ALIGNING FOR STUDENT SUCCESS:

INTEGRATED GUIDANCE UPDATE

2025–27

OREGON
DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

April 26, 2024

Thank you for your commitment to serving Oregon's students.

I followed the development of the Integrated Guidance and the work of Oregon's districts to meaningfully engage communities and plan more strategically for equitable outcomes before I came into the leadership role in which I now serve.

I've always pursued real changes in our educational systems for the benefit of our scholars with recognition of the roles of families and educators along with community, business, and tribal partners.

The continued implementation of the Integrated Guidance and the established rhythms of aligned engagement, planning, and reporting processes towards common goals is becoming a meaningful routine.

This updated version brings full implementation of the Early Literacy Success Initiative's School District Grant (HB 3198) into alignment as well.

Beyond adding an additional program, staff have rigorously reviewed what we've learned over the last two years and made several changes intended to simplify and strengthen these efforts – again by making *operational* changes wherever possible.

Our teams will be out in your regions, working with ESD partners, to support you this Spring to learn into these changes as you begin to plan your updated engagement and planning efforts in the Fall of 2024.

Your work setting Longitudinal Performance Growth Targets, applying an equity lens, reviewing best practice and Student Success Advisory inputs, and stewarding your resources with thoughtful budgeting is noticed!

I believe that if you align your district strategic planning efforts to these timelines and processes you can see both efficiency and effectiveness – in ways that matter for our young people.

Thanks for all you do,

Dr. Charlene Williams
Director of the Oregon Department of Education and Deputy Superintendent of Public Instruction

EXECUTIVE SUMMARY

First, we want to acknowledge the work of district and school leaders, YCEPs and JDEPs, education service districts, and other partners to accomplish the integration of six programs during the 2023-25 biennium. It has taken many hours of your engagement, learning and strategic planning to make this work possible.

This updated Integrated Guidance will replace the previous Integrated Guidance that was released in the Winter of 2022. Over the past several months, our team has spent time reflecting, listening, and gathering feedback in a variety of ways to better partner in this process. Many adjustments were made to the application, the planning process, and the review of applications based on the feedback received.

Here are a few highlights you'll see in the updated Integrated Guidance:

CHANGES TO THE APPLICATION

- Adjusted the application window from 30 days to 60 days (March 1-April 30)
- Embedded the Early Literacy Success School District Grant and Career Connected Learning
- Pre-Populated many application answers with 23-25 responses so applicants can update content rather than repeat content
- Adjusted application templates and questions, including considerations for our small and rural school districts under 1650 ADMw
- Improved resources for the Integrated Needs Assessment and Tribal Consultation
- Increased representation of charter schools in applications where they are applying with their sponsoring district

CHANGES TO THE REVIEW PROCESS

- Shifted the Integrated Planning and Budget Template (IPBT) to a Smartsheet to reduce errors and back and forth between ODE and grantees
- Simplified the evaluation criteria to create deeper calibration among reviewers
- Revised the Quality Assurance and Learning Panel (QALP) process to reduce delays in application approval

PROGRAM UPDATES

- Changed High School Success (HSS) to a disbursement model to align with SIA and Early Literacy
- Connected the Integrated Application process to the work of District Equity Committees
- Added a new requirement under SIA for grantees to review Statewide Student Success Act Plans
- Reduced the frequency of narratives in the quarterly report

NEW APPENDICES

- Integrated Needs Assessment Tool
- Application Evaluation Criteria
- Supporting Small and Rural School Districts
- Supporting CTE Direct Perkins Recipients
- Supporting CTE Regional Consortia Members
- Additional Guidance for Federal School Improvement Identified Districts (with CSI/TSI schools)
- Board Requirements
- Actionable Inputs from the Student Success Plans into District Planning

We look forward to partnering with you through your planning and implementation process to better support the well-being, health, climate, quality of instruction, and outcomes for each student in Oregon.

Thank you for helping us realize this vision and for continuously improving our process.

INTEGRATED APPLICATION PREVIEW

KEY APPLICATION DATES:

December 2, 2024: Intent to Apply Due

Each applicant will need to complete an Intent to Apply form by **Monday, December 2, 2024**. At the start of a new biennium, applicants are allowed to change their current application formation to best meet their needs. This will help ODE determine the appropriate integrated application for each applicant. Application formations for the 2025-27 biennium include:

1. Single Application[1]
2. Virtual Charter Application
3. School District with Sponsored Charter(s) Application
4. Aligned Program Consortia

A Virtual Charter Application and District with Sponsored Charter(s) Application are discussed in greater detail in the resource [Appendix C: Partnering with Charter Schools](#).

Additionally, the two types of consortia allowed are described below.

There are two forms of consortia allowed:

1. **CTE/Perkins Regional Consortia -** Many districts in the state are required under Perkins law to be a part of a CTE/Perkins Regional Consortium[2]. Investments for the CTE/Perkins Regional Consortia are not included in the budget for individual grantees under this guidance. Rather, districts in a CTE/Perkins Consortia will complete an integrated application but will *not* include Perkins funding in their plan. CTE Regional Coordinators and member districts are significant partners for planning and reporting, and Perkins funds will be applied for at the regional level. Please see the Supporting CTE Regional Consortia Members Appendix for further information.

2. **Aligned Program Consortia -** The programs under this guidance 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, Longitudinal Performance Growth Targets, 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 must be for all of the initiatives that fall within the integrated guidance[3]. If you were a part of an Aligned Program Consortium for the 2023-25 biennium, you can continue in that formation, or reconfigure for the 2025-27 biennium.

   A charter school or district <u>can</u> participate in both a CTE/Perkins Regional Consortium and an Aligned Program Consortium.

   A charter school or district <u>cannot</u> participate in *more than one* Aligned Program Consortia or CTE Regional Consortia.

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1   This includes school districts, YCEPs, JDEPs, Oregon School for the Deaf and charter schools eligible to apply for SIA funds independently.
2   [Oregon CTE Policy Guidebook](#) p.62
3   EDM, HSS, SIA, EIIS, ELSSDG and FSI

MOU REQUIREMENTS FOR ALIGNED PROGRAM CONSORTIA

A single joint application from an Aligned Program Consortia must still be approved by each partnering 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 an additional piece to your application, a Memorandum of Understanding (MOU) must be developed and signed by all members of the consortium. The MOU must:

☐ Outline the Outcomes, Strategies, and Activities of the Consortium
☐ Designate the Lead Agency
☐ Designate a Fiscal Agent
☐ Define Consortium Operations and Reporting Structure

The MOU must be signed by all participating entities, and will need to be submitted to ODE prior to a grant agreement being executed and funds being released to the Lead Agency.

MARCH 1, 2025– APRIL 30, 2025: APPLICATION WINDOW OPENS

The application window is **March 1, 2025 to April 30, 2025**. All applications must be submitted by the end of the day on April 30th. Applicants will submit their application via Smartsheet.

APPLICATION PREVIEW

The preview of the integrated application is created for information, planning, and preparation purposes only. It may be revised for clarity, logistics, useability, or formatting purposes based on feedback or changes from the legislature.

In order to streamline and build upon work that has already been done, some questions will be pre-populated with responses from the previous application cycle. You will have the opportunity to make changes, adjustments, or leave as-is if nothing has changed. *The templates are linked below and clearly indicate which questions will be prepopulated.*

Based on information provided in the Intent to Apply, each applicant will have a template that best describes their formation. If you have questions, please make sure to reach out to your regional support team at ODE or your ESD's Integration Liaison(s).

Grantee Scenario & Template	Description of Scenario
K-6 or K-8 Grantee	- School district or charter school serves only grades within K-6 or K-8 - No CTE Program of Study - If a district, there are no sponsored charters - Can be a charter that is eligible to apply for SIA funds independently
Small/Rural Schools and Districts without CTE	- Meets the small/rural definition of 1650 ADMw or below - No CTE Program of Study *and* no plans to establish a CTE Program of Study in the next biennium - If a district, they may or may not have a district sponsored charter - Can be a charter that is eligible to apply for SIA funds independently
Small/Rural Schools and Districts with CTE	- Meets the small/rural definition of 1650 ADMw - Established CTE Program of Study *or* have plans to establish a CTE Program of Study in the next biennium - If a district, they may or may not have a district sponsored charter - Can be a charter that is eligible to apply for SIA funds independently
YCEP or JDEP without CTE	No CTE Program of Study *and* no plans to establish a CTE Program of Study in the next biennium
YCEP or JDEP with CTE	Established CTE Program of Study *or* have plans to establish a CTE Program of Study in the next biennium
Virtual Charter without CTE	- Not eligible for ELSSDG or SIA funds - No CTE Program of Study *and* no plans to establish a CTE Program of Study in the next biennium
Virtual Charter with CTE	- Not eligible for ELSSDG or SIA funds - Established CTE Program of Study *or* have plans to establish a CTE Program of Study in the next biennium
District or Independent Charter without CTE	1651 ADMw or above - No CTE Program of Study *and* no plans to establish a CTE Program of Study in the next biennium - If a district, they may or may not have a district sponsored charter
District or Independent Charter with CTE	1651 ADMw or above - Established CTE Program of Study *or* have plans to establish a CTE Program of Study in the next biennium, including Direct Perkins Recipients - If a district, they may or may not have a district sponsored charter
CIP Only	All funding streams are declined. No application is needed for 25-27[4].

Aligned Program Consortia: Please consult with and get approval from your ODE Regional Support Team for this aligned program consortia. This should be done no later than December 2, 2024.

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4   Under statute, school districts must, at a minimum, revise Continuous Improvement Plans and submit to the department every four years.

TABLE OF CONTENTS

Each applicant will need to complete an Intent to Apply form by **Monday, December 2, 2024** and ODE will ask applicants to submit an integrated plan during the submission window scheduled for **March 1, 2025 to April 30, 2025**. This section includes application templates.

Provides high-level information for district and program leaders which includes the 12-step process, descriptions of the embedded programs and context for the technical aspects throughout this guidance. This section includes application templates.

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-April 2025**.

This section provides an explanation of how resources can support strong planning with basic resource flows, braiding and blending of funds, and detailed information about the required Integrated Planning and Budget.

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

This section describes an integrated approach to reporting, monitoring, and evaluating impact and performance across the aligned programs.

This section outlines the reporting cycle and how grantees are asked to report on various performance measures through quarterly and annual reporting, including sharing with your community and governing board.

This section 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 integrated programs.

INTRODUCTION

Oregon continues to make significant targeted financial investments for students, educators, and communities.

This updated guidance is a continued effort to be responsive to hundreds of requests from educational and community leaders that ODE align and integrate federal and state educational investments focused on educational innovation and improvement that were separately created. The updates in this guidance are informed by input and feedback from the first cycle of integrated planning and implementation starting in 2023.

This guidance now integrates the following programs or initiatives:

- Continuous Improvement Planning (CIP)[5]
- Every Day Matters (EDM)
- High School Success (HSS)
- Student Investment Account (SIA)
- Early Indicator and Intervention Systems (EIIS)
- Early Literacy Success School District Grants (ELSSDG)
- Career and Technical Education/Perkins V (CTE)[6]
- Career Connected Learning (CCL)
- Federal School Improvement for Comprehensive or Targeted Supports (FSI)

Bringing these programs together operationally[7] creates significant opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, ODE developed and refined 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 systems[8].

This has the opportunity to facilitate stronger alignment within districts through coordinated timelines, planning rhythms, and reporting structures. In small districts, this work might be coordinated by very few people. In larger districts, this may require more intentional coordination, communication, and planning across multiple teams and departments.

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

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5   **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.

6   Perkins V is used when making a direct reference to federal law.

7   We recognize the programs and initiatives covered by this guidance is nowhere close to the approximately 145 federal and state programs ODE administers and there is natural alignment with more than just the 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.
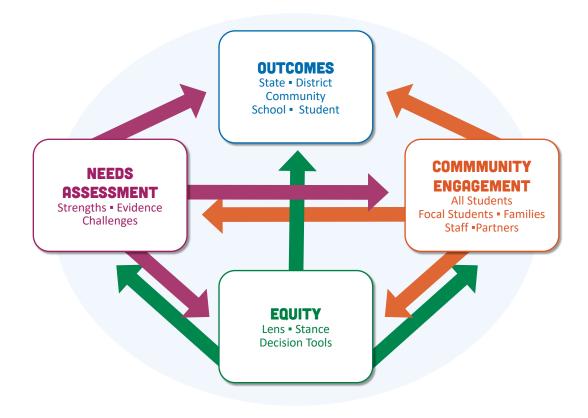
8   Schleicher, A (2018), World Class: How to build a 21st-century school system, Strong Performers and Successful Reformers in Education, OECD Publishing, Paris.

The headline is that students, communities, educators, school leaders, and postsecondary, business, and industry partners 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 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.

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 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 needs assessment processes that include community, 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 needs assessment should be informed and collaborated on with communities, as well as inform how communities are being engaged more broadly. An equity lens must 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 needs assessment) can also inform the planning process and work.

TIMELINE

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

Spring 2024: Learn, Prepare & Engage - Time to digest the guidance, including any revisions. Reflect on the process used during the last cycle for any areas to strengthen the engagement process. Complete internal planning and budgeting to support the planning and engagement processes that follow. Continue ongoing engagement and needs assessment processes - plan as needed for summer and fall engagement efforts.

Fall 2024: Engage & Assess - Continue to gather and review inputs from ongoing engagement and needs assessment processes - along with any additional focused community, focal student groups, families and educator engagement. Advance Tribal Consultation and coordination. Identify patterns in community feedback and data while completing a needs assessment.

Fall/Winter 2024: Develop, Refine, and/or Extend Planning - Review engagement and consultation inputs, apply an equity lens; consult the best practice recommendations from Quality Education Commission (QEC) reports and Student Success Advisory Plans; review Career Technical Education program needs in regard to the regional labor market information; use continuous improvement tools to workshop and develop plans, budget, and application - include outcomes, strategies, activities, and growth targets. Develop a plan for the next four years (2025-2029), and design the budget for the next two (2025-2027).

Jan-Feb 2025: Finalize - Produce an integrated budget, plan and application; share with community for comment; present application package[9] to the board for review and approval prior to submission and post application package online.

March-April 2025: Apply - Application submission window opens March 1, 2025. Four-year strategic plans covering 2025-2029 with budgeted plans for the 2025-27 biennium must be submitted by April 30, 2025.

May-August 2025: Application Review and LPGT Co-Development - ODE reviews applications, co-develops and finalizes required targets while engaging community and educators through Quality Assurance Learning Panels (QALP).

July-September 2025[10]: Grants Finalized - Grant agreements finalized for all relevant programs and integrated plan implementation begins.

SETTING A CONSISTENT LONG-TERM RHYTHM

Legislative intent imagines a consistent implementation cycle for these programs with four years of planning and two years of budget execution.
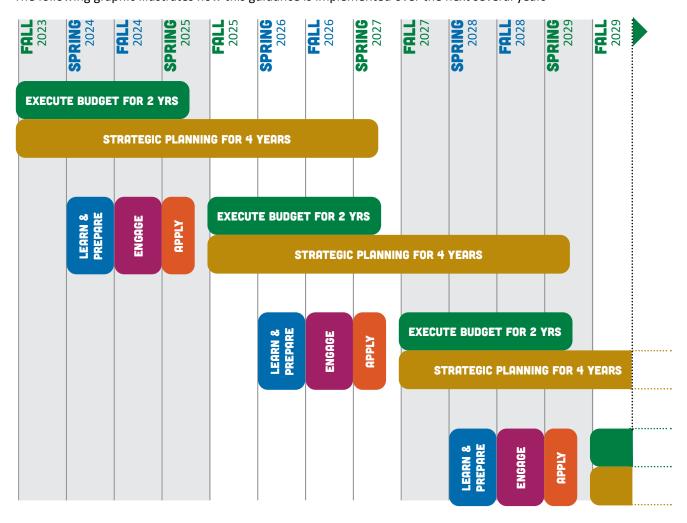
Important to note that while integrated into these processes, the Federal School Improvement cycle does not follow the same four-year planning rhythms. Instead, schools are identified in the fall using the data from the year prior (for example, identification will happen in the fall of 2024, using data from the 2023-24 school year). Identified schools will submit, or revise, *school-level plans* annually, by September 30th. Furthermore, schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) will submit a Progress Update as part of the spring reporting.

Further explanation of this cycle is included in Appendix N: Additional Guidance for Federal School Improvement Identified Districts (with CSI/TSI schools).

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9   The application package includes all items ODE requires to be submitted as part of the 2025-27 integrated application: budget, application, Smartsheet links, and required attachments.

10   This is an ODE aspirational goal - and we hope achievable. The last two biennium grant agreements have not moved through state procurement processes until early November. If grantees have resources, they can advance planning and backdate to July 1, 2025 for claims. We continue to work to improve these processes.

The following graphic illustrates how this guidance is implemented over the next several years

SECTION 1: INTEGRATING PROGRAMS

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SECTION 1:
INTEGRATING PROGRAMS
Section Snapshot
Provides high-level information for district and program leaders which includes the 12-step process, descriptions of the embedded programs and context for the technical aspects throughout this guidance.

COORDINATED INVESTMENTS

Taken together, these programs target four common goals[11]:

EQUITY ADVANCED

Each of the 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.

4 COMMON GOALS
Equity Advanced
Engaged Community
Strengthened Systems
& Capacity
Well-Rounded Education

- Collect and analyze state, regional, and local data while engaging communities to drive improvement efforts where appropriate as well as looking beyond data to addressing learning conditions for historically underserved students not identified in data collections.
- 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.

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11   These goals are also aligned to Oregon's State ESSA Plan.

- 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.
- Facilitate meaningful engagement with licensed, classified, and unrepresented staff including district and school administrators.
- Sustain ongoing engagement and consultation through intentional practices and feedback loops.

WELL-ROUNDED EDUCATION

Well-rounded education moves beyond the courses students take and into the essential knowledge and skills students need to thrive. 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 experience as well as a particular focus on those who have been marginalized by educational systems. A well-rounded education for all students is supported by actions that:

- Build relevant and authentic learning experiences.
- Build connections, professional networks, and pathways for continued success after graduation.
- Ensure access to a wide-array of nourishing electives and learning experiences for each and every learner.
- Foster avenues for learners to share and communicate their dreams/aspirations, understand their strengths, interests, and talents, develop goals and build the skills, knowledge and support to attain their goals as they navigate their education pathway and transition to adulthood.
- 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, self-efficacy and essential employability skills.
- 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. Shared responsibility and accountability for the success of students in Oregon's schools requires systemic change. This includes actions that:
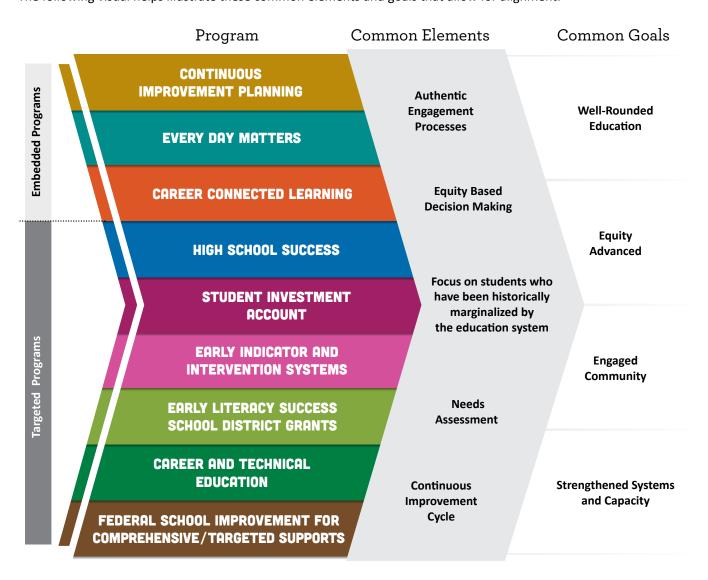
- Leverage continuous improvement practices to redesign for educational processes that center care, connection, and relationship.
- Grow and utilize district, school, region, and community assets to coach towards culturally sustaining pedagogy and practice.
- Foster financial stewardship that accepts 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[12] student outcome data, transition points, staff evaluation feedback, educational community and partner input.
- Leverage regional assets and partnerships aligned to continuous improvement.

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12 "Disaggregated" data refers to data that has been sorted into demographic groups so that you can look at the information grouped together. Even if you know every student in your school or district, it can be easy to miss patterns in the data until it is grouped together by student trait(s). Common disaggregations include race and ethnicity, IEP status, gender, emerging bilingual status, migrant status, economic status, foster care status, mobility status, and housing stability status.

COMMON PROGRAM ELEMENTS AND GOALS

Integration is possible for these initiatives[13] because of what they have in common. This guidance brings them together so applicants, regions, schools, and programs can leverage multiple strategies and funding sources to implement more cohesive plans that positively impact students. Through the integrated application process, the outcomes and strategies for each initiative will continue to 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:

Program	Common Elements	Common Goals
Embedded Programs		
CONTINUOUS IMPROVEMENT PLANNING	Authentic Engagement Processes	Well-Rounded Education
EVERY DAY MATTERS		
CAREER CONNECTED LEARNING	Equity Based Decision Making	
Targeted Programs		Equity Advanced
HIGH SCHOOL SUCCESS		
STUDENT INVESTMENT ACCOUNT	Focus on students who have been historically marginalized by the education system	
EARLY INDICATOR AND INTERVENTION SYSTEMS		Engaged Community
EARLY LITERACY SUCCESS SCHOOL DISTRICT GRANTS	Needs Assessment	
CAREER AND TECHNICAL EDUCATION	Continuous Improvement Cycle	Strengthened Systems and Capacity
FEDERAL SCHOOL IMPROVEMENT FOR COMPREHENSIVE/TARGETED SUPPORTS		

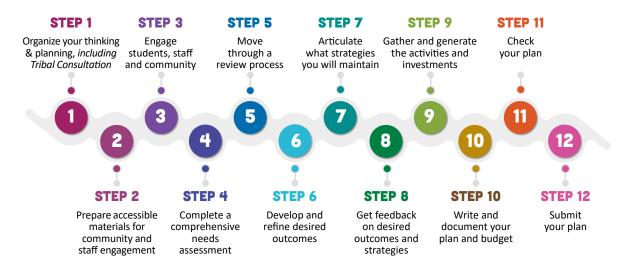13   Programs and initiatives will be used interchangeably.

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, continuous community, family, 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.

To support this process, we recommend establishing regular meeting rhythms that bring together people with responsibility for the components of the integrated programs. It may be appropriate to utilize existing meeting structures that are already in place. In districts with smaller teams it may be helpful to consider additional individuals to support program alignment efforts including teachers, community members, or ESD partners. Time constraints and scheduling are common challenges and we encourage scheduling regular planning and communication as early as possible.

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 efficient and effective as you bring your work on these programs together. *You are welcome to improve on what is offered here while meeting the core requirements under this guidance.*

A 12-Step Guide to Effecient and Effective Program Integration

STEP 1
Organize your thinking & planning, *including Tribal Consultation*

STEP 3
Engage students, staff and community

STEP 5
Move through a review process

STEP 7
Articulate what strategies you will maintain

STEP 9
Gather and generate the activities and investments

STEP 11
Check your plan

1 **2** **3** **4** **5** **6** **7** **8** **9** **10** **11** **12**

STEP 2
Prepare accessible materials for community and staff engagement

STEP 4
Complete a comprehensive needs assessment

STEP 6
Develop and refine desired outcomes

STEP 8
Get feedback on desired outcomes and strategies

STEP 10
Write and document your plan and budget

STEP 12
Submit your plan

Step 1: Organize your thinking and prepare for planning, including Tribal Consultation[14]. Review this guidance and previous self-assessments you've completed during prior processes. Evaluate progress of the prior plan and the impact of the selected activities. Get the right people engaged as a planning team, advisory, or small work group, depending on the size of your district/region and community. The nine federally recognized tribes of Oregon engage in Tribal Consultation efforts with nearly 35 school districts each year. If your district is required to engage in Tribal Consultation, this process begins now. Engage with your partners at the regional level, particularly your ESD Liaison(s) and CTE Regional Coordinator(s).

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 needs assessment. Reflect on the process used during the previous application cycle looking for opportunities for deeper engagement of all partners in the process. Carefully examine focal student groups and families that will be engaged and plan for high level authentic engagement.

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14   A Toolkit for Tribal Consultation - Version 2.0, p.4

Step 3: **Engage students, staff, and community. Be sure to engage focal student groups and their families, staff, and key business, industry, postsecondary, and community partners.** Engagement should be ongoing and build on prior efforts, including work completed with family coordinators and community partners. Use the updated community engagement toolkit found in the appendix as a primary resource.

Step 4: **Complete or update a needs assessment.** We've brought together continuous improvement tools into a single framework that can be used to support planning. This can be found in the appendix. Keep in mind the important inter-relationship of community engagement and partnerships in getting to a shared assessment of needs. Explicit attention should be given to schools identified for Federal School Improvement throughout the needs assessment process. Additionally, a review of your early literacy programs must be conducted as part of the needs assessment process. The Program Review Tool provides the criteria by which applications must review their early literacy program.

Step 5: **Move through all process requirements while revising and extending your community informed four-year plan[15].** 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. Review disaggregated data, QEC best practice recommendations, CTE regional priorities, and Student Success Act Statewide plans[16]. In addition, you will want to review prior outcomes, strategies, and activities to gauge impact on targeted needs.

Step 6: **Develop and refine 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.** Strategies support long-term outcomes and describe the approach you are planning to take. Lean in to community engagement and needs assessment inputs to support the development of the strategies you plan to implement.

Step 8: **Get feedback on desired outcomes and strategies.** This is a key opportunity to engage and review foundational planning before getting into details while testing and checking your plan through your community, family, student and staff engagement and using the tools and information gathered in previous steps. If part of a regional CTE Consortium, make sure to work closely with the CTE Regional Coordinator to ensure local and regional goals, outcomes, and strategies are aligned for maximum student impact.

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. ODE will provide an updated Integrated Planning and Budget in Smartsheet to assist you.

Step 10: **Write and document your plan and budget.** Continue to bring together processes for programs that may have previously been discrete. You will write with more detail your outcomes, strategies, and activities that are reflected in your budget and run alongside state and federal eligibility requirements. You'll present your narrative responses and budget, the whole of the plan, to your school board for approval and post it to your website for the public to review.

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15   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 strategic 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.

16   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, Native Hawaiian/Pacific Islander Student Success Plan .

Step 11: **Check your plan.** Re-check it alongside your equity lens[17]. Fine tune how you braid and blend funds to achieve best outcomes to match your priorities. Use this guidance and the tools in the appendix to make sure expenses are allowable and meet the requirements of each program. Take one more look at the plan against the information previously gathered. Consider holding another round of student, community, partner, and staff engagement to get final inputs.

Step 12: **Present to your governing board and have your governing board approve the plan before submitting your plan.** After reviewing and fine tuning your plan, prepare your plan for presentation to your governing board with the opportunity for public comment. Your governing board must approve your plan, including question responses, outcomes and strategies, literacy inventories, and two years of budget, before submitting. Please see the Board Requirement appendix for more information.

SUMMARY OF EACH INTEGRATED REQUIREMENT AND PROGRAM

There are important distinctions to understand between each program included in this Integrated Guidance. These programs are summarized in this section. Embedded programs are those that are intentionally woven into your integrated application and don't have distinct funding streams, while focused programs are those with distinct funding streams that are to be included in your integrated budget.

EMBEDDED PROGRAMS

CONTINUOUS IMPROVEMENT PLANS (CIP)[18]:

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 four years. The integrated application fulfills this requirement and all of the funding streams in the integrated application should support the outcomes identified in a district or charter school strategic plan.

