

DECEMBER 2020

⊕ STUDENT INVESTMENT ACCOUNT

SUPPORTING QUALITY IMPLEMENTATION

DESCRIBING THE WORK OF SIA GRANTEES TO TRACK, REPORT, ADJUST, PLAN, AND MONITOR PROGRESS WHILE KEEPING A FOCUS ON COMMUNITY ENGAGEMENT, FOCAL STUDENTS GROUPS, AND THE APPLICATION OF AN EQUITY LENS.

The purpose of this document is to provide supplemental guidance for Oregon school districts and eligible charter schools to support and sustain high-quality implementation of the funds they steward through the Student Investment Account from Fall 2020 through June 2023.



Table of Contents

Introduction	2
Section One: What is Most Essential?	3
Spending Funds Responsibly	3
Requesting an Extension to Spend SIA Funds	4
Ongoing, Authentic Community Engagement	4
Sustained Application of an Equity Lens or Tool	5
Section Two: Monitoring and Evaluation Framework	6
Progress Marker Framework	6
Section Three: Programmatic and Financial Reporting and Auditing	7
The Purposes of Reporting and Auditing	7
Guide to Progress Reporting	8
Guide to Annual Reporting	9
Section Four: Updating SIA Plans for the 2021-23 biennium	10
Preliminary Allocations	10
Ensuring Expenditures Align to Allowable Uses	10
SIA Plan Adjustment or Amendment Process	11
Review of Plan Adjustments and Amendments	12
Amending/Extending Grant Agreements	12
Appendix A: 2020-21 Progress Markers for the Student Investment Account	13
Appendix B: SIA Plan Adjustment and Amendment Preview and Notes for New Applicants	15
SIA Plan Adjustment and Amendment Preview	15
Notes for New Applicants	16
Appendix C: Longitudinal Performance Growth Targets - What We Know & Anticipate	17

Introduction

What is essential when it comes to implementing the Student Investment Account (SIA) through the remainder of this school year?

The answers are both operational and moral. The SIA, as part of the Student Success Act (SSA), brought promises to life through engagement and strategy processes that center students, families, and staff. Last fall and winter, focused attention was placed on ways our systems can and should center mental and behavioral health and re-assert academic pathways that break through historic disparities.

Early implementation efforts of the SIA have mostly been out of sight - dwarfed by COVID-19. That does not make the work done - engagement and planning - any less important. We should celebrate the ways school districts and eligible charter schools listened, applied an equity lens, and prioritized the needs and visions held in their communities.

That imperfect work is worthy of celebration and caution. Celebration for demonstrating what Oregon educators and communities can do with focused investment. Caution for what was unevenly implemented, impacted by declines in available funding this year, and where hopes and promises were ignited but now may be going unmet.

What is essential now is that districts, schools, and ODE find the will to keep churning through the relentless dynamics of COVID-19, sustained and systemic racism, and the operational hurdles that can make such vital work harder than seems necessary.

What is essential now is that we use the rest of this first year of SIA implementation to continue to respond to COVID-19, where allowable uses match immediate need, and seed the future we want. A future heard and expressed in the dreams and hopes of fall 2019.

What is essential now is that we place our focus on quality implementation, sustained and authentic community engagement, and deepened understanding and application of an equity lens to make the most of this promising stream of funding.

There are many obligations to be met to implement the law with integrity. And we are and should be proud of the first early steps.

This guidance names the work ahead. It provides a clear picture of how we've reduced administrative burden while keeping our focus on what is most important. It is not a standalone document, but

rather builds on the [larger SIA guidance released in December 2019](#). Still, those familiar with SIA implementation should find this document useful as the best way to track what is needed, by when, by whom to continue to live into our shared responsibilities.

Section One: What is Most Essential?

Spending Funds Responsibly

All SIA grant recipients are responsible for the financial management and accounting of funds in partnership with ODE. In August 2020, in a special session, the legislature determined that the Student Investment Account would be funded at a total of \$150 million for the 2020-21 school year and [revised allocation estimates](#) were released.

SIA recipients are eligible to claim the first 40% of their total SIA allocation once they have a fully executed SIA grant agreement in place. The next 30% of funds can be claimed on January 1, 2021 and the final 30% of funds can be claimed on April 1, 2021. This is an adjusted timeline for the first year of implementation.

