

ALIGNING FOR STUDENT SUCCESS:

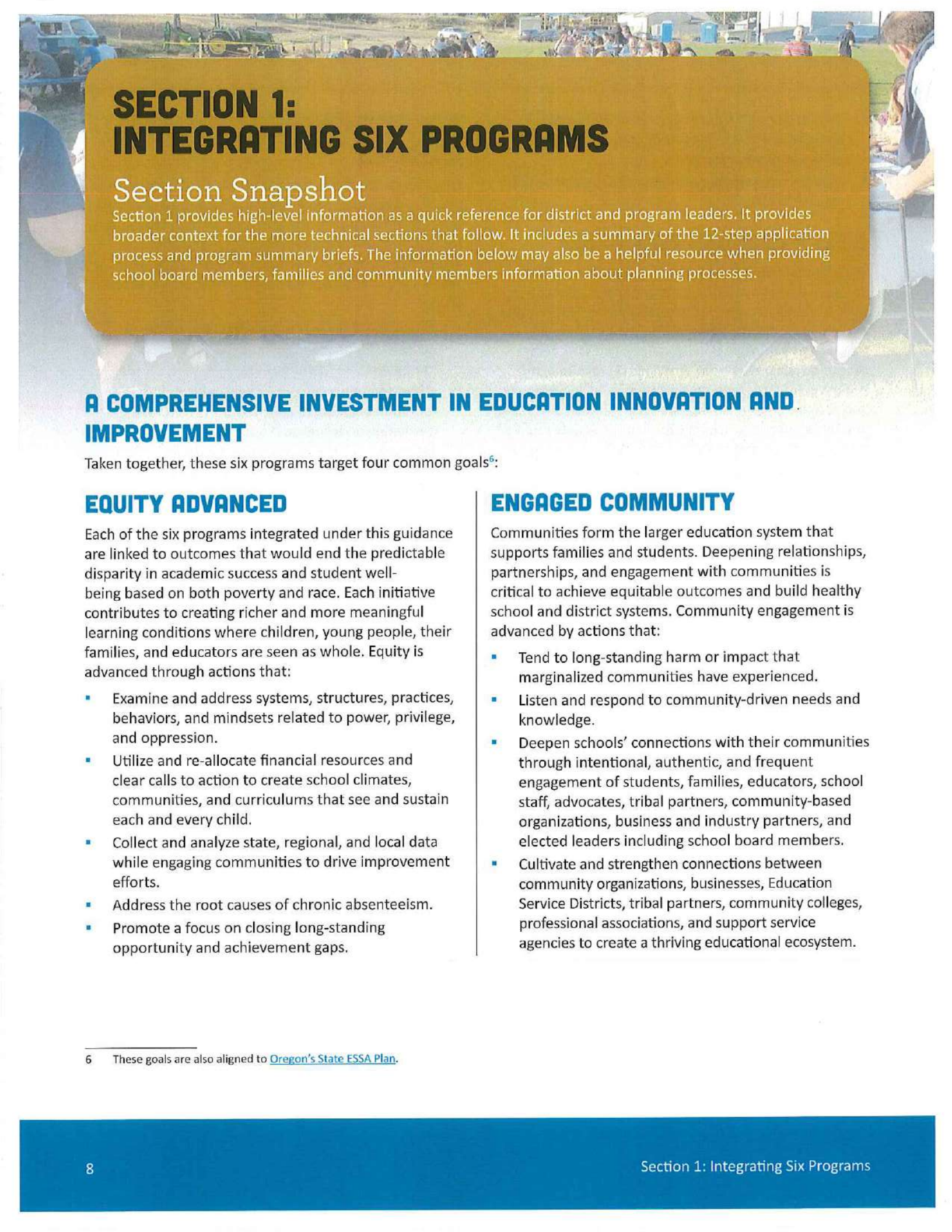
INTEGRATED GUIDANCE FOR SIX ODE INITIATIVES

Bandon School District



**OREGON
DEPARTMENT OF
EDUCATION**

Oregon achieves . . . together!



SECTION 1: INTEGRATING SIX PROGRAMS

Section Snapshot

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

A COMPREHENSIVE INVESTMENT IN EDUCATION INNOVATION AND IMPROVEMENT

Taken together, these six programs target four common goals⁶:

EQUITY ADVANCED

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

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

ENGAGED COMMUNITY

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

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

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

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

WELL-ROUNDED EDUCATION

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

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

STRENGTHENED SYSTEMS AND CAPACITY

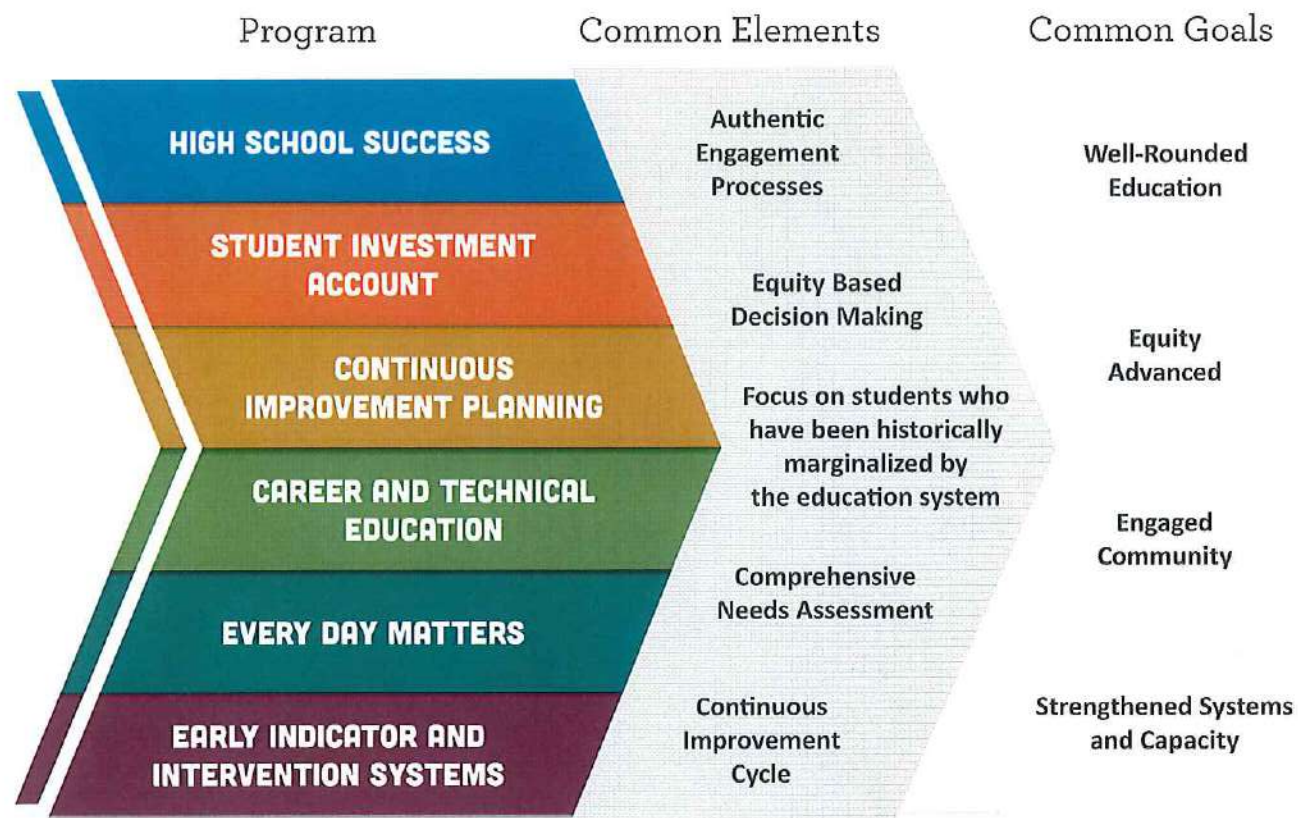
Educational systems are made up of people, practices, policies, resources, community assets, and partnerships. Joint determination is needed to strengthen the capacity for whole system success. Shared responsibility and accountability for the success of students in Oregon's schools requires systemic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

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

COMMON PROGRAM ELEMENTS AND GOALS

Integration is possible for these six initiatives⁷ because of what they have in common. While each program can be pulled apart (and has been historically), this guidance brings them together so applicants, schools, and programs can leverage multiple strategies and funding sources to implement more cohesive plans that positively impact students. **Moving forward, the outcomes and strategies for each initiative will come together into a single strategic plan that supports the common goals. The aim is to build these goals into the entire educational system to embed the work at all levels and ensure sustainability.**

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



⁷ Programs and initiatives will be used interchangeably.

SUMMARY OF EACH INTEGRATED PROGRAM

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

► HIGH SCHOOL SUCCESS (HSS)

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

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

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

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

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

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

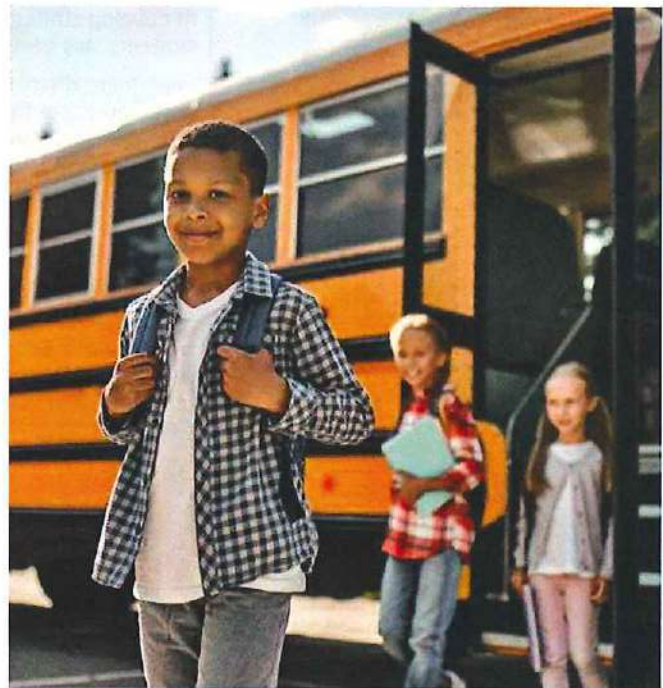
STUDENT INVESTMENT ACCOUNT (SIA)

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

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

EVERY DAY MATTERS (EDM)

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



► CONTINUOUS IMPROVEMENT PLANNING (CIP)

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

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

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

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

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

► CAREER AND TECHNICAL EDUCATION – PERKINS V (CTE)

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

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

► EARLY INDICATOR AND INTERVENTION SYSTEMS (EIS)

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

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

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

EXPLAINING CONSORTIA

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

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

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

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

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

BENEFITS OF CTE CONSORTIA

Regional CTE Consortia provide numerous benefits including:

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

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

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

Please note:

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

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

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

ADDITIONAL DETAIL ON ALIGNED PROGRAM CONSORTIA

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

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

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

CONSORTIA DESIGNS CAN LINK AND STRENGTHEN RURAL AND SMALL SCHOOLS

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

¹⁷ HSS, SIA, CIP, EDM, and EHS

Integrated Application Template (Optional)

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision-making, including strategic planning and resource allocation. **(500 words or less)**

Bandon School District completed a comprehensive engagement survey offered to our community, families, students (7th-12th grade), and staff. We also hosted public input opportunities with the Superintendent called "Soup with the Superintendent" in hopes that we might hear from different voices than we heard from in the engagement surveys, as our community survey did not garner any responses. Principals have engaged in group and individual conversations with staff and our Site Council representatives. Themes crossing the family, student, and staff surveys included:

- the desire for more opportunities for learning about diverse cultures,
- a priority for mental health supports for students,
- expanded electives options to engage students in their educational experience,
- additional CTE offerings, and
- improved peer interactions.