EVERY DAY MATTERS (EDM): Encouraging regular attendance 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 within this guidance. EDM provides funding to all 19 Education Service Districts (ESDs) for technical assistance, coaching, and additional support focusing on student attendance, belonging, and engagement. Oregon's Transformative Social-Emotional Learning Framework aligns with the work of EDM, ensuring that belonging and engagement are at the center of the student experience. Integrated applications should reflect on, weave in, and intentionally align with these values.

CAREER CONNECTED LEARNING (CCL): Oregon defines the process of career development through a system of Career Connected Learning (CCL). CCL is a framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations. By addressing skill gaps and providing opportunities for underrepresented students to access high-demand careers, CCL not only improves attendance, strengthens wellbeing, reduces barriers to graduation, but it also promotes equity and inclusion in the workforce. Career connected learning should be addressed in integrated applications to reinforce equity, engagement, relevance, and purpose within the focused programs.

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17   An Equity Lens and Tools resource is offered in the appendix. It includes information about how to apply an equity lens and other useful decision making tools. Grantees are encouraged not just to apply an equity lens but use this opportunity to revisit and improve the tools they use to make equity-driven resources, curriculum, and planning decisions.

18   The Integrated Plans developed through this guidance satisfy state requirements regarding school district Continuous Improvement Plans and federal requirements regarding Local Education Agency (LEA) plans, which are required to access the CIP Budget Narrative applications for federal funds.

FOCUSED PROGRAMS

HIGH SCHOOL SUCCESS (HSS): High School

Success is a fund initiated by ballot Measure 98 in November 2016. Research suggests 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.[19, 20, 21]

The goals of the HSS initiative are to:

- Improve student progress toward graduation beginning with grade 9.
- Increase high school graduation rates.
- Increase equitable access to advanced coursework.
- Improve high school graduates' readiness for college and career.

Funding is available to all school districts, public charter schools, virtual charter schools, YCEP and JDEP programs, and Oregon School for the Deaf serving students in grades 9-12.

STUDENT INVESTMENT ACCOUNT (SIA):

The Student Investment Account, which is funded through the Student Success Act of 2019, provides non-competitive grant money to address mental and behavioral health needs and reduce academic disparities for focal populations.

The goals of the SIA are to:

- Meet student's mental health or behavioral needs, and
- Increase academic achievement for students, including reducing academic disparities for focal populations:
    - Students of color and tribal/Indigenous students.
    - Students who experience disabilities.
    - Emerging bilingual students.
    - Students navigating poverty, houselessness, and foster care.
    - Other student groups that have historically experienced academic disparities.

Funding is available to all school districts, public charter schools, YCEP, and JDEP programs. Virtual charter schools are not eligible for SIA funds.

EARLY INDICATOR AND INTERVENTION SYSTEMS (EIIS): Early Indicator and Intervention

Systems (EIIS) was established as part of the Student Success Act of 2019 to provide Grant-in-Aid and Technical Assistance to strengthen and enhance student success systems in Oregon schools. An EIIS is a set of structures and strategies for organizing data, aligning school practices, and engaging with students and families to help all students thrive. An EIIS is essential to the success of other program goals, including HSS 9th Grade On Track[22], supporting student mental health, and addressing root causes of chronic absenteeism.

The aim of the EIIS investment is to support cohesive systems that include the following elements:

- Strong and supportive relationships between students and adults in their school.
- Student-centered mindsets that are asset-based and equity-focused.
- Student, family, and community involvement in the system.
- Embedded social-emotional learning.
- Robust, innovative framework of supports and interventions.
- Real-time, actionable data that are holistic, humanize students, and capture many aspects of students' well-being.
- Strategic improvement actions at the individual, classroom, school, and district levels.

Funding is available to all school districts, public charter schools, and virtual charter schools. YCEP and JDEP programs are not eligible for EIIS funds.

EARLY LITERACY SUCCESS SCHOOL DISTRICT GRANTS (ELSSDG): In 2023, through the leadership

of Governor Kotek, the Oregon Legislature established early literacy as a top priority. These grants brought just over $90,000,000.00 to schools and districts during the

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19   Allensworth and Easton, 2005; 2007; Neild and Balfanz, 2006a; 2006b. Stuit, O'Cummings, Norbury, Heppen, Dhillon, Lindsay, and Zhu, 2016.
20   Balfanz, Herzog, & Mac Iver, 2007; Balfanz, Wang, & Byrnes, 2010.
21   Roderick, Kelley-Kemple, Johnson, and Beechum, 2014.
22   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."

23-25 biennium from the Statewide Education Initiatives Account. This grant is a non-competitive program designed to increase early literacy across the state.

The stated goals of the Early Literacy Success School District Grants is to:
- Increase early literacy for children from birth to third grade.
- Reduce literacy academic disparities for student groups that have historically experienced academic disparities.
- Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge.
- Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Oregon's Early Literacy Framework and the Early Literacy Playbook provide the content to engage in deep learning and frame the big picture of effective early literacy. Oregon's Early Literacy Framework sets a vision for research-aligned, culturally responsive early literacy instruction. It is an anchor resource for districts planning for their Early Literacy Success School District Grants and is the basis of the required program review, determining local strengths and areas of need. In addition, through the Framework, applicants can build a clearer vision of how the investments from the Early Literacy Success School District Grants might look and sound in action.

Funding is available to all school districts and public charter schools serving students in grades PK-3. YCEP, JDEP, and virtual charter schools are not eligible for ELSSDG funds.

CAREER AND TECHNICAL EDUCATION - PERKINS V (CTE): Federal funds are given to states for the purpose of improving access to and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers. This federal funding focuses on improved partnerships and on services to historically underrepresented students. The Oregon CTE State Plan is a four-year strategic plan to integrate career connected learning, increase equitable access to and benefit from high quality CTE Programs of Study, and expand communication, transparency, and the voices contributing to our education and workforce partnerships.[23] In Oregon, CTE is built around approved

CTE Programs of Study which must span learning from high schools through community colleges, based on business and industry needs. CTE Programs of Study must meet the quality criteria and data reporting requirements outlined in the CTE State Plan. CTE Regional Coordinators are local experts in supporting quality CTE and coordinating connections between K-12 and colleges.

The goals of the CTE State Plan include:
- Integrate Career Connected Learning more systemically in Oregon.
- Increase equitable access and inclusion in high-quality CTE and career connected learning activities.
- Expand transparency and the voices contributing to our career preparation system.

Funding is available for school districts, public charter schools (through a sponsoring district or consortium), YCEP and JDEP Programs, the Oregon School for the Deaf, community colleges, an area CTE school, ESDs, regional consortia, and Tribal Educational Agency.

FEDERAL SCHOOL IMPROVEMENT (Applies only to districts and schools who are identified for CSI/TSI): Federal School Improvement is a federal requirement to address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). Additional Federal Programs still follow distinct implementation processes, at this time. For more information, please see the Additional Guidance for Federal School Improvement Identified Districts (with CSI/TSI schools) appendix.

The goals of Federal School Improvement are shared across the programs in this guidance and are aligned to Oregon's State ESSA Plan. They are:
- Advancing Equity,
- Promoting a Well-Rounded Education,
- Strengthening District Systems, and
- Fostering Ongoing Engagement.

Districts with a significant number or proportion of identified schools will receive federal funds to support this effort. Districts that do not receive funds should utilize existing resources to help reduce academic disparities at CSI and TSI identified schools.

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23   Currently being revised through community engagement and is anticipated for adoption in Spring 2024.

SECTION 2: EFFECTIVE PLANNING

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-April 2025**.

PREPARATION

Planning well and planning in advance are keys to ensuring you are ready to submit your integrated application **by April 30, 2025**[24]. Ideally, assembling a multidisciplinary team (or teams) with members who can support various aspects of your preparation is one approach to ensuring you stay on track before the plan submission window opens. We also acknowledge that most of our school districts in Oregon are small and rural and assembling a multidisciplinary team may not be a possibility given the limited capacity and geographic location that limits access to partners. As superintendents in small and rural districts hold the work to plan and submit the integrated application, ODE is ready to serve by providing responsive regional support. In addition, small and rural district leaders can also utilize ESDs as partners to support the planning and submission of the integrated application.

For applicants applying in consortium, 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.

Make sure to check program requirements. Not all programs in this guidance are available or required for all school districts, charter schools, YCEPs, JDEPs, or Oregon School for the Deaf. Please review this guidance and check the appendices for details before you get too far down the road in planning and budgeting. If you have questions on eligibility, please contact ode.eii@ode.oregon.gov.

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24   The application window will be open for submission March 1, 2025-April 30, 2025.

PLANNING REQUIREMENTS

It is a notable project management task to skillfully move through each planning requirement in this integrated guidance. Administrative costs are allowed for some programs and can be useful to support actualizing these steps. Additionally, dedicated ESD supports are described later in this document. Each of the planning steps listed here are then described in more detail throughout the rest of this section:

1. Use of an Equity Lens
2. Community Engagement
3. Needs Assessment
   - A review of the early literacy program, using the Program Review Tool[25]
   - Community Engagement Input
   - Review Disaggregated Student Data and consider Targeted Universalism practices[26]
   - Identify Priorities Aligned to the Four Common Goals
   - Review Your 2023-25 Integrated Plan
4. Consider Input from District Equity Committees
5. Consideration of the Quality Education Model (QEM)
6. Consideration of the Recommendations from the Statewide Student Success Act Plans
7. Reviewing and Using Regional CTE Consortia Inputs
8. Tribal Consultation[27]
9. Further Examination of Potential Impact on Focal Students tied to Planning Decisions
10. Development of a Four-Year Plan with Clear Outcomes[28], Strategies and Activities, to include:
    - A review of the early literacy curriculum[29], fulfilled by submitting the Inventory via a Smartsheet link
    - A student growth assessment to measure student progress in early literacy, disaggregated by focal student groups
    - A description of how the grantee will provide each of the following for early literacy:
      - "Professional development and coaching" to teachers and administrators
      - Extended learning by teachers or qualified tutors; and
      - High-dosage tutoring by qualified tutors
      - A description of how the grantee will prioritize early literacy funds across elementary schools, fulfilled in the Early Literacy sheet
    - Consultation of the existing plan to review and revise

Please Note: Schools identified for Comprehensive or Targeted Support should develop school-level plans by mirroring the above activities where applicable.[30]

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25   The Program Review Tool is the criteria by which applicants must review their early literacy program.
26   See Targeted Universalism & Snapshots of Focal Student Groups Appendix for more details
27   Given that Tribes receive multiple requests for consultation, LEAs should send invitations well in advance to give school personnel and Tribal representatives time to prepare for the consultation.
28   For the purposes of this Integrated Guidance, goals and outcomes are synonymous.
29   An Inventory must be accurate and up-to-date, including literacy assessments, tools, curricula and digital resources used to support literacy in the applicant's early elementary grades.
30   Please see Additional Guidance for Federal School Improvement Identified Districts (with CSI/TSI schools) Appendix.

1. ONGOING USE OF AN EQUITY LENS

The use of an equity lens is required throughout the planning, engagement, and implementation of your integrated application. 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. ODE also encourages recipients to share their equity lens broadly to support community awareness of how that tool will be used in the district or eligible charter school's decision-making process.

WHAT EQUITY LENS SHOULD YOU USE?[31]

An equity lens must support navigating choices in the *here and now that impact students today*. It helps translate theory into practice, and helps avoid making decisions that could marginalize or harm students, staff, families, and communities. Applicants can choose which equity lens to adopt and use through the integrated application:

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 expected 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.

2. COMMUNITY ENGAGEMENT

Applicants have the opportunity to engage communities for all programs integrated through this guidance. Authentic and consistent community engagement is vital--and remains required. Over the past few years, applicants across Oregon engaged their communities in a variety of ways to inform their strategic planning efforts.

Each cycle of integrated guidance, planning, and application requires evidence of updated and meaningful community, family, student, and educator engagement. Community Engagement artifacts need to reference current engagements from 2023-25 and must be connected to integrated planning for 2025-27. To be clear, an applicant's Early Literacy Plan must be included in this community engagement.

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31   The Oregon Equity Lens and Equity Tools are found in the Appendix.

Particular partners are named in state and federal regulations for engagement. Below you will find a list of those groups that must be engaged in the process as well as a list of recommended partners that can add a deeper context.

It is a requirement to engage with the following groups:

- Students of color and families of students of color
- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- Students and families who recently arrived
- Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition[32]
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families

While not in statute, it is highly recommended to engage with the following student groups and community members:

- Students and families of students who are not currently enrolled in school
- Regional Educator Networks (RENs)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- School board members
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, faith-based organizations, etc.)
- Community leaders
- Early learning advocates and providers
- Migrant Education and McKinney Vento Coordinators
- Chambers of Commerce
- Regional STEM / Early learning Hubs
- ESD Regional Liaisons
- Vocational Rehabilitation and pre Employment Service Staff
- Individuals preparing for non-traditional by gender career fields
- Before and after school child care providers
- Coordinated Care Organizations (CCOs)
- Out of work individuals

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32   The addition of this focal group is pending State Board of Education approval in Spring 2024

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, increased regular attendance, 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.[33]

In order to support a robust engagement process and good stewardship of funding, we recommend applications 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.

UNDERSTANDING THE COMMUNITY ENGAGEMENT SPECTRUM

The Community Engagement Toolkit[34] lays out a framework and recommendations for applicants to engage in robust community engagement with focal student groups, families, communities, and staff. 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 or school, as well as be used to assess an individual strategy, activity, project, or initiative within a district or school. In most cases, a district or 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.

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 as they build on existing work and to grow with community, youth, or staff advisories developed previously.

WHAT IS EVIDENCE OF EFFECTIVE COMMUNITY ENGAGEMENT?

The Community Engagement Toolkit provides a number of 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.

One change for the 25-27 biennium is most applicants[35] will need to upload more specific artifacts:

- One artifact representing engagement with students and/or families from focal groups
- One artifact representing engagement with certified and/or classified staff
- Three additional artifacts from either focal groups, staff, or community engagement
- More detailed information is in the Integrated Application Preview.

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33   https://www.greatschoolspartnership.org/resources/equitable-community-engagement/the-case-for-community-engagement/
34   Located in the Appendix A: Community Engagement Toolkit.
35   Applicants released from this requirement are Virtual Charter Schools and small schools with 80ADMr and under

Suggestions of strong artifacts or evidence that indicate connections between these efforts and created plans could include:

- **Artifacts that indicate the content of the engagement effort.** Meeting minutes indicate what was shared and discussed.
- **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 pictures of the posters the community creates for each other to examine key issues.
- **Artifacts that demonstrate evidence of participants' active engagement, particularly those from focal group populations.** Sharing how participants responded to a district presentation and/or the input they gave shows a fuller picture.

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 extracted[36] from because they are required to be engaged.
- 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 spectrum), consider how these artifacts can be co-constructed or generated by communities.

Examples of Community Engagement Shared by 2023-25 Applicants

SMALL AND RURAL SCHOOL EXAMPLES:

- Videos created by staff and students highlighting programs that currently exist that are funded by SIA, HSS, CTE, etc. The video launched conversations about what was missing and what growth was needed.
- Indigenous Education Meet and Greet that was designed to gather information and create a parent committee for the school year.
- District and community BBQ with conversations.
- District funded Parent-Teacher organization with a budget and full autonomy. The district also provides family liaisons to guide the work and ensure there are tools to implement their vision.
- Surveys offered at sporting events and conversations with an administrator at sporting/community events with a summary of notes recorded to share with the planning team.

MID-SIZE GRANTEE EXAMPLES:

- Qualitative data was collected through conversations with individuals and small groups of families and students who are part of focal groups.
- Newcomer students in grades 9-12 participated in a focus group related to health needs. Other focus groups were set up at the high school regarding health needs.
- Affinity groups met monthly.

LARGE DISTRICT GRANTEE EXAMPLES:

- Over 100 empathy interviews with Latinx students or migrant students were conducted.
- Invited focal students to join the Superintendent's Student Advisory.
- Face-to-face conversations with focal groups were led by a person who reflects the group's demographic. Facilitators listened. Interpreters, food, and childcare were provided.

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36   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"

3. 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 unfolds and builds 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 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. A root cause analysis may also be conducted to further examine core issues impacting outcomes.

COMPONENTS OF AN INTEGRATED NEEDS ASSESSMENT PROCESS

1. *Review Disaggregated Data*

   Multiple sources of information across grades and subject areas, including CTE Programs of Study, with specific attention to the needs of student focal groups, helps to inform the assessment. Rates for the five common metrics, disaggregated by student population, can be found in ODE's Achievement Data Insight (ADI). Other important sources of data about student well-being, school climate and culture, feelings of belonging, credit attainment, and behavior should also be 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. Data should be reviewed for the district overall and also for individual schools. This review may help identify priorities for the community engagement process.

2. *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.

3. *Identify Priorities Aligned to the Four Common Goals*

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

4. *Review 2023-25 Integrated Application and your Jumpstart Biennium Early Literacy Plan*

   This process builds upon the work done in the previous biennium. Take into consideration the priorities from the 2023-25 biennium and continue or build on them.

AN INTEGRATED NEEDS ASSESSMENT TOOL

A revised Integrated Needs Assessment Tool is offered in the appendix for applicants to use in preparation for the integrated application. It is a summary of the deep work done through the needs assessment processes and is aligned with the four common goals shared across the programs included in this guidance.

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 but are expected to use the inputs gathered through the needs assessment processes to inform their integrated application, plan, and budget.

Additionally, applicants are highly encouraged to invite their ESD Liaison(s) and/or CTE Regional Coordinator to support the integrated needs assessment process or at least share their integrated needs assessment information with them to support regional planning efforts.

4. CONSIDER THE INPUT OF DISTRICT EQUITY COMMITTEES

District Equity Committees inform and advise their school board and superintendent on a number of topics, including the experiences of historically underserved student groups, the educational equity impacts of policy decisions, and the larger district wide climate. District Equity Committees are instrumental in developing outcomes and strategies informed by the needs of underrepresented student groups and are meant to support local leadership in understanding how their decisions impact students. District Equity Committees can be key partners throughout the planning process.

Districts with an average daily membership of 10,000 or less are required to implement a District Equity Committee by September 15, 2025, while districts above 10,000 average daily membership were required to convene a District Equity Committee by September 15, 2022.

5. 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. A resource can be found in the Summary of QEC Best Practice Recommendation Appendix.

6. CONSIDERATION OF THE STATEWIDE STUDENT SUCCESS PLANS

The Actionable Inputs from Student Success Plans into District Planning resource has been developed as a valuable and **required** cross-reference of each dedicated Student Success Plan. Applicants are required by HB 2275 to take into consideration the recommendations made by the advisory groups, as aligned to each dedicated Student Success Plan.

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

- 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
- Native Hawaiian/ Pacific Islander Student Success Plan (coming soon!)

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.

7. 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. By collaborating on the local and regional CTE priorities, the district and the CTE Regional Coordinator can more effectively leverage and braid different funding streams to support opportunities for students. In order for this to work, there must be ongoing back and forth communication throughout the engagement and needs assessment process. This will not work if left to a one time communication after the plan has been developed or submitted.[37]

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 as all CTE Programs of Study offer intentional pathways that can lead to possible college level credit in high school and college level programs after graduation.

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37   For more information, please consult the CTE appendices, Appendix L: Supporting CTE Perkins Direct Recipients, Appendix M: Supporting CTE Regional Consortia Members

8. HONORING EDUCATIONAL SOVEREIGNTY THROUGH 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 A Toolkit for Tribal Consultation. To be clear, Tribal Consultation is not community engagement, rather it is a sacred collaboration between a Sovereign Nation and an Local Education Agency (LEA).

STEPS FOR TRIBAL CONSULTATION[38]

The nine federally recognized tribes of Oregon engage in Tribal Consultation efforts with just under 35 unique school districts each year. Requirements include:

- Phase 1 - Planning and Pre-Consultation Tasks and Forms
- Phase 2 - Coming Together for Consultation
- Phase 3 - Incorporate, Sign, and Submit Required Forms to ODE
- Phase 4 - Monitor and Review Progress

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 each tribe that has a Tribal reservation boundary, unceded, and/or pre-contact, and/or aboriginal lands within 50 miles of your LEA.

If you are a district who is a member of a Title VI consortium (LEA-C) receiving greater than $40K in Title VI funding, the LEA-C Lead Applicant is ultimately responsible for the Tribal Consultation. However, the LEA-C should work with all of their participating LEAs included on the LEA-C Lead's application to ensure a timely and accurate Tribal Consultation.

As evidence of your consultation, you will be asked to upload your Tribal Consultation Worksheet used in planning and pre-consultation tasks, as well as the "Affirmation for Tribal Consultation" under the naming convention "Name of district_Date of Tribal Consultation" in a pdf.

9. 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 application for the programs under this guidance:

1. An analysis of academic impact[39] from the strategic plan put forward including describing how focal student groups will benefit from the plan[40]
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[41] put forward in the plan[42]

10. CONTINUED DEVELOPMENT OF A FOUR-YEAR PLAN WITH CLEAR OUTCOMES, STRATEGIES, & 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

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38   A Toolkit for Tribal Consultation - Version 2.0, pgs. 29-34
39   ORS 327.185 - Section 10 (6)(a)(B)
40   ORS 327.185 - (7)(b)(C)
41   See Section 6 and the LPGT Appendix for more detailed information
42   ORS 327.185 - Section 12 (5)(c)

(if/then) approach can be powerful when developing effective plans.

As outlined in the earlier version of the guidance, grantees were directed to develop a four-year plan and a two-year budget with planning and application submission each biennium. Grantees are building on the work done in the prior biennium in order to plan ahead for the next four years (2025-2029) with a budget for the 2025-27 biennium. *It is possible that some outcomes, strategies, and activities remain the same as those named in the earlier plan.* In other instances, based on the needs assessment process and community engagement, priorities may shift. Keep in mind that many outcomes will take several years of implementation and consistent investments to achieve.

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.

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 changes 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, but are not necessarily outcomes. Progress Markers[43] 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.

Although there is not a minimum requirement around the number of outcomes needed, an updated requirement for the 2025-27 biennium is districts and schools eligible for the Early Literacy Success School District Grants are required to establish at least one outcome specifically related to Early Literacy work, in addition to the setting of a Longitudinal Performance Growth Target around third grade reading proficiency.

Applicants are encouraged to consider the student growth assessment being utilized for early literacy, and develop an outcome that ties together the individual investments, or activities, with the intended results of the student growth assessment.

Example Outcomes:

- Strengthen family and community partnerships.
- Increase academic achievement for K-3 reading and writing.
- 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.

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43   Additional information about Progress Markers can be found in Section 6 of this guidance.

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.

Reflecting your current strategies and progress toward those strategies will be an important input to consider as you plan for the next four years. Consider what changes need to be made, and what new strategies may need to be identified.

Example Strategies:

- 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.
- 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.

Additional resources and training to help support applicants in the development and refinement of Outcomes, Strategies, and Activities are forthcoming.

APPLIED TOOLS & RESOURCES

PLANNING FOR MENTAL HEALTH OUTCOMES, STRATEGIES, AND INVESTMENTS:

- School-based mental health, ideally, has an available continuum of care and support ranging from prevention, individualized support and skills training and support for students experiencing moderate to severe unmet mental health needs. Multi-Tiered Systems of Supports (MTSS) offers us language to understand how this continuum exists across the three tiers of support.

- Depression, stress and anxiety are the most prevalent obstacles to learning for secondary students. When planning for future mental and behavioral health activities it is recommended to be as specific as possible. Identify trends and patterns of behavior that benefit from a range of supports. Focal student groups experience a unique set of barriers based on historic and current systemic biases. Crafting strategies specific to particular focal student groups and focal student groups with intersecting identities is another way of being explicit and specific about supporting student well-being.

- Reference ODE and OHA's updated Centering Health and Well-Being in Education document for examples of how districts and ESDs have partnered with local behavioral health, public health and community based mental health agencies to increase access to services and supports for students and families.

- Engage students in resource mapping to determine which supports and services would be most effective and meaningful.

- Consult with district staff who support student well-being in their capacity as a behavior support specialist, school counselor, school psychologist, school social worker or mental health providers contracted to support students within a district or ESD.

- Review input from Youth surveys that are tailored to your student body that address school climate and safety, student well-being, exclusionary discipline data, data from past SEED and/or Student Health Survey or a school climate survey that asks students to rate their mental health and well-being.

- Partner with local community mental health programs on initiatives such as suicide prevention or mental health trainings that support community well-being.

- Coordinated Care Organizations (CCO's) have metrics such as kindergarten readiness, depression and anxiety screenings that may have helpful data.

- Local Community Health Improvement Plans or CHIPS often support youth mental and behavioral health as do local Children's System of Care councils that exist statewide. Young people and families are central to local Systems of Care and identify services and supports that are lacking but needed and collaborate on solutions to ensure youth and families have access to the support and care that is needed.

TRACKING IMPACT OF MENTAL HEALTH OUTCOMES, STRATEGIES, & INVESTMENTS:

How do we track change over time? What are the ways in which mental and behavioral health strategies and supports create an impact that can be objectively captured? Without required mental and behavioral health metrics, investments through SIA require creative and committed leadership in identifying how much impact mental and behavioral health activities have over time. Recommendations include:

- Examine student survey data against the strategies and outcomes at the start of the biennium (resources such as YouthTruth, SEED and Student Health survey).
- Triangulate survey results with focal student groups to ensure survey results reflect interventions and strategies most needed.
- Examine school discipline practices to determine if they are culturally responsive and trauma sensitive.
- Develop meaningful indicators of well-being for your district.
- Consider developing a local optional metric (LOM) to track your investments in mental and behavioral health over time. These could be related to safety, belonging, school culture or climate, access to quality mental health services and supports.

PLANNING FOR A HOLISTIC APPROACH TO ADDRESSING ATTENDANCE BARRIERS AND CHRONIC ABSENTEEISM

Integrated applications will reflect on, weave in, and intentionally align with some foundational understandings, which center student engagement and belonging. Resources and research which support EDM are embedded across the integrated programs in this guidance, with capacity and support to districts being aligned through ESDs, community-based organizations, and each of the initiatives. Below are some examples of program alignment and promising practices. This list is not exhaustive and many other examples exist in the field.[44]

Foundational Understandings to Reduce Chronic Absenteeism

Create a positive school climate and culture that is welcoming and inclusive of students, families and school staff.	Utilize multiple types of information to build and refine support systems to address the holistic needs of students.	Center children/youth engagement and re-engagement strategies around caring connections and healthy relationships with students, families, and communities.	Coordinate support between educators and community service providers that focuses on the accessibility of resources, information, and extended learning opportunities.
PROGRAM ALIGNMENT EXAMPLES	**PROGRAM ALIGNMENT EXAMPLES**	**PROGRAM ALIGNMENT EXAMPLES**	**PROGRAM ALIGNMENT EXAMPLES**
✓ **SIA:** Meet students' mental health or behavioral health needs ✓ **CIP:** Establishes ongoing opportunities to engage education and community partners	✓ **EIIS:** System for indicator data collection and analysis, use of predictive analytics to identify support for students, and areas for improvement ✓ **HSS:** Provide sufficient time for teachers and staff of students in grade 9 to review data ✓ **CIP:** 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	✓ **EIIS:** Student-centered, strengths-based support systems ✓ **SIA:** Reduce academic disparities and increase academic achievement for focal student groups ✓ **ELSSDG:** Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge	✓ **CTE:** Increase equitable access and inclusion in high-quality CTE and career connected learning activities ✓ **HSS:** Implement district-wide evidence-based practices for reducing chronic absenteeism in grades 9 through 12
POTENTIAL PROMISING PRACTICES	**POTENTIAL PROMISING PRACTICES**	**POTENTIAL PROMISING PRACTICES**	**POTENTIAL PROMISING PRACTICES**
▪ **Authentic, ongoing student and family engagement** ▪ **Mental health resources** ▪ **Partner with mental health providers, hire FTE (counselor, social worker, psychologist)**	▪ **Use of Diagnostic Tool to identify local barriers for attendance and root causes of chronic absenteeism** ▪ **Implementation of an Early Indicator and Intervention System with regular data use in school and district teams in developing interventions for students**	▪ **Implementation of District Equity Committees (SB 732)** ▪ **Ensure student, family, and community capacity play a leadership role in implementation of work and shared decision-making** ▪ **Family Advisory Councils to create space for ongoing reflection, strategizing and goal-setting**	▪ **Implementation of a district data team that includes community members and family members, especially representation from focal student groups**

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44   Identify local barriers for attendance and root causes of chronic absenteeism with this Diagnostic Tool. Implementation of District Equity Committees (SB 732).

