

Integrated Community Partnership Grant

Supporting Regular School
Attendance



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Executive Summary

In the 2023-25 biennium, the Oregon Department of Education awarded \$4 million in grants to 16 organizations. Grantees served nearly 13,000 students across the state of Oregon. Of the 16 grantees, nine are community-based organizations, two are culturally specific organizations, four are Education Service Districts (ESDs), and the Confederated Tribes of Grand Ronde. Grantees served a geographically diverse area of the state including rural communities and underserved communities with large focal student group populations.

The Integrated Community Partnership (ICP) grant is a key component of the Oregon Department of Education's attendance initiatives, including the Every Day Matters (EDM) program, which oversees the implementation of the ICP grant. Appendix A provides an overview of ODE's attendance initiatives, including Every Day Matters, and situates the ICP grant within ODE's broader vision for attendance and engagement.

In 2024-25, 66.5 percent of Oregon's students were regular attenders, indicating 4 out of 10 students were chronically absent. Attendance challenges stem from a complex combination of factors both within the school and external to school. Supporting students' regular attendance requires a comprehensive and collaborative response because many attendance challenges are beyond students' control and can have significant short-term and long-term impacts.

EDM builds statewide capacity to support regular attendance by focusing on student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community partnerships. These initiatives are grounded in four foundational understandings that promote academic success and overall well-being for all students. The ICP grant operationalizes these understandings through local-level community-based strategies and services. Community partners work alongside schools to offer local, community-based approaches that address the root causes of chronic absenteeism through direct services and capacity-building strategies and activities. Appendix B outlines districts served by grantees and summarizes their work in alignment with grant objectives.

Community partners help alleviate resource constraints faced by districts and schools by strengthening infrastructure and providing essential services that address the barriers to attendance. These supports often extend beyond a school's direct locus of control, and may include assistance with health care, transportation and housing. Community partners provide dedicated staff, strengthen school-family relationships, build organizational capacity, and expand access to community resources and social services, directly connecting families to critical support¹. Through these efforts, ICP grantees build capacity and support for communities, districts, and schools while centering student engagement and belonging.

¹ Singer, [Attendance Practices in High-Absenteeism Districts](#) (2025).

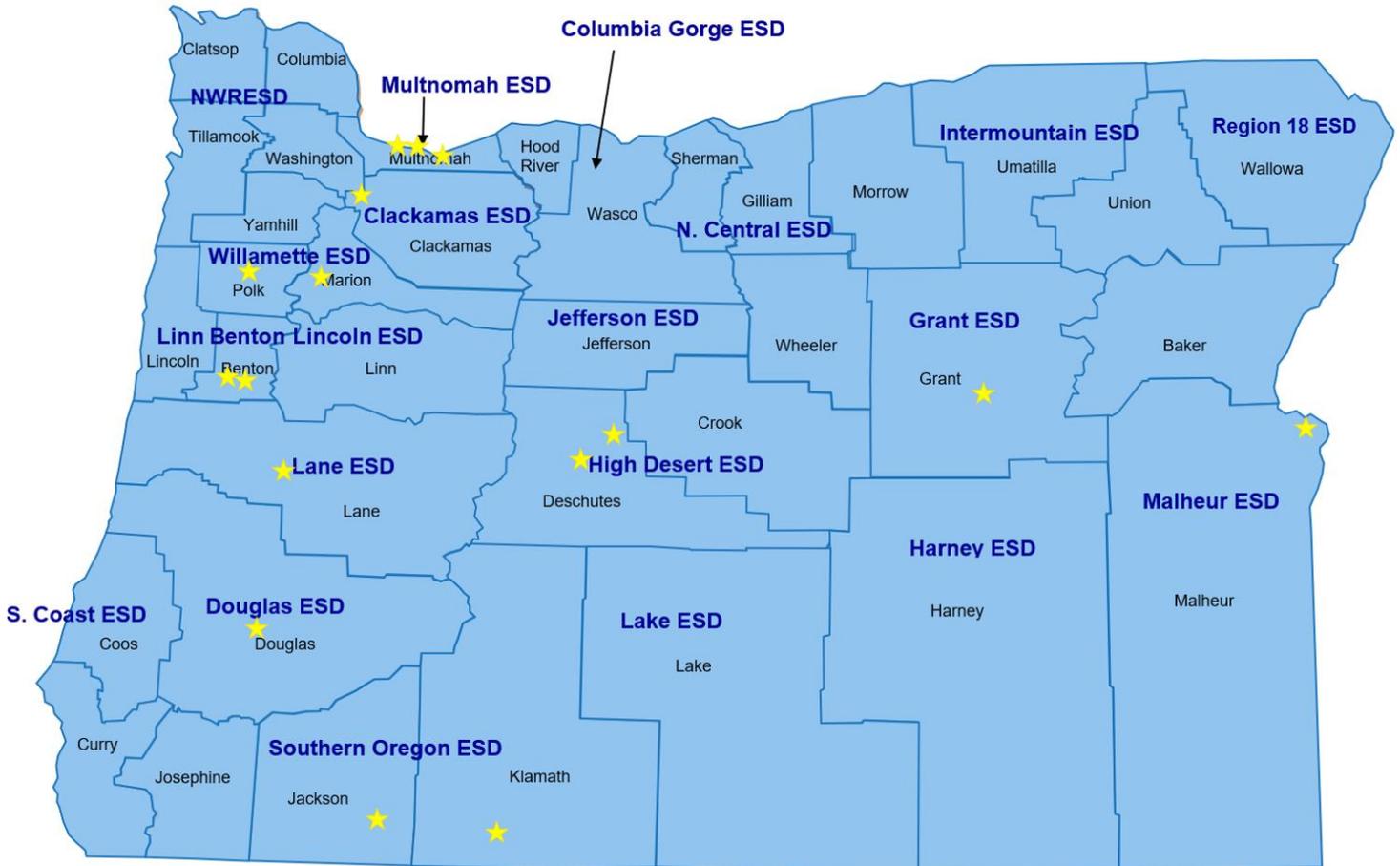
Integrated Community Partnership Report

This report documents the progress and achievements of the Integrated Community Partnership Grant in improving student attendance by strengthening coordinated, cross-sector responses at the local level and by centering belonging, engagement, and relationship-building with students and families.

Findings in this report are outlined in four themes:

1. Strengthening school culture and climate through student and family direct supports
2. Expanding academic and enrichment opportunities to increase student engagement
3. Building regional capacity through equity-focused data and learning communities
4. Strengthening local systems through coordinated supports for focal student groups and families

Figure 1. Map of Oregon by Education Service District, Showing the Locations of Integrated Community Partnership Grantees (starred)



Accomplishments and Impact

A complex combination of factors, both within the school and external to school, create barriers to regular attendance². These factors can further be shaped by broader contextual factors such as student well-being, school climate, family circumstances, neighborhood conditions, and socio-economic inequities³. Further, barriers to regular school attendance often reflect broader inequalities in access to services and supports⁴.

The communities served by the ICP grant identified barriers to attendance that included housing instability, economic hardship, and limited access to reliable transportation, and school conditions and dynamics that affect relationship-building, student engagement, and inclusion of students' identities and experiences, among other challenges. To address the root causes of chronic absenteeism, grantees helped coordinate individual, family, school, and community-based services around the common goal of supporting regular school attendance.

Grantees strengthened **school-family relationships**, strengthened **organizational infrastructure**, and expanded student and family **access to resources and social services** with the aim of reducing chronic absenteeism and removing barriers to attendance and increasing engagement.

Grantees implemented a wide range of strategies to reduce chronic absenteeism and remove barriers to attendance and engagement for students and families disproportionately impacted by chronic absenteeism.

