



# Aligning for Student Success

An overview of ODE's work on grant consolidation and  
an introduction to Integrated Guidance

*Friday, September 23, 2022*

Scott Nine  
Assistant Superintendent

# Focus for Today

---

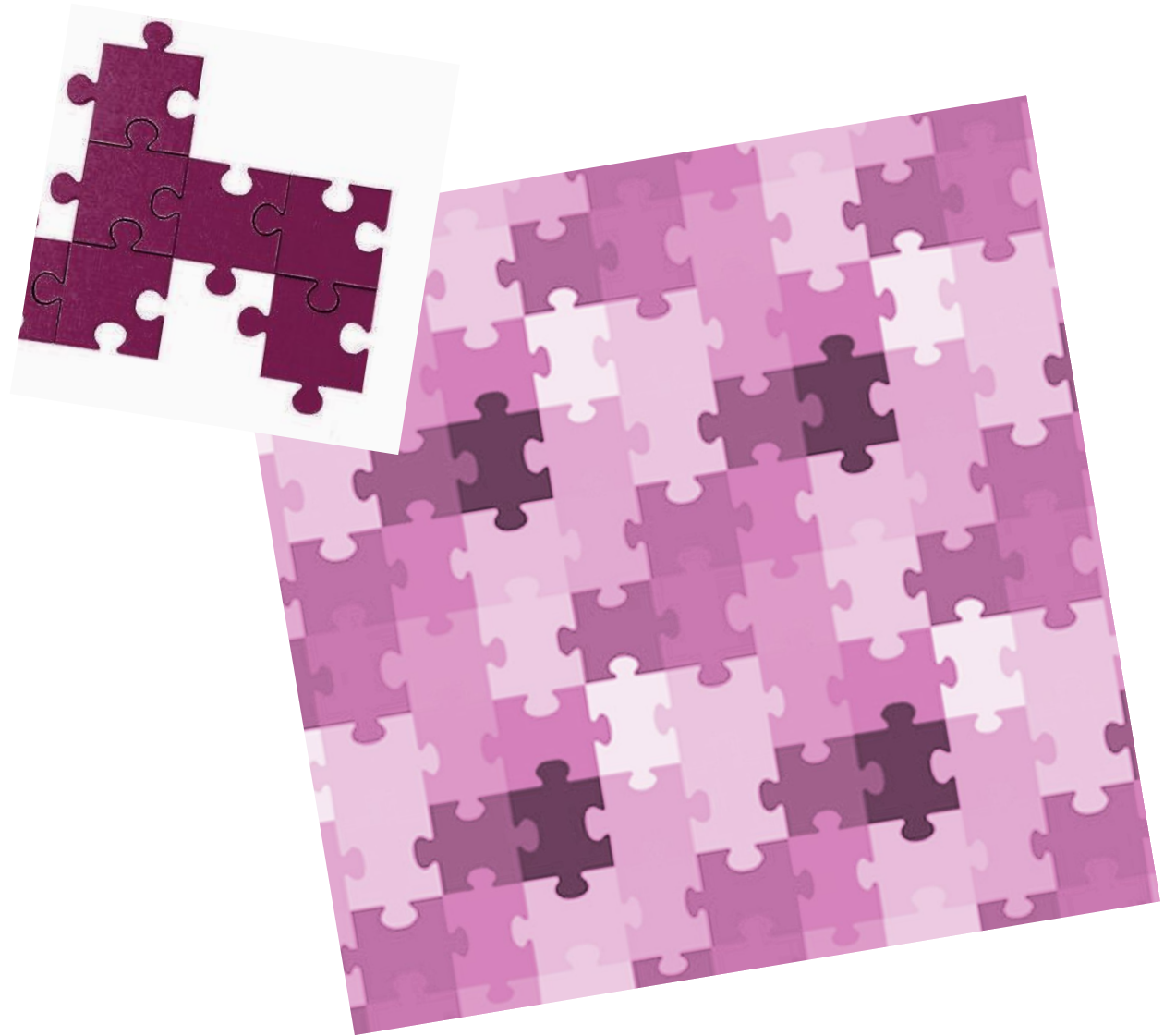
1. Put this presentation in context
2. ODE's grant consolidation efforts
3. A look at Integrated Guidance that includes:
  - A timeline
  - An overview of the content of the Integrated Guidance
  - A peek under the hood of systems, processes, challenges, and opportunities being used to support implementation
4. Summarizing and answering your questions

# Context

# The Big Picture

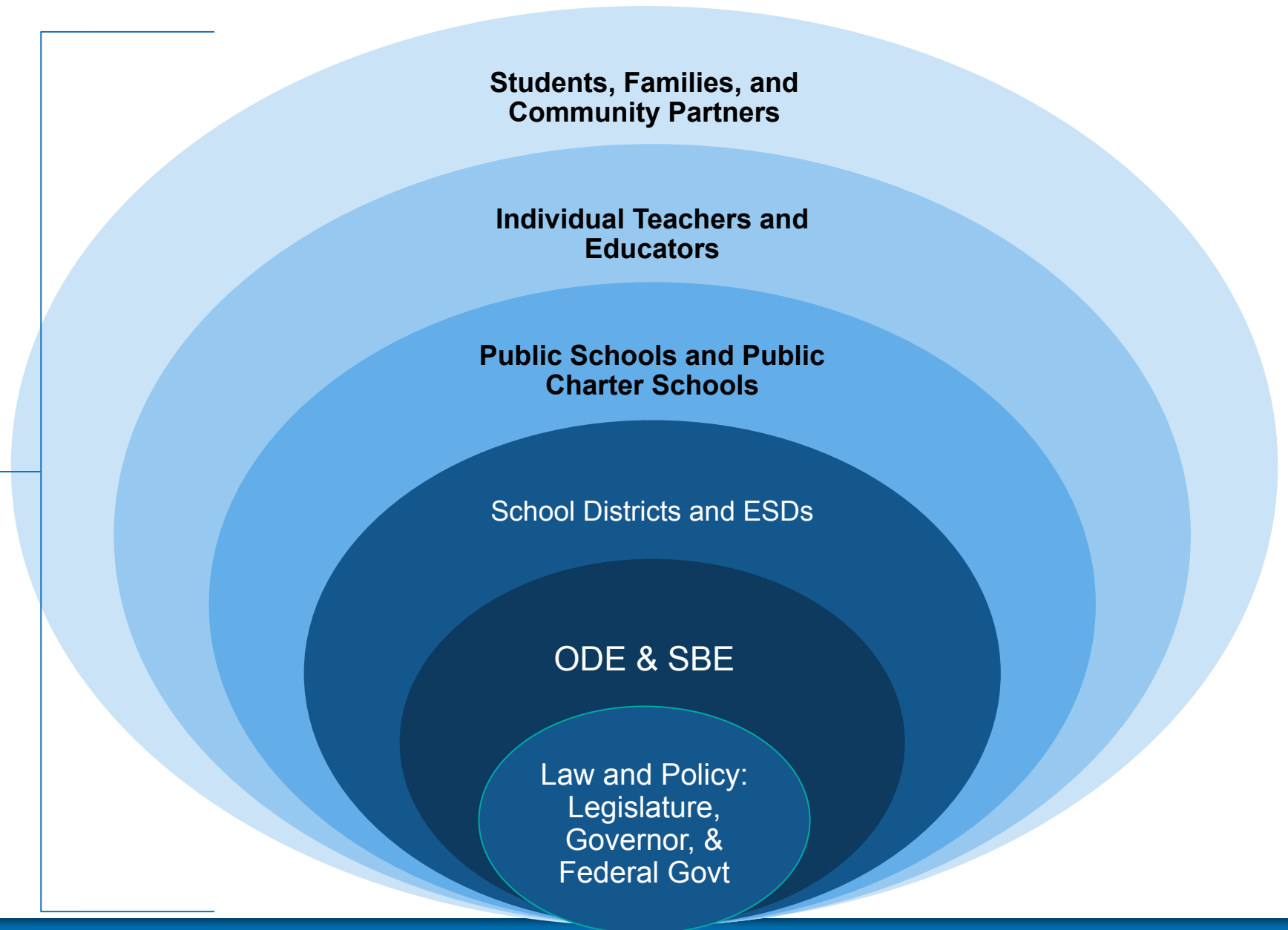
ODE administers 108 state and federal programs, beyond the State School Fund.

