges and growth opportunities, and to ensuring that data collection and interpretation incorporate an equity lens.

Using optional metrics and local growth targets to support student mental and behavioral health

[HB2060](#) allows for targets to be established related to student mental and behavioral health needs, as established by the State Board of Education by rule. The State Board is anticipated to complete rule development in late Spring 2022. These are not required, but they do create an important avenue to align uses of state dollars to desired changes that traditional metrics might not capture.

It is recommended that mental and behavioral health-related metrics focus on systems level considerations rather than individual, static outcomes. Domains such as safety, belonging, school culture and climate, and access to quality mental health services and supports can help to identify needs, barriers, and growth opportunities.

APPLICANTS MAY CUSTOMIZE WITH OPTIONAL LOCAL METRICS AND ADDITIONAL PROGRESS MARKERS

Applicants are encouraged to put forward optional local metrics that may more accurately align to the particular strategies, activities and investments outlined in their integrated grant application and plan. Examples could include school climate surveys and/or surveys and assessments of student belonging.

Grantees are also welcome to put forward additional progress markers toward the common metrics based on the framework provided.

These measures will be solidified and agreed upon in setting the final grant agreement as part of the co-development process.

For example, where a district might be prioritizing investments in reading proficiency, they are welcomed and encouraged to consider a range of optional metrics in addition to the 3rd Grade Reading common metric. A district could add their own formative and interim assessment strategies and data along with assessments of Cognitive Academic Language Proficiency that might show measures of literacy in languages other than English or show a fuller student learning profile that they want to customize and use as part of their overall monitoring and evaluation framework.

QUARTERLY PROGRAMMATIC AND FINANCIAL REPORTING

Grantees are asked to report their financial and programmatic progress on a quarterly basis - more information describing the components of and process for completing that process follows.

REPORTING ON PROGRESS MARKERS

To track progress markers over time, ODE will further embed questions that mark progress into quarterly programmatic reports. ODE will provide additional technical assistance to support understanding of how this approach to monitoring and evaluation works. Once established, these progress markers will help ODE monitor and share back learning across the state and to the legislature. Progress Markers can be helpful at the immediate local level. They may also be used, eventually, to inform ODE considerations on requiring grantees to participate in the coaching programs and/or corrective action planning outlined in the next section of this guidance.

HOW IS PROGRESS REPORTED?

The reporting and monitoring framework for this integrated guidance has been designed to support the values named previously and our efforts to honor the many moving pieces that applicants are navigating while trying to offer a rigorous and robust reflection, learning, monitoring, and support structure. Progress for all applicants will be reported and monitored primarily through three methods:

1. Quarterly Programmatic and Financial Progress Reports
2. Annual Reports
3. Check-ins with ODE points of contact

QUARTERLY PROGRAMMATIC AND FINANCIAL PROGRESS REPORTING

Reporting for all six programs will be completed through one quarterly report submission, where recipients will detail their progress and spending on outcomes, strategies and activities of their integrated plan. Most likely recipients will submit their programmatic and financial reports via a Smartsheet dashboard, similar to what has been built for the SIA Reporting Dashboard in the 2021-23 biennium. Recipients will receive a link to their reporting dashboard and instructions via Smartsheet each fall prior to the first reporting deadline and additionally every quarter as a reminder one month before a quarterly progress report is due. A template and detailed guidance for these quarterly reports will be released to the field at a later date; however, grantees should be prepared to include the expenses for each programmatic funding stream for each budgeted activity (i.e. for each activity in the approved budget, state the amount spent from HSS funds, EIS funds, etc.).

Each quarter, grant recipients will be required to submit Progress Reports that include expenditure reports⁸⁷, status of activity implementation and journaling progress narrative responses. Once a year, an Annual Report submission will also be required which will include narrative responses and updates on progress markers which is outlined in more detail below.

CTE Regional Coordinators will have access to district quarterly reports to help inform regional work.

For the 2023-2024 School Year, the quarterly reports are due on the following dates:

Due Date	Reporting Period	Included in the Progress Report
October 31, 2023	Quarter 1 (July 1, 2023 - September 30, 2023)	Expenditure report; status of activity implementation; journaling progress questions ⁸⁸
January 31, 2024	Quarter 2 (October 1, 2023 - December 31, 2023)	Expenditure report; status of activity implementation; journaling progress questions AND Financial Audit and board minutes
April 30, 2024	Quarter 3 (January 1, 2024 - March 30, 2024)	Expenditure report; status of activity implementation; journaling progress questions
November 30, 2024 ⁸⁹	Quarter 4 (April 1, 2024 - September 30, 2024)	Expenditure report; status of activity implementation; journaling progress questions AND Annual Report narrative responses and status of meeting progress markers and local optional metrics

⁸⁷ Note: expenditure reports are separate from the financial claims process and occur on a different timeline than indicated in this table. More detail outlined below.

⁸⁸ What is included in the quarterly Progress Report is subject to change depending on Grant Agreement/Amendment approval from the Department of Justice.

⁸⁹ For any recipients who opt out of the SIA universal extension, the reporting period for Quarter 4 and Annual Report is April 1, 2024 - June 30, 2024. For any HSS recipient who requests a summer extension, the reporting period for Quarter 4 and Annual Report is April 1, 2024 - September 30, 2024. There are plans in place to work with the State Board of Education to request rule adjustments to this process to align HSS timelines with the SIA Universal Summer Extension timeline. Additional guidance will be coming on this piece before the Spring 2023 application window.

For the 2024-2025 School Year, the quarterly reports are due on the following dates:

Due Date	Reporting Period	Included in the Progress Report
October 31, 2024	Quarter 1 (July 1, 2024 - September 30, 2024)	Expenditure report; status of activity implementation; journaling progress questions
January 31, 2025	Quarter 2 (October 1, 2024 - December 31, 2024)	Expenditure report; status of activity implementation; journaling progress questions AND Financial Audit and board minutes
April 30, 2025	Quarter 3 (January 1, 2025 - March 30, 2025)	Expenditure report; status of activity implementation; journaling progress questions
November 30, 2025 ⁹⁰	Quarter 4 (April 1, 2025 - September 30, 2025)	Expenditure report ⁹¹ ; status of activity implementation; journaling progress questions AND Annual Report narrative responses and status of meeting progress markers and local optional metrics

ANNUAL REPORTING

ANNUAL PROGRESS REPORT

Several statutes and rules⁹² require grantees to complete a progress review on an annual basis for HSS, SIA, and EIS funding. The annual report will ask recipients to review their implementation efforts, progress with any local metrics that were established in the grant development process, review how their strategies worked (or didn't), and work with ODE to substantiate changes within progress markers.

ODE will develop the Annual Report⁹³ to ensure that recipients receiving these funds report on the necessary requirements for each program outlined in statute and rules. This includes but is not limited to:

1. Students' progress toward graduation beginning in grade 9, graduation rates, rates of college attendance and need for remedial classes in college;
2. Analysis of student attendance, including for students in grade 9 through 12;
3. Analysis of disciplinary referrals, suspensions and expulsions in grades 9 through 12, disaggregated by race and ethnicity, if using HSS funds for administrative costs; and
4. Progress towards meeting Longitudinal Performance Growth Targets.

⁹⁰ The November 30 deadline applies to all SIA recipients with the universal summer extension. For any recipients who opt out of the universal extension, the deadline for the Quarter 4 and Annual Report will be September 30 and the end of Quarter 4 reporting period will be June 30. Currently, HSS recipients have to request a summer extension. There are plans in place to work with the State Board of Education to make adjustments to this process to align with the SIA Universal Summer Extension timeline. Additional guidance will be coming on this piece before the spring 2023 application window.

⁹¹ For reimbursement grants final EGMS claims must be made by November 15 of the year after the grant is made.

⁹² The statutes and rules include: [ORS 327.892](#) (HSS), [ORS 327.889](#) (HSS), [OAR 581-013-0035](#) (HSS), [ORS 327.201](#) (SIA), and [OAR 581-017-0672](#) (EIS).

⁹³ The Annual Report for 2023-25 is still in development and will be shared once complete.

The annual report questions and guidance will be added to the recipient's Smartsheet dashboard prior to the fourth quarter reporting period each year. In addition to narrative responses that describe progress towards implementation efforts, grant recipients will also include a status update on progress markers to indicate where change may be starting in policies, practices and approaches over the next three years that we think would lead to applicants reaching their Longitudinal Performance Growth Targets⁹⁴.

The annual report serves as the review for this first year of integrated implementation. In order to complete the review, three steps need to be taken:

1. The annual report must be posted to the grantee's webpage⁹⁵;
2. The annual report must be presented at an open meeting with the opportunity for public comment (not a consent agenda item); and
3. The annual report must be approved by the governing board.

The annual report is a chance to pull back and reflect on the whole of what you've learned and any impact you are seeing. It's also an opportunity to share an update with your students, parents, and community.

ANNUAL PERKINS MONITORING

Under section 211 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and section 200.329 of the Education Department General Administrative Regulations (EDGAR), ODE and the Higher Education Coordinating Commission (HECC) are required to monitor eligible recipients and their sub-recipients annually for the purposes of:

- Assuring that Perkins V funds have been expended appropriately to meet the intent of the legislation and in compliance with federal and state laws, regulations, and policies;
- Reviewing and verifying accurate data collection;
- Analyzing, identifying, and changing policies and activities that hinder quality program development and student achievement; and
- Ensuring that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and career opportunities, and to benefit from services

Reviewers look at the following elements:

- Local budget management (allocability, supplement vs supplant, professional development and administrative caps, inventory)
- Equity (disaggregated data review and a system to identify discrepancies and determine root cause analysis, MOA findings)
- Perkins leadership and staff
- Program performance indicators (including the attainment of postsecondary CTE credits and credentials)
- Late, substandard, or inaccurate submissions (data, grant application, grant reports, program of study applications, renewals, and updates)

94 Note: this change was captured as a dropdown menu (with options for no change, low, medium, or high) in the SIA Annual Report for 2020-21, but reporting may evolve in the coming biennium.

95 There is not required format for recipients when presenting their annual report questions and response to the community and board. Grantees may post the annual report questions and response in a slide deck, downloaded from Smartsheet, or in any other format that is accessible to the community and board. Recipients can satisfy the annual report approval requirement by providing ODE with the board meeting minutes and URL showing where the annual report questions and responses are posted.

ANNUAL AUDIT (SIA FUNDS ONLY)

All districts are required to submit an annual Financial Audit to ODE; however, only those grant recipients of SIA funding will be required to submit an annual financial audit. Under Section 15 of the Act, SIA recipients are required to conduct a financial audit in accordance with the Municipal Audit Law⁹⁶, which includes consideration of SIA compliance and reporting. The audit is structurally designed to be embedded in the school district or eligible charter school's annual financial audit, and is similar to work performed for the State School Fund (e.g. considering high-risk areas such as ADM, Transportation Grant and others)⁹⁷. To assist with audit planning, ODE has published [Financial Audit Guidance](#) and [Suggested Audit Procedures](#).

The annual financial audit for SIA must be:

- Made available at the main office of the grant recipient and on the grant recipient's webpage;
- Presented to the governing body of the grant recipient at an open meeting with the opportunity for public comment on the results; and
- A copy of the financial audit and board meeting minutes will need to be forwarded to ODE.

Also specific to SIA funding, ODE is required by law to establish a procedure and conduct performance and financial audits on a random basis, or based on just cause, with rules adopted by the State Board of Education. In June 2021, the State Board of Education adopted the [Just Cause and Random Audit Process rules](#).

PERFORMANCE REVIEWS

[Performance Review Standards rules](#) have also been set by the State Board of Education and are required of SIA grantees every four years. The first SIA Performance Reviews will be completed by December 31, 2023 (covering the initial three-years of plan execution). [ORS 327.892](#) provides similar authority for review of performance and use of High School Success funds. ODE will be developing the process and procedure for an integrated review of performance under this guidance with an anticipated review occurring no later than December 31, 2027.



⁹⁶ https://oregon.public.law/statutes/ors_297.405

⁹⁷ The discretion and levels of testing and materiality remain with the auditors

SECTION 7: GETTING BETTER: SUPPORT AND IMPROVEMENT OPPORTUNITIES AND EXPECTATIONS



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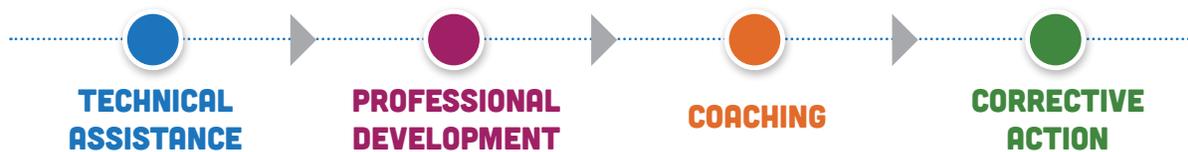
SECTION 7: GETTING BETTER: SUPPORT AND IMPROVEMENT OPPORTUNITIES AND EXPECTATIONS

Section Snapshot

The guidance below outlines the continuum of resources and activities that will be available over the course of the upcoming biennium to support the planning, implementation, monitoring, and evaluation of the six integrated programs. Included is an overview of the calendar, the process for accessing offerings, as well as several example offerings. The last portion of this section describes the process for instances where a school or district does not meet requirements or intervention is required in implementation.

CONTINUUM OF SUPPORTS AND IMPROVEMENT OPPORTUNITIES

Improving and strengthening educational offerings often works best when effort is mutual and the focus is shared. **All districts and schools can make use of these supports and improvement opportunities across all programs.** ODE is a state educational agency and holds a range of responsibilities and expectations to support innovation and improvement. ODE aims to meet its obligations through the following continuum of offerings:



TECHNICAL ASSISTANCE (TA)

- Technical assistance is consultative or focused support involving communication between ODE or ESD specialists or consultants with specific needs or problems.
 - All districts and schools have general access to technical assistance from ODE, which may be coordinated between Education Service Districts (ESDs) through the regional support model.
 - All districts and schools have general access to CTE technical assistance from ODE, and/or their CTE Regional Coordinator.
- Technical assistance will be responsive to the timing and specific needs of a given inquiry. TA is generally short-term, technical, or more narrow in focus.
 - TA can happen on any aspect of implementing the guidance in this document - ranging from using a given tool to improving district planning efforts to site-visits.
 - Examples of technical assistance support include individualized phone calls, review and feedback meetings, email, online meetings and is also available through resources posted on the office website.

PROFESSIONAL DEVELOPMENT

- Professional development opportunities are learning opportunities. They can be regional or statewide. They are likely to elevate critical topics in system change strategies, leadership for equity, and knowledge for all Oregon educators and leaders, while considering the unique contexts of districts across the state.
- A sustained series of professional development workshops could be considered coaching (see below).
- ODE often partners with other organizations offering professional development workshops or conferences (i.e. COSA, OSBA, OASBO, OEA, etc).
- ODE also generates short-term professional learning opportunities to be responsive to field needs.
- Examples of Professional Development include CTE/ Perkins Boot Camp, CTE Lunch & Learns, and the Student Success & System Change Learning Series, as well as learning offered through the Educator Advancement Council and Regional Educator Networks.

COACHING

- Coaching is defined as sustained learning programs where relationships are established to advance a definitive aim or outcome. Coaching programs can be invitational or required. Coaching programs can vary in scale, scope, or timing.



- In developing coaching offerings, ODE will take into consideration the input from districts and schools regarding topics and skills that would most benefit implementation of program plans. Additionally, analysis of program progress reports and growth target data will contribute to the determination of coaching focus areas.
- Examples of ODE coaching programs include:
 - Work being done to develop the *Intervention and Strengthening Program*. Established with SIA resources, this includes two new learning series focused on a) Equitable Systems, Mindsets and Practices and b) Community Engagement Systems and Practices. Both will be made available in 2022 and will be available to all grantees; while over time, some may be required to participate.
 - The CTE Regional Leadership Academy is for new CTE Perkins Reserve Grant Coordinators with less than 24 months of experience. The purpose of the Leadership Academy is to work with participants to develop a deeper understanding of their role and to further develop the skills necessary to lead the regional CTE collaboration and improvement efforts.

CORRECTIVE ACTION

- Corrective Action is the terminology used when ODE determines and communicates requirements or actions that must be completed over time in order to maintain funding eligibility. This involves ODE using statutory authority to state what actions are needed to be in compliance with state or federal law.
- ODE understands that holding compliance responsibilities with integrity means providing clear expectations, offering excellent support, and being thoughtful about what remedies are required to have the most positive impact on students, educators, and communities.
- Corrective Action is typically the result of not meeting eligibility requirements, performance growth targets, a complaint or monitoring process such as a MOA/Civil Rights visit, or other onsite or desk monitoring.

TEAMS IN PLACE TO SUPPORT INNOVATION AND IMPROVEMENT ACROSS THE CONTINUUM

The successful implementation of this integrated program guidance is supported by a coordinated staff of state, regional, local, and contracted staff. **All districts and schools can make use of these supports.** As it relates to this guidance, please use the following chart to track contacts at ESDs and ODE who are supporting general TA, professional development, and coaching resources:

Support Roles	Position Definition	Types of Support Provided	Initiatives these support members serve
ESD Liaisons	ESD Liaisons will support the full process of application, implementation, and evaluation for these initiatives. They hold a deep understanding of their service districts and local contexts.	<ul style="list-style-type: none"> ▪ Technical Assistance ▪ Professional Development ▪ Regional Networking 	<ul style="list-style-type: none"> ▪ HSS ▪ SIA ▪ CIP ▪ CTE ▪ EDM ▪ EIS
ODE Regional Support Staff and Grant Managers	ODE Regional Support Staff will support schools and districts within a specific region with all aspects of the integrated programs and budget planning, application, and implementation. These generalists will learn deeply about the context and nuance of the schools and districts they serve and will work often in collaboration with ESD Liaisons.	<ul style="list-style-type: none"> ▪ Technical Assistance ▪ Professional Development ▪ Regional Networking 	<ul style="list-style-type: none"> ▪ HSS ▪ SIA ▪ CIP ▪ CTE ▪ EDM ▪ EIS
CTE Regional Coordinators	CTE Regional Coordinators CTE Regional Coordinators are employees of ESDs, Community Colleges and School Districts. RCs are experts in all things CTE. They lead regional consortia implementing CTE Programs of Study. Please see more information below.	<ul style="list-style-type: none"> ▪ Technical Assistance ▪ Professional Development ▪ Regional Networking 	<ul style="list-style-type: none"> ▪ HSS ▪ CTE
ODE Program Staff, including CTE Subject Area Experts	ODE staff within EII or CTE with expertise on specific, technical, components of each initiative. These staff members are the resident “experts” on their specific program or subject area.	<ul style="list-style-type: none"> ▪ Technical Assistance ▪ Professional Development ▪ Regional Networking ▪ Grant Writing ▪ Program Development and Assessment 	<ul style="list-style-type: none"> ▪ HSS ▪ SIA ▪ CIP ▪ CTE ▪ EDM ▪ EIS
External Contractors	Partners from outside organizations that ODE contracts with. They typically are contracted to provide specific expertise or skill sets.	<ul style="list-style-type: none"> ▪ Professional Development ▪ Coaching 	Potentially All Programs Outlined within this Guidance

To find out who serves in these roles for your district, consortium, charter, or program please refer to the ODE website. As program integration moves forward, additional contact directories will be posted or linked.

ROLE OF EDUCATION SERVICE DISTRICTS AND ESD LIAISONS

Each Education Service District (ESD) has identified staff members and/or contractors who are allocating at least a combined 1.0 FTE towards the role and function of being a Liaison working across the programs outlined in this guidance. Liaisons and each ESD team offer a helpful, regional primary point of contact and can support collaboration with ODE.

ESD Liaisons are consistently participating in planned ODE virtual and in-person meetings. In addition, ESD Liaisons participate in equity training and communicate regularly via email and phone with staff working in EII and on CTE. Through implementation of this guidance, the aim is to closely align the work of the ESD Liaison and the CTE Regional Coordinators in the spirit of system alignment and improvement.

A common set of attributes have been established for the Liaison role. Each ESD has flexibility in how they meet the aims of liaison roles based on established grant agreements and amendments. Below is a sampling of the kinds of roles liaisons or their teams would likely fulfill:

- Support districts with authentic community engagement, using the [Community Engagement Toolkit](#) as a resource.
- Develop or support the use of surveys and other engagement tools, including communication and translation support as useful.
- Support school districts with incorporating engagement feedback into the planning processes, including developing connections between the engagement, needs assessment, Continuous Improvement Plan (CIP) process, review of the QEM and statewide student success plans.
- Assist districts in their integrated application development and documentation.
- In individual and/or group meetings, lead or assist the district in documenting their needs, growth targets, attainable outcomes, investment strategies and accountability metrics.
- Work closely with ODE to deliver this technical assistance to districts. This will require regular meetings and phone consultation with ODE staff to obtain resources and promising practice knowledge.
- Support districts with the use of equity-based tools for decision making.

