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)***

1. Process - Data Selection, Organization, Analysis, Prioritization:

**Gather IG Team: Admin, staff, and community members
**Assign a member of the team as lead for each data source
**Establish the timeline for data organization
**Articulate a plan for sharing data for analysis
**Discuss themes, strengths and challenges
**Articulate a plan for selecting priorities
**Create a summary of findings and priorities

2. Communication

**Share results and plans with other team members who were not part of the data process for their review and input.
**Share results and plans with your community at a formal Board meeting, providing an opportunity for feedback and input

3. We engaged the Reedsport community in the following ways:
   Student surveys; Family surveys; Community Members - input at board meetings; Staff Surveys; and focus group discussion forums/phone calls

In addition to our community engagement feedback, we also consulted our 5-year district performance data to identify trends and areas for improvement that need to be addressed in our plan, including any areas in which focal student groups have historically underperformed compared to our general student population.

Our engagement activities and data review revealed the following needs and/or areas of concern in our district, and our plan reflects an effort to address each of these areas:
ie Graduation rate; Attendance; Dual Credit courses; Community building with students / SEL

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)***

Overall ninth grade on track rate of students will increase by 10% Systems to Ensure On-Time Graduation

1. Ninth grade success teams will meet regularly, looking at data, student supports are tracked for effectiveness and students and families are involved in the evaluation of those supports, increasing communication to families to re-engage students.

Activities:
** Implement a system that tracks student interventions, supports, and progress. Continue to improve and ensure consistent use of the intervention tracker.
**Continued formalized system to provide regular time for teachers of students in grades 9-12 to meet on a regular basis to update and collaborate on the data in the tracker.
**Determine a shared leadership structure for these 9th grade meetings where teachers of 9th grade students are designated as facilitators and note-takers.
**Continue to implement a professional learning calendar for staff professional development around data literacy and data analysis that 9th grade and all teachers can use in teacher collaboration meetings
** Staff review transcripts at least once a year with students to walk students through their transcripts.
**Staff review and update their education plan and profile at least twice a year with students.
**Utilize the newly structured platform and talking points for staff so they are able to walk students through the process of thinking about their education plan and profile and goals.
**Utilize professional development plans for staff around family engagement strategies, especially for focal populations, to promote conversations around course planning and scheduling.
**Hold engagement events where family participation is tracked and engage in targeted follow-up.

Student enrollment in advanced coursework and career and technical courses will rise by 25% with the largest increase seen in the focal student groups identified by needs assessment.
Activities:
**Utilize Project Lead the WAy to promote pathway for Computer Science and Engineering students
**Continue the "elective wheel" to expose non-traditional students to computer science and industrial arts
**Implement a professional development plan to support teachers and staff to facilitate and promote conversations around advanced course conversations and promote beliefs about students' capabilities.
**Implement ongoing culturally responsive engagement around advanced courses (like empathy interviews or a principal's lunch) for focal student groups.
**Implement conversations/lesson plans around staff belief in students' capabilities.
**Develop a system so all students and their families have the opportunity to hear about advanced courses while encouraging individuals to enroll in advanced courses that relate to their goals/education plan and profile.

Create and support school culture that addresses the safety needs and social emotional needs of our students which will increase attendance rates.
**Additional Social Emotional Learning Specialists at each school
**Safety and security upgrades at each building
**Social Emotional Learning PD
**Behavioral support classified staff in Elementary school
**Class size reduction

Focus

1. Mental health: 5 yr project Trauma Informed School Systems w/ ESD, UO, ORSN
2. Grad teacher/coach/Every Day Matters
3. Advanced course expenditures
4. MTSS monitoring with weekly meetings in teams
5. Math and ELA Curriculum rigor
6. Technology
7. Careers: High wage High Demand according to regional workforce data - Construction Tech, Construction, Health Science, Agriculture

Equity Advanced

(250 words or less per question)

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

**Small school population means more ways to connect
**Staff to student ratio
**Free Breakfast / Lunch for all students
**Do not have pay-to-play for activities/athletics
**Exploring Option of Junior high students that do not pass a class will be required to retake in a summer school program provided by school to keep them on track (ie Partnership with Oregon Coast School of the Arts)

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

**Transportation to internships / job opportunities / further education opportunities
**Internet access availability / Connectivity
**Understaffed for activities
**Housing availability in community
**Food insecurity- district two meals throughout the summer, however, ODE audit that eliminated our supper program after 10 years has created a hardship for community families.