ODE's Office of Education Innovation and Improvement (OEII) stewards six key programs, they are part of a larger array of efforts which need support, consideration, and significant coordination.



# Gradations of Influence

## Shared Responsibility for Student Success



# Who We Serve

**560,907 Students\***

More than 200 languages spoken

**75,807 Educators**

**Staff of Color**

- 11.4% of Teachers
- 12.3% of Administrators
- 16.4% of Counselors
- 21.1% of Educational Assistants

**197 Districts**

**1,257 Schools**

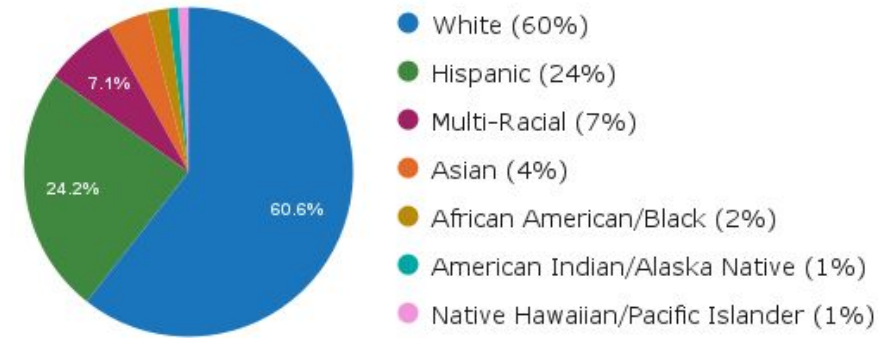
**133 Charter Schools**

**19 Education Service Districts**

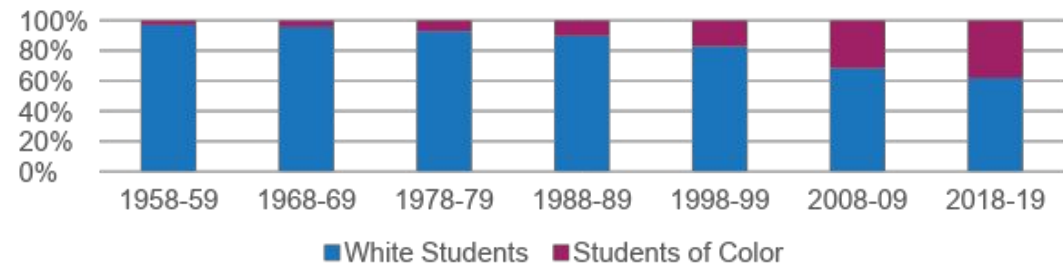
Oregon Department of Education, 2020-21 School Year

## Student Diversity

- Economically Disadvantaged: 53%
- Ever English Learners: 18%
- Homeless: 3%
- Lesbian/Gay /Bisexual: 12.6%
- Mobile Students: 11%
- Students with Disabilities: 15%



## Rapidly Diversifying Population



**\*This number was 580,690 in 2019-21 with more than 600K students counting students in private education settings**

# Secretary of State's Recent Advisory Report

- 1) **Performance monitoring and support**
- 2) **Transparency on results and challenges**
- 3) **Spending scrutiny and guidance**
- 4) **Clear, enforceable district standards**
- 5) **Governance and funding stability**

*“ODE’s new Office of Education Innovation and Improvement has developed best practices for the monitoring and evaluation of progress with Student Investment Account programs under the act, including extensive guidance for schools on collection and evaluation of longitudinal performance data — data following students over long time periods. The office is also working on a long-term vision to develop consistent monitoring and evaluation tools across the agency. “*

# Grant Consolidation Efforts



# Budget Note in House Bill 5015



The Oregon Department of Education is instructed to:

- Study the K-12 Grant-in-Aid programs
- Determine if programs can be combined or eliminated
- Identify barriers or statutory changes
- Consult various K-12 interest groups
- Develop final report for the Joint Committee On Ways and Means Subcommittee On Education by February 2022

*Note: report and presentation dates extended due to pandemic.*

**ODE has been responding to the Budget Note in order to better serve Oregon educators, create conditions for educational equity, and strengthen systems that improve outcomes for students.**

# Grant Consolidation Project in Three Phases

ODE organized the grant alignment project into three phases.

- **Phase 1: Grant data collection and analysis** (May 2021 to Aug 2021)
- **Phase 2: Develop recommendations and the legislative report** (Sept 2021 to Feb 2022)
- ⇒ **Phase 3: Implement recommendations** (*In progress*: 2021 to 2025)



# **\$4.8 Billion *this* Biennium in ODE Grant-in-Aid for K-12 Education**

The Grant-in-Aid (GIA) portfolio has significantly grown and shifted in the past 10 years

- Approximately **\$4.8 billion this biennium** in Oregon's K-12 education, in addition to State School Fund (SSF)
- ODE administers GIA for **the agency including** the Educator Advancement Council, Youth Development Division, and Early Learning Division
- **Broad range of recipients**, including school districts, charter schools, education service districts, community-based organizations, Tribal Nations, early learner providers, and some higher education
- From 2011 to 2021, ODE's GIA portfolio shifted from:
  - About  $\frac{1}{3}$  **state grants in 2011 to about  $\frac{2}{3}$  state grants in 2021**
  - **Mostly competitive to mostly formula allocation** for state grants

# Build Coherence to Improve Grant Administration



Grants were added program by program without the sufficient building of internal systems or alignment between programs.

**ODE had 34 grants in 2003 growing to 108 grants by 2021.**

To build system coherence, ODE recommends:

- Aligning and coordinating internal grant processes
- Streamlining and integrating district requirements
- Coordinating community engagement across grant programs
- Updating/modernizing grant management systems
- Improving training for grant managers
- Consolidating data requests

# Additional Recommendations Include



- Reflect ODE's continued shift towards a high-quality service model
- Address improvements to grant policy, practices, and systems
- Represent themes and areas for improvement surfaced through engagement and analysis

*Recommendations vetted and reviewed by:*

- *ODE leadership*
- *ODE grant managers*
- *A representative group of statewide partner districts and K-12 education leaders (e.g., COSA, OASBO, Oregon Small Schools Association, Hillsboro School District, North Clackamas School District, Baker School District, Coquille School District, Umatilla School District, and Lake County School District).*

## Partnering with the Legislature



ODE's recommendations include a call to improve partnership with the Legislature and legislative staff when new policy and grant programs are developed to ensure:

- Duplication of effort is avoided
- Dates and evaluation measures align
- Movement towards operational coherence and away from additional siloing
- Avoidance of unintended administrative burdens

**We want to make the right work easier.**

# Integrated Guidance

# A Long Desired Change



Oregon Department of Education

“What our staff at ODE has set out to do, with noted hope from the legislature and the education field, is to *operationally* align investments and work that can indeed bring increased success for students and lay the groundwork for us to see the full value and desired impact of the investments in the Student Success Act passed in 2019. ”

- Director Colt Gill, Letter of Introduction

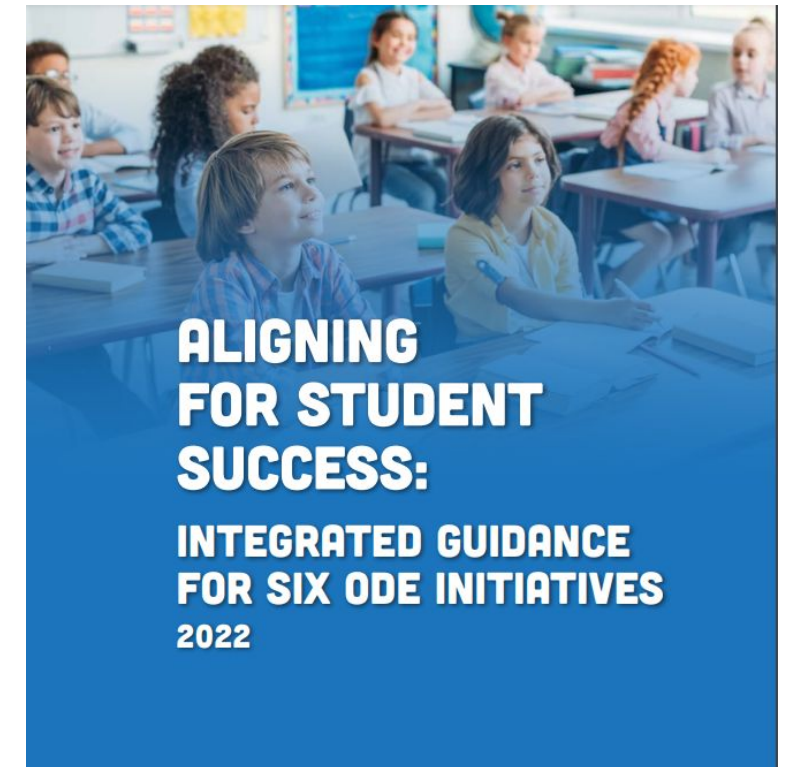


# Integrated Guidance for 6 Programs

ODE has operationally integrated **six aligned programs and district responsibilities:**

