SECTION 2: EFFECTIVE PLANNING

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Section Snapshot

This section outlines the preparation needed, the specific process requirements, and the tasks that applicants will engage in to inform development and prepare for the integrated plan submission in **March-April 2025**.

PREPARATION

Planning well and planning in advance are keys to ensuring you are ready to submit your integrated application **by April 30, 2025**[24]. Ideally, assembling a multidisciplinary team (or teams) with members who can support various aspects of your preparation is one approach to ensuring you stay on track before the plan submission window opens. We also acknowledge that most of our school districts in Oregon are small and rural and assembling a multidisciplinary team may not be a possibility given the limited capacity and geographic location that limits access to partners. As superintendents in small and rural districts hold the work to plan and submit the integrated application, ODE is ready to serve by providing responsive regional support. In addition, small and rural district leaders can also utilize ESDs as partners to support the planning and submission of the integrated application.

For applicants applying in consortium, or other combinations of relationships between recipients, team membership should be representative of the multiple perspectives involved. Varied tasks such as preparing disaggregated data reports for team analysis, planning and scheduling community engagement processes, scheduling meetings and keeping track of notes are examples that can be delegated to members of your team(s). Consider the availability of people and resources, including regional ESD Liaisons, CTE Regional Coordinators, tribal and community partners, higher education, and teacher leaders. Other partners are better engaged at a regional level: work with regional ESD Liaisons and CTE Regional Coordinators to engage higher education, business and industry, and workforce partners.

Make sure to check program requirements. Not all programs in this guidance are available or required for all school districts, charter schools, YCEPs, JDEPs, or Oregon School for the Deaf. Please review this guidance and check the appendices for details before you get too far down the road in planning and budgeting. If you have questions on eligibility, please contact ode.eii@ode.oregon.gov.

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24   The application window will be open for submission March 1, 2025-April 30, 2025.

PLANNING REQUIREMENTS

It is a notable project management task to skillfully move through each planning requirement in this integrated guidance. Administrative costs are allowed for some programs and can be useful to support actualizing these steps. Additionally, dedicated ESD supports are described later in this document. Each of the planning steps listed here are then described in more detail throughout the rest of this section:

1. Use of an Equity Lens
2. Community Engagement
3. Needs Assessment
   - A review of the early literacy program, using the Program Review Tool[25]
   - Community Engagement Input
   - Review Disaggregated Student Data and consider Targeted Universalism practices[26]
   - Identify Priorities Aligned to the Four Common Goals
   - Review Your 2023-25 Integrated Plan
4. Consider Input from District Equity Committees
5. Consideration of the Quality Education Model (QEM)
6. Consideration of the Recommendations from the Statewide Student Success Act Plans
7. Reviewing and Using Regional CTE Consortia Inputs
8. Tribal Consultation[27]
9. Further Examination of Potential Impact on Focal Students tied to Planning Decisions
10. Development of a Four-Year Plan with Clear Outcomes[28], Strategies and Activities, to include:
    - A review of the early literacy curriculum[29], fulfilled by submitting the Inventory via a Smartsheet link
    - A student growth assessment to measure student progress in early literacy, disaggregated by focal student groups
    - A description of how the grantee will provide each of the following for early literacy:
        - "Professional development and coaching" to teachers and administrators
        - Extended learning by teachers or qualified tutors; and
        - High-dosage tutoring by qualified tutors
        - A description of how the grantee will prioritize early literacy funds across elementary schools, fulfilled in the Early Literacy sheet
    - Consultation of the existing plan to review and revise

Please Note: Schools identified for Comprehensive or Targeted Support should develop school-level plans by mirroring the above activities where applicable.[30]

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25   The Program Review Tool is the criteria by which applicants must review their early literacy program.
26   See Targeted Universalism & Snapshots of Focal Student Groups Appendix for more details
27   Given that Tribes receive multiple requests for consultation, LEAs should send invitations well in advance to give school personnel and Tribal representatives time to prepare for the consultation.
28   For the purposes of this Integrated Guidance, goals and outcomes are synonymous.
29   An Inventory must be accurate and up-to-date, including literacy assessments, tools, curricula and digital resources used to support literacy in the applicant's early elementary grades.
30   Please see Additional Guidance for Federal School Improvement Identified Districts (with CSI/TSI schools) Appendix.

