Google Forms

Thanks for filling out [SIA Grant Application](#)

Here's what we got from you:

SIA Grant Application

SIA Grant Applications will be accepted between March 2, 2020 through April 15, 2020. All school districts and eligible charter schools must apply during the application window in order to access the non-competitive grant funds by April 15, 2020.

This Grant Application Google Form can only be accessed through a single primary email and must be completed in one sitting. In order to support our shared work in setting longitudinal performance growth targets, we have included two optional questions as brief self-assessments. These questions are:
Which parts of what you've drafted are you confident in?
What areas are you less sure about?

If you encounter an error message or experience any issues when submitting your application, contact SIAinfo@state.or.us. Additionally, if you need any support or assistance as you're preparing or submitting your application, email SIAinfo@state.or.us.

Email address *
seanl@careertech.us

Part One: General Information

School District or Eligible Charter School Name: *
If you cannot find your district or charter listed below, please email SIAInfo@state.or.us or call 503-947-5766.
[Lincoln City Career Technical High School - 3240 V]

Webpage (where SIA Plan is posted):
www.careertech.us

First Name: *
Sean

Last Name: *
Larsen

Email: *
slarsen@communityservices.us

Phone Number: *
541-758-2649

Is this a complete SIA Grant Application? *
- (x) Yes
- () No

Please share which sections or parts of the application are incomplete and/or what supports you need to complete these sections or parts.

Part Two: Narrative

Completed SIA Grant Application Template (optional)
This optional item allows SIA applicants to attach a document which responds to each of the required questions in this form. For the remaining questions, you may then write "see attached" for each relevant response. Be sure to add files separately where specific uploads are required (i.e. SIA Plan, Budget, etc).
Files submitted:

Plan Summary
Please attach a document that includes 3-6 paragraphs and provides the following information: A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.) and 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). 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.
Files submitted:
Plan Summary - sean larsen.docx

Part Three: Community Engagement & 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; and Who you partnered with in the engagement efforts

Community engagement was conducted through five methods: 1) online survey; 2) community input session; 3) formation of student advisory council; 4) school needs assessment; and 5) meeting with local mental health providers. Each activity occurred once; however, this provided us with the opportunity to evaluate where further action is needed. For instance, the student advisory council will be an ongoing committee of invested students meeting twice per month to provide input and guidance on school actions and activities. The community input session provided us with the framework for improving ongoing family engagement. The online survey is a tool we will utilize more frequently to receive broader student body feedback about the effectiveness and utility of new programs. As a small school of ten staff, all staff are consulted and engaged in new school initiatives. They provided input both through the community input session and online survey, and at staff meetings. A majority of students responded to the online survey, and the student advisory council includes representation from a diverse cross-section of youth. Key information gleaned from community engagement efforts included the lack of resources for mental health services and resources in the community. Mental health, trauma and poverty were mentioned as causes for academic struggles, and many respondents indicated that they either didn't know if there were adequate mental health resources or that there were not adequate resources in the community.

Self-Assessment of Community Engagement

Please attach a document that includes your 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)

Files submitted:

Self-Assessment of Community Engagement - sean larsen.docx

Self-Assessment of Community Engagement

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

The school has strong partnerships in place with many community organizations, including post-secondary institutions, local tribes and employers; however, the school has not yet leveraged some of these partnerships to its best advantage and there remain opportunities to broaden the scope of these partnerships to examine community and school needs rather than solely relying on them for program-specific services. We have the future opportunity to engage the Community Action Advisory Council in our area, as the school is connected to this group through our parent organization, Community Services Consortium. This 18-member council is tasked with identifying unmet needs for individuals in poverty in Linn, Benton and Lincoln counties. The local Workforce Investment Board

may also provide insight to initiatives aimed at putting individuals to work, particularly graduates entering the workforce for the first time.