- 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.

Administrators have a template that was handed out to every IG team and staff member
**Script/Lesson plans for every one of the advisory staff

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

**Increased to mental health resources/counseling

**Access to onsite school nurse
**Building relationships shows increase in academic growth

- 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?

**Credit acquisition
**Covid caused credit deficiency
**Connectivity - can't do work at home
**Transportation to outlying families
**Lack of support systems (changing parental/guardian mindsets)
**Chronically absenteeism
**Summer School - Staffing and Transportation, on-line credit retrieval classes
**District's large geographic area
**High rates of mobility throughout the district- families relocating frequently
**Community with low percentage of people with higher education
**High level of poverty throughout district
**County hub for low income housing

- 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?

**McKenny-Vento Liaison that keeps information confidential
**Provide transportation to school activities
**Actively encourage clubs/activities based on student interest
**Free athletics - no pay-to-play
**Kids who are unable to "afford" things, are opted out of cost
**Healthy Teens Survey
**Family Resource Center through Lower Umpqua CC- active partnership
**Each school has a clothing closet to provide appropriate clean clothing when needed

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?

**Available to all students
**No financial barrier to participation
** Travel to the Career Expo in Southern Oregon every year
**Activity Bus available for students to participate when needed
**Competition fees (ie SkillsUSA) are currently covering membership dues
**Project Based Learning

- What needs were identified in your CTE Programs of Study in terms of equity and access?

**Courses students want to take are difficult for students to enroll in due to scheduling
**Limited number of CTE instructors (teacher turnover)
**More diverse of courses

**Scheduling capacity can limit course availability to students
**Transportation is available but difficult for students who are remote

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

**8th grade recruitment activities with enrollment in CTE elective courses
**Open House nights
**Bulletin Boards
**Teacher recruitment/encouragement by word of mouth
**Announcements over loudspeaker; updates on events, sharing information at conferences, events, etc.
**One on one teacher conversations with students
**Quarterly Assemblies for recognition of certification/competitions/etc.

- 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?

**Continuation of building connection and relationships to promote involvement
**Student paper promotion of courses and programs
**Junior High exposure to CTE projects and programs
**Continue to offer transportation

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
**Proficiency based report card
**Focus on Reading & Math; vocabulary development as primary teaching tool
**IAs in elementary for support
**Vertical & Horizontal alignment K-6
**Core classes are in morning
*Multiple formative and summative assessment pieces
**ELA curriculum
**Daily Targets, Building Relationships, Engagement
**Reading/book campaign for K-6th grade (motivating families to read to and with students; K-2 earn build-a-bear and 3rd-6th grade earn free books to build home libraries).

7-8th Jr.High
**Reading program - allowing students to have more voice and choice
**MS courses taught by specialists / highly qualified teachers in core area subjects
**Math / English Skills to support students who need intervention/skills development - taught by SpEd specialists

**Elective and Pre-CTE options
**Advisory to develop a 6 year plan moving towards a portfolio to support future career/college plans - CRLS
**Daily Targets, Building Relationships, Engagement

9-12 Sr. High
**HS courses taught by specialists / highly qualified teachers in core area subjects
**Partnerships with community colleges (LUCC, SWOCC) to offer duel college courses
**Elective and CTE options
**Placed based education: Job Shadow/Work Experience; offering CTE high wage/high interesting elective options for careers based education based on student interest
**Daily Targets, Building Relationships, Engagement
**ASB
**Advisory to develop a 6 year plan moving towards a portfolio to support future career/college plans - CRLS
**Career & College Fair attendance; job site visits

- 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?

**Band
**Robotics
**Art
**Leadership
**Yearbook
**Wood Shop
**Welding / Metal Art with CNC work

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

**Elementary has classroom libraries; uses school library
**Partnership with public & local county librarian will work with students and families
**County Librarians have ties to the community and district exchange program
**Reading/book campaign for K-6th grade

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

Elementary
**Scheduled times for lunch; students monitored to ensure they finish eating before going out for 2nd recess during lunch time
**Scheduled times for recess per grade level in the morning
**Elementary PE in the afternoon taught by PE specialist/highly qualified teacher
**Pool located at elementary school- active swimming program

7-8 Jr. High
**Scheduled times for lunch; students monitored to ensure they finish eating before going out for recess during lunch time
**PE courses taught by PE specialist/highly qualified teacher

9-12 Sr. High
**Scheduled times for lunch; open campus - students are able to access outdoor sports areas
**Students have access to sports; no pay to play or tryouts - all students can participate; open gym times for sports
**Strength & Conditioning Class offered (PE); students can take PE to meet Graduation requirement and continue to take as elective

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

**Robotics course & afterschool clubs
**Science and Social Science work together on projects
**E-sports team
**Dedicated Arts teacher: Jr. & Sr. High Art, Yearbook

- 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.