The organizations funded through the ICP grant are part of **local and regionally integrated community networks**, with many of them working in their community for over a decade, and with strong connections to local systems of support. Their work built **trust** among families, schools, communities and educational partners. This coordination ensured barriers were addressed holistically. Significantly, grantees braided and blended their funding with other initiatives, in some cases, including funding from other ODE grants. This approach reinforced a shared, system-level approach to supporting regular attendance.

² Childs & Lofton, [Masking Attendance How Education Policy Distracts from the Wicked Problem\(s\) of Chronic Absenteeism](#) (2021); Lenhoff & Singer, [Rethinking Chronic Absenteeism](#) (2025); Soso, Dare, Goodfellow & Klein, [Socioeconomic Status and School Absenteeism: A systematic review and narrative synthesis](#) (2021).

³ Childs & Scanlon, [Coordinating the Mesosystem: An Ecological Approach to Addressing Chronic Absenteeism](#) (2022).

⁴ Ibid.

Expenditures and Resource Allocation: Building Infrastructure and Direct Support

In the 2023-25 biennium, the 16 organizations selected for the grant expended \$4,006,216.41 to support their efforts. Appendix D outlines the funding amount by organization. Figure B shows the distribution of total funds across categories, including staffing, direct student support, partnership expansion, administrative costs, family and community engagement, supplies and equipment, and travel.

Figure B. Pie Chart of Grantee Expenditures by Budget Categories in 2025-2025

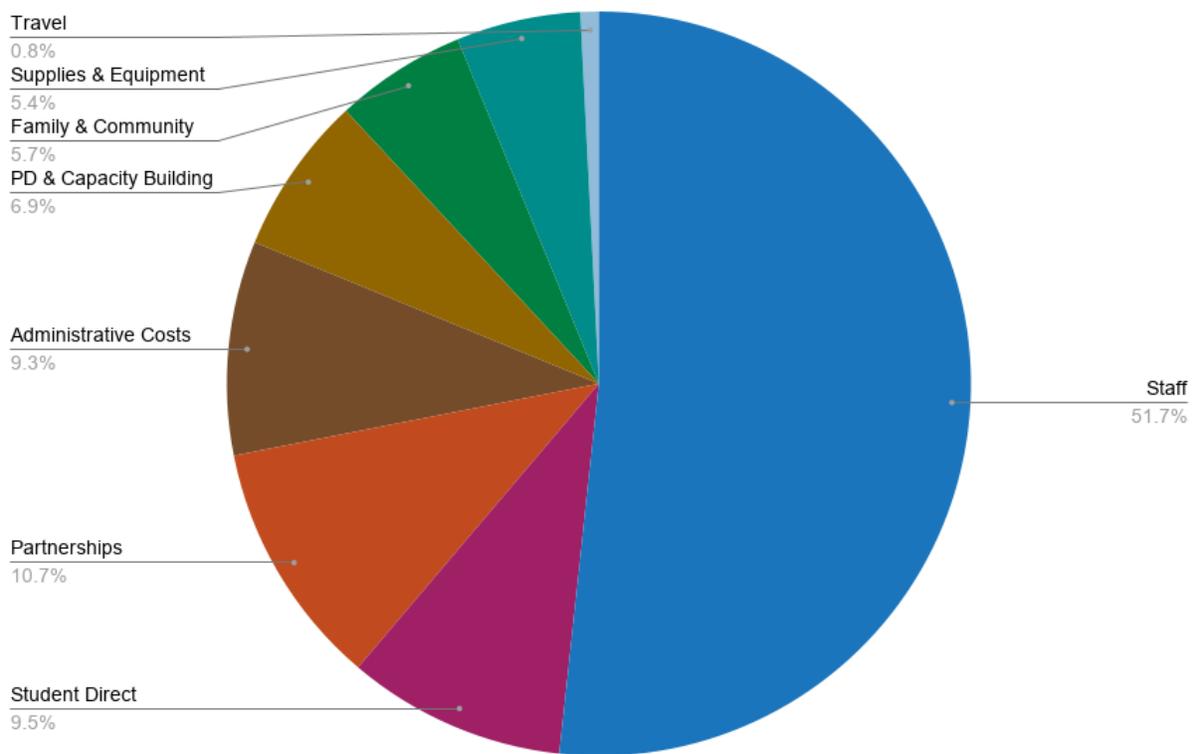


Figure B displays the distribution of total grant funds across major spending categories. As the chart shows, most funds, 51%, were allocated to staffing.

As Figure B shows, over half of funds were allocated to staffing. Grantees reported a total of 28 positions funded through this grant. Positions funded through the ICP grant supported grant administration, building regional networks and infrastructure, and providing direct support to the district, school, students, and families. For example, program manager positions supported regular meetings between community partners and school staff, including counselors, secretaries, and principals to strengthen relationships and help collaboratively address student and school needs. Administrative staff supported building or expanding partnerships with community organizations to develop programs and coordinate community resources.

An example of FTE impact

To address a gap in student supports at specific school sites, Todos Juntos invested ICP funds to provide caseworker positions. As Todos Juntos described in the quote below, ICP grant funding supported Todos Juntos to implement case management and individual student supports at school sites, an intensive and costly strategy that schools struggle to sustain without external partnerships.

“By reaching out to community members, we are building strong relationships that provide valuable resources to help families and students overcome barriers to participation in school. [We’ve] already been meeting with the school and counselors, etc., to discuss the role, and the way Todos Juntos can help support the school in their quest to raise student attendance. [Program Manager] will be calling home to parents and even doing home visits if needed so that we get a clear picture of all the factors that are contributing to the student's absences. In the summer, she is helping run the Todos Juntos programs and training and researching for successful strategies for the new position. We are so happy for this partnership and are looking forward to seeing what growth will happen when school starts.”- Todos Juntos

Further, Todos Juntos built awareness around school attendance and provided direct support to students in the Molalla River and Canby School Districts, including Hispanic and Latino students and families whose regular attendance rates have historically fallen below district and state averages.

Fiscal Partnerships

While all grantees had partnerships with schools, districts, community organizations, and/or county agencies, grantees could also be fiscally partnered with another organization. A fiscal partnership meant that the lead Grantee received all grant funds and passed allocated funds on to their partner organization(s) to provide direct services to students and families. Lead grantees coordinated with fiscal partners to complete narrative and expenditure reporting.

Just under half (seven of 16) of the ICP grantees engaged in a fiscal partnership with one or more organizations. Expenditures in the partnerships category accounted for 10.7% of total grant funds, the second most-funded budget category after staffing. These partnerships helped connect families to afterschool academic programs and coordinated support through teachers, counselors, and community partners, including referrals and other essential services. Both fiscal and non-fiscal partnerships are described in this report.

For reference, fiscal partnerships supported through the ICP grant funds are outlined in Appendix E.

Grantee Goals and Impact

The following sections document the progress and achievements of the Integrated Community Partnership Grant in four themes:

1. Strengthening school culture and climate through student and family direct supports.
2. Expanding academic and enrichment opportunities to increase student engagement.
3. Building regional capacity through equity-focused data and learning communities.
4. Strengthening local systems through coordinated supports for focal student groups and families.

Quotes and snapshots are intended to demonstrate how these efforts strengthened local cross-sector partnerships and improved student attendance by centering belonging, engagement, and relationship-building with students and families.

1: Strengthening School Culture & Climate through Student and Family Direct Supports

Students who feel safe, cared for, and have strong connections with school educators are more likely to have high rates of attendance⁵. Further, Oregon Student Educational Equity Development (SEED) Survey⁶ findings further corroborate this relationship. The SEED Research Brief on Belonging demonstrates that students with high belonging domain scores are substantially less likely to experience chronic absenteeism, while those reporting low levels of belonging exhibit markedly higher rates of irregular attendance.⁷

Center children/youth engagement and re-engagement strategies around caring connections and healthy relationships with students, families, and communities.
Every Day Matters
Foundational Understanding

Grantees worked directly with focal students and families to strengthen connections between home, school, and community support. These relationships build **trust through meaningful connection**, increased **access to support**, and elevated **student and family voice** in decision-making.