Grant recipients are expected to report on the expenditure of these funds during the three reporting periods outlined in Section Three: Programmatic and Financial Reporting and Auditing of this guidance. If ODE has any concerns or questions regarding grant expenditures after reviewing the January 31, 2021 programmatic and financial reports, the Department will be allowed to temporarily freeze SIA grant funds before the third EGMS disbursement, which recipients can claim on April 1, 2021, until such issues can be resolved.

While accounting for these funds will follow standard protocols as described in the [Program Budget Accounting Manual](#) (PBAM), it is necessary and important to separately account for the funds. ODE recommends recipients review Appendix G of the PBAM and at minimum, create a new fund for SIA. For reporting to data collections for the 2020-21 Actuals Financials data collection, districts will need to crosswalk their data to a 251 fund, which is a sub-fund of the 200 Special Revenues Fund. Districts only need to use a crosswalk if they are accounting for the SIA revenue and expenditures in a different sub-fund.¹

¹ Information previously included in "[Section Five: Financial Management of SIA Funds](#)" released in December 2019.

On an annual basis, ODE will determine whether grant funds received by a grant recipient during the previous school year were used as described by the grant recipient in their grant agreement. When a grant recipient does not use funds as described in the grant agreement, ODE is required by law to:

- Collaborate with the grant recipient to identify and implement specific interventions;
- Provide technical assistance to the grant recipient; and/or
- Deduct amounts from future grant distributions.

When a grant recipient is not able to spend all available grant funds, ODE may deduct amounts not committed from future grant distributions.

Requesting an Extension to Spend SIA Funds

Any allocated funds that are not used by grant recipients by June 30, 2021 will be [returned to the Student Investment Account for distribution in the next biennium](#). Grant recipients who would like to receive an extension to spend this year's SIA funds through September 30, 2021 will need to complete a simple form between March 1 – March 31, 2021 to indicate their need for an extension.²

Ongoing, Authentic Community Engagement

During the 2019-20 school year, SIA applicants across Oregon engaged their communities in a variety of ways to inform their strategic planning efforts. Since then, COVID-19, Oregon wildfires, and intense incidents and patterns of racial injustice have led to an unprecedented school year with students, families, communities, school and district leaders navigating significant challenges.

Authentic and consistent community engagement is as important as ever at this time. The requirements of community engagement in the SIA are foundational and won't be waived or released. ODE will instead place focus and support on helping districts and communities get or stay connected in ways that build trust and support to meet short and long-term priorities and that seek to avoid "checkmark dynamics."

Community engagement is a practice that should become deeply rooted for every school and district. Building meaningful, authentic, and reciprocal relationships with students, families and communities is a priority. That work has begun as clearly evidenced in the first round of SIA applications. The current moment offers an opportunity to not just listen for what communities and families hope for in SIA plans, but how they are doing and what can be offered to support them.

² In recognition of the impacts of COVID this year, ODE will easily and universally accept extension requests.

ODE will be releasing an updated resource on community engagement in January 2021. That new resource will build off the previous [Student Investment Account Engagement Toolkit](#).

The new community engagement guidance will identify short-term and long-term strategies and tactics, including how to strengthen community ties through and beyond COVID-19 and even when engagement is not completed in-person. The guidance will aim to balance the input needed for SIA planning and implementation with the many pressures families and communities face right now. A key goal is to share learning from the first year's engagement efforts and to be conducive to healthy community engagement over the long haul. This will include support for districts and schools to think about how to align and use engagement processes so as to limit both district and community exhaustion from processes that don't tie together.

SIA recipients can find more details about community engagement requirements for SIA plan updates in Section Four: Updating your SIA Plans for the 2021-23 Biennium of this guidance.

Sustained Application of an Equity Lens or Tool

The adoption and use of an equity lens or equity decision tool was a requirement of the original SIA application and continues to be required as recipients make decisions related to adjusting or amending their existing SIA plans. An equity lens is a tool that helps center core values, commitments, and questions throughout the process. Applying an equity lens helps create a systematic structure and process to ensure that no focal group or community is ignored in the process of community engagement and plan development.

As recipients begin to consider updates to their SIA plan, they could begin by reviewing the [Oregon Equity Lens](#) or their adopted equity lens or tool to reground their team in the baseline assumptions, expectations, and aims it sets forth. Recipients are encouraged to expand on the Oregon Equity Lens to adapt to specific community populations, histories, dynamics, and needs. ODE also encourages recipients to share their equity lens broadly with their community, so they are aware of how that tool will be used in the district or eligible charter school's decision-making process. One of the most consistent areas for feedback in the first round of SIA application review was around the application of equity tools. Rarely were the tools themselves short of requirements but often ODE reviewers had to seek additional information or remedy around the demonstrated application of these tools.