Self-Assessment of Community Engagement

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

It would be helpful to be connected to small schools in rural areas with demographics like ours to share best practices and get a better sense for how they are meeting SIA engagement requirements. While we communicate with the local school district, the look and feel of their community engagement is quite different. Our capacity for engagement is somewhat limited with a staff of 10 (7 FTE) who assume all of the administrative, support and teaching functions for the school. The current reality of working from home while implementing distance learning has put an emphasis on meeting remotely and engaging students, families and partners in new ways. We will be exploring these tools more carefully to determine if they may be useful for family engagement so parents who can't attend an evening meeting at the school, for instance, may be able to attend remotely.

Who was Engaged? (Select all of the community members / groups you engaged for this process)

- [X] Students of color
- [X] Students with disabilities
- [ ] Students who are emerging bilinguals
- [X] Students navigating poverty, homelessness, and foster care
- [ ] Families of students of color
- [ ] Families of students with disabilities
- [X] Other: Students identifying as LGBTQ+, Families of students navigating poverty

How did you engage your community?

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

- [X] Survey(s) or other engagement applications (i.e. ThoughtExchange)
- [ ] In-person forum(s)
- [X] Focus group(s)
- [ ] Roundtable discussion
- [X] Community group meeting
- [X] Website
- [X] Email messages
- [ ] Newsletters
- [ ] Social media
- [ ] School board meeting
- [ ] Partnering with unions
- [X] Partnering with community based partners
- [ ] Partnering with faith based organizations

- [ ] Partnering with business
- [X] Other: texting, phone calls, zoom meeting, posted questions via share drive

Evidence of Engagement

Upload top 5 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.

Files submitted:

2019 RESULTS from V1 - SCHOOL Oregon Integrated Systems Framework Needs Assessment - sean larsen.pdf

Email for Student Advisory Council - sean larsen.pdf

Online Needs Assessment Survey (Response Review) 19-20 (1) - sean larsen.xlsx

Community Input Session 11_25_2019 - Sheet1 - sean larsen.pdf

March 26th Mental Health Provider Meeting - sean larsen.pdf

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).

The artifacts represent stakeholder engagement to gather information about priorities and needs. The representative population of student respondents in the online survey are part of the focal student populations. The community input session brought parents, teachers, community members and students together to brainstorm ideas as a group, and out of which came a fruitful dialogue and useful information for further examination. Some common themes emerged from this input session including stronger communication and partnering with parents, ideas about expanding partnerships with local businesses and connecting students to work experiences, and mental health supports that could improve student outcomes. The student council is composed of the focal student population, and while they have not met together as a group to date, they applied for the positions and were selected to incorporate as much diversity as possible, while also considering factors such as leadership and interpersonal skills. This group will meet regularly. Our meeting with a local mental health provider helped define the extent of the community need for mental health services, and also the possibilities for addressing those needs through structured, on-site mental health services at the school. The ORIS Needs Assessment, which was completed by our High School Success Team, identified areas of need and areas of success. This document represents a concerted effort by staff to identify school success and opportunities.

Strategies & 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. (250 words or less). Strategies may include, though are not limited to: Leveraging partner organizations and existing networks; approaching focal student population and their families first; designing a communications and engagement plan for your district or charter school to implement).

1. As mentioned, the student population is small, the majority of students are in the focal student populations, and there is a significant amount of staff and student interaction. One of Career Tech's strengths, as identified by the community input session and other sources, is the amount of individual attention each student receives at the school. As such, we are able to leverage that relationship to encourage participation in surveys, input sessions and advisory groups. For instance, we successfully engaged almost 70% of the student population in completing our online needs survey. Our strategy was to not only encourage all students to take the survey, but to provide the link and class time to take it. Through these actions, we emphasize the importance of student voice in informing the direction of the school and encourage their participation. 2. The second strategy to engage students from the focal student groups was to create a student advisory council with representation from the diverse focal student groups. To form this group, staff conducted outreach and provided encouragement to students to get as many diverse representatives of the student body to apply. Outreach successfully engaged more students to apply than there were positions for, indicating that this strategy was effective, and the resulting council represents a variety of student groups at the school.

Strategies & Activities for Engaging Focal Student Populations and their Families

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. (250 words or less) 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).