Triple Threat Mentoring, a culturally specific organization, provides one-on-one mentoring and other student support to primarily Black and Brown students, with priority given to those in foster care and those experiencing houselessness living in North and Northeast Portland. Their work creates pro-social environments where youth feel seen and heard, helping combat negative school experiences (i.e. bullying, safety,

⁵ Childs & Scanlon, [Coordinating the Mesosystem](#) (2022); Allen, Diamond-Myrsten & Rollins, [School Absenteeism in Children and Adolescents](#) (2018).

⁶ The [SEED Survey](#) is offered annually to students in grades 3-11 across Oregon. An alternate version (Alt-SEED) is available for students who participate in alternate assessments. These surveys are designed to gather information about the educational experiences of students and help provide a holistic picture of public education systems in Oregon.

⁷ Oregon Department of Education, [Sense of Belonging: Domain Scores and Connection to Outcomes](#) (2025).

poor student teacher relationships, racism, etc.) This is done through partnership with families to advocate for the needs of students and working in tandem with schools and families to address mental health and social-emotional concerns, with mentors working in person with students and school staff to advocate for student needs on a day-to-day basis.

“At the core of Triple Threat Mentoring’s values is providing support and safe space for our students to use their agency. By elevating the students’ voices we are able to share real stories of how systems are affecting our students and their thoughts on how to address these structural inequities. We will share these insights with decision makers at every level: school, community, district, and state to advocate for changes needed.” - Triple Threat Mentoring

As an example of their work, mentors heard from students that they wanted to feel more connected to their community and reported feeling unease because of the political climate. In response, mentors created a space for mentees and expanded the invitation to all students, to connect and discuss their experiences. Additionally, Triple Threat collaborated with community partners to provide connections and activities out of school and during spring and summer breaks with events such as a weekly “Power Hour” and Literacy and Sports Camp. It also helps teens, specifically teens from focal student groups, to further develop their leadership skills as leaders of these events while developing a greater attachment to their community and their families. This promoted feelings of enhanced purpose, helping students to feel like they belong to something bigger.

The Confederated Tribes of the Grand Ronde intentionally addresses systemic inequities by providing support to American Indian/Alaska Native+⁸ students. An academic coach in the Sheridan School District provides in-person tutoring at the school sites and facilitates an afterschool drop-in homework help center. The academic coach provides individualized support tailored to each student’s needs. Beyond academics, the coach fosters a sense of identity and belonging, both critical to improving student engagement and promoting inclusion.

The grant also supports K-8 Tribal students’ literacy skills and fosters a love for reading by hosting multiple book fairs in partnership with the local elementary school. At the end of the school year, the Confederated Tribes of the Grand Ronde strengthened school community and Native representation in Sheridan School District by hosting their first “Mini-Jam” assembly at the K-8 school site. Drummers and singers from the

⁸ American Indian/Alaska Native+ (or AI/AN+) includes all students who identify as American Indian/Alaska Native as well as Hispanic/Latino and students who identify as American Indian/Alaska Native and one or more additionally identified races such as White, African American/Black, Asian, or Pacific Islander/Native Hawaiian. This expands the AI/AN definition used in some of ODE’s data collections, which undercounts Native students and obscures students’ complex and diverse identities.

Confederated Tribes of Grand Ronde led the assembly. All K-12 students and their families were invited to attend.

“Overall, it was a groundbreaking and important event for us” -Youth Education Program Manager.

The Shadow Project partners with schools to develop and implement SuperSensory Spaces designed to help ease students into the school day and feel ready to learn. The SuperSensory Space is part of the school’s Tier 2 support for students. This is provided as focused, time-limited support delivered to small groups or individual students and paired with frequent progress monitoring. Students are encouraged to try the SuperSensory Space as a “test-run” to see whether it helps support a student’s behavior goals.

“At The Shadow Project we’ve always known that students with learning differences often don’t feel like they belong at school, and our partnership with ODE has helped us connect that insight to the broader problem of absenteeism. We leverage our strength in SEL to build protective factors that support engagement. Central to this approach is the understanding that students show up and stay engaged when school offers meaningful connections and engaging opportunities.” - The Shadow Project

The Shadow Project intentionally builds relationships across the school community between students, mentors, educational aides, and teachers. A key understanding in the work is that students show up and stay engaged when school offers meaningful connections and engaging opportunities. Educational aides support activities such as sensory awareness activities and partner with teachers to support student-driven goal development. Students meet with their mentor weekly. One student said, “[I will] try to always be at school on [Reading day] so I can come to mentoring.” This example illustrates how relationships and direct student support can promote regular attendance.

The Black Parent Initiative’s Sawubona program offers strength-based support and affirmation for Black students. At the high school level in particular, the Education Impact Coordinators (EICs) work with students individually to support student goal-setting and self-assessment relating to academic progress and attendance. Additionally, EICs promote student leadership by supporting the schools’ Black Student Unions (BSUs). At the elementary level, the EICs work to support students in building positive cultural identity. This is done in a variety of ways, including group discussions that explore Black public figures, Black history and Black literature. Sawubona intentionally focuses on “beaming love and light” into its students and provides them with a personal “safe haven” when challenges arise. The strengths-based support serves to elevate and celebrate Black student success. These activities help promote a positive school

environment. A survey of high school students in the program found that Sawubona helped students feel they had a good school year.

Triple Threat Mentoring, the Confederated Tribes of Grande, The Shadow Project, and Black Parent Initiative provided direct, relationship-based support at the school and community levels. The strategies are intentionally designed to support focal student groups and underscore the connection between relationships, student engagement, and regular attendance.⁹ Through direct-student support, grantees created welcoming and accessible conditions so that more students take part in activities during and after the school day.¹⁰

2: Expanding Academic and Enrichment Opportunities to Increase Student Engagement

In Oregon, students who participate in extracurricular activities demonstrate substantially higher rates of regular attendance than those who do not.¹¹ Participation is also correlated with an increased sense of belonging. Grantees delivered integrated afterschool programming that was intentionally aligned with core academic instruction, and supported school-sponsored afterschool and community-based activities.

Center children/youth engagement and re-engagement strategies around caring connections and healthy relationships with students, families, and communities.
Every Day Matters
Foundational Understanding

Boys and Girls Club of Corvallis leverages the ICP grant to expand after school programming, providing academic support, boosting students' confidence and fostering social-emotional growth. This programming includes research-based strategies for academic enrichment including high-dosage tutoring, social-emotional learning, and collaborative problem-solving. Expanded services support emerging bilingual/multilingual students and families experiencing poverty by offering reduced rates for their programming, hiring bilingual staff, and delivering on-site programming at Lincoln Elementary School, in the Corvallis School District. Additionally, regular meetings with school administrators and daily communication with teachers ensure programming complements the instruction that youth are engaged in during the school day.

Together, teachers and the Boys and Girls Club staff identified that some students weren't coming to school because the students lacked confidence in their literacy skills. A lack of academic confidence can lead to an aversion to attending school because students may anticipate anxiety, failure, or embarrassment and disengage to avoid perceived judgement or frustration. In the second year of the grant, the Club implemented a pilot program to provide K-2 literacy instruction and support outside of

⁹ Allen et al., [School Absenteeism](#) (2018).

¹⁰ [Oregon SEED survey data](#) shows that students with disabilities experience less access to school-sponsored activities and events.

¹¹ Oregon Department of Education, [SEED Survey: Extracurricular Participation and Barriers](#) (2024).

school. The Club's intentional focus on literacy included a warm hand-off from teachers to Club staff, allowing the Club staff to hear about students' achievements each day. This continuity of care also fostered an environment in which teachers felt supported in joining students in the Clubhouse for additional 1:1 support after school. The pilot also provided small social skill groups for students to practice problem solving and resilience skills (in partnership with Trillium Family Services) and in alignment with the school's SEL practices and approaches.

