

Integrated Application Template

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)

The Rockwood Preparatory Academy leadership team embarked upon the Integrated Guidance community engagement and data review process in September of 2022. Over five months we engaged our stakeholders in a review of student data and performance, including comparative data from 2018-2022 (pre- and post-pandemic-related school closures and distance learning).

Student data reviews included academic assessment data (summative, formative, state assessments, and local progress-monitoring), attendance data for each grade level and disaggregated student groups, participation in school activities, behavior, and SEL data. RPA family data was collected through perception, culture, and climate surveys, input gathered in engagement sessions or board meetings, and participation data from school activities. Community data was collected to include input gathered during engagement sessions as well as feedback gathered during meetings with partner organizations.

The RPA leadership team compiled and reviewed data, using the Oregon Equity Lens in process, disaggregating where possible by student and family populations such as race/ethnicity, economic status, mobility status, language, disability, and the intersectionality of multiple factors. This high-level comprehensive process allowed the leadership team to explore root cause analysis of our community needs in refining strategies to support student growth, development, and success for the next four years.

The following areas of focus were identified in the needs assessment process:

- Increased instructional support and intervention opportunities for students
- Expanded support for student behavioral and mental health needs with a focus on Social Emotional Learning
- Improved attendance and opportunities for after school enrichment programs

The RPA community was invited to provide feedback on the target areas and proposed strategies identified in the needs assessment. Proposed strategies were refined during a January community engagement session where participants identified their top priorities based on those presented. The budget outline was then crafted to support the top strategies and priorities identified in a sustainable manner.

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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)**

Through Integrated Guidance Planning Rockwood Preparatory Academy has focused on combining resources from the Student Investment Account (SIA) and Early Indicator and Intervention System (EIS) to ensure all students are provided access to a well-rounded and intentional educational experience built on targeted universalism and grounded in equity. As a result of community engagement, equity review, and comprehensive needs assessment, RPA developed a strategic plan with the following goals:

Increase the Number of Students Attending School Regularly K-5

- **Need:** Students identified as most often unable to maintain regular attendance are those identified as experiencing poverty, experiencing mobility or homelessness, and students with disabilities.
- **Strategy:** Funding will be used to increase attendance rates by focusing on the needs of the whole child as well as family needs lying outside of the capacity of students; The Social Emotional and Outreach Coordinator will support meeting the holistic needs of students and families to keep students in school; partnerships and student sponsorships with outside organizations will provide enrichment opportunities to support our highest-need students and families.
- **Monitoring:** SEL Coordinator, Leadership Team, and Attendance Committee will coordinate outreach and support. Participation and attendance rates tracked to allow ongoing plan implementation and adjustments.

Improve 3rd Grade Reading and Literacy Achievement for All Student Groups

- **Need:** Student reading and literacy achievement was comparable to the state average for the 2021-22 school year, at only 40.8% of students meeting grade level performance goals; lowest performing students in need of early literacy support were our largest student group, those identified as Hispanic/Latinx, emerging bilingual, and those experiencing poverty.
- **Strategy:** Funding will be used to improve outcomes for underserved students by increasing and maintaining academic support staff as well as systems for identifying targeted areas of student need.
- **Monitoring:** Instructional Leadership staff will identify areas in need of intervention and design instructional supports. Implementation and effectiveness will be monitored through progress monitoring practices and continued Data Team data collection and review.

Improve Student Well-Being

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- **Need:** The social, behavioral, and mental health needs of students are high across all student groups, specifically those in grades 2-5.
- **Strategy:** Utilizing SIA funding to support social-emotional learning opportunities for all student groups, with a focus on building foundational learning experiences to support self-regulation, positive peer interactions, and positive self-image.
- **Monitoring:** Monthly team meetings that incorporate regular review of behavioral, attendance, and academic data.

Equity Advanced

(250 words or less per question)

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

At Rockwood Preparatory Academy we work diligently to maintain equity and access for our students and families. Our staff is composed of an increasing number of bilingual and Hispanic employees who reflect our largest student population. Our parent meetings and schoolwide activities are held in English and Spanish to ensure equal access is granted to all families. The addition of a Social Emotional Learning and Outreach Coordinator has allowed for a full adoption of the Sources of Strength SEL curriculum schoolwide and all students receive weekly or monthly whole-group lessons as well as small group interventions based on individual student needs. Small group and individualized instruction using a Spanish-to-English curriculum is delivered to our newcomers as needed from our instructional aides. Transitional Kindergarten opportunities are provided for all families prior to the start of the schoolyear.