SIA recipients are also welcomed and encouraged to utilize the [Decision Tools for SY20-21](#) when making complex decisions related to updates to the SIA plan. While developed to support rapid

decision-making to respond to COVID-19, these tools offer a concrete decision making framework and include:

- Decision Tree: A sequence of intentional questions for leaders that could lead to decision-making that deepens relationships and trust and avoids unintended impacts or harm to communities.
- Deepening Questions: A collection of questions aimed at deepening leaders reflections to help get underneath core decision-making challenges.
- Consultancy Protocol: A facilitative method designed to support leaders in better understanding dilemmas, while also uncovering new or different approaches to decision-making.

Section Two: Monitoring and Evaluation Framework

Progress Marker Framework

ODE developed and released [progress markers](#)³ as a set of milestones to illuminate the depth and complexity of changes that advance over the early years of SIA implementation.

ODE is committed to implementing a learning stance for monitoring and evaluation and will provide the necessary support systems and training to school districts to understand how ODE will use progress markers while they are navigating this unprecedented school year and learning from what is unfolding.

Along with the legislative decision to release (not use) Longitudinal Performance Growth Targets for the first year of implementation, ODE also simplified the progress marker framework.

A singular set of progress markers has been developed for the 2020-21 school year integrating the kinds of changes ODE believes could advance each of the “Common Metrics”⁴ in the SIA long-term while also attending to current school year conditions. The full list of progress markers for the 2020-21 school year can be found in Appendix A.

³ Earl, S., Carden, F., & Smutylo, T. (2001). *Outcome mapping: building learning and reflection into development programs*. Ottawa: IDRC.

⁴ Ninth grade on-track; Four-year graduation; Five-year completion; Third grade reading; Regular attendance.

Progress markers outline some of the potential changes, contributions to impact and outcomes, that ODE would hope to see as throughlines across the SIA implementation. The progress markers identify early and expected changes followed by likely and even profound changes that might be observable in the SIA implementation. SIA recipients are not expected or required to meet all progress markers, only to track changes when the investments create or contribute to the changes outlined. Specifically, grant recipients are asked to share if they are seeing change (or the beginnings of change) occur in their districts or charters as a result of SIA implementation, but will not be required to report on individual progress markers. More details about the programmatic and financial progress reporting can be found in Section Three of this guidance.

ODE will use the documentation from progress and annual reports to glean and learn about what kinds of changes SIA funding might contribute toward. ODE will share this information and work collaboratively with SIA recipients to then review the progress marker framework and continue to make changes and adjustments over the next few years.

The first year of implementation is focused on growing comfort and learning across the state with this progress marker framework. Further development and refinement of the progress markers will support getting a strong foundation “set” for the next four year-plans and will then be kept as constant and unchanged as possible. These progress markers will help ODE monitor and share back learning across the state and to the legislature. This monitoring will also be used to inform any considerations of ODE requiring district participation in the [Intervention and Strengthening Program](#) introduced in the December 2019 guidance.

Section Three: Programmatic and Financial Reporting and Auditing

The Purposes of Reporting and Auditing

The SIA is rooted in a purpose and promise to engage focal student groups, their families, the wider community, and staff in the effort to support student health and well-being and to advance academic achievement. One of its core commitments, driven by statute, are public approval and accountability processes. This includes the requirements to review progress and complete a municipal audit that is shared and posted in the same ways as the original plan, grant application, and grant agreement. ODE will support each step of this process and continue to implement the SIA with a focus on ensuring the right amount of challenge and support for grantees in pursuing the purposes of the law.

While formal and required, these processes have been designed with the belief that they can become integrated tools into district and school functioning that align and support strategic continuous improvement processes.

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.

Guide to Progress Reporting

Beginning in January 2021 and continuing approximately each quarter thereafter, SIA grant recipients are required to submit programmatic and financial progress reports to ODE to monitor progress and complete spending prior to the end of the grant period.

