

# Student Investment Account Grant Application Template (Optional)



This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	Current is 2021-2022 (SIA plan to be implemented in 2022-2023)
District	Three Rivers School District
Webpage (Where SIA Plan will be Posted)	Three Rivers School District <a href="https://www.3riverssd.org/district/student_success_act">https://www.3riverssd.org/district/student_success_act</a>
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### Plan Summary (3-6 paragraphs):

A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students’ mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).

New Bridge is set in a rural community and proudly serves students from across the state of Oregon, under Three Rivers School District. New Bridge is part of Rogue Valley Youth Correctional Facility (closed facility) in Grants Pass, OR. The majority of the youth are with us on average 12-15 months before moving on to an approved Oregon Youth Authority (OYA) step down program.

New Bridge has approximately 60 youth ranging from ages 12-25. We have 45 high school students that are usually credit deficit toward their diploma, the other 15 youth

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are participating in either trades, jobs in the facility and/or college. The demographic for New Bridge is as following, for the 21-22 school year:

- American Indian/Alaska Native-8 students
- Asian- 1 student
- Black/African American- 4 students
- Hispanic/Latino-20 students
- Native Hawaiian/Pacific Islander- 3 students
- White- 66 students

A number of these students have difficulty regulating their emotions, have not developed skills to manage stress, and the ability to learn has been compromised due to adverse childhood experiences and impact on brain functions. We partner with Oregon Youth Authority to provide mental and behavioral support for students.

New Bridge takes pride in ‘doing more with less.’ Our staff genuinely cares for the well-being of each student, including their academic, mental, behavioral, and physical health. Over the last few years, financial strains have caused our school to eliminate a few student programs. We are slowly adding the high interest programs back.

Oregon state school report card data from 20-21 school year indicates the following about New Bridge:

- < 10 students On-Track to Graduate
  - 33% On-Time Graduation
  - 86% Five-Year Completion
  - < 10 students College Going
- The exact need(s) or issue(s) SIA funding will address as outlined in your three-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).

In New Bridge’s Student Investment Account (SIA) plan, funds will be used to address the following needs:

- Staff development resources to address the growing mental and behavioral health needs of all students.
- Expanded educational offerings to provide a truly well-rounded education that may include Physical Education, CTE classes, and engaging elective offerings.
- Maintain smaller classrooms to support the diverse needs of our student population.

Describe your approach to community engagement, including:

- Who you engaged
- Frequency / occurrence

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- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected

(250 words or less)

New Bridge took a multi-pronged approach when engaging the community for SIA funds. The following is a list of our approach to community engagement with stakeholders. We partnered with Youth Pathways Partnership, Talent Maker City, school volunteers, Probation Officers, and Rogue Valley Youth Correctional Facility staff.

**Community Surveys** - Sent to all New Bridge staff and community members. In total, 25 respondents provided feedback in the formulation of the New Bridge SIA plan.

**Student Surveys** - Sent to all New Bridge students. In total, 52 respondents provided feedback in the formulations of the New Bridge SIA Plan.

**Student Interviews** - New Bridge staff conducted 12 personalized interviews with students from focal groups to provide feedback for the New Bridge SIA Plan.

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)

Ongoing community engagement is vital to the success of New Bridge High School (Three Rivers School District) SIA plan. Over the course of the engagement process, it was our goal to make sure all voices were heard in ways that were authentic and meaningful. We strive to achieve this goal and recognize the following challenges in our engagement process. Addressing these obstacles in future engagement efforts will strengthen relationships and ensure participation from all, especially focal students and Rouge Valley Youth Correctional Staff.

**Surveys**- In the last month we conducted two surveys, one for students and one for the community. We provided a Google survey for the community members to participate in, in a two week period. As for the students we provided them with a paper/pencil survey and then inputted the responses into the Google survey. **Ideas for the future;** create additional community partners to help increase the level of participation from community members.