1. ONGOING USE OF AN EQUITY LENS

The use of an equity lens is required throughout the planning, engagement, and implementation of your integrated application. An equity lens is a tool that helps center core values, commitments, and questions. ODE encourages the use of a strengths-based, trauma-and-SEL informed equity lens as it helps create a systematic structure to ensure no focal group or community is missed in the process of community engagement and plan development. ODE also encourages recipients to share their equity lens broadly to support community awareness of how that tool will be used in the district or eligible charter school's decision-making process.

WHAT EQUITY LENS SHOULD YOU USE?[31]

An equity lens must support navigating choices in the *here and now that impact students today*. It helps translate theory into practice, and helps avoid making decisions that could marginalize or harm students, staff, families, and communities. Applicants can choose which equity lens to adopt and use through the integrated application:

1. **The Oregon Equity Lens**: This lens is widely used and adopted, and offers key questions that could support your planning. If using this lens, applicants are expected to expand on the Oregon Equity Lens to adapt to specific community populations, histories, dynamics, and needs.

2. **Applicant's Customized Equity Lens**: Many districts, ESDs, and other organizations have developed their own equity lens that can meet the particular process, outcome, and demographic needs of their contexts. ODE supports applicants to develop and/or use their own equity lens and has developed tools/resources to support robust and rigorous equity lenses.

2. COMMUNITY ENGAGEMENT

Applicants have the opportunity to engage communities for all programs integrated through this guidance. Authentic and consistent community engagement is vital--and remains required. Over the past few years, applicants across Oregon engaged their communities in a variety of ways to inform their strategic planning efforts.

Each cycle of integrated guidance, planning, and application requires evidence of updated and meaningful community, family, student, and educator engagement. Community Engagement artifacts need to reference current engagements from 2023-25 and must be connected to integrated planning for 2025-27. To be clear, an applicant's Early Literacy Plan must be included in this community engagement.

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31   The Oregon Equity Lens and Equity Tools are found in the Appendix.

Particular partners are named in state and federal regulations for engagement. Below you will find a list of those groups that must be engaged in the process as well as a list of recommended partners that can add a deeper context.

It is a requirement to engage with the following groups:

- Students of color and families of students of color
- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- Students and families who recently arrived
- Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition[32]
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families

While not in statute, it is highly recommended to engage with the following student groups and community members:

- Students and families of students who are not currently enrolled in school
- Regional Educator Networks (RENs)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- School board members
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, faith-based organizations, etc.)
- Community leaders
- Early learning advocates and providers
- Migrant Education and McKinney Vento Coordinators
- Chambers of Commerce
- Regional STEM / Early learning Hubs
- ESD Regional Liaisons
- Vocational Rehabilitation and pre Employment Service Staff
- Individuals preparing for non-traditional by gender career fields
- Before and after school child care providers
- Coordinated Care Organizations (CCOs)
- Out of work individuals

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32   The addition of this focal group is pending State Board of Education approval in Spring 2024

Research shows that students learn better when their families and local community organizations are engaged in schools. Strong family engagement is linked to increased student achievement, increased regular attendance, and higher graduation rates. In addition, community engagement can help ensure that students' social, emotional, and physical health needs are addressed, while also providing meaningful, real-world learning opportunities. Schools that engage with their communities are also better able to help students solve local problems, contribute to civic life, and respond to a changing economy.[33]

In order to support a robust engagement process and good stewardship of funding, we recommend applications discuss with their communities during the planning process:

- How engagement has helped inform:
    - The alignment and integration of multiple plans, including alignment with regional initiatives.
    - Braiding of funds to support large overarching goals across initiatives, without losing the specific aims or focus of each initiative.
    - Any complexities in the adjustment and development of the new application.
- New learnings and priorities raised from community engagement and ongoing partnerships.
- Next steps or processes to continue to receive funding.