ROLE OF THE CTE REGIONAL COORDINATORS (RCS)

CTE Regional Coordinators are employees of ESDs, Community Colleges and School Districts and are funded through the Perkins federal funds and/or local dollars. RCs are experts in all things CTE and have established relationships with local employers and community colleges and lead regional discussions on preparing students for next steps after high school. CTE Regional Coordinators have their finger on the pulse of labor market/jobs information, as well as Perkins Performance metrics for schools and regions. Below is a sampling of the kinds of roles RCs would likely fulfill:

- Fiscal management of Perkins funds and navigation of federal Perkins requirements
- CTE Program of Study development and assessment
- Recruitment, licensing, and retention of CTE teachers
 - Coordination of regional professional development
- Advocacy and relationship building with Community Colleges and Business and Industry partners
 - Postsecondary Program alignment and articulation (Dual Credit / Accelerated Learning)
 - Creation and tracking of Work Based Learning Experiences
- Support Districts in the interpretation of CTE Data
 - Perkins Performance Targets
 - Labor market results and workforce needs
- Assist Districts in serving as the Gatekeeper for additional funding streams dependent on CTE such as HSS
- Leadership of the CTE Consortia
 - [Example of Consortia convening](#)
- Additional CTE related coaching and consultation

PROFESSIONAL DEVELOPMENT AND COACHING OPPORTUNITIES ON THE HORIZON

A. INTERVENTION AND STRENGTHENING PROGRAM (ISP)

ODE is creating a robust series of learning opportunities and coaching supports. Many will be asynchronous offerings available at all times. The first series of learning opportunities, including the “Equitable Systems, Mindsets and Practices” and “Community Engagement Systems and Practices” modules, will be accessible to any school or district in Oregon and available in 2022. Facilitated versions of some modules may also be available for some grantees, especially in cases where participation is required.

In addition to the development of the learning opportunities mentioned above, the Intervention and Strengthening Program will also offer extended coaching services. At this time, ODE plans to build additional coaching resources and services in several focal areas, and may include additional focal areas should the need and interest arise. The coaching supports will include an opportunity for grantees and contractors to co-develop their coaching plan, including a scope and sequence and expected outcomes, before the work begins. At this time the coaching focal areas include:

- **Equitable Mindsets, Systems & Practices** - Coaching for additional in-school or district support for grantees that have already participated in the Equitable Systems, Mindsets and Practices learning series. Participating grantees will partner with their selected ODE-approved contractor/vendor to enhance and bring alive the learning embedded within this equity series.
- **Community Engagement Systems and Practices** - Coaching for additional in-school and district support for grantees that have already participated in the Community Engagement Systems Practices learning series. Participating grantees will partner with the ODE-approved contractor/vendor to enhance and bring alive the learning embedded within the community engagement series.

- **Integrated Model of Mental Health** - Participating grantees will partner with the ODE-approved contractor/vendor to develop and implement mental health services and supports that align with ODE’s Integrated Model of Mental Health. Embedded focus points will include multi-levelled prevention and intervention systems that integrate trauma- and SEL-informed, strengths-based, equity-centered, culturally-responsive principles and practices for all students (especially for focal student groups) and staff.
- **Early Literacy** - Participating grantees will partner with the ODE-approved contractor/vendor to systematize their early literacy program, including attention to materials, instruction and assessment to improve practices and outcomes for all students and especially for focal student groups.
- **Financial Stewardship** - Participating grantees will partner with the ODE-approved contractor/vendor to address systems around equitable, student-centered and community- or need-driven resource allocation, budgeting drivers, principles and practices associated with federal and state education funds, blending and braiding funds, and resource mapping and matching.

B. STUDENT SUCCESS & SYSTEM CHANGE LEARNING SERIES

This learning series provides foundational understanding of the components of a high-quality Early Indicator and Intervention System, as well as engagement with district and school leaders to develop a plan for EIIIS implementation.

Learning series participants will establish and develop common understanding of the elements of an Early Indicator and Intervention System through study and review of relevant EIIIS practices and resources and build a knowledge base of current research of various EIIIS models. Additionally, participants will explore student data using equity-centered data inquiry protocol, develop common equity-centered data inquiry strategies, and develop fluency in use of specific data dashboard software or data systems.

Participants will build upon this learning to identify areas of focus for individual district and school EIIIS implementation plans, reflect on current district and school strengths, identify areas for development and in

need of support, and identify potential areas of focus for professional learning and coaching in the school and district. This learning series will also provide the opportunity to develop group facilitation skills and to develop equity focused group norms.

Essential Questions

- How is an Early Indicator and Intervention System a catalyst for equity and student learning?
- How will we use equity-centered student data practices to interrupt structural inequities in schools?
- How will EIS implementation strengthen partnerships with students, families, communities, and tribes?
- What specific and powerful leadership practices are needed to build EIS teams in schools and districts?
- How will we use EIS as a high-leverage strategy?



OUTLINING CORRECTIVE ACTIONS AND WAYS TO MEET COMPLIANCE CHALLENGES

Collaboration with educators and partners is central to ODE’s mission to foster equity and excellence for every learner. ODE is committed to learning alongside school districts and charter schools to support building capacity for program implementation, school system improvement, and supporting all learners.

Additionally, ODE is guided by the values of accountability and integrity, which undergird ODE’s responsibility to ensure that grant recipients meet expected performance targets, eligibility qualification, and legal requirements. **Within the scope of this guidance and the initiative covered, ODE will intervene to ensure that compliance is achieved when a grant recipient does not meet specific requirements or outcomes, including, but not limited to:**

- Longitudinal Performance Growth Targets;
- At least 90% of the Perkins performance targets at the consortia or direct grant recipient level;
- Eligibility requirements;
- Application alignment with available performance and demographic data;
- Misuse of or inadequate reporting of finances;
- Community engagement priorities; and/or
- observing all civil rights laws.

An applicant’s progress toward targets may be sporadic, or subject to unexpected changes in circumstances. To that end, a grant recipient may submit an explanation for the reasons why the areas were not met. 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.

Of note, a Perkins recipient that fails to meet the performance targets will be required to include an improvement plan as described below, noting that consortia members will be accountable for performance targets at the consortia level.

Corrective actions plans are improvement plans that outline specific actions that must be taken and outcomes that must be met. Plans will be developed to address the areas that need improvement and will draw upon a continuum of interventions, as outlined below.

1. Implement a written plan identifying specific interventions and corrective actions, a timeline for improvement, and a monitoring plan.
 - a. Example - Provide specific technical assistance on identifying unlawful discrimination and development of remedies for, and prevention of, discrimination. Monitor implementation learning within district activities.
2. Require the grant recipient to enter into a coaching program.
 - a. Example - District is required to participate in the Intervention and Strengthening Coaching Program to increase knowledge about equitable systems and improve district and school systems, strategies, and actions related to equitable education.
 - b. Example - Assist the applicant to improve and correct interpretation of data, program alignment and design within Perkins application.
3. Conduct a compliance review and/or investigation of unlawful actions.
 - a. Respond to a discrimination or civil rights complaint related to grant expenditures or program implementation.
4. Direct the expenditure of grant funds.
 - a. Example - Restrict district to specific expenditure areas in order to direct impact toward areas in need of improvement.
5. Withhold grant funds until all requirements are fully in place.

[ORS 327.201](#), [OAR 581-013-0020](#), and [section 123 \(a\) \(5\)\(b\)\(3\) and 4\(a\)\(i\)\(ii\) of Perkins V](#) provide ODE the ability to restrict the expenditure of grant funds as the strongest form of intervention within this program.

LOOKING FORWARD

All districts and schools can access and engage in the learning, support, and improvement opportunities across all programs included in this guidance. ODE can always use your input to make this process more efficient and effective, and to reflect the interests and needs of schools and districts across Oregon. Send your ideas to ODE.EI@ode.oregon.gov.

INTEGRATED GUIDANCE FOR SIX ODE INITIATIVES: APPENDICES



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APPENDIX A: COMMUNITY ENGAGEMENT TOOLKIT

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FOREWORD: BUILDING ON A YEAR OF LEARNING AND LOOKING AHEAD



The initial Student Investment Account Community Engagement Toolkit was released by the Oregon Department of Education (ODE) on August 21, 2019. Since then, much has changed in the state, however the core promise of the SIA has not. Significant work done by districts and eligible charter schools to engage, listen, and plan with students, families, communities, and educators was and remains real and noteworthy. This is evidenced by the hundreds of engagement artifacts submitted in the first round of SIA applications that tell powerful and authentic engagement stories, and highlight lessons learned from across Oregon. The work of the SIA does not live in isolation of the economic, health, and community conditions across Oregon. The resilience and strength of communities and schools is something to notice and cheer on. And the opportunities to deepen partnerships, beyond the SIA, while addressing the challenges brought on by systemic racism, poverty, COVID-19, wildfires, loss of power, and the hundreds of ways we struggle to respond to the wholeness of students, families, educators, and school leaders are clear, complex and daunting.

At the same time, CTE was incorporating new legislative requirements for community engagement through the Perkins investments. Local and regional applicants for Perkins funds were engaging with similar student, community, employer and agency groups to gauge strengths, needs and to identify priorities.

This revised community engagement resource is being offered at this critical time as applicants continue to engage with students, families, and communities in

new ways and to support ongoing engagement as ongoing engagement as districts and schools begin to prepare to submit an integrated plan and budget. While this resource is primarily focused on community engagement, the larger framework and timelines of the Aligning for Student Success guidance are available on ODE's EII webpage. This resource is aimed to honor the learning and work of the prior two years, provide information that deepens the community engagement work called forward by the SIA and CTE, and offer useful and compelling tools to integrate community engagement work across other kinds of programs and initiatives - embedding this work in the fabric of districts and schools. This new toolkit is intended to support community engagement in both integrated plan creation and implementation. We cheer on bold new strategies and approaches that weave community engagement into the everyday operations of applicants, not just plan development and approval. And as we navigate unprecedented systemic challenges, we wish to emphasize that ongoing and robust community engagement is vital to supporting the mental and behavioral health of focal student groups struggling the most.

In Section 1, we re-ground the core intentions meaningful and authentic community engagement and use of an equity lens. We share about the significance and requirements in honoring the sovereignty of tribal nations in the process. And we describe a picture of robust community engagement that builds on the successes of the prior years engagement and planning.

In Section 2, we introduce a framework for deepening and expanding the thinking around community engagement, especially essential as community engagement is required for the six programs aligning under the integrated plan. This spectrum is adapted from a powerful resource and tool developed by Facilitating Power and the Movement Strategy Center¹, and is a key framework for how ODE’s teams will think about and support community engagement moving forward. Section 3 builds on this framework by sharing key strategies and tools that applicants could immediately consider to move ahead in family-district partnerships. Lastly, we include an Appendix with additional resources. Our offices operate through a network of brilliant and committed organizations, change-makers, and leaders who are all shaping the future of educational equity in Oregon. We wish to highlight the resources that have informed our thinking and can support applicants to deepen community engagement in their part of Oregon.

As you review this work, we suggest the following steps to get started:

1. **Begin with your own Self-Reflection on Previous Engagement.** Prior to planning new engagement opportunities or implementing new engagement strategies this year, applicants should take time to reflect on previous engagement efforts. This was an element of the SIA and CTE applications and contains rich and candid assessments for improvement. ODE offers some ways recipients could consider taking stock of their engagement efforts today to help inform their engagement moving forward.
2. **Get clear on your core engagement team.** If your district is small, your community engagement efforts might include a small number of individuals who plan for and lead the process. In larger districts, dedicated teams or positions may drive the planning for and implementation of

engagement efforts.

Either way, it’s important to set clear expectations for all staff, students, and families. This is especially true for groups who have historically had limited opportunity to engage. Create avenues for them to share their experiences, insights and ideas for improving your educational system. Viewing community engagement as an ongoing process as opposed to an event (or a state requirement) is essential. The time, energy, and effort that community members from focal groups dedicate is significant and generous, and provides valuable input to formulate the integrated plan.

3. **Establish or revise and affirm your approach.** Consider establishing your approach to community engagement from the outset, or if you already have robust processes in place, use this time and resource to undertake a comprehensive review. This includes creating clear expectations about the importance and goals of engagement, which include but are not limited to receiving input for the integrated plan. What follows in this document are resources and tools to contribute to and support your efforts.



1 Facilitating Power, “[Spectrum of Family & Community Engagement for Educational Equity](#)”

SECTION 1: FROM WHAT'S REQUIRED TO WHAT'S ROBUST



1.1 Community Engagement Requirements and Recommendations

The Student Success Act (SSA) requires applicants receiving SIA funds to engage students of color; students with disabilities; emerging bilingual students; students navigating poverty, homelessness, and foster care; other students who have historically experienced academic disparities; the families of students in these focal groups; and staff.

ODE requires² a more robust list of people and organizations to engage with for a more rigorous and intentional process, which includes but is not limited to:

- Community-based organizations (CBOs)
- Community leaders
- Tribal members
- Faith-based organizations
- Licensed and classified staff
- Early learning advocates and providers
- CTE Regional Coordinators
- ESD Regional Liaisons
- School volunteers, including PTAs, PTOs, parent clubs, site councils, and boosters
- School board members
- Community College and Higher Education leaders and instructors
- Before and after school child care providers
- Employers and business partners
- State or local workforce development board representatives
- Focal group students and parents
- Representatives from agencies serving at risk, homeless, out of school youth and adults, foster youth, military families, disability services
- STEM Hub and Regional Educator Network representatives

² ODE is currently in the rule-making process to add additional focal student groups that would be required to be engaged as part of the plan development process. The rules are anticipated to be adopted by the State Board of Education in April 2022

1.2 Applying an Equity Lens

An equity lens is a tool that helps center core values, commitments, and questions throughout the process. Applying an equity lens helps create a systematic structure and process to ensure that no focal group or community is ignored in the process of community engagement and plan development. The adoption and use of an equity lens is a requirement of the integrated application. You could begin by reviewing the [Oregon Equity Lens](#) and [Decision Tools](#) to help ground your team in the baseline assumptions, expectations, and aims of your own equity lens. You may also consider sharing your equity lens broadly with your community, so they are aware of how that tool will be used in your decision-making process. We would encourage you to expand on the Oregon Equity Lens so that it is attuned and situated to your own unique needs. In the sections below, we offer recommendations for reaching out and listening to your community and target focal student groups. However in your equity lens, you might consider specific values, objectives, and essential questions that you wish to guide your outreach. These questions might be:

- Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups? How does belonging to more than one focal group affect their experience?
- Does the decision made ignore or worsen existing disparities or produce unintended consequences? What is the impact on eliminating the opportunity gap?

- How have you intentionally involved community partners who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in the questions above?
- How will you modify or enhance your strategies to ensure each learner's and community's individual and cultural needs are met?
- How are you communicating with and addressing communities and groups that are *not* in the target focal group populations? If challenging or tense dynamics emerge, how will you navigate these?

Additionally, thinking about how to address potential challenges or tensions that exist in the larger community (beyond target focal groups) could be supportive in developing and applying your equity lens. If all community members understand the importance of equity, deeper and more courageous conversation could be made possible. Developing a strong and situated equity lens is a solid starting point to create conditions for meaningful and authentic community engagement.

1.3 Honoring Sovereignty, Tribal Engagement and Tribal Consultation

Sovereignty

Tribes are sovereign governments. Sovereignty describes the inherent right of Native American Nations to exercise self-governance³. Tribes interact independently in Government-to-Government relationships with other tribes, the federal government, states, and counties. Tribes also interact with school districts, cities, municipalities, businesses, non-profits, higher education institutions, and other non-governmental organizations. While not all tribes choose to exercise all powers as a sovereign government, the right to self-govern is inherent to tribes.

Tribal Consultation

The integrated plan development requires applicants to engage with their American Indian/Alaska Native students and families, and tribal and community members. In addition to concerted efforts for authentic dialogue with individuals or groups representing the American Indian/Alaska Native community, we strongly encourage applicants to utilize the formal tribal engagement process with the tribes located in the area to inform any integrated planning activities and priorities that would impact students of those tribes.

Tribal Consultation is a formal process designed to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students. The consultation must be done in such a manner and in such a time that provides the opportunity for appropriate officials from Indian tribes or tribal governments to meaningfully and substantially contribute to plans served under covered programs. Under federal ESSA law, however, official Tribal Consultation is required in Oregon districts that receive greater than \$40,000 in Title VI funding or have 50% or more American Indian/Alaska Native students. The mandatory programs include parts of Title I, Title II, Title IV, Title V and VI. The recently released Tribal Consultation Toolkit Guide 1.0 and webinar recording by the Office of Indian Education provides essential information⁴.

³ For more information, see [SB13 Tribal History Shared History, Essential Understanding 2: Sovereignty](#)

⁴ [Tribal consultation toolkit](#).

1.4 Towards a Robust Community Engagement

We support applicants to increasingly see communities as fundamental actors and resources in schools and the education system. Deepening and sustaining a more robust community engagement beyond the minimum statutory requirements is necessary to fully realize the core goals and strategies in integrated plans. Moving from a minimum requirement to a robust community engagement framework and way of doing business is a growth process that takes time, effort, intentionality, and commitment to learning and accountability. However, seeding and activating a more robust community engagement plan will also create the possibility for lasting change and resilience for all students, families, teachers and staff.

Above, we shared the list of groups that applicants are required to engage with as part of the development of their integrated plans. Robust community engagement involves an even wider network of actors, participants, and partners, including (but not limited to) community-based organizations, faith-based institutions, grassroots networks, informal family networks and neighborhoods. Every applicant is required to use an equity lens to review their strategic integrated plan, which is required to be informed by the applicant's community engagement. This is meant to help center core values, commitments, and questions throughout the process, as well as create a systematic structure to ensure that no focal group or community is ignored in the process of community engagement and plan development. Since no city, town, or region of Oregon is the same, we would recommend beginning with the [Oregon Equity Lens](#) and expanding on it so that it is situated to your unique leadership needs, culture, and community make-up. What additional questions, needs, and considerations would help you learn more and grow into robust community engagement?

In this toolkit, we share a framework, example strategies, and helpful resources for expanding into a more robust and rigorous community engagement. As you choose to approach community engagement in deeper ways, **you are inviting change to happen**: focal groups will feel less

like an audience for your decisions and more involved as key partners; structures of accountability and feedback will bring a sense of transparency and authenticity to integrated planning; and core assumptions that you hold about how your district or school should operate may be transformed. Furthermore, investing in robust community engagement may also shift the minds and hearts of all staff and community members, even those who hold dominant identities. This work is meant to bring about greater health across the whole community and education system -- shifting dominant patterns and beliefs so all communities and families are in healthy relationship with each other.

Small and/or rural school districts may consider innovative ways to meet the call of robust engagement with their communities, especially if safety of students and families of focal groups is a concern. Some ideas for engagement include:

- Connecting with a leader who and/or community-based organization that is willing to speak with students they have a relationship with and share back what they learn with the school district
- Asking for input during other times when parents or families are at the school, such as during IEP meetings
- Conducting phone calls to students' families, rather than having an in-person event

SECTION 2: EXPANDING THE THINKING AND PRACTICE OF COMMUNITY ENGAGEMENT



Community engagement is a broad term encompassing a number of approaches to authentically and meaningfully engage communities in school, district and regional processes. To expand and deepen the nuance of this term, we have adapted work from Facilitating Power and the Movement Strategy Center to develop a spectrum for thinking about different ways to engage communities. This spectrum describes six different levels of community engagement with key considerations and ways to move deeper along the spectrum. It is important to note, with the exception of Level 0 “Ignoring Community,” that each level may be appropriate for a particular situation. The spectrum is intended to share what some pitfalls of each level are and ways to address those. You may need to consult this spectrum with another resource (like the [ODE Decision Tools](#) for SY20-21) to decide which level of the community engagement spectrum is appropriate for each strategy, activity, and choice you make.

2.1 The Community Engagement Spectrum

This framework serves as a tool to assess and deepen engagement in Oregon communities. It is organized on a spectrum of shallow to robust community engagement (Levels 1-5). Applicants are encouraged to use this framework to reflect on their stance and approach towards communities. It may be used to assess the *overall* level of engagement of an applicant, as well as be used to assess an individual strategy, activity, project, or initiative within a district or school. In most cases, an applicant will have multiple levels of this spectrum that exist simultaneously in the totality of community engagement-related activities. For example, you might as a district or region review your overall strategies and consider yourself operating at Level 3 “Involve” -- but you might also catch that some of your engagement methods are Level 1 “Inform” while some of your teachers and staff are operating in Level 4 “Collaborate.” The framework is intended to illuminate and support this multiplicity while suggesting concrete ways to move further along the spectrum.

We recognize [Facilitating Power](#) and [Movement Strategy Center](#) for their work in building this framework and appreciate their support to adapt it. Facilitating Power is dedicated to cultivating personal and collective power through innovative approaches to education and organizing that meet the demands of our shifting social climates. Movement Strategy Center works with grassroots organizations, alliances, and networks, as well as funders, to build powerful and transformative social justice movements.

