

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)

We engaged our students at the Middle School and High School in the YouScience survey to understand their interests and their aptitudes in a variety of areas. There were 119 Middle School students and 210 High School Students who took these surveys that helped us understand the areas of interest and aptitude of our students. This level of information allows us as school leaders to understand students and their desires for their future careers, and therefore design programs to meet those needs if possible. Interestingly, we found that students are often interested in programs they already know, but their aptitude indicates areas of strength for future careers that they don't even know about. For example, we live in a predominantly agricultural community, but our students at both middle school and high school showed aptitude for areas such as business, computers, arts and media, and finance. While some of those careers can apply directly to agriculture, it is important to note that students will learn about a lot of areas of study that will lead to a career that suits them long-term.

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)**

Our plan is to meet the academic, health, and emotional needs of our students, which is why we have chosen to use the SIA funds the way we have: hiring a school nurse to help students and staff; hiring counselors and mental health personnel in all buildings to make sure our students have access to emotional and mental health support; and hiring additional personnel in key areas to help our students find academic challenge and success. We are using the YouScience program to determine student interests and aptitudes. We are using student achievement data on state and local measurements to make sure students are meeting challenging academic requirements. We are using the Oregon Healthy Teens survey to understand the behaviors of our students and how to provide support to overcome barriers to their success. Hiring a nurse has helped students receive the care they need each day to stay

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in school. Hiring additional mental health counselors has allowed us to not only provide daily counseling for those who need it, but also teach proactive courses in maintaining mental health. Hiring additional teachers allows smaller class sizes and more individual student support.

Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access?

The Nyssa School District has many strengths regarding equity and access of all programs for all students. We have a diverse student body in terms of race, language, and economic status. We see this diversity as a positive influence in seeing the great worth of each individual who attends our school.

- What needs were identified in your district or school in terms of equity and access?

We identified the following priorities from our needs assessment:

- Student mental and physical health. Hiring a nurse and more counselors will address these needs.
- Students, especially in the lower grades (K-2), need more individual attention and frequent practice to attain grade level in reading English. Hiring additional teachers in these grade levels would allow for more individual time and practice in key areas.

- Describe how you used your equity lens or tool in your planning.

The equity lens we used from the Oregon Department of Education asked us to consider how our proposed priorities and investments would benefit underserved groups. Specifically, we felt that allocating funds to the needs outlined above (mental and physical health, smaller class sizes) would allow us to serve those who have been traditionally underserved in ways that will lead to increased academic achievement and personal satisfaction with school.

- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

We foresee that all students will benefit from having a school nurse, school counselors, and smaller class sizes in the elementary school. While having more individual attention in the early grades will not benefit students in all grades, it certainly will make a difference for the children who receive that extra attention and personal instruction. We expect increased mental health outlooks, desire to stay in school because supports are in place for students to receive immediate help and encouragement. Counselors at

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each school allow students to access mental health services immediately, and they also help students plan their academic success plan for graduating on time.

- 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?

As a Community Eligibility Provision (CEP) school, we have a practice at Nyssa is for all students to receive meals free at school. It helps that every student can access this without any requirement of parents to fill out paperwork to access this service. This helps students access food services without shame or stress, and ensures that students are well fed throughout the school day.

- 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?

The policies we have in place to protect our Homeless students are:

- 1) EFAA-AR "Reimbursable School Meals";
- 2) JEC "Admissions";
- 3) JECBD "Homeless Students"; and
- 4) JECBD-AR "Homeless Students"

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?
- We offer a variety of different CTE class options with multiple sections offered in our master schedule from 5 state approved CTE programs of study including Agriculture, Business, Construction, Nursing, and welding and additional CTE electives offered in Hospitality and Tourism (Culinary Arts).
- CTE classes and dual credit classes are highlighted for quick reference and to promote our CTE opportunities during the scheduling process.
- All 9th grade students take at least one CTE class with the goal of all 10th grade students having completed at least two CTE by the end of their 10th grade school year.
- During our forecasting/scheduling process all students are encouraged to take CTE courses regardless of post secondary goals, social economic status, gender, race, and academic ability.
- What needs were identified in your CTE Programs of Study in terms of equity and access?