SECTION 3: FINANCIAL STEWARDSHIP

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SECTION 3: FINANCIAL STEWARDSHIP

Section Snapshot

This section provides an explanation of how resources can support strong planning with basic resource flows, braiding and blending of funds, and detailed information about the required Integrated Planning and Budget.

HIGHER QUALITY SPENDING

Good financial stewardship relates to how well resources are used for purpose and impact. Ensuring resources are appropriately, effectively, and efficiently utilized to produce successful outcomes and experiences for students is at the core of what it means to be accountable. The information in this section aims to improve understanding for the best ways to utilize funding.

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 ADMw[45]. Preliminary allocation estimates for each funding stream are shared in May of each year and are posted on the Innovation and Improvement webpage.[46] A more detailed chart of allowable uses tied to each program is available in the Program-by-Program Details resource.

Fund Source	Statewide Total for 23-25	Allocation Calculation	Allocation Method[48]	Administrative Costs[49]	Timelines for Spending
HSS	$324,878,657.00	Based on Second Period extended ADMw; calculated annually	Disbursement NEW UPDATE	Limited to 4 percent of the grantee's total allocation.	Annual funding available July 1 - June 30. Funds not spent in year 1 of the biennium can roll over to year 2 of biennium.

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45   See ORS See ORS 327.013 for what constitutes ADMw.

46   See Budgeting with a Shortfall for details on program grant formulas.

47   Resource totals for the 25-27 Biennium can be estimated in Jan-March of 2025 and are usually set at the end of the Legislative Session on odd years, the next being June 2025.

48   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.

49   Administrative costs can include Indirect or Direct costs and depends on the allowability of each program. Please see the Program by Program Details appendix for further information.

Fund Source	Statewide Total for 23-25	Allocation Calculation	Allocation Method[48]	Administrative Costs[49]	Timelines for Spending
SIA	$1,087,178,997.00	Based on Second Period extended ADMw; calculated annually	Disbursement	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 sponsoring school district's overall limit of 5 percent or $500,000, whichever is less.	Annual funding available July 1 - September 30 in year 1, and July 1 - June 30 in year 2.
Early Literacy	$90,567,594.00	Based on Second Period extended ADMw; calculated annually	Disbursement	Limited to 5 percent of the total expenditures.	Annual funding available July 1 - June 30.
EDM	$7,035,741.00	While EDM does not provide grants to individual school districts, a portion of these funds is distributed to all 19 ESDs to support the work throughout the region; the remaining funds are disbursed through grants to community partners.			
EIIS	$3,803,821.00	Based on Second Period ADMr, calculated annually	Reimbursement	No Administrative Costs Allowed.	Annual funding available July 1 - June 30.
Perkins V	$12,000,000.00	Based on US Census data of ages 5-17 students and poverty rates, calculated annually	Reimbursement	Limited to 5 percent of the grantee's total allocation.	Annual funding available July 1 - September 30.
Federal School Improvement Funds[50]	$22,000,000.00	Formula based on districts serving high numbers or percentages of identified schools.	Reimbursement	(Direct Admin only) Limited to 5 percent of the grantee's total allocation.	Annual funding available July 1 - September 30.

EARLY LITERACY SUCCESS SCHOOL DISTRICT GRANTS MATCH[51]

The Early Literacy Success School District Grants require a match of at least 25% of each district's total allocation. This match can be from any fund source, including Federal Title Funds, State School Funds, or any other funding source available to the applicant. Applicants will be required to report the matching fund source in their application.

Matching funds can be used broadly to support literacy across pre-kindergarten through 3rd grade.

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50   Formally ESSA Partnership Funds
51   Applicants with an ADMw of 50 or less are exempt from the matching requirement.

SUBMITTING CLAIMS

While ODE works towards alignment of these 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 listed on the grant agreement.
- If you are operating as a district sponsored charter or in an Aligned Program Consortium, then funding will be expended or disbursed according to the agreed upon conditions set forth in your District Charter Program Agreement or Memorandum of Understanding.

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

DISBURSEMENT

Applicable Grant Programs	Claim Window	Available Amount to Claim
Student Investment Account **Early Literacy** **High School Success**	July 1- July 30	25% of allocation
	October 1- October 30	25% of allocation (up to 50% total)
	January 1- January 30	25% of allocation (up to 75% total)
	April 1- April 30	25% of allocation (up to 100%)

REIMBURSEMENT[52]

Applicable Grant Programs	Recommended Claim Window	Available Amount to Claim
Early Indicator and Intervention Systems (EIIS) **Perkins V**[53] **Federal School Improvement (FSI)**	Quarterly throughout the Performance Period	Prior to October 1, only 20% of the Perkins V allocation will be available to claim No cap on claim amount for EIIS or FSI
	October 1- October 30	No cap on claim amount
	January 1- January 30	No cap on claim amount
	April 1- April 30	No cap on claim amount

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.

The starting point to braiding and blending funding is to have a clear plan with clear outcomes and strategies. Recipients can then strategize ways to meet their plan's needs through the programs in this guidance alongside other existing resources and through the development or use of new or community resources, as well.

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52   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.

53   Perkins funds will be administered by the consortia fiscal agents for member districts.

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 Federal School Improvement, 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.

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, Early Indicator and Intervention Systems, and the Early Literacy Success School District Grants** do not contain a provision speaking to supplementing or supplanting.

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
- Budgeting with a Shortfall

FINANCIAL STEWARDSHIP OPPORTUNITIES WITHIN BUDGETING AND PLANNING PROCESSES

ODE highly recommends increased collegiality and collaboration between business officers, administrators, building leaders, educators, and District Equity Committee representatives. District Equity Committees can be a powerful mechanism in the budgeting process as they provide an opportunity to give voice to budget priorities centered around focal student and community needs. As budget committees convene, it is important to note that at least one member of the District Equity Committee must also serve on the budget committee[54]. Throughout the budgeting process, there are opportunities to bring in multiple perspectives to improve understanding of district decision-making, allocation of funds, and how program priorities are established.

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

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54   According to ORS 328.542, a budget committee is not required to include a member of the DEC until a vacancy on the budget committee occurs.

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, increase in funding, reduction in funding, 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 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 should go in the 25-27 "Additional and Tiered Planning" smartsheet link on your RAD that will open during the March-April 2025 application window.

INTEGRATED PLANNING AND BUDGET SMARTSHEET

For the 25-27 biennium, the Integrated Planning and Budget will no longer be a separate excel document. The structure has not changed but the information has been moved into smartsheet links. You will receive links in your RAD to complete the following planning and budget requirements for your application:

- Outcomes and Strategies Planning
- 25-26 Budget
- 26-27 Budget
- 25-27 Additional and Tiered Planning
- 27-29 Quarter 1 Budget
- Early Literacy Inventory
- Early Literacy Allowable Use Descriptions

SECTION 4: HOW PLANS WILL BE REVIEWED, EVALUATED, AND FINALIZED

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SECTION 4: HOW PLANS WILL BE REVIEWED, EVALUATED, AND FINALIZED

Section Snapsot
This section describes the values and processes plans will move through to complete review.
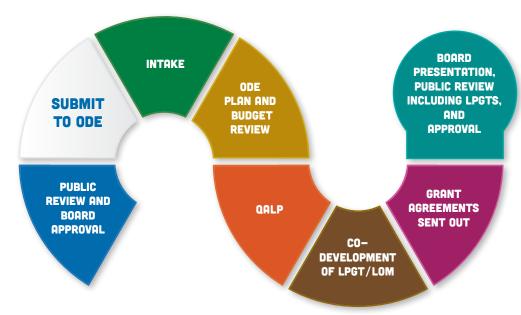
At the completion of the integrated application submission and review period in Spring 2023, ODE solicited feedback from the field. Grantees, ESDs, and other invited partners identified areas that moved smoothly and places in the process where grantees experienced friction. Some changes in the application review process include:

- **Additional Assurances** - Requirements have been re-assessed, leading to the addition of new assurances. This reduces the need for narrative responses, and instead, an assurance verification will be required.

- **Review Process** - The evaluation criteria was examined and adjusted to be more clear and to better align with requirements. Additionally, the category of Needs Significant Changes to Meet Requirements was adjusted based on grantee feedback.

- **QALP Process** - At times, the QALP delayed the timeliness of grantees getting feedback on their applications. Adjustments have been made to the process while still allowing for ODE's review process to go through a quality check.

- **Added Appendices** - Additional details have been included in the new appendices, providing further information and clarity on small and rural supports, working with CTE/Perkins, LPGTs, and other relevant topics.

APPLICATION EVALUATION PROCESS

Each application will undergo a thorough evaluation process for approval; after which, it will be known as an integrated plan. The timing for this process is outlined below as there are a number of variables, including when applicants submit their initial application and any required follow up of submissions, that can impact these processes.

PRE-SUBMISSION TO ODE:
PUBLIC REVIEW AND BOARD APPROVAL

Presenting the integrated application to an applicant's governing board[55] is a requirement and is beneficial as investments in education must be accompanied by transparency and accountability. Sharing the application is key to being responsive to community needs and building trust.

In order to meet his requirement, you must **present** your integrated application, which includes:

- Integrated application questions;
- Outcomes;
- Strategies; and
- Activities (for two years of budgets).

There must be an oral presentation of the integrated application, during an open board meeting, with opportunity for public comment. This cannot be a consent agenda item. The application must also be **approved** by the governing board.

ODE EVALUATION STEP 1: INTAKE

The first step in the application review process will be completed by ODE. ODE staff will review the application and supporting attachments submitted as part of a district or school's application and will communicate directly with the identified district or school staff if any questions arise. Once all applications and related attachments have been confirmed the application will be assigned to an ODE review team.

ODE EVALUATION STEP 2:
ODE PLAN AND BUDGET REVIEW

ODE staff reviewers trained to review and evaluate applications 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; and
3. Clearly defined use of funds that meets the intent of the laws.

Multiple reviewers will read and evaluate each application and its attachments. Reviewers will reach agreement on a school or district's application with one of three assessments:

1. Application meets requirements.
2. Application will meet requirements with small changes.
3. Application needs more information to meet requirements.

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55   See Appendix O: Board Requirements for more detail

ODE EVALUATION STEP 3:
QUALITY ASSURANCE & 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, a random sampling of 25-30 applications will consist of a Quality Assurance and Learning Panel (QALP) review. The panel review is not determining whether or not an application meets the requirements but rather is affirming or challenging the assessment made by ODE staff and spurring additional review processes for that given application through a set process. In addition to reviewing the work done by ODE staff, the goal is to also increase the 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.

Panel Composition:

- A Quality Assurance & Learning Panel will ideally be composed of:
    - Practicing or retired educators
    - Current students
    - Community partners and employers
    - Family members and/or advocates representing/serving parents and families
    - Representatives from philanthropy or business
    - School board members and elected representatives
    - School and district administrators - including ESD leaders
    - Postsecondary leaders

Reviewers will share their evaluation criteria findings with a Quality Assurance & Learning Panel (QALP). This will include which indicators did and did not meet requirements as well as information about proposed spending.

ODE EVALUATION STEP 4:
CO-DEVELOPMENT OF LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT) AND LOCAL OPTIONAL METRICS (LOM):

The final stage of the application process prior to the release of grant agreements is the Longitudinal Performance Growth Target and Local Optional Metric co-development phase. Applicants will co-develop two additional years of LPGTs and LOMs. This process is addressed in more detail in Section 6 and a resource is provided in the appendix. Applicants will move into this phase when their application either "Meets" or "Meets with Small Changes". Applications needing more information to meet requirements will wait for co-development until the additional information is received and reviewed; this will allow applicants to focus on the needed information.

FINALIZED INTEGRATED PLANS

The finalized integrated plan consists of the approved application, including any changes made or additional information submitted, and the co-developed LPGTs and LOMs.

GRANT AGREEMENTS

The finalized grant agreement (inclusive of the LPGTs and LOMs) must be presented and approved by the governing board. Similar to the application, an oral *presentation* of the grant agreement must be made at an open meeting, with opportunity for public comment. This cannot be a consent agenda item and must be *approved* by the board following the oral presentation. Presentation to the governing body and approval from the governing body must happen prior to the grant agreement being fully executed and funds being released to the grantee. For more information about these requirements, please see the Board Requirement Appendix.

SECTION 5: EVALUATION AND PERFORMANCE FRAMEWORK

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SECTION 5:
EVALUATION AND PERFORMANCE FRAMEWORK

Section Snapshot

This section describes an integrated approach to reporting, monitoring, and evaluating impact and performance across the aligned programs.

ODE'S APPROACH TO SHARED RESPONSIBILITY FOR PROGRESS

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. This is 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 continue to 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.

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

1. **HIGH SCHOOL SUCCESS ELIGIBILITY REQUIREMENTS**
2. **STATE CTE PERKINS PERFORMANCE TARGETS**
3. **FEDERAL SCHOOL IMPROVEMENT ACCOUNTABILITY DATA**
4. **LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGTS)**
5. **LOCAL OPTIONAL METRICS (LOMS)**
6. **PROGRESS MARKERS**

HIGH SCHOOL SUCCESS ELIGIBILITY REQUIREMENTS

Eligibility requirements for High School Success must remain fully in place. These were previously assessed in 2020-21 and 2021-22 with the original eligibility requirement rubric, and districts and schools will continue to be supported to remedy where requirements are not yet in place at the established baseline. However, an updated eligibility requirement rubric was developed and available for use beginning in the fall of 2023.

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

In the 2025-26 school year, all schools serving students in grades 9-12 will be assessed utilizing the updated eligibility requirement rubric.

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.

The CTE indicators of performance include:

- 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.
- 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.
- 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, 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.

Schools report their CTE data through the CTE Information System, CTE Course Collection, and CTE Student Collection for approved programs. Oregon identifies performance targets for each of the performance indicators listed above. Oregon's CTE Performance Targets can be found in the CTE State Plan.

Perkins recipients, both direct recipients and consortias, who don't meet at least 90% of the CTE performance targets are prioritized for support using performance improvement plans. Direct Perkins recipients will be held accountable to these targets independently and will be required to submit a Perkins Improvement Plan with their integrated application, while CTE consortia members will need to work closely with their CTE Regional Coordinator to meet this requirement and their CTE RC will submit the Perkins Improvement Plan on behalf of the consortia.

FEDERAL SCHOOL IMPROVEMENT ACCOUNTABILITY DATA

The Every Student Succeeds Act (ESSA)[56] requires states to develop accountability models that meaningfully differentiate schools for additional support. As part of Oregon's commitment[57] to strengthen school district systems, ODE engages with school districts to better support schools in need of Comprehensive or Targeted Support and Improvement (CSI/TSI).

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; and
- 5-Year Completion.

A school must have data in at least five of the aforementioned indicators to be eligible for identification for Comprehensive or Targeted Support and Improvement. Each indicator is rated from Level 1 to Level 5, with Level 1 representing the bottom 10% of schools in the state for that indicator. Level 3 represents the state average. Schools identified for Comprehensive and Targeted Support and Improvement are defined as:

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56   Refer to Appendix N: Additional Guidance for Federal School Improvement Identified Districts (with CSI/TSI schools).
57   Oregon's State ESSA Plan

- 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%.
- Identified every three years in conjunction with the release of state report cards.
- 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.
    - Identified annually in conjunction with the release of state report cards.

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.

LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGTS) AND LOCAL OPTIONAL METRICS (LOMS)

LPGTs, also referred to as "common metrics," are required in statute by the Student Investment Account and correspond to key improvement measures also outlined for High School Success, Every Day Matters, Federal School Improvement, and CTE.

Extensive technical and conceptual guidance on setting LPGTs and LOMs can be found in the Appendix.

PROGRESS MARKERS

For each of the five common metrics, ODE has solidified the use of progress markers[58]. Progress markers are sets of indicators 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.

Recipients are not expected or required to meet all progress markers, only to track changes when investments create or contribute to the changes outlined (as determined by the recipient). Reporting on progress markers is required under this guidance but attainment or accomplishing each marker is not expected or anticipated. Progress markers can be a way for district teams to reflect on their progress as well as a way for ODE to learn about patterns of growth and share promising practices. 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 twice per year.

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 made with significant taxpayer investments that might not otherwise be illuminated as quickly by slower moving metrics. ODE offers these progress markers to partner with applicants in determining and assessing where changes are occurring. 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 Section 7 of this guidance.

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58   The theoretical underpinnings of progress marker development for ODE is informed by Outcome Mapping - 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.

PROGRESS MARKER FRAMEWORK

The progress marker framework is put forward to provide a clear picture of what progress markers will look like under this guidance from July 1, 2025 to June 30, 2027. 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. Additional engagement and input occurred through workshops in the fall of 2022 before being finalized and released in the spring of 2023 for use beginning in the 2023-25 biennium.

USING PROGRESS MARKERS AS A TOOL

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. Additionally, each of the 15 Progress Markers is labeled for correlation with the five common metrics/Longitudinal Performance Growth Targets. Additionally, for those districts who are working toward accreditation or who have recently been accredited, the Cognia Characteristics have been crosswalked with Progress Markers and can potentially support reporting.

By reporting on progress markers, grantees are able to monitor where they are in achieving their outcomes both for their integrated applications and holistically for strategic planning. Progress markers provide checkpoints for long-term system shifts and provide an internal monitoring tool for grantees.

For grantees who are just starting to focus on certain progress markers, an approximate timeframe has been created for each progress marker implementation.

- *"Start to See: Early Signs of Progress"* 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.
- *"Gaining Traction: Intermediate Changes"* 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.
- *"Profound Progress: Substantial and Significant Changes"* 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.

Please note that progress markers are not linear, and while some are interconnected, they do not build on one another.

SECTION 6: REPORTING AND MONITORING FOR EFFECTIVENESS

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SECTION 6: REPORTING AND MONITORING FOR EFFECTIVENESS

Section Snapshot

This section outlines the reporting cycle and how grantees are asked to report on various performance measures through quarterly and annual reporting, including sharing with your community and governing board.

Monitoring is a term used by federal programs and more broadly in the state related to general program evaluation. It can then hold several meanings. Monitoring is intended to be a collaborative partnership between ODE and grantees to ensure compliance with federal and state rules and requirements. It can be conducted formally and lead to corrective action, and it can be conducted through formative evaluation processes that support quality implementation. Progress for all grantees will be reported and monitored through the following processes:

1. **PROGRAMMATIC AND FINANCIAL PROGRESS REPORTS**
2. **ANNUAL REPORT**
3. **ANNUAL PERKINS MONITORING**
4. **ANNUAL FINANCIAL AUDIT**
5. **PERFORMANCE AUDIT**
6. **PERFORMANCE REVIEWS**

PROGRAMMATIC AND FINANCIAL REPORTING

Reporting for all programs under this guidance will be completed through one report submission on a quarterly basis, where recipients will detail their progress and spending on outcomes, strategies and activities of their integrated application. Reporting will be submitted through the Reporting and Application Dashboard (RAD) in Smartsheet. Recipients will receive a reminder with the link to the reporting dashboard and instructions via Smartsheet each fall prior to the first reporting window opening and additionally every quarter thereafter.

Grantees should be prepared to include the quarterly expenses for each programmatic funding stream for each budgeted activity. Additionally, grantees will be required to submit an update on the status of activity implementation through brief narrative responses and report on Progress Marker status through a dropdown menu.

CTE Regional Coordinators and ESD Liaisons can have access to grantee's RAD, when requested by the grantee, to help inform and support regional work.

ANNUAL REPORT

Several statutes and rules[59] require grantees to complete a progress review on an annual basis for all programs included in the integrated application[60]. The annual report will ask recipients to review and provide information regarding:

- Implementation efforts across programs;
  - Early Literacy specific:
    - The number and percentage of teachers for early elementary grades receiving professional development;
    - The number and percentage of students participating in early literacy extended learning programs, at the school and

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59   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 (EIIS).
60   Including school-level plans required through Federal School Improvement.

the district level and their outcomes disaggregated by student group and by grade level;

- The number and percentage of students participating in early literacy high-dosage tutoring and their outcomes disaggregated by student group and by grade level;
- Inventory of literacy curricula including assessments, tools, and digital resources;
  - Evidence that teachers and administrators are provided with professional development for using and implementing (with fidelity and research-aligned literacy strategies) the literacy curricula, assessments, tools, and digital resources in the inventory;
  - The curricula being used by the recipient;
- Progress with LPGTs and local metrics;
- How their strategies worked (or didn't); and
- Substantiate changes within progress markers.

The annual report questions and guidance will be added to the recipient's RAD prior to the fourth quarter reporting period each year. In addition to narrative responses that describe progress towards implementation efforts, grant recipients will also provide updates on their work towards reaching their Longitudinal Performance Growth Targets and local metrics.

The annual report serves as the review for implementation. In order to complete the review, a few steps need to be taken:

1. The annual report must be posted to the grantee's webpage[61];
2. The annual report must be presented to the governing board at an open meeting with the opportunity for public comment (not a consent agenda item);

The annual report is a chance to 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.

REPORTING DUE DATES

Reporting Window[62]	Period Covered	Included in the Progress Report
October 1 - November 15	Quarter 1	Expenditure Report for Quarter 1 Budget Update for Current Year Notice of NonDiscrimination[63]
January 1 - February 15	Quarter 2	Expenditure Report for Quarter 2 Financial Audit Board Minutes Status of Progress Markers
April 1 - May 15	Quarter 3	Expenditure Report for Quarter 3
July 1 - August 15	Quarter 4	Annual Report, inclusive of Early Literacy Data and Status of Progress Markers Expenditure Report for Q4 Federal School Improvement Progress Update[64]

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61   There is not a required format for recipients when presenting their annual report questions and responses to the community and board. Grantees may post the annual report questions and responses 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.

62   While specific grant program end dates may vary, quarterly and annual reporting dates will remain aligned.

63   This is required for those who do not have it on their website.

64   Federal School Improvement Progress Updates are for all identified schools.

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 conduct programmatic and fiscal monitoring. A risk assessment is conducted to identify those recipients that will require monitoring. This process is described in the Oregon CTE Policy Guidebook.

ANNUAL FINANCIAL AUDIT[65]

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 Law[66], 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)[67]. To assist with audit planning, ODE has published the Suggested Financial 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 board 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.

PERFORMANCE AUDIT[68]

ODE is required by law to conduct performance audits on a random or just cause basis, with rules[69] adopted by the State Board of Education. Based on these prevailing rules, up to ten grantees can be selected randomly for a performance audit. An additional ten grantees annually can be selected on a just cause basis for a performance audit. Once a grantee is selected randomly or meets the criteria for a just cause audit, the governmental auditors will conduct the performance audit in conjunction with the grantee.

PERFORMANCE REVIEWS[70]

Performance Review rules[71] have also been set by the State Board of Education and are required of SIA grantees every four years. The first SIA Performance Review covers the initial three-years of plan execution, and will be due in Fall, 2025. The next Performance Review will be due during the 2027-28 school year, and will cover the 2023-24, 2024-25, 2025-26, and 2026-27 school years.

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65   Not required for those not eligible for SIA funds.
66   https://oregon.public.law/statutes/ors_297.405
67   The discretion and levels of testing and materiality remain with the auditors
68   Not required for those not eligible for SIA funds.
69   OAR 581-014-0016
70   Not required for those not eligible for SIA funds.
71   OAR 581-014-0013

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

This section 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 integrated programs.

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 integrated programs. This section also 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 universal 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 (For more information please visit the EII Technical Assistance, Professional Learning, Coaching webpage):

TECHNICAL ASSISTANCE (TA)

- Technical assistance is consultative or focused support designed to meet specific needs that may arise in the implementation of rule, policy, or procedural shifts. To best support the capacity of grant recipients, offers of technical assistance may come from ODE, ESD liaisons, CTE Regional Coordinators, US Department of Education, or consultants.
- Technical assistance will be responsive to the timing and specific needs of a given inquiry. TA is generally short-term, technical, or more specific in focus.

Examples of technical assistance include individualized phone calls, review and feedback meetings, email, office hours, on-going consultation, sharing of resources, webinars, and site visits

PROFESSIONAL LEARNING (PL)

- Professional learning elevates educational practices designed to ensure that all Oregon students experience high quality learning to thrive both in school and after graduation. Professional learning is ongoing development and enhancement of skills that build from strengths, increase capacity, build research-based expertise to shift mindsets, enhance classroom pedagogy, or improve school or district practices.

Examples of ODE professional learning include Equitable Systems, Mindsets and Practices learning series, Community Engagement Systems and Practices learning series, CTE/Perkins Boot Camp, CTE Lunch & Learns, EIIS Learning Series, and regional and statewide conference presentations, listening sessions. Additional learning is offered through the Educator Advancement Council, Education Service Districts and Regional Educator Networks.

COACHING

- Coaching is distinguished from professional learning by a focus on relationship and customized goals to advance a definitive aim or outcome.
- Coaching is a sustained program that can vary in scale, scope, or timings and can be invitational or required.

Examples of ODE coaching programs include:

▪ Customized Onsite Coaching available through the Intervention and Strengthening Program, providing customized coaching services that can embed professional learning opportunities in specific focal areas that support districts as they work toward their integrated plan goals. Focal areas include Early Literacy, Middle School Literacy, Fiscal Stewardship, Equitable Mindsets, Systems & Practices, and Community Engagement. For more information, please visit the EII Technical Assistance Professional Learning and Coaching webpage or reach out to your Regional Support team.

▪ 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 – OUTLINING CORRECTIVE ACTIONS AND WAYS TO MEET COMPLIANCE CHALLENGES

▪ Corrective Action and Corrective Action Plans are 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 statutes and regulations.

▪ Corrective Action is typically the result of not meeting eligibility requirements, performance growth targets, and/or other legal requirements under the programs in the integrated application. For any district designated as heightened or high risk for specific federal programs, there is also specific coaching support provided to help improve programs, systems, and fiscal capacity.

▪ ODE will work with the recipient to develop a Corrective Action Plan which will outline areas of concern, required actions, expectations for

demonstration of correction, and a timeline for the process. Additionally, a Corrective Action Plan may direct grant funds to specific activities or put grant funds on hold.

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. 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. This cannot be done without respectful, meaningful, and sustained partnership with districts.

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 and Local Optional Metrics;
▪ 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 state and federal civil rights laws.

A Corrective Action process will be initiated when it is determined that a grant recipient has not met a specific requirement outcome, which may occur following a performance target review, eligibility review, or when ODE is made aware of misuse of finances or not following legal requirements of the integrated programs.

Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs), as a part of the grant agreements, will be reviewed against the actual rates for all metrics and types of targets that were set on a yearly basis, as data are available. ODE acknowledges that, especially for small grantees, large fluctuations in rates can occur due to small student group size (small N size). Should actual rates differ from the set target values, grantees will have the opportunity to reflect on progress within the reporting cycle. An applicant's progress toward targets may be sporadic, or subject to unexpected changes in circumstances. In response, ODE

may send 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 who fails to meet the performance targets will be required to include an improvement plan, 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.