LEVELS OF COMMUNITY ENGAGEMENT

0	1	2	3	4	5
STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION & UNINTENDED IMPACT TO CONSIDER					
Protecting School, District, Regional Interests <i>Unintended Impact to Consider: Marginalizing Communities</i>	Keeping Communities Updated <i>Unintended Impact to Consider: Placating & Underestimating Community Wisdom</i>	Receiving Community Input <i>Unintended Impact to Consider: Tokenizing & Gatekeeping Community Engagement</i>	Meaningfully Engaging Community Voice <i>Unintended Impact to Consider: Community Voice is Not Heard</i>	Collaborating and Sharing Power with Communities <i>Unintended Impact to Consider: Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust</i>	Communities Drive and Own the Work <i>Unintended Impact to Consider: Sovereignty and Core Agreements are Not Honored</i>
COMMUNITY ENGAGEMENT GOALS					
Deny access to decision-making processes	Provide students, families & community with relevant information for them to support district, school or regional goals	Gather input from students, families & community without including them in decision-making	Ensure students, families & community needs and assets are integrated into applicant process & planning	Ensure student, family & community capacity play a leadership role in implementation of decisions	Foster lasting educational equity through community-driven schools that are culturally rooted and responsive to whole and sovereign people and communities
EXAMPLE ENGAGEMENT METHODS					
<ul style="list-style-type: none"> ▪ Closed door meeting ▪ Misinformation ▪ Systematic effort to avoid engagement 	<ul style="list-style-type: none"> ▪ Fact sheets ▪ Open houses ▪ Presentations ▪ Billboards or school electronic boards ▪ Videos ▪ Social media posts 	<ul style="list-style-type: none"> ▪ Input sessions ▪ Focus groups ▪ Empathy interviews ▪ Surveys 	<ul style="list-style-type: none"> ▪ Collaboration or engagement with community organizing and community voices ▪ House meetings ▪ Interactive workshops & forums with accessibility and safety considerations ▪ Student & Parent/Family Advisory Committees 	<ul style="list-style-type: none"> ▪ MOUs with Community-based organizations ▪ Leadership Development ▪ Resources & funding allocated for community organizing ▪ Collaborative design and facilitation of community forums to ensure voice, safety & accessibility 	<ul style="list-style-type: none"> ▪ Community-driven planning ▪ Student or Parent/Family led community forums to assess challenges and develop solutions ▪ Consensus building ▪ Participatory Action Research and community-driven initiatives ▪ Participatory budgeting ▪ Community schools
KEY EXAMPLE STRATEGY TO CONSIDER FOR ENGAGEMENT METHODS					
Establish who the community is composed of	Language Accessibility	Hospitality and reciprocity practices	Staff training on anti-racist equity and culturally sustaining and responsive practice	Deeper strategy and visioning work with local community-based organizations (e.g. non-profits, churches, etc)	Allocating integrated strategies/activities for community-driven projects and use
HOW COMMUNITY ENGAGEMENT COULD EXIST IN INTEGRATED PLAN					
Focal student groups not acknowledged and/or subsumed in another category (e.g. students of color lumped into students experiencing poverty) <i>Associated Challenge: Students of color continue to be invisibilized by a system of White Supremacy</i>	Communities informed that integrated planning is occurring but not engaged for input <i>Associated Challenge: Community needs continue to be invisible because they are merely informed, not solicited for input</i>	Data (including disaggregated data) are used as primary resource to inform strategies/activities <i>Associated Challenge: Communities are only engaged once in the process of plan creation and follow-through is limited</i>	Tribal Consultation and engagement is central to the development of integrated plans <i>Associated Challenge: Community (and tribal) voice is taken but not actually incorporated</i>	Partnerships with community-based organizations, organizers, employers, and other agencies <i>Associated Challenge: Partnerships are created but not honored through continual reciprocity and shared work</i>	Task forces and committees with decision-making power composed of community members, target focal groups, and staff <i>Associated Challenge: Decision-making is rhetorically granted but in practice not deferred and shared with community</i>

In the sections below, we will walk through the seven rows of the spectrum and explain what they mean.

Stance Towards Community: This row indicates a spectrum of orientations towards family and community engagement. Level 0 ignores and marginalizes the students, community, and staff that was designed to focus on and will not meet requirements in ODE’s review of integrated plans. Levels 1-5 demonstrate the wide range of approaches that applicants may take to engage communities. It is important to note that you may exist in multiple places on the spectrum at the same time, and there are times where it is appropriate to engage communities at level 1 and 2 (for example -- providing students and families with information about an upcoming engagement session). In most cases, however, deepening your engagement approach across the spectrum will present the most robust community engagement opportunities and possibilities.

Intention & Unintended Impact to Consider: This row names the core intention that is often expressed when justifying each type of engagement. This intention may be completely appropriate for the nature of the task or project, but it could also create unintended impact or represent underlying beliefs about community that need to be addressed, including whether or not another level of the spectrum should be aimed for.

Community Engagement Goals: This row points to the main goal that each level of community engagement is seeking to accomplish.

LEVELS OF COMMUNITY ENGAGEMENT

0	1	2	3	4	5
STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION & UNINTENDED IMPACT TO CONSIDER					
Protecting School, District, Regional Interests <i>Unintended Impact to Consider: Marginalizing Communities</i>	Keeping Communities Updated <i>Unintended Impact to Consider: Placating & Underestimating Community Wisdom</i>	Receiving Community Input <i>Unintended Impact to Consider: Tokenizing & Gatekeeping Community Engagement</i>	Meaningfully Engaging Community Voice <i>Unintended Impact to Consider: Community Voice is Not Heard</i>	Collaborating and Sharing Power with Communities <i>Unintended Impact to Consider: Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust</i>	Communities Drive and Own the Work <i>Unintended Impact to Consider: Sovereignty and Core Agreements are Not Honored</i>
COMMUNITY ENGAGEMENT GOALS					
Deny access to decision-making processes	Provide students, families & community with relevant information for them to support district, school or regional goals	Gather input from students, families & community without including them in decision-making	Ensure students, families & community needs and assets are integrated into applicant process & planning	Ensure student, family & community capacity play a leadership role in implementation of decisions	Foster lasting educational equity through community-driven schools that are culturally rooted and responsive to whole and sovereign people and communities



Example Engagement Methods: This row lists some common example engagement methods, tactics and tools that applicants can exemplify at each level. Each method can also be employed in various ways along different levels of the spectrum.

Key Strategy to Consider for Engagement Methods: This row names a key example strategy that underpins a particular community engagement method. Strategy is a higher level plan and intention that links a particular group of methods, tools, and tactics together.

How Community Engagement Could Exist in Plans: This row lists a common way that this level of community engagement could show up in actual plans and a key challenge associated with this way of engaging communities.

LEVELS OF COMMUNITY ENGAGEMENT

0	1	2	3	4	5
EXAMPLE ENGAGEMENT METHODS					
IGNORE <ul style="list-style-type: none"> Closed door meeting Misinformation Systematic effort to avoid engagement 	INFORM <ul style="list-style-type: none"> Fact sheets Open houses Presentations Billboards or school electronic boards Videos Social media posts 	CONSULT <ul style="list-style-type: none"> Input sessions Focus groups Empathy interviews Surveys 	INVOLVE <ul style="list-style-type: none"> Collaboration or engagement with community organizing and community voices House meetings Interactive workshops & forums with accessibility and safety considerations Student & Parent/Family Advisory Committees 	COLLABORATE <ul style="list-style-type: none"> MOUs with Community-based organizations Leadership Development Resources & funding allocated for community organizing Collaborative design and facilitation of community forums to ensure voice, safety & accessibility 	DEFER <ul style="list-style-type: none"> Community-driven planning Student or Parent/Family led community forums to assess challenges and develop solutions Consensus building Participatory Action Research and community-driven initiatives Participatory budgeting Community schools
KEY EXAMPLE STRATEGY TO CONSIDER FOR ENGAGEMENT METHODS					
Establish who the community is composed of	Language Accessibility	Hospitality and reciprocity practices	Staff training on anti-racist equity and culturally sustaining and responsive practice	Deeper strategy and visioning work with local community-based organizations (e.g. non-profits, churches, etc)	Allocating integrated strategies/activities for community-driven projects and use
HOW COMMUNITY ENGAGEMENT COULD EXIST IN INTEGRATED PLAN					
Focal student groups not acknowledged and/or subsumed in another category (e.g. students of color lumped into students experiencing poverty) Associated Challenge: Students of color continue to be invisibilized by a system of White Supremacy	Communities informed that integrated planning is occurring but not engaged for input Associated Challenge: Community needs continue to be invisible because they are merely informed, not solicited for input	Data (including disaggregated data) are used as primary resource to inform strategies/activities Associated Challenge: Communities are only engaged once in the process of plan creation and follow-through is limited	Tribal Consultation and engagement is central to the development of integrated plans Associated Challenge: Community (and tribal) voice is taken but not actually incorporated	Partnerships with community-based organizations, organizers, employers, and other agencies Associated Challenge: Partnerships are created but not honored through continual reciprocity and shared work	Task forces and committees with decision-making power composed of community members, target focal groups, and staff Associated Challenge: Decision-making is rhetorically granted but in practice not deferred and shared with community



2.2 Deepening into the Spectrum

The Community Engagement Spectrum above described six levels of community engagement. Below, we offer suggestions for moving along the continuum, including reflection questions, resources and actions towards growth that can help unlock deeper community engagement. Finally, it offers a key example that is meant to highlight how each level has occurred in the development of SIA plans up until this point.

0 IGNORE 		
<p>Reflection Questions</p> <p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p>	<p>Resources and Actions Towards Growth</p> <p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p>	<p>Key SIA Example</p> <p>Key example from previous SIA applications and consideration to push thinking further</p>
<ul style="list-style-type: none"> ▪ How are you learning more about the systemic bias/oppression that exists in your district/school/region and belief systems/biases? ▪ How have/will you acknowledge, address and repair the harm caused by marginalization (historical and present)? 	<p>Key Resources</p> <ul style="list-style-type: none"> ▪ White Supremacy in Oregon <ul style="list-style-type: none"> ▪ Black Exclusion Laws in Oregon ▪ The Racist History of Portland ▪ Rehumanizing Schools ▪ Essential Understandings of Native Americans in Oregon ▪ Tools to support disaggregating data and looking at key demographics <ul style="list-style-type: none"> ▪ Data visualizations provided by ODE ▪ District At-A-Glance Profiles <p>Key Actions</p> <ul style="list-style-type: none"> ▪ Engage equity, anti-racist, and implicit bias trainings within the district, school and region to learn more about internal and external patterns of racism and oppression ▪ Create more engagement and relationship-building opportunities with target focal groups and their families 	<p>“We are a small rural district and do not have many students or families from the varied focal groups.”</p> <p><i>Phrases and statements like this one erase and invisibilize focal student groups and families. Acknowledgement of these groups is glanced over.</i></p>

1

INFORM



Reflection Questions	Resources and Actions Towards Growth	Key SIA Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> ▪ If there are certain groups or communities who aren't engaging in your school, ask yourself why? Why are they not participating and how can the school do better about reaching out and making them feel welcome? (Focus on the system keeping them out, not blame the communities for not showing up). ▪ What communication and engagement outlets best fit the unique strengths/assets and needs of the families and communities you serve? What conditions support this? ▪ What pathways to deeper collaboration and involvement are you planning and can be communicated? ▪ How are you providing families and the community with relevant information regarding current inequities and plans to address them? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> ▪ ODE Decision Tools ▪ Spectrum of Family & Community Engagement for Educational Equity ▪ Reframing Family, School, and Community Engagement <ul style="list-style-type: none"> ▪ When You Say...They Think ▪ Dos and Don'ts <p>Key Actions</p> <ul style="list-style-type: none"> ▪ Ensure all communication materials are accessible and in the languages of the target focal groups, families and communities ▪ Ensure language interpretation and translators are available in the most common language groupings in school/district ▪ Consider which communication outlets (formal and informal) are most readily accessed by the community 	<p>Key example from previous SIA applications and consideration to push thinking further</p> <p>Applicants were required to disseminate information about their SIA plans by posting board minutes indicating approval of the SIA plan and the final approved SIA plan on their website. Additionally, applicants shared information about engagement opportunities through their website, school newsletters, the board, and parent meetings.</p> <p>After a reduction in funding, one district shared how they prioritized community inputs from the original plan and their process for creating the reduced funding plan. It was posted on their website, shared at a board meeting, and available for public comment.</p> <p><i>These communication and dissemination strategies assume communities and families understand system and educational intricacies. What other context/stories/training needs to be shared to build overall awareness so they can fully engage/understand?</i></p>

2

CONSULT



Reflection Questions	Resources and Actions Towards Growth	Key SIA Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> ▪ How are you seeking input from students, parents, families, and the community to inform solutions to address educational inequities? How clear and transparent is the information you are providing to inform their input? ▪ What conditions are you creating in your input/engagement sessions to ensure that community members feel safe, heard, and powerful? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> ▪ School Reform Initiative protocols ▪ Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success <p>Key Actions</p> <ul style="list-style-type: none"> ▪ Conduct a landscape analysis of CBOs, community partners, faith-based organizations, culturally specific organizations, tribes, business and industry partners, and other county services ▪ Consultancy protocol or another SRI protocol with community members and partners 	<p>Key example from previous SIA applications and consideration to push thinking further</p> <p>Applicants created opportunities to seek input from the community to establish priorities for the SIA dollars. Common strategies included public meetings, online surveys (in English and Spanish), and focus groups. One district reached out to families of focal groups through mailings and follow-up phone calls made by staff and community partners who speak their preferred language, inviting them to attend focal sessions at which food and child-care were provided. District translators also attended to help facilitate small groups.</p> <p><i>If you create opportunities for families to be consulted, but some focal groups do not attend, do you proceed with integrated plan creation/implementation anyway? Consider slowing down to re-assess how you have created conditions to bring everyone to the table.</i></p>

3

INVOLVE

Voice & Power Shift

Detail View

Reflection Questions	Resources and Actions Towards Growth	Key SIA Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> How are you creating expectations about participation and decision-making for clarity on role/involvement for students, families, and community? How are you creating opportunities in existing structures (e.g. school site councils) for traditionally marginalized groups to participate? How are you learning to listen deeply to different voices, perspectives, and ways of knowing (e.g. culturally responsive trainings for participating staff)? How are you creating space/opportunity to name, address, and heal from historical harm inflicted by the district/school system? How are you demonstrating a commitment to change historical practice and policy? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> Beyond the Bake Sale: The Essential Guide to Family-School Partnerships A Match on Dry Grass: Community Organizing as a Catalyst for School Reform <p>Key Actions</p> <ul style="list-style-type: none"> Partner with local CBOs, faith-based organizations, or other local partners who already engage these communities through their leadership programs When engaging parent leadership groups, make sure they reflect the student population Before you make a decision or take an action, consider using a tool like the ODE decision tools to ensure you have engaged the right partners and voices 	<p>Key example from previous SIA applications and consideration to push thinking further</p> <p>In one district, the SIA team worked directly with the Tribal Education Agency as well as the Tribal Cultural and Heritage Program as part of their community engagement process to get input from tribal members. Another district worked with tribal leaders to hold SIA community engagement opportunities at tribal facilities.</p> <p><i>Just because target focal groups are at the table doesn't mean that the table is set evenly. Consider how the backdrop of colonization and settler colonialism creates uneven dynamics for engagement and what forms of acknowledgment, accountability, and follow-through are needed.</i></p>

4

COLLABORATE

Delegated Power

Detail View

Reflection Questions	Resources and Actions Towards Growth	Key SIA Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> What are the formal (e.g. faith-based institutions; community-based organizations) and informal (e.g. family/community networks and coalitions) that can be collaborated with? How do they wish to be involved? How have you ensured that the projects/dilemmas/tasks at hand are made culturally relevant and accessible? How are roles on decision-making and involvement co-constructed with these groups? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> Meaningful Student Involvement Guide to Students as Partners in School Change Vehicle of Change: The PS 2013 Campaign <p>Key Actions</p> <ul style="list-style-type: none"> Consider how the school leadership and board play an important role in value-setting and modelling how communities are engaged, parent leaders are heard, and follow-through on needs are met Utilize active structures like Parent Advisory Councils to create space for ongoing reflection, strategizing and goal-setting 	<p>Key example from previous SIA applications and consideration to push thinking further</p> <p>One district created a task-force representative of the community including district staff (classified, specialists, licensed), community organizations, leaders and union representatives, parents and students. Together, they analyzed disaggregated data, elevating bright spots and areas of opportunity. Additionally, the group planned, attended, and supported community engagement events, consistently processed community input after events and ultimately prioritized how to use SIA funds. The group met frequently in the evenings during the formation of the SIA plan.</p> <p><i>Collaborative and two-way partnerships require clear agreements, shared understandings, and processes for learning, feedback, and accountability.</i></p>

5

DEFER TO

Community Ownership



Reflection Questions	Resources and Actions Towards Growth	Key SIA Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> How have you created a larger vision for what community ownership and honoring sovereignty means for your district/school in relation to the larger community? How has the community been involved in this? What beliefs, structures, and processes need to be shifted within your school/district/region to support deeper community ownership? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> Toward What Justice? Describing Diverse Dreams of Justice in Education <p>Key Actions</p> <ul style="list-style-type: none"> Develop learning labs for school discipline policies and procedures (example) Student job shadow, internships and workbased learning opportunities are created based on student interest and need and community collaboration 	<p>Key example from previous SIA applications and consideration to push thinking further</p> <p>This level of community engagement is a growth area for applicants. We recognize a handful of applicants that with continued and sustained effort could reach this level of deferring to community ownership. Some examples of this could look like:</p> <ul style="list-style-type: none"> Hiring strategies that structurally prioritize community representation in staff and leadership positions Participatory budgeting processes where communities are involved in the shaping and maintenance of recipient budgets Curriculum that is co-designed and deferred to CBOs Development of new courses/ curriculum based on student aptitude and future learning and employment by workforce partners Community-driven audits of recipient spending (both SIA and other funds)

SECTION 3: STRATEGIES FOR MOVING ALONG THE SPECTRUM



The spectrum and this toolkit are not exhaustive. The aim is to provide a few high leverage strategies to think about moving more deeply towards more robust community engagement and ownership.

3.1 Growing Community Awareness and Knowledge

All applicants feature communities, families and students from focal groups that have historically experienced being underserved, underrepresented, excluded, and/or marginalized from the educational system. As applicants are required to engage communities meaningfully and authentically to inform their plan, it is vital to know and understand the communities and focal groups that this plan is intended to serve. Specifically, applicants need to know which focal groups are represented within their community. Depending on the size of the district, school or region, this may mean that there are just one or two students in a particular focal group; however, regardless of the number of students in a focal area, they still need to be engaged to ensure applicants are not continuing patterns of erasure or defaulting to claims that “we don’t have those students here.”

There is one area of community awareness that needs further attention while holding significant tension - and that is students and families in poverty. Poverty is an experience that crosses through other focal student groups. There is room for significant improvement in recognition and outreach strategies that honor the strengths and meet the needs of students and

families with the least financial resources right now. Any racial tension created around focusing on students in poverty is a false divide. The areas of tension arise, as they should, when a focus on white students in poverty is rhetorically or practically set in opposition or prioritization of other focal student groups. The development of an integrated plan does not and should not contribute to that trap. We can listen, engage, and strengthen educational systems attending to each and every student with a clear racial equity lens and stance without erasing or minimizing poverty.

To grow the awareness of your community, consider completing a community asset inventory or mapping of your community. This would include identifying all of the community-based organizations (CBOs), faith-based organizations, tribal nations, culturally specific organizations, community leaders, and business leaders in your community. Deepening your knowledge of the community will support you as you develop a more robust plan for community engagement.

As you continue to engage with your community and develop future plans, you can also begin to use this inventory to substantiate your community engagement practices. Are you going beyond the minimum requirements to engage with the organizations and leaders identified in your inventory? Are you doing what you said you would do in terms of engaging and incorporating inputs from the organizations and leaders in your community?

The Importance of Intersectionality

While many students may belong to more than one target focal group (e.g. both a student navigating poverty *and* a student of color), applying an intersectional lens to community engagement means *not* focusing on one issue that a student group is experiencing. Disaggregating data and developing a nuanced understanding of the school community is vital to ensure that some issues (e.g. race) are not ignored simply because those students also belong to another group (e.g. students with special needs/disabilities or students navigating poverty). Looking at one's community *intersectionality* allows one to understand how belonging to multiple focal groups can actually *compound* and *exacerbate* issues and challenges faced in any one focal group. It is important to distinguish and differentiate these groups (even if there is also overlap) so that each student can be met with the unique care that is needed for their particular challenges and needs.

3.2 Building Relationships Rooted in Care and Reciprocity

Robust community engagement rests on a foundation of relationships from which deeper transformational work is made possible. Relationship-building in ways that attend to deep care, equity and reciprocity is critical to deepening meaningful and authentic community engagement. Families and communities should be treated as equal and powerful partners with deep educational wisdom. Conditions should be created and attended to so that families feel supported and able to comfortably express their perspectives and participate in design processes. Below are some key considerations as applicants seek to build relationships rooted in care and reciprocity.



Deep Hospitality

Deep hospitality is a rich cross-cultural and equity-centered practice that creates foundational conditions for trust and relationship-building. To extend deep hospitality means to host well and to have guests feel like trusted community members and partners. Applicants are encouraged to think about how families and communities wish to be treated and what would allow them to feel their most comfortable to participate. The physical (or virtual) space should reflect values of care and intention, including culturally responsive and specific considerations such as: What forms of organizing, communicating, and participating are unique to a cultural community and how are we allowing for those to occur in the space? Some other considerations include:

- **Access:** How have you incorporated different abled bodied access and needs? Are the physical or virtual spaces you use comfortable for community members?
- **Basic Needs:** Have all basic needs been accounted for through engagement (bio-breaks, food, etc)?
- **Cultural space:** There are many different ways that communities are accustomed to gathering. Have you considered how one formation (e.g. a circle or smaller groups) might be more culturally responsive than others (e.g. desks in rows)? To create the conditions for meaningful two-way dialogue, you may consider less formal or small group structures.