For the current, foundational year, these reports are due on the following dates:

- January 31, 2021 (1st reporting period of July 1, 2020 - December 31, 2020);⁵
- April 30, 2021 (2nd reporting period of January 1, 2021 - March 31, 2021); and
- August 31, 2021 (3rd reporting period of April 1, 2021 - June 30, 2021).⁶

Recipients will submit their programmatic and financial reports via a customized form. The link to each recipient's customized form and instructions for submitting the form will be released in early January 2021 via Smartsheet to the SIA application point of contact.

Programmatic Progress Report: Through this report, recipients will detail their progress on SIA plan activities and the kinds of changes that are unfolding. ODE has created a [programmatic progress report template](#) that recipients can use to prepare their responses prior to inputting them into the customized Smartsheet link.

⁵ If a recipient doesn't have a fully executed grant agreement in place by January 15, 2021, ODE will work with them to determine a deadline for submitting the first programmatic and financial progress report once the grant agreement is fully executed. Specifically, this means grant recipients are still responsible for submitting a report that covers July 1, 2020 - December 31, 2020 to sufficiently track grant expenditures and progress during this time period.

⁶ The third reporting period will run through September 30, 2021 for those grant recipients who request an extension to spend funds through September 30, 2021 and is anticipated to be due on November 30, 2021.

Financial Progress Report: Through this report, grantees will share their progress on spending SIA funds. Given the majority of recipients adjusted their SIA plans in light of the reduction of funding, ODE will be reviewing the financial reports closely to identify plan adjustments made by recipients. ODE has created a [financial progress report template](#) that recipients can use to prepare their responses prior to inputting them into the customized Smartsheet link. The financial progress report in the customized link will be pre-populated with the recipient's budget information submitted in the original SIA application.

Guide to Annual Reporting

SIA recipients are required by statute to review their own progress on an annual basis through a cumulative progress report and municipal audit.

Annual Progress Report: The annual progress review will ask recipients to review their implementation efforts, progress with any local metrics that were established in the grant development process, review how their strategies worked (or didn't), and work with ODE to substantiate changes within progress markers. SIA recipients will report this information using their customized Smartsheet reporting link. The specific annual report questions will be added to the recipient's customized link once finalized. The first annual progress review and report is due August 31, 2021. This allows recipients to use the month of July to complete their annual report and the month of August to post and present their report to the board.

For those recipients who request an extension to spend funds through September 30, 2021 the annual progress review and report is anticipated to be due November 30, 2021. This allows recipients to use the month of October to complete their annual report and the month of November to post and present their report to the board. The submission deadline will be finalized in the extension grant amendment.

Annual Municipal Audit: Under Section 15 of the Act, SIA grant recipients are required annually to conduct a financial audit of the use of grant moneys in accordance with the Municipal Audit Law. Recipients are encouraged to use and integrate the financial progress reports completed through the year to inform the required annual municipal audit. The first annual municipal audit is anticipated to be due January 31, 2022. This allows recipients through December 31, 2021 to complete the audit and the month of January to post and present their audit to the board.

Both the annual progress report and annual municipal audit must be:

- Made available at the main office of the grant recipient and on the grant recipient's webpage;

-
- Presented to the governing body of the grant recipient at an open meeting with the opportunity for public comment on the results; and
 - A copy of the financial audit and board meeting minutes will need to be forwarded to ODE.

ODE is also required by law to establish a procedure and conduct performance and financial audits on a random basis, or based on just cause, with rules adopted by the State Board of Education. This is a new feature for a grantmaking program at ODE and is specific to the SIA. Rulemaking and design of this process is not yet complete. A dedicated governmental auditor has been hired to support this responsibility. Additional details are likely on how ODE will conduct this initial process by mid-March 2021.

Section Four: Updating SIA Plans for the 2021-23 biennium

Preliminary Allocations

The [Governor's Recommended Budget](#) for the 2021-23 biennium projects \$778.8M over those two years. ODE will release *preliminary allocations* in January 2021 based on this projection, but it's important to be clear that these preliminary allocations will change. The final SIA allocation estimates for each district and eligible charter school will be released in May 2021 in alignment with the May ADM collection and following any adjustments during the upcoming legislative session.

Ensuring Expenditures Align to Allowable Uses

SIA funds will continue to be required to be spent in any, all, or some of the four allowable uses:

- 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

In addition, grant recipients can and are encouraged to utilize their SIA funds to support their ongoing community engagement efforts.

