## *\*Please Note: This preview shares the content of what applicants will be asked to respond to or submit through an application portal. Questions might be revised slightly based on feedback as well as legislative and State Board changes. As always, please check with your Regional Support Team to ensure you’re working from the correct application template.*

## *Please make a copy of your application template.*

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| Needs Assessment Summary |

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) ***Additional requirement if applying with a sponsored charter****:* Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

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| Equity Advanced (250 words or less per question) |

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.
2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?
3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒
4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒

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| Well-Rounded Education (250 words or less per question) |

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework.
2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.*
3. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒
4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒
5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒
6. ☒ How do you ensure students have access to strong school library programs? ☒
7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

1. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒
2. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.
3. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒
4. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒

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| Engaged Community (250 words or less per question) |

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?
2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)
* 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.
* 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
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

***Evidence of Engagement***You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. Our smallest districts, charters, and consortia of 80 ADMr or less and our YCEP/JDEPs are required to submit two artifacts. Clearly label each artifact with title, date(s), community(ies) engaged, and description. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

5. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?

6. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort?

7. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

8. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

9. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

10. ***Response required only if applying with a sponsored charter.*** If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

***Outcome of Engagement***

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

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| Strengthened Systems and Capacity (250 words or less per question) |

1. ☒ What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?☒
2. ☒ What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒
3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒
4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?
5. ☒ How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒
6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒
7. *For districts required to engage in Tribal Consultation only:* Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

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| Early Literacy Inventory  |

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

1. What is the name of the funding source for the 25% match for early literacy?

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| Feedback (250 words or less per question) |

1. How can ODE support your continuous improvement process?

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| Plan Summary |

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less) ***Additional requirement if applying with a sponsored charter:*** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

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| Links |

1. ☒ Outcomes and Strategies ☒
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Quarter 1 Integrated Planning and Budget Year 1 (2027-2028)
5. Tiered Planning
6. ☒ Early Literacy Inventory ☒
7. Early Literacy Allowable Use Descriptions

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| Attachments |

1. Equity lens utilized
2. Community engagement artifacts
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
4. Optional - Perkins Needs Assessment Documentation
5. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
6. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
8. District Charter Program Agreement (DCPA), if applicable
9. Memorandum of Understanding (MOU), if applicable

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| Assurances |

1. 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.
2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
7. You have reviewed your early literacy programs to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative.
8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
13. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
14. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.