- High School Success (HSS)
- Student Investment Account (SIA)
- Continuous Improvement Planning (CIP)
- Career and Technical Education - Perkins V (CTE)
- Every Day Matters (EDM)
- Early Indicator and Intervention Systems (EIS)

**Guidance released February 8, 2022**



# Another Relevant Budget Note (HB 5047)

The Oregon Department of Education shall explore the potential for combining grant applications, grant agreements, grant monitoring, and reporting for the School District Investment grants established in House Bill 3427 with other programs or grants administered by the agency including grants made from the High School Graduation and College and Career Readiness Fund (Ballot Measure 98), Title I grants where appropriate, and other grant programs identified by the agency. The agency shall report to the 2021 Legislature on the results of this analysis during their Ways and Means presentation on the agency's budget.

## Program

## Common Elements

## Common Goals

**HIGH SCHOOL SUCCESS**

Authentic  
Engagement  
Processes

Well-Rounded  
Education

**STUDENT INVESTMENT  
ACCOUNT**

Equity Based  
Decision Making

Equity  
Advanced

**CONTINUOUS  
IMPROVEMENT PLANNING**

Focus on students who  
have been historically  
marginalized by  
the education system

Engaged  
Community

**CAREER AND TECHNICAL  
EDUCATION**

Comprehensive  
Needs Assessment

Strengthened Systems  
and Capacity

**EVERY DAY MATTERS**

Continuous  
Improvement  
Cycle

**EARLY INDICATOR AND  
INTERVENTION SYSTEMS**

SECTION 1:  
INTEGRATING SIX  
PROGRAMS



SECTION 2:  
EFFECTIVE  
PLANNING



SECTION 3:  
FINANCIAL  
STEWARDSHIP



SECTION 4:  
PREVIEW OF THE  
INTEGRATED  
APPLICATION



SECTION 5:  
HOW APPLICATIONS  
WILL BE REVIEWED,  
EVALUATED,  
DEVELOPED, AND  
FINALIZED



SECTION 6:  
MEANINGFUL  
REPORTING,  
MONITORING,  
AND EVALUATION  
PROCESSES



SECTION 7:  
GETTING BETTER:  
SUPPORT AND  
IMPROVEMENT  
OPPORTUNITIES  
AND EXPECTATIONS



IMPLEMENTING  
WITH A BUDGET  
SHORTFALL  
SUPPLEMENTAL  
INTEGRATED GUIDANCE  
2022



TARGETED  
UNIVERSALISM  
AND SNAPSHOTS  
OF FOCAL  
STUDENT GROUPS



LEVELS OF COMMUNITY ENGAGEMENT					
STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION & UNINTENDED IMPACT TO CONSIDER					
Protecting School, District, Regional interests <b>Unintended Impact to Consider:</b> Frustrating Communities	Keeping Communities Informed <b>Unintended Impact to Consider:</b> Frustrating Communities	Revisiting Community Input <b>Unintended Impact to Consider:</b> Frustrating Communities	Meaningfully Engaging Community Input <b>Unintended Impact to Consider:</b> Frustrating Communities	Collaborating and Sharing Power with Communities <b>Unintended Impact to Consider:</b> Frustrating Communities	Communities Drive and Own the Work <b>Unintended Impact to Consider:</b> Frustrating Communities
COMMUNITY ENGAGEMENT GOALS					
Ensure access to decision-making processes	Provide students, families & community with relevant information for decisions to support district, school or regional goals	Gather input from students, families & community without excluding families in decision-making	Ensure students, families & community needs and interests are integrated into decision-making	Ensure students, families & community needs and interests are integrated into decision-making	Ensure students, families & community needs and interests are integrated into decision-making
EXAMPLE ENGAGEMENT METHODS					
• Closed door meeting • Memorandum • Informal effort to avoid engagement	• Fact sheets • Open houses • Presentations • Billboards or school electronic boards • Videos • Social media posts	• Input sessions • Focus groups • Surveys • Interviews	• Collaboration with community organizations • Interactive workshops & focus groups • Community advisory committees • Student & family committees	• MOUs with community-based organizations • Leadership Development • Resource B. • Fundraising • Collaborative design and facilitation of community engagement	• Community-driven planning • Shared decision-making • Participatory Action Research • Participatory budgeting • Community schools
KEY EXAMPLE STRATEGY TO CONSIDER FOR ENGAGEMENT METHODS					
Establish why the community is important to the district	Language Accessibility	Hospitality and respectful practices	Staff training on community engagement and equity practices	Develop strategy and plan for community-based engagement (e.g., vision, priorities, etc.)	Allocate resources and staff for community-based projects and plan
HOW COMMUNITY ENGAGEMENT COULD BEST BE INTEGRATED INTO PLAN					
Focus student groups and acknowledge their experiences in current efforts (e.g., students of color, LGBTQ+ students, etc.) <b>Associated Challenge:</b> Community engagement is often siloed or not sustained over time.	Communities Inform (that integrated planning is occurring) to the district and regional level <b>Associated Challenge:</b> Community engagement is often siloed or not sustained over time.	Engage (that integrated planning is occurring) to the district and regional level <b>Associated Challenge:</b> Community engagement is often siloed or not sustained over time.	Involve (that integrated planning is occurring) to the district and regional level <b>Associated Challenge:</b> Community engagement is often siloed or not sustained over time.	Collaborate (that integrated planning is occurring) to the district and regional level <b>Associated Challenge:</b> Community engagement is often siloed or not sustained over time.	Defer (that integrated planning is occurring) to the district and regional level <b>Associated Challenge:</b> Community engagement is often siloed or not sustained over time.