Due to scheduling conflicts we had to offer multiple sections of our CTE classes to allow equitable scheduling of all students.

- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

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- During our forecasting/scheduling process all students are encouraged to take CTE courses regardless of post-secondary goals, social economic status, gender, race, and academic ability.
- All 8th grade students take an aptitude and interest survey (YouScience) and are encouraged to select multiple CTE courses to allow exploration and exposure to all of our program offerings.
- 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?
 - During our forecasting/scheduling process all students are encouraged to take CTE courses regardless of post-secondary goals, social economic status, gender, race, and academic ability.

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 School:

Continuum of student engagement with work, from individual, to partner, to small group, to whole group, to specialist.

“I do, we do, you do” scaffolding process known as gradual release of responsibility to the student. RTI Data Boards process enables ongoing progress monitoring, next steps based on results, and renewed monitoring to determine effectiveness of instruction, acceleration, and intervention.

- **Course Topics:**
 - Language Arts, both English and Spanish languages
 - Mathematics
 - Science
 - Social Studies
 - Music
 - Physical Education
 - Character Education
- **Curriculum Design:**

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Curriculum designed to address all students equitably, as well as individual students based on perceived need. Utilization of *Charlotte Danielson Framework for Teaching*, focusing on Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities.

Student Skills Development:

Scaffolded educational approach: current skills assessed and monitored; learning builds on what students currently know and moves them to new learning.

- 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?

We are able to provide music and Physical Education daily to our students in the elementary school. Individual teachers also incorporate dancing and visual arts as part of classroom instruction. At the middle school, we provide elective classes of choir, band, and visual arts. Nyssa High School has classes in choir, band, visual arts, health occupations, agriculture, welding, construction, and culinary arts.

- How do you ensure students have access to strong library programs?

Every student has access to a librarian, checking out books, and a library that is full of great resources for supporting academic requirements and personal interests.

- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

We ensure a 40-minute lunch period at all levels, giving students enough time to eat and rest from the rigors of classwork. At the elementary school, students have one 20-minute recess in addition to the recess that follows them eating lunch in the cafeteria each day. At the Middle School and High School, students have passing periods every 50 minutes or so, in addition to the lunch period and their PE class.

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

We don't have a specific curriculum or training for our teachers to all teach by STEAM strategies. But we do have science courses at all levels that challenge and motivate students to explore their areas of interest in STEAM. In the elementary school, in addition to the science curricula taught in all grades, students in every class are able to attend a "Space Lab" classroom, where students can solve math and science problems by pretending to be on a

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space shuttle and solving real-world problems. At the Middle and High School, we have a variety of science, math, and arts classes for students to take.

- 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.

Our school district works with the other school districts across our county to review the state-approved curricula for each subject area. These texts are all reviewed by the Oregon Department of Education in order to meet the state and national standards.

- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

At each school in our district, we are focused on student learning and development. Our elementary school has 546 students and 34 teachers, which equates to a 16:1 student to teacher ratio. We have similar teacher to student ratios at the Middle and High Schools, and by keeping class sizes low, our teachers are able to manage the learning in the classroom and provide individual attention to struggling learners in a timely and personal way. This keeps learning meaningful and engaging for our students.

- How will you support, coordinate, and integrate early childhood education programs?

We have multiple pre-school programs on our campus. We have three classrooms of Early Head Start and one classroom of migrant pre-school. These classrooms ensure that a good number of students are prepared to come to school. Our elementary school principal coordinates with the directors of each of these programs to ensure a smooth transition from pre-school to elementary school.

- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

Our middle school and high school work closely together to prepare multiple orientation days for students who will be moving to the high school from the middle school. The High School counselor speaks with the middle school students and helps them understand the courses they will need to take to graduate from high school, as well as develop a four-year course plan. This is tentative and subject to change, but it does give the kids a chance to understand what is required. There are multiple opportunities for high school students to transition to career and/or higher education and training. We have a high school graduation specialist and a high

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school counselor who plan career days, college visits, CTE courses and training, and college credit classes at the local community college.

- 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?

