Section Two: SIA Grant Application Preview

Part One: General Information

This preview of the SIA application is created for information purposes only. It shares the content of what applicants will be asked to submit through an application portal. It may be revised slightly for clarity, logistical, use-ability, or formatting purposes. It is provided here only as a tool to plan and prepare.

Applicant
School District or Eligible Charter School Name:
Institution ID:
Webpage (where SIA Plan will be posted):

Contact Person
First Name:
Last Name:
Email:
Phone Number:

Part Two: Narrative

Plan Summary
Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners. Please write 3-6 paragraphs and provide the following information:

- 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 3 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

Overview of Community Engagement

Describe your approach to community engagement. (250 words or less). Ensure your response includes:

- 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
- Who you partnered with in the engagement efforts

Self-Assessment of Community Engagement

Please share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (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 improvement? (150 words or less)

Who was Engaged?

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 top five artifacts of engagement.

> **Artifacts** may include, though are not limited to: survey data, meeting minutes, synthesized/summarized reports of input collected, evidence of how input was collected, communications and engagement plans and processes for outreach. Artifacts may be in the form of documents, pictures, videos, etc.

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and the community? (250 words)

Strategies and Activities for Engaging Focal Student Populations and their Families

Describe the **strategies** (at least two) that you executed to engage *each of the focal student groups* and their families present within your district and community. Your response should include why the strategies were used. (500 words).

> ## *Strategies and Activities*
>
> **Strategies** inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.
>
> **Activities** are much more concrete and are oriented to smaller steps or shorter time frames within the arc of a given strategy or set of strategies. Activities generally have specific resource allocations and might also be called *initiatives, tactics, investments* or *work plans.*

> **Strategies** may include, though are not limited to: leveraging partner organizations and existing networks; approaching focal student populations and their families first; designing a communications and engagement plan for your district or charter school to implement.

Describe the **activities** (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used. (500 words)

> **Activities** may include, though not limited to: social media, websites, webinars, personalized emails, surveys, in-person forums, focus groups, community gathering, school board meeting, use of community based organization, coffee chat, newsletter, local media, roundtable discussion.

Strategies and Activities for Engaging Staff

Describe the **strategies** (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words) *Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.*

Describe the **activities** (at least two) that you employed to engage staff. Your response should include why the strategies were used. (500 words) *Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.*

Collecting and Using Input

Describe and distill what you learned from your community and staff. Ensure your response includes:

- What you learned or are actively learning
- How you applied the input to inform your planning

(250-500 words)

Part Four: Data Analysis

Data Sources

Describe the data sources used and how the data informs equity-based decision-making.
(150 words or less)

Part Five: SIA Plan

Your SIA plan must be for three years. It names the strategies, activities and actions that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also reflects the choices you've 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. In this section, you'll be required to upload and share how you applied an equity lens or tool in your engagement, planning and decision-making.

We are not setting a firm limit on plan page size or word count for the SIA Plan. We suggest your written plan be between five and 20 pages. Along with your written plan, you'll be asked to complete and submit an **SIA Integrated Planning Tool** (optional, see below) and **SIA Budget** (template to be release in January 2020).

Key Elements of You SIA Plan: Outcomes, Strategies, Activities and Priorities

The SIA Plan itself includes the following elements and the suggested questions are offered as a guide to support your planning:

- **Outcomes** are the changes you're trying to cause.

- **Strategies** inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.
- **Activities** are much more concrete and are oriented to smaller steps or shorter-time frames within the arc of a given strategy or set of strategy. Activities generally have specific resource allocations and might also be called "initiatives," "tactics," "investments" or "work plans."
- **Priorities** identify an order or level of focus for different strategies and activities. Where a district or school might have several desired strategies and activities to advance those strategies, priorities signal what will be focused on amidst time and resource availability.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

- What means (strategies) will be used to create change in your district or eligible charter school?
- What spending priorities have you decided to focus on for the next three years?
- What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?