UNDERSTANDING THE COMMUNITY ENGAGEMENT SPECTRUM

The Community Engagement Toolkit[34] lays out a framework and recommendations for applicants to engage in robust community engagement with focal student groups, families, communities, and staff. This framework serves as a tool to assess and deepen engagement in Oregon communities and is adapted from the work of Facilitating Power and the Movement Strategy Center.

It is organized on a spectrum of shallow to robust community engagement (Levels 1-5). District and school leaders are encouraged to use this framework to reflect on their stance and approach towards communities. It may be used to assess the overall level of engagement of a district or school, as well as be used to assess an individual strategy, activity, project, or initiative within a district or school. In most cases, a district or school will approximate multiple levels of this spectrum that exist simultaneously in the totality of community engagement-related activities as they deepen capacity for robust community engagement.

Applicants are highly encouraged to review and reflect on the community engagement spectrum and the other resources, strategies, and examples included in the toolkit that expand on each level of community engagement as they build on existing work and to grow with community, youth, or staff advisories developed previously.

WHAT IS EVIDENCE OF EFFECTIVE COMMUNITY ENGAGEMENT?

The Community Engagement Toolkit provides a number of examples of what good community engagement looks like, sounds like, and feels like in practice. Good engagement may include some discomfort or disequilibrium for school or district leaders as they stretch into new roles and processes.

One change for the 25-27 biennium is most applicants[35] will need to upload more specific artifacts:

- One artifact representing engagement with students and/or families from focal groups
- One artifact representing engagement with certified and/or classified staff
- Three additional artifacts from either focal groups, staff, or community engagement
- More detailed information is in the Integrated Application Preview.

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33   https://www.greatschoolspartnership.org/resources/equitable-community-engagement/the-case-for-community-engagement/
34   Located in the Appendix A: Community Engagement Toolkit.
35   Applicants released from this requirement are Virtual Charter Schools and small schools with 80ADMr and under

Suggestions of strong artifacts or evidence that indicate connections between these efforts and created plans could include:

- **Artifacts that indicate the content of the engagement effort.** Meeting minutes indicate what was shared and discussed.
- **Artifacts that were created by partners beyond the applicant team,** including being created by students, families, and communities themselves. For example, if the engagement event is a gallery walk, artifacts from this could be pictures of the posters the community creates for each other to examine key issues.
- **Artifacts that demonstrate evidence of participants' active engagement, particularly those from focal group populations.** Sharing how participants responded to a district presentation and/or the input they gave shows a fuller picture.

Additionally, consider the following as you collect these artifacts of engagement:

- Always ask for consent that includes the purposes by which you are creating an artifact of the engagement (e.g., if you are taking pictures, share how you will use them and offer to share them for the community to also own). Communities should not be tokenized for their value or extracted[36] from because they are required to be engaged.
- Consider how the communities wish to be shared or represented, and if you are in a collaborative mode of engagement (e.g., level 4 of the spectrum), consider how these artifacts can be co-constructed or generated by communities.

Examples of Community Engagement Shared by 2023-25 Applicants

SMALL AND RURAL SCHOOL EXAMPLES:

- Videos created by staff and students highlighting programs that currently exist that are funded by SIA, HSS, CTE, etc. The video launched conversations about what was missing and what growth was needed.
- Indigenous Education Meet and Greet that was designed to gather information and create a parent committee for the school year.
- District and community BBQ with conversations.
- District funded Parent-Teacher organization with a budget and full autonomy. The district also provides family liaisons to guide the work and ensure there are tools to implement their vision.
- Surveys offered at sporting events and conversations with an administrator at sporting/community events with a summary of notes recorded to share with the planning team.

MID-SIZE GRANTEE EXAMPLES:

- Qualitative data was collected through conversations with individuals and small groups of families and students who are part of focal groups.
- Newcomer students in grades 9-12 participated in a focus group related to health needs. Other focus groups were set up at the high school regarding health needs.
- Affinity groups met monthly.

LARGE DISTRICT GRANTEE EXAMPLES:

- Over 100 empathy interviews with Latinx students or migrant students were conducted.
- Invited focal students to join the Superintendent's Student Advisory.
- Face-to-face conversations with focal groups were led by a person who reflects the group's demographic. Facilitators listened. Interpreters, food, and childcare were provided.