- **Location:** Consider where you are holding your gatherings, given different ways people have previously experienced school. Are you only hosting meetings at the school buildings? Are there spaces in the community where you consider holding gatherings?
- **Intentionality:** Community members are often juggling multiple responsibilities, which does not mean that they do not wish to provide input. Consider how you have incorporated their life and work rhythms into your planning. What time of the day/week is best to engage them? How long is necessary?
- **Promptness:** Honoring community members time is vital, so ensure that you are beginning and ending on time so they can attend to other needs. However, notice when there is energy and momentum, which could mean you make additional times to engage or stay for longer than you initially anticipated.
- **Flexibility:** Many community members are busy and taking precious time that they hope will effect school change. Consider how different modes of engagement can be flexible with time, including if community members have to show up late or leave early and how to create ample opportunity to provide input.
- **Inclusion:** Throughout any engagement method, from an informal Zoom call to structured focus groups, consider how you will create space for community voice to be welcomed, invited, and included. Whose voice is taking the most time/space during these engagements? What structure/facilitation method are you using to create proportionate representation from the community and target focal groups?

Communication and Language

Creating conditions for clear and equitable communication requires intentional planning and process. Language accessibility is critical, ensuring that proper staff and measures are incorporated so that the languages that communities are most comfortable speaking are adequately met. Additionally, while emphasis is often placed on meeting the needs of various spoken languages, communities and families from different cultures often express themselves through nonverbal, emotional, energetic, and other forms of communication. It is important for applicants

to pay close attention to the subtler patterns in a room, particularly if those come from identities that are not their own. Lastly, consider and embrace the value of tension and disagreement in holding space with families and communities. When [inconvenient voice](#) arises, that is, perspectives and comments that may at first glance seem to derail, muddy, or confuse the conversation, we suggest digging into it further to learn more about where it is coming from and the value that its ‘inconvenience’ may offer for unlocking key barriers to deeper understanding and work.

Applicant Follow-Through

For families and communities to feel valued, applicants should continually follow-up and follow-through on the input that community members have generously offered. As a starting point, you might think about gifts or other tokens of appreciation you can offer that indicate to community members that you appreciate them. In some districts, we have learned that raffles, giveaways, and offering transportation, childcare and/or communal meals have been supportive in honoring the time and input community members are sharing. In virtual engagements, you could consider online gift certificates or other remote gift ideas. Acknowledging and validating community perspectives is another key practice to ensuring they know that you have listened to their stories and needs. Consider how you consistently express gratitude and appreciation for the input you are receiving. Finally, a significant part of the trust- and relationship-building process is following through on key promises and commitments including: information you said you would share following an engagement event; plans you stated would reflect community input; actions that are being taken as a result of community input; ongoing engagement opportunities you were committed to doing to keep the conversation going; etc. These forms of follow-through and accountability help create longer-term trust for deeper community partnerships.

Create an accountability mechanism - the kind of accountability that generates trust.

This can start from answering an essential question: Who does the community go to when they don't feel they've been authentically engaged in the plan development work?

There isn't a single right answer. But it builds trust to have a real and meaningful one. Would they go to a known staff member, an administrative leader, a liaison to a board or advisory group? Creating a clear channel to hear the most vital feedback is pivotal to creating real, ongoing, authentic community engagement.

3.3 Equity, Anti-racist, and Culturally Sustaining and Responsive Training

Engaging in equity, anti-racist, and/or culturally sustaining and responsive training is a powerful way applicants to learn about and address unconscious biases, unexamined assumptions, and internalized and externalized patterns of racism and oppression. ODE will be offering support -- including webinars, trainings, and toolkits (such as the [ODE Decision Tools](#)) -- that are rooted in and builds on the Community Engagement Toolkit and the framework of robust community engagement. In addition to these supports, consider how to balance the development of in-district/school/



regional equity capacity and bringing in external supports. Developing internal capacities (for example, staff who are skilled at holding [courageous conversations about race](#) or interrupting patterns of [white fragility](#)) allows for long-term change and baseline culture-building. Contracting with external services (for example, equity consultants that can hold retreats and trainings) allows for all community partners to participate together. These settings with an outside facilitator can allow for participants to feel safer to take risks and engage vulnerability. Care should be taken to consider who should be present: for example, is the space designed for White staff to learn more about White fragility (in which case staff of color could have their own separate space)?

Powerful case studies and recent research suggest that investing in the capacity of the whole system, including families and communities, is needed to support robust family-school partnerships. [The Dual Capacity-Building Framework for Family-School Partnerships](#) is one framework and tool that leverages applicants to create conditions for both staff and families to deepen their systemic and organizational capabilities (skills + knowledge), connections (networks), cognition (shifts in beliefs and values), and confidence (self efficacy). The main takeaway from this framework: don't just invest in school, educator and staff capacity; also see the families and communities you serve as powerful collaborators that can be supported. Consider:

- Deepening partnerships with local community-based organizations to leverage the powerful and unique organizing, leadership, and educational strategies from grassroots communities and families.
- Creating regular ways of gathering (e.g., restorative circles) with families and community members to reflect on core and differentiated values (using a tool like [The Cultural Iceberg](#)) and share key insights, concerns, and perspectives about educational change.

3.4 Community-Driven Planning

Community-driven planning can take many forms. In a consortium of small districts this might be a small group of volunteers working across many miles. In a larger school district this could be powered by groups that were previously advisory.

A key initial task is to get very clear on what is being invited by whom and how decisions are made and recommendations or plans treated.

Here's a few potential questions and resources that can support creating the conditions for community-driven planning:

- Work with groups like [Oregon Solutions](#) and community-based organizations to facilitate and reach a declaration of cooperation - a foundational agreement on the scope and decision-making of a group of powerful partners. You may have STEM-hubs or EL-hubs who have skill and experience at this kind of process.
- Always design and ask about the “after-action” of any meeting. Ensure that a key person or group is responsible for follow-through with keeping the core promises you've made as a partner with the community. That doesn't mean you make all the decisions - it means you accept a stewardship responsibility to keep the work moving while creating the conditions for the community to lead.
- Convene local and regional CTE advisory groups that include secondary and postsecondary educators, employers and other workforce and community agency members that have been meeting over time and have invaluable information about student next steps after high school.
- Integrate ongoing community engagement into budget planning and staffing cycles. Aim for the goal where the community is so well-informed and co-planning that they are anticipating and driving key directions that anticipate applicant planning needs.
- Determine what must or could yield to community planning. Name what's clear in the scope of the group or body.
- Facilitate conditions where different voices, even representing demographically similar communities, can hold and support tension and disagreement with each other.



- Determine a clear resourcing plan that supports the sustainable participation of key community leaders in a way that builds relationships and strengthens effectiveness. This could range from child care to small leadership stipends that honor the level of time, service, and value the community members offer.

ODE is happy to support or consult applicants looking to advance strategies that reach this level of community partnership.

During the first SIA application cycle, some applicants contracted with community-based organizations to run their community engagement efforts. While this can be one avenue for receiving inputs to support integrated plan development, especially in communities where trust has been previously broken, there is also a tension if this is the only mechanism for seeking input. While a community-based organization may represent a subset of students and families from a particular focal group, it may not represent all of the students and families from that focal group, which may lead to an unanticipated exclusion of some students and families. Applicants considering contracting with community-based organizations to support engagement should be aware of this tension and consider ways to ensure they are not inadvertently excluding voices from their communities.

3.5 Navigating Virtual Community Engagement

We recognize that for many applicants across the state, community engagement will look different now - and in many cases this will include navigating the virtual space. As you consider the Community Engagement Spectrum and strategies offered in Section 3 for more robustly engaging with your community, you'll also need to think about adjustments or pivots you may need to make to accommodate for the virtual setting.

We offer the following examples as ways you may consider engaging in a virtual setting, with the recognition this is not an exhaustive list:

- Set up a regular time to offer informal virtual community hours for families and community members to connect with district or school staff. Ensure that the offered hours are responsive to various work schedules. Select a few questions you plan to ask anyone who comes to the community hours.
- Develop a plan for hosting virtual family-teacher conferences or IEP meetings. Use a portion of the time to ask parents and families a few specific questions about their students' needs and how the district or school should use or prioritize the funds.
- Host a virtual focus group meeting with students and family members from the named focal groups to learn about their experience, the needs they identify, and how they would recommend using the funds. Consider using a platform that allows for small breakout rooms to allow for smaller group conversations and an ability for all attendees to

share their experience and ideas. Select a few open-ended questions you'd like to ask attendees, which may include:

- What is working well in our district for your student(s) and/or family?
 - What is not working in our district for your student(s) and/or family?
 - What changes and/or investments should we make to better support your student(s) and/or family?
 - What does student success look like after graduation? How well is the school supporting student transition to opportunities after earning a diploma
-
- Facilitate a [world cafe](#) virtual workshop, where participants rotate through small group discussions in breakout rooms. Ask for the community's input for topic areas in advance of the workshop.
 - Establish a standing advisory group representative of your community that will regularly meet virtually over the course of the school year to provide input., make recommendations, and share decision-making responsibility.



3.6 Community Engagement Beyond 2021-23

Robust engagement with your community requires a deep focus and commitment to applying an equity lens or tool to inform planning engagement and developing the integrated plan and budget. Applicants may find through their community engagement that students and families from different focal groups and/or community-based organizations may raise different, and potentially even competing, priorities for spending funds. Further, there is a possibility given the allocation amount, applicants will not be able to implement all of the activities offered by the community.

As applicants move through the various integrated processes and application cycles, there are several times prescribed in the statute when they are required to post items to the website, present them at an open meeting with the opportunity for public comment, and have them approved by the governing board. In a robust engagement process, these shouldn't be the only times when you connect with your students, families, staff, and community.

To support a robust engagement process and good stewardship of the funding in the process of updating plans over the bienniums, applicants should ensure they are sharing the following with their communities:

- An update on what has happened since the last time they connected (i.e. implementation progress, unanticipated adjustments such as funding changes)
- An update on new learnings and priorities raised from community engagement
- Any complexities in adjusting and developing new plans (i.e. tensions in priorities, reduction in funding streams)
- Next steps or processes to continue to receive funding



APPENDIX A: SUPPORT & ADDITIONAL RESOURCES



Here to Support

Your questions are welcome and ODE staff will be as responsive as possible to further support integrated planning and implementation. If you have a question, email ODE.EI1@ode.oregon.gov. Please make use of the resources provided here, your ESD SSA liaisons, your CTE Regional Coordinator, peer districts, and the culturally specific and/or school supporting organizations based in your community along with your own judgment and skill-building.

Additional Resources

ODE offers additional community engagement resources and references for consideration:

- [Community Engagement Through Oregon's Student Investment Account \(FBO Research Brief\)](#).
- [Spectrum of Community-Led Approaches \(Tamarack Institute\)](#) - Chart on page 4-5 could be useful to consider the roles the community is invited/allowed to play in a district process and factors that can be brought into play when that is clear.
- [Index of Community Engagement Techniques \(Tamarack Institute\)](#) - Categorizes different engagement strategies within the spectrum they use and reference (inform, consult, involve, collaborate, empower).
- [Engagement Triangle \(Capire\)](#) - Framework for getting to shared understanding about the purpose and meaning of engagement and the appropriate ways/settings for shared meaning making once defined.
- [Tips for Accessibility and Equity in Online Engagement during COVID-19 \(SFU Centre for Dialogue\)](#) - Highlights key barriers to online engagement and potential strategies to address them.
- [Data Equity Walk \(Education Trust\)](#) - Useful methods for districts and communities to engage with and make sense of data together from an equity perspective.
- [Participatory Budgeting Explained \(Participatory Budgeting in Oregon\)](#) - Explains participatory budgeting and suggestions a process on how to engage in it.
- [Rehumanizing Schools](#) - A series of resources for understanding how White Supremacy exists in public education and how to transform it.

APPENDIX B: PARTNERING WITH CHARTER SCHOOLS

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SECTION FIVE: CHECK YOUR WORK

INTRODUCTION

The purpose of this appendix is to provide additional information for charter schools on the necessary steps to apply for funding for the programs outlined in the Integrated Guidance. This includes, defining and distilling the various relationships between charter schools and districts and recommendations on how to best move through the integrated application process for the 2023-2025 biennium. While this appendix will cover funding for the following six programs as mirrored in the Integrated Guidance, it is important to note that the majority of charter schools will only apply for 1-3 of these programs (namely HSS, SIA and EIS)⁹⁸:

- High School Success (HSS)
- Student Investment Account (SIA)
- Early Indicator Intervention Systems (EIS)
- Career and Technical Education - Perkins V (CTE)
- ESSA Partnerships (CSI / TSI schools)
- Every Day Matters (EDM)

For a full description of these programs please refer to Section 1 of the Integrated Guidance. We expect charter schools to read through the Integrated Guidance and use this document as supplemental guidance for pieces that are specific to charter school situations. All charter schools participating in these funding streams will be required to go through a full integrated application process to create a four-year plan. However, we hope that this appendix will help determine what types of funding each charter school should be pursuing and in what formation they should be applying for that funding (independently or with their district). The goal is to have one application and plan for all of the funding streams listed above, but there may be variation in fiscal management or programmatic reporting (see Section 2 of this guidance).

To get started, we recommend charter schools to follow the below steps:

1. Read through the Integrated Guidance in its entirety and use this appendix to help address questions around a) which funding to apply for, b) with whom and how to apply for that funding, and c) development of any special agreements that are needed for funding.
2. Determine which streams of funding you are eligible to receive as a charter school (Section 1 of this guidance).
3. Choose the appropriate scenario in Table A to determine how you will apply for SIA, HSS and/or EIS (Section 2 of this guidance).
4. If serving students in grades 9-12, contact the CTE Regional Coordinator in your area to find out more information about how to participate with your district. You will not be completing an application for Perkins/CTE funds but instead would be part of the district or regional planning and application process.
5. If you are a virtual charter school and not eligible to receive SIA funding, then you would proceed with either an independent application for the other funding streams or work in a consortium with your district for HSS and EIS funding (Section 2 of this guidance).
6. Once you have decided which funding streams you are applying for and how you will be applying (independently or with your district), then proceed with developing your integrated application/plan as outlined in the Integrated Guidance.
 - a. Develop and Submit any needed District Charter Program Agreement(s) with your integrated application (Section 4 of this guidance).

⁹⁸ Please see Section 1 of this guidance to better understand funding parameters for these six programs and why charter schools would only apply for 1-3 programs out of the list provided.

SECTION ONE: UNDERSTANDING FUNDING PARAMETERS

The purpose of this section is to provide further detail regarding funding parameters for charter schools as it relates to the six programs addressed in the Integrated Guidance. As stated in the introduction, while the Integrated Guidance addresses six programs, charter schools will only apply for up to three of those programs if applicable (HSS, SIA, and EIS).

As outlined below, the funding parameters for charter schools to participate in the majority of these programs are simple and straightforward, however more detail has been provided for SIA eligibility as indicated in statute.

1. HSS Funding

Both non-virtual charter schools and virtual charter schools who serve students in grades 9-12 receive HSS funding directly from ODE or through a consortium.

2. EIS Funding

Both non-virtual charter schools and virtual charter schools are able to opt-in to receive EIS funding directly from ODE or through a consortium.

3. SIA Funding Eligibility

Non-virtual public charter schools are eligible to access the SIA grant. While public charter schools are not required to participate in the SIA grant program, there are four ways that charter schools may receive SIA funding:

- a. Charter Districts: The district has a single school that is organized as a public charter school. Charter districts are generally treated as regular school districts and should follow the guidance laid out for districts in the Integrated Guidance for the 2023-25 biennium. If the district's charter school is a virtual public charter school, the ADM attributed to the school will be removed from the district's SIA grant allocation. However, the district is still eligible to apply directly for an SIA grant that will include funds based on the ADM attributed to the district.
- b. Charters Eligible to Apply Independently: Charter schools that are eligible to apply independently meet the following criteria:
 - i. These public charter schools must have a student population of which at least 35% of the student population is composed from one the following student groups:
 1. Economically disadvantaged students who are eligible for free or reduced price lunches under the United States Department of Agriculture's current Income Eligibility Guidelines;
 2. Racial or ethnic groups that have historically experienced academic disparities including American Indian/Alaska Native, Black/African American students, Hispanic/Latino, Native Hawaiian/Pacific Islander, and multiracial; or
 3. Students with disabilities who have an Individualized Education Program (IEP).
 - ii. In addition to the public charter school having at least 35% of their student population ⁹⁹ made up of the above student groups, for any percentage used to calculate the charter school's qualifying percentage, the charter school's percentage must be greater than the district's percentage in the same category.

⁹⁹ Data is based on Second Period extended ADMw; calculated yearly

- c. Charter Schools Participating with a Sponsoring District: All non-virtual public charter schools that are not eligible to apply independently may be invited to participate in their district’s application based on the eligibility requirements outlined in HB 3427.
- d. State-Sponsored Charter Schools: State-sponsored charter schools may be eligible to apply independently. Due to the legislative change in HB 2060, those not eligible to apply independently are now similar to charter schools participating with a sponsoring district and may be invited to participate in their local district’s application. The state-sponsored charter schools that participate in a district application must establish a district charter program agreement (DCPA) with the district.

CTE–PERKINS V FUNDING

According to Perkins Law, charter schools are not eligible to receive Perkins funding for Career Technical Education directly from ODE. Both virtual and non-virtual charter schools serving students in grades 9-12 are participants in those funds through their sponsoring district and should make sure to include language in the charter contract to ensure equitable distribution of these funds. Charter school administrators are encouraged to contact the [CTE Regional Coordinator](#) in their area to determine if their sponsoring district is a direct grant recipient or a consortia member for CTE and to find out more information about how to participate. A charter school must have a CTE Program of Study to be eligible to participate in Perkins federal funds.

CSI/TSI FUNDING

Charter schools and districts do not apply for funding that is associated with being identified as a CSI/TSI school. If a charter school or virtual charter is identified as needing [Comprehensive School Improvement \(CSI\) or Targeted School Improvement \(TSI\)](#), then they will receive ESSA funding through an agreement with the sponsoring district. The district will provide the funding for either district level improvements that benefit all students or give funding directly to the charter school if identified as needing CSI or TSI support. If a charter school is identified as CSI/TSI then they will be required to develop a plan and budget to address the areas in need of support to be submitted with their integrated application with their district. State-Sponsored charter schools will work directly with ODE.

EDM FUNDING

Addressing chronic absenteeism through attention to student engagement, school climate, culturally sustaining pedagogy, and family and community involvement is foundational to the success of each initiative in this guidance. Resources and research which support EDM are now embedded across the five other programs, with capacity and support to districts being aligned through ESDs, community-based organizations, and through each of the initiatives. You won’t see a dedicated one-pager or see EDM as a pulled apart program. This is done intentionally as we align and integrate efforts.

SECTION TWO: HOW TO APPLY

Previously, charter schools have applied for these funding streams in a variety of different formats and in different relationships with their district. You may have applied for HSS funding independently, but applied for SIA funding with your district, and received CTE funding through a regional consortium. However, the Integrated Guidance for the 2023-25 biennium hopes to streamline this process so that you are applying for these six different funding streams (where applicable) through one portal and one application.¹⁰⁰

It is our intent with the integrated plan and application to streamline work for districts and charter schools. We suggest that moving forward, for the 2023-25 biennium, your application and relationship with your district will be defined by your SIA eligibility¹⁰¹ as it is the most detailed in statute (see Section 1 of this guidance). However, we also understand that charter schools may want to maintain fiscal autonomy where allowable, therefore we are providing the following scenarios to best fit your financial management and program planning needs. For all of the below scenarios you would submit one plan and application for all of the funding streams that you are applying for which would allow for one joint community engagement and one joint needs assessment as outlined in the Integrated Guidance. The options below show differences in designating fiscal agent responsibilities and reporting structure.

Table A: Choose Your Own (application) Adventure

SIA Eligibility	Fiscal Agent for SIA	Fiscal Agent for other initiatives under this guidance (HSS, EIIS)	Reporting	District Charter Program Agreement (DCPA)
Scenario 1: Independent Charter ¹⁰⁴	Charter	Charter	Charter submits directly to ODE	N/A
Scenario 2: District Sponsored Charter	District (required)	Charter (optional)	Charter submits through District but via a separate reporting dashboard	District Charter Program Agreement for SIA only
Scenario 3: District Sponsored Charter Partially Administered	District (required)	District (optional)	Charter submits through District but via a separate reporting dashboard	District Charter Program Agreement for all initiatives
Scenario 4: District Sponsored Charter Fully Administered	District (required)	District (optional)	Charter submit through the District and is embedded in their reporting dashboard	District Charter Program Agreement for all initiatives

100 While you may create only one integrated plan or application, your grant agreements will remain program specific and you may have up to three different grant agreements for HSS, SIA and EIIS that will be signed by the fiscal agent designated in EGMS.

101 Unless you are a virtual charter school, in which case please see Scenario 5.

102 CTE/Perkins is not included in this table because in all cases, charter schools will receive the benefit of CTE/Perkins through their sponsoring district. Please see the CTE/Perkins call out box in Section 1.

103 A District Charter Program Agreement (DCPA) is required for SIA if a charter school is participating with their district and a DCPA is required for HSS funding if a charter is in consortium with their district. If a charter school also decides to have their district be their fiscal agent for all other funding streams in this guidance, then we would encourage the use of one DCPA. However, if the district and charter school decide to have separate DCPA for each fiscal relationship then that is left to their discretion. See Section 4 of this guidance for more details on DCPA.