1. Activities undertaken to engage each of the focal student groups and their families include outreach via e-mail, phone call, text and website postings. Staff made personal phone calls, not recorded calls, to families as a reminder to attend the community input session. This personal approach helps the school build stronger connections with families and emphasizes the value the school places on interpersonal communication. 2. As mentioned above, the school provided class time for students to complete the online survey, and teachers also encouraged focal students to participate in the student advisory council by discussing the opportunity one-on-one with those students.

Strategies & 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. (250 words or less). Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.

1. Our first strategy was to ensure that staff were informed about the SIA process and efforts the school would be undertaking to collect information and assess needs. This was important so staff understood the value of the work and to create buy-in. 2. Our second strategy included a review process to provide feedback to staff about survey and input session results. Feedback was used to encourage additional conversation and to articulate the direction for the school's next steps in the process.

Strategies & Activities for Engaging Staff

Describe the activities (at least two) that you employed to engage staff. Your response should include why the strategies were used. (250 words or less) Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.

1. We used staff meeting time to inform staff about the purpose of the SIA funds and upcoming efforts to engage the community and students. We encouraged staff to participate in these surveys and input sessions to help clarify the priority areas of need. 2. We checked in with staff individually to follow up and ensure that they had contributed to surveys or planned to attend community input sessions. Response rates indicated that staff were comfortable using the opportunities to share their ideas and input.

Collecting & Using Input

Describe and distill what you learned from your community and staff. Ensure your response includes:(250-500 words) What you learned or are actively learning and How you applied the input to inform your planning

We have learned where gaps exist in the input process; for example, we have not sufficiently engaged parents in the process. We hope to leverage opportunities when we already have parents involved, for instance, at student evaluation meetings. We also want to expand opportunities for family engagement through other activities such as at evening showcases of student work. If we improve in this area, then we can encourage input during other venues and build on that success. Partly, we view this as an opportunity to build an improved culture of communication with our families where they expect to have opportunities to provide input and receive feedback about the outcomes of those input sessions. In this way, we can create a more effective feedback loop and ongoing communication process. The input we gathered was useful in examining the various strengths and needs of the school as perceived through the lens of students, families, partners and staff. As a school staff, we then had to distill this input into priority areas while taking into consideration the funding level we would be receiving through this initiative. Talking to our partners in the mental health industry, we gathered ideas about where these resources could best be applied to make the most significant impact for our students.

Part Four: Data Analysis

Data Sources

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

Data sources included the community survey and school needs assessment both of which were tailored to the SIA priority areas and included input from focal student groups. We followed up on these activities with data gathering from a local mental health provider. We used the SIA school data sheets provided by ODE to analyze our students' performance and to identify differences in outcomes for focal groups and to better understand trends in the common metrics for our school.

Because the data is disaggregated by focal student groups, we could analyze which groups were struggling and take this into account. As a school staff, we used the ORIS Needs Assessment to determine areas of strength and improvement. Additionally, there was anecdotal data gathered through observation and interactions with students and families. We dug into the research about mental health needs for high school students and successful models that have been implemented to inform an equity-based approach to providing services.

Part Five: SIA Plan

Your SIA plan must be for three years. It names the 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 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/tool in your engagement, planning, and decision-making. You may use any format you choose so long as you include outcomes, priorities, strategies and activities. There is no limit on the number of pages or word count. ODE provided two templates for you to consider using: the SIA Integrated Planning Tool and an Alternate SIA Plan Template. You may elect to use one of these in combination with narrative. Along with your written plan, you'll be asked to complete and submit an SIA Budget.