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36   Extraction in this context is the instrumentalization or taking from communities without their consent, full knowledge, or for the benefit of others besides the community. For more, see "Stop Taking and Extracting from Communities of Color"

3. INTEGRATED NEEDS ASSESSMENT

The process of assessing needs is a critical part of the continuous improvement cycle. As applicants approach assessing the needs in their district, it is important to have a clear understanding of the various processes and tools available and/or required.

A **needs assessment** is a process, supported by tools, that unfolds and builds over time. The information gathered through the process is then used to help teams and communities prioritize improvement efforts and to ensure the equitable implementation of policy, practices, and procedures that translates into resource allocation, education rigor, and opportunities for all students, especially historically and currently marginalized youth, students, and families including civil rights protected classes.

A needs assessment examines practices, systems health and program quality, is informed by community input and yields the best results when honest reflective discussion considering multiple viewpoints are included as part of the process. It includes a robust analysis of disaggregated student performance data including trends for focal student groups. A root cause analysis may also be conducted to further examine core issues impacting outcomes.

COMPONENTS OF AN INTEGRATED NEEDS ASSESSMENT PROCESS

1. *Review Disaggregated Data*

   Multiple sources of information across grades and subject areas, including CTE Programs of Study, with specific attention to the needs of student focal groups, helps to inform the assessment. Rates for the five common metrics, disaggregated by student population, can be found in ODE's Achievement Data Insight (ADI). Other important sources of data about student well-being, school climate and culture, feelings of belonging, credit attainment, and behavior should also be factored into the process. In addition to student data, it is important to review staff data such as retention rates, staff to student ratios, staff well-being, etc. Data should be reviewed for the district overall

   and also for individual schools. This review may help identify priorities for the community engagement process.

2. *Community Engagement Input*

   Community engagement efforts provide critical information. It is important to review input, to notice, and document patterns and trends that have emerged when assessing needs. Trends and themes may vary across community groups.

3. *Identify Priorities Aligned to the Four Common Goals*

   Review the four common goals introduced in Section 1. They represent shared goals across the programs in this guidance and are aligned to Oregon's State ESSA plan.

4. *Review 2023-25 Integrated Application and your Jumpstart Biennium Early Literacy Plan*

   This process builds upon the work done in the previous biennium. Take into consideration the priorities from the 2023-25 biennium and continue or build on them.

AN INTEGRATED NEEDS ASSESSMENT TOOL

A revised Integrated Needs Assessment Tool is offered in the appendix for applicants to use in preparation for the integrated application. It is a summary of the deep work done through the needs assessment processes and is aligned with the four common goals shared across the programs included in this guidance.

A summary, or highlights, of the needs assessment is an important artifact and can be used when sharing proposed priorities, outcomes and strategies with the community, and be further vetted for alignment with community input.

Applicants will not be required to submit their needs assessment but are expected to use the inputs gathered through the needs assessment processes to inform their integrated application, plan, and budget.

Additionally, applicants are highly encouraged to invite their ESD Liaison(s) and/or CTE Regional Coordinator to support the integrated needs assessment process or at least share their integrated needs assessment information with them to support regional planning efforts.

4. CONSIDER THE INPUT OF DISTRICT EQUITY COMMITTEES

District Equity Committees inform and advise their school board and superintendent on a number of topics, including the experiences of historically underserved student groups, the educational equity impacts of policy decisions, and the larger district wide climate. District Equity Committees are instrumental in developing outcomes and strategies informed by the needs of underrepresented student groups and are meant to support local leadership in understanding how their decisions impact students. District Equity Committees can be key partners throughout the planning process.

Districts with an average daily membership of 10,000 or less are required to implement a District Equity Committee by September 15, 2025, while districts above 10,000 average daily membership were required to convene a District Equity Committee by September 15, 2022.

5. CONSIDERATION OF THE QUALITY EDUCATION MODEL

Review the recommendations in prior reports to inform your decision-making. The QEC reports speak to emerging and best practices while naming essential areas of focus for continuous district and school improvement. A resource can be found in the Summary of QEC Best Practice Recommendation Appendix.

