This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that 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 Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

| Part One: General Information (Application) |
| --- |
| School Year |  |
| District  |  |
| Webpage (*Where SIA Plan will be Posted)*  |  |
| Contact Person  | Name:Email:Phone:  |

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

* A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
* The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement).

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

* Who you engaged
* Frequency / occurrence
* How you ensured engagement of staff and each of the focal student groups and their families
* Key information you collected

(250 words or less)

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? (500 words or less)

What relationships and/or partnerships will you cultivate to improve future engagement?
(150 words or less)

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

* Students of color
* Students with disabilities
* Students who are emerging bilinguals
* 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 navigating poverty, homelessness, and foster care
* Licensed staff (administrators, teachers, counselors, etc.)
* Classified staff (paraprofessionals, bus drivers, office support, etc.)
* Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
* Tribal members (adults and youth)
* School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
* Business community
* Community leaders

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How did you engage your community?**

Select all of the strategies / activities you deployed to engage your community:

* Survey(s) or other engagement applications (i.e. Thought Exchange)
* In-person forum(s)
* Focus group(s)
* Roundtable discussion
* Community group meeting
* Website
* 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

### Upload your top five artifacts of engagement.

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? (250 words or less)

* 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. (500 words or less)
* Describe at least two **activities** 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. (500 words or less)
* Describe at least two **strategies** you executed to engage staff. Explain why those strategies were used. (500 words or less)
* Describe at least two **activities** you executed to engage staff. Explain why those strategies were used. (500 words or less)
* Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making.

(150 words or less)

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:

1. [SIA Integrated Planning Tool](https://www.oregon.gov/ode/StudentSuccess/Documents/SIA%20Integrated%20Planning%20Tool.xlsx)(created by ODE)
2. [Clackamas ESD SIA Plan Template](https://www.oregon.gov/ode/StudentSuccess/Documents/SIA%20Plan%20Template%20for%20Part%20Five%20of%20Grant%20Application.docx)

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less)

Part Six: Use of Funds (Application)

Which of the following [allowable use categories](https://www.oregon.gov/ode/about-us/Documents/HB%203427%20Student%20Investment%20Account.pdf) is your plan designed to fund within? Select any or all.

* Increasing instructional time
* Addressing students’ health and safety needs
* [Evidence-based strategies](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf) for reducing class size and caseloads
* Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to meet students’ mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less)

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you’ve drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less)

Part Seven: Evidence of Board Approval (Application) (Application)

*You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.*

Part Eight: Public Charter Schools (Application-If applicable) (Application) (Application)

Do you sponsor a public charter school?

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

Did any public charter schools you invited to participate in your SIA plan decline to participate?

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less)

*You will be asked to upload any SIA charter school SIA specific agreements.*