104 Also refers to Charter Districts as defined in Section 2 of this guidance.

SIA Eligibility	Fiscal Agent for SIA	Fiscal Agent for other initiatives under this guidance (HSS, EIS)	Reporting	District Charter Program Agreement (DCPA)
Scenario 5: Virtual Charter (not eligible to receive SIA funds)	N/A	Virtual Charter or District	Virtual Charter submits directly to ODE (even if the District is the fiscal agent)	District Charter Program Agreement needed only if the Virtual Charter has the District as their fiscal agent
Scenario 6: State Sponsored Charter	District	Charter	Charter submits through District but via a separate reporting dashboard	District Charter Program Agreement for SIA

Note: Each program (HSS, EIS, and SIA) will have a separate grant agreement that will need to be signed by the fiscal agent.

Scenario 1: If you are able to apply for SIA funding independently, then you would be your own fiscal agent for SIA as well as all other funding initiatives that you are applying for. You would submit your reporting directly to ODE and no DCPA is needed.¹⁰⁵

Scenario 2: If you are not eligible to apply for SIA funding independently, then you may be invited to participate with your district’s application for SIA. However, if you would like to maintain fiscal autonomy in EGMS for the other funding streams you are applying for, then the district would only be the fiscal agent for SIA funding and the charter school would remain the fiscal agent for all other funding streams. You will be required to submit a DCPA outlining this relationship for the SIA portion of funding. Reporting for all funding streams would occur on a separate dashboard but be submitted through the district per the SIA relationship designation.

Scenario 3: If you are not eligible to apply for SIA funding independently and are invited to participate with your district’s application, the district may also act as your fiscal agent for all funding streams. You will submit one charter budget for all funding initiatives which would be reported on a separate dashboard, but all reporting and financial management would flow through the district. You will be required to submit a DCPA outlining this relationship that covers all funding streams.

Scenario 4: Similar to option 2 in that your district is your fiscal agent for all funding streams and you will be required to submit a DCPA outlining this relationship. The one difference is that your reporting would be embedded within the district’s reporting and you would not be required to submit a separate budget or reporting dashboard. (Note: this may be a good option for charter schools that have a smaller allocation that they are spending on one or two activities).

Scenario 5: If you are a virtual charter school then you are not eligible for SIA funding. Therefore you could pursue 1) an independent application for all other funding streams; or 2) an application with your district as fiscal agent. If you pursue the first option then you would fall under scenario 1 excluding SIA. If you pursue the second option, then you would fall under scenario 3 or 4 excluding SIA.

Scenario 6: If you are a state sponsored charter school not eligible to apply for SIA independently, then the district in which your school is located may invite you to participate in the district’s SIA application and will be your fiscal agent. You are still able to be your own fiscal agent for other funding streams (HSS and EIS) if you choose to do so. You will be required to submit a DCPA outlining your SIA relationship and how your reporting is received by ODE will be determined on a case-by-case basis.

¹⁰⁵ An independent charter school is allowed to partner with their district if they choose to do so. If this option is chosen, then the district and charter school would need to decide between scenario 2, 3, or 4.

CONSORTIA FOR CHARTERS

- Unique consortia are not allowed for charter schools under SIA funding.
- Charter schools are able to be a part of a CTE Regional Consortia.
- Virtual charter schools could be in consortia with each other, when only receiving HSS funding. Virtual charter schools may be eligible to join in consortia with schools and districts receiving other funds, but may not benefit from SIA funding.

For additional guidance on Consortia please refer to Section 1 of the Integrated Guidance. Please contact ODE to discuss the best scenario for you to receive funding for the 2023-25 biennium if you do not fit under one of the scenarios presented in Table A.

VIRTUAL CHARTER SCHOOLS

Virtual charter schools are not eligible to apply for SIA grants, however they can participate in EIS funding, as well as CTE and HSS funding (if they serve students in grades 9-12).

Option 1) If a virtual charter school is participating with their sponsoring district on an integrated application for HSS and EIS funding and the district receives SIA funds, then the application and plan would remain integrated, however the virtual charter school is not included in the district's SIA allocation and reporting data, nor are they required to be included in the LPGT performance measures or adhere to community engagement requirements. Under this option a needs assessment would be required for virtual charter schools as required by HSS.

Option 2) If a virtual charter school wants to apply for HSS and EIS funding independently of their sponsoring district then they would pursue an integrated application for EIS and HSS funding streams. Virtual charter schools will participate in an amended version of the integrated application and they are NOT required to participate in the following:

- LPGT Performance Measures as outlined in Section 6 of the Integrated Guidance.

- Community engagement as outlined in Section 2 of the Integrated Guidance.

Please contact ODE to discuss the best scenario for you to receive funding for the 2023-25 biennium if you do not fit under one of the options presented above.

SIA CHARTER SCHOOL AND DISTRICT RELATIONSHIP

According to administrative rule¹⁰⁶ before each application cycle, ODE will publish lists of public charter schools that are:

1. Eligible to apply independently for SIA funding
2. Charter schools that can be invited to participate with a sponsoring district for SIA funding
3. State-sponsored charter schools for SIA funding

Districts and charter schools are only allowed to make shifts to their relationship during an application cycle that will occur at the beginning of a biennium. Changes in relationships cannot occur mid-biennium. This means that if you applied with your district at the beginning of the 2023 biennium, but then became eligible to apply independently in 2024 you would still need to remain in relationship with your district until the 2025-27 application cycle when you could pursue an independent application.

A Note for Districts on Charter School participation in SIA

- Districts determine whether they will invite their charter schools to participate in the district SIA plan. Districts are strongly encouraged to invite all non-virtual charter schools within the district boundary.
- If a district invites one charter school to participate, it must invite all non-virtual charter schools located within the district to participate.
- It's important to remember when a charter school is not included in a district application, the district's total SIA allocation will be reduced by the nonparticipating charter schools' ADMw SIA funding calculation.
- If a charter school closes during the biennium, then the district grant agreement allocation will be adjusted for the following grant cycle with the updated ADMw from each year.
- If a charter school is NOT invited to participate in SIA, this does not affect its ability to apply for any of the other funding streams outlined in the Integrated Guidance.

106 OAR 581-014-0007 (adopted 3/20/2020)

SECTION THREE: REPORTING REQUIREMENTS BASED ON YOUR APPROACH

PROGRAMMATIC AND FINANCIAL REPORTING AND AUDITING

This section reiterates some of the key report requirements offered in Section 6 of the Integrated Guidance. Charter schools will be held to the same reporting requirements as districts whether they have applied independently or are reporting with the district. However, the reporting structure may vary depending on the option you chose for applying for funding. Please see the adapted table below to show the reporting structures:

Table B: Reporting Structures

SIA Eligibility	Reporting	District Charter Program Agreement (DCPA)
Scenario 1: Independent Charter ¹⁰⁷	Charter submits directly to ODE	N/A
Scenario 2: District Sponsored Charter Scenario 3: District Sponsored Charter Partially Administered Scenario 6: State Sponsored Charter	Charter submits through District but via a separate reporting dashboard District is accountable to ODE and must ensure the charter school completes the reporting requirements.	District Charter Program Agreement for SIA and other initiatives as appropriate.
Scenario 4: District Sponsored Charter Fully Administered	Charter submit through the District and is embedded in the District reporting dashboard	District Charter Program Agreement for SIA and other initiatives as appropriate.
Scenario 5: Virtual Charter (not eligible to receive SIA funds)	Virtual Charter submits directly to ODE if they apply independently (for HSS and EIS reporting) Virtual Charter submits via the District if they join a District integrated application (for HSS and EIS reporting)	District Charter Program Agreement needed only if the Virtual Charter has the District as their fiscal agent

GUIDE TO PROGRESS REPORTING

Beginning in the Fall of 2023 and continuing approximately each quarter thereafter, both districts and charter schools are required to submit programmatic and financial progress reports to ODE to monitor progress and complete spending prior to the end of the grant period.

The reporting dates for the 2023-25 biennium will be outlined in the grant agreement that grantees receive after submitting a complete plan and application in the Spring of 2023. ODE will also share reminders via Smartsheet and through EII messages as reporting deadlines are approaching. The details and format of this report will be released at a later date but will be similar to what was required for SIA reporting dashboards through Smartsheet.

GUIDE TO ANNUAL REPORTING

SIA recipients are required by statute to review their own progress on an annual basis through a cumulative progress report and municipal audit. This requirement is for both districts and charter schools and now extends to all funding initiatives as we pursue an integrated process in 2023-25. Districts with participating charter schools are encouraged to include their charter school’s reflections and progress within their submission of their Annual Progress Report. Charter schools who applied independently for SIA funding will submit their own Annual Progress Report that will be included on their reporting dashboard before the fourth quarter report.

¹⁰⁷ Also refers to Charter Districts as defined in Section 2 of this guidance.

Annual Progress Report: The annual progress review will ask recipients to review their implementation efforts, progress with any local metrics that were established in the grant development process, review how their strategies worked (or didn't), and work with ODE to substantiate changes within progress markers. This is a requirement for all charter schools who apply for SIA funding independently of their district. See Section 6 of the Integrated Guidance for more information.

Annual Municipal Audit: Under Section 15 of the Act, SIA grant recipients are required annually to conduct a financial audit of the use of grant funds in accordance with the Municipal Audit Law. This is a requirement for all charter schools who apply for SIA funding independently of their district. However, all public charter schools that receive any SIA grant funds should be prepared to account for these funds separately in their annual municipal audit. See Section 6 of the Integrated Guidance for more information.

SECTION FOUR: DISTRICT CHARTER PROGRAM AGREEMENT (DCPA)

A District Charter Program Agreement (DCPA)¹⁰⁸ is required whenever a charter school is joining in with a district for funding or for any program where the district acts as the fiscal agent under this guidance (see Table A in Section 2 of this guidance). ODE does not require or provide a specific DCPA template; however, the following sections must be addressed:

- Charter School Plan and Budget for Eligible Funding
- Exchange of Services
- Distribution of Funds
- Administrative Costs
- Allowable Uses
- Joint Determination
- Accountability
- Reporting Progress
- Additional Components to Consider

Updated DCPA should span the 2023-25 biennium¹⁰⁹ and must be submitted as part of the integrated application due to ODE by June 30, 2023. If the district becomes the fiscal agent for all funding streams in this guidance, then we encourage districts and charter schools to have one agreement that would outline the fiscal and programmatic relationship between the district and charter school. However, the use of one DCPA is not a requirement and districts and charter schools can decide if they would prefer to have one agreement that covers the SIA relationship and one agreement that covers each individual funding stream OR one agreement that covers the SIA relationship and one agreement that covers all other funding streams. **Grant agreements sent to the district will not be fully executed and funds will not be made available until there is a signed DCPA in place.**

¹⁰⁸ The use of a DCPA in the 2023-25 biennium will replace the Memorandum of Understanding (MOU) and District-Charter Agreement (DCA) that were previously used in the 2021-23 biennium.

¹⁰⁹ If a new charter school is established in the 2022-23 school year, they will be eligible for SIA funding with their sponsoring district in the 2023-25 biennium.

CHARTER SCHOOL PLAN AND BUDGET FOR ELIGIBLE FUNDING

The charter school plan and budget will span the 2023-25 biennium for each funding initiative. As outlined in Section 2 of the Integrated Guidance, each charter school will engage with their district in a needs assessment and community engagement to determine their planned outcomes, strategies, and activities.

When districts and charter schools apply together, it is important that charter school staff play an active role in all aspects of the planning, development, implementation and subsequent monitoring of the shared plan. The charter school may share some or all of the same outcomes, strategies and activities with the district in the plan, or alternatively, may have their own specific priorities that are listed in the plan. Either way, it's important that the district-community-charter relationship is maintained over the course of the year(s) so that a shared understanding of implementation successes and challenges is developed and that everyone works together to support the needs of every student. One approach to ensuring a strong district-charter relationship from the beginning may be to develop a team that meets at regularly scheduled times, with representation from the participating charter school(s) as community engagement, planning, updating, monitoring and implementation unfold.

EXCHANGE OF SERVICES

Sponsoring districts and charter schools may mutually agree to have the SIA grant or other grant funding (HSS, EIIS) fully or partially administered by the district. The Agreement should clarify what services the district and the charter school will be responsible for providing. Please refer to Table A in Section 2 of this guidance to determine how you will proceed with fiscal responsibilities for each funding stream.

Grant fully administered by the district: If the grant is completely administered by the district, this means that the charter school will be fully embedded within the district plan and budget and reporting will occur on the same reporting dashboard. There will be no financial pass-through amount in the DCPA, and the district will spend all grant funding on behalf of the charter school and to the benefit of the charter school.

Grant partially administered by the district: If a grant is partially administered by the district, then the district will provide broad fiscal and monitoring oversight; however, the charter school will act largely independently. The district will pass through the partial or full allocation to the charter to spend funds on their own. The charter school will maintain its own plan and budget and will report progress separately on the charter school dashboard but reporting submission will flow through the district to ODE.

If the district and charter school agree for the district to retain any portion of the funds generated by the ADMW attributed to the charter school, the agreement should describe:

- the level of service the charter school can expect (such as use of the district's hiring services, providing disability support services, or professional development, etc.);
- description of how those funds retained by the district will be used; and
- how the charter school may benefit from or participate in activities paid for with those funds.

In some cases, it might be mutually agreed upon that the charter school will provide services to the district. A charter school may be well positioned to offer training or professional development to the district. Other services that should be included in the agreement are: fiscal oversight and management of the grant; data collection and preparation; and procurement and contracting.

DISTRIBUTION OF FUNDS

The agreement should clarify whether or not the charter school will receive funds from the district (partially administered) or whether the charter school will mutually benefit from planned spending of funding by the district (fully administered). In some instances a district and charter school may have a relationship where they function as one "district" and the charter school does not plan to spend the funds separately from the district.

If the charter school will receive funds, the agreement should specify the percentage or amount that the district will pass through to the charter school and what percentage, if any, the district will withhold. ODE encourages school districts to pass through 100 percent of the funds generated by the ADMw attributed to the charter school.¹¹⁰

Examples of when a district may choose to not pass through 100 percent of the funds include administrative costs, professional development, or other services or activities that would benefit both the district and the charter school. However, these funds and their purpose need to be appropriately outlined in the DCPA and agreed upon by both parties. Agreements should include a general timeline for the distribution of funds that aligns with ODE's calendar for distribution to the district. This might be similar to other timelines in the charter school contract (e.g. disbursement of funds to the charter school will occur within 10 days of when the district receives the funds from the ODE).

In some cases, a district may want to pass through more than the charter school allocation. If a district is interested in passing through additional funding to the charter school, the district must submit a request to their District Grant Manager at ODE with the rationale for passing through more funding. ODE will review the request and notify the district and charter school whether the request has been approved or not.

ADMINISTRATIVE COSTS

While not required, a grant recipient may use administrative costs for SIA and HSS funding.¹¹¹ If a charter school plans to spend funding on administrative costs then they must adhere to the programmatic parameters from statute that are outlined below.

For SIA funds, administrative costs include indirect costs related to allowed expenditures as provided in the grant agreement. Administrative costs are limited to 5 percent of the total expenditures or \$500,000, whichever is less. Any administrative costs incurred by a participating charter school must be accounted for within the school district's overall limit of 5 percent or \$500,000, whichever is less. The DCPA should state what percent of the charter allocation may be used on administrative costs.

For HSS funds, administrative costs are allowed at a cap of 4% of a grant recipient's allocation over the course of a biennium. If grant recipients (including charter schools) are taking administrative costs from HSS, per ORS 327.889, they will need to conduct an annual analysis of student attendance in grades 9 through 12 and disciplinary referrals, suspensions, and expulsions in grades 9 through 12 disaggregated by race and as part of their annual progress report. Unlike SIA funds, districts who are the fiscal agent for charter schools under HSS funding, are not allowed to withhold any funding for administrative costs or services and the entire charter school allocation must be passed through to the charter school.

ALLOWABLE USES

The DCPA should link, document, or otherwise include information that aligns with ODE's Integrated Guidance regarding the allowable use of grant resources.

JOINT DETERMINATION

DCPA language should include language that assures that each party to the agreement:

1. Agrees to be bound to every statement or assurance made by the lead in a shared application
2. Have the authority to execute the DCPA
3. Are familiar with the planning relevant to the DCPA (integrated application, HSS plan, etc) and are committed to working collaboratively to meet the responsibilities specified in the DCPA
4. Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations

ACCOUNTABILITY

State resources under this guidance must be used for their intended purpose and meet a level of scrutiny for their impact, over time, to student well-being, academic achievement, and the goals established more fully in the Integrated Guidance. Each charter school, regardless of the scenario of configuration, holds responsibility along with their sponsoring entity, to meet these aims. ODE holds responsibility to make sure the right reporting practices and information is shared through sponsoring parties or directly to ODE for each program or fund source.

¹¹⁰ For HSS funding, districts are required to pass through 100% of the charter school allocation.

¹¹¹ Administrative costs are not allowable for EIS funding.

The DCPA should outline a clear understanding of how the charter school will be held accountable to the requirements of the funds and expected outcomes. With the exception of virtual charter schools (given limited access to only some programs), charter schools must meet community engagement requirements when developing their plans. Charter schools should either be included in the district’s community engagement or complete their own community engagement that will inform how the charter school plans to spend funds. This applies regardless of the configuration scenario.

Another aspect of accountability under this guidance is the development of Longitudinal Performance Growth Targets (LPGTs), progress markers, and optional local metrics.

Unless a charter school is operating under Scenario 1 (Independently), sponsoring districts and/or district with state-sponsored charter schools located within their boundaries are responsible for and should include students within these charters in their performance reporting.

This is a change from prior guidance to ensure that each student realizes the benefit of state investments and to ensure the right relationship and partnering conditions for students in a given community. Charter schools may develop their own LPGTs and optional local metrics or plan to use the district’s LPGTs. Details of performance agreements should be documented in the DCPA.

ODE will be responsible for the review of performance for charter schools who have direct awards of grant funding because they were eligible to apply independently.

REPORTING PROGRESS

The charter school should submit its progress toward meeting these targets in alignment with the district’s reporting timeline and format requirements for ODE as documented in the DCPA

The district and the charter school should also include clear expectations regarding how the charter school will report expenditures of funds. How and when will the charter school submit programmatic and fiscal reports? (in alignment with the Options in Table B of this section) What happens if the charter school fails to expend funds according to the allowable uses and how will funds be returned to the district once the grant period has ended? How is the charter school accounting for funds and are the funds easily audited?¹¹²

ADDITIONAL COMPONENTS TO CONSIDER

Within the DCPA, districts and charter schools may want to consider the following component:

1. Universal Summer Extension: Currently SIA funding has been extended to September 30th of each calendar year, however districts and charter schools are allowed to opt-out of the summer extension. It may be helpful to include how charter schools will communicate with their district about whether they would like to opt-out of the summer extension and complete spending by June 30th. This will need to be a joint decision, as a district cannot opt-out if a charter school needs to continue spending through the September 30th end date and vice versa.
 - a. The universal summer extension does not currently apply to HSS or EIS funding. Currently, HSS recipients have to request a summer extension. There are plans in place to work with the State Board of Education to make adjustments to this process to align with the SIA Universal Summer Extension timeline. Additional guidance will be coming on this piece before the spring 2023 application window.

¹¹² ORS 338.095 requires public charter schools to have an annual municipal audit. All SIA funds received by the charter school should be included in this audit and reported as a separate account.

SECTION FIVE: CHECK YOUR WORK

- Have you checked the funding parameters for all funding streams and decided which program you will apply to with an Integrated Application?
- Have you checked whether you are able to receive funding for SIA as 1) an independent charter school; or 2) as a charter school participating with a district?
- If you are invited to participate in a district's SIA application, have you contacted your District to make a plan for a joint needs assessment, community engagement, and joint plan/application?
- If you are eligible to receive SIA funding as an independent charter, have you made a plan to conduct a needs assessment, community engagement and an integrated plan/application?
- If you are receiving SIA funding through a district, have you drafted a DCPA between the charter school and the district?
- If you are receiving HSS or EIS funding through your district, have you drafted a DCPA between the charter school and district?
- If you have been identified as receiving CSI/TSI assistance, have you submitted a budget and plan to your district to be submitted to ODE? (If a state sponsored charter school, have you submitted your budget and plan directly to ODE?)
- If you are a school serving students in grades 9-12 and are interested in participating in CTE funding, have you contacted the CTE Regional Coordinator in your area to determine if your district is a direct grant recipient or a consortia member for CTE and to find out more information about how to participate?

APPENDIX C: YOUTH CORRECTIONS EDUCATION PROGRAMS AND JUVENILE DETENTION EDUCATION PROGRAMS

The purpose of this appendix is to provide additional information for Youth Corrections Education Programs (YCEP) and Juvenile Detention Education Programs (JDEP) on the necessary steps to apply for funding for the programs outlined in the Integrated Guidance. This includes, defining and distilling the options available to school districts and Education Service Districts (ESDs) operating YCEP and JDEP programs on how to best move through the integrated application process for the 2023-25 biennium.

Previously, YCEP and JDEP programs have applied for these funding streams in a variety of different formats. The Integrated Guidance for the 2023-25 biennium hopes to streamline this process so that programs are applying for these three different funding streams through one portal and one application .