Boys and Girls Club of Western Treasure Valley uses ICP grant funds to support meeting students' immediate needs before school, providing transportation to their services, as well as fostering a joy for learning. Transportation, before-school programming, and food insecurity barriers were identified from community feedback. Students who attend the before-school club are transported directly to school, ensuring they arrive on time and ready for the day. The before-school program supports families as they transition between work and school start times and supports students in preparing for the day. The Club provides breakfast, makes connections with peers and staff, and fosters enthusiasm for the school day. The Club also runs programming during spring and summer breaks, providing three meals a day and transportation for students. Throughout the life of the grant, the Club has been making intentional connections with local community partners to offer additional field trips, enrichment activities and work-learning opportunities.

“One of my favorite things about the Teen Center is the sense of community that we create here.” - Teen Center Member

The Crest focuses on multiple interconnected root causes of absenteeism, including stress, bullying, depression, ecogrief, trauma, and systemic underfunding of enrichment opportunities for focal student groups. Field trips to the Crest and Vesper Meadows emphasize healing-centered engagement, environmental connection, and culturally specific programming. Sustaining relationships with the visiting staff and classes allows students to be able to visit the meadow multiple times a year, at different seasons, which is critical in building a deeper relationship to place (land). Ongoing visits support moving from “knowledge of” to “lived experience” and the embodiment of an Indigenous worldview. In partnership with school staff, the Crest and Vesper Meadows address climate anxiety and trauma as a contributor to student disengagement.

These examples from Boys and Girls Club of Corvallis, Boys and Girls Club of Western Treasure Valley, and The Crest demonstrate how community partners expand academic enrichment and prosocial opportunities that increase student engagement.

3: Building Regional Capacity Through Equity-Focused Data Practices and Facilitating Learning Communities

Effective responses to chronic absenteeism and in support of regular school attendance requires **intentional cross-system coordination**. Grantees developed local collaborative learning communities to **address localized barriers** to regular attendance and advance shared solutions. Grantees supported coordination at the community, school, and individual student and family levels through these intentionally collaborative processes.

Create a positive school climate and culture that is welcoming and inclusive of students, families and school staff.

*Every Day Matters
Foundational Understanding*

Grant ESD supports schools in a remote, rural region of eastern Oregon by building a sustainable network that connects students and families to resources. The Every Day Matters Specialist, funded through the ICP Grant, works closely with local partners to provide holistic support for students and families. Partners include school districts, the Chamber of Commerce, Oregon Department of Human Services, the Grant County Sheriff's Office, the District Attorney, and the Justice and Circuit Courts. A key strategy is improving communication between agency partners, schools, and families, which ensures that interventions are tailored and adjusted to emerging student and family needs. Collaboration has helped build trust between students, schools, and community partners. One caregiver describes the outcome of this system by sharing the following:

"At first I wasn't sure that I could trust this program because I've had issues with the 'system' (ODHS, schools) in the past. You have done so much and provided so much support for my student. She would have never tried out for the school softball team if you hadn't been there to support her. She's going to play softball again next year!" - student caregiver, Grant County ESD

By collaboratively sharing attendance data with school staff, the ESD tracks interventions, maintains consistent communication with partners, and provides additional attendance support that complement each school's efforts. One example of a responsive activity, identified by a group of students who had been experiencing chronic absenteeism, was organizing field trips to the library to support relationship-building, positive youth development, and strengthened social-emotional skills.

The Klamath Promise Youth Attendance Taskforce (YAT) developed a root cause analysis tool supported by community partner training. This training focused on engaging students and families and led to the creation of culturally specific practices and processes to address root causes of chronic absenteeism in partnership with the Klamath Tribes and Hispanic and Latinx partners. The YAT also piloted a K–8 attendance service to build a network of community partners supporting students younger than 14. This initiative helps ensure these students receive services to support their regular attendance in an area where funding is limited. County-wide partnerships support a more holistic understanding of attendance through review of school attendance reports

alongside local data. Data includes the Student Health Survey, Oregon Healthy Teen Surveys, Community Health Needs Assessments, Community Health Improvement Plans, and other school and community data

Willamette ESD integrates attendance support with academic, behavioral, and family engagement efforts, and transformative social-emotional wellness. The ESD built district and school capacity to understand and address barriers for individual students as well as patterns of systemic root causes. Support for schools and districts includes coaching, team-based communities of practice (CoP), and spotlighting successful practices across districts. For example, during a CoP, more than 10 districts participated in an activity to analyze disaggregated data from their district's survey on the culture and climate. This activity enhanced the district teams' capacity to interpret student voice in relation to attendance. Overall, WESD's approach helps districts shift from tier 3 – individualized support for students needing focused interventions – to stronger, more systemic approaches at the Tier 1 – universal support – level.

“A particular accomplishment during this quarter was specifically with [School District]. They have an attendance rate lower than the state average. They have positions in place that work directly to engage students and families. Efforts were siloed and [there were] missed opportunities for alignment. Through coaching, we were able to help them review their successes and areas for growth, connect them to a neighboring school district... and develop a local network of support. They were guided through [the use of] specific resources from Attendance Works that WESD tailored for their setting through coaching and ongoing collaboration. The result by the end of the quarter was that they had established site goals, had over 20 staff registered for the Community of Practice event in October, and they greeted the WESD team with hugs at each meeting!” WESD, Quarter 3 Expenditure Report

By braiding and blending multiple ODE funding streams, WESD expands and integrates services to build regional capacity for regular attendance. WESD leverages existing relationships with community care organizations (CCOs), county, and community partners to align needs identified by districts to opportunities and events such as the 2025 Regional School Safety Summit. Further, working directly with districts, WESD strengthened the use of existing Behavior Safety Assessment systems (Behavioral Safety Threat Assessment and Sexual Incident Response Committee). This work reinforced the preventative features of the Salem Keizer Cascade Model of Behavioral Threat Assessment Management already used by the districts. Guided by SEED survey data identifying safety and security as key barriers to attendance, WESD provided technical assistance on the impacts of safety-related incidents, particularly for focal populations experiencing fear or hesitation about coming to school. These efforts supported proactive strategies that promote attendance through safety, well-being, and belonging.

Grantees expanded and strengthened partnerships across their regions to build community-wide awareness about attendance and to collectively identify and address root causes of chronic absenteeism. Examples from Better Together, Grant County ESD, The Klamath Promise Youth Attendance Taskforce (YAT), and Willamette ESD demonstrate the diverse ways community partners can strengthen local networks by integrating attendance data and community knowledge about the root causes of chronic absenteeism and strategies to effectively address them.

4: Strengthening Local Systems Through Coordinated Supports for Focal Student Groups and Families

Grantees recognize historical systemic barriers require long-term coordinated efforts. To further these efforts, grantees **developed and deepened local partnerships** to ensure students and families experienced support, belonging, engagement, and safety. As on the ground partners, ICP grantees identified and addressed the root causes of chronic absenteeism for focal student groups by **bridging family, school, and community resources**, as well as resources at the state level.

Coordinate support between educators and community service providers that focuses on the accessibility of resources, information, and extended learning opportunities.
Every Day Matters Foundational Understanding

Better Together stood up the South County Collaborative (SCC) to bring together representatives from key community initiatives, including Newberry Regional Partnership, La Pine Community Connections, and La Pine High School Site Council. Activities centered on student engagement and attendance including facilitating or sponsoring a Career Exploration Day, Youth Employment Workshop and Central Oregon Community College (COCC) Pre-Apprenticeship Program. The Youth Employment Workshop also provided opportunities for students to engage in career readiness and be employed over the summer. Additionally, Better Together facilitated a Family Council model to support family engagement with a focus on improving the school experience. This partnership ensures that school leaders elevate the areas for growth as identified by families, focused on creating more inclusive school climates and enriching learning. The space also facilitates community building amongst families.