6. CONSIDERATION OF THE STATEWIDE STUDENT SUCCESS PLANS

The Actionable Inputs from Student Success Plans into District Planning resource has been developed as a valuable and **required** cross-reference of each dedicated Student Success Plan. Applicants are required by HB 2275 to take into consideration the recommendations made by the advisory groups, as aligned to each dedicated Student Success Plan.

Each plan is also shared here for independent review and to honor the full work of each plan.

- American Indian/Alaska Native Student Success Plan
- African American and Black Student Success Plan
- Latino/a/x & Indigenous Mexican, Central, South American, and Caribbean Student Success Plan
- LGBTQ2SIA+ Student Success Plan
- Native Hawaiian/ Pacific Islander Student Success Plan (coming soon!)

Consider how the groups and voices you wish to prioritize may also be represented in these plans and how you can engage with these plans to support them.

7. REVIEWING AND USING REGIONAL CTE CONSORTIA INPUTS

CTE Regional Coordinators are experts in developing and improving CTE Programs of Study in partnership with local districts, colleges, workforce partners and employers. By collaborating on the local and regional CTE priorities, the district and the CTE Regional Coordinator can more effectively leverage and braid different funding streams to support opportunities for students. In order for this to work, there must be ongoing back and forth communication throughout the engagement and needs assessment process. This will not work if left to a one time communication after the plan has been developed or submitted.[37]

Community colleges are also an integral partner in CTE planning. Whether a community college is a part of a regional consortium, or a direct recipient of Perkins funds, they play a significant and important role in CTE opportunities as all CTE Programs of Study offer intentional pathways that can lead to possible college level credit in high school and college level programs after graduation.

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37   For more information, please consult the CTE appendices, Appendix L: Supporting CTE Perkins Direct Recipients, Appendix M: Supporting CTE Regional Consortia Members

8. HONORING EDUCATIONAL SOVEREIGNTY THROUGH TRIBAL CONSULTATION

There are also important requirements for honoring the sovereignty of Native American and tribal students, families, communities, and Nations in Oregon. While all Native American and/or tribal students must be engaged as focal student groups, in some cases, applicants are *required* to engage in formal Tribal Consultation processes as outlined in A Toolkit for Tribal Consultation. To be clear, Tribal Consultation is not community engagement, rather it is a sacred collaboration between a Sovereign Nation and an Local Education Agency (LEA).

STEPS FOR TRIBAL CONSULTATION[38]

The nine federally recognized tribes of Oregon engage in Tribal Consultation efforts with just under 35 unique school districts each year. Requirements include:

- Phase 1 - Planning and Pre-Consultation Tasks and Forms
- Phase 2 - Coming Together for Consultation
- Phase 3 - Incorporate, Sign, and Submit Required Forms to ODE
- Phase 4 - Monitor and Review Progress

REQUIRED TRIBAL CONSULTATION ASSURANCES

If you are a district receiving greater than $40K in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are **required** to consult with each tribe that has a Tribal reservation boundary, unceded, and/or pre-contact, and/or aboriginal lands within 50 miles of your LEA.

If you are a district who is a member of a Title VI consortium (LEA-C) receiving greater than $40K in Title VI funding, the LEA-C Lead Applicant is ultimately responsible for the Tribal Consultation. However, the LEA-C should work with all of their participating LEAs included on the LEA-C Lead's application to ensure a timely and accurate Tribal Consultation.

As evidence of your consultation, you will be asked to upload your Tribal Consultation Worksheet used in planning and pre-consultation tasks, as well as the "Affirmation for Tribal Consultation" under the naming convention "Name of district_Date of Tribal Consultation" in a pdf.

9. REQUIREMENT TO EXAMINE POTENTIAL IMPACT ON FOCAL STUDENTS TIED TO PLANNING DECISIONS

The Student Investment Account requires three steps that are beneficial to strengthen the integrated application for the programs under this guidance:

1. An analysis of academic impact[39] from the strategic plan put forward including describing how focal student groups will benefit from the plan[40]
2. Identification of what funding under what allowable uses will be designated to meet student mental and behavioral health needs
3. Identify which focal student groups might not meet performance growth targets[41] put forward in the plan[42]

10. CONTINUED DEVELOPMENT OF A FOUR-YEAR PLAN WITH CLEAR OUTCOMES, STRATEGIES, & ACTIVITIES

Once improvement priorities become clear, articulating those priorities through the integrated application and developing outcomes, strategies, and activities for planning and budgeting begins. The general parameters of outcomes, strategies, and activities is provided below, and is followed by examples of each.