Teachers monitor student attendance, engagement, and growth often, and invite/require students to attend OTI after school each day if they need help with homework or other concepts. OTI stands for Opportunity to Improve, and it is held every day each week for students who need or want the extra help. Sports practices do not start until after OTI, so all teachers are available to help students during this time.

- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

We have college credits, advanced classes, and a variety of classes for students who are exceeding the state and national standards.

- 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?

We offer a career preparation course in high school, and social studies classes that teach students how to be self-sufficient in their chosen professions. Students can explore many different careers and determine the direction they want their career to take.

- How are you providing equitable work-based learning experiences for students?

Equitable work-based learning experiences are a part of what we do for all students. Our high school counselor facilitates these arrangements, and our Migrant High School Graduation Specialist focuses specifically on the students who need support and help to arrange work-based experiences.

- 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.

Our students are well-prepared for college by taking the advanced courses offered through Nyssa High School. Students can earn college credits, and in fact, many of our students earn an Associate's Degree during their time in high school due to taking the correct number of college credits in the courses required. Other students who do not wish to attend college, have vocational training opportunities through our high school and in collaboration with local

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industries and training opportunities. For example, our students can earn welding certifications, as well as a fork lift training certification. Both of these certifications will lead to family wage jobs in the local area and beyond. We have Future Business Leaders of America (FBLA), Health Occupation Students of America (HOSA), and agriculture classes and training that allow students to be prepared for college and career.

- What activities will you offer to students that will lead to self-sufficiency in identified careers?

At every level of school (elementary, middle, high school), teachers are engaged in Professional Learning Communities (PLC's) to discuss their student outcomes and what they have been doing to obtain excellent outcomes for students. Sometimes a teacher is struggling to get kids to progress, but another teacher is having success. The success of PLC's is in the examination of student scores, teacher practices, and changes that will result in an increase of both.

We provide a lot of tutorial and academic support for students who are at risk of not qualifying for graduation or post-secondary training. We have the daily Opportunity to Improve (OTI) after school every day to tutor and motivate students who are below standards in academic achievement. We offer counseling services for both career and mental health, which allows students to identify their career and academic path, and support them as they meet those requirements. We offer college credit through high school for all students, which gives our students access to academic mentoring at the college level as well.

CTE Focus

- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
- During our forecasting/scheduling process all students are encouraged to take CTE courses regardless of post-secondary goals, social economic status, gender, race, and academic ability.
- Throughout the school year we will showcase our programs and projects to increase awareness and promote interest.
- How will you prepare CTE participants for non-traditional fields?
- Our CTSO's (FBLA, FFA, Skills USA, BPA), community partnerships, and participation in competitions that include state and national conventions allow our students to have exposure to non-traditional fields

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- We are exploring the possibility of using Edynamics to offer CTE electives including electives from non-traditional fields that are not possible due to current staffing and facility limitations.
- YouScience is being used to help students determine aptitudes and interests in areas including non-traditional fields beyond our local exposure in a rural agricultural community.
- All CTE staff collaborate in a common PLC team that focuses on developing Career Readiness Skills (CRLS) which apply to all careers.
- Describe any new CTE Programs of Study to be developed.
- We are looking for opportunities to further expand FTE to allow our Hospitality and Tourism/Culinary Arts electives to evolve into a CTE Approved Program of Study.
- We will continue to collaborate with our regional services including Malheur ESD to explore opportunities to implement additional programs of studies and electives. We currently have a partnership with Malheur ESD and other local small rural schools to share the staffing needed for our Nursing Program of Study.

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?

We conducted many different activities at the beginning of the school year to notify parents, school board, and community about the programs and benefits of the programs we offer. I think we did a good job at the beginning of the year, but could do better to make that a continuing effort. I think the barriers we faced were mostly just connecting with as many people as we wanted to make sure all are notified of the many benefits provided to our students by the SIA, CTE, and others.

- What relationships and/or partnerships will you cultivate to improve future engagement?

I will continue to reach out to the school community, which is easily accessible to me. We can do better about involving community groups such as the senior citizens, local service clubs, and Chamber of Commerce.

- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

I think we are fine with resources, we just need to keep planning the ongoing engagement of the community regarding these sources of funding and programs.

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- How do you ensure community members and partners experience a safe and welcoming educational environment?

