



Background

The purpose of the Student Investment Account funds is to:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement & reduce academic disparities for students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other student groups that have historically experienced academic disparities.

A Baker Early College's needs assessment included a data review of community, staff, parent, and student responses. Key themes that emerged from the need assessment and identified as most urgent were:

- Access to mental health support
- Access to additional college credit opportunities
- Access to career-technical education (CTE) opportunities
- Resources for post-secondary assessments (ex. SAT, ACT, etc.) and course supplies
- Recruitment, support, and retention of historically underrepresented students

These themes of the most urgent needs informed the development of the three-year proposal for the Student Investment Account funds, which was approved by the Oregon Department of Education and the Baker Charter Schools Board of Directors in 2020.

The Baker Early College Student Investment Plan (2023-2024) established two strategies to meet the goals and outcomes established.

Strategy 1 (S1): Hire Student Wellness Coordinator to expand mental health service access to Baker Early College students. The school will also communicate/engage families in awareness around mental health matters and be sure they are aware of resources they have available to them.

Strategy 2 (S2): Ensure every student has access to their intended college and career goals within Baker Early College. We will seek to remove barriers to high cost CTE courses, SAT/ACT exam fees, summer school costs, and costs above the state provided 12 credits. Students will have equal access to coursework and college preparatory tools to ensure post-secondary success.

Outcomes:

Outcome 1: Increase student access to mental health supports. (S1, S2)

Outcome 2: Increase access to Baker Early College resources for students and families of all backgrounds, with added focus on historically marginalized students. (S1, S2)

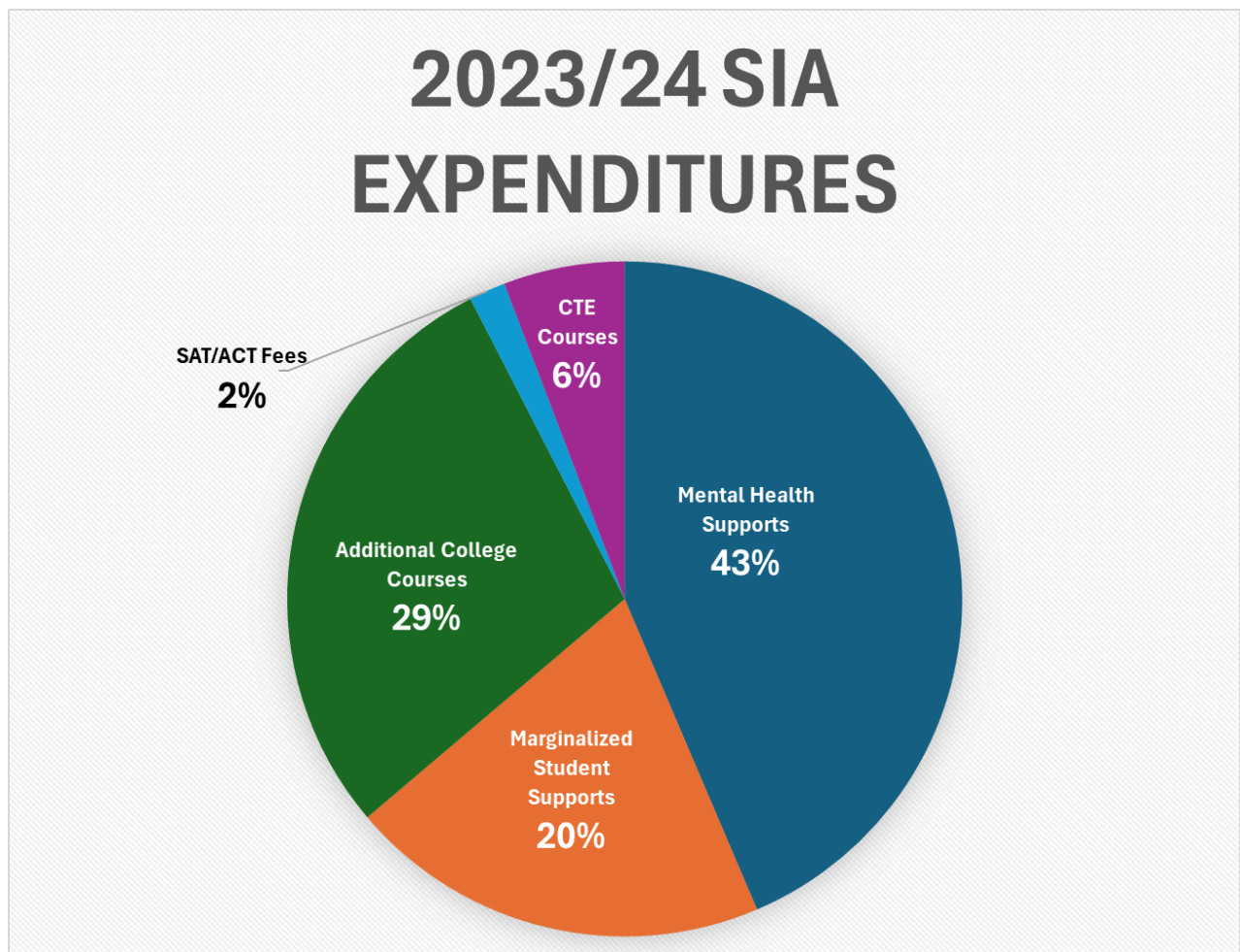
Outcome 3: Expand access to educational opportunities, providing students financial resources to complete additional college courses during the academic year and over the summers. (S1, S3)