# Sharing Guidance One Year Ahead of Application Window

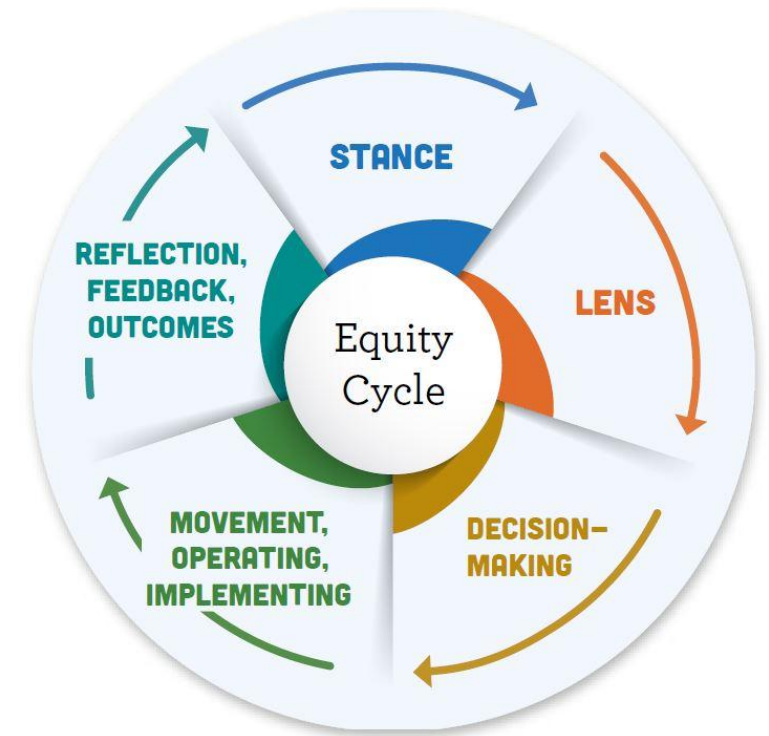


## High-Level Timeline

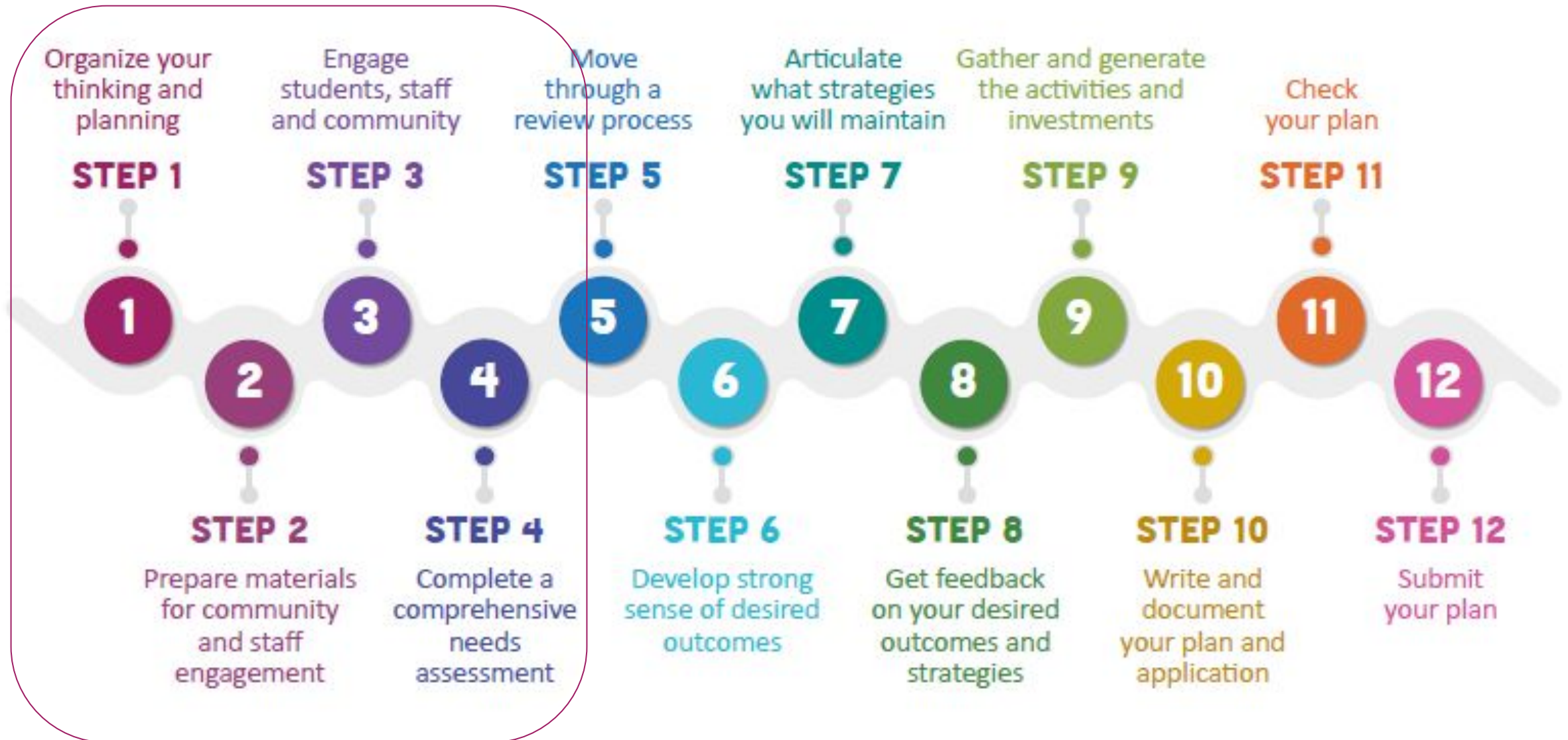
- February 2022: Guidance released to learn & prepare
- Fall 2022: Community engagement and needs assessment
- Fall/Winter 2022: Plan development, Equity Lens, and work through process requirements
- Jan-Feb 2023: Finalize Budget, Plan, and Integrated Application posted for community feedback and Board approval.
- **March 2023: Integrated Application Window**
- April-June 2023: ODE review process
- July 2023: Grant agreements and implementation begins

# Planning Requirements

- Community Engagement
- Tribal Consultation
- Comprehensive Needs Assessment
  - Consider Community Engagement Input
  - Review Disaggregated Student Data
  - Identify Priorities Aligned to the Four Common Goals
- Use of an Equity Lens
- Consideration of the Quality Education Model (QEM)
- Reviewing and Using Regional CTE Consortia Inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



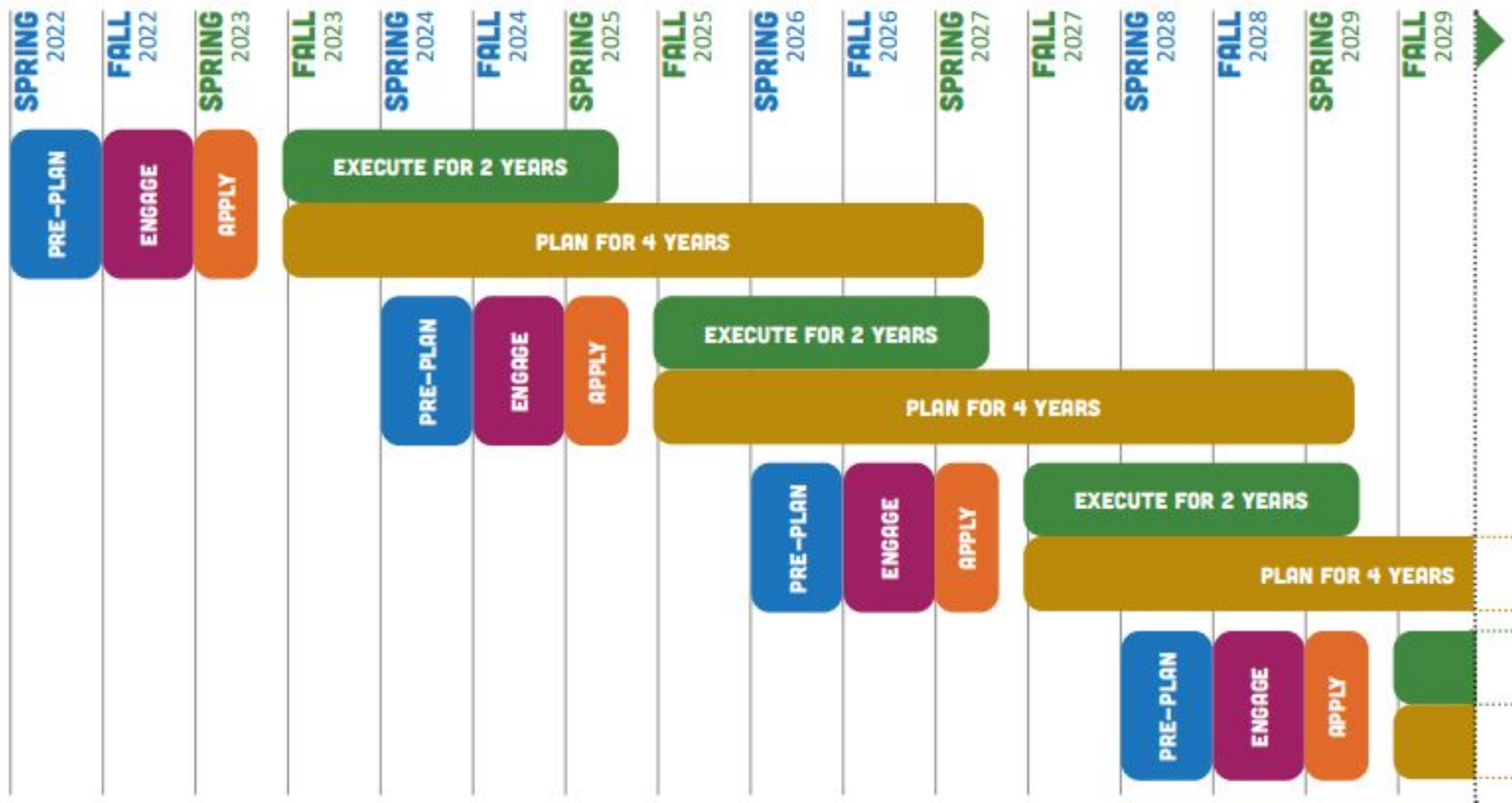
# A 12-Step Summary of the Planning and Application Process



# Setting a Consistent Long-term Rhythm

*Legislative intent imagines a consistent implementation cycle for these programs.*

The following graphic illustrates how this guidance is implemented over the next decade.