SIA Plan
Upload a completed SIA Plan. If you developed an SIA Application with visuals or graphics that you'd like to share in addition to what you copied/pasted into this form, please attach it here.
Files submitted:
SIA Plan Narrative-Career Tech - sean larsen.docx

Budget
Upload a completed SIA Budget Template.
Files submitted:
Career Tech SIA_BUDGET_TEMPLATE_FINAL - sean larsen.xlsx

Equity Lens / Tool
Upload the equity lens or tool you used to inform and/or clarify your plan.
Files submitted:
ODE Equity Lens - sean larsen.pdf

Equity Lens / Tool
Describe how you used the uploaded equity lens or tool. (250 words or less)
Career Tech, through its design, is well-situated to address the equity gap commonly experienced by underserved students and struggling learners. Our student population, the majority of which are low-income and experiencing other barriers to successful school completion, benefit from Career Tech's

small-school environment and emphasis on individualized learning. School staff focus on the unique needs of each student and work to tailor a program that will help them be successful. Yet we recognize that this is only one part of the puzzle and that much work remains to successfully overcome years of trauma, discrimination and other factors that widen the gap for underserved students. Further, school staff do not always have the tools or training necessary to adequately address these factors. This recognition, in part, drives us to address this need. Mental health issues impact underserved students at significantly higher (50% or more) rates than the average, and engaging staff in ongoing professional development around equity to develop new strategies will improve underserved student engagement and success. Part of our decision to provide on-site mental health services is to reduce barriers to access for students who otherwise would have a hard time traveling to, or following up on, an appointment. To date, the school has provided limited professional development opportunities to teachers around equity, but we have begun to dedicate time and attention to this area. A recent training included best practices for creating a supportive and inclusive environment for LGTBQ+ students. We have also planned future trainings around equity.

Integrated Planning Template (optional)
Upload a completed Integrated Planning Template.
Files submitted:
Career Tech SIA Integrated Planning Tool (4) - sean larsen.xlsx

Draft Longitudinal Performance Growth Targets – FOR PREVIEW ONLY
ODE provided a worksheet in the Section Four of the Comprehensive Guidance titled, "Developing a Common and Customized Monitoring and Evaluation Framework." While asked for at the time of submission, ODE will not, in accordance with HB3427, 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 meets 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.
Files submitted:
Longitudinal Performance Growth Worksheet-Career Tech - sean larsen.pdf

Draft Longitudinal Performance Growth Targets - Self Assessment
Which parts of what you've drafted are you confident in?
The five-year completer rate growth targets seem attainable based on the trend of the past five years. Attendance growth targets seem attainable based on current data.

Draft Longitudinal Performance Growth Targets - Self Assessment
What areas are you less sure about?
There isn't a trend, per se, to the 9th grade on-track data for the past 5 years. It's challenging to arrive at a rationale for growth targets. Overall, we are evaluating small groups and there can be

some wide swings in performance percentages due to a few students. Many students come to the school part way through their high school career with few credits, low skills and other challenges. The timeframe for 4 year graduation may be unrealistic for these students and may impact the school's growth performance in this area.

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
- [X] Addressing students' health and safety needs
- [ ] Evidence-based strategies for reducing class size and caseloads
- [X] Expanding availability of and student participation in well-rounded learning experiences

Meeting Students Mental & Behavioral Health Needs
Identify which allowable use(s) will be designated to meet student mental and behavioral needs.
- [ ] Increasing instructional time
- [X] Addressing students' health and safety needs
- [ ] Evidence-based strategies for reducing class size and caseloads
- [X] Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to:
Meet students' mental and health needs and Increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)
The proposed program is specifically developed to address student mental health needs through a multi-tiered system of support as described in earlier sections of the application. Addressing mental health needs is not ancillary to a larger initiative. The connection between one's mental health and academic progress is well documented. By addressing mental health needs, students are better able to focus on academics and achieve better learning outcomes. We expect to realize positive results in several measures, including improved attendance, graduation and completer rates, and 9th grade on-track. Because Career Tech is primarily composed of students from the focal student groups, our work is geared toward students who experience academic disparities. This is not, however, a one-size-fits-all approach, but is tailored to each individual. We recognize the differences between focal groups, and even more importantly, we recognize the individual differences and needs of each student.

Addressing the Needs and Impact on Focal Student Groups

The act supports "targeted universalism." This means that all students can benefit while focus must 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).