**Student Interviews**- New Bridge staff conducted 12 personalized interviews with students to gather feedback on SIA prioritize. **Ideas for the future;** talk with staff about how interviews are being conducted and the number of students we want to engage in each grade level which could include SPED, ELL, credit deficit, graduates, GED, etc.

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

In the future, New Bridge will cultivate the following relationships and partnerships to improve stakeholder engagement:

- CTE partnerships with local industry
- Options of Southern Oregon - support mental/behavioral health

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- ODE/OYA partnerships
- Youth Pathways Partnership
- Talent Maker City

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

The following resources and support from ODE would enhance the schools engagement efforts in our continuous improvement:

- Enlist students, engage families and community members
- Dedicated school personnel to organize survey data
- Technology friendly access to surveys and school information (closed facility)

Who was engaged, and how did you engage them? 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
- X Website
- X Email messages
- Newsletters
- Social media
- X School board meeting
- Partnering with unions
- X Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other \_\_\_\_\_

### Evidence of Engagement

Upload your top five artifacts of engagement.

**Student Survey-**  SIA Student Survey-Open Ended

**Community Survey-**  SIA Community Survey-Open Ended

**Student Input Interviews-**  SIA funds-student questions

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)

We selected only 3 artifacts, due to the limited time we had for this application window and the population we serve. These artifacts show evidence of engaging focal student populations and the community within Rogue Valley Youth Correctional Facility.

**New Bridge survey results**-these surveys were completed by students, staff, and community members that serve Rogue Valley Youth Correctional Facility. A general survey was conducted to provide specific feedback for the best options for the SIA funds. Each participant was asked to share their top 3 ideas in several areas which included new programs, service enhancement, or improvements they would like to see.

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- Describe at least two **strategies** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

**Students experiencing homelessness - STRATEGIES:** Leverage partnership with Three Rivers School District; leverage relationships between staff and parents (surrogate parents) to engage in the process to gather input; created a success plan in partnership with OYA to formulate a step-down program once students leave New Bridge with the intent to end future homelessness. **WHY:** New Bridge has a strong working relationship with OYA and TRSD to support and serve students while they are in the facility and when they are released. We work together with the goal of ending homelessness for our students.

**Students experiencing poverty - STRATEGIES:** Leverage partnership with Three Rivers School District; leverage relationships between staff and parents (surrogate parents) to engage in the process to gather input; created a success plan in partnership with OYA to formulate a step-down program once students leave New Bridge with the intent to support students and avoid poverty. **WHY:** New Bridge has a strong working relationship with OYA and TRSD to support and serve students while they are in the facility and when they are released. We work together with the goal of ending the cycle of poverty for our students.

**Students with disabilities - STRATEGIES:** Leverage primary partnership with Three Rivers School District; leverage relationships between staff and parents (surrogate parents) to engage in the process to gather input. **WHY:** It is critical for New Bridge to develop strong working relationships with parents that are positive and proactive. New Bridge believes the partnership with TRSD will help empower and facilitate these relationships.

**English Learners - STRATEGIES:** Leverage primary partnership with Three Rivers School District; leverage relationships between staff and parents (surrogate parents) to engage in the process to gather input; work in close conjunction with EL teacher from TRSD to identify needs and brainstorm solutions to support this sub population of students at New Bridge. **WHY:** There is an opportunity gap with this focal group, English Learners. New Bridge believes an intentional plan to engage and communicate with students, parents/surrogate parents of English Learners, and EL teacher is critical to student success.

**Underserved Race/Ethnicity - STRATEGIES:** Leverage primary partnership with Three Rivers School District; leverage primary partnership with OYA to support this subpopulation of students; leverage relationships between staff and parents (surrogate parents) to engage in the process to gather input. **WHY:** There is an opportunity gap with this focal group. New Bridge believes an intentional plan to engage and communicate is critical to student success.

- Describe at least two **activities** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)

New Bridge High School selected interviews and surveys to collect feedback from our focal student group because of the unique needs of our student population. Students who attend New Bridge have minimal contact with parents/guardians and often feel their voice has not been heard by adults previous in their life. In order to make sure their voices are heard, we talked individually with students and then allowed them to also complete an anonymous survey. We have evidence that all focal groups (*list them here*) have shared their feedback via 1:1 interest interviews with the school principal and via surveys.