Curriculum Mapping (vertically aligned) based on Common Core Standards

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

**Know every students by name, strength, and need
**Staff evaluation working through Institute for Research and Reform and Education (IRRE)

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

**Head Start on site (adding a second site as soon as it can be staffed)

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

**Integrated 7-12 Jr./Sr. high school utilizing the same staff
**Exposure to 7-8th students to HS electives and activities
**Elementary students tour the Jr./Sr. HS prior to transition
**High School elective teachers come to the elementary school to talk with 6th graders about High School.
**High School students come to the elementary school as cadet teachers.

- 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?

**Review MAPS testing as a team every 6 weeks/HS reviews monthly

** Each grade level is monitored and teachers collaborate to discuss interventions
** Frequent family communication regarding progress of identified students

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

**Continual staff work time devoted to student tracking
**Higher level courses available through SWOCC for qualifying students
**After school tutoring program at RCCS
**Differentiated instruction for students exceeding standards (enhanced projects, etc.)
** Assigned district TAG coordinator

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?

**College and career information is accessible at any point
**Provide different types of welding for students to learn that connect with industry
**Career research projects based on subject area
**Portfolio - CIS 8th-12th
**Clinical/ Practicum/ Cooperative Work Experience/ Service Learning / Volunteer Work
**Workplace Simulation/Technology Based Learning
**YouScience available
**Oregon Connections/Nepris online platform available
**TRIO & YTP

- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

**8th grade recruitment prior to forecasting
**Summer registration
**Fall All Family Night Open House
**Parent Teacher Conferences
**Course offered to Jr. High School Students

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

**Provide aides for students in need of assistance
**Working on providing intentional approach to introducing historically underrepresented groups to various fields
**Working on providing transportation to the job site locally and within the region

- 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.

**Providing more industry standard equipment (more hands on opportunities)

**Peer teaching opportunities (high school to high school student and high school to elementary student)
**Professional development for staff
**Support integration of academic skills into high quality programs
**Enhance Advisory Councils with business partners and Charter Advisory Council

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

**Resume building within CIS
**Mock interviews
**Preparation for soft skills - Ron Clark Academy PD for staff
**Inviting more business partner guest speakers to provide industry expectations to students
**Working on getting these for industry partners through Charter Advisory Council
**Recruit HIPPO - CBO offering resume building; career coaching; work experience

- How will you prepare CTE participants for non-traditional fields?

**Exposure to post-secondary female welding instructor
**Exposure to and experience with with non-traditional fields (Computer Science & Welding)
**Provide access to Nepris/Oregon Connections online platform

- Describe any new CTE Programs of Study to be developed.

**Exploring Agriculture, Health Science, Construction & trades (electrical/plumbing) concentrating on regional needs for high wage high demand careers

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:
**Reconnecting with the community after COVID.
**Charter Advisory Committee monthly meetings

Successes:
**Back to School/Open House event
**Charter Advisory Committee monthly meetings

Barriers:
**Lack of family involvement due to work & availability
**Geography - community is spread out; students & families live great distance from school
**Lack of transportation (if bussing is missed)
**High rates of community poverty & apathy

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

**Continue partnering with the Charter Advisory to form more,Rotary Club, REEF, Moose Lodge, Grange, Masonic Lodge, Lion's Group, Volunteer Fire Department & Ambulance Service, Hospital, Wahl Construction, Local builders, Ministerial, Chamber of Commerce, local radio station
**Enhanced and more robust community/family events to welcome dialogue
**Continue planned Superintendent Listening Sessions to break down barriers
**Veterans Celebration (as a community event providing positive interaction)
**Churches and Faith Based Organizations
**Local Public Library

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

** Decrease of State Reporting or make the process easier
**Resources (statewide access/funds for Scholastic, better student information systems)
**Professional Development (accessible)
**Assist with staff recruitment and retention
**Process to onboard/certify CTE educators easier