During the August special session, the Legislature encouraged grant recipients to prioritize the use of grant funds to meet student mental or behavioral health needs. In order to provide the most flexibility to meet student and community needs and in recognizing ways that different funding streams might be used to meet the Legislature's encouragement, ODE is not formally narrowing the

allowable use areas for the SIA. For districts needing ideas or support on how to center mental and behavioral health [this previously released resource by ODE and OHA may be helpful](#).

[Administrative costs](#), including indirect costs, directly related to allowed expenditures as provided in the grant agreement are also allowed. Administrative costs for SIA funds are limited to 5 percent of the total expenditures or \$500,000, whichever is less regardless of rates for other funding streams. Any administrative costs incurred by a participating charter school must be accounted for within the sponsoring school district's overall limit of 5 percent or \$500,000, whichever is less.

Essential notes on the allowable uses that remain relevant to SIA plan updates can be found on [pages 9-11 of the December 2019 SIA Guidance](#).

SIA Plan Adjustment or Amendment Process

SIA recipients need to update ODE on how they will make adjustments or amendments in executing their existing three-year plans and applications for the new funding cycle. Considering that the overall original "application" was previously approved, an updated submission process allows grant recipients to provide ODE with a streamlined set of essential information including the new budget, narrative information on the use of an equity lens analysis as well as information on current community engagement processes.

Grant recipients must submit an updated SIA plan adjustment or amendment for the 2021-22 school year via a Google form during the window of May 1 - June 30, 2021. A preview of the SIA plan adjustment/amendment submission requirements can be found in Appendix B of this guidance.

SIA Plan Adjustment: When a recipient plans to continue implementing their original three-year SIA plan with minor adjustments to the planned activities. This also encompasses when recipients will be shifting to one of the tiered plans submitted in the original SIA application.

SIA Plan Amendment: When a recipient needs to make a major change, such as implementing new strategies or defining new outcomes, that shifts the three-year plan away from the original three-year SIA plan.

The only two ways an applicant can lose access to their non-competitive SIA grant allocation is by 1) failing to submit an updated SIA plan by June 30, 2021 or by 2) not engaging and completing work to meet update requirements that need attention following ODE's review.

The SIA strategic plan and applications received by ODE in the spring of 2019 outlined three years of implementation with a detailed budget for the first year. These plans will be used, adjusted, or amended as this guidance outlines to support implementation of the SIA for the 2020-21, 2021-22, and 2022-23 school years. Ongoing community engagement, attention to focal student groups, families, and staff, and the application of an equity lens are consistent requirements throughout implementation. The next full strategic planning and application cycle for the SIA will take place in the 2022-23 school year with the development of four-year plans at that time.

SIA grant recipients who have met application requirements and have an executed grant agreement only need to follow the steps outlined in this guidance. Newly eligible charter schools or districts who did not previously apply will still need to meet the full requirements outlined in the [December 2019 guidance](#).

Review of Plan Adjustments and Amendments

A diverse team of ODE staff will meet to review and approve SIA plan adjustments and amendments. The purpose of this review will be to ensure 1) adjustment or amendment completion and 2) clearly defined use of funds that meet the intent of the law. Recipients will be notified if additional information is needed after the review.

Amending/Extending Grant Agreements

Rather than execute a new grant agreement for Year 2 and Year 3, ODE will amend all Year 1 grant agreements to extend through June 30, 2023. Grantees will remain accountable to the terms and conditions of the initial grant agreement with some small changes taking place, namely an update to Exhibit B to reflect the launch of Longitudinal Performance Growth Targets in addition to the Progress Markers. The Amendment will also include an outline of the expiration of Year 2 and Year 3 funds.

Amendments will be sent via the Smartsheet tracking system to grantees for review and signature. Once a grantee has uploaded the signed grant amendment to the Smartsheet, then ODE procurement will sign and an executed copy of the amendment will be sent back out to the grantee. While not required for grant amendments, grant recipients are encouraged to post their grant

amendment on their website and present the amendment at an open public meeting with the opportunity for public comment.

Appendix A: 2020-21 Progress Markers for the Student Investment Account

Six changes we expect⁷ to see connected to SIA investments:

1	Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.
2	An equity lens is in place, adopted, and woven through all policies, procedures and practices.
3	Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance. ⁸
4	Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.
5	Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.
6	Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.

⁷ The language of "expect to see" is from the Outcome Mapping methodology and is not setting out a formal state expectation but instead naming the kinds of early changes we believe are widely shared and anticipated from SIA implementation.