Douglas Education Service District (DESD) centers student connection through mentorship, affinity groups, and individualized support for focal student groups. The ICP grant supports increased collaboration within the ESD, clarified staff roles and fostered continuity of services with school districts. This allows for strengthened wraparound services offered through the ESD. Affinity groups (LGBTQ+, BIPOC, McKinney-Vento, etc.) serve as both student support systems as well as a mechanism to listen to and incorporate students' lived experiences into program implementation. The affinity groups help identify barriers students are facing and shape strategies that prioritize supports that are responsive to students' ways of being and knowing.

Cross-sector partnerships are vital to delivering holistic student support. Through collaboration with organizations like Rainbow Kitchen, Juniper Counseling, OregonASK, Umpqua Valley Arts, and multiple school districts, the team offers students access to enrichment, mental health, family engagement, and job training opportunities. DESD also implements a peer-to-peer model, placing students in compensated work experiences as well as expanded opportunities to engage in career-connected learning.

Todos Juntos invests in several staff to develop coordinated systems across the school and community to support school-level and community-level collaboration. Staff meet regularly with individual students to understand reasons for their absences and meet with school personnel to determine the best way to support each student. Students are offered weekly support, where they participate in meaningful discussions around various topics, receive peer and adult support, and work on building stronger connections with school.

“During our Attendance Circles, we created a space where students could openly discuss the challenges they face in showing up to school.... Despite coming from different social circles, this group has grown closer, showing kindness and empathy toward one another. The circle helped them recognize shared experiences and understand that they are not alone in their struggles.”- Todos Juntos

Bilingual staff regularly connect with families to discuss student absences and the importance of regular attendance and connect the family with resources or assistance to help address individual root causes of absenteeism. Staff also facilitate regular meetings between community partners and school staff, strengthen relationships, coordinate community resources, and collaboratively address student needs.

Jackson Street Youth Services, located in Central Willamette Valley, serves students at risk of homelessness or experiencing homelessness through a student-centered case management model that coordinates referrals to services and academic re-engagement processes in partnership with schools. The initiative supports LGBTQ+ youth and youth of color who face systemic barriers that lead to or exacerbate disengagement from school, as well as provide support for students experiencing housing instability. These services have built local capacity in rural communities with limited access to resources. Jackson Street Youth Services coordinates aligning resources and supports offered through Linn Benton Lincoln ESD, McKinney-Vento liaisons, schools and districts. Further, collaboration with agencies ensures timely access to resources, including transportation.

Riverview Center for Growth implements the peer support model to support students navigating housing instability. Based on data from the first year of the project, lack of basic needs – often clothing – were barriers to regular attendance. To meet these needs, Riverview implemented a Peer Support Specialist approach.

Peer Support Specialists are paraprofessionals with lived experience who build relationships with high school students and help them to find the resources and supports they need to be successful. Peer Support Specialists help students build skills including self-advocacy, time management, and problem solving. Beyond individual skill building, Peer Support Specialists help students discover and access community resources available to them. In the 2023-25 biennium, Riverview's Peer Support Specialists were able to identify highly specific, individual reasons for students missing school. They were then able to work with the student, family, and school to solve those issues. The Peer Support model offers individualized support that addresses the root causes of school absenteeism by strengthening student's sense of self, supporting their physical and emotional wellbeing, improving access to resources, increasing engagement, and creating opportunities for culturally responsive sharing and learning.

Boys and Girls Club of Bend addresses the root causes of chronic absenteeism by focusing on adaptability and relational approaches. Over 60% of youth enrolled in the program receive financial aid, and many experience transportation challenges, as well as housing instability. The Club provides afterschool and summer programs to meet student needs and interests. They also center family engagement to gather real-time feedback and build trust.

“Over the summer, Club was a steady source of support and connection. My child felt like they belonged. That sense of being known and cared for made a huge difference in helping them feel ready for school again” - Club parent

In the 2023-25 biennium, Boys and Girls Club staff grew their capacity to support students, especially around trauma-informed care and academic interventions, through professional learning and implementation of learned strategies. This approach bridged service gaps, improved referral processes, and enhanced resource navigation for families, particularly through the on-site social worker. Additionally, the director and program leads intentionally reach out to families after a student's third absence from school and the afterschool program build connection, and link families to needed supports.

Through coordinated support, ICP grantees facilitated programs and interventions directly serving students and their families. ICP grant funding supported the development of organizational infrastructure within the school and community and enabled grantees to implement a casework approach. These approaches show promise as effective though intensive and costly strategies that schools struggle to sustain without external partnerships. Understanding students' context in their daily lives, relationships, and interactions with their environment uncover how mental, physical, and emotional health can influence school

attendance¹². This level of support was especially impactful for focal student groups, including students experiencing homelessness.¹³

Moving Forward: Continuous Improvement and Ongoing Evaluation

“A key learning from our first phase was that attendance improves when students and families feel genuinely connected to their community and schools through hands-on meaningful experiences.” Better Together

Throughout the 2023-25 biennium, grantees engaged in ongoing improvement and evaluation and identified specific growth areas to address in the next funding cycle. These changes were evident in the quarterly expenditure reports submitted by grantees, the mid-year, and final check-ins, and 2025-27 renewal applications. Regular communication with school administrators and families also supported continuous improvement. Grantees implemented regular programming to engage families in providing feedback and offered surveys to students, families, and school staff. The following examples demonstrate how grantees engaged in continuous improvement efforts.

Better Together identified mental health support as a central strategy in their application. Their plan was to fund a part-time counselor to support students. Although they identified a strong candidate, they faced several barriers, including the ICP Grant restrictions on subcontractors with school districts, union constraints, and limited capacity among community partners to take on grant-funded positions. Through intentional redesign, the funds were re-allocated to collaborate with community partners, specifically two organizations already providing mental health support.

In Spring 2024, Better Together offered afterschool tutoring with transportation support to middle and high school students at La Pine HS and La Pine MS. After reviewing changing needs, Better Together shifted their strategy to offering tutoring during the lunch hour at the high school and renamed their program Hungry Hawks (the school’s mascot). The program regularly supported 26 students with tutoring and credit recovery.

In the 2023-25 biennium, **Boys and Girls Club of Bend** provided afterschool and summer programs, caring mentors, and direct outreach to families to help remove barriers and support consistent attendance. To strengthen communication with families, the grantee also created informal gathering spaces where families could build trust, share concerns, and provide real-time feedback. In the 2025-27 biennium, the grantee will pilot a recess-

¹² Childs and Scanlon, [Coordinating the Mesosystem](#) (2022).

¹³ For SY 2024-25, the [Statewide Regular Attender data](#) show that the gaps continue to widen between the Regular Attender rates for individual student groups with the most significant differences for students experiencing homelessness (22.9 percentage points lower than the rate for all students), and students experiencing poverty (-13.4).

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based program to encourage play, connection, and adult mentoring during school hours. The early touchpoints will help ease transitions and boost engagement, remove the barrier to transportation and enrollment, and have a positive impact on students and staff at the partnering school.

Grantees were nimble, adapting their efforts to local contexts, available resources, and emerging needs of the schools, communities and families. Collectively, their continuous improvement efforts centered on supporting students and families, enhancing student experiences, and removing barriers to attendance in their programming and at school. Significantly, as the examples from Better Together and Boys and Girls Club of Bend demonstrate, they integrated external resources into the school environment to strengthen and complement existing school practices.