One thing applicants should keep in mind is that we often first see adult behaviors shift and those shifts lead to changes in student outcomes. Using a causation

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38 A Toolkit for Tribal Consultation - Version 2.0, pgs. 29-34
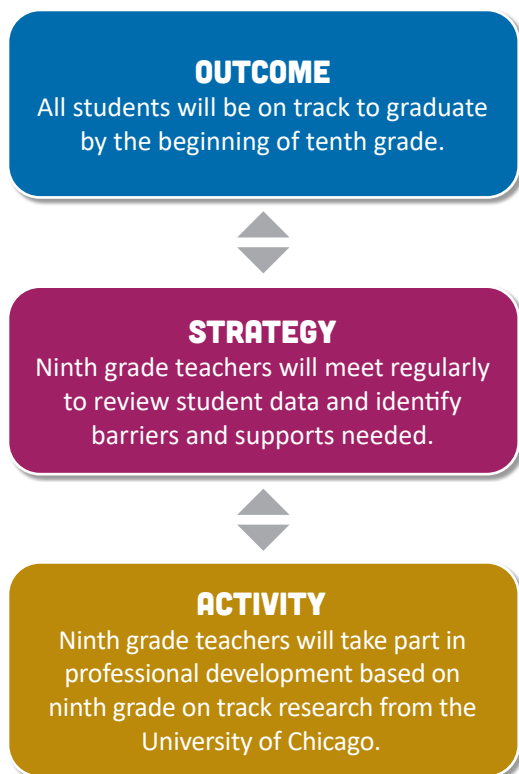39 ORS 327.185 - Section 10 (6)(a)(B)
40 ORS 327.185 - (7)(b)(C)
41 See Section 6 and the LPGT Appendix for more detailed information
42 ORS 327.185 - Section 12 (5)(c)

(if/then) approach can be powerful when developing effective plans.

As outlined in the earlier version of the guidance, grantees were directed to develop a four-year plan and a two-year budget with planning and application submission each biennium. Grantees are building on the work done in the prior biennium in order to plan ahead for the next four years (2025-2029) with a budget for the 2025-27 biennium. *It is possible that some outcomes, strategies, and activities remain the same as those named in the earlier plan.* In other instances, based on the needs assessment process and community engagement, priorities may shift. Keep in mind that many outcomes will take several years of implementation and consistent investments to achieve.

Putting it All Together

OUTCOME
All students will be on track to graduate by the beginning of tenth grade.

▲
▼

STRATEGY
Ninth grade teachers will meet regularly to review student data and identify barriers and supports needed.

▲
▼

ACTIVITY
Ninth grade teachers will take part in professional development based on ninth grade on track research from the University of Chicago.

OUTCOMES are the changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work is in relationship with. Some changes can be short-term and others can be long-term. What's important is focusing on the specific kind of changes that would occur if your efforts were successful. Lagging indicators, such as those included on district and school report cards, or the Longitudinal Performance Growth Targets (outlined in the SIA and included in the integrated application) are long-term changes that would be seen over time, but are not necessarily outcomes. Progress Markers[43] name some of the kinds of changes that ODE is hoping these investments cause over time with the understanding that they likely show the pathway of changes that eventually lead to metrics change.

Although there is not a minimum requirement around the number of outcomes needed, an updated requirement for the 2025-27 biennium is districts and schools eligible for the Early Literacy Success School District Grants are required to establish at least one outcome specifically related to Early Literacy work, in addition to the setting of a Longitudinal Performance Growth Target around third grade reading proficiency.

Applicants are encouraged to consider the student growth assessment being utilized for early literacy, and develop an outcome that ties together the individual investments, or activities, with the intended results of the student growth assessment.