I think we've always tried to provide safety and security for all our students, staff, and community. We have a local Student Resource Officer (SRO) who is present in all buildings to make sure people feel safe and protected. We have protocols that we practice in all buildings to ensure knowledge of what to do in an emergency.

- If you sponsor a public charter school, describe their participation in the planning and development of your plan.

We do not sponsor a public charter school.

- 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
- ☐ 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

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☐ 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 _____

Evidence of Engagement

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

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

We selected these artifacts because they are indicative of the work we did to engage different segments of our community: Migrant families, Early Head Start parents, parents of Elementary School students, school board members, and the entire community who has access to the board meeting online through live video, archived video, and/or written minutes of the meeting.

- 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.

I arranged for a meeting with Elementary School parents to talk about the SIA. In addition to the meeting, we also recorded an audio version and posted it to the school website. I had similar meetings with the parents of our Early Head Start students and the Parents of Migrant students, so they could

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understand the positive impact of the SIA and give input. All three of these meetings incorporated 1 (Inform) and 2 (Consult) of the SIA Community Engagement Spectrum.

- Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

All staff were notified of these activities via the school board meeting, and the meetings that they were invited to for the rest of the school community. These meetings also incorporated 1 (Inform) and 2 (Consult) of the SIA Community Engagement Spectrum.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

I learned that people are very happy with the areas we have described for spending the SIA money. Some good questions were asked, but there was not a lot of input that indicated a different plan for how to use the resources provided by the SIA.

- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We will continue to work with our local community college (Treasure Valley Community College) to help our students connect with employers who want students who are trained in some skill that is beneficial to employers. TVCC hosts a Poverty to Prosperity series that was started by several local businessmen to bring their expertise of what employers are wanting in their workers, so the college and school districts can partner to create programs and pipelines for students to be career ready.

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.

We do not receive Title VI dollars, and have a very small percentage of Native American students. Therefore, we don't meet the requirement to complete this section.

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?

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We recruit employees through the newspaper, posting on our district website, and using online job boards. We also post high-demand jobs in the local community. We have excellent mentoring programs for teachers and Instructional Assistants, as well as for all other employees who have recently been hired. Training is essential to employee success and satisfaction, therefore retention.

- 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?

We don't have a formal process in place because we feel that all students have access to quality teachers in every subject area and grade level.

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Our administrators meet to discuss their discipline policy and practices and to discuss the demographics of students who receive discipline. We have found a willingness among administrators to examine their practices and make sure all students, particularly those in focal groups, to not be disciplined inordinately.

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

We know what trainings have occurred in the past. We study the trends in test scores, classroom practices, and student achievement. All of this informs us of how we can provide ongoing and new training to staff members who need it in order to improve student's opportunities and achievement.

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Principals work with their staff to examine student achievement data. I work with principals on this same data to ensure that we are all on the same page in relation to staff development that is needed for students to continue to grow.

- 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?

Teachers have PLC's each week where they examine student progress (or lack of progress). Teachers and principals can then make plans to intervene in students' academic work to provide encouragement, support, or whatever else is needed for young people to succeed. Students who are at risk of academic failure are identified by teachers, and interventions and supports are put in place to help the student.

- 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?

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Our middle school and high school work closely together to prepare multiple orientation days for students who will be moving to the high school from the middle school. The High School counselor speaks with the middle school students and helps them understand the courses they will need to take to graduate from high school, as well as develop a four-year course plan. This is tentative and subject to change, but it does give the kids a chance to understand what is required. There are multiple opportunities for high school students to transition to career and/or higher education and training. We have a high school graduation specialist and a high school counselor who plan career days, college visits, CTE courses and training, and college credit classes at the local community college. The Middle School and the Elementary School work closely together to plan for orientation days for 5th graders moving to 6th grade. We are fortunate to have two different pre-school programs on our school campus, so coordination between the early head start director and the elementary school principal is made easier to do. They plan for orientation days and introductions to help students acclimate to their new school and classroom.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It 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
- Board meeting minutes
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Documentation of Tribal Consultation (if applicable)
- District Charter Program Agreements (if applicable)
- MOU detailing aligned program consortia agreements (if applicable)
- URL where grant application is publically posted

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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.