While the Integrated Guidance addresses six programs, YCEP and JDEP programs will only apply for up to three of those programs - HSS, SIA, and CTE - with two options for accessing funding:

1. **APPLY INDEPENDENTLY:** School districts and ESDs operating YCEP and JDEP programs are eligible to apply independently, submitting one application, plan, and budget for HSS, SIA, and CTE.
2. **ALIGNED PROGRAM CONSORTIA:** Two or more eligible applicants apply as an “Aligned Program Consortia,” meaning they apply for joint funding and implement the programs covered in this guidance through a joint grant agreement. This could look like two or more school districts, eligible independent charter schools, and/or YCEP and JDEP programs applying together, or two or more YCEP or JDEP programs applying together. If you have previously established a consortia through HSS, you may want to consider continuing that relationship. When this kind of consortia is formed, each party is agreeing to operate in full alignment with shared fiscal responsibility, where multiple entities do one engagement, application, budget, etc., that are all completed together. One entity is named as the lead to assist in financial and programmatic monitoring and reporting.

To get started, we recommend YCEP and JDEP programs follow the below steps:

1. Read through the Integrated Guidance in its entirety and use this appendix to help address questions around how to apply for that funding.
2. Determine if you will apply independently or as part of an aligned program consortia.
 - a. If applying as part of an aligned program consortia, determine who you will be applying with. This could include school districts, eligible independent charter schools, or other YCEP and JDEP programs.
3. Begin planning for your integrated application and plan to be submitted in March 2023.

APPENDIX D: SUMMARY OF QEC BEST PRACTICE RECOMMENDATIONS

In August of each even-numbered year, the Quality Education Commission (QEC) presents the Oregon Legislature with a report that outlines best educational practices, makes recommendations for actions that the legislature and Oregon's schools can take to improve student outcomes and estimates the funding level needed to meet Oregon's K-12 education goals.

The [August 2020 Quality Education Model Final Report](#) recommendations build upon earlier versions, attend to current circumstances including the impacts of the Coronavirus, add new recommendations, and include a new district spending and student outcome analysis tool.

The integrated planning process will require districts to build systems that cultivate continuous improvement and use a needs assessment for equity-based decision making. The [August 2018 Quality Education Model Final Report](#) stresses building system capacity and coherence and warns against plans focused primarily on discrete programs, activities and interventions. These specific recommendations draw on the work previously completed for the August 2018 Quality Education Model Final Report as well as for prior reports dating back to the original report in 1999. More detail on the recommendations can be found in the [individual QEM reports](#).

SUMMARY OF GUIDANCE FROM THE COMMISSION

- **Oregon should make educational equity and eliminating gaps in opportunity and achievement its primary education goals.** We should no longer tolerate an educational system that delivers inequitable results, disadvantaging students of color, English learners, disabled students, and students from low-income families. An inadequate education will disadvantage them throughout their lives

- **We should focus our educational improvement efforts on system and process improvement.** We should avoid the temptation to rely on discrete programs, activities, and interventions that only treat the symptoms, not the root causes, of the system's inadequacies

In the short-term, these actions are the most important:

- Continue implementing the foundational elements of the Student Success Act
- Develop plans to assist students who were the most adversely affected by the school closures

In the longer-term, focus on these actions:

- Institutionalize equity based practices within schools
- Increase equal opportunity and access to high-quality early learning programs
- Pay attention to social and emotional learning.
- Build systems designed to continuously improve.
- Distribute resources to individual schools based on measures of student need
- Work cooperatively with partners to effectively implement the provisions of the Student Success Act

Elements of a coherent continuous school improvement model include:

- **A Shared Vision** that promotes a positive school culture and environment that emphasizes academic excellence, shared responsibility, collaboration, and mutual trust and respect
- **A Common Understanding of the Problems to be Solved** through honest discussion with staff, students, and parents to identify which aspects of the existing system, practices, and processes are at the root of the problems so that those parts of the system can be made better

- **Effective Teachers** supported by high-quality induction, support, and mentoring and contains these elements:
 - context-specific professional learning that builds capacity for small group facilitation
 - analysis of individual student needs strategic planning to address root causes of underachievement, and partner networking
 - time and support for data analysis and diagnosis of student needs and sharing of expertise in solving teaching challenges
 - meaningful evaluations and feedback about standards aligned classroom performance and professional collaboration
 - including teacher leadership (trying, evaluating, and planning new practices) in the career path
- **Strong and Stable School Leaders** who foster a shared vision and culture of trust and support, develop and empower effective teachers, coordinate support staff and external partners, and assure the coherence of the processes and practices that ensure every student and teacher has and meets high expectations
- **Well-coordinated Support Staff** who promote a culture of learning through support of both academic and personal issues
- **Community Partners** who add value by working on the ground to directly assist families, students, and schools in solving challenges, providing wraparound services, and connecting schools to their neighborhoods
- **Engaged Parents** who have the necessary information to help their students stay on track and to get involved and connected to the larger school community

The Commission recommends districts use the following framework to build coherence and to deploy resources in the most productive way.

- Institute a coherent governance system coordinated across the school, district, and state levels, with well-articulated priorities at each level and a clear vision of where cooperation is needed
- Provide strong supports (high-quality Pre-K, affordable healthcare, family wrap-around supports) so children arrive at school prepared, healthy, and eager to learn
- Ensure that students with the highest needs have access to the best teachers
- Develop a highly coherent instructional system
- Create clear pathways for students through the system, set to global standards, with no dead ends
- Ensure an abundant supply of highly qualified teachers through grow your own programs that begin with high school students
- Recruit and invest in the leadership development of teachers and staff so they can lead and develop strong systems of instruction
- Professionalize teaching by providing supports and incentives for learning and continuous improvement, increasing teachers' role in decision-making through communities of practice, and providing more non-classroom time to improve instruction
- Create an effective system of career and technical education and training that requires high-level academic performance from all students

While the above elements and framework are a necessary component for long-term and sustainable improvement in student outcomes in Oregon, they are not sufficient. Also critical are effective educational practices and investments that are well implemented. Because needs can vary tremendously among districts and schools, each district should evaluate the investments that will have the greatest impact in each of their schools, as identified in their needs assessments. Many of these practices and investments have been discussed in the QEM reports over the years and are summarized here. The summaries are followed by a list of further sources of information that may be of interest to districts and schools.

QEM 2018 REPORT

The [2018 report](#) focuses on the structures and systems required for a sustainable school improvement model. The key elements of such a model were described at the beginning of this document, but more specific recommendations include the following:

- Districts and schools need to develop “network improvement communities” that provide a framework for creating coherent systems and processes for long-term improvement. ODE should assist districts and schools in doing this work; and
- All levels of the education enterprise should pay more attention to equity. The state must pay attention to the equitable distribution of funding to school districts, and districts must pay attention to the equitable distribution of resources to individual schools. Schools, for their part, must assure that the high-needs students in their care get an education that is tailored to their specific needs

QEM 2016 REPORT

The [2016 report](#) focuses on preparing students for post-secondary success.

- Schools should promote a culture of college-going, particularly among students that don’t have a history of college-going in their families;
- This requires a collaborative effort among administrators, teachers, staff, students, families and the community; and
- Schools need to design structures that help staff get to know students well.

QEM 2014 REPORT

The [2014 report](#) focuses on resource allocation.

- Resources must be allocated to the uses where they have the most positive impact on student learning;
- More resources should be allocated to the early grades and to schools that have more students with higher needs, including students from low-income families, English learners and students with disabilities; and
- Districts and schools should work to reduce the rate of chronic absenteeism, with attention paid to creating a school environment and culture that is more engaging for students and promoting closer connections between students and staff.

QEM 2012 REPORT

The [2012 report](#) focuses on teacher collaboration and formative assessments.

- Enhance the collection and use of data from formative assessments;
- Spend at least 60 minutes per week analyzing assessment data with colleagues;
- Give feedback to students and parents frequently;
- Promote teacher collaboration and devote enough time and resources so it is implemented well; and
- Teacher collaboration should include setting specific goals for improving student achievement, including for individual students.

QEM 2010 REPORT

The [2010 report](#) focuses on math instruction, course-taking, and content articulation. The key recommendations are:

- Start offering Algebra for high school credit in the 7th or 8th grade. Analysis on Oregon coursetaking data show that students who struggle with Algebra in the 9th grade are at risk of not completing their math requirements in time to graduate;
- Provide for smaller class sizes in math classes;
- Seek out teachers who have advanced endorsements in math; and
- Develop frameworks for the articulation of math courses from 4th grade through high school, and build a solid foundation in the early grades.

QEM 2008 REPORT

The [2008 report](#) focuses on adequate instruction time for students, adequate collaboration time for teachers and expanded use of formative assessments.

- Add more instruction time and double-dosing in core classes for struggling students;
- Add teacher FTE in math/reading/science to allow smaller classes and more individual attention;
- Provide staff time for study, collaboration and data review aimed at better serving specific students;
- Fund more school-level leadership development; and
- Provide more resources to develop formative assessments and early indicators of students at risk of not succeeding.

QEM 2006 REPORT

The [2006 report](#) focuses on allocating resources to the uses that have the most impact on student learning.

- Provide more funding to early childhood development, Pre-K programs and early reading efforts; and
- Continue high school restructuring efforts, including individual education plans, small learning communities, work-site based learning and extra-curricular programs that promote student engagement.

QEM 2004 REPORT

The [2004 report](#) focuses on staff development, curriculum alignment and resources for students with disabilities.

- Target staff development so teachers can more effectively help students meet state standards;
- Improve the alignment between the K-12 curriculum and Oregon's post-secondary and employment needs;
- Look for efficiencies in providing services to high-cost special education students; and
- Encourage the state to provide more funding for those students.

QEM 2002 REPORT

The [2002 report](#) focuses on indicators of quality and improving the equity of student outcomes. Its key recommendations are:

- Create a personalized education plan for each student and base instruction on individual student needs; 73
- Use data to inform their decisions about individual student needs;
- Have a comprehensive induction plan for new staff;
- Provide and encourage student connections with significant adults;
- Develop career-related learning opportunities with community-based and worksite learning options;
- Offer college course-taking and dual credit opportunities; and
- Provide wraparound services at school sites.

QEM 2000 REPORT

[This report](#) builds on the 1999 report and recommends the following:

- Focus resources on the early grades to build a solid foundation for later learning;
- Tailor professional development to the particular needs of students in each school; and
- Focus on the social-emotional needs of students that research shows have long-term positive impacts on student outcomes.

QEM 1999 REPORT

[This is the original QEM report](#) which describes the key elements and components of a quality education as reflected in the Quality Education Model. Its key recommendations are:

- Targeted reductions in class sizes, particularly in the early grades;
- Provide more professional development for teachers and principals;
- Provide more instruction time, particularly for struggling students;
- Do more community outreach to promote more parent and community involvement; and
- Provide more instructional support so the benefits of good instruction are maximized.

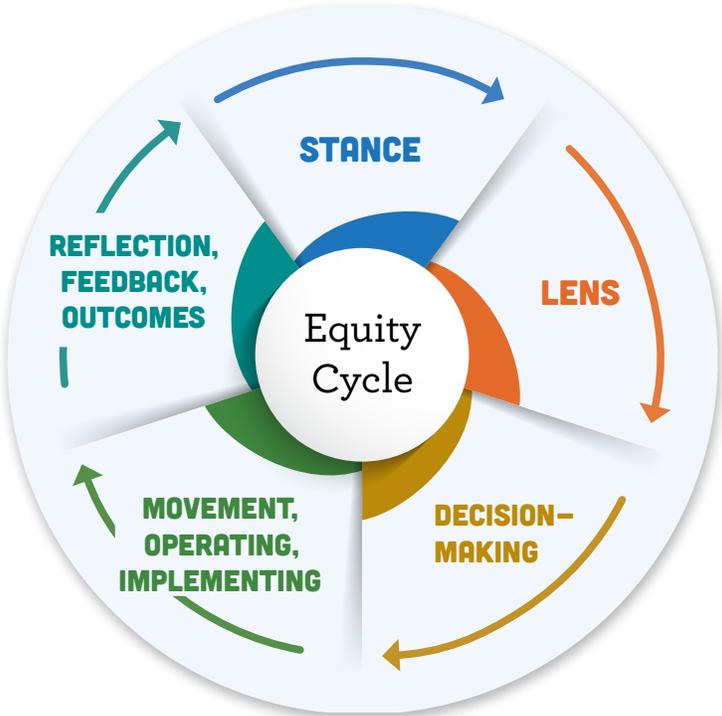
APPENDIX E: EQUITY LENS AND TOOLS

EQUITY PRACTICES AS CONTINUOUS PRACTICES

Equity tools are best utilized in continuous cycles that include:

- 1. An equity stance:** Core values, commitments, orientations, principles, strategies, and frameworks that your district, organization, school, or team has decided are foundational to what you wish to prioritize in decision-making.
- 2. An equity lens:** An active tool that supports core values, commitments, orientations, and questions to become *operationalizable*. An equity lens must support navigating choices in the *here and now*. It helps translate theory into practice, focuses on assets rather than deficits, and avoids making decisions that could marginalize or harm students, staff, families, and communities. An equity lens could also include:
 - a. Facilitation Tools or Protocols:** Possible protocols (such as a consultancy protocol) to use the equity lens in a facilitated space or discussion.
 - b. Decision-making Tools or Protocols:** Possible tools (such as the ODE decision tools or consensus tools like Fingers to Five) that help guide decision-making based on the questions and framework in the equity lens.
- 3. Implementation:** An equity lens should also guide decisions around the roll-out and operationalization of key equity strategies and activities, and can be used throughout the entire process of implementation.
- 4. Processes for reflection, feedback, and learning:** Throughout the entire cycle and process, teams should consider how reflection, feedback, and learning time and processes are built in to refine the equity stance, lens, and other tools.

Taken together, this cycle and these steps could look like:



THE OREGON EQUITY LENS

The purpose of the Oregon Equity Lens¹¹³ is to clearly articulate the shared goals we have for our state and the intentional investments we will make to reach our goal of an equitable educational system. This equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity.

The focus of this equity lens is on race and ethnicity. This is based on an understanding that when we focus on racial disparities as a lens to consider investments for each and every student and community, we can and will generate opportunity and improvement in every area of educational practice and performance. Centering racial equity is rooted in the historical context of Oregon and is the path through which we can heal while targeting areas of action, intervention and investment. The passage of the Student Success Act directly calls upon educators and leaders across the state to act together, with a shared sense of purpose and possibility.

The questions offered below can and should be adapted to ask questions regarding each of the focal groups named in the Student Success Act as being farthest away from opportunity and deserving our collective attention.

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved partners who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity and native language?
8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

113 The [Oregon Equity Lens](#) was adopted by the Higher Education Coordinating Commission (HECC) in 2014 as a cornerstone to the State's approach to education policy and budgeting. The Equity Lens was originally developed by and adopted by the former Oregon Education Investment Board (OEIB) and was implemented by the Oregon Chief Education Office in addition to the HECC. We encourage applicants to build on this lens using their own needs/goals and the checklist provided in this guidance.

DEEPENING YOUR EQUITY LENS

While the Oregon Equity Lens offers a powerful starting point, we also encourage applicants to consider their unique equity needs, values, and experiences that they wish to center¹¹⁴. To support the development of an equity lens that reflects your district, community, or team's equity stance and needs, we have created a checklist of what an equity lens should address and considerations you may wish to have when developing a lens:

What is your equity stance:

- Can you see throughlines to your equity lens? For example, if your stance is intended to dismantle *structural* and *systemic* racism, how does your lens target deeper levers as well?
- How does it include district wide equity policies, statements, strategic plans?
- Which communities' values and priorities are represented in the equity stance? Which ones might be missing?

What team will be using this equity lens:

- Is the team less experienced with equity and therefore requiring a more prescriptive lens? Or is the team more experienced allowing for the lens to be more adaptive and flexible?
- What make-up (of staff position, demographic, etc.) does the team need to be for the equity lens to be used appropriately?

How does your equity lens address the following:

- Particular regional stories, community make-up, intersectional dynamics, and historic and systemic oppression
- The kinds of identities and demographics that experience marginalization state-wide and in your community, including race, ethnicity, class, gender, and/or sexual orientation, disability/ability, religion, etc.
- Student, family, community and staff assets and strengths
- Current and historical trauma, and the impacts of microaggressions, exclusion, and other forms of psychological harm (using a strengths-based, trauma-informed approach)
- Particular problems, dilemmas, tensions or complexities in your context, including:
 - Levels of access to quality education resources across focal groups and various identities
- Dimensions of power: in decision-making, who is on the team, etc.
- System health, including levels of collaboration and trust
- Community involvement: who is involved in knowledge gathering, sense making, and decision making

What other tools, structures or processes do you need to include, such as:

- Facilitation protocols to structure discussion (like the [SRI Protocols](#))
- Decision-making protocols to clarify roles and process (like the [Fist to Five Voting & Consensus](#) model)
- Structures, timelines or tools for continuous improvement, reflection, and learning

Additional Resources

- [ODE Decision Tools](#)
- [Racial Equity Impact Assessment](#)
- [SRI Protocols](#)
- [Fist to Five Voting & Consensus Decision Making](#)
- [The Non-Profit Association of Oregon Equity and Inclusion Lens Guide](#)

¹¹⁴ For an example of a customized equity lens, see [Lane ESD's Equity Lens](#)

APPENDIX F: ACTIONABLE INPUTS FROM SSA ADVISORIES INTO DISTRICT PLANNING

This unique new planning resource has been developed to cross-reference current Student Success Act Advisory plans and locate them in common categories with specific actions, inputs, or recommendations that applicants are highly encouraged to consider as an input in their planning processes.

Access	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
	Increase access to advanced placement, International Baccalaureate, and college credit courses.
	Provide affordable and accessible credit recovery and acquisition opportunities quarterly and during the summer months.
	Identify barriers to underserved students' participation in before and after school activities.
	LGBTQ2SIA+ students, students of color, and students with disabilities self-determine ways in which their education can be strengthened with safer, more welcoming, and inclusive environments.
	Provide LGBTQ2SIA+ youth with access to facilities and activities for all genders in K-12 institutions.
	Identify existing and promising practices for the enrollment of underserved students into postsecondary institutions and CTE programs.
	Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in a rigorous curriculum and engage in learning opportunities that prepare them for success in college and multiple career pathways.
	Students have access to quality programs that promote English Language Development, dual language development, and mastery of core subject areas.

Accountability/Policies	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
	Revise district policies and procedures to eliminate discipline disparities that push out African American/ Black students.
	Build a consistent approach and aligned pathway between middle school, high school and higher education to promote college enrollment.
	Support the development of culturally responsive (students, faculty, and peer-to-peer) observation forms to inform policy and practices.
	Provide recommendations and guidance to school districts and ODE on best practices for identification of AI/ AN students in early learning, K12, and postsecondary institutions.
	Identify and review district attendance policies with higher numbers of AI/ AN enrollment and the policies impact on AI/ AN students who experience chronic absenteeism.

Accountability/Policies	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
	Create guidance on promising practices for early learning programs and school districts to implement high-quality, culturally responsive intervention for transition planning at all levels for AI/AN students.
	Support Tribal Consultation between ODE, school districts and federally-recognized tribes in Oregon by expanding capacity for meaningful consultation. OIE will develop and update annually a Tribal Consultation guide for districts.
	Identify and develop school and district policies and investments needed to support culturally specific curricula for Latino/a/x and Indigenous* students.
	Identify and develop opportunities for Latino/a/x and Indigenous* community leadership structure for policy and decision-making.
	Develop community engagement opportunities to review school and district policies related to behavioral health and discipline.
	Develop community engagement opportunities to review school and district policies related to before and after school activities.
	Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices.
	Monitoring, revising, and recommendation of policies and budget practices to meet the needs of ELs to ODE and OEIB.

Data/Assessment	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
	Explore multiple academic assessment measures that gauge achievement of literacy and math proficiency.
	Explore measures of disproportionality in discipline data through relative rate index and risk ratios (This is work currently underway via Accountability through ESSA).
	Administer annual school climate surveys to students and key community partner(s).
	Identify existing practices that cause AI/ AN students to be erased.
	Highlight promising practices of positive identification of AI/ AN students identified through internal review that support increased and accurate numbers of AI/ AN students in early learning, K12 and post-secondary institutions.
	Identify and develop new accountability and progress measures for Latino/a/x and Indigenous* students.
	Develop a data system to monitor EL success as well as program model success across the P-20 educational experience of students (i.e., monitoring success EL students who exited the ELD program, non EL students participating in dual language programs).
	Implement EL assessments and data systems to measure and track success for baseline data. Connect to Kindergarten assessments and statewide assessments used in grades K-12.

Educator/Professional Development	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
	Support educator preparation and teacher pathways programs aimed at increasing the number of African American/Black teacher candidates, and result in educators who understand Essential Understandings regarding tribes in Oregon. (ABBSS Plan)
	Provide professional development for school district human resources staff and diverse hiring panels to promote culturally responsive/anti-bias hiring practices. (ABBSS Plan)
	Support funding to diversify the educator workforce and improve cultural responsiveness in schools by collaborating with the Teacher Standards and Practices Commission (TSPC) during recruitment phases.
	Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to strengthen educator proficiency across core content areas and effective classroom management techniques.
	Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to provide explicit training on racial, linguistic and culturally responsive/sustainable pedagogy and practice, anti-racism, and social justice.
	Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to create guidance and recommendations that center AI/ AN culture, language and learning across multiple content areas of SB 13. Create recommendations and guidance for districts on oversight and intervention for teachers needing professional development and TA
	Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to provide SB 13 Tribal History/Shared History, Train-the-Trainer trainings to educators.
	Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators, and school communities to understand Oregon laws regarding bias and discrimination on all protected classes and in using trauma-informed practices to support LGBTQ2SIA+ students and students of color.
	Work with culturally specific community-based organizations and community partners to support the development of endorsement programs in education equity.
	Support the development of transparent and streamlined pathways from community colleges to university teacher preparation programs that include practices of transfer pathways and cross sector actions promoted by Career College Collaborative (C3) and the Educator Advancement Council.
	Increase the retention of AI/ AN personnel in schools by creating a support network.
	Realign professional development resources to support student success objectives by prioritizing collaborations that strengthen teacher development, teacher recruitment and teacher retention.
	Set aside funding to support professional development resources for teacher prep programs and accountability.
	Schools encourage educators to increase visible support of LGBTQ2SIA+ students.
	Districts invest in culturally responsive family engagement that support LGBTQ2SIA+ students, and are provided with the guidance and resources to do this well.
	Implement support systems at the school site/building level that promote professional development and academic achievement for English Learners.
	Identify a three to five year professional development plan based on research and teacher input. Seek teacher feed-back regarding effectiveness and applicability of training.
	All new and existing teachers and administrators in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.