The following strategies were executed to engage each of the focal student groups and their families (Rogue Valley Youth Correctional Facility).

**Student experience Homelessness-Activities:** General surveys for community members which includes OYA, student focal group population, and student interviews. **WHY:** New Bridge works with OYA because our school is inside a closed facility and they engage families of students who experience homelessness.

**Student experience in Poverty-Activities:** General surveys for community members which includes OYA, student focal group population, and student interviews. **WHY:** New Bridge chose to use surveys and interviews with students to gain insight into the needs of youth experiencing poverty.

**Student with disabilities-Activities:** General surveys for community members which includes OYA, student focal group population, and student interviews. **WHY:** New Bridge chose to use surveys and interviews with students to gain insight into the needs of youth experiencing disabilities.

**English Language Learners-Activities:** General surveys for community members which includes OYA, student focal group population, and student interviews. **WHY:** New Bridge chose to use surveys and interviews with students to gain insight into this focal group. These two activities will help us to identify their needs and closing the opportunity gap for this group.

**Underserved Race/Ethnicity-Activities:** General surveys for community members which includes OYA, student focal group population, and student interviews. **Why:** New Bridge chose to use surveys and interviews to help gain insight into this underserved population.

- Describe at least two **strategies** you executed to engage staff. Explain why those strategies were used. (500 words or less)

Our New Bridge High School staff have been engaged in ongoing conversations on how to best serve our youth as we reopen up after COVID-19. We have used a few options during the last month to concentrate improvement efforts for our school. After the surveys were completed by students and staff, the New Bridge staff reviewed, analyzed and incorporated the information into the best way to utilize the SIA grant opportunity.

Relationships between administration and staff were leveraged to increase a two way communication platform with the goal of transparency between school, OYA, and leadership.

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We also offered multiple modes of engagement including face to face meetings of individuals and sub groups.

**WHY:** New Bridge is dedicated to open and strong working relationships between leadership and staff, with the primary goal of demonstrating the commitment to working together for student success. As we processed through the engagement activities, we utilized all of these opportunities and focused relationship work to increase participation and to ensure all voices were heard.

- Describe at least two **activities** you executed to engage staff. Explain why those strategies were used. (500 words or less)

The following activities were executed to engage New Bridge High School staff.

**Activities-** New Bridge staff were engaged in several activities during this stakeholder feedback process. Staff were invited and encouraged to complete surveys to gather feedback on priorities for the school. Building leaders provided ongoing discussion and discussed specific needs to help support our youth. **WHY:** Opportunities for individualized feedback were created to ensure quality of voice. There were opportunities to engage in face to face conversations as well as provide feedback anonymously. Activities used in the engagement process with staff are ones that can be used regularly to monitor implementation of SIA funded priorities.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)

We learned several important aspects in our stakeholder engagement process. First, personalized invitations in an engagement activity results in a higher level of participation. We also realized in the future that we need more opportunities for stakeholders to engage in this process. This was due to the short timeframe that YCEP schools had to apply for the SIA grant.

As a result of our observations throughout this process, we will make changes for future engagement protocol for all stakeholders. We also will be working with Three Rivers School District to have our SIA grant application embedded within their SIA grant application.

Finally, through the community and staff engagement process the school learned the following regarding priorities for SIA grant allocations.

- Need for CTE opportunities within our school-welding
- Need for Wellness and mental health support training for staff
- Need for additional high school elective opportunities within our school
- Need for additional/maintaining FTE of teachers to maintain/reduce class sizes and allow flexibility in the master schedule to offer additional courses.

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



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The following data sources were utilized: data from surveys (staff, community, focal groups, students), academic/achievement data (transcripts), student interviews, and ongoing staff decisions.