Example Outcomes:

- Strengthen family and community partnerships.
- Increase academic achievement for K-3 reading and writing.
- All students, especially those in focal groups, report an increased sense of belonging at school.
- High schools and colleges work together with industry partners to transition students smoothly from program entrance to degree or certificate and into employment in their field.
- Reduced number of students referred to the juvenile justice department.

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43   Additional information about Progress Markers can be found in Section 6 of this guidance.

STRATEGIES support your long-term outcomes and describe the approach you are planning to take. Strategies are typically implemented in one to three (and sometimes more) years. They may include a theory of action framework and consider resources, context, people and timelines. Applicants will need to be prepared to articulate how their selected strategies were informed by focal groups as part of the integrated application.

Reflecting your current strategies and progress toward those strategies will be an important input to consider as you plan for the next four years. Consider what changes need to be made, and what new strategies may need to be identified.

Example Strategies:

- Data teams frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.
- Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (as developmentally appropriate), and families.
- Implement a school-wide Integrated Model of Mental Health inclusive of strengths-based, equity-centered, trauma- and SEL-informed culturally affirming and sustaining pedagogy, and related principles and practices to create healthy, safe and inclusive school environments.
- By providing professional learning on early literacy instructional practices, along with coaching and team-planning time for primary teachers, then those teachers will apply early literacy instructional best practices, and students' reading and writing abilities will improve.
- Utilize continuous examination of data to determine which students have access to work-based learning or career connected learning experiences, or completing at least 3 credits in a CTE Program of Study.

ACTIVITIES are concrete plans, actions, or investments that are oriented to smaller steps or shorter time frames within the arc of a given strategy or set of strategies.

Example Activities:

- Hire two additional counselors.
- Hire a district CTE coordinator to collaborate with and support the CTE Regional Coordinator at the district level.
- Purchase SEL curriculum.
- Contract for trauma-informed professional learning.
- Expand CTE FTE to offer additional credits in the computer science Program of Study.
- Hire a career connected learning specialist to develop employer/school relationships, and to build work-based learning opportunities.
- Convene partners to examine selection and enrollment practices that may create barriers for all students to participate in career connected learning activities such as dual credit, CTE, and work-based learning experiences.

Additional resources and training to help support applicants in the development and refinement of Outcomes, Strategies, and Activities are forthcoming.

APPLIED TOOLS & RESOURCES

PLANNING FOR MENTAL HEALTH OUTCOMES, STRATEGIES, AND INVESTMENTS:

- School-based mental health, ideally, has an available continuum of care and support ranging from prevention, individualized support and skills training and support for students experiencing moderate to severe unmet mental health needs. Multi-Tiered Systems of Supports (MTSS) offers us language to understand how this continuum exists across the three tiers of support.
- Depression, stress and anxiety are the most prevalent obstacles to learning for secondary students. When planning for future mental and behavioral health activities it is recommended to be as specific as possible. Identify trends and patterns of behavior that benefit from a range of supports. Focal student groups experience a unique set of barriers based on historic and current systemic biases. Crafting strategies specific to particular focal student groups and focal student groups with intersecting identities is another way of being explicit and specific about supporting student well-being.
- Reference ODE and OHA's updated Centering Health and Well-Being in Education document for examples of how districts and ESDs have partnered with local behavioral health, public health and community based mental health agencies to increase access to services and supports for students and families.
- Engage students in resource mapping to determine which supports and services would be most effective and meaningful.
- Consult with district staff who support student well-being in their capacity as a behavior support specialist, school counselor, school psychologist, school social worker or mental health providers contracted to support students within a district or ESD.
- Review input from Youth surveys that are tailored to your student body that address school climate and safety, student well-being, exclusionary discipline data, data from past SEED and/or Student Health Survey or a school climate survey that asks students to rate their mental health and well-being.
- Partner with local community mental health programs on initiatives such as suicide prevention or mental health trainings that support community well-being.
- Coordinated Care Organizations (CCO's) have metrics such as kindergarten readiness, depression and anxiety screenings that may have helpful data.
- Local Community Health Improvement Plans or CHIPS often support youth mental and behavioral health as do local Children's System of Care councils that exist statewide. Young people and families are central to local Systems of Care and identify services and supports that are lacking but needed and collaborate on solutions to ensure youth and families have access to the support and care that is needed.