Activities

Your SIA plan outlines specific actions, activities and investments. For purposes of efficiency and review this will be considered your budget narrative.

- What activities and investments are you planning to make to advance your priorities?
- What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?
- Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?
- What is your model for continuous evaluation of the return on investment or impact of this investment?

- How are the resource allocations in your budget reflective of the changes your planning is intended to cause?

Support for Tiered Planning

"Tiered Planning" refers to an eligible applicant's approach to proactively anticipate and consider modifications to SIA Plan activities and expenditures as a result of workforce shortages or other scenarios where initial plans and priorities may require adjustment. **ODE will accept tiered plans that accommodate for these variables by adjusting the strategies and activities and expenditures.**

Priorities

In order to support tiered planning for SIA funds, please share what you think we need to understand about your priorities for the first three years. Consider the following questions:
- Where do you expect to put most of your focus, resources, and energy in the first year?
- Using "High/Medium/Low" or "A/B/C" please provide a narrative description of your priorities over the first three years.
- In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?

SIA Integrated Planning Tool

ODE has developed an optional SIA Integrated Planning Tool as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition the narrative information called for in the application.

Budget

Upload a completed SIA Budget Template. ODE will release an SIA budget template in late January 2020.

Equity Lens or Tool

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

Describe how you used the uploaded equity lens or tool. (250 words or less)

Draft Longitudinal Performance Growth Targets – FOR PREVIEW ONLY

For a complete preview of the SIA application, we are including this section where we will ask SIA applicants to provide their **DRAFT** Longitudinal Performance Growth Targets and the ODE Worksheet outlined later in "Developing a Common and Customized Monitoring and Evaluation Framework."

While asked for at the time of submission, ODE will not, in accordance with HB 3427, consider the growth targets and documentation provided in this section as part of its review and determination if application requirements have been met.

Co-development and agreement on a monitoring and evaluation framework for each SIA applicant, including the Longitudinal Performance Growth Targets, will take place once an applicant has been determined to meet all requirements.

For this reason, **ODE does not recommend school board approval of the longitudinal performance growth targets or any other evaluative criteria until a corresponding grant agreement is co-developed and approved by the applicant and ODE after submission and approval of the SIA Application.** Please see section four in this document for more information.

Part Six: Use of Funds

Allowable Uses

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

☐ Increasing instructional time
☐ Addressing students' health and safety needs
☐ Evidence-based strategies for reducing class size and caseloads
☐ Expanding availability of and student participation in well-rounded learning experiences

Meeting Students Mental and Behavioral Health Needs

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

☐ Increasing instructional time
☐ Addressing students' health and safety needs
☐ Evidence-based strategies 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: (500 words or less)

- Meet students' mental and health needs; and

- Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Addressing the Needs and Impact on Focal Student Groups

The act supports "targeted universalism." This means that all students can benefit while focus can be given to target or focal student groups.

Describe the potential academic impact for all students **and** the focal student groups based on your plan to use funds. (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)

Focal Student Groups

Focal student groups are students: of color; with disabilities; who are emerging bilinguals'; or those navigating poverty, experiencing homelessness, or in foster care.

Part Seven: Documentation and Board Approval

Evidence of Board Approval

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.).
Share link where the plan exists on a public website.

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?
- ☐ Yes
- ☐ No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?
- ☐ Yes
- ☐ No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?
- ☐ Yes
- ☐ No

Collaboration

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

Agreement(s)

If applicable, upload charter school SIA specific agreement(s). Upload multiple if relevant.

Applicant Assurances

By checking the boxes below, the school district or charter school assures: *(check each box)*

☐ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.

☐ Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).

☐ Disaggregated data by focal student group was examined during the SIA planning process.

☐ The recommendations from the Quality Education Commission (QEC) were reviewed and considered.

☐ The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]

☐ Agreement to provide requested reports and information to the Oregon Department of Education.