Outcome 4: Increase access to postsecondary education opportunities by removing financial barriers to assessments such as the SAT and ACT. (S1, S3)

Outcome 5: Provide equitable access to postsecondary coursework for all Baker Early College students by removing financial barriers with added focus on CTE courses and materials. (S1, S3)

The Baker Early College Student Investment Account allocation for 2023-24 was \$351,794.66.

Graph of Expenditures:



LINE ITEM BUDGET	Amount
Increase student access to mental health supports	\$153,334
Increase access to Baker Early College resources for students and families of all backgrounds, with added focus on historically marginalized students	\$71,119
Expand access to educational opportunities, providing students financial resources to complete additional college courses during the academic year and over the summers.	\$100,746
Increase access to postsecondary education opportunities by removing financial barriers to assessments such as the SAT and ACT.	\$6,168
Provide equitable access to postsecondary coursework for all Baker Early College students by removing financial barriers with added focus on CTE courses and materials	\$20,428

The following supplemental questions are required by the Oregon Department of Education for the annual report.

1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2023-24 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

Having now gone through our second cohort of 9th grade students, we have really started to find our stride with it and we are serving students well because of it. As we continue to have more and more cohorts of 9th grade students we will be able to see long-term what tangible benefits there are to students beginning there versus directly enrolling in 10th grade, but anecdotally we have received an abundance of gratitude and affirmation from our 9th grade students and families about their experiences. We are seeing that students from our 9th grade cohort are significantly more likely to be on-track for graduation and significantly less likely to be on student support plans due to failing classes in their 10th grade year. Students and families of all grades consistently report their appreciation for prompt access to mental health counseling and funding for additional courses and associated fees.

2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustment, if any, did you make to your SIA plan as a result of these challenges?

The greatest challenge is always the dynamic nature of education. From one school year to the next student needs can vary greatly and it is difficult to try to forecast the needs of future students. Fortunately, we have been able to make adjustments while retaining fidelity to the original proposed and approved categories. We will never be able to control the outside world, but we can work to understand it through a lens of better serving our students. Knowing that parents and families cannot - for whatever reason - be as involved in their student's academic success has forced us to reevaluate our expectations of them to be. We are currently working to completely reimagine our RTI model, shifting almost entirely to a focus of internal interventions exclusively, including the incorporation of a student support plan coordinator and social worker for 24/25.

3. SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout the academic year?

While there is always room for growth, our commitment to solicit and analyze feedback has been fruitful. We have seen tremendous growth in the quantity and quality of feedback we are receiving. As an organization we have adopted an equity lens through which all decisions are evaluated. We are using data to better understand where we stand at any given time, and also to measure cause and effect of various interventions we are implementing. This model is inherently reactionary, but we also believe that it gives us the best information to inform current and future practice.

4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

The initial allocation of SIA funding provided an opportunity to address long-standing student needs in a way that had never before been possible. With SIA funds, we have opened new and exciting opportunities to better serve students academic and social-emotional needs. We know, and the data has vindicated, that these two are often not mutually exclusive. This is the basis from which we continue to evaluate the ways in which we are addressing those for students to ensure maximum effectiveness and efficiency.