

SIA Grant Application Recap

1. Application

- a. District name, Institution ID, Webpage
- b. Contact Person information

Evaluation: Were the seven items requested in the application provided?

2. Narrative (3-6 Paragraphs)

- a. Overview of district demographics
- b. What needs or issues will you address in your plan?

Evaluation: Have the needs/issues that SIA funding will address in a 3-year plan for meeting students mental and behavioral health needs been clearly described?

Evaluation: Have the needs/issues that SIA funding will address in a 3-year plan for reducing disparities and increasing academic achievement been clearly described?

Evaluation: If the district has an eligible charter school, has it been clearly described?

3. Community Engagement

- a. Overview of Community Engagement (250 words)
(Who you engaged, how often, what focal groups, what you learned)

Evaluation: Does the overview of community engagement contain the following:

- Who was engaged?
- How frequently were they engaged?
- Were staff engaged?
- Were each of the focal groups engaged?
- Were the families of the focal groups engaged?
- What is the key information that was collected?
- Who did you partner with in the engagement process?

- b. Self-Assessment of Community Engagement
 - o Quality of engagement of focal groups, staff. Ongoing plan (500 words)

Evaluation: Does the self assessment of community engagement address:

- Focal Student groups?
- Families of focal student groups?
- Staff?
- Is it clear there is meaningful, authentic and ongoing community engagement?
- Did barriers to community engagement exist, if so, are future solutions identified?

- o How to improve future engagement (150 words)

Evaluation: Relationships and partnerships to cultivate in the future are clearly articulated.

- o What additional resources will you need to make this happen (150)

Evaluation: Resources and ODE supports to improve future engagement are clearly defined

- o Who was engaged (Check list of all focus groups)
 - o Students and Families of Color
 - o Students and Families with disabilities
 - o Students and Families of Emerging bilinguals
 - o Students and Families Navigating poverty, homelessness, and foster care
 - o Staff, licensed, classified, administrative
 - o Community Based Organizations
 - o Tribal Members
 - o School Volunteers
 - o Business Community
 - o Community Leaders
 - o Other:

Evaluation: Boxes are checked for all involved in community engagement (2 minimum?)

- o How Did You Engage the Community? (Checklist)
 - o Surveys
 - o In-person forum
 - o Focus groups
 - o Roundtable discussions
 - o Community group meetings
 - o Website
 - o Email messages
 - o Newsletters
 - o Social media
 - o School board meetings
 - o Partnering with unions, community based organizations, etc.

Evaluation: Boxes are checked for different types of community engagement (2 minimum?)

- o Evidence of Engagement
 - o (Upload 5 artifacts of engagement)
 - o Why did you select these five artifacts (250 words)

Evaluation: Five artifacts of engagement are provided

Evaluation: Explanation is given for why the five artifacts were chosen and how they show engagement with focal student groups, families and community.

- o Strategies/Activities used to Engage Focal students/parents
 - o Strategies (minimum 2) (500 words)

Evaluation: At least two (2) strategies are listed describing how the district engaged each of the focal student groups and their families and why they chose these strategies.

- o Activities (minimum 2 (500 words)

Evaluation: At least two (2) activities are listed describing how the district engaged each of the focal student groups and their families and why they chose these strategies.

- o Strategies and Activities used to Engage Staff
 - o Strategies (minimum 2 (500 words))

Evaluation: At least two (2) strategies are listed describing how the district engaged staff and why they chose these strategies.

- o Activities (minimum 2 (500 words))

Evaluation: At least two (2) activities are listed describing how the district engaged staff and why they chose these strategies.

- o Collecting and using input, What you learned (250 – 500 words)

Evaluation: What was learned from the community engagement is clearly articulated.

Evaluation: It is clear how the input received in community engagement was used to inform the SIA plan.

4. **Data Analysis (150 words)**

- a. Describe the Data Source Used
- b. Describe how the data helped make equity-based decisions

Evaluation: It is clear where data came from and how it was used to inform equity based decisions.

5. **SIA Plan (Estimated 5-20 pages)**

(Note: Link to SIA Integrated Planning Tool which will be required)

- a. Three-year plan
- b. Outcomes you are hoping to change
- c. Strategies you will use
- d. Activities you will implement
- e. Priorities (plan A, B, C)
- f. How was an equity lens used? (250 words)
- g. Budget
- h. Draft Longitudinal Growth Targets (not for board approval)

Evaluation:

SIA Integrated Planning Tool has been completed (Suggested, but Optional)

SIS Budget Template has been completed

SIA three-year plan has been created

Three-year plan describes strategies, activities and actions to meet the goals of SIA

The equity lens used in this process has been provided and is acceptable

Evaluation:

Outcomes – Are the changes a district is trying to cause clearly articulated?

Does this plan have a good chance of creating the desired change?

Strategies – The means for creating change are clearly defined

Spending priorities have been clearly defined for the next three years

The evidence or best practices that support this investment have been articulated

Activities – The activities and investments are clearly defined

How SIA funds will be used to reach identified outcomes are clearly defined

Who is responsible for implementing the activities is clearly defined

What are the timelines for the activities to be implemented are clearly spelled out

A model of continuous evaluation is described to check for the impact of these activities

Is a change in resource allocation expected and explained

Priorities – Plans for where the focus, resources and energy will be spent in the first year are clearly defined.

Prioritized investments are provided for the three-year plan

An explanation of how the plan might shift is adequately provided

Evaluation: A “Draft” Longitudinal Performance Growth Target and the ODE worksheet associated with it are provided, but are not evaluated

6. Use of Funds

- a. Allowable uses (check boxes)

Evaluation: Allowable use of funds have been identified by the district

- b. Meeting students mental and behavioral health (check boxes)

Evaluation: Allowable uses of spending funds on student mental and behavioral health are listed

- c. Describe how you will use funds (500 words)

Evaluation: How SIA funds will be utilized to meet students’ mental and behavioral health needs have been clearly articulated.

Evaluation: How SIA funds will be utilized to increase academic achievement and reduce disparities for focal student groups have been clearly articulated.

- d. Describe academic impact on all students and focal students (500 words)

Evaluation: The potential academic impact on ALL students and on Focal Student Groups have been clearly articulated.

- e. Barriers, risk and choices impacting focal students (250 words)

Evaluation: The barriers and risks that could impact the success of focal students meeting the defined growth targets have been well explained

7. Documentation and Board Approval

- a. Provide meeting minutes (upload)

Evaluation: Documents have been provided as evidence that the board has approved the plan

- b. Share link where plan is posted

Evaluation: A link has been shared where the completed SIA plan can be located on a public website.

Application Assurances Evaluation

CIP needs assessment was used to inform SIA planning

Input from staff, focal student groups and families of focal student groups was used to inform the SIA planning.

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

Recommendations from QEC were reviewed and considered in the SIA planning process

The District's SIA plan is aligned with the CIP