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

Throughout the needs assessment process there were three main areas of need identified related to equity and access by staff, families, and community stakeholders. The first area of need relates to increased before and after school care opportunities for working families. RPA currently houses the Champions program on campus to provide care, however space is limited and the documentation requirements for subsidized funding are not readily supportive of all families. The second area of need is increased access to community resources for economically disadvantaged and houseless families; following the COVID-19 pandemic, the presence and ease of access to community supports has greatly reduced, while the number of houseless and jobless families has increased. The last area has to do with limited access to social emotional learning opportunities for our students over the last 3 years, largely caused by the COVID-19 pandemic and lack of access to in-person learning as well as limited social interaction upon returning to in person learning.

- Upload the equity lens or tool you used to inform and/or clarify your plan and budget.

<https://docs.google.com/document/d/1Hh8E-X6NBU61HfwuShqJK-dvzNrzklpBRUMSGYImPN8/edit?usp=sharing>

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

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Rockwood Preparatory Academy's Equity Lens was used in framing discussions related to the decision-making process in our school. School leaders and staff use this lens when decisions are made that will have an impact on students, staff, or our families.

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

The potential academic impact for all students and focal groups addressed in this strategic investment is ultimately an increased level of support to ensure a reduction in academic disparities, specifically among student groups identified as historically underserved including those experiencing poverty, multilingual students, and those with disabilities. The goal is to close the achievement and opportunity gap for all student groups by focusing on the literacy and social emotional needs of our students.

- 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?

We have currently been focused on recapturing learning lost during the pandemic and distance learning for our youngest learners who missed those key foundational development pieces necessary to becoming successful lifelong learners. Because of this focus on our youngest students and ensuring a solid foundation, intervention focus hasn't primarily supported our older, 3rd-5th grade learners. We intend to spread the focus of intervention support to all learners k-5 in the coming years with sustained funding for targeted instructional support. With a wider-spread need for support, ensuring our focal students meet their Longitudinal Performance Growth Targets will require intentional focus in planning for support.

- 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?

When a family is identified as experiencing houselessness, our leadership and Outreach team work with the family to support them not only academically and emotionally, but also to support them in finding needed resources within the Rockwood community, beginning with McKinney-Vento identification and resource exploration. Because these staff members are school-based students and families are comfortable and generally feel safe sharing about their experiences and needs.

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).

Rockwood Preparatory Academy delivers a Direct Instruction curriculum for all students K-5 in the subjects of reading, language arts, mathematics, and spelling. Students receive science

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instruction using a curriculum called Studies Weekly, and weekly SEL instruction from Sources of Strength. All students participate in 45 minutes of art, music, or PE instruction daily.

- 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?

Every student receives art and music instruction 2-3 days weekly, for 45-minute periods, from our dedicated art and music teacher.

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

Although RPA does not currently have a student library housed on our campus, we do work in partnership with our local Rockwood (Multnomah County) community library. This partnership includes classroom visits and book shares, monthly book tubs or boxes, free books for students periodically, and class visits to the local library.

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

RPA students K-5 have a 30-minute daily lunch, with the ability to participate in a 10-minute lunch recess for those who have finished eating as well as a designated 15-minute daily recess. Students K-2 also have a 10-minute snack period daily. All grades start their day with 20-minutes available for breakfast followed by 10-minutes of in-class physical activity using the BEPA 2.0 curriculum. All classes participate in between 90 and 135 minutes of PE weekly and have a monthly 30-minute class game time with our Playworks coach.

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

RPA uses the Studies Weekly Science curriculum, which allows weekly opportunities for incorporating STEAM instructional practices into student learning. Yearly professional development is provided to staff to support the development of increased STEAM instructional practices.

- 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.

As a school, RPA adopts board-approved Direct Instruction Curriculum materials in the areas of reading, language arts, mathematics, and spelling; these selected curriculums maintain a clearly defined scope and sequence for all grade bands K-5 which are aligned to meet all state and national standards.