Directed Support	Required Coaching	Review for Compliance	Directed Grant Funds	Grant Funds Withheld
Implement a written plan identifying specific interventions and corrective actions, a timeline for improvement, and a monitoring plan. Example - Develop a plan that describes specific technical assistance and professional learning on implementing 9th grade success teams during the school year, the process the district will follow to improve the quality and consistency of their 9th grade on track program, and the quality of observable practices and systems that should be in place by the end of the school year. ODE will monitor the TA/PL, check in on the implementation process, and evaluate the practices and systems at the end of the year.	Require the grant recipient to enter into a coaching program. 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. Example - Assist the applicant to improve and correct interpretation of data, program alignment and design within Perkins application.	Conduct a compliance review and/or investigation of unlawful actions. Example - Respond to a discrimination or civil rights complaint related to grant expenditures or program implementation.	Direct the expenditure of grant funds. Example - Restrict district to specific expenditure areas in order to direct impact toward areas in need of improvement.	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.

TEAMS IN PLACE TO SUPPORT INNOVATION AND IMPROVEMENT ACROSS THE CONTINUUM

The successful implementation of this integrated program guidance is supported by the coordination of state, regional, local, and contracted staff. **All eligible grantees 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 learning, and coaching resources:

Support Roles	Position Definition	Types of Support Provided	Initiatives these support members serve
ESD Integration Liaisons	ESD Integration 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.	- Technical Assistance - Professional Development - Regional Networking	- HSS - SIA - CIP - CTE - EDM - EIIS - ELSSDG
ODE Regional Support and District Grant Managers	ODE Regional Support Teams 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.	- Technical Assistance - Professional Development - Regional Networking	- HSS - SIA - CIP - CTE - EDM - EIIS - ELSSDG
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.	- Technical Assistance - Professional Development - Regional Networking	- HSS - CTE
ODE Program Staff	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.	- Technical Assistance - Professional Development - Regional Networking - Grant Writing - Program Development and Assessment	- HSS - SIA - CIP - CTE - EDM - EIIS - ELSSDG
ODE Office of Indian Education	OIE staff can support affected LEAs who are required to engage in Tribal Consultation for the integrated application.	- Technical Assistance - Professional Development - Adaptive Leadership Coaching	Supports efforts across all initiatives
External Contractors	Partners from outside organizations that ODE contracts with. They typically are contracted to provide specific expertise or skill sets.	- 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 contact the Office of EII. As program integration moves forward, additional contact directories will be posted or linked.

ROLE OF EDUCATION SERVICE DISTRICTS AND ESD INTEGRATION 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 Integration 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 their individual context and needs emerging from their region. This means that each region's support will likely look and feel different from other regions - and is outlined in the ESD's Comprehensive Support Plan each year. 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 accessing and planning for non-Perkins funding streams to support CTE, such as HSS.
- Leadership of the CTE Consortia.
- Additional CTE related coaching and consultation.

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.EII@ode.oregon.gov.

INTEGRATED GUIDANCE: APPENDICES

OREGON
DEPARTMENT OF
EDUCATION

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APPENDIX A: COMMUNITY ENGAGEMENT TOOLKIT

TABLE OF CONTENTS

FOREWORD: BUILDING ON 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 community engagement 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 SIA and Aligning for Student Success: Integrated Applications that tell powerful and authentic engagement stories. The work of the Aligning for Student Success application process 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 between schools and communities to address the challenges brought on by systemic racism, poverty, COVID–19, wildfires, and the hundreds of ways we struggle to respond to the wholeness of students, families, educators, and school leaders are clear, complex, and daunting.

This updated community engagement resource is offered as districts and schools begin to prepare to submit an integrated application and budget for the 2025–27 biennium–continuing to embed community engagement into the fabric of schools and districts. This resource is primarily focused on community engagement; however, additional tools and resources to support the Aligning for Student Success application are available on ODE's EII webpage.

In Section 1, we re-ground the core intentions of 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.

In Section 2, we share a framework for deepening and expanding the thinking around community engagement, especially focused on the programs outlined within this guidance. This spectrum is adapted from a powerful resource and tool developed by Facilitating Power and the Movement Strategy Center[1], and is a key framework for how ODE's teams will think about and support community engagement moving forward.

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1   Facilitating Power, "Spectrum of Family & Community Engagement for Educational Equity"

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 a section with additional resources.

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 strategies this year, applicants should take time to reflect on previous efforts. ODE offers some ways recipients could consider taking stock of their engagement efforts today to help inform their next steps.

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, families, and partners. 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 and refine the integrated application.

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.

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, houselessness, and foster care; migrant students; students recently arrived; LGBTQ2SIA+ students; students with experience of incarceration or detention; other students who have historically experienced academic disparities; the families of students in these focal groups; and staff.

To support a more rigorous and intentional process, ODE requires[2] that applicants engage with a more robust list of people and organizations, as listed in Section 2.

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. Applicants are encouraged to share your equity lens broadly with your community, so they are aware of how that tool will be used in your decision making process. If you are using the Oregon Equity Lens, we encourage you to expand upon and adapt the questions so that they are attuned and situated to your own unique needs and no focal student group is overlooked. 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 focal student 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?

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2   ODE is currently in the rule-making process to make technical fixes to the focal student group names in an effort to better align across initiatives. The rules are anticipated to be adopted by the State Board of Education in Spring 2024.

- 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 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 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. Additional resources can be found in the Equity Lens and Tools Appendix.

1.3 Honoring Sovereignty, Tribal Engagement and Tribal Consultation

Sovereignty

Tribes are sovereign governments. Sovereignty describes the inherent right of Tribal Nations to exercise self-governance. Tribes interact independently in Government-to-Government relationships with other tribes, the federal government, and states. The responsibility for the education of American Indian and Alaska Native students is found in this trilateral responsibility. Affected school districts (districts receiving >$40,000 in Title VI funding or who have a student population made up of 50% or > AI/AN students), honor a tribe's educational sovereignty by engaging in Tribal Consultation.

Tribal Consultation

Under federal ESSA law, Tribal Consultation is required in Oregon districts that receive greater than $40,000 in Title VI Indian Education funding or have 50% or more American Indian/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. These mandatory programs include Title I–A, Title I–C, Title I–D, Title II–A, Title III–A, Title IV–A, Title IV–B, Title V–B and VI. The recently released Tribal Consultation Toolkit Guide 2.0 and the dedicated Tribal Consultation web page maintained by the Office of Indian Education provides essential information and additional guidance for Tribal Consultation. ODE also requires these affected school districts to engage in Tribal Consultation for the development of their integrated applications, because we believe the voices of the nine federally recognized tribes in Oregon are critical to improving outcomes and creating safe and welcoming learning environments where all students can thrive. Serving as an equity lever, consultation offers an opportunity to co-create school and district plans and establish and strengthen partnerships with tribes throughout Oregon communities.

Tribal Communication

The development of the integrated plan 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, a school district may identify a need to engage informally with one or more of the federally recognized tribes of Oregon for a variety of reasons, including informing decisions which might impact students of those tribes. This is NOT considered Tribal Consultation, but Tribal Communication.

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.

Elsewhere in the guidance we shared the list of groups that applicants are required to engage with as part of the development of their integrated applications. Robust community engagement involves an even wider network of actors, participants, and partners, including (but not limited to) community–based organizations, faith–based institutions, grass roots networks, informal family networks and neighborhoods. Every applicant is required to use an equity lens to review their integrated application, 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

To support this work, the Ensuring Focal Student Group Safety and Privacy Resource developed by ODE is intended to offer safety and privacy recommendations and resources for applicants engaging in their communities.

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

STANCE TOWARDS COMMUNITY

IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION & UNINTENDED IMPACT TO CONSIDER					
Protecting School, District, Regional Interests ***Unintended Impact to Consider:*** *Marginalizing Communities*	Keeping Communities Updated ***Unintended Impact to Consider:*** *Placating & Underestimating Community Wisdom*	Receiving Community Input ***Unintended Impact to Consider:*** *Tokenizing & Gatekeeping Community Engagement*	Meaningfully Engaging Community Voice ***Unintended Impact to Consider:*** *Community Voice is Not Heard*	Collaborating and Sharing Power with Communities ***Unintended Impact to Consider:*** *Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust*	Communities Drive and Own the Work ***Unintended Impact to Consider:*** *Sovereignty and Core Agreements are Not Honored*
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					
- Closed door meeting - Misinformation - Systematic effort to avoid engagement	- Fact sheets - Open houses - Presentations - Billboards or school electronic boards - Videos - Social media posts	- Input sessions - Focus groups - Empathy interviews - Surveys	- Collaboration or engagement with community organizing and community voices - House meetings - Interactive workshops & forums with accessibility and safety considerations - Student & Parent/Family Advisory Committees	- 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	- 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					
Racial 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*

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

STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION & UNINTENDED IMPACT TO CONSIDER					
Protecting School, District, Regional Interests *Unintended Impact to Consider: Marginalizing Communities*	Keeping Communities Updated *Unintended Impact to Consider: Placating & Underestimating Community Wisdom*	Receiving Community Input *Unintended Impact to Consider: Tokenizing & Gatekeeping Community Engagement*	Meaningfully Engaging Community Voice *Unintended Impact to Consider: Community Voice is Not Heard*	Collaborating and Sharing Power with Communities *Unintended Impact to Consider: Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust*	Communities Drive and Own the Work *Unintended Impact to Consider: Sovereignty and Core Agreements are Not Honored*
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

EXAMPLE ENGAGEMENT METHODS

IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
▪ Closed door meeting ▪ Misinformation ▪ Systematic effort to avoid engagement	▪ Fact sheets ▪ Open houses ▪ Presentations ▪ Billboards or school electronic boards ▪ Videos ▪ Social media posts	▪ Input sessions ▪ Focus groups ▪ Empathy interviews ▪ Surveys	▪ Collaboration or engagement with community organizing and community voices ▪ House meetings ▪ Interactive workshops & forums with accessibility and safety considerations ▪ Student & Parent/Family Advisory Committees	▪ 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	▪ 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 integrated plans up until this point.

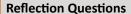| IGNORE		
Reflection Questions Questions meant to help move deeper along the spectrum and foster meaningful community engagement	**Resources and Actions Towards Growth** Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.	**Key Example** Key example from previous applications and consideration to push thinking further

▪ 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)?
	Key Resources
	
	▪ White Supremacy in Oregon
	  ▪ 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
	  ▪ Data visualizations provided by ODE
	  ▪ District At-A-Glance Profiles
	
	Key Actions
	
	▪ 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
		"We are a small rural district and do not have many students or families from the varied focal groups."
		
		Phrases and statements like this one erase and invisibilize focal student groups and families. Acknowledgement of these groups is glanced over.

Detail View

INFORM

Reflection Questions	Resources and Actions Towards Growth	Key Example
Questions meant to help move deeper along the spectrum and foster meaningful community engagement	Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.	Key example from previous applications and consideration to push thinking further
- 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?	**Key Resources** - ODE Decision Tools - Spectrum of Family & Community Engagement for Educational Equity - Reframing Family, School, and Community Engagement - When You Say...They Think - Dos and Don'ts **Key Actions** - 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	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. 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. *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?*

CONSULT

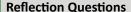| Reflection Questions	Resources and Actions Towards Growth	Key Example
Questions meant to help move deeper along the spectrum and foster meaningful community engagement	Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.	Key example from previous applications and consideration to push thinking further
- 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?	**Key Resources** - School Reform Initiative protocols - Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success **Key Actions** - Conduct a landscape analysis of CBOs, community partners, faith based organizations, culturally specific organizations, business and industry partners, and other county services - Consultancy protocol or another SRI protocol with community members and partners	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. *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.*

INVOLVE

Voice & Power Shift

Detail View

Reflection Questions	Resources and Actions Towards Growth	Key Example
Questions meant to help move deeper along the spectrum and foster meaningful community engagement	Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.	Key example from previous applications and consideration to push thinking further
- 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?	**Key Resources** - Beyond the Bake Sale: The Essential Guide to Family-School Partnerships - A Match on Dry Grass: Community Organizing as a Catalyst for School Reform **Key Actions** - 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	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. *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.*

COLLABORATE

Delegated Power

Detail View

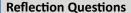| Reflection Questions	Resources and Actions Towards Growth	Key Example
Questions meant to help move deeper along the spectrum and foster meaningful community engagement	Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.	Key example from previous applications and consideration to push thinking further
- 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?	**Key Resources** - Meaningful Student Involvement Guide to Students as Partners in School Change - Vehicle of Change: The PS 2013 Campaign **Key Actions** - 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	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 plan. *Collaborative and two-way partnerships require clear agreements, shared understandings, and processes for learning, feedback, and accountability.*

DEFER TO
Community Ownership

Detail View

Reflection Questions	Resources and Actions Towards Growth	Key SIA Example
Questions meant to help move deeper along the spectrum and foster meaningful community engagement	Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.	Key example from previous SIA applications and consideration to push thinking further

▪ How have you created a larger vision for what community ownership and honoring tribal 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?	**Key Resources** ▪ Toward What Justice? Describing Diverse Dreams of Justice in Education **Key Actions** ▪ 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	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: ▪ 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.

Students living below the poverty line are likely Oregon Health Plan (OHP) members. Oregon's coordinated care organizations (CCOs) have robust community engagement efforts to identify and address the needs of OHP members and communities at large. Further, CCOs provide investments to local communities to address these needs; these investments may support partnerships with schools and can benefit students directly. Each CCO has an Innovator Agent, who listens to the needs of their local communities and works to find solutions. Innovator Agents could be excellent partners in your community engagement efforts and could help map existing resources to support your efforts. To see which Innovator Agent is working in your ESD, refer to this map to identify which CCO is served by your ESD and then visit this webpage to see which Innovator Agent is assigned to that CCO and contact them directly via the contact information provided.

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 differently 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 time to engage or stay for longer than you initially anticipated.
- **Flexibility:** Many community members are busy and taking precious time that they hope will affect 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 regional equity 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 can learn about and address unconscious biases, unexamined assumptions, and internalized and externalized patterns of racism and oppression. ODE will be offering support – including webinars, professional learning, trainings, and toolkits (such as the ODE Decision Tools) -- that are rooted in and build 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.
- Participate in 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/or convene local CTE Advisories and have invaluable information about student next steps after high school.
- Create a student advisory group to bring the voice of young people and recent graduates to keep staff informed of their evolving needs.
- 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 with 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 continue to 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 25-27

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 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.EII@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.
- Engaging families and communities to support special and underserved populations in CTE.
- Dos and don'ts of engaging learners and families around CTE
- A Toolkit for Elevating Learner Voice in CTE **(Advance CTE)**

APPENDIX B: TARGETED UNIVERSALISM & SNAPSHOTS OF FOCAL STUDENT GROUPS

BRIDGING REALITIES

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 those 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 2019**[72]"

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 how students engage in college, career, and workforce opportunities in region, general school climate or other assessment data
3) Identify group 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[73] 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

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72   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.

73   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 2022-23 Statewide Report Card has additional information.

All Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders[75]	79.6%	na	71.9%[76]	63.9%	61.9%
3rd Grade Reading (ELA)	46.5%	na	42.5[77]	39.4%[78]	39.4%[79]
9th Grade On Track	85.3%	na	73.6%	82.8%	83.6%
4-year Graduation	80.0%	82.6%	80.6%	81.3%	81.3%
5-year Completion	86.3%	87.2%	87.8%	86.5%	86.8%

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, houselessness, and foster care; and other students who have historically experienced disparities in our schools". This list has been expanded in rule to include migratory students[80], students recently arrived, justice involved youth[81], and students who identify as LGBTQ2SIA+. [82]

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.

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74   2019-20 data collections were impacted by the state of emergency resulting from the onset of the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

75   Regular Attenders rates vary significantly by grade level.

76   Note changes in data collection due to the COVID-19 pandemic make this rate not comparable to prior years. See https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx for details.

77   Low participation rate; may not be representative.

78   Participation below 95%; may not be representative.

79   Participation below 95%; may not be representative.

80   Name change from "migrant students" is pending approval by the SBE in Spring 2024

81   Name change from "students with experience of incarceration or detention" is pending approval by the SBE in Spring 2024

82   OAR 581-014-0019

FOCAL STUDENT GROUPS[83]

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 every focal student group for all of the last five years. Namely, we do not have reported data for the LGBTQ2SIA+ focal student group, and the data collection for students navigating foster care only dates back to 2020-21. Applicants are only required to put forward LPGTs for focal groups where data collections currently exist. However, for the purposes of engagement and planning, applicants are expected to use the most robust list of focal student groups (and their families). For groups without ODE data (currently or historically), this may mean utilizing local data collections or relying on other national sources of data to focus and guide engagement efforts.

STUDENTS NAVIGATING POVERTY[84]

State law and rule define students navigating poverty as students who meet one or more of the following qualifications: participating in Supplemental Nutrition Assistance Program, participating in the Temporary Assistance for Needy Families program, are foster students, are migrant students, or are students who are houseless. This definition is new starting with 2023-24 data, and the group of students identified under this definition is expected to differ substantially from the students identified under the previous definition. For this reason, data for students navigating poverty are not included in this iteration of the document, though they are anticipated to be included in future editions.[85]

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83   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.

84   This student group is referred to as "economically disadvantaged students" in OAR 581-014-0001

85   The updated definition of "economically disadvantaged students" in OAR 581-014-0001 went into effect on July 1, 2023. This change is expected to be reflected in aggregated data with the 2023-24 school year. For prior years of data, this measure used 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.
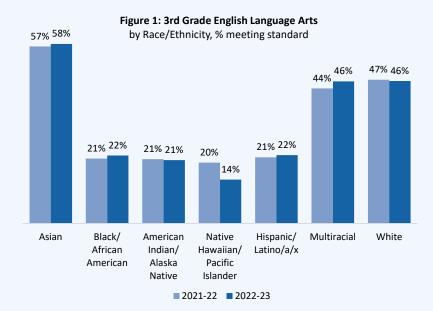
STUDENTS OF COLOR

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.

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 inclusively while honoring many different lived experiences and realities.

The data presented with disaggregations by race and ethnicity use the current federal definitions of race and and ethnicity, where a student is included in one category only. For these categories, students who identified as Hispanic, no matter what race(s) they identify, are displayed as Hispanic (for example, if a student identifies as both American Indian/Alaskan Native and Hispanic, only the Hispanic ethnicity will show when collecting data for federal purposes). Students who did not identify as Hispanic are included as Multiracial if more than one race was identified, and are included in the other race categories if they identified as a single race and did not identify as Hispanic. Using Race/ Ethnicity categories, as defined by federal reporting definitions, to identify students leads to undercounting students and obscuring students' complex and diverse identities.

Figure 1: 3rd Grade English Language Arts
by Race/Ethnicity, % meeting standard

Asian: 57% (2021-22), 58% (2022-23)
Black/African American: 21% (2021-22), 22% (2022-23)
American Indian/Alaska Native: 21% (2021-22), 21% (2022-23)
Native Hawaiian/Pacific Islander: 20% (2021-22), 14% (2022-23)
Hispanic/Latino/a/x: 21% (2021-22), 22% (2022-23)
Multiracial: 44% (2021-22), 46% (2022-23)
White: 47% (2021-22), 46% (2022-23)

■ 2021-22 ■ 2022-23

Asian Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	91.0%	na	88.9%[87]	84.7%	80.3%
3rd Grade Reading (ELA)	63.8%	na	69.1%[88]	57.3%	58.1%
9th Grade On Track	>95.0%	na	89.1%	>95.0%	>95.0%
4-year Graduation	92.3%	92.2%	91.9%	92.1%	92.1%
5-year Completion	94.0%	95.7%	95.4%	95.0%	94.5%

Black/African American Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	73.4%	na	59.5%[90]	55.6%	56.4%
3rd Grade Reading (ELA)	26.3%	na	36.1%[91]	21.0%[92]	22.0%[93]
9th Grade On Track	79.0%	na	68.6%	76.6%	75.7%
4-year Graduation	70.4%	76.3%	73.5%	73.7%	73.1%
5-year Completion	77.7%	80.5%	81.6%	80.4%	82.2%

American Indian/ Alaska Native Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	69.4%	na	55.1%[95]	48.5%	50.8%
3rd Grade Reading (ELA)	29.9%	na	21.6%[96]	20.8%[97]	20.5%[98]
9th Grade On Track	74.4%	na	57.6%	73.7%	71.3%
4-year Graduation	67.7%	67.2%	67.0%	68.9%	68.2%
5-year Completion	76.5%	78.9%	77.0%	76.2%	76.2%

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86   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.

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

88   Low participation rate; may not be representative.

89   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.

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

91   Low participation rate; may not be representative.

92   Based on less than 95% participation; may not be representative.

93   Based on less than 95% participation; may not be representative.

94   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.

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

96   Low participation rate; may not be representative.

97   Based on less than 95% participation; may not be representative.

98   Based on less than 95% participation; may not be representative.

Native Hawaiian/ Pacific Islander Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	68.7%	na	52.4%[100]	45.4%	44.6%
3rd Grade Reading (ELA)	26.6%	na	27.9%[101]	19.7%[102]	14.2%[103]
9th Grade On Track	79.3%	na	57.4%	72.1%	68.2%
4-year Graduation	77.6%	76.6%	69.8%	74.6%	75.9%
5-year Completion	82.6%	83.7%	81.0%	76.1%	81.6%

Hispanic/Latino/a/x Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	76.2%	na	63.2%[105]	55.8%	54.7%
3rd Grade Reading (ELA)	28.1%	na	24.3%[106]	21.4%	22.1%
9th Grade On Track	80.4%	na	65.1%	77.1%	77.9%
4-year Graduation	76.2%	79.5%	77.0%	78.7%	78.6%
5-year Completion	82.6%	83.7%	84.5%	82.8%	84.4%

Multiracial Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	78.6%	na	72.5%[108]	64.7%	61.8%
3rd Grade Reading (ELA)	50.7%	na	46.3%[109]	43.7%[110]	46.0%[111]
9th Grade On Track	84.5%	na	76.0%	82.9%	83.4%
4-year Graduation	79.9%	81.0%	79.3%	79.7%	79.8%
5-year Completion	86.8%	87.5%	86.8%	85.5%	85.4%

99 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.
100 Not comparable to prior years; see previous footnotes for details.
101 Low participation rate; may not be representative.
102 Based on less than 95% participation; may not be representative.
103 Based on less than 95% participation; may not be representative.
104 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.
105 Not comparable to prior years; see previous footnotes for details.
106 Low participation rate; may not be representative.
107 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.
108 Not comparable to prior years; see previous footnotes for details.
109 Low participation rate; may not be representative.
110 Based on less than 95% participation; may not be representative.
111 Based on less than 95% participation; may not be representative.

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.

Figure 2: Five-year Cohort Completion Rates

Year	Students with Disabilities	Students without Disabilities
2018-19	72%	89%
2019-20	75%	89%
2020-21	76%	90%
2021-22	75%	88%
2022-23	75%	89%

■ Students with Disabilities ■ Students without Disabilities

Students with Disabilities (IEP)	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	72.5%	na	63.0%[113]	56.2%	54.4%
3rd Grade Reading (ELA)[114]	21.7%	na	19.8%[115]	19.6%[116]	19.8%[117]
9th Grade On Track	71.7%	na	60.8%	72.3%	74.7%
4-year Graduation	63.4%	68.0%	66.1%	67.5%	68.6%
5-year Completion	72.0%	74.9%	76.0%	75.4%	75.4%

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112 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.
113 Not comparable to prior years; see previous footnotes for details.
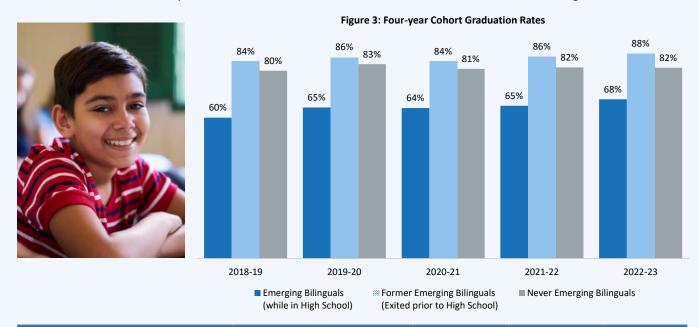114 Based on less than 95% participation in all years; may not be representative.
115 Low participation rate; may not be representative.
116 Based on less than 95% participation; may not be representative.
117 Based on less than 95% participation; may not be representative.

Appendix B: Targeted Universalism & Snapshots of Focal Student Groups

STUDENTS WHO ARE EMERGING BILINGUALS

Students who are emerging bilinguals includes students who are eligible for English language acquisition support through English Language Development programs within their K-12 learning experience until they can demonstrate proficiency. Dual or multi-lingual learning is a powerful asset to be cultivated. In addition, emerging bilingual students provide richness, cultural assets, and worldviews to Oregon classrooms. This student group is heterogeneous and diverse; they must be considered in a manner that encompasses the assets and impacts of their varying intersectional identities which are often expansive and reach across a multitude of racial, ethnic, cultural, and cognitive identities.

Figure 3: Four-year Cohort Graduation Rates

Year	Emerging Bilinguals (while in High School)	Former Emerging Bilinguals (Exited prior to High School)	Never Emerging Bilinguals
2018-19	60%	84%	80%
2019-20	65%	86%	83%
2020-21	64%	84%	81%
2021-22	65%	86%	82%
2022-23	68%	88%	82%

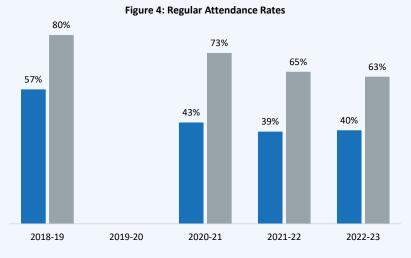| Emerging Bilingual Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	78.4%	na	63.0%[119]	56.3%	55.0%
3rd Grade Reading (ELA)	7.9%	na	6.1%[120]	7.7%	7.5%
9th Grade On Track	70.8%	na	54.3%	68.5%	70.2%
4-year Graduation	60.2%	64.6%	64.4%	65.3%	68.1%
5-year Completion	67.8%	70.5%	71.8%	72.6%	73.3%

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118   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.

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

120   Low participation rate; may not be representative.

STUDENTS NAVIGATING HOUSELESSNESS

Students navigating houselessness are students who lack a fixed, regular, or adequate nighttime 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.

Figure 4: Regular Attendance Rates

■ Students Experiencing Houselessness ■ Students Not Experiencing Houselessness

Students Navigating Houselessness	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	57.2%	na	43.1%[122]	39.2%	39.8%
3rd Grade Reading (ELA)	23.8%	na	20.6%[123]	15.4%[124]	15.6%[125]
9th Grade On Track	60.5%	na	46.5%	62.1%	59.3%
4-year Graduation	55.4%	60.5%	55.4%	58.6%	60.6%
5-year Completion	68.4%	68.8%	69.7%	66.5%	68.6%

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121 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.
122 Not comparable to prior years; see previous footnotes for details.
123 Low participation rate; may not be representative.
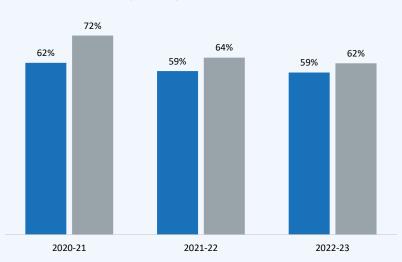124 Based on less than 95% participation; may not be representative.
125 Based on less than 95% participation; may not be representative.

STUDENTS NAVIGATING 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.

Due to high mobility and increased likelihood of adverse childhood experiences, it is crucial for students in foster care to experience minimal disruption to their educational experience. School is often one of the most consistent and familiar environments to these students, which is why both federal and state laws emphasize the importance of educational stability. Academic outcomes also show improvement when students in foster care are able to stay connected to their schools communities.

Figure 5: Regular Attendance Rates

	2020-21	2021-22	2022-23
Students Navigating Foster Care	62%	59%	59%
Students Not Navigating Foster Care	72%	64%	62%

Students Navigating Foster Care	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	na	na	62.1%[128]	59.1%	58.6%
3rd Grade Reading (ELA)	na	na	na	22.5%[129]	12.2%[130]
9th Grade On Track	na	na	55.2%	66.5%	61.4%
4-year Graduation	na	43.9%	47.8%	48.4%	46.9%
5-year Completion	na	64.3%	60.5%	63.0%	60.1%

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126   Data was not available for this group in this year.
127   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.
128   Not comparable to prior years; see previous footnotes for details.
129   Based on less than 95% participation; may not be representative.
130   Based on less than 95% participation; may not be representative.