# What if I'm not part of a large school district?

---

- **Charter School Guidance:**  
Appendix B
- **Small and Rural Districts:**  
Orange Call-Out Boxes
- **Consortia:** Pages 18-19  
(Section 1)

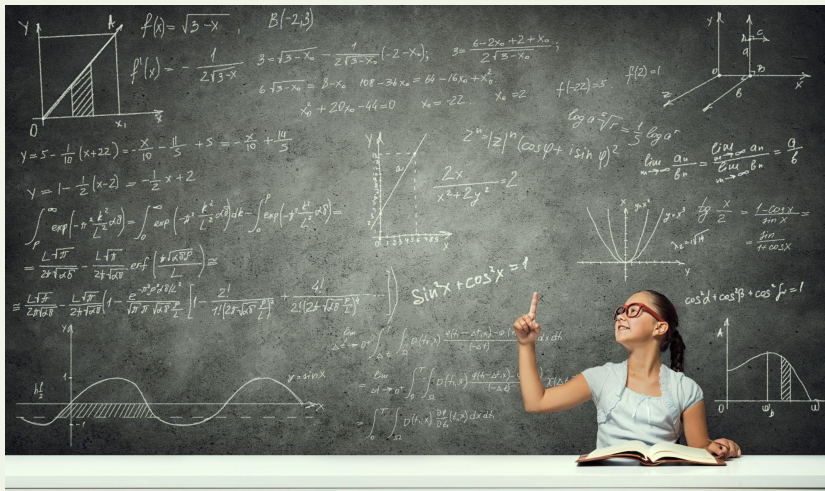
## IN SUPPORT OF SMALL AND RURAL DISTRICTS

Resources from the Governor's Emergency Education Relief Act have been allocated to provide additional administrative support and relief to Oregon's smallest districts through dedicated technical assistance dollars for each Education Service District. The focus of this effort is to provide differentiated and intensive support to small districts with limited personnel capacity, in moving through state or federal alignment or administrative processes, including but not limited to this guidance.

Specific callout boxes are placed in this guidance to also note specific adjustments or accommodations for districts with an Extended ADMw<sup>5</sup> of 100 or lower.

# Financial Stewardship

# Preparing to Budget



Goal: Start thinking about budgeting with more support coming in Fall 2022

*Community engagement and needs assessment drive planning and budgeting*

- ❑ Identify high-priority needs and map them to specific outcomes
- ❑ Develop strategies to achieve each outcome
- ❑ Generate activities that are directly linked to strategies

# Braiding and Blending Funds



## Why?

Make optimal use of all funding resources!

- Ensure consistency
- Eliminate duplication of services
- Allow recipients to strategically direct funding allocations

## How?

- Start with clear outcomes and strategies
- Use planning and budget template to envision how the funding streams can overlap and work together
- Refer to Appendix H: Program-by-Program Details
  - Allowable Uses
  - Supplement vs Supplant
  - Program end dates are different for State vs. Federal funding

# Tiered Planning

*Use “Additional and Tiered Planning Tab” of budget template*

**75** HSS & SIA plan changes have occurred since March 1, 2022

- **Including community-informed alternatives to planned activities**
  - Offers flexibility based on changing conditions
  - Avoids having to make significant plan changes mid-biennium
  - Requires attention to specific statutory requirement (can't always trade activity for activity)

*Tiered planning allows for faster changes to plans but still necessitates a touch point with ODE staff to implement.*

# Single Integrated Planning and Budget Template

IntegratedPlanningandBudgetTemplate .XLSX ☆ ⓘ

File Edit View Insert Format Data Tools Help Last edit was 11 days ago

100% \$ % .0 .00 123 Calibri 11 B I S A

A1 fx Integrated Planning & Budget Template Technical Guide

	A	B	C	D	E	F	G	H
1	Integrated Planning & Budget Template Technical Guide							
2	OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
3	Outcome-SAMPLE	SD achieves at least a 93% graduation rate across all demographic groups.						
4	S1	Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.			X		X	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
5	S2	Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.	X				X	
6	S3	Provide equitable access to social, behavioral and mental health supports.	X				X	
7	Outcome-A							
8	S1							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
9	S2							
10	S3							
11	Outcome-B							
12	S1							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
13	S2							
14	S3							
15	Outcome-C							
16	S1							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
17	S2							
18	S3							
19	Outcome-D							
20	S1							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
21	S2							
22	S3							
23	Outcome-E							
24	S1							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
25	S2							
26	S3							
27	Outcome-F							
28	S1							OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
29	S2							
30	S3							
31	Outcome-G							

+ Planning Budget 23-24 Budget 24-25 Additional & Tiered Planning Codes Example Outcomes, Strategies, a

**OUTCOMES:**  
The changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work is in relationship

**STRATEGIES:**  
Support your long-term outcomes and describe the approach you are planning to take

IG pp. 44–45



# Getting Better: Support & Improvement

## CONTINUUM OF SUPPORTS AND IMPROVEMENT OPPORTUNITIES

Improving and strengthening educational offerings often works best when effort is mutual and the focus is shared. **All districts and schools can make use of these supports and improvement opportunities across all programs.** ODE is a state educational agency and holds a range of responsibilities and expectations to support innovation and improvement. ODE aims to meet its obligations through the following continuum of offerings:



# Performance Monitoring and Evaluation



# Values Informing Approach

**Monitoring and evaluation is central to *learning*.** Focused on the use of measures that are authentic, ambitious and realistic.

**Context matters.** Approaches to the development and monitoring of growth targets must be flexible, responsive and adaptive.

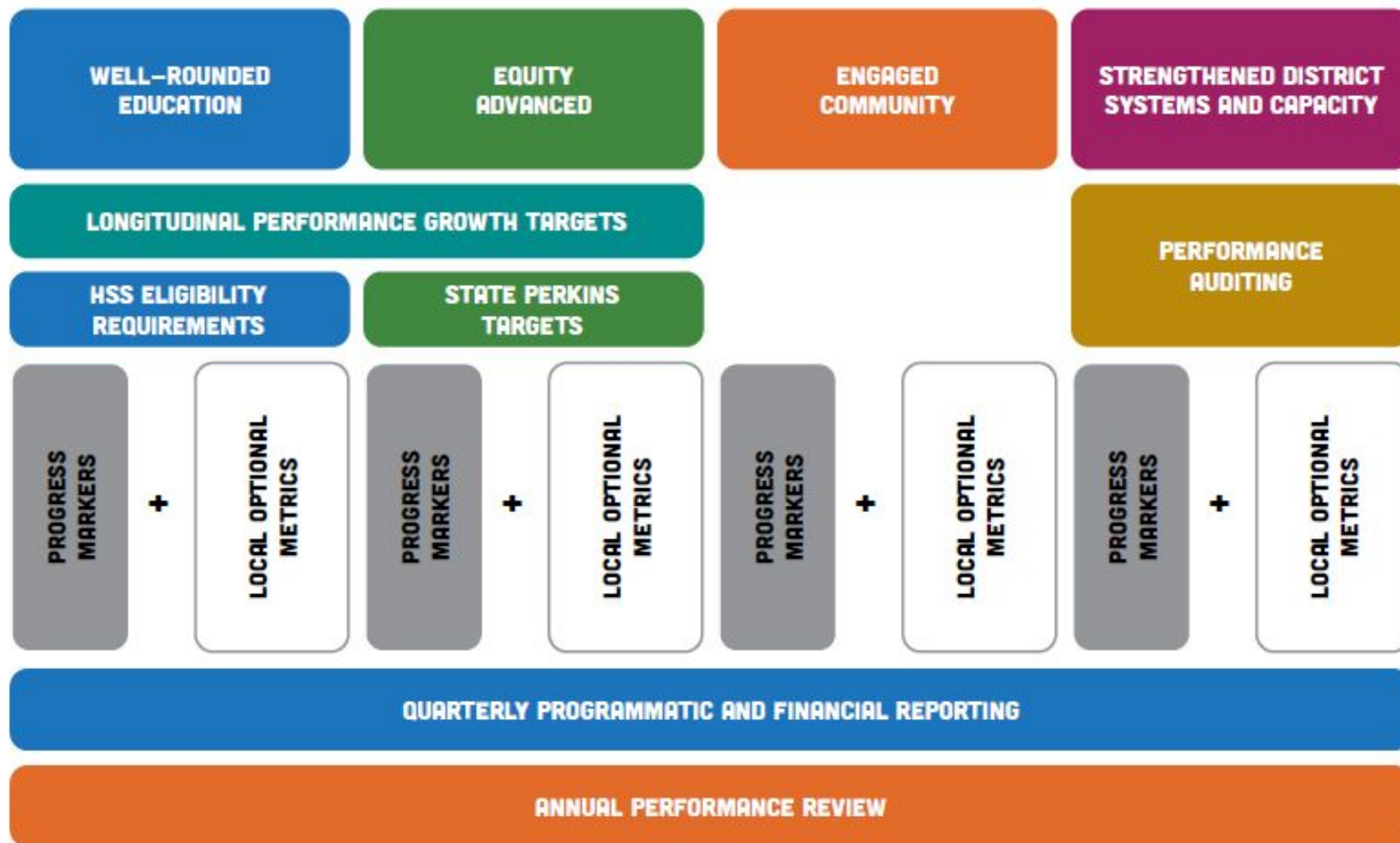
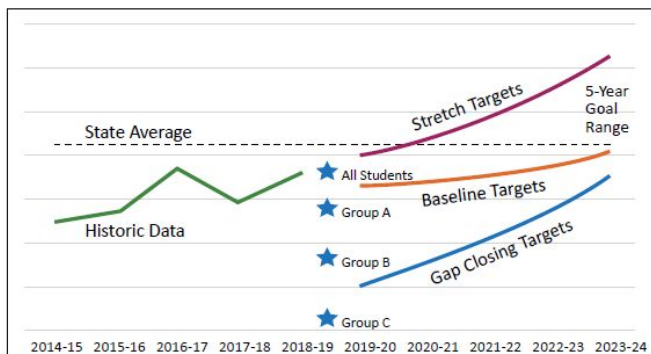
**Center common goals and core purposes.** The laws are aimed to improve student health and well-being and achieve equity-based outcomes in student learning.

