

SECTION 1: INTEGRATING SIX PROGRAMS



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EDUCATION

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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:

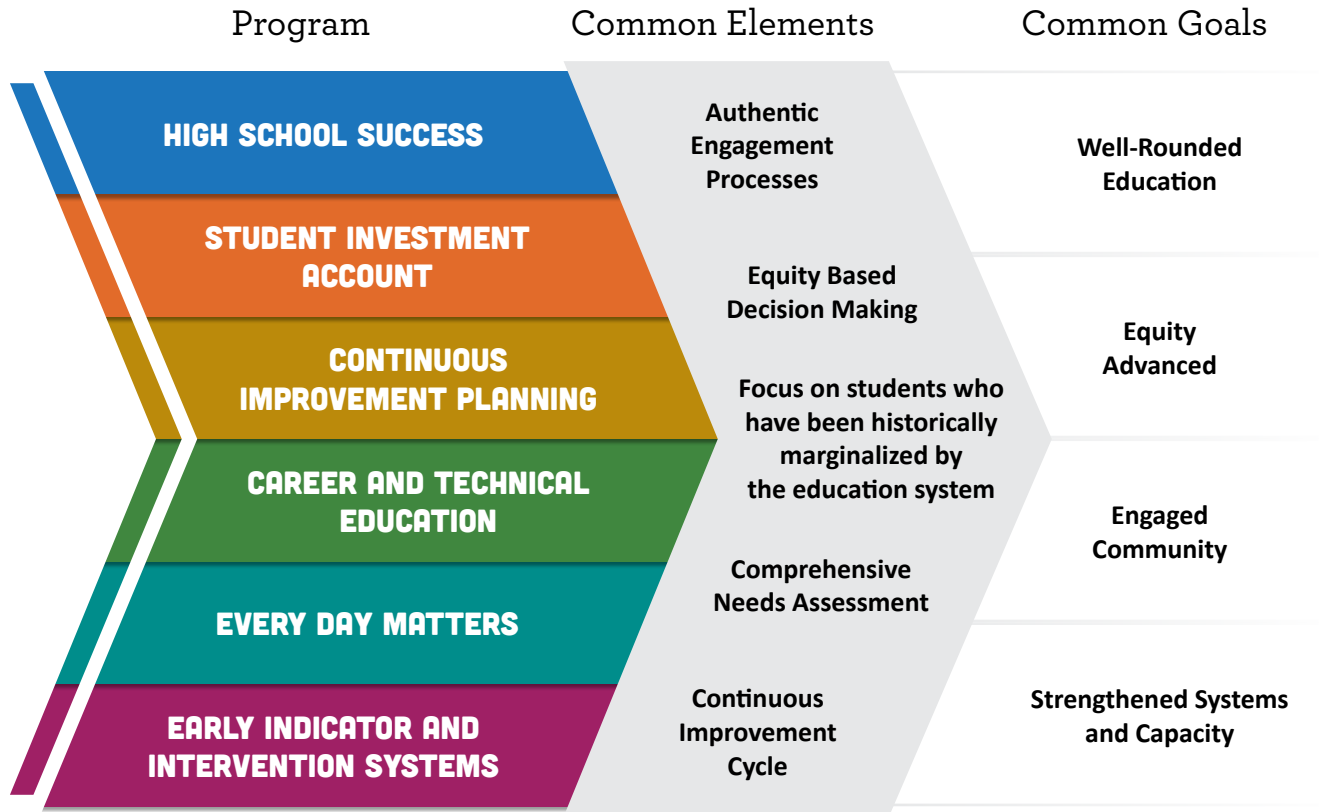
- Leverage continuous improvement practices to redesign for educational processes that center care, connection, and relationship.
- Grow and utilize district, school, region, and community assets to coach towards culturally sustaining pedagogy and practice.
- Foster financial stewardship that accepts 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:



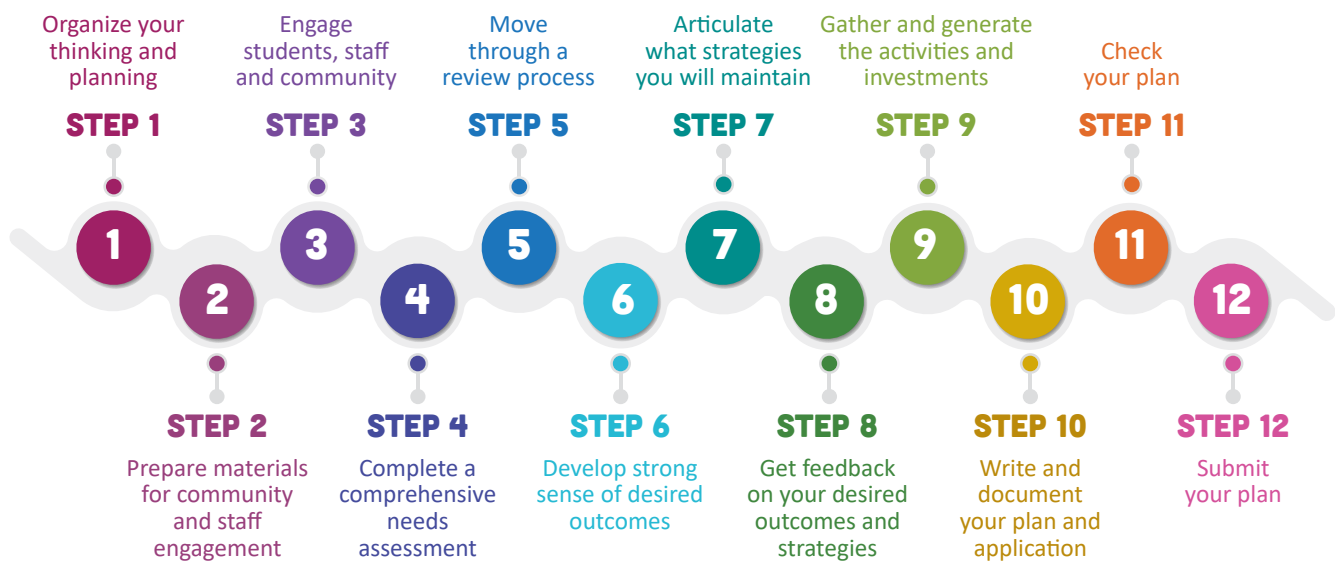
⁷ Programs and initiatives will be used interchangeably.

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 (EIIS)

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. EIIS 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 EIIS can be a high leverage move to forward equitable engagement and outcomes for all students. An EIIS 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 EIIS 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 EIIS. 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 100 ADMw 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