LGBTQ2SIA+ STUDENTS

This focal student group includes students with a range of gender identities and sexual orientations including lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, questioning, Two Spirit, intersex, and asexual. The plus sign ("+") recognizes and includes the myriad ways to describe system-impacted gender identities and sexual orientations.[131] It is also important to recognize that the challenges and barriers for students who are lesbian, gay, bisexual, pansexual, asexual, and queer can be different from the challenges and barriers faced by students with gender expansive identities and expressions. Questioning or LGBTQ2SIA+ students who have not yet asserted their identities in their school communities may have additional support and safety needs.

While total ODE nonbinary (X) student populations are increasing each year since the addition of this required collection in 2018-19, these have challenges for use, including: widespread suppression for student safety and privacy; potential for inaccuracy and missing data when gender/sex marker data are submitted by parents rather than students themselves; missing binary transgender and other gender-expansive student data for students for whom this marker does not fit; and a total lack of sexual orientation data collected by ODE. In order to consider the needs of this focal student population,[132] ODE expects applicants to seek out additional sources of LGBTQ2SIA+ youth data at the local, state, or national level.

According to self-reported 6th, 8th, and 11th grade data from the 2022 Oregon Health Authority (OHA) Student Health Survey, about 12% of Oregon youth are transgender, gender expansive, or unsure of their gender identity and 1 in 3 Oregon youth are LGBQ, pansexual, asexual, aromantic, something else, multiple identities, or unsure of their sexual orientation. While not representative of every school district in the state, this report indicates that Oregon LGBTQ2SIA+ youth are at higher risk of bullying, suicidal thoughts and attempts, sexual assault, fear-based absences, and houselessness. The LGBTQ2SIA+ Student Success Plan equips Oregon communities with strategies and skills needed to increase supportive educators, schools, families, friends, and communities; such supportive measures are shown to increase academic success, feelings of belonging, and reduce negative mental health outcomes.[133]

Additional sources of Oregon and national LGBTQ2SIA+ data as well as recommendations for improving local LGBTQ2SIA+ data collection through school climate surveys can be found on the ODE LGBTQ2SIA+ Resources webpage, outlined throughout the LGBTQ2SIA+ Student Success Plan, and within the Supporting Gender Expansive Students: Guidance for Schools webpage and supplemental resources.

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131 This definition comes from ODE Supporting Gender Expansive Students: Guidance for Schools *(2023)* and OAR 581-017-0747
132 As added by OAR 581-014-0019
133 As outlined in national and local data sources: OHA 2022 Student Health Survey, GLSEN 2021 Oregon State Snapshot, Trevor Project 2023 U.S. National Survey on the Mental Health of LGBTQ Young People, GLSEN 2020 Erasure and Resilience: The Experiences of LGBTQ Students of Color Reports

STUDENTS RECENTLY ARRIVED

This focal student group consists of 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 who have recently arrived include many diverse populations with widely varying lived experiences, languages, cultures, and educational backgrounds. Efforts should be made to ensure that engagement efforts are responsive to the cultural and linguistic backgrounds of families and students who have recently arrived.

Figure 6: Five-year Cohort Completion Rates

Students Recently Arrived	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	83.4%	na	71.6%[136]	66.3%	63.5%
3rd Grade Reading (ELA)	37.3%	na	45.2%[137]	32.0%[138]	29.3%[139]
9th Grade On Track	89.5%	na	72.2%	81.9%	85.7%
4-year Graduation	64.6%	66.9%	65.8%	65.5%	63.3%
5-year Completion	70.3%	75.5%	74.1%	74.5%	74.5%

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134 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.

135 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.

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

137 Low participation rate; may not be representative.

138 Based on less than 95% participation; may not be representative.

139 Based on less than 95% participation; may not be representative.
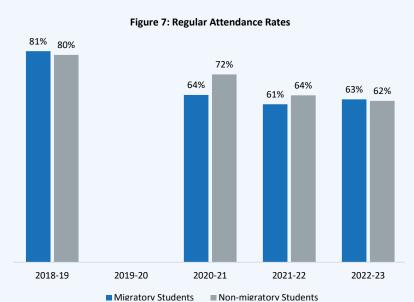
MIGRATORY STUDENTS[140]

This focal group consists of students who themselves are a migratory worker or whose parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and who has moved due to economic necessity between school districts in the last thirty-six months, and is eligible to be part of the Title 1-C Migrant Education Program[141].

Educational interruption caused by migratory movements significantly penalizes the trajectory of this student group.

Due to these regular migratory movements related to the agriculture and fishing industries, students can face difficulty enrolling in school, suffer educational disruption and loss of academic credit, struggle with transportation to attend regular and summer classes, lack a regular and adequate nighttime residence, and experience social isolation due to difficulties in adapting to new living and school environments. These migratory movements require greater collaboration among ODE, Migrant Education local staff, teachers, schools, and school districts. Results from focus groups and surveys[142] show the need for increased awareness about the program and its students' particular obstacles. There is also a need for more support within the different Educational Service Districts to increase the collaboration between the program local staff and the different school districts, particularly regarding the application of data-sharing agreements and authorized access to school buildings.

Effective implementation of the Migrant Education Program requires collaboration with other programs working with the same student group. Latino/Hispanic students represent 99% of migratory students across Oregon, and during SY 2022-23, 53% of migratory students in K-12 were identified as current English learners and 29% as former English learners. Furthermore, farmworker families' constant mobility and living conditions increase the chances for these students to experience inadequate nighttime residence and qualify for the McKinney-Vento program.

More information and resources about the Oregon Migrant Education Program and the local teams are available on the Title I-C Migrant Education website and through the Multilingual and Migrant Education Newsletter.

Figure 7: Regular Attendance Rates

	2018-19	2019-20	2020-21	2021-22	2022-23
Migratory Students	81%		64%	61%	63%
Non-migratory Students	80%		72%	64%	62%

■ Migratory Students ■ Non-migratory Students

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140 Change in the name of this focal student group from "migrant students" to "migratory students" is pending State Board of Education approval in Spring 2024
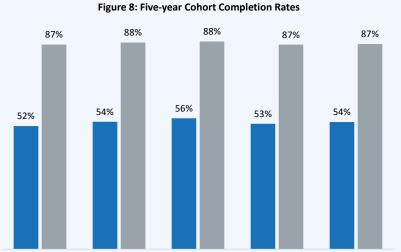
141 More information and further illustration of the experiences of these students is available in this US federal program manual

142 Comprehensive Needs Assessment Report 2024 of the Oregon Migrant Education Program will be available in March 2024.

Migratory Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	81.0%		64.2%[144]	60.6%	62.5%
3rd Grade Reading (ELA)	18.0%		14.4%[145]	12.8%	13.2%
9th Grade On Track	81.3%		64.1%	78.5%	80.2%
4-year Graduation	79.4%	79.9%	78.3%	81.4%	81.6%
5-year Completion	81.9%	86.4%	84.3%	83.5%	85.8%

JUSTICE INVOLVED YOUTH[146]

"Justice involved youth" includes students who are pre or post adjudication, have been or are currently detained in a secure juvenile justice facility, and/or who have been or are currently placed in a community juvenile justice program. Schools have a powerful opportunity to receive, welcome, and engage students who have experience with incarceration or detention. School district personnel are encouraged to collaborate with their Oregon Youth Authority or County Juvenile Department professionals to supplement and complement services to help ensure the success of students in this focal group. The data below reflects information from students currently incarcerated or detained as well as students who were previously incarcerated or detained.

Figure 8: Five-year Cohort Completion Rates

	2018-19	2019-20	2020-21	2021-22	2022-23
Justice-involved Youth	52%	54%	56%	53%	54%
Youth not Justice-Involved	87%	88%	88%	87%	87%

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143 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.

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

145 Low participation rate; may not be representative.

146 Change to this focal student group name from "students with experience of incarceration or detention" to "justice involved youth" is pending State Board of Education approval in Spring 2024

Justice-involved Youth	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	52.3%	na	37.0%[149]	40.6%	41.3%
3rd Grade Reading (ELA)[150]	na	na	na	na	na
9th Grade On Track	30.6%		29.9%	39.9%	41.0%
4-year Graduation	27.2%	33.1%	31.2%	34.3%	35.8%
5-year Completion	52.4%	54.3%	55.7%	53.4%	54.1%

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 Appendix P: Detailed Guidance on Longitudinal Performance Growth Targets (LPGT).

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.

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147   Students with enrollment in a YCEP or JDEP within the current or any prior school year.
148   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.
149   Not comparable to prior years; see previous footnotes for details.
150   No formerly incarcerated students took the 3rd grade reading assessment due to the higher age group of these students.

APPENDIX C: PARTNERING WITH CHARTER SCHOOLS

TABLE OF CONTENTS

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 2025-27 biennium. While this appendix will cover funding for the following seven programs as mirrored in the Integrated Guidance, it is important to note that the majority of charter schools will not be eligible for all funding streams. The funding streams included in this guidance are:

- High School Success (HSS);
- Student Investment Account (SIA);
- Early Indicator Intervention System (EIIS);
- Early Literacy Success School District Grants (ELSSDG);
- Career and Technical Education - Perkins V (CTE);
- Federal School Improvement (CSI / TSI schools); and or
- 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). There will be one application and plan for all of the funding streams listed above, but there may be variation in fiscal management and/or programmatic reporting.

GETTING STARTED

To get started, it is recommended that charter schools follow the below steps as a precursor to engaging with the fullness of the Integrated Guidance:

1. Read through the Integrated Guidance in its entirety and use this appendix to help address questions specific to charter schools.
2. Determine the streams of funding the charter school is eligible to receive.
3. Determine the appropriate scenario in Table A to determine how to apply for funds.
4. If serving students in grades 9-12, contact the CTE Regional Coordinator to find out more information about how to participate with your regional consortia.
5. Once the funding streams and manner of application have been determined, proceed with 12-Steps of the Planning and Application Process outlined in Section 1 of the Integrated Guidance.

SECTION ONE: UNDERSTANDING PROGRAM ELIGIBILITY

The purpose of this section is to provide further detail regarding eligibility for charter schools as it relates to the seven programs addressed in the Integrated Guidance. As stated in the introduction, while the Integrated Guidance addresses seven programs, the majority of charter schools will only be eligible for 1-4 of these programs (namely HSS, SIA, EIIS, and ELSSDG):

As outlined below, the eligibility 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.

HSS FUNDING

▪ Both non-virtual charter schools and virtual charter schools who serve students in grades 9-12 are eligible to receive HSS funding. Charter schools may be their own fiscal agent for HSS funding or ask their sponsoring district to be their fiscal agent. This should be articulated in the Intent to Apply process.

SIA FUNDING

▪ Non-virtual public charter schools are eligible to access the SIA funding. There are two ways that charter schools may receive SIA funding:

▪ Charters Eligible to Apply Independently[151]: Charter schools that are eligible to apply independently must meet the following criteria:

  ▪ 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:

    ▪ Economically disadvantaged students who are eligible for free or reduced price lunches under the United States Department of Agriculture's current Income Eligibility Guidelines;

    ▪ 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

    ▪ Students with disabilities who have an Individualized Education Program (IEP).

  ▪ In addition to the public charter school having at least 35% of their student populations made up of one of the above student groups, for that particular student group, the charter school's percentage must be greater than or equal to the district's percentage in the same category.

▪ Charter Schools Participating with a Sponsoring District: All non-virtual public charter schools who 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. Due to a legislative change in HB 2060, State Sponsored Charter schools who are not eligible to apply independently are to be considered as charter schools participating with their sponsoring district and may be invited to participate in their local district's application. As a reminder, if a district invites one non-virtual public charter school, they must invite all non-virtual public charter schools in their district to apply.

EIIS FUNDING

▪ Both non-virtual charter schools and virtual charter schools are eligible to receive EIIS funding. Charter schools may be their own fiscal agent for EIIS funding or ask their sponsoring district to be their fiscal agent. This should be articulated in the Intent to Apply process.

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151 The ODE releases a list of Charter Schools Eligible to Apply Independently for SIA Funds prior to the planning and application window each biennium and will do so in the Fall of 2024 for this application window.

ELSSDG FUNDING

- Non-virtual charter schools that serve students in grades PreK-3 are eligible to receive ELSSDG funding. Charter schools may be their own fiscal agent for ELSSDG funding or ask their sponsoring district to be their fiscal agent. This should be articulated in the Intent to Apply process.

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. 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.

FEDERAL SCHOOL IMPROVEMENT 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 is identified as needing Comprehensive Support & Improvement (CSI) or Targeted Support & Improvement (TSI), then they could receive Federal School Improvement 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, they will be required to develop a school-level plan and budget to address the areas in need of support, to be submitted each year of identification and in alignment with their integrated application.

EVERY DAY MATTERS FUNDING

- Charter schools and districts do not apply for funding that is associated with Every Day Matters (EDM); however, funding is provided to all 19 Education Service Districts (ESDs) for technical assistance, coaching, and additional support for school districts and charter schools. This funding focuses on student attendance, belonging, and engagement. Information on the ESD Partnership is further described in Section 8 of this guidance.

VIRTUAL CHARTER SCHOOLS

ODE will publish a list of virtual charter schools prior to the beginning of each new biennium.

Virtual charter schools are not eligible to apply for SIA or ELSSDG grants; however, they can participate in EIIS funding, as well as Perkins and HSS funding (if they serve students in grades 9-12). Regardless of how a virtual charter schools applies for the funding under the integrated guidance, they are not required to participate in the following:

- Longitudinal Performance Growth Target (LPGT) Performance Measures[152].
- Community Engagement.

SIA DISTRICT AND CHARTER SCHOOL RELATIONSHIPS

ODE will publish a list of charter schools eligible to apply independently prior to the beginning of each new biennium.

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.

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152 Virtual charter school data are not included in the district's SIA or ELSSDG allocation, nor are they included in the LPGT Performance Measures.

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.

SECTION TWO: HOW TO APPLY

It is our intent with the integrated plan and application to streamline work for districts and charter schools. For the 2023-25 biennium, your application and relationship with your district was defined by your SIA eligibility as it was the most detailed in statute (see Section 1 of this guidance) and we will continue with this structure for the 2025-27 biennium. 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. Table A shows how SIA eligibility will help determine your District and Charter relationship for the application; the application type you would pursue and whether a District Charter Program Agreement (DCPA) is needed. The options below show differences in designating fiscal agent responsibilities and reporting structure. Table B shows who the fiscal agent would be for your SIA funding (as laid out in statute) versus the fiscal agent for other funding streams and how reporting will be managed.

Table A: Application Formation Options

Application Formation	Application Type	DCPA
Scenario 1: Independent Charter (This would include Virtual Charter schools not eligible for SIA and ELSSDG)	Full IG Application (with some modifications due to SIA funds not being available to virtual charters): All narrative responses, assurances, and IPBT link.	N/A
Scenario 2: District Sponsored Charter [153] (Partially Administered)	Included in district application: charter school will fill out its own IPBT link and share with district to be included in application package, work collaboratively with district to provide appropriate narrative responses to show charter school process in Needs Assessment, Plan Summary and Community Engagement.	District Charter Program Agreement for any program under the IG where the District agrees to be the fiscal agent.
Scenario 3: District Sponsored Charter (Fully administered)	Included in district application: Charter school included as line items in district's IPBT link, work collaboratively with district to provide appropriate narrative responses to show charter school process in Needs Assessment, Plan Summary and Community Engagement.	District Charter Program Agreement for any program under the IG where the district agrees to be the fiscal agent.

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153 Includes State Sponsored charters which fall within the geographic boundaries of the district.

Table B: Post Application Grant Agreement[154] and Reporting Structures

Application Formation	Fiscal Agent for SIA	Fiscal Agent for All Other Programs	Reporting
Scenario 1: Independent Charter (This would include Virtual Charter schools not eligible for SIA and ELSSDG)	Charter	Charter	Charter submits directly to ODE.
Scenario 2: District Sponsored Charter [155] (Partially Administered)	District	District or charter	Charter submits via an independent reporting dashboard that is linked to the district RAD. District is accountable to ODE and must ensure the charter school completes the reporting requirements.
Scenario 3: District Sponsored Charter (Fully administered)	District	District or charter	Charter is embedded in the district reporting dashboard and therefore submits with the district reporting.

SCENARIO 1: If you are eligible to apply for SIA funding independently, or are a virtual charter applying for HSS and/or EIIS, then you will be your own fiscal agent for all funding initiatives that you are applying for. You will have a grant agreement directly with ODE, and you will submit your reporting directly to ODE. No DCPA is needed as you are applying independently.

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. In this scenario it is required to have the district be your fiscal agent for SIA funds, however if you would like to maintain fiscal autonomy for the other funding streams you are applying for, then you have the option for the charter school to be the fiscal agent for any other funding streams outside of SIA (HSS, EIIS, and ELSSDG).

You will be required to submit a DCPA outlining this relationship with your district for *any funding stream where the district serves as the fiscal agent*.

You will submit one charter budget (IPBT) for all funding initiatives and reporting for all funding streams would occur as an integrated report on a separate charter school dashboard.

Please Note: A change for the 25-27 biennium, Charter schools who are applying with their district will be required to submit at least one artifact demonstrating community engagement. See Section 2 for specific application requirements.

This is considered a **Partially Administered** relationship.

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154   Each program will have a separate grant agreement that will need to be signed by the grantee.
155   Includes State Sponsored charters which fall within the geographic boundaries of the district.

SCENARIO 3: This option is similar to Scenario 2 in that your district must be your fiscal agent for SIA funds, but you have the option to be your own fiscal agent for EIIS, HSS, and ELSSDG.

You will be required to submit a DCPA outlining this relationship with your district for *any funding stream where the district serves as the fiscal agent.*

Your reporting would be embedded within the district's reporting dashboard and you would not be required to submit a separate charter budget (IPBT).

Please Note: A change for the 25-27 biennium, Charter schools who are applying with their district will be required to submit at least one artifact demonstrating community engagement. See Section 2 for specific application requirements.

This is considered a **Fully Administered** relationship.

CONSORTIA FOR CHARTERS

- Charter Schools eligible to apply independently can join an Aligned Program Consortia with other districts, other independent charter schools, and/or YCEPs/JDEPs within their geographic boundary. All other unique consortia formations are not allowed.

- Charter schools *are* allowed to be a part of a CTE Regional Consortia.

- Virtual charter schools could be in consortia with each other, when only receiving HSS and EIIS funding. Virtual charter schools may be eligible to join in an Aligned Program Consortia with schools and districts receiving other funds, but *may not benefit from SIA funding*.

For additional guidance on Consortia, please refer to Application Preview of the Integrated Guidance.

SECTION THREE: REPORTING REQUIREMENTS BASED ON YOUR APPROACH

PROGRAMMATIC AND FINANCIAL REPORTING AND AUDITING

This section reiterates some of the key reporting requirements offered in Section 5 & 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 C: Reporting Structures

Application Formation	Reporting	District Charter Program Agreement (DCPA)
Scenario 1: Independent Charter (This would include Virtual Charter schools not eligible for SIA and ELSSDG)	Charter submits directly to ODE.	N/A
Scenario 2: District Sponsored Charter[156]	Charter submits via an independent reporting dashboard. District is accountable to ODE and must ensure the charter school completes the reporting requirements.	Required for all initiatives wherein the district serves as the fiscal agent.
Scenario 3: District Sponsored Charter (Fully administered)	Charter is embedded in the district reporting dashboard and therefore submits with the district reporting.	Required for all initiatives wherein the district serves as the fiscal agent.

GUIDE TO PROGRESS REPORTING

Each quarter, 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 2025-27 biennium will be outlined in the grant agreement that grantees receive after submitting a complete plan and application in the Spring of 2025. 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 a general outline of reporting requirements is included in Section 6 of the Integrated Guidance.

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 continue to pursue an integrated process in 2025-27. 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. The details and format of this report will be released at a later date, but a general outline of reporting requirements is included in Section 6 of the Integrated Guidance.

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156   Includes State Sponsored charters which fall within the geographic boundaries of the district.

SECTION FOUR: DISTRICT CHARTER PROGRAM AGREEMENT (DCPA)

A District Charter Program Agreement (DCPA) 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 B 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;
- Accountability; and
- Reporting Progress.

Updated DCPA should span the 2025-27 biennium and must be submitted as part of the integrated application due to ODE by April 30, 2025. We encourage districts and charter schools to have one agreement that would outline the fiscal and programmatic relationship between the district and charter school.

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.

CHARTER SCHOOL PLAN AND BUDGET FOR ELIGIBLE FUNDING

The charter school plan and budget will span the 2025-27 biennium for each funding initiative. As outlined in 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

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. Examples of when a district may choose to not pass through 100 percent of the funds include administrative costs, professional development, and/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, HSS, and ELSSDG funding. 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 and direct costs related to allowed expenditures as provided in the grant agreement. Administrative costs are limited to 5% 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% or $500,000, whichever is less. The DCPA should state what percent of the charter allocation may be used on administrative costs. Administrative costs may be put towards costs associated with applying.

For HSS funds, administrative costs include indirect and direct costs and is limited to 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.

For ELSSDG, administrative costs include indirect and direct costs related to allowed expenditures as provided in the grant agreement. Administrative costs are limited to 5% of the total expenditures. Administrative costs may be put towards costs associated with applying.

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.

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.

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.

Sponsoring districts and/or districts 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?

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 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 EIIS funding through your district, have you drafted a DCPA between the charter school and district?
- If you have been identified as receiving FSI 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 D: EQUITY LENS AND TOOLS

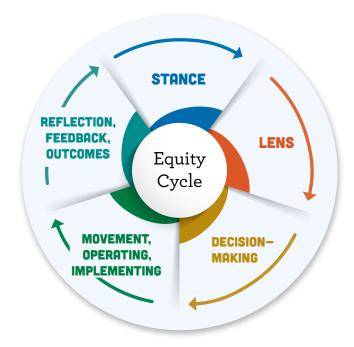## EQUITY PRACTICES AS CONTINUOUS PRACTICES

Using an equity lens in conjunction with targeted universalism will recognize that identified focal groups may have differing needs that require specific and targeted supports in order to reach an overarching goal.

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 Fist 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 Lens[157] 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 focus of this equity lens is on race and ethnicity. This is rooted in an understanding of the historical context of Oregon and the knowledge that when we focus on racial disparities as a lens to consider investments for

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157   The Oregon equity lens clearly articulates the shared goals we have in Oregon for an equitable education system. We encourage applicants to build on this lens using their own needs/goals and the checklist provided in this guidance.

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 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.

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 center[158]. 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

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158   For an example of a customized equity lens, see Lane ESD's Equity Lens

APPENDIX E:
INTEGRATED NEEDS ASSESSMENT TOOL

Applicants will not be required to submit their needs assessment but are expected to use the inputs gathered through the needs assessment processes to inform their integrated application, plan, and budget.

Please Note: Completion of the Early Literacy Program Review Tool is a requirement and should be completed as you work through your needs assessment.

FACILITATION AND USE

Engaging in a needs assessment occurs over time, not in one sitting. It is informed by community input, varied perspectives, data analysis, and discussion with a diverse team who can speak candidly about the district or school's strengths and opportunities relative to the four common goals. There are many approaches teams can take as they engage with this process.

A few general considerations:

- Consider the scope and timing of engaging with this integrated needs assessment. Engagement can happen at the school, district, and consortia levels.
- Aligning the needs assessment process with larger strategic planning processes might be helpful to reduce duplication of work. Accreditation efforts can also be integrated with these processes.
- Team make-up can vary. Applicants may choose to have one consistent group meet intermittently over a period of time to move through the integrated needs assessment. Another approach is to have several smaller teams focus on key aspects of the integrated needs assessment.
- Leadership is critical to setting the tone of the work, preparing the team by: attending to scheduling needs, ensuring time is protected, gathering necessary data, setting expectations or community agreements that allow room for transparent discussion, facilitating use of an equity lens and encouraging divergent thinking.
- There are two new appendices in the Integrated Guidance, offering tips and suggestions for effective interaction as a Perkins direct grant recipient or as a member of a CTE regional consortium.

IDENTIFYING PARTICIPANTS

Consultation with a diverse body of partners is an important aspect of a needs assessment. Review the list of participants below, and identify which roles apply to your team or district. Prior to beginning the integrated needs assessment, assemble a leadership team to help guide the work, facilitate conversations, and ensure an equity lens is employed each step of the way. The team should be small but must include people who can leverage systems to assist in the task ahead. As not everyone can be a part of the needs assessment team, applicants are encouraged to share a summary or highlights of the learning with their education and community partners.

POTENTIAL PARTICIPANTS[159]

- *Students and parents (use multiple avenues such as existing meetings, surveys, or focus groups).
- *Representatives of focal groups as defined within the Student Success Act.
- *Representatives from Indian tribes or tribal organizations.
  - *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 on all aspects of the Integrated Plan, you will be asked to upload documentation of your meeting(s) containing signatures from Tribal Government representatives as well as school district representatives.*
- *Representatives from agencies serving at-risk, houseless and out-of-school youth and adults, foster youth, military families, disability services, STEM Hubs, and Regional Educator Networks.
- *CTE Regional Coordinators.
- *CTE faculty, advisors, and administrators from secondary and postsecondary institutions.
- *State or local workforce development board representatives.
- *Representatives from a range of local businesses and industries, particularly those representing the area labor market needs.
- Mental and behavioral health staff.
- Administrators from all grade levels & educators (including postsecondary representatives).
- Community partners associated with 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.

DURING THE INTEGRATED NEEDS ASSESSMENT MEETING

The Facilitator will walk the team through an overview of this integrated needs assessment tool, including its purpose and desired outcomes. Then, they will guide the team as they work through each of the four common goals utilizing the following steps:

1. Assign a note-taker.
2. Read the goal and its definition.
3. Solicit clarifying questions from the team.
4. Confirm the team's shared understanding of the goal.
5. Guide the participants through a discussion of each of the primary questions, ensuring the observations or findings of the team are supported by data. The primary questions are intended to be high-level questions that look across the district, schools, programs, etc.
6. A team member should take notes on the data sources used, and capture each new observation or finding as this discussion takes place.
7. Once the team is satisfied with the observations or findings they've listed for the primary questions, move to do the same process with the deeper analysis and high school focus questions.
8. Move the team into thinking about and documenting contributing factors that impact the patterns and trends identified.
9. Finally, utilize a consensus-based approach to determine the priority level of addressing the observation or finding.

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159 Asterisk (*) indicates required participants for all recipients with a CTE Program of Study.

COMPLETING THE INTEGRATED NEEDS ASSESSMENT

Once all participants have had a chance to provide input on the integrated needs assessment, it is important to share your learnings with your community, your CTE Regional Coordinator to inform regional planning, and other partners who may like to offer additional input. Additionally, the information captured should be accessible as applicants move to completing the integrated application and integrated plan and budget.

QUALITY OVER QUANTITY

Engaging in this integrated needs assessment involves developing shared understanding and articulating plans for the integrated application. The tools and resources provided here aim to support rigorous analysis of data, bringing collaborators together, and building consensus on priority issues. A highly attentive process for each goal chart row may take more time but yields valuable insights and agreement on core system issues. For instance, assigning a single staff member may quickly populate the needs assessment but lacks diverse perspectives and may miss contributing factors. Alternatively, a diverse team working collaboratively may fill fewer entries but uncover new insights altering district priorities. Consider the benefits of a high-quality process over a quick one that overlooks significance.

