**DRAFT CREATED BY RM**

**581-014-0022 Definitions of Targets for Mental and Behavioral Health for the Student Investment Account**

The following definitions apply to OAR 581-014-0022 to 581-014-0031:

(1) “Student Investment Account” means the account as established in ORS 327.175.

(2) “Focal Student Group” means the specific groups of students outlined in OAR [581-014-0001](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=291251).

(3) “Eligible Applicant” means an applicant as defined in ORS 327.185(1) including YCEP and JDEP Programs.

(4) “Optional Targets” mean quantitative or qualitative information that names how an eligible applicant can determine the changes of an investment in mental and behavioral health and is inclusive of local optional metrics and optional progress markers.

(5) “Evidence-based” refers to forms of validation that do not just stem from dominant educational research but include community-driven, indigenous, tribal, culturally-responsive/sustaining/specific, non-dominant and non-Western ways of knowing, being, and researching. Instructional practices, activities, strategies, or interventions that are “evidence-based” should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions.

(6) “Culturally Responsive” means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning and assessment. This includes identifying, valuing, and maintaining high commitment to: students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.

(7) “Disaggregated Data” means data that has been divided into detailed categories such as, but not limited to, geographic region, race, ethnicity, English fluency, disabilities, gender, socioeconomic status, etc. It can reveal inequalities and gaps between different categories that aggregated data cannot. The accuracy and quality of this data is also dependent on data collection, analysis and decision-making practices that may be biased towards the values of the dominant, White-centered education system, and therefore require critical reflection on whether focal group issues are truly emerging through the disaggregated data and how intersecting.

(8) “Disproportionate” refers to unequal or inequitable differences in access and outcomes that historical and current-day White supremacy has created between certain families, children and students based on race, gender/gender identities, sexual orientation, and other discriminating factors. What is “proportionate” must also be critically analyzed and addressed in terms of its values, intent, and ideology.

(9) “Social Emotional Learning” is the process through which children and adults learn to pay attention to their thoughts and emotions, develop an awareness and understanding of the experience of others, cultivate compassion and kindness, learn to build and maintain healthy relationships, and make positive, prosocial decisions that allow them to set and achieve their positive goals.

(10) “Trauma-Informed Principles and Practices” refer to a strengths-based, person-centered framework that recognizes the physical, psychological and emotional impacts of trauma, and prioritizes creating safe spaces to promote healing. It recognizes and honors the inherent strengths, resilience and funds of knowledge within each person, and works to increase awareness of how these assets can be accessed, within the trusting spaces of human relationships, to promote healing and flourishing.

(11) “Well-being” refers to the quality of social life, encompassing physical, mental, and emotional health.

(12) “Belonging” is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group.

(13) “School Culture” is the shared values, beliefs, behaviors, rules, relationships, and teaching and learning pedagogies that encompass the physical and social environment.

(14) “School Climate” refers to whether the social and educational environment of a school creates a positive setting for learning, academic achievement, and student growth.

(15) “Whole Child” refers to….

(16) “School Safety and Prevention” refers to a system that provides for the health and well-being of students by offering a multi-tiered system of supports ranging from universal prevention to crisis response intervention.

Statutory/Other Authority: ORS 327.190

Statutes/Other Implemented: ORS 327.190

**581-014-0025 Purpose of Targets for Mental and Behavioral Health for the Student Investment Account**

(1) This rule set is to establish optional targets related to student mental and behavioral health needs. Eligible applicants may consider setting to monitor and evaluate Student Investment Account investments in mental and behavioral health. Optional targets are inclusive of local optional metrics and optional progress markers as named in the definition section.

(2) Local optional metrics are designed to allow eligible applicants to set and monitor metrics that are connected to expected outcomes set forward in an eligible applicants’ plan.

(3) Optional progress markers are sets of indicators set forth in an eligible applicants’ plan that identify the kinds of changes that ODE would expect to see in policies, practices, behaviors, and approaches over the next three years that lead to an eligible applicant reaching planned outcomes.

(4) Optional targets are intended to provide grantees with a means to address how investments might show positive impacts in student and/or educator well-being, belonging, and health which could include a measure of school culture or climate. Any optional targets addressing the ODE Integrated Model of Mental Health, whole child, and/or school safety and prevention measures may be included.

Statutory/Other Authority: ORS 327.190

Statutes/Other Implemented: ORS 327.190

**581-014-0028 Optional Targets Criteria**

(1) Eligible applicants can develop optional targets to monitor student, staff, and system changes as long as they meet the following criteria:

(a) Are measurable in a consistent way each time new data is available;

(b) Are evidence-based;

(c) Can be disaggregated by focal student groups and/or staff, to the extent possible;

(d) Are culturally responsive;

(e) Align with the purpose of optional targets; and

(f) Connect to an investment.

(2) Optional targets not meeting these criteria must be approved by ODE prior to a grant agreement being executed.

Statutory/Other Authority: ORS 327.190

Statutes/Other Implemented: ORS 327.190

**581-014-0031 Optional Targets Administration & Reporting**

(1) Established optional targets are required to be included in eligible applicants’ grant agreement and required to adhere to the requirements for grant agreements pursuant to ORS 327.190.

(2)(a) Optional targets are required to be reviewed at least annually.

(b) Optional targets that can only be reviewed once in a biennium based on available data must be approved by ODE prior to a grant agreement being executed.

(3) Beginning in 2023, eligible applicants will be required to report progress on optional targets as part of the annual report and required to adhere to the requirements for annual reports pursuant to ORS 327.201.

Statutory/Other Authority: ORS 327.190

Statutes/Other Implemented: ORS 327.190