Looking Forward to the 2025-27 Biennium

In summer 2025, the Every Day Matters team met individually with grantees to reflect on their progress in addressing the root causes of chronic absenteeism, with a focus on equity, effectiveness, and sustainability of their work. Beyond reporting outcomes, the process supported collaborative planning for implementation in the 2025-27 biennium. In fall 2025, grantees completed renewal applications, with many grantees modifying or expanding their projects based upon learning from the previous biennium. ODE proceeded with the distribution of allocations for the 2025-26 fiscal year to ensure funding continuity for programs and grantees. Various grantees secured new funding from other sources, allowing them to continue to support students and families and expand their services. For example, Douglas ESD received a Ford Family Foundation grant to support students and families through a community schools model.

ICP grantees strengthen the local systems to support communities and schools in addressing barriers to attendance. At the same time, grantees emphasized that many barriers remain and require larger, long-term investments to reduce inequalities. Some of the identified barriers include housing instability, economic hardship, limited access to reliable transportation, and school conditions and dynamics that affect relationship-building, student engagement, and inclusion of students' identities and experiences, among other challenges. Collectively, this work amplified student and family experiences across the state, which informed the Every Day Matters coordinated statewide approach to supporting regular school attendance.

Within the Student Investment Account and Oregon's Reimagined Accountability Framework, community engagement is a core priority for student success under the goal of cultivating Engaged Partners and Communities. Community engagement is a systems-level strategy embedded within accountability, planning, and improvement efforts to support equitable outcomes.

Appendix A - History and Purpose

Regular attendance is strongly connected to student achievement¹⁴ and, along with credit attainment, is a strong predictor of a student’s likelihood of on-time graduation¹⁵. Regular attendance also supports academic and social development, whereas chronic absenteeism has been linked to long-term social and economic disadvantages, including lower lifetime earnings and fewer unemployment opportunities.¹⁶

Oregon began collecting Regular Attender data following the passage of [Senate Bill 1581](#) (Regular Session 2012), which required the school districts and ESDs to enter into achievement compacts with the Oregon Education Investment Board (OEIB), beginning in 2012-13. The original measure required students to be both regular attenders and have sufficient credits to be considered on track to graduate from high school in four years. In fall 2013, these two components were separated. Regular Attender data, then referred to as “Not Chronically Absent,” began to be pulled directly from Cumulative ADM attendance records and reported independently from credit accumulation.

Oregon first published [state-level Regular Attender data](#), for the 2013-14 school year. “Not Chronically Absent” was defined as attending at least 90% of their enrolled days, as measured through the May 1 district enrollment report.

In 2016, the Oregon Legislature enacted [House Bill \(HB\) 4002](#) which directed the Oregon Department of Education (ODE) and the previous state structure known as the Chief Education Office (CEdO) to develop a joint statewide education plan to address chronic absenteeism. HB 4002 specified elements of the plan and directed the two agencies to collaborate with representatives of the Department of Human Services, Oregon Health Authority, Early Learning Division and community and education stakeholders. Following the passage of HB 4002, ODE, CEdO and contributing authors created a statewide plan to decrease Chronic Absenteeism (thereby increasing Regular Attendance) in Oregon schools.

[HB 4002: Chronic Absenteeism Statewide Plan](#) named four recommendations to address chronic absenteeism:

1. Schools and Districts will effectively use data with key partners to engage in collaborative decision making to decrease chronic absenteeism and improve high school graduation.

¹⁴ Center for Research in Education and Social Policy, [Chronic absenteeism and its impact on achievement](#) (2018).

¹⁵ Oregon Department of Education, [High School Success: Predictors of On-time High School Graduation](#) (2021).

¹⁶ Ansari & Gottfried, [The grade-level and cumulative outcomes of absenteeism](#) (2021).

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2. Schools and Districts will create inclusive, welcoming, and engaging learning environments that support every student.
3. Statewide development and support for educators to reduce chronic absenteeism and improve high school graduation.
4. Provide learning environments that address health related barriers and opportunities to decrease chronic absenteeism and improve high school graduation.

In 2017, the Chief Education Office published a [Chronic Absenteeism Report](#), an examination of the education system through the eyes of and experiences of students most likely to be chronically absent. This collaboration with Portland State University and the Coalition of Communities of Color produced six findings, listed below:

1. Increase educator professional development and support with respect to building culturally responsive practices and school communities.
2. Increase the number of meaningful partnerships between schools/districts and community-based organizations, especially culturally specific organizations.
3. Increase diversity in the educator workforce.
4. Conduct deeper studies of attendance initiatives.
5. Offer engaging content and course offerings.
6. Revise policies and procedures to eliminate discipline disparities.

In response, ODE launched the chronic absenteeism plan and the Every Day Matters campaign in 2018. During the 2019-21 biennium, programmatic efforts to support Every Day Matters resulted in the following implementation strategies.

ODE funded eight coordinators who led regional efforts to support 27 school districts receiving targeted support. The districts participated in professional learning and received support from chronic absenteeism coaches to collaborate and implement initiatives to address chronic absenteeism. In partnership with the Oregon Association of Education Services Districts (OAESD), the P-20 Network partnership was formed to coordinate statewide efforts. Other cross-agency partners included the Oregon Department of Transportation, Oregon Health Authority, Healthy Kids Learn Better Coalition, and the Oregon Department of Human Services. With the passage of the Student Success Act in 2019, Every Day Matters was integrated within the Student Success Act's framework.

Funding to support the Every Day Matters campaign and the chronic absenteeism plan were suspended by the Legislature in the middle of the 2019-21 biennium due to the COVID-19 pandemic. This resulted in a loss of year 2 funds in 2020-21 for the P-20 Network and the 27 targeted school districts. The COVID-19 pandemic exacerbated many social, economic, and health inequities experienced by focal student groups, and chronic absenteeism increased.

When funding was fully reinstated for the 2021–23 biennium, ODE redirected Every Day Matters resources to support all 19 ESDs and to launch the Integrated Community Partnership grant. This shift acknowledged the statewide scale of chronic absenteeism and the need for a more comprehensive approach. By restructuring the funding strategy, ODE aimed to address

absenteeism holistically by providing consistent support through ESDs and investing in local community partners via the Integrated Community Partnership grant.

Investing in community partnerships to address chronic absenteeism and strengthen student success aligned with agency priorities to achieve equitable outcomes and build healthy school and district systems.¹⁷ This systems orientation is reinforced through ODE's Student Success Plans¹⁸, which center family and community engagement, relationship-building, and culturally responsive partnership as foundational strategies for advancing educational equity, including grants to community partners that support specific student focal groups.

The ICP grant also learns from the Tribal Attendance Promising Practices (TAPP)¹⁹ which centers deep local connections and helps implement a balanced approach to improve attendance co-created by the school district and a tribal partner. Within this larger framework, the Integrated Community Partnership grant operationalizes community engagement by embedding it into cross-system improvement strategies. Grantees leverage community expertise and relationships to advance regular attendance as an outcome of strengthened systems, authentic engagement, and shared accountability for student success.

In 2022, the Oregon Department of Education laid the foundation for the Integrated Community Partnership grant that was then implemented in the 2023-25 biennium. This grant aims to expand on the Student Investment Account goals by supporting students' mental health and wellbeing and eliminating disparities in achievement and outcomes between student groups.²⁰

The Request for Applications (RFA) for the Integrated Community Partnership grants was released and closed in fall 2023. A key goal of the grant was to strengthen relationships between community organizations and schools. Applicants demonstrated communication and collaboration between schools and districts by submitting letters of support. Eight ESD regions were identified as priority areas based on focal student group attendance rates and poverty rates. Priority points were also awarded to community-based organizations and culturally specific organizations. Appendix C provides additional details on the RFA process.

The Integrated Community Partnership grant was initially funded through June 30, 2025, with the first distribution of funds in early 2024. Recipients included nine community-based organizations, two culturally specific organizations, four ESDs, and the Confederated Tribes of Grand Ronde. Grantees serve a geographically diverse area of the state including rural communities and underserved communities with large focal student group populations. The reporting requirements for the grantees included quarterly reports, expenditure reports, data on specific measures of the project, final grant reports, and other information as needed.