DATA SOURCES & ANALYZING DATA

The insights that are gleaned from data review and community engagement must inform the selection of priorities for the planning and application processes as it relates to the system's responsibility to better meet the strengths and needs of students. The use of data is a critical component of this integrated needs assessment as applicants prepare for the integrated application. Reviewing data can help uncover trends, highlight students' strengths, identify gaps in access or opportunity, and help make meaning out of the complexity of the school, district, or consortium. Disaggregated data, or data broken out into smaller categories such as focal groups, can be illuminating and limiting.

Examples of disaggregated data for analysis include, but are not limited to:

K-12 Continuum

- Students identified as eligible for Special Education services and Special Education outcomes
- Student discipline rates
- Student regular attender/chronic absenteeism rates
- District & staff demographics (including retention)
- Teacher credentialing, tenure, performance, and observational information
- SEED survey

Early Learning & Elementary Focused

- PreK and early learning experiences of children arriving in kindergarten
- Universal screening data
- Third grade reading and math proficiency rates in assessment
- Local metrics for student wellness

Middle/High School

- 9th grade on track rates, graduation rates, and completion rates
- CTE/Perkins disaggregated data on performance targets[160]
- Oregon CTE Participation Data Explorer
- Labor Market Information
- Transitional outcomes for students entering middle and high school
- Credits earned including dual college credit, including CTE dual credit, and AP/IB achievement

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160 Perkins Performance data can be found on the district website in the Achievement Data Insight section, or by consulting with the CTE Regional Coordinator.

- Rates of participation, concentration, and success in career and technical education Programs of Study including work-based learning experiences
- Learning opportunities and outcomes in alternative learning environments
- Results of High Quality Program of Study assessments
- FAFSA/ORSA completion and college enrollment
- Participation in the arts, sports, or other extracurricular and co-curricular programs

CONTRIBUTING FACTORS

While analyzing data and making observations and findings, it is crucial to begin to identify contributing factors that impact trends and patterns. These may include factors that are both within and outside your sphere of influence, but are important to name so that clear prioritization can occur based on your system's capacity and readiness. It is important to try and note both what is known and unknown. *Example Factors to consider include:*

- **Learner Factors** (e.g. Engagement, Mobility, Language Barriers, Mental Health, Socio-economic)
- **Instructional Factors** (e.g. Culture of high expectations, Continuous improvement processes, Aligned instructional system, Use of RtI systems, Extended Learning Time, Teaming, Transition)
- **Climate/Culture Factors** (e.g. Safe, orderly, engaging and challenging learning environments, Communities of Practice, Recruitment/Retention, Integrated and aligned interventions, Supports for the whole-child, Partner Engagement, Two-way Communication)
- **Family & Community Factors** (e.g. Support for the learners' families, Family/community engagement in the learning process, Authentic community engagement, Ability to leverage new and existing partnerships)

While analyzing contributing factors, it is important to try and name the factors that you are confident are occurring, *as well as* factors that may be beyond your awareness (or for which you don't have sufficient data) that you may wish to track. For example, your district may be confident that professional learning and coaching is happening around literacy instruction. At the same time, students are navigating unfinished learning due to pandemic impacts that are contributing to the patterns you are noticing. The latter may reveal a new need or priority for data collection.

PRIORITY LEVELS

Once your team starts to examine data sources, make observations/findings, and identify contributing factors, priorities may start to emerge (or you may have already had a sense of priority as you went through the process). It is important to note that what might be priority for one person or group can look different than others, or that what might seem like a "naturally" high priority level relates to one's own values, positionality, and even unconscious biases. A clear process or protocol for assigning priority level is therefore needed. It is recommended that you utilize your equity lens throughout the needs assessment and in particular when prioritizing issues over others. Understanding that there are a variety of logistical realities that go into setting priorities, some key considerations are:

- **Who** determines (and should determine) priority? What power do they have (or not have)?
- **How** should priority be determined (i.e. what process will you use)? Are you using a consensus-based approach (like Fingers to Five) or delegating decision-making power? Why?
- **If** you are navigating differences in perspective and feelings about prioritization, how will you address that? What agreements have you created about engaging tension, allowing for pause/non-closure, or decision-making?

The table below is an example of a structure to help you in your discussions on Equity Advanced, Engaged Community, Well-Rounded Education and Systems and Capacity.

Data Sources	Observations/Findings	Contributing Factors	Priority Level
(List sources of data used)	(Summarize positive and negative key findings from review of data source. Statements should be in response to the guiding questions above.)	(Use community, educator, and student engagement to explore and expand on potential root causes of the finding. Ask students about their experiences.)	(Minimal, Minor, Moderate, Significant, or Severe)
CTE/Perkins Data	Students navigating poverty are underrepresented in CTE courses.	Recruitment efforts have not intentionally included students navigating poverty.	Significant
Parent Survey	Elementary after school enrichment program has provided opportunities for students to experience a variety of activities, and has provided necessary support for families as we continue to navigate COVID-19 impacts.	Support for the learner's families.	Moderate

EQUITY ADVANCED

Each of the 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.

PRIMARY QUESTIONS

- How have we advanced equity in the past two years? Where do we need more focus?
- What patterns or trends can we identify in our school environment over the past 3-5 years?
- As we look at disaggregated data, what patterns or trends do we identify among the focal student groups?
- What factors contributed to the patterns/trends identified?

DEEPER ANALYSIS

- What barriers currently exist that prevent certain focal student groups from accessing programs?
- What adaptations and supportive services would help ensure access and equity for students within programs?
- How effective have you been in recruiting diverse populations of learners into your programs?
- Which recruitment efforts are most and least successful?
- How are teacher instructional practices systematically reviewed and needed changes incorporated into school level professional development plans?

HIGH SCHOOL FOCUS

- Which focal student groups are underrepresented in our CTE Programs of Study and CTE Student Leadership Organizations (or CTSO)? Representation by gender?
- How are schools ensuring English Language Learners are taking appropriate courses to ensure on-time graduation?
- Looking at demographic data related to advanced course enrollment (CTE, AP, IB, dual credit, etc), what systems need to be put in place to ensure equitable participation, retention, and success rates in those classes? If there are multiple high schools, including alternatives sites, in our district, what does each school's policies look like?

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.

Please Note: Completion of the Early Literacy Program Review Tool is a requirement and should be completed as you work through these questions as a part of your needs assessment.

PRIMARY QUESTIONS

- How have we supported a well-rounded education in the past two years? Where do we need more focus?
- What patterns or trends in well-rounded education opportunities can we identify over the past 3-5 years?
- What factors contributed to the patterns/trends identified?

DEEPER ANALYSIS

- How do we ensure equitable access to well-rounded education for students from focal student groups both within individual schools and between schools in our district?
- Where do the biggest gaps in performance exist between student groups? Why might these gaps exist?
- What are the top mental and behavioral health needs of our students? How are we supporting them? Where are there still unmet needs?

HIGH SCHOOL FOCUS

- Are there systems in place to provide academic support to students that are at risk of not graduating on time? If there are multiple high schools in your district how do you ensure these systems are in place at each site? Are there any barriers that prevent students from accessing these supports?
- Are your CTE Programs meeting student interest and labor market demand? What programs might need to be developed, discontinued or retooled? How has work-based learning been incorporated into your programs??
- What opportunities exist for students to earn postsecondary credit while in high school (CTE, dual credit, IB, AP)?
- How well does your school, institution, or region provide training, information, and support to educators, counselors, family, and administrators and/or volunteers about and around CTE as an opportunity for students to envision career options and start along a career pathway?

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.

PRIMARY QUESTIONS

- How have we strengthened partnerships in the past two years? Where do we need more focus?
- What patterns or trends among community participation can we identify over the past 3-5 years?
- As we look at disaggregated data, what patterns or trends do we identify among focal student group feedback or input?
- What factors contributed to the patterns/trends identified?

DEEPER ANALYSIS

- What opportunities exist in our region to improve communication and information flow to create a more coherent and inclusive process with students, families, staff, and community members?
- How have we engaged with partners such as ESD liaisons, CTE Regional Coordinators, and others to assist with the implementation of this integrated guidance and completing the needs assessment?
- What are our communication processes and feedback processes between buildings within our districts?
- How are we doing on the Community Engagement spectrum? Are we using the spectrum to grow skill and build trust?

HIGH SCHOOL FOCUS

- How have we strengthened engagement with district CTE teachers, local or regional workforce development boards, and local business and industry, and local community college CTE deans and instructors? Where can we improve?

STRENGTHENED SYSTEMS & 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.

PRIMARY QUESTIONS

- How have we strengthened district systems and capacity in the past two years? Where do we need more focus?
- What patterns or trends about our district systems can we identify over the past 3-5 years?
- As we look at disaggregated data, what patterns or trends do we identify among the focal student groups?
- What factors contributed to the patterns/trends identified?

DEEPER ANALYSIS

- What evidence based practices are being used to increase student attendance? What barriers exist?
- What factors influence the recruitment, retention and training of educators and counselors? What groups are underrepresented in teaching, support, counseling and leadership?
- What root causes prevent focal student groups from deeper levels of engagement, belonging and attendance?
- What strengths in systems exist in supporting students and families with transitions in early childhood education to elementary? Elementary to middle? Middle to high school? High to postsecondary and/or workforce? Where can improvements be made?
- How is Career Connected Learning, including awareness, exploration, preparation, and training, incorporated into your district system?

HIGH SCHOOL FOCUS

- How are you systematically partnering with students and families in grades 9-12 to discuss transcripts, graduation requirements, and students' career and educational goals? If there are multiple high schools in your district how do you ensure these systems are in place at each site?
- How are you engaging students and parents to talk about college and careers in order for them to be informed and prepared for course selection?

APPENDIX F:
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. Specific recommendations of each report draw on the work of previously completed reports dating back to the original report in 1999. More detail on the recommendations can be found in the individual QEM reports.

> Statute requires grant recipients to consider recommendations of the Quality Education Commission when planning. In addition to reviewing these recommendations, some could potentially be applied as outcomes or strategies in the planning process.

Many practices and investments have been discussed in the QEM reports over the years and are summarized for the past decade here. The summaries are followed by a list of further sources of information that may be of interest to districts and schools.

QEM 2022 REPORT

The 2022 report recommends continued progress on investing in systems that support Oregon's most marginalized students. Additionally, the QEC recommends the following practices:

- Implement educational best practices informed by input from educators, parents, students, and the community;
- Attention to the intent of Student Success Act funding for additional supports, not to backfill the State School Fund, and commitment to equity and stakeholder engagement;
- Fund the whole education system, starting with universal pre-school so that all students have access to high-quality early learning programs all the way to post-secondary career and college success;
- Enhance wrap-around support for students and families through community schools;
- Invest fully in supports that address student mental and behavioral health;
- Strengthen support for students and families in partnership with community-based organizations; and
- Continue system-wide school improvement strategies.

QEM 2020 REPORT

The 2020 report focuses on educational equity and eliminating opportunity and achievement gaps as well as attending to the impacts of the Coronavirus.

- 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.

QEM 2018 REPORT

The 2018 report focuses on the structures and systems required for a sustainable school improvement model. 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.

APPENDIX G: ACTIONABLE INPUTS FROM THE STUDENT SUCCESS PLANS INTO DISTRICT PLANNING

Applicants are required by HB 2275 to take into consideration the recommendations of each of the Student Success plans to support their planning and determination of funding allocation. This planning resource has been developed to provide an introduction into the current Student Success Plans that applicants are required to consider in their planning process.

Student Success Plan	Statute & Year	Plan
American Indian/Alaska Native	ORS 329.843	AIAN Plan
African American/Black (AA/B)	HB 2016 (2015) ORS 329.841	AABSS Plan
Latino/a/x and Indigenous*	HB 3427 (2019) ORS 329.845	Latino/a/x/ & I* Plan
LGBTQ2SIA+	SB 52 (2021) ORS 329.847	LGBTQ2SIA+ Plan
Native Hawaiian/Pacific Islander	HB 3144 (2023) ORS 329.849	NHPI Plan (coming soon)
Immigrant/Refugee	TBD	TBD

Indigenous Mexican, Central, South American and Caribbean communities

The Student Success Plans through the Student Success Act that was approved by the legislature, embodies a commitment to educational rigor and excellence, creating necessary pathways for a brighter, more inclusive future for each and every student across their many identities. These are state-level plans that are informed by an advisory group. All Student Success Plans are created to address three key aspects: disparities experienced by the student group, historic practices that resulted in these disparities, and unique needs of the focal student group. All Student Success Plan requirements are set by statute and requirements for the grant program are set in rule, and adopted by the State Board of Education. Though the Plan strategies differ to meet the unique needs of the focal student groups, the core strategies incorporated in each advisory group feedback and called out by each statute are identical across all plans:

- Address the disproportionate rate of disciplinary incidents.
- Increase parental and family engagement.
- Engagement in educational activities before and after school.
- Increase early childhood and kindergarten readiness.
- Improve literacy and numeracy levels between kindergarten and grade three.
- Support transitions to middle school and through the middle and high school grades.
- Support culturally responsive pedagogy and practices.
- Support the development of culturally responsive curricula.
- Increase regular attendance.
- Increase attendance in four-year post-secondary institutions of education.

The Student Success Plans were created and grounded in community voice; they include metrics and measurements that are aimed at shifting the opportunity, access, and achievement gaps for focal student groups. The work of each plan is unique to serve the communities they were created to serve. Each Student Success Program has three components:

1. An advisory group with intersectional & regional representation charged with providing advice and recommendations to ODE to develop a plan that includes strategies to address statutory elements, implementation of the Student Success Plans, and advocacy for community needs.

2. A plan with strategies that collectively aim to increase safety and belonging for all students, which centers the needs of students who hold identities aligned with those that Student Success Plans intend to serve.

3. Competitive grant in aid awarded to a range of eligible entities that must implement strategies identified in each Student Success Plan. The strategies impact system improvement for the culturally- and identity-specific student group(s) and serve all students. These community-based grant investments are targeted and aimed at creating best and innovative practices within the communities they serve to bolster the learning experience that takes place in Oregon schools.

STUDENT SUCCESS OBJECTIVES AND STRATEGIES ALIGNED TO FOUR COMMON GOALS

The following table outlines Student Success Plan objectives and strategies and how they are aligned to the four common goals.

Four Common Goals	Student Success Plan objectives and strategies aligned to the four common goals:
Well Rounded Education	▪ Safer Affirming Spaces: Youth feel safer, more supported, and seen in school spaces, including access to facilities and activities for all genders and student clubs related to racial/ethnic, cultural, and LGBTQ2SIA+ identities. (LGBTQ2SIA+) (Latino/a/x &I*) ▪ Build a culturally and linguistically congruent newcomer program (AA/B) (Latino/a/x &I*) ▪ Provide access to culturally responsive mental and behavioral health advocates and services for plan students and families. (AA/B) (Latino/a/x &I*) (LGBTQ2SIA+) ▪ Social and emotional learning and healing informed practices. (AIAN) (Latino/a/x &I*) ▪ Schools implement advisory periods or other strategies that are specifically focused on relationship building and social/emotional learning as part of culturally sustaining pedagogy. (LGBTQ2SIA+) ▪ Educators and school staff receive social and emotional support for themselves and co-create professional supports that honor their race/ethnicity, sexual orientation, gender identity, and/or gender expression. (LGBTQ2SIA+) ▪ Increase the rate of 9th grade on-track. (AA/B) (Latino/a/x &I*) ▪ Increase graduation rates of plan students. (AA/B) (AIAN) (Latino/a/x &I*) ▪ Support students as they transition to and through middle school grades and as they transition to and through high school grades to maintain and improve academic performance. (Latino/a/x &I*) (AIAN) (NHPI) ▪ Increase the engagement of plan students in educational activities before and after regular school hours. (Latino/a/x &I*) (NHPI) ▪ Expand awareness and understanding of college and career readiness. (AIAN) (Latino/a/x &I*) ▪ Increase academic outcomes in math and English language arts/Improve early literacy and numeracy outcomes among plan students. (AA/B) (Latino/a/x &I*) (AIAN)(NHPI) ▪ Plan students experience project-based, hands-on learning experiences through which their identity and lived experience is affirmed and valued. (LGBTQ2SIA+) (AA/B) (Latino/a/x &I*)

Four Common Goals	Student Success Plan objectives and strategies aligned to the four common goals:
Equity Advanced	■ School staff receive the training, coaching, and professional support needed to understand Oregon laws regarding bias and discrimination on all protected classes and in using trauma-informed practices to support plan students. (LGBTQ2SIA+) (Latino/a/x &I*) ■ Teachers create intentional teaching practices that foster inclusive classroom environments, including anti-racism and new and emerging culturally responsive pedagogy practices. (AA/B) (Latino/a/x &I*) (LGBTQ2SIA+) ■ Supportive Peers: 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. (LGBTQ2SIA+) (Latino/a/x &I*) ■ Anti-discrimination and anti-bullying policies are implemented with fidelity and transparency, and created or revised with community input when necessary. (AA/B) (LGBTQ2SIA+) (Latino/a/x &I*) ■ Address and reduce the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system. (Latino/a/x &I*) (AA/B) (AIAN) (NHPI) ■ Improve data justice of the underrepresentation of students in TAG and overrepresentation in SPED. (AIAN) ■ Increase attendance and reduce absenteeism rates for plan students. (AA/B) (AIAN) (Latino/a/x &I*) ■ Inclusive Curriculum: Students experience inclusive and affirming, culturally responsive and sustaining, curriculum, pedagogy and practices across grades and subjects. (LGBTQ2SIA+) (AA/B) (Latino/a/x &I*) (NHPI) ■ Promote Tribal History/Shared History. (AIAN) ■ Support Indigenous Language. (AIAN) ■ Increase the recruitment, hiring and retention of educators that reflect those of plan students. (AA/B) (AIAN)
Engaged Community	■ Supportive Families: Districts recognize that student success is impacted beyond the walls of the school and engage families as full partners in supporting students. (LGBTQ2SIA+) (Latino/a/x &I*) ■ Increase parent, family, guardian, and community engagement in the education of students. (Latino/a/x &I*) (NHPI) ■ Districts utilize guidance and resources to increase family acceptance and supportive behaviors for plan students. (LGBTQ2SIA+) ■ Develop and fund regional Student Voice Networks composed of current plan students. (LGBTQ2SIA+) ■ Schools engage students in developing school-specific recommendations for addressing bullying and discrimination. (LGBTQ2SIA+) ■ Districts identify and fund partnerships with culturally specific organizations or community-based organizations to develop before and after school activities for plan students, professional development, and family engagement. (Latino/a/x &I*) (AA/B) ■ Increase the number of culturally responsive partnerships with community elders, family and faith based organizations included in schools. (AA/B) ■ Collaborate across health, education, and community partners to expand access to mental health supports in and outside of school for plan students. (AA/B) (LGBTQ2SIA+)
Strengthened Systems and Capacity	■ Opportunities for students and educators to systematically assess and improve school climate and culture and inform state and local policy. (LGBTQ2SIA+)(Latino/a/x &I*) ■ Create and distribute an annual School Climate and Culture survey, co-developed by students, with a student, teacher, and administrator component to understand unique strengths and needs in supporting LGBTQ2SIA+ students, students of color, and students experiencing disabilities. (LGBTQ2SIA+) (Latino/a/x &I*) ■ Provide students with access to all-gender restrooms and changing facilities without barriers to use such as time-limited access, required keys, or long-distances to travel. (LGBTQ2SIA+)

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. For more details on charter school eligibility and sponsorship, refer to the Partnering with Charter Schools Appendix.

▶ HIGH SCHOOL SUCCESS (HSS)

A. WHO IS ELIGIBLE

- School districts, public charter schools, virtual charter schools, YCEP and JDEP programs, and Oregon School for the Deaf serving students in grades 9-12.

B. PROGRAM AREAS

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

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

C. 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.[161]

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.

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161 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

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.

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.

D. SUPPLEMENT, NOT SUPPLANT:

HSS 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.

E. 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

F. ADMINISTRATIVE COSTS:

A grant recipient may use funds for administrative costs, both direct and indirect related to the HSS funds. Recipients may use up to 4% of funds for administrative costs biannually. 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.

G. PROGRAM SPECIFIC:

a. **FUNDING STUDENTS IN EIGHTH GRADE:** Recipients may use up to 15% 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.

b. **ELIGIBILITY REQUIREMENTS:** Review Eligibility Rubric 2.0 for more details

    i. 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.

    ii. Implement district-wide evidence-based practices for reducing chronic absenteeism in grades 9 through 12.

    iii. 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.

    iv. Implement systems to ensure that high school students, including English Language Learners, are taking courses required for on-time graduation.

▶ STUDENT INVESTMENT ACCOUNT (SIA)

A. WHO IS ELIGIBLE

- School districts, public charter schools, YCEP and JDEP programs.
- Virtual charter schools are not eligible for SIA funds.

B. 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.

C. ALLOWABLE USES

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

1. Increasing instructional time, which may include activities such as:
   a. More hours or days of instructional time;
   b. Summer programs;
   c. Before-school or after-school programs; or
   d. Technological investments that minimize class time used for assessments administered to students.
2. Addressing students' health or safety needs, which may include:
   a. Social-emotional learning and development;
   b. Student mental and behavioral health;
   c. Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
   d. Student health and wellness;
   e. Trauma-informed practices;
   f. School health professionals and assistants; or
   g. Facility improvements directly related to improving student health or safety.
3. 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.

4. Expanding availability of and student participation in well-rounded learning experiences, which may include:

    a. Developmentally appropriate and culturally responsive early literacy practices and programs in pre-kindergarten through third grade;

    b. Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;

    c. 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; and

    d. Access to licensed educators with a library media endorsement.

5. Ongoing community engagement.

D. SUPPLEMENT, NOT SUPPLANT:

SIA does not have a supplement, not supplant provision.

E. SPENDING PERCENTAGES:

SIA does not have requirements around spending percentages.

F. 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% of the total expenditures, or $500,000, whichever is less regardless of rates for other funding streams annually. 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.

G. PROGRAM SPECIFIC:

a. **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:

    i. Identify how building, expanding, or modifying facilities meets the intent of the SIA,

    ii. Describe community engagement and input that elevates the need to build or expand facilities,

    iii. Articulate how an equity lens was applied in choosing this strategy to address equity-based disparities of student outcomes, and

    iv. 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.

b. **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.

c. **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.

▶ EARLY INDICATOR AND INTERVENTION SYSTEMS (EIIS)

A. WHO IS ELIGIBLE

- Funding is available to school districts, public charter schools, and virtual charter schools.
- YCEP and JDEP programs are not eligible for EIIS funds.

B. 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.

C. 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

   b. 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

   c. 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:

EIIS does not have a supplement, not supplant provision.

D. SPENDING PERCENTAGES:

EIIS does not have requirements around spending percentages.

E. ADMINISTRATIVE COSTS:

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

F. PROGRAM SPECIFIC:

    a. **TECHNICAL ASSISTANCE/PROFESSIONAL LEARNING:** Required to participate in technical assistance or professional learning offered by ODE during the biennium.

► EARLY LITERACY SUCCESS SCHOOL DISTRICT GRANT (ELSSDG)

A. WHO IS ELIGIBLE

- School districts and public charter schools serving pre-kindergarten through 3rd grade.
- Virtual charter schools are not eligible for Early Literacy Success School District Grants.

B. PROGRAM AREAS

- Increase early literacy for children from birth to third grade;
- Reduce literacy academic disparities for student groups that have historically experienced academic disparities;
- Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge;
- Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

C. ALLOWABLE USES

The ELSSDG allows funding of the following research-aligned activities[162]:

- High-Dosage Tutoring
- Extended-Learning
- Professional Development
- Coaching
- Adoption and Implementation of Curriculum
  - Funds from this grant used for the adoption and implementation of kindergarten through grade three core instructional materials may only be used for materials from the State Board of Education adopted list for ELA.
  - Funds from this grant used for the adoption and implementation of pre-kindergarten core instructional materials may only be used for materials that meet criteria[163] established by the Department of Early Learning and Care.

D. SUPPLEMENT, NOT SUPPLANT:

ELSSDG does not have a supplement, not supplant provision.

E. SPENDING PERCENTAGES:

Applicants with more than one elementary school must prioritize the distribution of Early Literacy funding and resources to a school or schools based on the school(s) meeting one or more of the following characteristics:

(a) have the lowest rates of proficiency in literacy of elementary schools in the district;

(b) identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;

(c) have literacy proficiency rates that have not recovered to pre-pandemic levels; or

(d) have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.

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162 Further information regarding requirements and criteria will be released in January 2025.
163 To be established by January 1, 2025.

Rates of proficiency must be determined using multiple sources of data which must include state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data and may include interim, benchmark, Language Arts proficiency and other early literacy assessments of student proficiency in literacy in any language.

Applicants will need to select one or more of the characteristics they used for prioritization in the Early Literacy Smartsheet link and an approximate planned distribution across schools receiving Early Literacy funds.

F. ADMINISTRATIVE COSTS:

A grant recipient may use funds for administrative costs, both direct and indirect related to the ELSSDG funds. Administrative costs are limited to 5% of the total expenditures biannually.

G. PROGRAM SPECIFIC:

- **ALLOWABLE GRADE LEVELS:** The grant funds must be used to support early elementary grades, which are defined as any grade from pre-kindergarten through 3rd grade. Applicants may focus on one grade level; however, applying and reporting requires information to be provided for kindergarten-3rd grade and pre-kindergarten.
  - For 2025-2027, spending for 4th and 5th grade is no longer an allowable use of funds, per statute.
- **OREGON'S EARLY LITERACY FRAMEWORK:** This framework is key to early literacy implementation and includes eight components that should be considered: Student Belonging; Family & Community Partnerships; Oral Language as the Root of LIteracy Development; Reading Models Based in Research; Foundational Skills; Writing, Reading Comprehension, Vocabulary, & Background Knowledge; Core Instruction & Assessment; and Reaching All Learners.
- **PROGRAM REVIEW TOOL:** The Program Review Tool is a requirement for this program. It works in conjunction with Oregon's Early Literacy Framework and is a part of the Needs Assessment process.

▶ PERKINS V – CTE[164]

A. WHO IS ELIGIBLE

- School districts, public charter schools and virtual charter schools (through a sponsoring district or consortium), YCEP and JDEP Programs, the Oregon School for the Deaf, community colleges, an area CTE school, ESDs, regional consortia, and Tribal Educational Agency.
- Eligible recipients must have at least one CTE Program of Study approved by the state.

B. 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 used 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.

C. 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.
- For more specific information about allowable costs , please refer to the CTE Policy Guidebook - Section 14.9.

D. 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.

E. 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.

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164 Information below applies to both direct Perkins V-CTE Direct Recipients and CTE consortium recipients. For integrated programs application purposes, the review team will only be reviewing the Perkins V-CTE Direct Recipients.

F. ADMINISTRATION COSTS:

A grant recipient may use funds for administrative costs, both direct and indirect related to the Perkins V - CTE funds. Regardless of negotiated indirect rate, the total direct and indirect administrative costs cannot exceed 5% of the grant award.

G. PROGRAM SPECIFIC:

For more detailed information on Perkins V - CTE please reference the Supporting CTE Perkins Direct Recipients appendix.

▶ FEDERAL SCHOOL IMPROVEMENT (CSI/TSI)

A. WHO IS ELIGIBLE

Federal School Improvement funds are provided to districts with a significant number or proportion of schools identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

B. PROGRAM AREAS

The funds are intended to support improved outcomes for focal students in the following areas:

- Advancing Equity
- Promoting a Well-Rounded Education
- Strengthening District Systems
- Fostering Ongoing Engagement

C. ALLOWABLE USES

Federal School Improvement funds 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 identified as needing additional focus and support.

D. SUPPLEMENT, NOT SUPPLANT:

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

E. SPENDING PERCENTAGES:

Federal School Improvement funds do not have spending percentages.