Programs/Curricula/Pedagogy	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
 	Identify and increase the use of culturally responsive pedagogy and practice (develop curricula, content, and instructional materials focused on culture, history, and language) specific to the learning styles and needs of African American/Black, and Latino/a/x and Indigenous* across all grades.
	Increase the amount of culturally specific information, supports, and services available to newly-arrived African/black immigrants regarding their social, emotional, cultural and educational needs at the family level.
	Invest in asset-based, developmentally appropriate discipline and restorative justice practices and implementation.
 	Increase availability and support development of culturally responsive curriculum and engagement in core courses (i.e. racial and ethnic studies) that also foster inclusive classroom environments.
	Implement credit recovery strategies.
	Provide culturally responsive counseling and career services.
	Provide culturally responsive supports and resources for students experiencing inequitable outcomes in academic and social contexts.
	Identify and develop new programmatic efforts and staff supports to ensure successful transitions for Latino/a/x and Indigenous* students entering middle school and high school. (People)
	Implement comprehensive projects that center Tribal Attendance Promising Practices strategies for AI/ AN students. TAPP's efforts are school-wide so all students have the potential to benefit from these strategies.
	Provide support so that AI/ AN students complete transitions efficiently and effectively, including those transitioning between schools. Set aside funds to target AI/ AN transition programs that increase the number of successful transitions for AI/ AN students that are informed by high-quality data.
	Support early identification of AI/ AN student strengths and challenges at critical transition points so students may transition ready to learn and with a cognitive foundation that prepares them for the future through school practices, educational support and research-based experiences that advance total well-being.
	Curriculum adapted for accessibility (accessibility for students and educators who are blind and deaf).
	Create a lesson plan that can be utilized in Early Learning Programs that support the SB 13 Tribal History/ Shared History.
	Identify practice and policy changes to support culturally responsive pedagogy.
	Students experience project-based, hands-on learning experiences through which their identity and lived experience is affirmed and valued.

Family Engagement and Supports	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
	Increase the amount of culturally specific information, supports and services available to newly-arrived focal student groups regarding their social, emotional, cultural and educational needs at the family level.
	Create access to culturally specific community-based wrap-around supports to guide students and families towards the path to graduation.
	Increase student and family engagement in college and career readiness planning.
	Develop guidance, communication tools and supports for AI/ AN students, families, tribes and communities on identification of AI/ AN students in the K-12 system.
	Set aside funds to support focal student groups family engagement and community involvement opportunities. Identify best practices for improving family, community and tribal engagement.
	Set aside funds to create and expand opportunities for Family Mentoring Programs that will help guide families in improving ways they can recognize their strengths and expand their resilience.
	Develop engagement opportunities with focal student groups and communities to identify new practices related to behavioral health.
	Identify and develop focal student groups leadership development efforts for families and community members.
	Districts invest in culturally responsive family engagement that support LGBTQ2SIA+ students, and are provided with the guidance and resources to do this well.
	Identify and develop engagement opportunities with focal student groups families for college readiness.
	Collect and utilize culturally specific input from parents and the community regarding areas needing improvement, enhancement of program design for English Learners, and how they can support.
	Increase parents attendance of events and trainings as a result of outreach efforts.

Mental Health	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
	Emphasize strengths-based, health promotion strategies that center their strengths and expand their resilience.
 	Provide access to linguistically and culturally responsive mental health advocates and services for staff, students and families.
	Ensure access to linguistically and culturally affirming and responsive resources, programming and supports for students of color, students with disabilities, and those identifying as LGBTQ2SIA+.
	Collaborate across health, education, county, coordinated care organizations, community and traditional health workers, peer support specialists, and community partners to expand access to mental health supports in and outside of school.
	Provide families, students, and staff with current lists of available mental health services and supports including individual therapy and crisis support services. Ensure that students have access to mental health resources via in-person or telehealth services.

Partnerships	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
 	Build strategic partnerships with community partners to create a pipeline to a culturally responsive and culturally diverse workforce.
 	Identify and support community advocates to serve as intermediaries with parents, youth and educators to strengthen social capital of focal student groups across Oregon schools.
	Collaborate with resettlement agencies and Oregon’s Refugee Program (DHS) Office, school districts and African/Black community based organizations (CBOs) to provide Accelerated Basic Literacy and Education (ABLE) for families and children for eight months prior to their placements in mainstream schools.
  	Increase in-school advocacy by focal student groups community-based organizations to promote, encourage and remove barriers to school attendance, student engagement/performance and family engagement.
   	Collaborate with culturally specific community-based organizations to provide wraparound services and support to students through youth mentoring and advocacy.
   	Create culturally responsive school, family and community partnerships that strengthen outcomes for focal student groups students and families.
	Develop strategic partnerships with existing after-school academic programs beginning in 9th grade (i.e. tutoring, enrichment, test preparation or other areas of need).
  	Identify best practices for persistence and retention for students including partnerships with culturally responsive community-based organizations to promote student access and success in post-secondary communities.
	Share and disseminate culturally relevant best practices and strategies for closing the opportunity gap for AI/ AN students. Including supporting districts’ collaboration with tribes and cultural organizations to identify and advocate for culturally responsive approaches to increase both attendance and graduation rates.
	Support meaningful community conversations between federally-recognized tribes in Oregon and ODE that lend to strengthened collaborations.
	Continue to support and monitor existing partnership efforts and expand to include additional partnerships to collaboratively develop parent and community engagement strategies.

APPENDIX G: ADDITIONAL GUIDANCE FOR ESSA PARTNERSHIP DISTRICTS

Oregon districts identified for Comprehensive School Improvement or Targeted School Improvement (CSI/TSI) programs using federal funds must follow this additional guidance.

Description of program: The Every Student Succeeds Act (ESSA) requires states to develop accountability models that meaningfully differentiate schools for additional support. As part of Oregon’s commitment¹¹⁵ to strengthen school district systems, ODE engages with school districts to better support schools in need of comprehensive or targeted support and interventions (CSI/TSI). These are referred to as ESSA Partnership Districts.

HOW DISTRICTS ARE IDENTIFIED

Identification of CSI and TSI schools takes a holistic approach by looking at multiple data points called indicators. Those indicators include:

- Chronic Absenteeism
- English Language Arts (ELA)/Math Achievement
- ELA/Math Growth
- English Learner (EL) Progress towards Proficiency
- 9th Grade On-Track
- 4-Year Graduation
- 5-Year Completion

Under the model, each indicator is ranked by levels (1-5). Level 3 represents the state average. Schools identified for Comprehensive and Targeted Supports for Improvement are defined as:

- CSI – Any Title I school with a Level 1 in at least 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.

[Additional information pertaining to Accountability and School Improvement under ESSA](#) is available alongside [Executive Numbered Memo 002-2018-19](#) further detailing Oregon’s identification and support model.

TIMELINES FOR NEW IDENTIFICATION

In accordance with ESSA, states are required to identify CSI schools once every three years and TSI schools annually. The US Department of Education waived these requirements for the 2019-20 and 2020-21 school year due to the COVID-19 pandemic. ODE will work with currently identified schools and districts to review improvement efforts in order to determine whether or not the identified schools are still in need of additional support. ODE is monitoring requirements from the US Department of Education pertaining to identifying additional schools in the Fall of 2022.

115 [Oregon’s State ESSA Plan](#)

Allocation of subgrants:

Allocations previously released and still available for claims:

Subgrant Title in EGMS	Subgrant End Date
ESSA Partnerships 19-20 Supplement	9/30/22
ESSA Partnerships 20-21	9/30/22
ESSA Partnerships 22-22	9/30/23

Considerations for spending:

Funds to support CSI / TSI districts are Title IA funds and must be spent in accordance with Title IA rules, which can support a wide range of activities to help Title I-A students meet state academic standards.¹¹⁶ This includes, but is not limited to:

- Providing eligible students with a well-rounded education
- Instructional supports
- Non-instructional supports like behavior and mentoring supports, and social and emotional learning
- Improving school quality
- Activities addressed within the school’s comprehensive needs assessment

Additionally, these funds must adhere to the evidence-based provisions of ESSA. More information pertaining to these provisions can be found in the [Leveraging Evidence-Based Practices for Local School Improvement](#) document.

Finally, activities must be aligned in service to the focal student groups the school and/or district were identified for in terms of needing additional focus and support.

Aligning with integrated planning and budgeting:

Efforts have been made to integrate requirements for ESSA Partnerships with Continuous Improvement Planning (CIP) processes. Where appropriate, the four-year plan developed by the school district¹¹⁷ can include activities aimed at improving experiences and outcomes for focal students and can be documented in the braiding and blending across program resources described in Integrated Guidance.

¹¹⁶ Taken from the [OR Federal Funds Guide](#) (link directly downloads an MS Word resources)

¹¹⁷ For clarity, the four-year plan under the Integrated Guidance is the formal Continuous Improvement Plan (CIP).

APPENDIX H: PROGRAM-BY-PROGRAM DETAILS

This section provides detailed information about the programs included in this guidance with a particular focus on allowable uses of funds.

► HIGH SCHOOL SUCCESS

A. PROGRAM AREAS

Funding is provided to establish or expand programs in three areas:

- Career and Technical Education
- College-Level Education Opportunities
- Dropout Prevention

B. ALLOWABLE USES

In each program area, there are allowable uses to spend HSS funding.

Career and Technical Education: Establish or expand approved Career Technical Education (CTE) Programs of Study in high schools that are relevant to the job market in the district's community or region. Recipients must work with their CTE Regional Coordinator to develop a CTE Program of Study or Start-Up Program.¹¹⁸

This includes, but is not limited to:

- Purchasing equipment,
- Supporting student leadership organizations,
- Constructing facilities, and
- Recruiting, licensing, employing, and training of CTE staff.

College-Level Educational Opportunities: Establish or expand college-level educational opportunities for students in high schools.

This includes three areas:

1. College-level coursework -
 - a. Advanced Placement, International Baccalaureate, or comparable college-level courses; or
 - b. Dual credit and other accelerated college credit programs offered in conjunction with an Oregon community college, public university or other accredited institutions of high learning or post-high school career schools;
2. Assisting students with the selection and successful completion of college-level educational opportunities; and
3. The recruitment, licensing, employment, and training of personnel to provide college-level educational opportunities for students in high schools.

Dropout Prevention: Establish or expand dropout prevention strategies in all high schools. This requirement to implement dropout prevention strategies in every high school is distinct from the other program areas.

¹¹⁸ In order to use HSS funds on CTE programs, they must be approved as either start up or full CTE Programs of Study meeting all state/federal requirements. For more information see p.64 of the CTE Policy Guidebook

This must include:

1. Implementing activities to reduce chronic absenteeism;
2. Establishing and maintaining data management systems that provide timely reports on students' grades, absences, and discipline by school and by course;
3. Beginning with grade 8, using attendance, course grades, credits earned and disciplinary referrals to identify students at risk of not graduating;
4. Beginning in the summer after grade 8, providing academic and social supports for students at risk of not graduating to ensure that the students are on-track to graduate by the time the students enter grade 10 and stay on-track to graduate after entering grade 10, including such supports as:
 - a. Summer programs;
 - b. Additional instructional time before and after school hours;
 - c. Tutoring or small-group instruction during the school day; or
 - d. Counseling services.
5. Providing counseling and coaching to expose students to employment opportunities and requirements and options for post-secondary education.

C. SUPPLEMENT, NOT SUPPLANT

High School Success funds must be used to establish or expand programs, and may not be used to maintain programs, opportunities, or strategies established prior to December 8, 2016. There is an exception: High School Success funds may be used to replace the loss or expiration of time-limited grants or federal funds.

D. SPENDING PERCENTAGES

Every recipient— regardless of funding level— has the option to use funding to support all three program areas. Recipients that receive lower levels of funding have some flexibility to spend in fewer program areas, if they choose. This requirement is based on the funding the recipient receives in the first year of the biennium.

Funding Level during the first year of the biennium	Programmatic Area
Less than \$100,000	Up to all three, but at least one
More than \$100,000 but less than \$350,000	Up to all three, but must address CTE and one of the other two
More than \$350,000	Must address all three

E. FUNDING STUDENTS IN EIGHTH GRADE

Recipients may use up to 15 percent of their HSS funds (after deducting allowable administrative costs) to support programs, opportunities, and strategies for students in eighth grade. All other spending must be for students in grades 9-12.

F. ADMINISTRATIVE COSTS

Recipients may use up to four percent of funds for administrative costs directly related to the activities funded under HSS. For the purposes of HSS funds, administrative costs are synonymous with indirect costs. If recipients use administrative costs, they must conduct an annual analysis of:

- Student attendance in grades 9 through 12; and
- Disciplinary referrals, suspensions and expulsions in grades 9 through 12 disaggregated by race and ethnicity.

▶ STUDENT INVESTMENT ACCOUNT

A. PROGRAM AREAS

There are five allowable use areas:

- Increasing Instructional Time
- Addressing Student Health and Safety
- Reducing Class Size
- Expanding Availability of and Student Participation in Well-rounded Learning Experiences
- Ongoing Community Engagement

Within the allowable use areas, the law provides significant flexibility, but a district must demonstrate how a proposed expenditure:

1. Meets the specific goals of the Student Success Act;
2. Is incorporated into one of the allowable use areas;
3. Contributes to meeting the required Longitudinal Performance Growth Targets; and
4. Is informed by community engagement including focal student groups and families, needs assessment, and equity lens.

B. ALLOWABLE USES

Grantees can spend funding in one or more of the following categories:

- Increasing instructional time, which may include activities such as:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for assessments administered to students.
- Addressing students' health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants; or
 - Facility improvements directly related to improving student health or safety.
- Reducing class sizes , which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

- Expanding availability of and student participation in well-rounded learning experiences, which may include:
 - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to: art, music, physical education, science, technology, engineering, mathematics, CTE, electives, accelerated college credit programs, dual credit programs, International Baccalaureate programs, advance placement programs, dropout prevention programs, transition programs (including Kindergarten transition programs), life skills classes, or talented and gifted programs
 - Access to licensed educators with a library media endorsement
- Ongoing community engagement

C. BUILDING, EXPANDING, OR MODIFYING FACILITIES

Facility improvement directly related to improving student health or safety are allowable. However, beyond that, whether SIA funds can be used to build or expand facilities hinges on several variables. In order to be considered an allowable use of SIA funds, the SIA application would need to:

1. Identify how building, expanding, or modifying facilities meets the intent of the SIA,
2. Describe community engagement and input that elevates the need to build or expand facilities,
3. Articulate how an equity lens was applied in choosing this strategy to address equity-based disparities of student outcomes, and
4. Provide the context to show there is a true lack of space to execute the strategy and that building or expanding facilities is necessary to implement the strategy.

D. PRESCHOOL

The use of SIA funds to expand preschool/ pre-kindergarten programs is not allowable. However, the use of SIA funds for Kindergarten Transition programs is allowable based on this memo with more guidance. ODE staff reviewers will rest their assessment on a district's ability to address these variables in their SIA application.

E. UNIVERSAL CLASS SIZE REDUCTION

Universal class size reductions are not allowable under the SIA. Class size reductions must be targeted or focused by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads. For example, reducing K-3 classes would be allowable whereas reducing K-12 classes would not be allowable with SIA funds.

F. SUPPLEMENT, NOT SUPPLANT

The Student Investment Account does not have a supplement, not supplant provision.

G. SPENDING PERCENTAGES

The Student Investment Account does not have requirements around spending percentages.

H. ADMINISTRATIVE COSTS

A grant recipient may use funds for administrative costs, including indirect costs, directly related to allowed expenditures as provided in the grant agreement. Administrative costs for SIA Funds are limited to 5 percent of the total expenditures, or \$500,000, whichever is less regardless of rates for other funding streams. Any administrative costs incurred by participating charter schools must be accounted for within the sponsoring school district's overall limit of 5 percent or \$500,000, whichever is less.

► **ESSA PARTNERSHIP GRANTS**

A. PROGRAM AREAS

ESSA Partnership Grants are provided to districts with identified Comprehensive Support and Intervention (CSI) or Targeted Support and Intervention (TSI) schools. The funds are intended to support improved outcomes for focal students.

B. ALLOWABLE USES

ESSA Partnership Grant are Title I-A funds and must be spent in accordance with Title I-A rules. These rules allow funding to support a wide range of activities to help Title I-A students meet state academic standards (taken from the OR Federal Funds Guide). This includes, but is not limited to:

- Providing eligible students with a well-rounded education.
- Instructional supports.
- Non-instructional supports like behavior and mentoring supports, and social and emotional learning.
- Improving school quality.

These funds must adhere to the evidence-based provisions of the Every Student Succeeds Act. Refer to the Leveraging Evidence-Based Practices for Local School Improvement document for additional information.

Activities must be aligned in service to the focal student groups that the school and/or district identified as needing additional focus and support.

C. SUPPLEMENT, NOT SUPPLANT

Districts must assure that each school the district serves with section these funds will receive all of the State and local funds it would have received in the absence of the ESSA Partnership funds.

D. SPENDING PERCENTAGES

ESSA Partnership Grants do not have spending percentages.

E. ADMINISTRATIVE COSTS

Administrative costs are not allowed for these funds.

► PERKINS V – CTE

A. PROGRAM AREAS

The purpose of Perkins funds is to develop more fully the academic knowledge, technical skills, and employability of secondary and postsecondary students who elect to enroll in CTE Programs of Study. CTE Programs of Study are offered in grades 9-12 and community college pre-baccalaureate programs. Perkins funds are primarily for use to support CTE Programs of Study, but can also be used for career exploration and guidance down to middle school and transitions into postsecondary training.

B. ALLOWABLE USES

For local grant recipients, Perkins has a number of allowable uses of funds related to improving CTE Programs of Study and/or career guidance activities supporting recruiting students as well as transitioning students to and from a CTE Program of Study:

- Develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment
- Provide career exploration and career development activities through an organized, systematic framework
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals
- Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors or occupations
- Support integration of academic skills into career and technical education programs and Programs of Study
- Plan and carry out elements that support the implementation of career and technical education programs and Programs of Study and that result in increasing student achievement of the local levels of performance
- Develop and implement evaluations of the activities carried out with funds

Allowable Costs/Activities (*requires special pre-approval)

- *CTE interest, aptitude and ability inventories
- *CTE related software
- *Marketing and outreach activities related to specific CTE Programs of Study
- *Membership dues/fees to a professional
- *Repair of equipment if the cost of the repair is of greater benefit than upgrading to new industry grade equipment. The recipient is obligated for general equipment repair and maintenance.
- *Working lunch at CTE meeting with high burden of proof
- Costs associated with expansion of CTE Programs of Study into work-based learning
- Career and Technical Student Organization (CTSO) expenditures for newly chartered CTSO programs, 0-3 years
- CTSO expenditure for re-birth of CTSO programs or a new teacher to a CTSO program, 0-2 years
- Curriculum development/modification within a CTE Program of Study
- Curriculum expansion or supplemental resources, 0-3 year investment
- Equipment and upgrade to meet industry standards
- Expenditures for CTE career exploration and awareness down to the middle grades, including grades 5-8
- Meeting and conferences (registration fees, travel costs) related to CTE Programs of Study
- Organization that is embedded in a conference or professional development deliverable
- Professional development costs for CTE personnel
- Professional development related to CTE for non-CTE teachers/faculty/counselors involved in CTE initiatives such as advising, academic and technical integration, and career awareness.
- Professional services costs (consultants)
- Subscriptions to industry based software of resources
- Substitute pay for teachers, activities, and staff development related to CTE
- Supplemental support services for Perkins special populations
- Transportation costs incurred through professional development activities associated with approved CTE Programs of Study

Unallowable Costs/Activities

- Administration costs above the 5% cap
- Alcoholic beverages
- Alumni activities
- Basic classroom furniture and supplies
- Building maintenance and repairs
- Bus or Metro Transport pass
- Child care
- College credit to an individual student, teacher or instructor
- Commencement and convocation costs
- Construction, renovation and/or remodeling of facilities
- Consumable supplies
- Contributions and donations
- CTSO competitions
- CTSO expenditures to programs that are fully established
- CTSO uniforms
- Custodial services
- Entertainment, amusement and social activities including sports tickets
- Expenditures for career education unrelated to an approved CTE Program of Study
- Expenditures for non-approved CTE Programs of Study
- Expenditures that supplant
- Fines and penalties
- Food, beverages, snacks and meals for meetings and professional development
- Fundraising costs
- Gifts and gift cards
- Goods or services for personal use (e.g. laptop, phone, tablet)
- Individual awards, recognition, trophies, etc.
- International travel
- Items for young children even in early childhood education program
- Items retained by students
- Landscaping
- Licensure/exam fees for student/teacher
- Membership dues for a professional organization not embedded in professional development
- Monetary awards
- Non-instructional furniture
- Political activities, contributions, lobbying, etc
- Promotional materials (e.g. t-shirts, pens, cups)
- Remedial courses
- Routine operating expenses
- Safety equipment
- Scholarships
- Student direct assistance for tuition, car repair, fees, transportation etc.
- Student stipends
- Subscriptions to periodicals, journals and newspapers
- Teacher salaries
- Textbooks, toys, games
- Tuition

C. SUPPLEMENT, NOT SUPPLANT

Perkins V Sec 211(a) Funds made available for CTE activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education services.