¹⁷ Oregon Department of Education, [Student Success Act](#).

¹⁸ Oregon Department of Education, [Student Success Plans](#).

¹⁹ Oregon Department of Education, [Tribal Attendance Promising Practices \(TAPP\)](#).

²⁰ Oregon Administrative Rule [581-020-0655](#) defined the eligibility framework, priority criteria, and grant objectives within the state's chronic absenteeism reduction strategy.

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Grantees met regularly with the Every Day Matters team through a monthly community of practice and office hours, and site visits.

Appendix B - Grantee Profiles

Community Based Organizations

Better Together Central Oregon

Bend LaPine Schools, Bend LaPine School District

Partners: Deschutes County Behavioral Health, La Pine Community Health Center, COIC, COCC's Pre-apprenticeship program and Newberry Regional Partnership

Through the South County Collaborative, Better Together has developed strategic partnerships with public and private entities to enhance student engagement, expand access to career and technical education (CTE), and foster belonging. Key initiatives included introducing gardening projects to MS students, partnering with the Children's Museum of Central Oregon for a pop-up STEM workshop, starting a La Pine Family Council to increase parental engagement, and helping to sponsor Youth Resiliency Day to highlight mental health needs and community resources. A key partnership was with the Family Access Network (FAN) and the District's Family Engagement Coordinator to support student attendance and wellbeing. FAN advocates work in local schools to connect youth and families with critical resources including housing, food, clothing and health services which support barriers that often lead to chronic absenteeism. These initiatives helped address the root causes of chronic absenteeism interlinked with poverty and rural isolation.

Boys & Girls Clubs of Bend

Bend LaPine School District

Partners: Language of Leadership, and Coaching Peace

Boys and Girls Club of Bend plays a key role in keeping youth connected and supported especially during times of instability or transition by providing consistent after school programming, caring mentors and direct outreach to families. In supporting ODE's Early Learning partnership, Boys & Girls Club of Bend helped align initiatives that centered trauma-informed care, inclusive communication, and positive behavior practices.

Boys & Girls Club of Corvallis

Lincoln Elementary, Corvallis School District

Oregon State University, Lincoln County Health, Samaritan Health Services, Benton County Health, and WaFD Bank

Through Lincoln Club, the grantee supported about 150 youth in grades K-5 with afterschool programming focused on educational enrichment, behavioral development and academic confidence. In the upcoming biennium, Lincoln Club will launch an early literacy program to boost reading proficiency in grades K-3, expand tutoring for 4th and 5th graders, and provide additional support in math and science. Partnerships expand academic activities, connection with student mentors, and support coordinated efforts around academic enrichment and supporting emerging student and family needs.

Boys & Girls Club of Western Treasure Valley

Ontario School District, Four Rivers Community School

Oregon Department of Human Services (ODHS), Malheur County Juvenile Department, Lifeways, OSU-Extension Office, Frontier STEM Hub, Ontario Public Library, Kiwanis Club, Panda Cares, and ProSoul Games.

The Boys & Girls Club of Western Treasure Valley supports students and families in Malheur County by offering before- and afterschool programs, activities on non-school days during breaks, and a comprehensive summer program. In addition to programming, the Boys & Girls Club offers transportation and a meal and snack program. Local partnerships with county services, including ODHS, help provide wrap-around services.

Jackson Street Youth Services

Schools & Districts served by Linn Benton Lincoln Education Service District (LBLED)

Linn Benton Lincoln ESD, Oregon Department of Human Services

Jackson Street's Outreach and Shelter teams and the Family Support Liaison at LBLED provides coordinated support to rural students who are at-risk of homelessness or experiencing homelessness in Linn and Benton counties. Through the work of the Education Outreach Coordinator and Family Support Liaisons, these initiatives offer coordinated referrals, resources, education, provisions for basic needs, academic support, and other resources. Alley Drop-Ins, Pop-Up Drop-In mobile resource fairs, and Positive Youth Development programming supported connecting youth and families to resources in transition periods and in cases of extreme hardship and helped support their social and emotional well-being.

Riverview Center for Growth

Springfield High School, Springfield Public School District, Junction City High School

Through Peer Support Specialists, Riverview Center for Growth provides high school students on-site advocacy, mentorships, and resources. Monthly meetings with administrators, counselors, and other student support personnel support project implementation and evaluation. Peer support specialists work with high school students to strengthen their skills in self-advocacy, time management, and problem-solving, while also helping them access additional community resources. Specialists collaborated with the student, family, and school to solve emerging issues students were facing.

The CREST

Phoenix-Talent School District, Medford School District, Ashland School District

Vesper Meadows

The Crest delivers a rich set of hands-on learning experiences focused on design rooted in Indigenous ways of knowing, ecological restoration, and wellness practices. Field trips to Vesper Meadow and The CREST provide opportunities for students from regional schools, including focused recruitment of groups serving Native, Black, and Latino/a/x students, to engage with nature and community. These onsite nature learning experiences are designed to promote wellness, belonging, and cross-cultural understanding, including planting restoration work, animal encounters, and storytelling.

The Shadow Project

Reynolds School District, Centennial School District, Bend La-Pine School District, Parkrose School District, Portland Public Schools, Hillsboro School District
Boys & Girls Club of Bend

The Shadow Project partners with schools to strengthen the conditions that keep neurodivergent students engaged and thriving. Building on proven strategies, the Shadow Project helps schools to strengthen key protective factors against disengagement for students with disabilities and learning differences, especially meaningful student–adult relationships, a sense of belonging and acceptance, and educator competencies and resources to deliver appropriate accommodations. Key strategies include embedding Reading Mentors (disabilities-affirming reading support), SuperSensory Spaces (proactive sensory and movement), and Goal Setting (disabilities-specific social-emotional learning curriculum) in Portland-area schools.

Todos Juntos

Canby School District, Molalla School District

Todos Juntos boosts regular school attendance in Canby and Molalla by pairing culturally responsive family engagement with targeted student supports. Engagement Specialists coordinate case management and transition supports for students moving from elementary to middle school and those students moving from middle to high school so students experience continuity of support across school years. Engagement Specialists use early-warning attendance data to identify students early, then provide individual check-ins, mentoring, and afterschool enrichment that makes school feel relevant and welcoming. Additionally, Todos Juntos provides bilingual family outreach, such as home visits, text/check-ins, and resource navigation, which reduces barriers like transportation, scheduling, and meets material needs.

Culturally Specific Organizations

Black Parent Initiative (BPI)

Portland Public Schools, David Douglas School District

The Sawubona program provides Black and multi-cultural/Black students and their caregiver(s) with positive support and encouragement with on-site Education Impact Coordinators (EICs) who build meaningful relationships with students and family members to foster school engagement via student and parent groups and events. A primary task of the EIC is to “beam love and light” into the students they serve. The EICs leverage the trust they build with students to introduce and pursue intentional and focused attendance, behavior, and grade/credit goal-setting plans with students and elementary parents.

Triple Threat Mentoring

Portland Public Schools, Centennial School District, Parkrose School District
Community Violence Prevention Alliance

Triple Threat Mentoring utilizes evidence-based youth mentorship strategies to improve school attendance of the middle and high school youth engaged in programming. Key strategies include: building trusted relationships with the youth; working with youth to set attendance

goals for the year; addressing any barrier to attendance the youth are facing; and providing mental health and emotional supports to youth throughout the school year.