Bandon School District is committed to providing equity in education, ensuring that each and every learner will receive the necessary resources that they need to individually thrive in our schools. We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. **(500 words or less)**

- 2 CTE teachers serving 7th-12th Grades
- CTE Equipment
- Mental Health Therapists K-12
- BHS Credit Recovery (summer program)
- Freshman intervention math (stipend)
- College credit options for HS students
- K-12 PE Specialists

Integrated Application Template (Optional)

- Behavior Specialist (MS and HS)
- Academic Advisor (HS)
- District/School Nurse
- Oregon Data Suite
- Frontline Solutions
- Teacher recruitment and retention
- Alternative credit earning options
- Expanded professional development opportunities for staff
- SEL Curriculum
- Community Outreach

Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access?
 - Bandon School District's size allows our staff to know every student by name.
 - Small size also allows for more ways to connect with students and families.
 - Staff to student ratio is high.
 - Free breakfast and lunch for all students.
 - All students are accepted into after-school programs including athletics (no cut policy).
 - Waived all academic fees for all students
 - Scholarships are available for students for Pay to Play
 - District Certified Nurse
 - Dental, Vision, and Hearing screenings available for all students
 - Clothes closets in each school - Community supported
- What needs were identified in your district or school in terms of equity and access?
 - Transportation is a significant barrier to equity and access, specifically with after-school programs, internships, job opportunities, further educational opportunities, etc.
 - Surveys showed the need for the district to incorporate more cultural awareness through events such as guest speakers, assemblies, and celebrating monthly cultural holidays.
 - The surveys also showed the need for addressing improved peer relations.
- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.
 - Oregon Equity Lens
- Describe how you used this tool in your planning.
 - We used the tool to partner with and engage with students and community members in our planning.
- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.
 - Mental Health Counselors in each school
 - District Certified Nurse
 - Physical Education K-12
 - Expanding CTE programs in the middle and high school

Integrated Application Template (Optional)

- Behavior Specialist serving 5th-12th Grades
 - BHS Credit Recovery (summer program)
 - Freshman Intervention Math
 - College Credit options for HS students
 - Academic Advisor for all HS students
 - Oregon Data Suite
 - Curriculum adoption
- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?
 - COVID credit deficiency
 - Connectivity (can't complete work from home)
 - Transportation (specifically after school and summer opportunities)
 - Lack of family support or family understanding of need
 - Chronic absenteeism
 - Substance abuse and mental health struggles
- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?
 - McKenney-Vento liaison
 - Provide transportation
 - Short term lodging support
 - Waived fee for extracurricular activities
 - School supplies and materials provided for all students demonstrating need
 - Clothing and hygiene supplies provided

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?
 - CTE is available to all students 7th-12th Grade.
 - There is no financial barrier to participation.
 - Project-based learning.
- What needs were identified in your CTE Programs of Study in terms of equity and access?
 - Limited number of CTE instructors.
 - Scheduling barriers based on limited number of instructors in CTE and Core subjects.
 - Class size limits.
 - Facility limitations for CTE.
- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?
 - 7th and 8th Grade CTE elective options.
 - Forecasting with HS Academic Advisor.
 - Participation in Industrial Skills competitions.
 - Student choice within the parameters of the skills and standards being taught.

Integrated Application Template (Optional)

- Industry level equipment.
- Engaging instructors with real-world work experience.
- Pre-apprenticeship pathways.
- How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?
 - CTE classes are available to all secondary students (7th-12th).
 - Know students by name, strength, and need/want.
 - Scheduling flexibility when possible to allow for more access.
 - Personalized education plans for focal student groups.

Well-Rounded Education

(250 words or less per question)

- Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).
 - **ELEMENTARY:**
 - Reading intervention for all students
 - Double Dose of literacy instruction for focal groups
 - Instructional Assistants in each classroom for core reading and math instruction
 - Literacy program - every student receives a free book monthly
 - Data Team meetings within MTSS system
 - Student Study Team meetings within MTSS system
 - Student Support Specialist as a Tier 1 intervention for all students
 - SEL curriculum used in all classrooms in line with K-12
 - Music, Library, and daily PE classes for all students
 - Trauma invested behavior interventions
 - **MIDDLE**
 - MS courses taught by specialists/highly qualified teachers in core subject areas
 - Expanded elective options based on student voice including offerings in alignment with HS CTE programs
 - Student Support Specialist as a Tier 1 intervention for all students
 - Band and Choir available to all students 5th-6th and by elective choice 7th-8th
 - SEL curriculum used in all classrooms in line with K-12
 - Trauma invested behavior interventions

Integrated Application Template (Optional)

- Library and daily PE classes for all students
- **HIGH**
 - HS courses taught by specialists/highly qualified teachers in core subject areas
 - Partnership with community colleges to offer dual credit courses
 - Varied elective options
 - SEL skill building in line with K-12 with extension curriculum specific to high school and the world of work
 - Strong relationships with adults in the building
 - ASB
 - Career and College Fair opportunities
 - Trade School and College site visits
 - Trauma invested behavior interventions
 - Spanish courses
- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?
 - Music offered to all students K-6
 - Band and Choir offered as an elective to all students 7-12
 - Zero period Jazz band offered to 8-12
 - Theater offered during summer enrichment
 - Yearbook and Photography at MS and HS
 - Art offered K-12
 - Leadership at MS and HS
 - Woodcraft/Art
 - Welding/Metal Art with CNC work
 - Horticulture at MS
 - Culinary at MS and HS
 - Speech and Debate at HS
- How do you ensure students have access to strong library programs?
 - Weekly library offered to all students K-8
 - Classroom libraries K-12
 - Comprehensive libraries available in all buildings
 - Book Fairs
 - Encouraging AR reading
 - Literacy program providing books for students K-4
- How do you ensure students have adequate time to eat, coupled with adequate time for movement and/or play?