D. SPENDING PERCENTAGES

There are no spending percentage requirements as in other programs. However, only 20% of the grant award amount will be available between July 1 and October 1 each year. The remaining 80% will be made available after final award announcements are made from the US Department of Education.

E. ADMINISTRATION COSTS

Regardless of negotiated indirect rate, the total direct and indirect administrative costs cannot exceed 5% of the grant award.

▶ EARLY INDICATOR INTERVENTION SYSTEM (EIIS)

A. PROGRAM AREAS

Grant funding is provided to support implementation of cohesive EIIS systems that include these elements:

- Active staff teams at school and district level
- Robust framework of supports and interventions
- Program innovation and improvement
- Student, family, and community engagement
- System for indicator data collection and analysis such as predictive analytics to identify supports for students and areas for improvement
- Integrated elements, connections across grade levels and schools, and alignment with other ODE initiatives— including the Student Investment Account, Continuous Improvement Plan, High School Success, or Every Day Matters— to identify areas of improvement and support students.

B. ALLOWABLE USES

EIIS grant funding is allowed to be spent in the following six areas. Recipients may choose to use funds in one, several, or all areas.

1. System software purchases and subscriptions
 - a. Software that provides reliable, easily accessible data that identifies student progress toward graduation in multiple dimensions, including student attendance, engagement in learning, and learning outcomes (grades, standardized test scores), as well as additional indicators and influencers of student success, including student empathy interviews, social-emotional well-being surveys, health and mental health supports, and opportunity for enrichment activities.
2. Staffing to maintain the system and facilitate corrective action
 - a. District or school staff who lead overall EIIS, manage the data system, make data available to the data team, lead the data team, provide direct support to students and families, and/or lead partnerships with community organizations related to activity of the EIIS.
3. Training for staff to maintain and use the system with fidelity
 - a. Related to staff learning and the development of equity-centered data analysis skills, increasing capacity for the data team or professional learning community, student-centered learning supports, increasing partnerships with families and students, developing culturally supportive and sustaining instructional strategies, or increasing the understanding of students, their families, and cultures.
4. Data analysis and research
 - a. Staff or other costs related to equity-centered analysis of a district or school's local student learning and participation data, including non-traditional and locally collected data.
 - b. Activities and processes that assist the district or school to analyze data from the EIIS implementation in order to apply.
5. Tribal government consultation
 - a. Related to developing strong relationships with local tribal governments and communities.
6. Student, family, staff, and community engagement
 - a. Initiatives and programs that authentically engage students and families in aspects of the EIIS.
 - b. Activities and events that build capacity for students, families, and the community to participate in EIIS, such as parent learning events about navigating the school system

C. SUPPLEMENT, NOT SUPPLANT

EIS funding may be used to establish new programs, as well as to expand or extend existing programs. EIS does not have a supplement, not supplant provision: EIS funds may be used for expenses related to implementing the EIS that were previously funded through a different source.

D. SPENDING PERCENTAGES

Recipients may choose to use funds in one, several, or all areas.

E. ADMINISTRATIVE COSTS

Districts cannot claim an administrative cost or indirect cost related to the EIS funds.

APPENDIX I: DETAILED GUIDANCE ON LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGTs)

DETAILED GUIDANCE FOR SETTING LONGITUDINAL PERFORMANCE GROWTH TARGETS

WHAT'S REQUIRED

[ORS 327.190](#) states that ODE shall collaborate with eligible applicants in the development of applicable Longitudinal Performance Growth Targets (LPGTs) and that these targets must:

Longitudinal Performance Growth Targets and that these targets must:

- Be based on data available for longitudinal analysis
- Use the “common metrics”
- Include overall rates and be disaggregated
- Allow for any locally defined metrics an applicant may include in their plan

It is important that applicants and ODE co-develop and build a framework for monitoring and evaluation that supports variance in needs and investment and reflects system improvement and growth over time.

Longitudinal Performance Growth Targets must apply to the applicant as a whole and to the following student focal groups, which have historically experienced academic disparities:

- Student navigating poverty, homelessness, and foster care
- Students with disabilities
- Emerging Bilingual students
- American Indian/Alaska Natives
- Black/African Americans
- Hispanic/Latinos
- Native Hawaiian/Pacific Islanders

Applicants may also choose to identify additional student groups to which targets apply.

COMMON METRICS - LONGITUDINAL PERFORMANCE GROWTH TARGETS:

1. [Four-year Graduation](#): The percentage of students earning a regular or modified diploma within four years of entering high school.
2. [Five-year Completion](#): The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
3. [Third Grade Reading](#): The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
4. [Ninth Grade On-Track](#): The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
5. [Regular Attenders](#): The percentage of students attending more than 90 percent of their enrolled school days.

SUBMITTING LPGTs WITH THE INTEGRATED APPLICATION

Longitudinal Performance Growth Targets are not formally part of the application and will not be reviewed in determining if application requirements are met. ODE requests that applicants share their drafted LPGTs at the point of application submission so that when an application is determined to meet requirements both parties can move quickly into the “co-development” phase of work to set LPGTs.

RECOMMENDED STEPS FOR LPGT DEVELOPMENT

Each of the following steps are outlined to support applicants in preparing their submission to ODE:

Step 1: Reflect and Review

Step 2: Examine Disaggregated Data

Step 3: Complete Growth Target Worksheet, including:

- Set Long-Term, Five Year Targets
- Set Baseline and Stretch Targets
- Set Gap Closing Targets for Focal Student Groups

STEP ONE: REFLECT AND REVIEW

Reflecting on your own local understanding data, student performance, and how you hope your plans and investments will bring benefits to students is the place to begin.

- What does the data bring to life? What might be missing?
- What principles can and should guide your setting of these LPGTs, now?
- Where do you want to be in five years? (this is your five-year target)
- How will you get there?
- Have you made the right investments to reach the gap closing targets you are setting?

ODE offers the following general guidelines and information to review as you get started.

GENERAL GUIDELINES

Each applicant should consider its own data and trends, as well as the programs that will be implemented with SIA, HSS, CSI/TSI, EIS, and Perkins (CTE) funds.

There is no single formula for setting these targets as investments in programs and interventions will vary from district to district.

Five-year targets should be based on:

- The applicant’s historic trends for that metric;
- An evaluation of the likely impact of new or expanded programs on that metric; and
- Statewide averages and trends.

ODE strongly recommends setting realistic and attainable targets. The table below shows the growth that the top ten percent of districts achieved or exceeded from 2013 to 2018. Average yearly growth at this pace represents a significant achievement. As you work to set realistic, attainable targets, ODE recommends you use this table to help you consider what might inform ambitious targets. Growth projected at rates higher than these percentages is likely to be unrealistic. Consider also your district’s plan for COVID recovery and any deviations from your usual trend that may have occurred as a result of COVID and the resulting instructional shifts.

Indicator	Yearly Growth Achieved by 10% of Districts
Regular Attenders	1.2
3rd Grade ELA	3.4
9th Grade On-Track	5.4
4-year Graduation	4.2
5-year Completion	2.6

CONSIDER STATE AND DISTRICT TRENDS

In order to set LPGTs it is instructive to consider the recent history of these metrics in Oregon. The goal is to provide some state context around achievable long term targets and ambitious and achievable yearly growth targets.

Here is an example of district data prior to COVID-19 impacts. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets. In general:

- Applicants, especially those below statewide averages, should strive to match or exceed statewide progress, and not to see a decline in indicators.
- Applicants at the very high end of achievement might expect less or slower growth, or perhaps to hold steady and see maintenance at these levels as a signal of excellence.
- Expecting growth above the “High” values outlined below may produce an unachievable target for districts.
- New programs or investments don’t always impact metrics immediately; we expect growth to accelerate over time. This means intermediate targets may rise slowly at first.

Indicator	2014-15	2015-16	2016-17	2017-18	2018-19	5-year Average	5-year Trend	State Average	State Trend
Regular Attenders	87.7	86.3	84.7	82.9	86.6	85.6	(0.5)	80.7	(0.6)
3rd Grade (ELA)	36.9	32.7	30.2	35.3	35.9	34.2	0.1	47.5	(0.2)
9th Grade On-Track	62.5	63.5	74.0	78.3	87.8	73.2	5.5	83.8	1.0
4-year Graduation	56.1	65.9	65.5	64.1	71.5	64.6	2.4	76.1	1.4
5-year Completion	79.1	75.1	78.9	80.5	81.4	79.0	0.8	83.4	0.6

When combined with the applicant’s own five-year trends and specific programs of implementation, the above guidelines can help applicants develop Longitudinal Performance Growth Targets for all students over five years.

WHY PAY ATTENTION TO THE TREND?

Individual applicants show a range of trends. The “trend” column is an indication of the typical year-to-year increases or decreases for each of the metrics. These are five-year trends so, for instance, one should note that the majority of the 9th grade on-track increase happened between years one and two, while most of the increase in five-year completion rates occurred in the last two years of data.

STEP TWO: EXAMINE DISAGGREGATED DATA

ODE will provide suppressed and unsuppressed data to applicants by January 2023 to support applicants in drafting LPGTs. It's important to note that data for the five common metrics has been significantly impacted by COVID-19 over the past two school years. ODE plans to release data for five years spanning from 2015-16 to 2019-20. Applicants are asked to examine the data provided as an input by ODE for your consideration in setting your own growth targets.

A NOTE ON SUPPRESSED DATA

Where the number of students (n) is 10 or fewer in any group, ODE will provide this information in a format that is both suppressed and unsuppressed. To protect the privacy of students, unsuppressed information will be for district internal use only. Only suppressed information should be used when presenting this information in any public setting.

STEP 3: COMPLETE A GROWTH TARGET WORKSHEET

Completing the [ODE provided worksheet to develop LPGTs](#) can help applicants identify questions, get support, and make any adjustments ahead of submitting their draft Longitudinal Performance Growth Targets as part of their application.

SET LONG-TERM, FIVE-YEAR TARGETS

Applicants will set long-term, five-year targets for each of the five metrics.

Four-Year Graduation					
District-Wide					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target					
Baseline Target					
Focal Student Groups					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Gap Closing					

SET BASELINE AND STRETCH TARGETS

Applicants will set “baseline” targets – or the minimum growth they would be satisfied to meet or maintain over that five-year period.

Baseline targets are not formulaic, they should be based on:

- The applicant’s historic trends for that metric; and
- An evaluation of the likely impact of programs on that metric

Applicants will also set the higher end of the range which is called a “stretch” target - an ambitious achievement target. While ambitious, this “stretch” target is also realistic.

Stretch targets represent significant improvement by the district in either:

- Raising academic achievement; or
- Reducing academic disparities and closing gaps

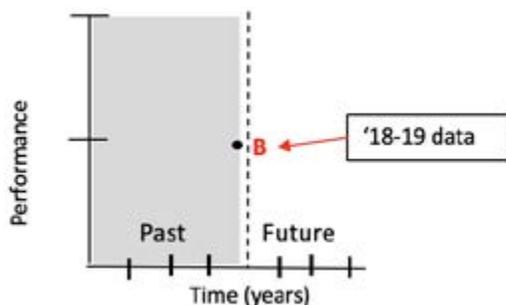
An example of baseline and stretch targets are shown in this appendix to illustrate the concept. The baseline and stretch targets are defined below:

- A baseline target represents the minimum expectations for progress
- A stretch target represents significant improvement and goes beyond prior expectations

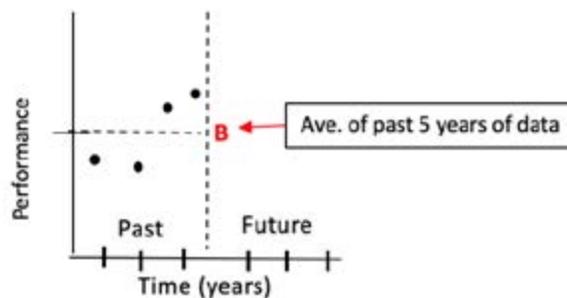
WHERE TO START?

For the purposes of Longitudinal Performance Growth Target setting, three options are suggested for determining your starting points. Each is illustrated below and includes setting targets:

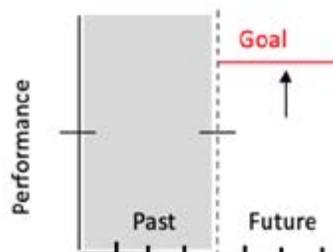
- **Option 1:** Based on previous year’s performance



- **Option 2:** Using the average of previous years of performance



- **Option 3:** Unrelated to prior data and past performance



STEP THREE: SET GAP-CLOSING TARGETS FOR FOCAL GROUPS

The purpose of the “Gap-Closing Targets” is for applicants to set targets and monitor the reduction of academic disparities between groups of students, especially for focal student groups. An achievement gap can be calculated in a number of ways, and for a number of purposes. When setting gap-closure targets we encourage districts to consider the following gaps:

- Within-district gap between the focal group and the applicant student population as a whole (e.g., Group A at the district level compared to all students in the district).
- Within-state gap between focal groups for the applicant and the statewide student population as a whole (e.g., Group A at the district level compared to all students in the state, or to Group A at the state level).

The reasoning is that a district can average high performance in one or all common metrics and still have significant gaps in some or all focal groups.

Another consideration is that a district can have small achievement gaps amongst student groups, but

collective performance could remain very low compared to the state average. In those situations it might be best to work to raise achievement toward state averages.

Gap-Closing Targets, while a single set of targets, are used for all focal groups meeting the minimum n-size requirement. The group of focal targets, while each group has different needs and strengths, allows for a projection that can put a central focus not just on achievement, but on closing gaps in academic disparity.

FINAL NOTES

The approach to setting LPGTs presented in this guidance has its strengths and will reveal areas for improvement. We hope that this approach:

- Meets the requirements, yet acknowledges that the future is difficult to predict.
- Creates the conditions for districts to really think about their local plans and consider the expectations of their community partners.
- Provides flexibility of districts to adapt targets to their individual plans.
- Does not create undue burden through the creation of page after page of targets.
- Creates a simpler system that still highlights those focal groups that are experiencing the greatest academic disparities.
- Eliminates the confusion of setting or not setting targets individually for small groups of students.
- Creates the most flexibility for districts to respond to the variance of differing demographics while keeping a focus on closing opportunity and achievement gaps.

As a final note, while these Longitudinal Performance Growth Targets will be required, they should not be the main focus of the application. Too often in the past the state and federal systems have incentivized “chasing the numbers” at the expense of continuous improvement and thoughtful implementation of policies and programs.

KEEP THE CONVERSATION GOING

Consider how you might share and discuss your draft work with your leadership teams, community, student groups, and governing board. While this information can be complicated to communicate due to the technical and complex nature, we encourage you to share the big picture. This might include explaining Longitudinal Performance Growth Targets, a snapshot of data for each metric and focal student group population, an explanation of progress markers and how you'll track progress year over year, and most importantly what they can do to stay involved.

Our hope is that setting a reasonable range of expected improvements, rather than a single, fixed target, will leave the focus where it belongs: improving the lives and outcomes of Oregon’s students.

PRESENTATIONS AND RESOURCES

ODE has previously shared webinars and slides related to LPGT development in 2019. They are provided here as additional resources, as helpful.

LPGTs [webinars](#)

- Setting Longitudinal Performance Growth Targets [Webinar 1: The Process](#)
 - Webinar 1 [Slides](#)
- Setting Longitudinal Performance Growth Targets [Webinar 2: Deeper Dive](#)
 - Webinar 2 [Slides](#)
- Longitudinal Performance Growth Targets [Workshop](#)
 - Workshop [Slides](#)

APPENDIX J: GLOSSARY OF KEY TERMS

The purpose of this Glossary is to help applicants in understanding terminology used throughout the Integrated Guidance, especially technical terms that require specific definitions for the purpose in which they are used here. The Glossary provides definitions and/or explanations of key terms used and is arranged in alphabetical order.

ACTIVITIES: Concrete plans, actions, or investments that are oriented to smaller steps or shorter time-frames within the arc of a given strategy or set of strategies

ALIGNED PROGRAM CONSORTIA: Two or more eligible grant recipients (districts, charter schools, Oregon School for the Deaf, and/or YCEPs/JDEPs) that apply for joint funding and implement through a joint grant agreement the programs covered in this guidance. When this kind of consortium is formed, each party is agreeing to operate in full alignment with shared fiscal responsibility, where multiple entities do one engagement, application, budget, etc., that are all completed together. One entity is named as the lead to assist in financial and programmatic monitoring and reporting.

CAREER CONNECTED LEARNING: Career Connected Learning is a continuum of awareness, exploration, preparation, and work experience developed through strong public and private partnerships. Participants develop, apply, and are assessed on academic, technical, trade, and entrepreneurial skills that support their future career success.

COMMUNITY-BASED ORGANIZATIONS (CBOs): CBOs are driven by and representative of a community or a significant segment of a community and work to meet community needs and amplify strengths.

CULTURALLY RESPONSIVE: means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning and assessment. This includes identifying, valuing, and maintaining high commitment to: students' cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

CULTURALLY SPECIFIC ORGANIZATION: means an organization that serves a particular cultural community and is primarily staffed and led by members

of that community; these organizations demonstrate: intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service; commitment to the community's strength-based and self-driven thriving and resilience; ability to describe and adapt their services to the community's cultural practices, health and safety beliefs/practices, positive cultural identity/pride, religious beliefs, etc.

DISAGGREGATED DATA: Data that has been divided into detailed categories such as, but not limited to, geographic region, race, ethnicity, English fluency, disabilities, gender, socioeconomic status, etc. It can reveal inequalities and gaps between different categories that aggregated data cannot. The accuracy and quality of this data is also dependent on data collection, analysis and decision-making practices that may be biased towards the values of the dominant, White-centered education system, and therefore require critical reflection on whether focal group issues are truly emerging through the disaggregated data and how intersecting categories compound various issues and dynamics.

DISBURSEMENT: allows for an EGMS claim to receive a percentage of funds in advance of expenditure.

DISPROPORTIONATE: refers to unequal or inequitable differences in access and outcomes that historical and current-day White supremacy has created between certain families, children and students based on race, gender/gender identities, sexual orientation, and other discriminating factors. What is "proportionate" must also be critically analyzed and addressed in terms of its values, intent, and ideology.

EVIDENCE-BASED: refers to forms of validation that do not just stem from dominant educational research but include community-driven, indigenous, tribal, culturally-responsive/sustaining/specific, non-

dominant and non-Western ways of knowing, being, and researching. Instructional practices, activities, strategies, or interventions that are “evidence-based” should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions.

OPPORTUNITY GAP: refers to the effects, system biases, and disparities the dominant, White supremacist system and culture has historically, currently, and intentionally created for students. Factors such as race, ethnicity, socioeconomic status, English proficiency, geography, financial wealth, gender, sexuality, familial situations, and disabilities determine or constrain what opportunities the system offers and how these affect their educational aspiration, achievement, and attainment. These effects and disparities represent a system bias and an educational debt that the dominant educational system owes to marginalized students, which necessitate the need to address and shift the system itself.

OUTCOMES: the changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work is in relationship with.

PARTNERSHIP: means a group of organizations, tribes, districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and two-way communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.

PLAIN-LANGUAGE: (also called plain writing or plain English) is communication your audience can understand the first time they read or hear it.

REIMBURSEMENT: when claims are made following expenditure.

RESOURCES: Resources are defined as people, time, and money. State and federal funds are key resources. Diversity of funding and resources can be leveraged to animate and execute plans and strategies to meet outcomes.

SOCIAL EMOTIONAL LEARNING (SEL): The process through which children and adults learn to pay attention to their thoughts and emotions, develop

an awareness and understanding of the experience of others, cultivate compassion and kindness, learn to build and maintain healthy relationships, and make positive, prosocial decisions that allow them to set and achieve their positive goals.

STRATEGIES: support your long-term outcomes and describe the approach you are planning to take. Strategies are typically implemented in one to three (and sometimes more) years. They may include a theory of action framework and consider resources, context, people and timelines.

SUPPLANT: meaning replace a prior existing use of a different fund source.

SUPPLEMENT: meaning it comes in addition to and is expected to be used in addition to existing resources.

TRAUMA-INFORMED: Trauma-informed principles and practices refer to a strengths-based, person-centered framework that recognizes the physical, psychological and emotional impacts of trauma, and prioritizes creating safe spaces to promote healing. It recognizes and honors the inherent strengths, resilience and funds of knowledge within each person, and works to increase awareness of how these assets can be accessed, within the trusting spaces of human relationships, to promote healing and flourishing.

UNDERSERVED: refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.

UNDERREPRESENTED: refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.



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