TRACKING IMPACT OF MENTAL HEALTH OUTCOMES, STRATEGIES, & INVESTMENTS:

How do we track change over time? What are the ways in which mental and behavioral health strategies and supports create an impact that can be objectively captured? Without required mental and behavioral health metrics, investments through SIA require creative and committed leadership in identifying how much impact mental and behavioral health activities have over time. Recommendations include:

- Examine student survey data against the strategies and outcomes at the start of the biennium (resources such as YouthTruth, SEED and Student Health survey).
- Triangulate survey results with focal student groups to ensure survey results reflect interventions and strategies most needed.
- Examine school discipline practices to determine if they are culturally responsive and trauma sensitive.
- Develop meaningful indicators of well-being for your district.
- Consider developing a local optional metric (LOM) to track your investments in mental and behavioral health over time. These could be related to safety, belonging, school culture or climate, access to quality mental health services and supports.

PLANNING FOR A HOLISTIC APPROACH TO ADDRESSING ATTENDANCE BARRIERS AND CHRONIC ABSENTEEISM

Integrated applications will reflect on, weave in, and intentionally align with some foundational understandings, which center student engagement and belonging. Resources and research which support EDM are embedded across the integrated programs in this guidance, with capacity and support to districts being aligned through ESDs, community-based organizations, and each of the initiatives. Below are some examples of program alignment and promising practices. This list is not exhaustive and many other examples exist in the field.[44]

Foundational Understandings to Reduce Chronic Absenteeism

Create a positive school climate and culture that is welcoming and inclusive of students, families and school staff.	Utilize multiple types of information to build and refine support systems to address the holistic needs of students.	Center children/youth engagement and re-engagement strategies around caring connections and healthy relationships with students, families, and communities.	Coordinate support between educators and community service providers that focuses on the accessibility of resources, information, and extended learning opportunities.
PROGRAM ALIGNMENT EXAMPLES	**PROGRAM ALIGNMENT EXAMPLES**	**PROGRAM ALIGNMENT EXAMPLES**	**PROGRAM ALIGNMENT EXAMPLES**
✓ **SIA:** Meet students' mental health or behavioral health needs ✓ **CIP:** Establishes ongoing opportunities to engage education and community partners	✓ **EIIS:** System for indicator data collection and analysis, use of predictive analytics to identify support for students, and areas for improvement ✓ **HSS:** Provide sufficient time for teachers and staff of students in grade 9 to review data ✓ **CIP:** Leverages multiple perspectives and equity-centered data analysis to identify strengths and areas for improvement as well as to make timely adjustments to improve experiences and outcomes for students	✓ **EIIS:** Student-centered, strengths-based support systems ✓ **SIA:** Reduce academic disparities and increase academic achievement for focal student groups ✓ **ELSSDG:** Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge	✓ **CTE:** Increase equitable access and inclusion in high-quality CTE and career connected learning activities ✓ **HSS:** Implement district-wide evidence-based practices for reducing chronic absenteeism in grades 9 through 12
POTENTIAL PROMISING PRACTICES	**POTENTIAL PROMISING PRACTICES**	**POTENTIAL PROMISING PRACTICES**	**POTENTIAL PROMISING PRACTICES**
▪ **Authentic, ongoing student and family engagement** ▪ **Mental health resources** ▪ **Partner with mental health providers, hire FTE (counselor, social worker, psychologist)**	▪ **Use of Diagnostic Tool to identify local barriers for attendance and root causes of chronic absenteeism** ▪ **Implementation of an Early Indicator and Intervention System with regular data use in school and district teams in developing interventions for students**	▪ **Implementation of District Equity Committees (SB 732)** ▪ **Ensure student, family, and community capacity play a leadership role in implementation of work and shared decision-making** ▪ **Family Advisory Councils to create space for ongoing reflection, strategizing and goal-setting**	▪ **Implementation of a district data team that includes community members and family members, especially representation from focal student groups**

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44   Identify local barriers for attendance and root causes of chronic absenteeism with this Diagnostic Tool. Implementation of District Equity Committees (SB 732).