



YEAR 1 SIA IMPLEMENTATIONS

SEPTEMBER 2020

ODE REVIEW AND ASSESSMENT

208

Applications submitted

48

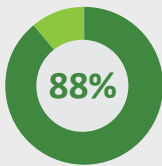
ODE Reviewers
spent an estimated

1,200 HOURS

reviewing applications

182

Applications reviewed
by ODE so far



SIA ACCOUNTABILITY: PROGRESS MARKERS

ODE is committed to implementing a foundational year and learning stance for monitoring and evaluation in the 2020-21 school year. The Progress Marker framework was initially developed through several rounds of engagement with leading experts, practitioners, and policy advocates and has been further refined in response to COVID-19. The increased flexibility for the administration of SIA created by HB 4304 releases all SIA grant recipients from needing to co-develop or track Longitudinal Performance Growth Targets for the foundational year. The Progress Marker framework includes shifts in behavior that ODE would expect to see, would like to see, and would love to see and will be used to monitor grant recipients progress.

STUDENT INVESTMENT ACCOUNT

STUDENT INVESTMENT ACCOUNT UPDATE

The one-day special session in August adjusted the direction of the Student Investment Account (SIA) based on economic impact from COVID-19. For the 2020-21 school year, the SIA will continue to be funded by the Corporate Activity Tax (CAT), with the amount available for these grants reduced to a level of \$150 million. Additionally, through the passage of HB4304, the legislature attended to the administration needs of applications by making some adjustments for this school year only.

The revised next steps of the SIA process will be to review SIA plan revisions and amendments before grant agreements are sent to applicants for public review and local school board approval.

Advancing Equity and Authentic Community Engagement

To honor the high effort and deep work completed in developing SIA plans, ODE is highlighting a few examples of ways applicants advanced equity and authentically engaged their communities. The Student Investment Account is rooted in deep equity work and ongoing community engagement, with a commitment to improving access and opportunities for students who have historically experienced academic disparities in the education system. All applicants were required to engage with focal student groups and their families, staff, and the broader community as part of their plan development process.



- One applicant dedicated time to conducting individual empathy interviews with students from the identified focal groups. Students were paired with staff they had existing relationships with at their school, so they would feel comfortable sharing their ideas and honest feedback about their school experience.
- Another district encouraged input from different stakeholder groups by having each group use different colored sticky notes to suggest real-time ideas for the SIA funds within the 4 allowable use areas.
- One district collaborated with community-based organizations to help facilitate sessions with Native American families and students, utilizing local community centers to host these co-sponsored sessions and honor the wisdom and sovereignty of the tribe.