F. ADMINISTRATIVE COSTS:

Federal School Improvement funds are a subset of Title 1-A funds, therefore indirect costs have already been applied to Title 1-A funds and may not be applied to FSI funds. However, reasonable and necessary direct administrative costs, not to exceed 5% of the total allocation, are allowed. Additional information is provided in the ESSA Quick Reference Brief: Administrative Costs.

G. PROGRAM SPECIFIC:

Allocations are based on the number and/or percentage of total identified schools within a district; not all districts with identified CSI or TSI schools will receive Federal School Improvement Funds.

APPENDIX I:
PLAN EVALUATION CRITERIA

Application Evaluation Criteria	
Intake Checklist	
Required Attachments	**Yes/No**
1. Equity lens or tool used to inform planning and decision-making	
2. Five community engagement artifacts (or two if a small/rural district or YCEP/JDEP)	
3. Presentation and Approval of Plan Board meeting minutes	
4. District Charter Program Agreements (if applicable)	
5. MOU detailing aligned program consortia agreements (if applicable)	
6. Assurance of compliance with state/federal laws is complete	
7. Assurance of review of Student Success Plans	
8. Assurance of consideration of the Quality Education Model (QEM)	
9. Assurance that disaggregated data by focal group was examined during the planning process	
10. Assurance of multiple data sources used for the prioritization of Early Literacy Funds	
11. Documentation of Tribal Consultation (if applicable)-- Including the Tribal Consultation Worksheet and Affirmation for Tribal Consultation	
12. For Direct Perkins Recipients Only: Perkins Improvement Plan (if applicable)	
Completion Check	**Meets/Does Not Meet**
1. Are all questions on the application answered?	
2. Have all assurances been verified?	

Application Evaluation Criteria	
Reviewer Template	
1. Quality Check	Meets/Does Not Meet
1.1 There is a summary of the needs assessment process. Recipients with a CTE Program of Study include how CTE was incorporated in the process and those with a charter(s) provide information about the charter's needs assessment process.	
1.2 There is a description of the plan and it addresses strengths and weaknesses.	
1.3 An equity lens or tool was used to inform planning and decision-making	
1.4 URL of posted grant application, including the budget, is a working link on grantee website and is publicly available	
1.5 All questions have a response. As applicable, responses that have been pre-populated have been reviewed and checked for accuracy and/or updated.	
1.6 At least one outcome about early literacy has been included.	
1.7 Board meeting minutes (draft minutes are allowed) demonstrate plan approval available for public comment (non-consent agenda item).	
1.8 (Districts with charters only) There is evidence of how charters participated in the planning and development of the plan.	
1.9 Two pieces of documentation of Tribal Consultation relates to the integrated plan and contains signatures from tribal government representatives and school district representatives (Tribal Consultation Worksheet and Affirmation for Tribal Consultation (if applicable)	
2. Equity Advanced For All Applicants	Meets/Does Not Meet
2.1 Specific focal groups are identified and supports are named.	
2.2 Training or professional development for staff to support students is named.	
2.3 Information about how students learn and have access to various opportunities within the K-12 system is shared.	
3. Well-Rounded Education For All Applicants	Meets/Does Not Meet
3.1 The early literacy program review shares any changes and/or improvements.	
3.2 The plan supports mental and behavioral health.	
3.3 Experiences around Career Connected Learning, Work-Based Learning, CTE for students are explained for the K-12 system.	
4. Engaged Community and Evidence of Engagement For All Applicants	Meets/Does Not Meet
4.1 Application offers reflections on community engagement improvements and learning.	
4.2 Indication that focal student groups and families of focal student groups were engaged to the extent possible, including but not limited to those groups in the disaggregated data.	

Application Evaluation Criteria	
Reviewer Template	
4.3 Perkins Direct applicants have indicated the inclusion of the following groups in engagement activities: ▪ Students of color and families of students of color ▪ Students with disabilities and families of students with disabilities ▪ Students and families who are navigating poverty, houselessness, and foster care ▪ Students who are parenting or pregnant ▪ Students and families experiencing active duty military service (if applicable) ▪ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.) ▪ Classified staff (paraprofessionals, bus drivers, office support, etc.) ▪ Local or regional business and/or industry community ▪ Local Community College CTE Deans and/or Instructors ▪ Local or Regional Workforce Development Board ▪ CTE Regional Coordinators	
4.4 Two engagement strategies were used with focal students and their families around the integrated planning process.	
4.5 Two engagement strategies were used with classified and certified staff around the integrated planning process.	
4.6 Five artifacts (two if under 80ADMr) demonstrate evidence of engagement around the integrated application. For those with five artifacts: one artifact must represent focal group engagement and one must represent classified or certified engagement. The other three can represent focal group, staff, or community engagement. For those districts with 80ADMr or less *or* YCEP/JDEPs, artifacts demonstrating engagement with focal groups, staff, or community around integrated application have been submitted. For districts with charters, an additional artifact for each charter has been included (outside of the five required) for each additional IPBT where the outcomes and strategies are not the same.	
4.6 A holistic summary of learning from staff and community is explained.	
5. Strengthened Systems and Capacity For All Applicants	Meets/Does Not Meet
5.1 Describes the transition system between LTCT, YCEP, JDEP and the district.	
5.2 Strategies for effective transition support for students and families are described (Early childhood education to elementary, elementary to middle grades, middle to high school grades, and high school to postsecondary education/workforce).	
5.3 Career and development coursework activities are listed and methods for partnership with families, including guidance/counseling, are explained.	
6. Early Literacy Smartsheets: Inventory & Curriculum Review and Allowable Use Descriptions	Meets/Does Not Meet
6.1 Application includes a core (or basal) ELA curriculum for grades K-3 identified in the Inventory. If applicable, inventory includes curriculum for pre-kindergarten.	
6.2 For districts, only: The adoption date of the core curriculum is on or after February 2020. If no, there is a description explaining anticipated changes and anticipated date of new adoption	
6.3 For charters, only: A review or evaluation process of the core curriculum using the state criteria adopted in 2020 is indicated in the Inventory. If no, description is provided explaining when and how a review using the criteria will occur or intent to use curriculum from the SBE list.	

Application Evaluation Criteria	
Reviewer Template	
6.4 For any material types other than core/basal curriculum, all applicable information is complete (Title, Vendor, Type, Grades, Date of Adoption, Print or Digital).	
6.5 A student growth assessment for literacy is submitted in the Inventory. Note: The "disaggregation of data" requirement for this application requirement is evaluated through an assurance.	
6.6 All information has been completed for professional development, coaching, high-dosage tutoring, and extended-learning in the Early Literacy Allowable Use Smartsheet link.	
6.7 If there are any changes to the Inventory, all tabs and information is complete.	
7. Budget For All Applicants	Meets/Does Not Meet
7.1 Needs identified and included in the application related to equity and access inform the outcomes and strategies listed on the planning tab.	
7.2 Each activity in the budget connects, in some way, to a strategy on the planning tab.	
7.3 The budget aligns with allocation estimates for each funding stream.	

Application Evaluation Criteria	
Budget Review	
1. Application Review Criteria	Meets/Does Not Meet
1.1 There is a reasonable tie between the narrative plan and process requirements in the application to what is submitted in the budget	
1.2 Assurance of expenditures of supplement (not supplant) for FSI, CTE, and HSS district/school activities is checked	
1.3 Assurance that HSS funded dropout prevention/pushout prevention activities are applied at all high school sites within the district	
2. Integrated Planning and Budget	Meets/Does Not Meet
2.1 The Smartsheets with planning and two years of budgeting are complete	
2.2 There is an emphasis on equity and access that inform the outcomes and strategies.	
2.3 The possible programs indicated as funding each strategy on the planning Smartsheet are allowable uses of funds (refer to the Program-by-Program Details Appendix)	
2.4 Each budget aligns with allocation estimates (within 10% of allocation)	

2.5 Each activity in both years of the budget:
 	
 ▪ Connects to a strategy
 ▪ Specifies:
    ▪ Optional partnership (if applicable)
    ▪ FTE & FTE Type (if applicable)
    ▪ Appropriate allowable use codes that align with each funding source utilized
    ▪ Object Code
 ▪ Uses allowable funding sources at the activity level
 ▪ Identifies fully administered charter line items (if applicable)	

Application Evaluation Criteria	
Budget Review	
2.6 Administrative costs in both years of the budget falls within allowability • HSS- 4% • SIA- 5% of expenditures or $500,000 (whichever is less) • Early Lit- 5% • CTE- 5%	
2.7 Additional & Tiered Planning: If completed, all activities fulfill the requirements outlined in question 2.5 above	
3. For all HSS Activities	Meets/Does Not Meet
3.1 The HSS portion of the budget meets the required amount of programmatic areas according to the HSS allocation amount in both years: • Under $100,000- one programmatic area • Between $100,001 and $350,000- two programmatic areas, including CTE • Over $350,000- three programmatic areas	
3.2 Activities funded out of HSS are for grades 8-12	
3.3 8th grade spending is 15% or less	
3.4 College Level Opportunities activities are connected to students earning college credit while in high school	
3.5 Dropout Prevention activities are connected to reducing chronic absenteeism, establishing/maintaining data systems, identifying students at risk of not graduating, academic and social supports, counseling and coaching related to college and career	
For Activities mentioning CTE, but not funded through Perkins	
3.6 CTE spending aligns to an official CTE Program of Study.	
4. For all SIA Activities	Meets/Does Not Meet
4.1 Activities address student mental and behavioral needs, increased academic achievement, and reduced academic disparities (WRE, RCS, IIT, H&S, OCG)	
4.2 Early Learning activities name Kindergarten Transition (If Applicable)	
4.3 Class size reduction activities do not universally reduce class size (If Applicable)	
4.4 Capital improvement activities clearly align with a strategy on the planning tab (If Applicable)	
5. For Early Literacy Activities	Meets/Does Not Meet
5.1 Any proposed changes indicated in the Inventory are reflected in the budget, if funded by Early Literacy.	
5.2 There is planned funding in all three areas of Early Literacy: • Professional Development and Coaching; • Extended Learning Programs; • High Dosage Tutoring	
5.3 Investments are limited to Pre-K through grade 3.	
5.4 All information has been completed for professional development, coaching, high-dosage tutoring, and extended-learning in the Early Literacy Allowable Use Smartsheet link.	

Application Evaluation Criteria	
Budget Review	
5.5 Any external high-dosage tutoring or professional development/coaching, uses vendors from the approved list.	
6. For all CTE Perkins Funded Activities (For Direct Recipients Only)	Meets/Does Not Meet
6.1 Investments are limited to grades 9-12 grades, non-supplanting and specific approved CTE Programs of Study.	
6.2 All CTE activities invest a minimum of 15% in Professional Development	
6.3- All CTE leadership staffing activities do not exceed 30% of the allocation	
6.4 Of the CTE Investments, there is no instructor/teacher-related FTE	
7. 7. For all FSI Activities	Meets/Does Not Meet
7.1 School and/or district level strategies and activities are tied to the aims of federal school improvement (Program by Program Details Appendix as reference)	
7.2 Activities that support FSI name the FSI school(s) identified in their activity description	
1. District Charter Program Agreements	**Meets/Does Not Meet**
1.1 The DCPA spans the 23-2025 biennium and contains the following sections: - Exchange of services; - Distribution of funds; - Administrative costs; - Allowable uses; - Accountability; - Reporting progress; and - Additional components to consider.	
1.2 Admin cost percentages and pass through amounts are specified for SIA, except for fully administered charters	
1.3 If Applicable: If a district will pass through any amount that differs from the ODE SIA Allocation, the amount is specified in the DCPA	
1.4 If the charter is fully administered: - District names the retention of all SIA funds generated by the charter's ADMw (usually found in Distribution of Funds) - District describes the services offered to the charter (usually found in Exchange of Services)	
1.5 The DCPA is signed by both parties	
1. Aligned Program Consortia Memorandum of Understanding	Meets/Does Not Meet
1.1 MOU designates a lead and fiscal agency	
1.2 MOU defines consortium operations and the reporting structure	
1.3 MOU demonstrates agreement with what is outlined in the plan and budget.	
1.4 MOU outlines the implementation of the High School Success eligibility requirements (if applicable) and all parties agree to be held accountable as one entity	
1.5 MOU is signed by all members of the consortium	

APPENDIX J: SUPPORTING YOUTH CORRECTIONS EDUCATION PROGRAMS (YCEP) AND JUVENILE DETENTION EDUCATION PROGRAMS (JDEP)

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 2025-27 biennium.

The Integrated Guidance for the 2025-27 biennium hopes to streamline the application process so that YCEP and JDEP programs are applying for these three different funding streams through one portal and one application[165].

While the Integrated Guidance addresses multiple programs, YCEP and JDEP programs will only apply for up to three of those programs - HSS, SIA, and CTE. There are two options for applying for and 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 these steps:

1. Read through the Integrated Guidance and use this appendix to help address questions around how to apply for that funding.
   a. Section 2: Effective Planning outlines the process requirements and should be given focused attention.

2. Determine if you will apply independently or as part of an aligned program consortia.
   b. 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- April 2025.

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165   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 CTE that will be signed by the fiscal agent designated in EGMS.

Beginning in the 2023-25 biennium, students experiencing incarceration were explicitly named as a focal student population. As YCEP/JDEPs conduct data reviews and the needs assessment processes, attention should be given to the intersectionality of focal groups (i.e. students of color, English language learners, students experiencing disabilities, etc) in order to bring attention to the assets and needs of students experiencing incarceration.

Community engagement is an essential component of the planning and application process. The resource [Guidance for YCEP/JDEP Community Engagement](#) was created to provide YCEP/JDEPs with additional support when planning for community engagement. YCEP/JDEP applicants will be required to submit **two artifacts** of community engagement and provide a short explanation of each artifact submitted, including who was engaged and what was your biggest learning from these artifacts.

Additionally, YCEP/JDEPs may consider the inclusion of community partners, when appropriate, beyond what is named in the Integrated Guidance, throughout the planning process. Examples include, but are not limited to, parole officers, OHA staff, case managers, and community organizations serving incarcerated youth and families.

APPENDIX K: SUPPORTING SMALL AND RURAL SCHOOL DISTRICTS

The Oregon Department of Education acknowledges and understands that two-thirds of districts in the state are small and rural. Small and rural school districts have unique contexts and, as such, specific support has been put in place in this Integrated Guidance Update. Using feedback from small and rural district leaders, the following accommodations have been made to support small and rural districts with an ADMw of 1650 and fewer. This effort intentionally supports ODEs commitment to align and coordinate processes using a small district lens.

SUPPORTING OREGON'S DISTRICTS WITH 1650 ADMW OR FEWER

Funding from the state has been allocated to sustain the small and rural district support with the intent to provide additional resources and assistance for the programs within this guidance and the other 145 ODE programs.

- **Differentiation of application:** Differentiated application templates corresponding with the Intent to Apply.
- **Application template**: ODE will pre-populate some of the repeated application questions from the previous biennium.
- **Additional resources and assistance:** Each ESD receives additional funding resources to provide additional technical assistance for districts with 1650 ADMw and fewer, including but not limited to the programs within this guidance.

ACCOMMODATIONS FOR OREGON'S DISTRICTS WITH 80 ADMR OR FEWER

As in the previous biennium, districts with 80 ADMr or fewer, will have additional accommodations to those listed above, which include:

- Release from setting Longitudinal Performance Growth Targets (LPGTs).
- The number of artifacts required to show evidence of quality engagement are **reduced from five to two** (must demonstrate two different strategies).
- Encouragement for smaller districts in the same region to work in consortia.

COMMUNITY ENGAGEMENT AND SMALL DISTRICTS

Small and rural school districts are often the center of the community, and students attending these schools face unique challenges but also have unique opportunities. In some of Oregon's regions, school districts in remote areas are, in fact, the community. It is because of this context that small and rural school districts have constant and consistent community engagement. ODE encourages small and rural districts to capitalize on their unique contexts and strengths in thinking about how to use existing structures where community engagement organically occurs and how that intersects with the integrated application. Small and rural districts have deep relationships with their families and communities, which facilitates and supports authentic community engagement. Examples of this might include: music programs, graduations, CTE events, FFA plant sales, sporting events, field trips, and end of year staff celebrations.

APPENDIX L: SUPPORTING CTE PERKINS DIRECT RECIPIENTS

The Perkins V federal requirements for planning and application processes seamlessly align with the integrated approach outlined in this guidance. Being a direct recipient of the Perkins Basic Grant, the specified requirements have been integrated into the process detailed in the guidance. This appendix provides additional Perkins-specific information to assist you further in your integrated planning process.

PLANNING TIPS

- Ensure the **active involvement of the CTE director (and/or Perkins Grant administrator) in the planning team** to contribute valuable insights to the planning process. They possess access to community groups not frequently engaged by the general education system, including CTE Programs of Study advisory committees, workforce development boards, economic development leaders, business and industry partners, and college collaborators.
- Pay attention to Perkins-required **partners that may be overlooked during the engagement process.** Proactively include individuals or representatives in the planning who are:
    - Engaged in or preparing for non-traditional (by gender) fields;
    - Single parents;
    - Out of workforce individuals;
    - Youth in or transitioning out of foster care;
    - Youth navigating houselessness; and/or
    - Youth with a parent in the armed forces and on active duty.
- When collaborating with ESD Liaisons and participating in ESD level training, **extend invitations to the CTE Regional Coordinator** to join discussions. Keeping them informed and engaged will contribute to shaping regional priorities and guiding Perkins Reserve Grant expenditures. Similar to the district's CTE director, the CTE Regional Coordinator brings extensive knowledge about workforce needs and economic development.
- **Community college CTE instructors and administrators** are part of the required participants in the needs assessment process. As you plan for engagement, determine how to gain their input and insight into developing opportunities for your students.

ENGAGEMENT AND NEEDS ASSESSMENT TIPS

- Consult the Community Engagement Survey Item Bank provided as a resource on the Integrated Guidance Webpage. There are many CTE related questions in the bank.
- When conducting the needs assessment, Perkins Law[166] requires recipients to:
    - Evaluate student performance on **Perkins Performance Targets**, by student focal group.
    - Consider **CTE program** size, scope and quality - do they meet the demand, cover the full range of student learning outcomes for the program?
    - Ensure programs are **aligned to local economic and workforce needs.**
    - Look at how well programs are being implemented, if new or different programs should be considered, if some programs may be obsolete or need to be retooled. Use the Oregon CTE Program of Study Quality Rubric to guide your examination.
    - Consider **support and training strategies** available to improve retention of CTE teachers.
    - Examine equal access to CTE programs - strategies to overcome **barriers to enrollment, success and persistence** - with particular attention to focal students.

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166   Strengthening CTE for the 21st Century Act (Perkins V) Section 134(c)(2)

PRIOR TO SUBMITTING

- Make sure your **CTE director has been involved in crafting your narrative** responses as they may add more depth to your plan.
- CTE directors should **be prepared to share strengths and needs along with CTE outcomes, strategies and activities** contained in their district's plan with the CTE Regional Coordinator and at any regional CTE gatherings to help shape regional priorities.

INTEGRATED PLAN AND BUDGET

The biggest difference for Perkins compared to the other programs contained in the integrated application comes in the Integrated Plan and Budget (IPBT). In order to gain approval, **each expenditure needs to be tied back to the specific school and CTE Program of Study.** This means they need to be listed separately and not grouped together into a budget line item. Our federal partners require ODE to ensure funds are spent according to the Uniform Grant Guidance - this requires diligent oversight through detailed budget requests, enhanced detailed reporting or vigorous monitoring after funds are spent. ODE has chosen to provide proactive oversight by having budgets approved at the beginning of the cycle. While these detailed budgets in the IPBT create more work up front, the benefits of the two-year and tiered budget are maximized here.

UNDERSTANDING PERKINS PERFORMANCE TARGETS AND THE PERKINS IMPROVEMENT PLAN REQUIREMENTS

Perkins performance targets are set at the state level using a public engagement process and are included in the CTE State Plan. Perkins recipients and consortia members are responsible for knowing the targets and how their schools, programs and students are doing relative to the targets. Each year, the Perkins 90% report is provided to districts and CTE Regional Coordinators to help guide discussion for the engagement and needs assessment process.

Perkins recipients that fail to meet 90% of the target must include a Perkins Improvement Plan with the integrated application submission. This upload is new for the 2025-2027 submission - but has been collected separately in prior years.

For detailed information about CTE and Perkins Data please visit:

- The ODE CTE Data webpage contains links to the Achievement Data Insight (ADI) application which houses the district disaggregated data. There is also a handbook to aid in understanding the Perkins V data reports.
- The CTE Policy Guidebook - Section 13 - discusses the measures along with information about data privacy and collections.
- The Oregon CTE Participation Explorer.

IMPORTANCE OF COMMUNITY COLLEGE PARTNERSHIPS

Aligning to post-secondary CTE opportunities is an important, required element of Perkins. When K-12 administrators support and encourage collaboration between postsecondary CTE instructors and secondary CTE teachers, benefits can include:

1. CTE instructors and CTE teachers working together in Professional Learning Communities (PLC). PLC opportunities **strengthen alignment, and teacher practices.**
2. Secondary CTE teachers may be able to provide **dual credit** classes in their Program of Study offerings. Dual credit opportunities may provide **students the opportunity to obtain a short-term certificate** or Career Pathway certificates prior to graduation from high school.
3. Sharing work-based learning practices and resources.

Strong collaboration may allow the secondary partners to have access to opportunities, partnerships and resources that may not typically be available at the secondary level.

APPENDIX M: SUPPORTING CTE REGIONAL CONSORTIA MEMBERS

The Perkins V federal requirements for planning and application processes align well with the integrated approach outlined in this guidance. However, for members of a CTE regional consortium, it's crucial to be aware of the distinct requirements. While the application for Perkins funds is formally submitted by the CTE Regional Coordinator, Perkins V mandates that each district benefiting from these funds must independently complete the engagement and needs assessment for CTE.

Although each member district provides insights through their needs assessment process, the regional needs assessment also plays an important role in shaping the district-level plan. Communication with the CTE Regional Coordinator throughout the planning process is critical.

To address this issue, this appendix provides information to facilitate your integrated planning process and enhance communication with the Regional Coordinator.

TIPS FOR THE CTE REGIONAL CONSORTIA LEADERSHIP AND REGIONAL COORDINATOR:

- **Prior to the member district's spring planning** for engagement, schedule a meeting with the ESD Liaison and the consortium leadership group to **design the process for collecting the necessary information** as engagement and needs assessment work is done. **This pre-planning is critical** in order to streamline the roll up of information from member districts: this "roll-up" informs the writing of the strategic plan. Include an agenda **activity during each consortium meeting** to glean information gained through district engagement and needs assessment work as it relates to CTE. If you do not have regular consortium meetings, **schedule time with school administrators** during the fall and winter to gain information needed.

- Schedule a **regular meeting with the ESD liaison(s)** in your region with an agenda that includes sharing information about who has been engaged, and what information is gained **as the work is done.**

- **Become an active partner with your ESD Liaison** in supporting the integrated application process for your districts.

- **Be proactive** in this planning phase - **do not wait** to be invited or wait until districts have submitted their application to try to collect needed information.

- Collaborate with member districts to **lead or contribute to community engagement activities.**

TIPS FOR THE ESD LIAISON:

- **Collaborate with the CTE Regional Coordinator** to plan how they can easily obtain the information needed to complete the regional Perkins application and gain access to much needed resources for member districts.

- Consider **how relevant information collected can be shared** with the RC as you design your work with districts.

- Schedule a **regular meeting with the CTE Regional Coordinator(s)** in your region and an agenda that includes sharing information about who has been engaged, and what information is gained as the work is being done.

- **Invite the CTE Regional Coordinator to be an active partner** in supporting the integrated application process for your districts.

TIPS FOR THE CTE REGIONAL CONSORTIA MEMBER DISTRICTS

- As you approach the planning process, consult with the CTE Regional Coordinator to determine **what information they will need** to submit the Perkins application on your behalf and **how best to provide that information.**
- **Be prepared to share information** on your district's engagement and needs assessment findings regarding the CTE requirements at consortium meetings and/or when the CTE Regional Coordinator schedules time to meet with you.
- Discuss with the CTE Regional Coordinator any engagement sessions they would like to lead or contribute to.
- Perkins has some required partners that are sometimes overlooked during the engagement process. Be proactive and **make intentional plans to specifically include** individuals or representatives:
    - In or preparing for non-traditional (by gender) fields;
    - Single parents;
    - Out of workforce individuals;
    - Youth navigating houselessness;
    - Youth in or that have aged out of foster care; and/or
    - Youth with a parent in the armed forces and on active duty.

COMMUNITY ENGAGEMENT AND NEEDS ASSESSMENT TIPS

- Consult the Community Engagement Survey Item Bank provided as a resource on the Integrated Guidance Webpage. There are many CTE related questions in the bank.
- When conducting the needs assessment, Perkins Law[167] requires all recipients - including both districts that are part of a consortium and CTE Regional Coordinators to:
    - Evaluate student performance on **Perkins Performance Targets**, by student focal group
    - Consider **CTE program** size, scope and quality - do they meet the demand, cover the full range of student learning outcomes for the program?
    - Ensure programs are **aligned to local economic and workforce needs.**
    - Look at how well programs are being implemented, if new or different programs should be considered, if some programs may be obsolete or need to be retooled. Use the Oregon CTE Program of Study Quality Rubric to guide your examination.
    - Consider **support and professional development strategies** available to improve retention of CTE teachers.
    - Examine equal access to CTE programs - strategies to overcome **barriers to enrollment, success and persistence** - with particular attention to focal students.

PRIOR TO SUBMITTING

- Make sure your **CTE Regional Coordinator has been involved in crafting your narrative** responses as they may add more depth to your plan.
- Work with your CTE Regional Coordinator to make sure they have enough information about the plan so they are able to synthesize strengths and needs along with CTE outcomes, strategies, and activities to help shape the regional plan and application.

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167   Strengthening CTE for the 21st Century Act (Perkins V) Section 134(c)(2)

INTEGRATED PLAN AND BUDGET

MEMBER DISTRICTS:

Districts that are a member of a Regional CTE Consortium will not include any Perkins funded activities or budget amounts in their integrated application as they are not the fiscal agent for Perkins.

Districts must work closely with the CTE Regional Coordinator as they are identifying needs to prioritize and develop the regional budget.

CTE REGIONAL COORDINATOR:

- The biggest difference for Perkins compared to the other programs included in the integrated application comes in the Integrated Plan and Budget (IPBT). In order to gain approval, **each expenditure needs to be tied back to the specific school and CTE Program of Study.** Member districts will need to provide information to the CTE Regional coordinator that is listed separately and not grouped together into a budget line item. Our federal partners require ODE to ensure funds are spent according to the Uniform Grant Guidance - this requires diligent oversight through detailed budget requests, enhanced detailed reporting or vigorous monitoring after funds are spent. ODE has chosen to provide proactive oversight by having budgets approved at the beginning of the cycle. While these detailed budgets in the IPBT create more work up front, the benefits of the two-year and tiered budget are maximized.

UNDERSTANDING PERKINS PERFORMANCE TARGETS AND THE PERKINS IMPROVEMENT PLAN REQUIREMENTS

Perkins performance targets are set at the state level using a public engagement process and are included in the CTE State Plan. Perkins recipients and consortia members are responsible for knowing the targets and how their schools, programs and students are performing relative to the targets. Each year, the Perkins 90% report is provided to districts and CTE Regional Coordinators to help guide discussion for the engagement and needs assessment process.

In the event your consortium fails to meet 90% of the target for the region, a Perkins Improvement Plan must be included with the Regional Perkins submission. This upload is new for the 2025-2027 submission - but has been collected separately in prior years.

For detailed information about CTE and Perkins Data please visit:

- The ODE CTE Data webpage contains links to the Achievement Data Insight (ADI) application which houses the district disaggregated data. There is also a handbook to aid in understanding the Perkins V data reports.
- The CTE Policy Guidebook - Section 13 - discusses the measures along with information about data privacy and collections.
- The Oregon CTE Participation Explorer.