⁸ Providing sufficient time for teachers and staff to review data is an eligibility requirement for High School Success (Measure 98) funding in high schools. This suggests the value of that practice when well designed for all developmental levels. Duplication in focus is acceptable and strategic in this case. Funds should be braided but grantees can't use funding for the same purpose with both initiatives.

Six changes we would like to see connected to SIA investments:

7	Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.
8	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.
9	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.
10	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.
11	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. ⁹
12	Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.

Three changes we would love to see connected to SIA investments:

13	Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.
14	School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time. ¹⁰
15	Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.

⁹ Again, this is intentionally aligned with High School Success goals and best practices. Changes in progress that might come in part from SIA investments and in part from HSS investments are acceptable to include as “contributions to change” as what we are most interested in is that change is occurring and learning from what is unfolding.

¹⁰ ODE considered and received substantial but mixed feedback about the value of mapping the math strategy, and while we chose not to include formally, SIA recipients are encouraged to review the literature and develop an understanding of what Math proficiency is, what it looks like and how shared competencies are taught in 9th grade Math.

Appendix B: SIA Plan Adjustment and Amendment Preview and Notes for New Applicants

SIA Plan Adjustment and Amendment Preview

This preview of the SIA Plan Adjustment/Amendment is created for informational purposes only and is offered as a tool to plan and prepare. It shares the content of what grant recipients will be asked to submit through a Google form. It may be revised slightly for clarity, logistical, use-ability, or formatting purposes.

Part One: General Information

Recipient

- School District of Eligible Charter School Name
- Institution ID
- Webpage link where the updated SIA plan is posted

Contacts

- Superintendent or School Leader Name, Email, Phone Number
- Business Manager or Fiscal Point of Contact Name, Email, Phone Number
- Other Contact Person Name, Email, Phone Number

Part Two: Community Engagement, Equity, & Input

- Describe how you engaged your focal student groups, their families, your staff, and your broader community to inform the SIA plan update for this cycle. How did you build or adjust on your community engagement efforts from last year? Who else did you engage with this year who you didn't engage with last year?
- Did you use the same equity lens/tool as last year (yes/no)? If no, please upload your new equity lens/tool.
- Summarize how the equity lens/tool was used, by whom, and when it informed the SIA plan adjustment or amendment.
- *Optional:* Please include any other information or input that informed any adjustments or amendments to your SIA plan for the next two years.

-
- *Optional:* Please share how you're prioritizing using SIA funds to support the Legislature's encouragement to address student's mental and behavioral health needs. Please also include the actual amount that you're allocating for this purpose.

Part Three: SIA Plan and Budget Update

- Is this a SIA plan adjustment or plan amendment? (drop-down option)
- Upload required budget template, detailing the planned expenditures for the next two years. The required budget template with the *preliminary allocations* will be released in January 2021. The final SIA allocation estimates for each district and eligible charter school will be released in May 2021.
- Upload updated SIA Plan using integrated planning tool or other format (*only for recipients making an amendment*)
- Draft longitudinal performance growth targets and local optional metrics.¹¹

Part Four: Public Charter Schools (if applicable)

- Upload updated district-charter agreements for the next two years (*as needed for those applicants that included charter(s) in their original SIA application*).

Notes for New Applicants

School districts and new eligible charter schools that did not previously submit an SIA application will need to submit a more robust application since ODE does not have initial application information for them.

New applicants will be required to complete a full SIA application, submitting all of the required narrative responses and uploads via a Google form. All of the original application requirements can be found in Section Two of the [SIA Guidance for Eligible Applicants](#).

New applications will be reviewed by ODE reviewers to ensure 1) application completion; 2) legal sufficiency; and 3) clearly defined use of funds that meet the intent of the law. Applicants will be notified if additional information is needed after the review.

¹¹ ODE anticipates further potential changes to this requirement and will provide more clarity once it is available.

Appendix C: Longitudinal Performance Growth Targets - What We Know & Anticipate

In the August special session, the Legislature created increased flexibility for the administration of the SIA, by releasing, for one year only, all SIA grant recipients from needing to develop or track Longitudinal Performance Growth Targets (LPGTs). For this year only, recipients will only need to monitor their progress on progress markers, detailed above.

ODE is seeking an assessment waiver from USDOE and as the Legislature meets they too may create additional flexibility. For now, the statute was only adjusted for the first year (2020-21) so ODE will monitor and prepare for the potential that LPGTs will be needed while trying to limit administrative burden until that becomes explicitly clear.