

Integrated Guidance Summary - *Making the Right Work Easier*

Basic Facts

Overarching Purpose: To Improve Learning Conditions and Learning Outcomes

Benefits:

- ❖ *Strategic Planning:* One application to meet state and federal govt requirements for every district to have a large, overarching, strategic plan.
- ❖ *Reduction in Administrative Burden:* One Application; One Budget; One Report; One set of Evaluation aLanguage.
- ❖ *Funding Structure:* Oregon schools currently access funding through 108 state and federal programs. Integrated Guidance merges six of these programs which focus on targeting specific needs and make up about 10% of district financial resources:

Continuous Improvement Plans (CIP) – Schools and districts in Oregon are called upon to engage in continuous improvement work to improve outcomes for students.

Measure 98/High School Success (HSS) – The intent of HSS is to improve student progress toward graduation beginning with grade 9, increase the graduation rates of high schools, and improve high school graduates’ readiness for college and career.

Perkins V (CTE) – Federal funds for the purpose of improving access and participation in education/training programs that prepare learners for high-wage, high-skill, in-demand careers.

Student Investment Account (SIA) – Part of the Student Success Act, there are two stated purposes for SIA funds:

1. Meet students’ mental or behavioral health needs.
2. Increase academic achievement for students, including reducing academic disparities for students who have historically experienced academic disparities.

Every Day Matters (EDM) – Increasing regular attendance and reducing chronic absenteeism. *Now embedded in the other five programs.*

Early Indicator Intervention Systems (EIS) – Part of the SSA, with a goal to align school, district, and community systems to help students stay on track to graduate from HS.

Important foci:

- ❖ *Community Engagement:* allows for stronger input avenues from community
- ❖ *Equity:* Ask who does/doesn’t benefit from choices made by districts
- ❖ *Targeted Universalism:* Our universal aim is for the success of all students, and we can achieve that aim through universal means (that affect all) and targeted means (that affect specific student focal groups).

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Plan Overview

Integrated Guidance Timeline: Aligns with the 2023-2025 biennium to ensure needs are met in new budgets.

- ❖ *Spring/Summer 2022:* Learn + Prepare – District planning process begins.
- ❖ *Fall 2022:* Engage + Assess – Engage with community, focal students & families, staff; create a Needs Assessment based on data collected.
- ❖ *Fall/Winter 2022:* Develop + Plan – Review data and use ESD & ODE provided resources to develop application narrative and budget, including: outcomes, strategies, activities, and growth targets.
 - October: Budget Template Available
- ❖ *Jan-Feb 2023:* Finalize – Present plan and budget to stakeholders (min of three rounds); adapt as necessary; present to school board. Receive board approval.
 - January: Recommend presentation to board
- ❖ *March 2023:* Apply – Application window open March 1-31st.
- ❖ *April 2023:* Review - ODE Review process.
- ❖ *July 2023:* Grants Finalized.

Required Sections: Much like the SIA application, the IG plan will include:

- ❖ Needs Assessment – 500 words
- ❖ Plan Summary – 500 words
- ❖ Equity Approach – 250 words per question (10)
- ❖ Well-Rounded Education – 250 words per question (17)
- ❖ Community Engagement – 250 words per question (13)
- ❖ Strengthening Systems + Capacity – 250 words per question (7)
- ❖ Attachments – Budget; Equity Statement; Artifacts; Growth Targets; Tribal Affirmation
- ❖ Assurances – Standard compliance of non-discrimination

Community Engagement: Must be authentic with an emphasis on reaching students and families from focal groups and include artifacts such as:

- ❖ Robust meeting notes (not just a sign-in)
- ❖ Lists of ideas that came up in gatherings
- ❖ Examples of how they were trauma-informed and equity-based

IG Liaisons' Role: Technical assistance will be provided to districts free of charge to support them in the process. The list of supports will continue to evolve:

- ❖ Point of contact with ODE
- ❖ Assist with partnering with local businesses (CTE)
- ❖ Engage Tribal partners (where required)
- ❖ Skill-building and support on Community Engagement
- ❖ Support on crafting equity statement and applying to plan

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- ❖ Skill-building on how to use data to inform plan
- ❖ Assistance with managing the process (project management)
- ❖ More to come...