Integrated Application Template (Optional)

○ ELEMENTARY

- Scheduled times for lunch; students are required to stay in the cafeteria for a specific amount of time to finish eating before going out for lunch recess;
- Scheduled time for AM and PM recess.
- Daily PE classes scheduled for all students
- Alternative space for movement breaks for individual students when needed; offered to all students

○ MIDDLE

- Scheduled times for lunch
- Scheduled times for AM and PM break with access to outdoor sports areas
- Daily PE classes scheduled for all students with varied PE options at 7th-8th including Lifetime Sports, Weights and Strength Training, and Traditional PE.

○ HIGH

- Scheduled time for lunch and morning break with student store for healthy snacks
- Open campus for lunch
- Students are able to access outdoor sports areas
- All students have access to sports
- All students required to earn 1.0 PE credits to meet graduation requirements, but can continue to take PE as an elective
- Varied PE options including Fitness for Life, Weight Training, and Traditional PE

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.
 - 1:1 devices K-12
 - SAM Labs Robotics Kits, SNAP circuits, keyboarding, weekly art projects, gardening, math enrichment, music program, and STEAM Kits at K-4
 - Intro and Advanced Robotics, STEM, STEM Energy, Keyboarding/Coding, Art/Creative Writing, Horticulture, Choir, Band, Wood Shop and hands-on science instruction at 5-8
 - Hands on science instruction, dual college credit options in math, science, and language, Drafting, CTE Industrial Arts, dedicated Art teacher, varied science and math courses taught by highly qualified instructors at 9-12.
- Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.
 - In line with state curriculum adoption calendar

Integrated Application Template (Optional)

- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.
 - Formal and informal teacher observations
 - Know every student by name, strength, and need
- How will you support, coordinate, and integrate early childhood education programs?
 - Partnership with on site daycare/preschool program and local youth center
 - Kindergarten readiness summer program
 - Kindergarten Round Up including building tour, teacher introductions, parent meeting with principal and Kindergarten staff, and onsite registration
- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?
 - Thoughtful 8th grade transition including tours, introductions, and meeting with the principal
 - Freshman orientation
 - Freshman parent pop-in
 - Forecasting in spring of 8th grade
 - Summer athletics for incoming freshman
 - Financial Aid nights
 - Senior application morning
 - College and Trade School visits
 - TRIO at MS and HS
 - College and Trade School representative meetings on-site
- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?
 - **IDENTIFICATION:**
 - Data Team Meetings
 - Student Study Team Meetings
 - Oregon Data Suite early warning system dashboard
 - District-wide Assessment tool
 - **SUPPORT:**
 - Reading Intervention and Double Dose literacy support K-4
 - Instructional Assistant in all classes for Reading and Math instruction K-4
 - Instructional Assistant assigned to 5th and 6th Grades for support in all areas, specifically Reading and Math
 - Instructional Assistants pushed into all core classes at 7-8
 - Freshman Math Intervention Course at HS

Integrated Application Template (Optional)

- Youth Transition Program in partnership with UofO a HS
 - Partnerships with Pre-employment and Vocational Rehabilitation at HS
 - Credit Recovery and Supported Study Hall at HS
 - Differentiation in instruction K-12
 - Targeted family/student/teacher conferences K-12
 - 504 accommodations for identified students K-12
 - Special Education services for identified students K-12
- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?
 - TAG testing
 - TAG Coordinator at each building who creates and monitors individual TAG plans
 - Enrichment in the arts and academic areas
 - Differentiated instruction
 - Accelerated course options at MS and HS
 - College dual-credit options at HS

CTE Focus

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?
 - Expanded elective options at the MS including CTE offerings
 - Dedicated academic advisor with a focus on college and career information
 - Provide different types of manufacturings, welding, woodwork, and drafting that allow students to learn and connect with industry
 - CTE-focused career fairs
 - Industry guest speakers and presentations including trade school and community college visits to explore opportunities
 - Community service learning/volunteer work for all students
 - TRIO
 - Regional Industrial Arts competitions with the opportunity for access to national competitions
- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
 - 8th Grade recruitment
 - Expanded elective options at the middle school
 - Forecasting
 - Freshman Orientation
 - Freshman Parent Night
 - Weekly S'more newsletter to all district families

Integrated Application Template (Optional)

- How are you providing equitable work-based learning experiences for students?
 - Work experience program run through our HS academic advisor
 - YTP
- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging, and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.
 - Pre-apprenticeship programs
 - Exposure to different types of welding and metal fabrication
 - Exposure to a multitude of manufacturing processes
 - Dual credit opportunities in science, math, Spanish, writing, and more
 - Continuing teacher professional development
- What activities will you offer to students that will lead to self-sufficiency in identified careers?
 - Resume building
 - Weekly advisory activities to support career exploration
 - Discovery addition to our K-12 Character Strong SEL curriculum
- How will you prepare CTE participants for non-traditional fields?
 - All students have access to CTE courses including traditionally underrepresented populations
 - Pre-apprenticeship programs
- Describe any new CTE Programs of Study to be developed.
 - Expanded Industrial Arts (woods and metal fabrication)

Engaged Community

(250 words or less per question)

