SECTION 4: PREVIEW OF THE INTEGRATED APPLICATION

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DEPARTMENT OF EDUCATION

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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 needs[71] 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?

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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, EIIS, 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.