**Progress is not linear and all measures of progress are not created equal.** We have the opportunity to develop and grow an approach to monitoring and evaluating systems for district learning and performance.

## SUMMARY OF PERFORMANCE MEASURES

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

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



# Longitudinal Performance Growth Targets (LPGTs)

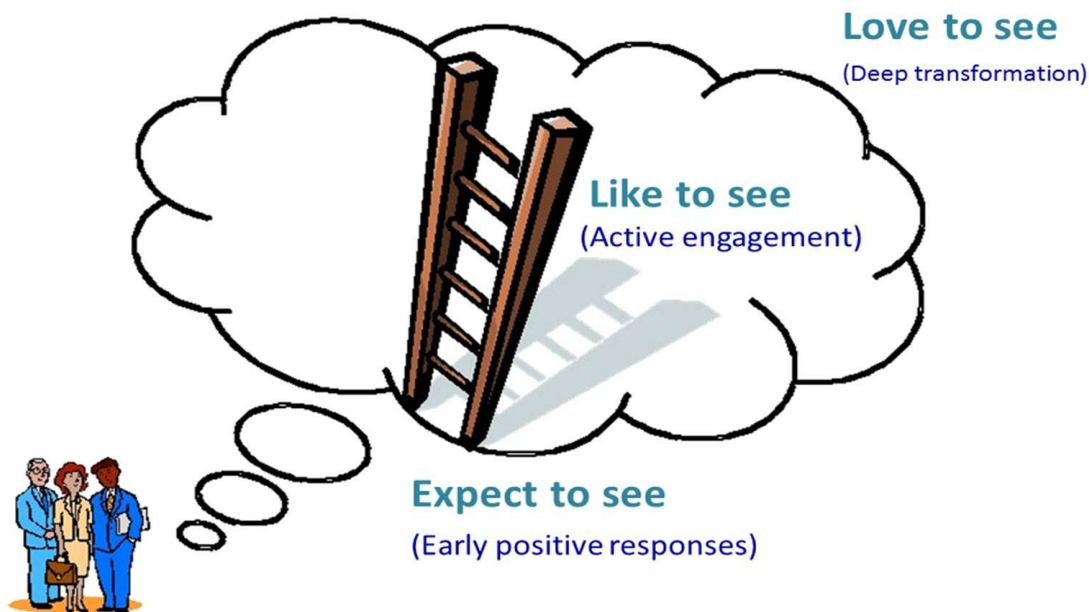


**ODE shall collaborate with the grant recipient to develop applicable longitudinal performance growth targets, based on:**

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
  - Third-grade reading proficiency rates
  - Ninth-grade on-track rates
  - Regular attendance rates
  - On-time graduation rates
  - Five-year completion rates
  - Other local metrics may be used to develop applicable performance growth targets.

# Developing Progress Markers

## Progress Markers



Progress markers represent a change model that illuminates the depth and complexity of change being sought. The progress markers advance in degree from the minimum one would expect to see the partner/grantee/district doing as an early response to the program's basic activities, to what it would like to see them doing, to what it would love to see them doing if the program were having a profound influence.

# A bit of an Implementation Tour

---

A look under the hood



# EII Established in July 2019

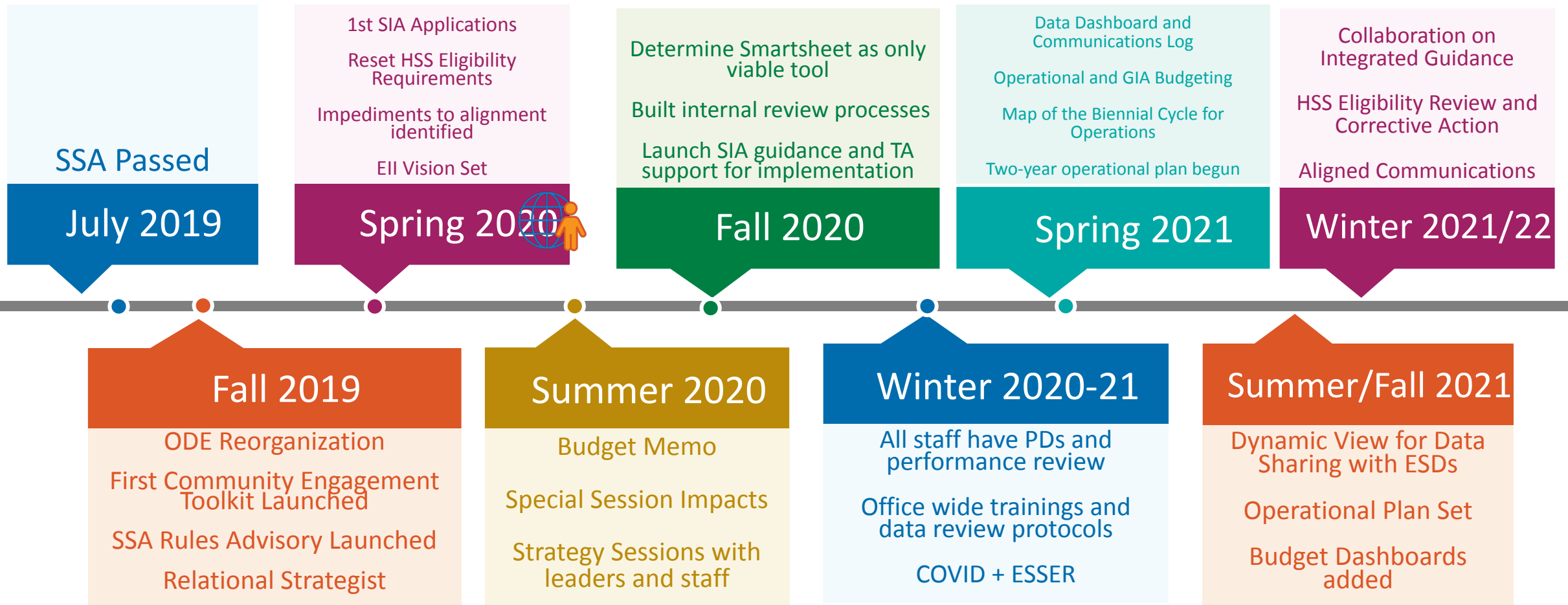
---

The Office of Education Innovation and Improvement (EII) was established as part of the passage of the Student Success Act. The charge of this office includes:

- Overseeing the development and implementation of components of the Student Success Act including the coordination of cross-office projects; building coherence across ODE's use of coaches to support district improvement efforts; developing a streamlined approach to continuous improvement planning; and implementing accountability systems. This includes implementing the Student Investment Account within the Student Success Act.
- Strengthening internal partnerships within the agency to bring more coherence to the Student Success, ESSA, IDEA, HSS, and Perkins work across all offices.
- Attending to national and worldwide education reform efforts in order to make informed decisions regarding which approach should be embraced, rejected, or modified for the Oregon model. *While the goals and objectives may be quite clearly stated, the most appropriate and acceptable approach to achieving those goals is often elusive.*



# Timeline

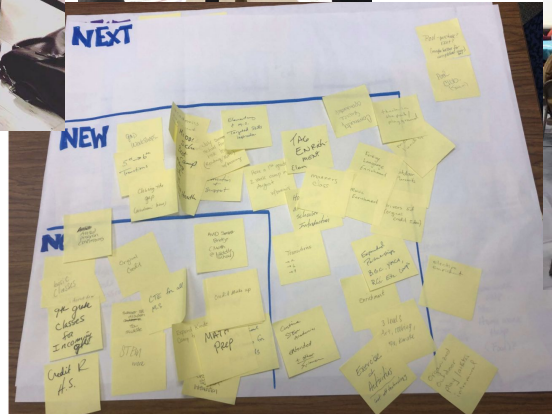
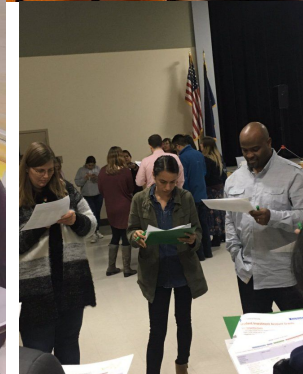


# STUDENT SUCCESS ACT

La Ley de Éxito Estudiantil  
Sesión de sugerencias de la comunidad de GBSD



23 de Octubre - 6:30pm  
Clear Creek Middle School  
219 NE 219th Avenue  
Por favor confirme su asistencia:  
[bit.ly/2nZgheH](https://bit.ly/2nZgheH)



# District-wide Black Student Union Family Night

Hosted By:  
Dr. Lisa McCall, Assistant Superintendent  
Amber Fields, Director of Secondary  
Zinnia Un, District Equity & Inclusion Coordinator



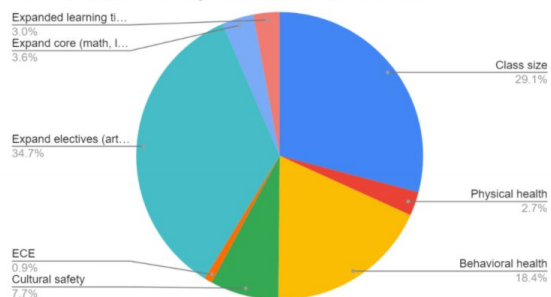
Community Discussion:  
How do you believe SSA funds should support our Black Students & Families?

We want to hear your voice!

BSU MEMBERS AND FAMILIES ARE INVITED TO DISCUSS THE BSU AFFINITY PROGRAM AND OPPORTUNITIES TO EXPAND WITH THE STUDENT SUCCESS ACT - STUDENT INVESTMENT ACCOUNT



SSA Priorities - Identify Person or Student of Color





# ODE Reviewer Portal

ODE Reviewers had access to their individual review portal, which included links to the SIA applications that had been assigned to them for review. The portal also notified reviewers when an application was ready for a joint assessment to be made, meaning that both reviewers had completed their individual review.

GRANT REVIEWER PORTAL

STUDENT INVESTMENT ACCOUNT

**Before You Begin:** You will work from two Smartsheet Forms in order to individually review the SIA Grant Applications you are assigned. The first form is under the "Your Applications" tab and allows you to access and read the SIA Grant Applications assigned to you. The second, located under the "Your Reviews" tab, is where you will document your individual review by using the meets / does not meets criteria.

For ease of reading and reviewing, we suggest you have one browser tab with the SIA Grant Application and another with the Review screen. A separate form is used to make a Joint Assessment. Once you and your ODE Review partner complete your individual reviews, you will be notified. Together, you will make a Joint Assessment.

SIA QUICK LINKS

- Student Investment Account Webpage
- SIA Applicant Guidance
- In-Person Training for ODE Reviewers

YOUR APPLICATIONS

Reviewer Type	District or Charter School	Section on Application Form
Reviewer 1	Gladstone SD 115 - 1931	<a href="#">Gladstone SD 115 - 1931 - SIA Grant Application</a>
Reviewer 2	Salem-Keizer SD 24J - 2142	<a href="#">SIA Grant Application</a>
Reviewer 1	Arock SD 81 - 2115	<a href="#">SIA Grant Application</a>
Reviewer 1	Vale SD 84 - 2116	<a href="#">SIA Grant Application</a>
Reviewer 2	Vale SD 84 - 2116	<a href="#">SIA Grant Application</a>

YOUR REVIEWS

Reviewer	District or Charter School	Section #
Reviewer 1	Gladstone SD 115 - 1931	<a href="#">R1-ODE Evaluation Requirements</a>
Reviewer 2	Salem-Keizer SD 24J - 2142	<a href="#">R2-ODE Evaluation Requirements</a>
Reviewer 1	Arock SD 81 - 2115	<a href="#">R1-ODE Evaluation Requirements</a>
Reviewer 1	Vale SD 84 - 2116	<a href="#">R1-ODE Evaluation Requirements</a>
Reviewer 2	Vale SD 84 - 2116	<a href="#">R2-ODE Evaluation Requirements</a>

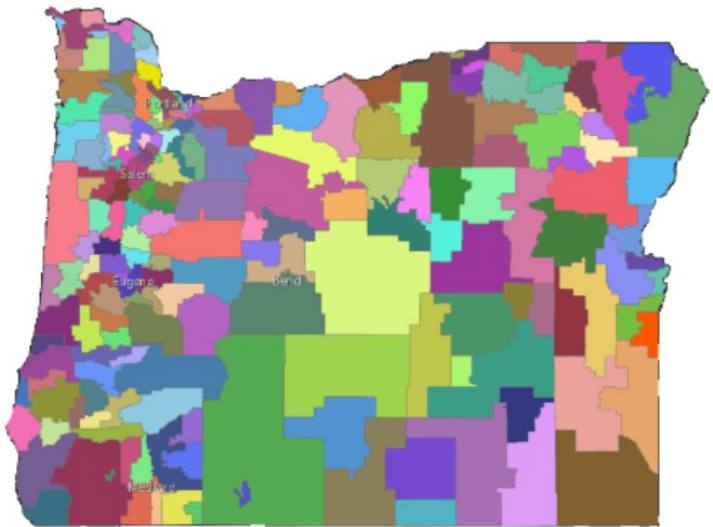
READY FOR JOINT ASSESSMENT

District or Charter School	ODE Reviewer 1	ODE Reviewer 2	Reviewer Assessment
Vale SD 84 - 2116	Jordan Heide	Jordan Heide	Application Meets Requirements

# Data Tools

## Oregon School Districts

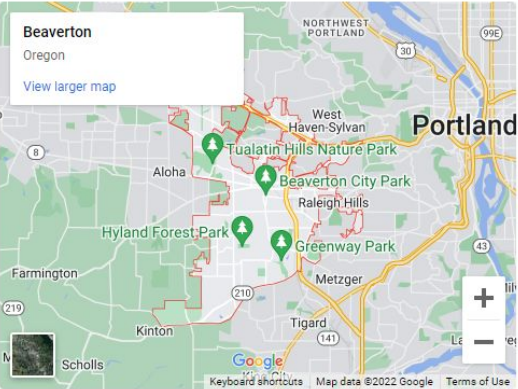
[Go to the OEII Regions](#) - [Go to OEII Home](#)



## Beaverton SD 48J

This dashboard is for ODE internal purposes and should not be shared.