- If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?
 - IN PROCESS:
 - We are in the beginning stages, working to increase engagement through multiple modes of communication including digital, print, and in person opportunities.
 - SchoolMessenger direct messaging with families
 - SUCCESSES:
 - Back to School/Open House event
 - S'more weekly newsletter
 - Veterans celebration
 - Building specific family events

Integrated Application Template (Optional)

- BARRIERS:
 - Community trust in our administration to the point where they do not attend community engagement events.
 - High rates of community poverty
 - Lack of transportation
 - Geography of the local area
- What relationships and/or partnerships will you cultivate to improve future engagement?
 - Community service clubs
 - Bandon Dunes Golf Resort
 - Industry partnerships - linking community businesses to the classroom
 - Local public library
 - Planned listening sessions (Soup with the Superintendent, etc)
- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?
 - Fiscal resources
 - Time resources
 - Professional development opportunities
 - Community centered facilities
- How do you ensure community members and partners experience a safe and welcoming educational environment?
 - Collaboration with local law enforcement
 - Professional development and training for staff
 - Clear expectations of front office staff to be the "face" of building/district
 - Clean and maintained facilities
- If you sponsor a public charter school, describe their participation in the planning and development of your plan.
 - Not Applicable
- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)
 - ☐ Students of color
 - ☐ Students with disabilities
 - ☐ Students who are emerging bilinguals
 - ☐ Students who identify as LGBTQ2SIA+
 - ☐ Students navigating poverty, homelessness, and foster care
 - ☐ Families of students of color
 - ☐ Families of students with disabilities
 - ☐ Families of students who are emerging bilinguals

Integrated Application Template (Optional)

- ☐ Families of students who identify as LGBTQ2SIA+
- ☐ Families of students navigating poverty, homelessness, and foster care
- ☐ Licensed staff (administrators, teachers, counselors, etc.)
- ☐ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☐ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ☐ Tribal members (adults and youth)
- ☐ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ☐ Business community
- ☐ Regional Educator Networks (RENs)
- ☐ Local Community College Deans and Instructors; Local university deans and instructors
- ☐ Migrant Education and McKinney-Vento Coordinators
- ☐ Local Workforce Development and / or Chambers of Commerce
- ☐ CTE Regional Coordinators
- ☐ Regional STEM / Early learning Hubs
- ☐ Vocational Rehabilitation and pre-Employment Service Staff
- ☐ Justice Involved Youth
- ☐ Community leaders
- ☐ Other _____

- How were they engaged?
(Check all that apply)

- ☐ Survey(s) or other engagement applications (i.e., Thought Exchange)
- ☐ In-person forum(s)
- ☐ Focus group(s)
- ☐ Roundtable discussion
- ☐ Community group meeting
- ☐ Collaborative design or strategy session(s)
- ☐ Community-driven planning or initiative(s)
- ☐ Website
- ☐ CTE Consortia meeting
- ☐ Email messages
- ☐ Newsletters
- ☐ Social media
- ☐ School board meeting
- ☐ Partnering with unions
- ☐ Partnering with community-based partners
- ☐ Partnering with faith-based organizations
- ☐ Partnering with business
- ☐ Other _____

Integrated Application Template (Optional)

Evidence of Engagement

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

- Surveys
 - Students
 - Staff
 - Families/Community
- In-person engagement opportunities
 - Soup with the Superintendent
 - School Board Meetings
 - Back to School Night/Open House
 - Staff meetings
 - Site Council meetings
 - Rotary meeting (brochure)
- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?
 - Our engagement surveys were part of our needs assessment to determine the needs and wants of our educational community including focal groups and our community as a whole.
 - In person engagement was an effort to provide opportunities for community members to provide feedback without requiring digital access as we have many families and community members navigating poverty.
- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.
 - Open House/Back to School Night: Families are invited to visit the schoolhouse to meet teachers and see the safe and welcoming learning environment for their students. We highlight access for all families and provide food to encourage attendance.
 - Family engagement surveys: Families have the opportunity to be completely honest and anonymous with their feedback.
- Describe at least two strategies you executed to engage staff. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.
 - Staff engagement surveys: Staff have the opportunity to be completely honest and anonymous with their feedback.
 - Staff meetings: allow for dialogue and answers to questions.
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?
 - We had no feedback from our community, but received useful feedback from our families, students, and staff.
 - COMMUNITY:
 - STAFF:

Integrated Application Template (Optional)

- Staff expressed a desire for more opportunities to address cultural diversity, specifically addressing the cultures/identities of our students;
- Staff expressed a need for continued work on social emotional learning with specific focus on treating one another with respect and students feeling seen and cared for by peers.

CTE Focus

- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?
 - Partnership with community college (SWOCC) and pre-apprenticeship opportunities
 - TRIO and YTP partnerships linked to college and career readiness
 - Work study credit

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.
- BSD Does not meet the criteria for this requirement.

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?
 - Expanded professional development for all staff
 - Grow Your Own program
 - Frontline Recruitment and Hiring for national exposure
 - Frontline My Professional Growth
 - Partnership with ESD for development of CTE certified instructors
 - Mentoring programs for certified and administrative staff
 - Partnership with hospital and city to form a housing project to provide adequate and affordable workforce housing in our community
 - Increasing wages to address the disparity between regional programs
- What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?
 - Ensure that all teachers know every student by name, strength, and need

Integrated Application Template (Optional)