IMPORTANCE OF COMMUNITY COLLEGE PARTNERSHIPS

Aligning to post-secondary CTE opportunities is an important required element of Perkins. Making sure your district is taking advantage of opportunities the community college provides will help inform your planning. When K-12 administrators support and encourage collaboration between postsecondary CTE instructors and secondary CTE teachers, benefits can include:

1. CTE instructors and CTE teachers working together in Professional Learning Communities (PLC). PLC opportunities **strengthen alignment, and teacher practices.**
2. Secondary CTE teachers may be able to provide **dual credit** classes in their Program of Study offerings. Dual credit opportunities may provide **students the opportunity to obtain a short-term certificate** or Career Pathway certificates prior to graduation from high school.
3. Sharing work-based learning practices and resources for the benefit of students.
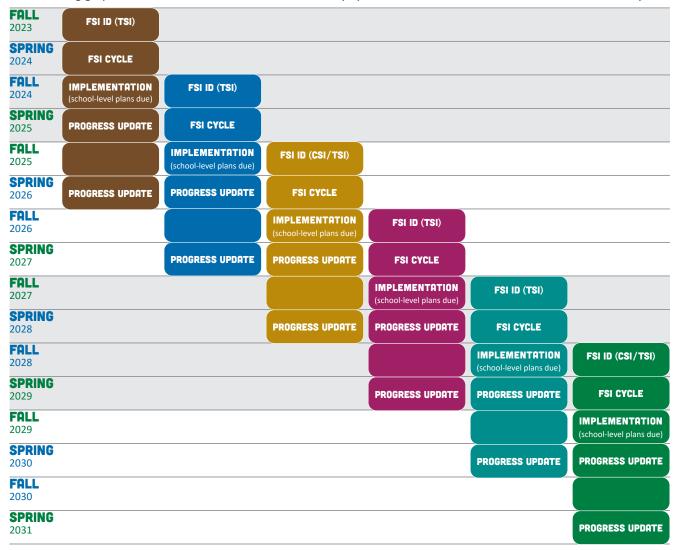
Strong collaboration may allow the secondary partners to have access to opportunities, partnerships, and resources that may not typically be available.

APPENDIX N: ADDITIONAL GUIDANCE FOR FEDERAL SCHOOL IMPROVEMENT IDENTIFIED DISTRICTS (WITH CSI/TSI SCHOOLS)

Oregon districts identified for Comprehensive Support & Improvement (CSI) or Targeted Support & Improvement (TSI) must follow this additional guidance.

FSI TIMELINE

The following graphic illustrates the identification and activity cycle for FSI identified schools over the next several years:

Term						
FALL 2023	FSI ID (TSI)					
SPRING 2024	FSI CYCLE					
FALL 2024	IMPLEMENTATION (school-level plans due)	FSI ID (TSI)				
SPRING 2025	PROGRESS UPDATE	FSI CYCLE				
FALL 2025		IMPLEMENTATION (school-level plans due)	FSI ID (CSI/TSI)			
SPRING 2026	PROGRESS UPDATE	PROGRESS UPDATE	FSI CYCLE			
FALL 2026			IMPLEMENTATION (school-level plans due)	FSI ID (TSI)		
SPRING 2027		PROGRESS UPDATE	PROGRESS UPDATE	FSI CYCLE		
FALL 2027				IMPLEMENTATION (school-level plans due)	FSI ID (TSI)	
SPRING 2028			PROGRESS UPDATE	PROGRESS UPDATE	FSI CYCLE	
FALL 2028					IMPLEMENTATION (school-level plans due)	FSI ID (CSI/TSI)
SPRING 2029				PROGRESS UPDATE	PROGRESS UPDATE	FSI CYCLE
FALL 2029						IMPLEMENTATION (school-level plans due)
SPRING 2030					PROGRESS UPDATE	PROGRESS UPDATE
FALL 2030						
SPRING 2031						PROGRESS UPDATE

FSI ID - CSI and TSI schools are identified in the fall. CSI schools are identified once every three years and TSI schools are identified annually.

FSI Cycle - When schools are initially identified, they must move through community engagement and needs assessment processes to develop school-level plans.

Implementation - Once plans have been developed and approved by ODE, schools focus on implementating the developed improvement activities.

Progress Update - Schools will be asked to update ODE regarding their implementation progress beginning in the spring after a school's initial identification. These updates will help determine whether or not a school has made enough progress in improving student outcomes to exit identification status.

ALLOCATION OF SUBGRANTS

Districts serving a large number of identified schools will be prioritized for Federal School Improvement Funds. Allocations are based on the number and/or percentage of total identified schools within a district; **not all districts with identified CSI or TSI schools will receive these funds.** Funds are distributed at the district level, but earmarked for individual schools. School and district leaders are to collaboratively plan for the use of funds aligned with school-level needs assessment, community engagement, and planning efforts.

Identification Year	Planning and Implementation	Subgrant Title in EGMS	Subgrant Dates	Reporting
Fall 2023 using SY 2022-23 data (TSI)	2024-25 SY, school-level plans submitted no later than September 30, 2024	Federal School Improvement Funds	July 1, 2024 - September 30, 2025	Progress Updates will be submitted with reporting during spring 2025.
Fall 2024 using SY 2023-24 data (TSI)	2025-26 SY, school-level plans submitted or revised no later than September 30, 2025	Federal School Improvement Funds	July 1, 2025 - September 30, 2026	Progress Updates will be submitted with reporting during spring 2026.
Fall 2025 using SY 2024-25 data (CSI and TSI)	2026-27 SY, school-level plans submitted or revised no later than September 30, 2026	Federal School Improvement Funds	July 1, 2026 - September 30, 2027	Progress Updates will be submitted with reporting during spring 2027.

SCHOOL-LEVEL PLANNING

School plans should include strategies and activities specific to the school and support intentional improvement efforts that reach classroom practices and improve experiences and outcomes for students and will include:

- community engagement described in the Integrated Guidance and Community Engagement Toolkit within the school community for the identified school; **and**
- needs assessment processes described in the Integrated Guidance that include a review of disaggregated local data as well as local information and context for specific schools; **and**
- strategies and activities aligned to the overall outcomes articulated in the districts approved Integrated Plan; **and**
- strategies and activities that will improve the experiences and outcomes for focal students for which the school was identified; **and**
- strategies and activities that align to research and best practices to improve outcomes and experiences for students, specifically students for which the school was identified as in need of intentional support.

APPENDIX O: BOARD REQUIREMENTS

The integrated application is rooted in community engagement and transparency. In keeping with this spirit, applicants have board requirements for the integrated application, SIA Grant Agreements with Embedded LPGTs, Financial Audit, and Annual Report outlined below.

DIRECT APPLICANTS: All board requirement items listed below are required to be in place. This includes school districts, independent charters, virtual charters, YCEP and JDEP, and Oregon School for the Deaf.

CONSORTIA: All board requirement items listed below are required to be met by all consortia members, i.e. it needs to go before every consortia member's governing board and be posted on every consortia member's website. Virtual Charters are exempt from the SIA Grant Agreement with Embedded LPGTs as they are not eligible for these funds.

DISTRICT SPONSORED CHARTERS: All board requirement items are required to be met by the sponsoring district. District sponsored charters are encouraged to fulfill board requirements, but are not required.

VIRTUAL CHARTER SCHOOLS: Board requirements listed below are not required for virtual charter schools as they do not receive SIA funding. However, we encourage virtual charter schools to share their application, annual financial audit and annual report with their school board to increase transparency and communication.

Before the integrated application is submitted March-April 2025:

Item going in front of the Board	Actions	Submit to ODE
Before the integrated application is submitted March-April 2025:		
Integrated application including the Narrative Responses and 2025-27 Budget	**Posted** to the applicant's website and accessible in their main office; **Presented** to the governing board with the opportunity for public comment (not a consent agenda item); and **Approved** by the governing board (not a consent agenda item).	1. URL where **application** is posted on the applicant's website 2. Board meeting minutes showing the **application** was presented and approved by the governing board
After the application is approved by ODE:		
SIA Grant Agreement with Embedded LPGTs	**Posted** to the applicant's website and accessible in their main office; **Presented** to the governing board with the opportunity for public comment (not a consent agenda item); and **Approved** by the governing board (not a consent agenda item).	1. URL where **SIA Grant Agreement** is posted on the applicant's website 2. Board meeting minutes showing the **SIA Grant Agreement** was presented and approved by the governing board

Item going in front of the Board	Actions	Submit to ODE
During the Quarter 2 reporting (January annually):		
Annual Financial Audit	**Submitted** to the School Finance team[168] **Posted** to the applicant's website and accessible in their main office; **Presented** to the governing board with the opportunity for public comment (not a consent agenda item)[169]	1. Board meeting minutes showing the **Financial Audit** was presented to the governing board
During the Quarter 4 report (July[170] annually):		
Integrated Annual Report	**Posted** to the applicant's website and accessible in their main office; **Presented** to the governing board with the opportunity for public comment (not a consent agenda item)	1. URL where the **Integrated Annual Report** is posted on the grantee's website; 2. Board meeting minutes showing the **Integrated Annual Report** was presented to the governing board

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168 This is in alignment with current practice and guidance from School Finance.

169 The board presentation is in alignment with current practice. There is no additional requirement for the presentation to be SIA specific. Discretion remains with the auditors to present on findings relevant to SIA funding.

170 ODE recognizes that many school boards do not meet during the summer months, so we anticipate this Integrated Annual Report would be presented to the governing board early in the Fall.

APPENDIX P: DETAILED GUIDANCE ON LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT)

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:

- 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.

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.

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 continue to 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 to support corresponding changes in these metrics over time. It is also important to name there are meaningful and allowable investments that could be pursued which 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.

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:

- Students navigating poverty, houselessness/housing instability, and/or foster care;
- Students with disabilities;
- Emerging Bilingual students;
- Migrant students;
- Recently arrived students;
- Students with experience of incarceration or detention;
- Non-binary students;
- American Indian/Alaskan Native students;
- Asian students;
- Black/African American students;
- Hispanic/Latino students;
- Native Hawaiian/Pacific Islander students; and
- Multi-racial students.

Applicants may also choose to identify additional student groups to which targets apply. Rather than set targets for each individual focal student group, applicants will set targets for a Combined Focal Student group, which includes all students in at least one of the above focal groups. Applicants may also set targets for individual focal students groups, if they meet a minimum *N* size of ten.

SUBMITTING LPGTS/LOMS WITH THE INTEGRATED APPLICATION

Longitudinal Performance Growth Targets and Local Optional Metrics are not formally part of the application and will not be reviewed in determining if application requirements are met. ODE recommends that applicants draft two additional years of LPGTs, and LOMs, if applicable, during the application process 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 and LOMs, if applicable. Each applicant's LPGT/LOM Smartsheet workbook will be unlocked during the application window to add the additional years of targets, until the applicant meets with an ODE co-development team and finalizes targets. For new applicants, or new formations (e.g. a new consortia), five years of targets will be co-developed following the application approval; in those instances, a new template and historic data will be provided. Prior co-developed targets are set; the Smartsheet workbook will not be reopened for editing those targets.

Longitudinal Performance Growth Targets and Local Optional Metics are included as part of the Student Investment Account grant agreement and must be presented to and approved by the applicant's governing board.

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: Enter draft targets into LPGT/LOM Smartsheet workbook, including:

- Set Baseline and Stretch Targets
- Set Gap-Closing Targets for the Combined Focal Student Group
- Set Local Optional Metrics, if using

STEP 1: 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 insight does the data provide? 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)
- What progress has been made towards previously established targets?
- Are there any factors that may impact these metrics in the next five years (new schools opening, changes to policies, creation of new support methods, new curriculum, etc.)?
- What is the timing of these impacts (Immediate? Slow change over three years, then steady progress? Slow change over the next 13 years?)?

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, FSI, EIIS, 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.
- 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 during the last five years where data is available for each metric. 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 consider what might inform ambitious targets. Yearly target increases projected at rates higher than these percentages is likely to be unrealistic. Consider also 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 Top 10% of Districts
Regular Attenders	-0.1
3rd Grade ELA	4.7
9th Grade On Track	3.9
4-year Graduation	3.4
5-year Completion	3.4

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 for the most recent five years of data available for each metric. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets. In general:

- Applicants, especially those with rates 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 above *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.

Example District History											
Indicator	16-17	17-18	18-19	19-20	20-21	21-22	22-23	5-yr Avg.	5-yr Trend	State Avg.	State Trend
Regular Attenders		79.9	80.4	N/A	64.4	58.6	58.1	68.3	(6.5)	71.3	(5.2)
3rd Grade Reading (ELA)	42.9	50.9	47.9	N/A	N/A	39.9	48.2	46.0	(0.1)	44.2	(2.1)
9th Grade On-Track		77.5	76.2	N/A	53.1	82.2	85.8	75.0	2.2	82.4	(0.4)
4-Year Graduation			81.3	76.1	75.8	69.3	76.0	75.7	(1.7)	82.8	0.1
5-Year Completion			89.7	86.2	86.4	92.9	89.1	88.9	0.6	88.3	(.1)

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 can smooth out some of the more volatile shifts that can occur in the data. For example, despite fluctuating between 39.9% and 50.9%, the overall trend for 3rd grade reading is a -0.1% change over the past five years where data is available.

STEP 2: EXAMINE DISAGGREGATED DATA

ODE will provide suppressed and unsuppressed data to applicants by March 2025 to support applicants in drafting LPGTs. This data will include five years of the most recent data available for each metric. It's important to note this data will include years where these metrics were significantly impacted by COVID-19, wildfires, and school closures, making predictability more difficult. Applicants are asked to examine the data provided as an input by ODE, along with internal data, for consideration in setting your own growth targets.

A NOTE ON SUPPRESSED DATA

Where the number of students (n) is fewer than 10 in any group, ODE will provide this information in a format that is both suppressed and unsuppressed. Additionally, percentages above 95% or below 5% will be reported as >95% and <5%, respectively. 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.**
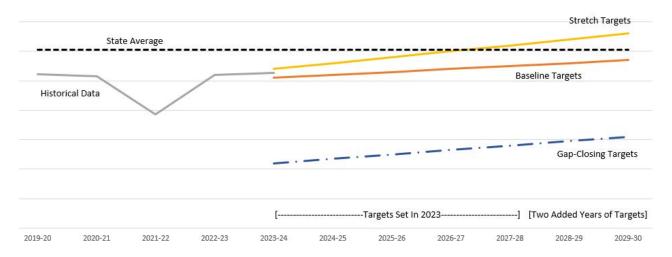

The data provided by ODE to applicants will show disaggregated data by each of the focal groups, a combined focal student group, as well as aggregate rates for each of the five common metrics. This information will be provided as an input and support in the planning process. Applicants are encouraged to review their own disaggregated data in addition to what ODE provides in an effort to personalize their own planning process, especially when considering Local Optional Metrics (LOMs)

STEP 3: ENTER DRAFT TARGETS INTO LPGT/LOM SMARTSHEET WORKBOOK

Entering drafts into the ODE-provided Smartsheet workbook can help applicants identify questions, get support, and make any adjustments ahead of meeting with an ODE co-development team to finalize targets. Targets will not be considered final until they are through the co-development process and have been approved by the applicant's governing board (after they have been embedded in grant agreements).

SET LONG–TERM, FIVE–YEAR TARGETS

Applicants will set long-term, five-year targets for each of the five metrics.

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 the graph above 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.

SET GAP—CLOSING TARGETS FOR COMBINED FOCAL GROUP

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 will be set using the Combined Focal Student Group[171] and can also be set for individual focal student focal groups, if they meet the minimum n-size requirement of at least 10 students. While each student group has different needs and strengths, **the group of focal targets allows for a projection that can put a central focus not just on achievement, but on closing gaps in academic disparity.** In instances where the combined focal student group has rates higher than the average, gap-closing targets should be set to maintain rates aligned with the baseline targets.

LOCAL OPTIONAL METRICS (LOMS)

Local optional metrics (LOMs) provide an opportunity for applicants 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.

Considerations for developing local optional metrics;

1. LOMs should be measurable, valid, reliable, and evidence-based. It is recommended to utilize metrics with numeric, proportional measurements but other measures may be approved if there is evidence they are meaningful indicators of progress. Districts meeting the minimum n size requirement (at least 10 students) should develop metrics that can be disaggregated by the combined focal student population as well as overall.
2. LOMs should be measured annually to provide consistent feedback on growth. Metrics measured biennially may be approved if an interim measure is available in off-years (e.g. alternating student health survey results with a local climate survey).
3. LOMs should be representative of all students being served. Metrics focusing on a specific focal student group, as long as there are 10 or more students, may be considered when appropriate for the specific challenges a district hopes to address under these initiatives.
4. LOMs should be developed utilizing an equity lens. Metrics and related data should be considered, evaluated, and reported with significant consideration of local context. It is essential to not only consider what is happening in schools, but why it is happening. Including a qualitative component to a data review could help explain trends that are occuring.
5. LOMs focusing on mental or behavioral health should focus on systems level changes rather than individual 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.

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171   See Glossary for definition

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 with 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.

Some Local Optional Metrics submitted to and approved by ODE in the first iteration of target-setting are:

- Annual student growth rate of SEL in the area of student growth mindset and self-efficacy as measured by the Panorama Student Survey.
- 9th grade on track with focus on Emerging Bilingual students.
- Decrease suspensions and expulsions.
- 3rd grade math proficiency.
- 6th grade math growth for Students Experiencing Disabilities.
- MAPS growth percentiles in all content areas, all grade levels, and all languages.

LOMs are added below the LPGTs in the grantee's Smartsheet workbook. Grantees should have at least a few years of data for all students and ideally any combined or individual focal student groups. A description of the metric should be included in the additional information column. Information to include is the name of the assessment/survey/metric, how frequently it is collected and analyzed and what the target rates are measuring (e.g. participation, ratio of students to teachers, rates of meeting a certain threshold of assessment, etc.).

Any local optional metrics will be reviewed as part of co-development with ODE and included in the final grant agreement.

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.
- 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 for all districts with an ADMr greater than 80, 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.

Once LPGTs have been set and approved, they will become part of a district's grant agreement. At that point, the targets become legally binding accountability measures. **Changes or alterations to previously set LPGTs will generally not be possible and will only be** **considered by ODE in the event of unusual, extenuating circumstances.** Should a district feel they need to make changes to previously set LPGTs, a representative should reach out to their ODE regional support team for discussion.

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.

ESD SUPPORT, PRESENTATIONS, AND ADDITIONAL RESOURCES

Many of our ESDs have staff available as additional thought partners in LPGT and LOM work. As the application window approaches, reach out to your ESD or look at their communications for ways they are available to support in this work. Some ESDs have held workshops, created visual tools/graphs, and talked through the work in place to support goals with grantees.

ODE has previously shared webinars and slides related to LPGT development in 2023. They are provided here as additional resources, as helpful.

- LPGTs webinars
  - Data in Context
  - Setting Targets by Making Sense of the Mosaic of Data
  - Setting Growth Targets
  - Local Optional Metrics
  - Navigating the Data Visualization Sheets

APPENDIX Q: 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.

COACHING: Coaching is a structure that supports and develops educators through regular observation of their instruction, using a shared framework.

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.

COMBINED FOCAL STUDENT GROUP: Students will be included in the combined focal group if they are a member of any of the following: Students Navigating Poverty (as newly defined using the State Board of Education adoption in December 2022 in OAR 581-014-001 using SNAP or TANF participation, Students Navigating Housing Instability, Students Navigating Foster Care, and Migrant Students), Students with Disabilities, Emerging Bilingual Students, American Indian/ Alaska Native Students, Black/ African American Students, Hispanic/ Latina/o/x Students, Native Hawaiian /Pacific Islander Students, Asian Students, Multiracial Students, Nonbinary Students, Students Recently Arrived, and Students with Experience of Incarceration or Detention.

CORE (OR BASAL) INSTRUCTIONAL MATERIALS: Any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. A major instructional vehicle may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

CTE COMPLETER: A Secondary CTE Completer is a student who has earned 3 secondary credits in a single CTE Program of Study, with at least 0.5 of those credits in an advanced course, and who has a reported CTE Work-Based Learning experience in that Program. Knowing that in-depth CTE experience leads to higher student outcomes, this information will be provided to districts in future years to help identify groups of students who have the opportunity to experience the greatest benefit from CTE vs those who do not have that experience.

CTE CONCENTRATOR: This term is used specifically in the calculation of the Perkins Performance reporting. A secondary CTE concentrator is a student who earns at least two credits in a single CTE Program of Study. One of those credits must be earned through a course or courses identified as intermediate or advanced.

CTE PROGRAM OF STUDY (POS): A state-approved sequence of non-duplicative courses, developed by a partnering secondary school district and a postsecondary institution, that prepares students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated technical and employability skills, progressing in specificity and aligned with labor market needs. A CTE POS must (1) have a secondary and a postsecondary partner that mutually develop the program based on a common set of industry standards and industry needs; (2) have aligned, unduplicated curriculum that may offer the student college credit; (3) use data and feedback to continuously improve the program; (4) provide students with comprehensive guidance and counseling and/or other student support services; and (5) include a plan for professional development that helps keep the instructors stay current with technical advances in their industry.

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.

DEVELOPMENTALLY APPROPRIATE: This means designing and implementing learning environments to help all children achieve their full potential in literacy through:

- building on each child's strengths
- taking care to not harm any aspect of each child's physical, cognitive, social, or emotional well-being
- considering what is known about:
  - age-related characteristics that can inform what experiences are likely to best promote a student's learning and development;
  - what is known about each child as an individual that has implications for how best to adapt learning experiences; and
  - the social and cultural contexts in which a student lives in order to ensure that learning experiences are meaningful, relevant, and respectful for each child and family.

DIAGNOSTIC: Means assessments to identify a student's specific strengths and needs in literacy in order to determine and plan the appropriate level of instruction, pacing and intervention support.

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.

EARLY ELEMENTARY GRADES: Any grade from pre-kindergarten through grade three.

EARLY LITERACY PROGRAM: Means the entirety of the curriculum, assessments, instructional materials, practices, systems, staffing, and structures in place to support comprehensive early literacy across the district.

EXTENDED LEARNING PROGRAM: Means literacy programming that:

- Uses a research-aligned tutoring model, defined for School District Grants as a tutoring model that uses "Research-aligned literacy strategies" and is based on "Science of reading and writing" and meets the criteria established by the Department;
- Occurs outside of the traditional school day, which could include, but is not limited to afterschool and summer; and

- Is administered either by a licensed teacher of any subject area or by a qualified tutor, which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively or a high-dosage tutoring provider from the Qualified List[172] for High-Dosage Tutoring.
- Examples of an Extended Learning Program include:
  - Home-based summer reading activities for students who need additional support and enrichment;
  - An intensive summer school program for students who need the most additional support and who receive at least 60 hours of direct literacy instruction by an instructional assistant or a licensed teacher trained in research-aligned literacy strategies.

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.

FIDELITY: means how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended.

FOCAL STUDENTS: "Students from Racial or Ethnic Groups that Have Historically Experienced Academic Disparities" includes, but is 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, and multiracial students, and any other racial or ethnic group identified by the school district as historically experienced academic disparities.

FORMATIVE: means a process of collecting and responding to evidence of student learning; the information gained about student learning is used in the course of instruction to respond to and adjust instruction.

HIGH-DOSAGE TUTORING[173]: One-on-one tutoring or tutoring in small groups that:

- Is provided in addition to regular core instruction;
- Is provided two or more times each week over at least a 10-week period;
- Is provided during the school year, which may occur during the school day or before/after school;
- Uses a research-aligned tutoring model, defined for School District Grants as a tutoring model that uses "Research-aligned literacy strategies" and is based on "Science of reading and writing" and meets the criteria established by the Department;
- Is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively.
- Is administered by a qualified tutor which is defined for School District Grants as a person who has the training necessary to implement the research-aligned tutoring model effectively and criteria established by the Department;
- Is provided to four or fewer students; and
- Integrates reading and writing in a way that is aligned to Oregon's ELA Content Standards and to students' reading instructional needs, based on student assessment data and other evidence of student learning.

LITERACY ASSESSMENTS: Summative, benchmark, diagnostic, interim assessments, and purchased systems of formative assessment practices used to measure student learning across any or all of the four domains of literacy. For definitions, see pages 26-35 of The Right Assessment for the Right Purpose.

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172 Qualified List will be released at a later date.
173 More specific requirements will be finalized in March 2024 pending the State Board's permanent rules

LITERACY COACHES: An individual who:

- has advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing" that was either:
    - included as a course(s) in an educator preparation program;
    - included as a course(s) in a post-graduate degree program in teaching reading or literacy;
    - provided by ODE or included on the ODE list of professional development providers[174]; or
    - provided by a school district or ESD;
- has a literacy-focused licensure endorsement;
- whose primary role and responsibilities include direct support of students and/or educators.

LITERACY SPECIALISTS OR INTERVENTIONISTS:
A licensed educator who:

- has advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing" that was either:
    - included as a course(s) in an educator preparation program;
    - included as a course(s) in a post-graduate degree program in teaching reading or literacy;
    - provided by ODE or included on the ODE list of professional development providers[175]; or
    - provided by a school district or ESD;
- has a literacy-focused licensure endorsement; and
- whose primary role and responsibilities include direct support of students and/or educators.

LITERACY TOOLS AND DIGITAL RESOURCES: Any supplemental materials, devices, programs, or curriculum used as either core or supplemental to students' literacy instruction. This includes intervention, acceleration, tutoring, or supplemental materials that are used to a substantial degree across elementary schools in student literacy instruction and in addition to the core curriculum.

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.

OUTCOMES: For Early Literacy Success SChool District Grants this is defined as literacy achievement by the student growth assessment and other sources of evidence related to literacy achievement.

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: Is communication your audience can understand the first time they read or hear it.

PROFESSIONAL DEVELOPMENT: Means learning that is systemic, job-embedded, and aligned to current research, training, and practices that support educator and student learning.

QUALIFIED TUTOR: An individual who is trained to implement a program providing high dosage tutoring.

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174 This list will be provided at a later date.
175 This list will be provided at a later date.

REIMBURSEMENT: When claims are made following expenditure.

RESEARCH-ALIGNED LITERACY STRATEGIES: Strategies that are literacy focused; culturally responsive and relevant to diverse learners; based on long-term research derived from the science of reading and writing; and apply instructional practices that are developmentally appropriate and specifically designed for students with disabilities and students who are English language learners.

RESOURCES: 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.

REGULAR CORE INSTRUCTION: Means instruction in the general education setting as part of every student's regular schedule that is aligned to grade-level standards and inclusive of every student in the classroom.

STUDENTS RECENTLY ARRIVED: A student who was NOT born in any state or US Territory and who has not been attending one or more schools in any one or more state for more than three full academic years.

SCIENCE OF READING AND WRITING: Convergence of findings from research on reading and writing processes, development and instruction; and teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated to meet the needs of individual learners through developmentally appropriate practices.

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.

STUDENT GROWTH ASSESSMENT: Means a process of evidence collection and review, which includes tests (for example, criterion referenced or developmental continuum) alongside other sources of evidence for the purpose of monitoring students' growth towards proficient reading and writing. Grant recipients shall avoid making determinations about student growth from a single source of evidence/test score.

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 houselessness, students experiencing foster care, students who are recent arrivers, migratory students, justice involved youth, students who are pregnant or parenting, students experiencing pregnancy related conditions, 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 houselessness, students with disabilities, women/girls, and students from rural communities.

WORK-BASED LEARNING: Structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field. Work-Based Learning in a secondary CTE Program of Study is a Federal Program Quality Indicator for Perkins V accountability. Oregon schools must report Work-Based Learning experiences connected to a high school CTE Program of Study that meet the criteria and types as outlined by the Oregon Department of Education.

Oregon achieves . . . together!