Career Tech has been developing new initiatives and programs over the past few years to address ODE's common metrics. The initiatives and programs are designed to produce measurable results, though they are reinforcing strategies. While it would be difficult to tie improved academic outcomes to any one factor, we anticipate that the combined effect, including mental health supports, will be positive. Career Tech has a high student poverty rate. Other focal groups are represented at Career Tech in very small numbers that vary from year to year, but most students share this common characteristic. As such, five-year targets for each of the common metrics include a stretch target and baseline target, but do not include gap closing targets for focal student groups. This is because the Career Tech student population is a focal student group and the schoolwide performance largely mirrors the performance of the group. In determining targets, the school examined the data from the past five years for each common metric. Because there can be wide swings in performance due to the sample size, in some cases we focused on more recent years' outcomes rather than the five-year trend. In other cases, the five-year trend provided a more relevant starting point. For four-year graduation targets, 2018-19 data skewed an overall trend of 53% for the prior four years. While 2018-19 can't be completely discounted, it was also an outlier. In arriving at targets, we considered a middle ground between the four and five year averages. The further out we project this metric, we expect the trend to improve at a slightly greater rate because students graduating in years 1 and 2 will not have had as much involvement in the program. As the program continues to improve through community input and feedback, we expect there to be a greater overall improvement in graduation rates. For five-year completion rates, the trend indicates improvement of 6.9% over the past five years. Based on the last three years of data, this increase seems to be leveling off, which informed our projections for the next five years. We reflect a gradual reduction in the rate of incremental growth in our baseline and stretch targets for this measure. Ninth grade on-track data presents some unique challenges. While the overall trend is 1.3% over the past 5 years, the on-track rate varies widely from year to year, and the overall average is low. Our interpretation is that there hasn't been a coherent ninth grade on-track program implemented at the school. It's too early to tell if our efforts at creating a student advisor position will improve ninth grade on-track outcomes, though the 2018-19 school year result of 41.7% shows promise. Using the 1.3% "trend" as a guide, the baseline targets build from the 2018-19 school year rather than from the five-year average. Finally, improving attendance has become a focus at the school this past year. We have already seen an improvement from our efforts, and mental health supports will contribute to ongoing improvement.

Addressing the Needs and Impact on Focal Student Groups
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)

Part of the success of this initiative resides in the climate that the school creates around mental health services for students. While it is the school's role to create a safe, responsive and stigma-free environment in which students may access mental health services, it is ultimately the student's decision whether or not to access those services. There is a certain amount of student decision-

making that is outside of our ability to influence, which could result in some students choosing not to access it. In order for the school to encourage participation and adapt to student needs, we will need to invite ongoing feedback about the program. One of the challenges we faced when we first offered mental health counseling was that while a school-wide assessment indicated that there was a high need for mental health services, few students felt comfortable seeking services. We attributed this, in part, to the lack of an adequate space for counseling. Further, while there was an effort to provide education around mental health to all students, this was not well-developed. By embedding mental health into the school program through a multi-tiered system, we hope to normalize discussions about mental health and de-stigmatize counseling. Other potential barriers include finding a counselor who matches each student's needs. For instance, a youth who identifies as LGBTQ+ may want to speak with someone specifically trained to address issues that they're facing. We will need to work with the mental health provider so individuals are not excluded.

Part Seven: Documentation & Board Approval

Evidence of Board Approval
Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.)
Files submitted:

Part Eight: Public Charter Schools

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

If you are a public school district that was formed as a single charter school, please select your school district from the dropdown menu. This indicates that you acknowledge that your school district is receiving SIA grant funds for ADMw attributed to the charter school and do not need to complete the next application page.
[Alsea SD 7J ∨]

Applicant Assurances
By checking the boxes below, the school district or charter school assures: (check each box).
- [X] Adherence to the expectations for using its CIP needs assessment to inform SIA planning.
- [X] 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).

- [X] Disaggregated data by focal student group was examined during the SIA planning process.
- [X] The recommendations from the Quality Education Commission (QEC) were reviewed and considered.
- [ ] The district's SIA plan is aligned to its Continuous Improvement Plan (CIP) [Not required for eligible charter schools]
- [X] Agreement to provide requested reports and information to the Oregon Department of Education.

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