- Use a restorative thought process for discipline and how we work with students
 - All students have access to instruction from every teacher based on our small size
 - Advisory teachers work with students throughout their high school career
 - MTSS at the elementary school level
-
- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?
 - CharacterStrong SEL curriculum K12
 - Restorative justice practices implemented K12
 - Student Support Specialist and Trauma Informed School Systems work K12
 - Discovery SEL addition at HS
 - ACEs training for all staff
 - How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?
 - Needs assessment allowing for voices from all audiences
 - Systemwide programs offered on professional development days including ACEs, CharacterStrong, Discovery, SIOP, Trauma Informed School Systems, book studies, etc
 - Collaborative Professional Development calendar designed by district administrators including flexibility for independent study requests
 - How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?
 - Danielson framework for evaluation conversations
 - Staff goal setting conversations
 - Frequent informal observations with feedback
 - What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?
 - Knowing every student by name, strength, and need
 - MTSS process at elementary
 - Student Study Team meetings
 - 5-12 Advisory program
 - Student Support Specialist at each building
 - Behavior Coach at MS and HS to support behaviors that lead to academic success
 - How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?
 - ECE to ELEMENTARY:
 - Partnership with on site daycare/preschool program and local youth center
 - Kindergarten readiness summer program
 - Kindergarten Round Up including building tour, teacher introductions, parent meeting with principal and Kindergarten staff, and onsite registration

Integrated Application Template (Optional)

- ELEMENTARY to MIDDLE:
 - Elementary students tour middle school and meet teachers
 - Parent/family tours available during fall registration
- MIDDLE to HIGH:
 - Thoughtful 8th grade transition including tours, introductions, and meeting with the principal
 - Freshman orientation
 - Freshman parent pop-in
 - Forecasting in spring of 8th grade
 - Summer athletics for incoming freshman
 - TRIO at MS and HS
- HIGH to POSTSECONDARY:
 - TRIO at MS and HS
 - Financial Aid nights
 - Senior application morning
 - College and Trade School visits
 - College and Trade School representative meetings on-site

Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized
- Community Engagement Artifacts
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation-BSD does not meet the criteria for this requirement.

Assurances

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Integrated Application Template (Optional)

Assurances

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

☒ By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

☒ By checking this box, you provide assurance that you have taken into consideration the Quality Education Model (QEM)

☒ By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

☒ Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the integrated planning process

☒ HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

OUTCOMES & STRATEGIES										ACTIVITIES
Outcome-SAMPLE	CSI/TSI	CTE	EIIS	HSS	SIA					OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
SD achieves at least a 93% graduation rate across all demographic groups.										
S1										
S2										
S3										
Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.										
S2										
S3										
Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.										
S3										
Provide equitable access to social, behavioral and mental health supports.										
Create a culture of inclusion with safety and respect for all students and adults that supports the emotional, physical, and social wellbeing of students and adults that is critical to academic and professional success in the community of Bandon.										
Outcome-A										
A1										
A2										
A3										
A4										
A5										
Mental Health Therapists K-12										
A2										
A3										
A4										
A5										
Behavior Specialist (MS and HS)										
A3										
A4										
A5										
Staff, Students, and Community Outreach										
A4										
A5										
Academic Advisor (HS)										
Outcome-B										
B1										
B2										
B3										
K-12 PE Specialists										
B2										
B3										
District/School Nurse										
SEL Curriculum										
Expanded CTE programs of study & dual credit offerings										
Outcome-C										
C1										
C2										
2 CTE teachers serving 7th-12th Grades										
College credit options for HS Students										
Outcome-D										
D1										
D2										
D3										
Addressing unfinished learning needs K12.										
D1										
D2										
D3										
BHS Credit Recovery (summer program)										
Freshman intervention math (stipend)										
Oregon Data Suite										
Outcome-E										
E1										
E2										
E3										
E4										
E5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4										
F5										
Outcome-F										
F1										
F2										
F3										
F4								</		

Strategies

Strategies

Strategies

Strategies

Strategies

Strategies

Strategies

OUTCOME ACTIVITIES:
ENTER ON BUDGET TABOUTCOME ACTIVITIES:
ENTER ON BUDGET TABOUTCOME ACTIVITIES:
ENTER ON BUDGET TABOUTCOME ACTIVITIES:
ENTER ON BUDGET TABOUTCOME ACTIVITIES:
ENTER ON BUDGET TABOUTCOME ACTIVITIES:
ENTER ON BUDGET TABOUTCOME ACTIVITIES:
ENTER ON BUDGET TAB

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	Codes/A38	ELIS - Allowable	Codes/A45	Codes/A73	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
-	Total Allocation 2023-24:	-	1	-	-	-	-	-	-	\$0.00	\$-	\$1,823.94	\$209,288.43	\$537,365.01	\$748,477.38
-	Total Budgeted Amounts (Autosum):	-	1	-	-	-	-	-	-	\$0.00	\$0.00	\$1,823.94	\$209,288.43	\$537,365.01	\$748,477.38
-	Unbudgeted (Autocalculate):	-	1	-	-	-	-	-	-	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
-	Indirect/Administration	-	1	-	-	-	-	-	690						\$0.00
A1	3 contracted Mental Health Therapists K-12			Health:			DP STA	H&S	31X				\$58,333.00	\$50,000.00	\$108,333.00
A2	1.0 FTE Behavior Specialist (MS and HS) Salary	Physical/M		Supports:				H&S	111				\$74,965.00	\$74,965.00	\$74,965.00
A2	1.0 FTE Behavior Specialist (MS and HS) Benefits	Physical/M		Supports:				H&S	2XX				\$48,201.00	\$48,201.00	\$48,201.00
A3	1.0 FTE Academic Advisor (HS) Salary							WRE	112				\$34,734.00	\$34,734.00	\$34,734.00
A3	1.0 FTE Academic Advisor (HS) Benefits							WRE	2XX				\$32,442.00	\$32,442.00	\$32,442.00
B1	K-12 PE Specialists Salary- 2 @ 1.0 FTE, 1 @ 0.50 FTE, 1 @ 0.56 FTE			Core:				WRE	111				\$173,988.01	\$173,988.01	\$173,988.01
B1	K-12 PE Specialists Benefits- 2 @ 1.0 FTE, 1 @ 0.50 FTE, 1 @ 0.56 FTE			Core:				WRE	2XX				\$123,035.00	\$123,035.00	\$123,035.00
C1	2- 1.0 FTE CTE teachers serving 7th-12th Grades Salary			Arts			CTE STA		111				\$67,000.35	\$67,000.35	\$67,000.35
C1	2- 1.0 FTE CTE teachers serving 7th-12th Grades Benefits			Arts			CTE STA		2XX				\$32,614.98	\$32,614.98	\$32,614.98
C3	COLLEGE CREDIT OPTIONS FOR HS STUDENTS								640				\$4,000.00		\$4,000.00
D1	BHS Credit Recovery (summer program) certified salary						DP STA		111				\$22,040.00		\$22,040.00
D1	BHS Credit Recovery (summer program) certified benefits						DP STA		2XX				\$9,051.60		\$9,051.60
D1	BHS Credit Recovery (summer program) classified salary						DP STA		112				\$5,850.00		\$5,850.00
D1	BHS Credit Recovery (summer program) classified benefits						DP STA		2XX				\$2,398.50		\$2,398.50
D2	Freshman Intervention math (stipend)			Core: Math			DP STA		13X				\$8,000.00		\$8,000.00
D4	Oregon Data Suite					SSS			470			\$1,823.94			\$1,823.94