Education Services Districts

Douglas ESD

Days Creek School District, Elkton SD School District, Fremont MS (Roseburg S School District D), Glendale School District, Riddle School District School District, Sutherlin MS, Winston-Dillard SD School District, Yoncalla SD School District

FARA, aDAPT, Juvenile System partners, Rainbow Kitchen, OregonASK, Umpqua Valley Arts, Juniper Counseling; Southern OR Workforce Investment Board/RecruitHippo

Through the ICP grant, Douglas ESD focuses on middle school attendance and engagement through mentorship, affinity groups for LGBTQ+, BIPOC, and students in the McKinney-Vento program, family outreach, targeted case management, and transitional support between middle and high school grades. The mentorship program actively engaged 36 students across eight school districts in Douglas County and received approximately 50 referrals. The program provides school-day check-ins, goal-setting support, and connections to resources, strengthening early intervention efforts. Additionally, the ICP grant supported the ESD in launching a CRM system to track attendance and engagement.

Grant County ESD

Dayville School District, Monument School District, Long Creek School District, Grant School District #3, Prairie City School District

Grant County Sheriff's Department, Grant County Justice and Circuit Court, Grant County Chamber of Commerce, Oregon Department of Human Services, and Families First

ICP funding supported the work of the Every Day Matters Specialist, who leads a data-driven, collaborative, school-wide approach to improving attendance. The Every Day Matters Specialist focused on building a strong network across schools, districts, local agencies, and community partners to address factors impacting chronic absenteeism. Initiatives included the development of a countywide STEM lending library, which allowed teachers access to engaging material and resources.

Klamath Promise Community Youth Attendance Taskforce (YAT)

Klamath County School District, Klamath Falls City Schools

Cascade Health Alliance, Citizens for Safe Schools, City of Klamath Falls, Friends of the Children - Klamath Basin, Healthy Klamath, Integral Youth Services, Klamath Basin Behavioral Health, Klamath Counseling Services, Klamath County School District, Klamath County Economic Development Association, Klamath Falls Police Department Klamath Tribes, Klamath Tribes Judiciary, Klamath Works, Lutheran Community Services, OR Dept of Human Services, Safe Families for Children, Sky Lakes Medical Center, SMART Reading Program, Southern Oregon ESD, South Central Oregon Early Learning Hub, Southern Oregon Economic Development District, Squibb Counseling Services, Klamath County: Commissioners, Community Corrections, Developmental Disability Services, District Attorney Office, Juvenile Department, Parole & Probation, Sheriff Office, Circuit Court

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The Community Youth Attendance Team creates cross-sector system alignment of organizations and agencies to offer better wrap-around support for student attendance and address issues impacting student attendance across the entire 24 hours of the day. The YAT's key strategies include acting as a bridge between system-knowledge gaps between schools and other sectors; increasing the knowledge in the community about the school processes and resources; increasing the knowledge amongst attendance partners and in the community for existing resources; and identifying gaps and highly effective ways the community agencies and organizations can support attendance.

Willamette ESD

Dallas School District, Dayton School District, Gervais School District, Jefferson School District, McMinnville School District, Mount Angel School District, North Santiam School District, Perrydale School District, Silver Falls School District, Willamina School District

Oregon Data Suite, Polk County Family Community Outreach, Mid Willamette Valley Homeless Alliance, Juliette's House and Liberty House Child Advocacy Centers, Yamhill County Health & Human Services, Marion County Health & Human Services

The Willamette ESD project focuses on improving student attendance and engagement through systemic, equity-driven strategies that integrate data analysis, coaching, and community partnerships. The project emphasizes relationship-based, preventive approaches, support for focal student groups, and the use of disaggregated data and student voice to inform interventions. WESD collaborates with districts and partners, facilitates Communities of Practice, and embeds mental health, safety, and cultural responsiveness into attendance improvement efforts across the ESD region.

Tribal Government

Confederated Tribes of Grand Ronde

Sheridan School District, Willamina School District

CTGR Youth Empowerment & Prevention, CTGR Child and Family Services, CTGR hayu-munk skukum, CTGR Shawash-ili?i Skul, CTGR Adult Education, CTGR Tribal Police, Salem Keizer Public Schools, Sheridan Care Team

The Confederated Tribes of Grand Ronde utilized ICP funding to strengthen student support by hiring academic coaches for grades 6-12th in the Sheridan School District. Initiatives include enhancing literacy supports, hosting community engagement nights and celebrations, expanding access to higher education and career exploration opportunities and connecting students with resources. Central to this work is fostering and sustaining relationships and embedding culturally relevant practices throughout their programming. Strong partnerships among academic coaches, school and tribal staff, students, and families have helped create inclusive spaces that honor AI/AN+ identities and increase student engagement.

Appendix C - RFA Process

The Request for Applications (RFA) for the Integrated Community Partnership Grants was released and closed in fall 2023.

The initial project plans submitted during the competitive Request for Application (RFA) window required applicants to detail:

- A profile of the applicant and a review of the community needs and strengths, including root causes of chronic absenteeism in their region;
- Engagement with students and families in decision-making related to the project;
- Strategies and activities funded through the grant, including how the grant connects to the EDM foundational understandings; and,
- A plan to evaluate progress

Strengthening relationships between community organizations and schools was a key goal of the grant. Applicants submitted at least one letter of support from a school district to provide evidence of a communicative, collaborative relationship between the applicant and school(s) or school district(s). Priority points were awarded to applications serving eight Education Service District (ESD) areas that demonstrated the highest need for attendance support. This identification was made based upon focal student group attendance rates and poverty rates within each of these ESD areas. Priority points were also awarded to community-based organizations and culturally specific organizations.

Appendix D - Grantee Funding

Grantee	23-25 Award	25-27 Award
Better Together Central Oregon	\$249,250.00	\$225,000.00
Black Parent Initiative (BPI)	\$140,000.00	\$140,000.00
Boys & Girls Club of Bend	\$289,338.00	\$260,500.00
Boys & Girls Club of Corvallis	\$213,329.00	\$215,000.00
Boys & Girls Clubs of Western Treasure Valley	\$293,015.00	\$265,000.00
Confederated Tribes of Grand Ronde	\$292,384.00	\$265,000.00
Douglas ESD	\$300,000.00	\$270,000.00
Grant Co ESD	\$300,000.00	\$270,000.00
Jackson Street Youth Services	\$300,000.00	\$270,000.00
Klamath Promise Youth Attendance Taskforce (YAT)	\$298,147.00	\$270,000.00
Riverview Center for Growth	\$264,926.00	\$240,000.00
The Crest & Vesper Meadows	\$61,200.00	\$125,000.00
The Shadow Project	\$171,320.00	\$172,000.00
Todos Juntos	\$300,000.00	\$270,000.00
Triple Threat Mentoring	\$262,868.08	\$240,000.00
Willamette ESD	\$299,963.00	\$270,000.00

Appendix E - Fiscal Partnerships

While all grantees had partnerships with schools, districts, community organizations, and/or county agencies, grantees could also be fiscally partnered with another organization. Fiscal partnerships meant that the lead Grantee received all grant funds and passed allocated funds to their partner organization(s). Lead grantees coordinated with fiscal partners to complete narrative and expenditure reporting.

Grantee	23-25 Fiscal Partnership
Klamath Promise Youth Attendance Taskforce	Citizens for Safe Schools: Re-engagement circles for youth
The Crest	Vesper Meadows: Hands-on nature learning experiences focused on design rooted in Indigenous ways of knowing, ecological restoration, and wellness practices
Better Together	<p>Big Brothers Big Sisters of Central Oregon: Mentorships for youth</p> <p>Friends of the Children of Central Oregon: Mentorships for youth, 1:1 tutoring in math; Mobile Learning Lab and STEAM Education; facilitating Family Engagement including events and home visits</p> <p>Youth CareerConnect (YCC): internships and a career exploration program that prepares youth for their first employment opportunity and career pathway development</p>
Boys & Girls Club of Bend	Cascade Adventure Mountain Programs: adventure-based field trips
Boys & Girls Club of Corvallis	Trillium: Contracted Skills Trainer providing group and 1:1 supports
Jackson Street	Linn Benton Lincoln Education Service District: Rural Family Support Liaison, Family Support Liaison Summer Stipends and Family Support Fund