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

**Continual collaboration with police department - Resource Officer now onboard
**Working with the South Coast ESD with safety & health integrations planning with students, staff, & community (ie TISS project and newly hired SSPS position)

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

Charter Advisory Committee meets monthly

- Who was engaged in any aspect of your planning processes under this guidance? *(Check all that apply)*

x☐Students of color
x☐Students with disabilities
x☐Students who are emerging bilinguals
x☐Students who identify as LGBTQ2SIA+
x☐Students navigating poverty, homelessness, and foster care
x☐Families of students of color
x☐Families of students with disabilities
x☐Families of students who are emerging bilinguals
x☐Families of students who identify as LGBTQ2SIA+
x☐Families of students navigating poverty, homelessness, and foster care

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

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

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

Students: Surveys
**Elementary and Jr/Sr High

Parents/Guardians
**Title One parent night (Amanda had this and will prepare for artifacts)
**Family night this week-sign up sheet.
**Surveys
**Phone interviews

Community Members
**Board Meeting minutes. SIgn-up sheet from December.
**Surveys
**Phone interviews

Staff
**Elementary data
**Survey
**Phone interviews

- 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?

**Survey incorporates objective data
**Open House: large cross section of community engagement who attended
**Personal phone calls allow for more direct one on one conversations

- 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: Providing dinner for community; hospitality & reciprocity practices (inform & consult)
**Surveys - necessary feedback on biggest stakeholders
**Personal phone calls/in-person interviews provided more detailed information
**Round table groups: Consult, involve, collaborate (deeper strategy and vision)
**Levels 2 & 3 of the 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.

**Staff Survey - provide anonymous information
**Focal Group & Empathy Interview - provides more detailed and focused feedback
**Community Club meeting notes/agenda
**Levels 2 & 3 of the engagement spectrum

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

IG team to review the summarization of the LNA and prioritize needs. The detailed feedback will help guide us in providing more resources to our stakeholders. We want to make welcoming and safe school environments to ensure a positive educational experience for all.

CTE Focus

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

**Charter Advisory Council are continuing to work on the feedback to incorporate into action plan
**Recruit HIPPO - assists with partnering students to business partners

Affirmation of Tribal Consultation - NA

- 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.

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?

**Competitive in salaries
**PLC groups : training staff and school expectations, collaborative school culture, scientific improvement model
**Partner with ESD's GYO program to support classified through teacher licensure
**Tuition reimbursement for certified and classified staff
**We recognize excellence with our staff
**Contract with ESD to assist with licensure programs
**Pay for substitute licensing for staff
**Communication
**Utilize COSA and SchoolSpring recruitment sites
**Attend job recruitment fairs throughout the state

- 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?

**Staff collaboration with placement
**Small district with limited placement choices- all students in a class/subject are taught by the same teacher
**MTSS process meets weekly
**Incorporating Trauma Informed School System project PD with monthly PLC with ESD/UO/ORSN

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

**Incorporating Trauma Informed School System project PD with monthly PLC with ESD/UO/ORSN
**The Hawks Nest at the Elementary school provides redirect/reset for students
**Redirects/handle discipline at the lowest level possible (in the classroom)

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

**Small staff meetings provide direct feedback (Ron Clark Academy PD)
**Leadership team gives staff a voice: PD is based around data of staff needs
**Professional development permission from administration based on individual staff needs (requested or mandated)
**System wide programs offered on professional development: Regional Educator Network - Book Study, PLC; SEL learning through TISS project; ACE's training

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

**IRRE (Institute for Research and Reform and Education) training 5X per year- ongoing PD
**Instructional and Behavioral Coaches
**Teacher Evaluation Process identified through CBA- observations, feedback, goal evaluation

- 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?

**Teams will continue to meet regularly, looking at data, student supports are tracked for effectiveness and students and families are involved in the evaluation of those supports, increasing communication to families to re-engage students.
**Elementary school conducts regular "20% Team" meetings
**Jr./Sr. HS team evaluates students by grade level to identify underperforming/underachieving students and intervention strategies.

- 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?

  **Head Start is housed within district buildings and communication between Head Start personnel and district personnel provides information on incoming student needs.

**Vertical and horizontal alignment between all grade levels (K-6 only two teachers per grade level)
**Regular team meetings to discuss best practices and movement of students
**7-12 share instructors for common courses and transitions

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
- DRAFT Longitudinal Performance Growth Targets
- Affirmation of Tribal Consultation

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.