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

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At RPA teachers follow the prescribed Direct Instructional curriculum in the areas of reading, mathematics, language arts, and spelling. Instruction is regularly observed and coached by members of leadership in the classroom setting. All teachers submit weekly lesson progress charts and data related to student achievement and growth. All students unable to achieve mastery on a given lesson have planned supports set in place to support skill development before moving on to higher-levels of learning in the sequence of the deficit skill. All teaching and learning are intentional.

- 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?

Each week the RPA data team meets to analyze student progress data. This team is composed of leadership members, Title I staff, specialists, and classroom teachers. All members of staff are stakeholders in student needs, and these weekly meetings ensure all students are given designated supports necessary for success right when they need them, not after already falling behind. For students coming to RPA with deficit skills in a given grade-level, intentional planning takes place to determine what gaps in knowledge exist and how best to fill those gaps while also maintaining exposure to learning at their grade level. Weekly data reviews include lesson progress data, individual and whole-group student performance scores, test mastery data, intervention progress monitoring data, and STAR data.

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

All students in grades 3-5 are assessed annually through the state summative tests as well as quarterly using STAR testing data. If students are identified as exceeding, they are recommended for TAG testing and identification.

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 are moving along the spectrum of previous engagement. Previously we would have been at level 2 for community engagement, which is consult; we would seek input from our families, students, and community partners, however, they were not decision-makers in our planning process. By increasing our focus on community engagement throughout this integrated planning process, we moved into the 'involve' category (level 3) by engaging community voice and its role in decision making. Students, Families, and community needs were at the forefront of our engagement and planning process, and played a vital role in our plan development and overall outcomes/needs. An area of continual growth and improvement will be community buy-in, and increasing the overall amount of engagement we receive from our community stakeholders.

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

By partnering with outside organizations in the community such as Team Quest, Playworks, local churches, and other organizations who also work to support our students and community, we hope to gain their feedback and support as well to best plan for our future. We will also continue to cultivate relationships with families to promote further engagement in sharing opinions, insights, and ideas.

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

Schoolwide events inviting families and local organizations would help enhance our engagement efforts. With limited space and funds this has shown to be a barrier. ODE might be able to support this improvement process by sharing additional funding options, opportunities and resources that may help support our need with event space and funds to staff these events in addition to continued technical assistance and training.

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

Rockwood Preparatory Academy encourages family feedback weekly through a communication system called POSSIP where families can communicate their concerns, praise, questions, comments, etc. openly; they may share their name or remain anonymous to ensure that they feel heard and are comfortable with sharing even if they do not want to share who they are. RPA also welcomes families into our school for family events and volunteer opportunities. Much focus is given to being in regular communication via email, text, class dojo, newsletters etc. updating families on safety processes, practices, planning, and openly welcoming feedback.

- 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.)

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- 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
- 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?

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We chose anchor charts from our Family Engagement Nights, where we met to brainstorm and discuss the needs of our students and how to best support them using this increased, sustainable source of funding. Two Family Engagement Nights took place, one with our English-speaking families, and one with our Spanish speaking families. During our English meeting families communicated many needs, such as before and after school care, more student support, the addition of a school counselor, SEL curriculum, facility updates, and transportation.

We also chose the anchor charts from our Community Engagement Session, which took place at the end of the school day and allowed the opportunity for students, parents, families, staff, and other community members to participate in our decision-making process. This Session allowed us to bring forward the ideas gained in the needs-assessment process, both those brought forward by staff and those shared by families during our Family Engagement Nights. After sharing the ideas, we discussed the allowable usage of funds for Student Investments Account grantees, and then voted on what our highest priorities from these pared down lists should be.

Each of these artifacts represent the meaningful and important efforts that went into our decision-making process while reflecting the insights from our community as a whole.

- 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.

One strategy used to execute engagement was providing daycare and snacks for students so that families could attend. Another strategy we used were tickets. Anytime someone offered an idea, suggestion, elaborated on something that was already said, etc, they received a ticket which then went into a drawing to win a prize which we did at the end of each meeting. Child care is one of our biggest obstacles in getting families to attend meetings, which falls under level 3 of the community engagement spectrum. Drawings for prizes and tickets were used to increase participation. In previous meetings we ended up with the same few families contributing ideas and feedback, so we used incentives to increase participation and collaboration in an effort to hear more voices, which fell under level 4.