[Go to All School Districts](#) - [Go to OEII Home](#)



Address 16550 SW Merlo Rd ,  
Beaverton, Oregon, 97003  
Phone Number (503) 356- 4500  
Website www.beaverton.k12.or.us  
Email  
Of Note  
ESD Northwest Regional ESD  
OEII Region Streaked Horned Lark  
Tribal Consultation Title VI District

Point of Contact  
Superintendent Don Grotting  
Business Manager Michael Schofield  
Director of Curriculum Kayla Bell  
SIA Contact Jon Bridges  
HSS Contact Janine Weir  
EHS Contact Danielle Hudson  
EDM Contact N/A  
ESD Liaison Contact Brian Bain  
Megan McCarter  
Renae Riversen

### Summary of Community Narrative from SIA

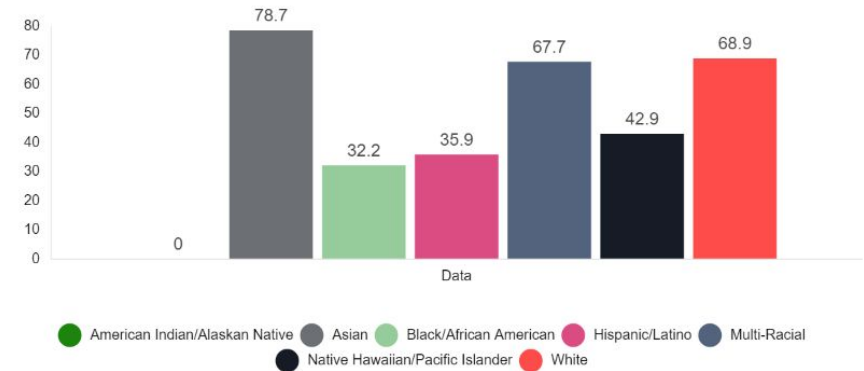
Beaverton School District is the third largest District in Oregon, enrolling 41,215 students and employing 4,573 employees. The district operates 52 schools, a dozen option programs for secondary students, and authorizes 2 K-8 charter schools, Arco Iris Spanish Immersion and Hope Chinese, both of which are participating in this application.

### Communication Tracking

Topic	Type of Communication	Date of Communication/Meeting	Contact Person	ODE Contact Name	Link for Inform
	Meeting (Online)	02/15/22	SPST - CTE Team Malinda & Reynold	David Jamieson	
High School Success	Phone Call	02/04/22	Janine Weir (District HSS Coordinator)	David Jamieson	

### Third Grade Reading Proficiency

Third Grade Reading Proficiency, 2018-19



Third Grade Reading Proficiency, 2018-19



# Key Elements of EII Operational Plan

---

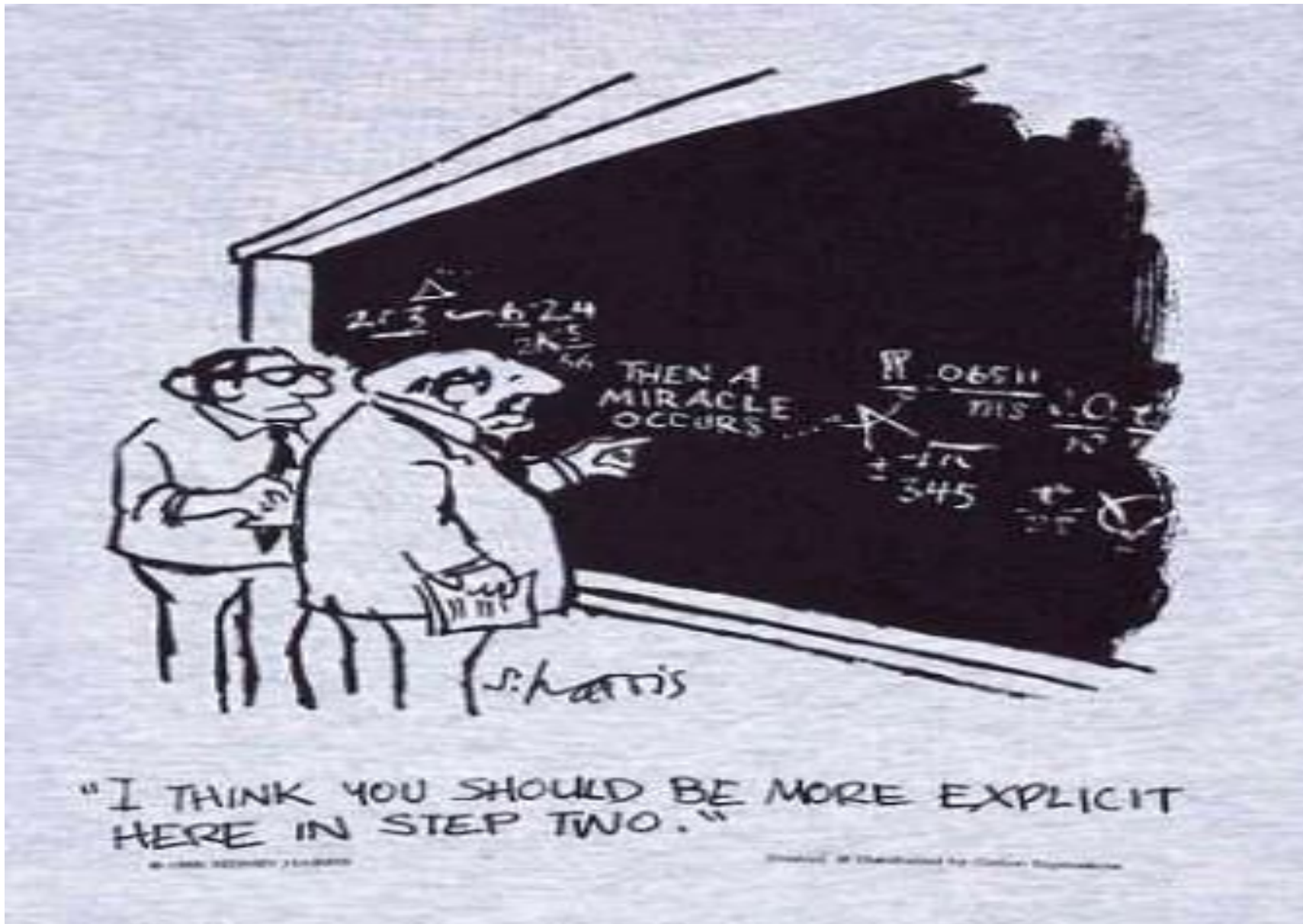
- Distinction of 'home' and capacity teams
- **Organizing support by region, cross-training, differentiation in roles**
- Bringing together prior work on vision, principles, strategy, and budget directions in a way that both codifies and operationalizes these efforts
- Intense clarity in the precision of each program and how their work intersects
- Commitment and action plan to move to integrated operations that could meet the promises that could be made from Integrated Guidance
- Pathway towards monitoring and evaluation infrastructure that supports real-time reviews of districts and regions and also will allow for understanding impacts and progress in terms of the value of investment
- Clear descriptions of tools, processes, forms for all operations

# Strengthening & Aligning ESD Supports

---

- The SSA funded \$41 million toward ESD Support for the 2021-23 biennium
- Each ESD has at least 1.0 FTE toward the role and function as Liaison
- ESD Liaisons serve as primary point of contact and can support collaboration with ODE
- Consistently participating in planned ODE virtual and in-person meetings, equity training and regular communication via email and phone with staff working in EII and on CTE
- EII is moving additional resources to ESDs to broaden TA support for HSS, CIP, EDM, and EIIIS and to rural and small school districts
- **Through implementation of this guidance, the aim is to closely align the work of the ESD Liaison and the CTE Regional Coordinators in the spirit of system alignment and improvement**





The question of implementation is simply whether or not a given idea, practice or program gets “put in place.”

Michael Fullan



# Questions?

[scott.nine@ode.oregon.gov](mailto:scott.nine@ode.oregon.gov)

# Key Links

---

- [Secretary of State's Advisory Report](#)
- [Presentation on Grant Consolidation to Joint Ways and Means Sub Ed on Feb 2022](#)
- [ODE Report on Grant Consolidation](#)
- [Office of Education Innovation and Improvement Website](#)
  - [Integrated Guidance](#)
  - [Recording of general webinar](#) introducing in February
  - [Director Colt Gill's Letter of Introduction](#)