Based on the data collected from the above resources, we need to increase opportunities to engage students through additional course offerings (CTE, electives, targeted reduction/maintaining of class sizes and opportunities for future training for staff around wellness and mental health).

The strategies and activities in the New Bridge SIA plan were decided based on data provided from students, staff, and community stakeholders. The New Bridge staff analyzed the data and used the equity lens to determine if the activities would specifically address the academic needs to close the achievement gap.

Your SIA plan must be for three years. It should name 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 should reflect the choices you 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.

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:

New Bridge High School SIA Plan [W New Bridge SIA Plan, Part Five of Grant Application.docx](#)

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less)

New Bridge High School used the Oregon Equity Lens (2011) to inform and clarify its plan. The Oregon Equity Lens was used to inform priorities, matching data to the selected strategies and activities. The New Bridge team worked/consulted with Three Rivers School District representatives to answer question 1, 2, and 6 from the Oregon Equity Lens about each SIA investment. The team determined these questions would determine if the proposed activity would decrease the achievement gap for focal groups and eliminate barriers. The team calibrated responses for each SIA activity. New Bridge is moving forward with investments that work to eliminate opportunity gaps for focal groups, reduce academic disparities and allow for modifications or enhancements so that individual learner's needs are met.

**Part Six: Use of Funds  
(Application)**

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

Describe how you will utilize SIA funds to meet students’ mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

New Bridge High School is deeply committed to improving students’ mental and behavioral health needs, increasing academic achievement and reducing academic disparities through its SIA investment. The mental and behavioral health needs of students will be directly met through providing professional development for staff in Trauma Informed Care, Crisis Prevention Intervention (CPI), and First Aid/CPR training. A significant portion of New Bridge’s SIA investments will be spent on increasing academic achievement and reducing academic disparities. Specific investments include reducing class size and additional elective opportunities by adding a Social Studies FTE to our staff. There is evidence that providing well rounded education (electives) for all students increases opportunities for engagement. Students in all focal groups at New Bridge will directly address significant opportunities gaps with the addition of FTE in Social Studies. New Bridge is proud of its SIA plan, the process used to develop it, its commitment to deeply engage stakeholders, and incorporating their feedback into the plan and the specific, actionable strategies and activities.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less)

It is the goal of the New Bridge SIA investment to improve academic outcomes for all students with a specific focus on closing opportunity gaps for the school's focal groups. The school’s SIA plan has significant investments in class size reduction. There is demonstrable evidence that class size reduction has a measurable impact on academic and non-cognitive outcomes for students, and in particular for historically underserved students when implemented well. In addition, New Bridge SIA plan includes investment in meeting students’ mental and behavioral health needs. These investments align with recommendations from the Centering Mental and Behavioral Health: A Resource in Support of Oregon’s Student Success Act (Oregon

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Department of Education January 2020). There is longitudinal evidence that increasing a student’s mental and behavioral well being improves academic outcomes.

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 support or changes you hope your plan causes? (250 words or less)

A significant barrier we have identified is we may not be able to hire the personnel to have smaller class sizes for decreased student:teacher ratio. This is a particular concern in all teaching areas because there is a state and nation wide shortage, not to mention our school is located inside a youth correctional facility. We have built into our plan tiered options that we could move to if we are unable to hire that first year. Those options will still give us a focus on our populations of concern, but they do not require specific hard to find licensed personnel. Some of these choices include; targeted curriculum, specialized training, and professional development for staff already working at New Bridge, which will allow us to still work on our targets and goals.

### Part Seven: Evidence of Board Approval (Application) (Application)

*You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.*

*[https://www.3riverssd.org/district/student\\_success\\_act](https://www.3riverssd.org/district/student_success_act)*

### Part Eight: Public Charter Schools (Application-If applicable) (Application) (Application)

Do you sponsor a public charter school?

*Not applicable*

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

*Not applicable*

Did any public charter schools you invited to participate in your SIA plan decline to participate?

*Not applicable*

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

*Not applicable*

*You will be asked to upload any SIA charter school SIA specific agreements.*