- 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.

One strategy that we used to execute engagement with staff is food. Food speaks to the heart of our staff and we were able to increase staff engagement in discussing our focus needs in the upcoming school years by providing this. This strategy fell under level 3 of wanting to be involved. Another strategy we used was having staff work in small groups to create anchor charts and then work together to sort into highest needs and include possible strategies and outcomes of these supports. This strategy fell under level 4 for collaboration.

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

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We learned that our community and staff continue to support our students and the growth of our school. We learned that many of the needs shared throughout our engagement opportunities fell into similar buckets in terms of what social emotional learning and academic support should look like. By working with these groups, we were able to prioritize and group needs together to determine what the greatest needs were, and how through supporting one, impact will likely follow with the other.

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

By partnering with local businesses in the community and working families, Rockwood Preparatory Academy will work together to expand work-based learning opportunities for students through events such as career day, by taking field trips to local businesses, and by inviting partners into our school.

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.

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?

Most of our recruitment comes from within our current staff and families through word-of-mouth. We have also partnered with local colleges and universities to share open position opportunities. We compensate new and returning staff to attend summer curriculum and behavioral management training in addition to our mandatory 2 weeks of training before school begins. We pride ourselves on having a strong leadership team made up of all previous RPA teachers who are available for coaching support throughout the school year.

- 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?

Rockwood Preparatory Academy offers continuous professional development and coaching for staff on how to support students with various needs in cultural competence, diversity, equity, and inclusion. RPA is a data-driven school and reviews growth and areas of concern weekly to appropriately plan and collaborate systems, supports, and interventions that need to be put in place based on the needs of students. All data is collected and disaggregated

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based on specific student populations, specifically those from historically underserved and/or underrepresented groups.

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

Rockwood Preparatory Academy uses restorative practices to build community and maintain healthy relationships. All classrooms have a designated break space equipped with calming tools and self-regulation strategies for students who become dysregulated. Social emotional learning lessons are taught weekly K-2 and monthly 3-5 to help support teachers and students on practices that can be implemented within the classroom to limit the removal of students from the learning environment. Our leadership team is trauma-informed and restraint trained which focuses on principles that include de-escalation, risk assessments, and crisis communication. With the combination of these strategies and practices we are able to limit the overuse of discipline practices.

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

Rockwood Preparatory Academy aligns professional growth and development using a student focused lens. By reviewing academic and behavioral data, teachers, leadership and specialists are able to plan interventions to support student growth which strengthens our staff growth as professionals and as a team.

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

Rockwood Preparatory Academy uses a direct instruction model. Teachers, leadership and instructional aides participate in a yearly training on curriculum implementation, curriculum coaching and best practices. Feedback always leads with what's going well, followed by the student performance problem, how student performance should look, the related teacher behavior and the overall impact on student behavior. Coaching follows this same framework. Coaching may look different depending on the need; co-teaching may be a strategy used where the coach will focus on the student performance problem and what change might impact student improvement while another strategy might be where the coach and teacher observe and note key takeaways while another educator addresses these impacts during their teaching.

- 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?

Rockwood Preparatory Academy uses a school wide monitoring system called Star reading and math which is a K-12 comprehension assessment with the insights needed to guide math and literacy growth. We use these reports to plan interventions within the classroom, Title I services, and small groups. We also use the mastery tests built within our school's curriculum that are administered every tenth lesson. These assessments are reviewed and remedies are

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planned and administered for skills not yet mastered before moving forward to ensure all students are at mastery in all subjects.

- 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?

Rockwood Preparatory Academy provides a transitional Kindergarten program so students are able to attend a week before grades 1-5 to get acclimated to the new school environment and expectations. Beginning this summer RPA will pre-test incoming kindergarteners and offer a pre-kindergarten program during the summer to better prepare students for the kindergarten curriculum. Our 5th graders get to experience field trips to the local middle schools to tour the campus and explore the different programs offered. 4th and 5th graders also participate in leadership opportunities such as junior coaches and mentorship with grader kindergarten-1st grade.

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.