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	Codes/A38	ELIS - Allowable	Codes/A45	Codes/A73	Object Code	CS/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	Total Allocation 2024-25:	--	--	--	--	--	--	--	--	\$0.00	\$-	\$1,823.94	\$317,830.82	\$559,298.28	\$778,933.04
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$1,823.94	\$217,830.82	\$559,298.28	\$778,933.04
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--	Indirect/Administration	--	--	--	--	--	--	--	--						\$0.00
A1	3 contracted Mental Health Therapists K-12			Health:			DP STA	H&S	31X				\$58,333.00	\$50,000.00	\$108,333.00
A2	Behavior Specialist (HS and HS) Salary	Physical/M		Supports:				H&S	111					\$74,965.00	\$74,965.00
A2	Behavior Specialist (HS and HS) Benefits	Physical/M		Supports:				H&S	2XX					\$48,201.00	\$48,201.00
A3	Academic Advisor (HS) Salary							WIRE	112					\$34,734.00	\$34,734.00
A3	Academic Advisor (HS) Benefits							WIRE	2XX					\$32,442.00	\$32,442.00
A4	Relocating Activities							OCG	Other					\$5,107.28	\$5,107.28
B1	K-12 PE Specialist Salary			Core:				WIRE	111					\$175,814.00	\$175,814.00
B1	K-12 PE Specialist Benefits			Core:				WIRE	2XX					\$123,035.00	\$123,035.00
B2	District/School Nurse			Health: Nurse				H&S	31X					\$15,000.00	\$15,000.00
C1	2 CTE teachers serving 7th-12th Grades Salary	Physical/M		Arts			CTE STA		111				\$75,542.74		\$75,542.74
C1	2 CTE teachers serving 7th-12th Grades Benefits			Arts			CTE STA		2XX				\$32,614.98		\$32,614.98
C3	COLLEGE CREDIT OPTIONS FOR HS STUDENTS								640				\$4,000.00		\$4,000.00
D1	BHS Credit Recovery (summer program) certified salary						DP STA		111				\$22,040.00		\$22,040.00
D1	BHS Credit Recovery (summer program) certified benefits						DP STA		2XX				\$9,051.60		\$9,051.60
D1	BHS Credit Recovery (summer program) classified salary						DP STA		112				\$5,850.00		\$5,850.00
D1	BHS Credit Recovery (summer program) classified benefits						DP STA		2XX				\$2,398.50		\$2,398.50
D2	Freshman Intervention math (stipend)			Core: Math			DP STA		13X				\$8,000.00		\$8,000.00
D4	Oregon Data Suite					SSS						\$1,823.94			\$1,823.94

Longitudinal Performance Growth Targets Worksheet

Each applicant will submit DRAFT Longitudinal Performance Growth Targets (LPGTs) with their Integrated Application during the submission window: March 1 - 31, 2023. As a starting point, ODE is providing the worksheet below for applicants to begin working through a process for growth target setting.

Five year Targets

Four-Year Graduation					
District-Wide					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	84.2%	84.7%	85.2%	85.7%	86.2%
Baseline Target	81.8%	82.3%	82.8%	83.3%	83.8%
Focal Student Groups: Experiencing Poverty					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Gap Closing	79.4	79.8	80.2	80.6	81.0

Oregon Department of Education - Longitudinal Performance Growth Targets Worksheet 1

Five-Year Completion

District-Wide					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	86.6	87.1	87.6	88.1	88.6
Baseline Target	86.6	86.8	87	87.2	87.4
Focal Student Groups					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Gap Closing	84.7	85.1	85.5	85.9	86.3

3rd Grade Reading (ELA)

District-Wide					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	37.5	38	38.5	39	39.5
Baseline Target	37.5	37.8	38.1	38.4	38.7
Focal Student Groups: Students Experiencing Poverty					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Gap Closing	26.82	27.32	27.82	28.32	28.82

Oregon Department of Education - Longitudinal Performance Growth Targets Worksheet 2

9th Grade On-Track					
District-Wide					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	75.5	76	76.5	77	77.5
Baseline Target	75	75.3	75.6	75.9	78.2
Focal Student Groups: Students Experiencing Poverty					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Gap Closing	72.85	73.25	73.65	74.05	74.45

Regular Attendance					
District-Wide					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target	62.8	63.3	63.5	63.8	64.5
Baseline Target	62.8	63.1	63.4	63.7	64
Focal Student Groups					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Gap Closing	62.8	63.2	63.6	64	64.4



Oregon Equity Lens

The Oregon Equity Lens was adopted by the Higher Education Coordinating Commission (HECC) in 2014 as a cornerstone to the State's approach to education policy and budgeting. The Equity Lens was originally developed by and adopted by the former Oregon Education Investment Board (OEIB), and is implemented by the Oregon Chief Education Office in addition to the HECC.



Oregon Equity Lens: Preamble

In 2011, the Oregon Legislature created the Oregon Education Investment Board, which had a vision of educational equity and excellence for each and every child and learner in Oregon. The OEIB believed that we must ensure sufficient resource is available to guarantee student success, and that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. As the Higher Education Coordinating Commission, with our Oregon education partners, we continue this critical work started by the OEIB and reaffirm that the attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces many growing opportunity and systemic gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent gap of student growth as measured by graduation rates, state assessments and daily attendance for our growing populations of communities of color, immigrants, migrants, and rural students navigating poverty. While students of color make up 35% of the educational pipeline in our state¹—our opportunity and systemic gaps continue to persist. As our diversity grows and our ability to meet the needs and recognize the strengths of these students remains stagnant or declines—we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

The second opportunity gap is one of disparity between Oregon and the rest of the United States. When the OEIB started this work, Oregon's achievement in state benchmarks had remained stagnant—and in some communities of color had declined—while other states had begun to, or had already surpassed, our statewide rankings. Disparities in educational attainment can translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete system changes and policies to deliver a truly student-centric education system that improves outcomes and opportunities for students across Oregon.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. We are simultaneously committed to identifying strengths in communities and promising practices in our educational systems.²

Chief Education Office

Vision Statement

Our vision is to build and coordinate a seamless system of education that meets the diverse learning needs of students from cradle to career, and ensures each student graduates high school with the support and opportunities to prosper.

Higher Education Coordinating Commission Vision Statement

The State of Oregon's Higher Education Coordinating Commission (HECC) is dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school.

Oregon Equity Lens: Beliefs

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in "talented and gifted."

We believe that the students who have previously been described as "at-risk," "underperforming," "under-represented," or minority actually represent Oregon's best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our State education goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate and culturally sustaining educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and culturally appropriate family engagement and support. This is not simply an expansion of services—it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population—0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen, and have the courage to share decision-making, control, and resources.

We believe every learner should have access to information about a broad array of career opportunities and apprenticeships. These will show them multiple paths to employment yielding family-wage incomes without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, emerging bi-lingual students and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

Finally, we believe in the importance of supporting great teaching. Research is clear that "teachers are among the most powerful influences in (student) learning."³ An equitable education system requires providing teachers with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon's rapidly changing student population.

Case for Equity

Oregonians have a shared destiny.

Individuals within a community and communities within a larger society need the ability to shape their own present and future, and we believe that education is a fundamental aspect of Oregon's ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics have been changing to provide rich diversity in race, ethnicity, and language.⁴ Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.

Oregon Equity Lens: Purpose

The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the Chief Education Office executes its charge to align and build a cradle to career education system and the Higher Education Coordinating Commission executes its charge to foster pathways for postsecondary success, an equity lens is useful to ensure every learner is adequately prepared by educators for meaningful contributions to society.

The Equity Lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access and success for many students in the Oregon education system. The Equity Lens emphasizes historically underserved students, such as out of school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, engagement, communications, data collection and analysis and educator hiring, preparation, and development.

Oregon Equity Lens: Objectives

By utilizing an equity lens, the Higher Education Coordinating Commission aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

The following questions will be considered for resource allocation and evaluating strategic investments:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity, and native language?
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The HECC will apply the Equity Lens to policy recommendations, and internal, and external practices as education leaders.

Oregon Equity Lens: Definitions

Equity: Equity in education is the notion that each and every learner will receive the necessary resources they need individually to thrive in Oregon's schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Underserved Students: Students whom systems have placed at risk because the systems have operationalized deficit-based thinking. Deficit thinking is the practice of having lower expectations for certain groups of people based on demographics or characteristics that they share. In doing so, an "at-risk" narrative is formed, in which students navigating poverty, culturally and linguistically diverse students, and/or historically underserved groups, and their families are pathologized and marginalized. This includes students who are treated differently because of their gender, race, sexual orientation, dis/ability, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

Race: Race is a social—not biological—construct. We understand the term "race" to mean a racial or ethnic group that is generally recognized in society and often by government. When referring to those groups, we often use the terminology "people of color" or "communities of color" (or a name of the specific racial and/or ethnic group) and "white." We also understand that racial and ethnic categories differ internationally, and that many local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

White Privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

Embedded Racial Inequality: Embedded racial inequalities are also easily produced and reproduced—usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

40-40-20: In 2011, the State of Oregon enacted legislation (ORS 350.014) creating the 40-40-20 educational attainment goal: that by 2025 all Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate's degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's degree or advanced degree.⁵ 40-40-20 means representation of every student in Oregon, including students of color.

Disproportionality: Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

Opportunity Gap: The lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the opportunity gap to more fundamental questions about social and educational opportunity.⁶

Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.⁷

¹ U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimate.

² Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.*

³ Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement.* P. 238.

⁴ ODE (2016), *Oregon Statewide Report Card, 2015-16: An Annual Report to the Legislature on Oregon Public Schools.*

⁵ *The Opportunity Gap* (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

⁶ The 40-40-20 statute was updated with the passage of HB 2311 (2017), refocusing it on students in the educational pipeline.

⁷ Ladson-Billings, Gloria (2009- Second Edition, 1994). *The Dreamkeepers: Successful Teachers of African American Children*; Gay, Geneva (2010). *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: Teachers College Press.

* NOTE: The Equity Lens was edited in 2017 by the Higher Education Coordinating Commission with technical and data related updates.