What do we mean when we say "monitor" Adi's Act implementation?

Who are we accountable to? Need to define what that means.

how are we monitoring effectiveness of the programs?

how do we find out what is happening on the school level – trainings offered, etc.

how do we track to see that the district level trickles down and works / is happening at the school

How to get regular feedback to this commitee from the SSPW team that is effectively providing "monitoring" through their policy and implementation support.

How do we monitor? For example -- is this committee going to create a check list for monitoring?

Part of guidance might also be related to development of tools to help districts track what they are doing as part of plans or implementation

Be specific around community engagement

specify different levels of monitoring - district level and at the school itself

what is the alliance's scope of monitoring? do we look at individual schools or monitor what the districts are doing? what is our job vs the job of ODE and OHA

monitoring the existence of a plan is a district level issue and the implementation is at a school building level

Monitor: Observe and check the progress and quality of Adi's Act implementation over time, including continuous review on the status of related YSIPP initiatives, consistent application of best-practices guidance, and validation on the overall effectiveness of school-level culture, policies and procedures.

What do we mean when we say we provide "guidance" on Adi's Act?

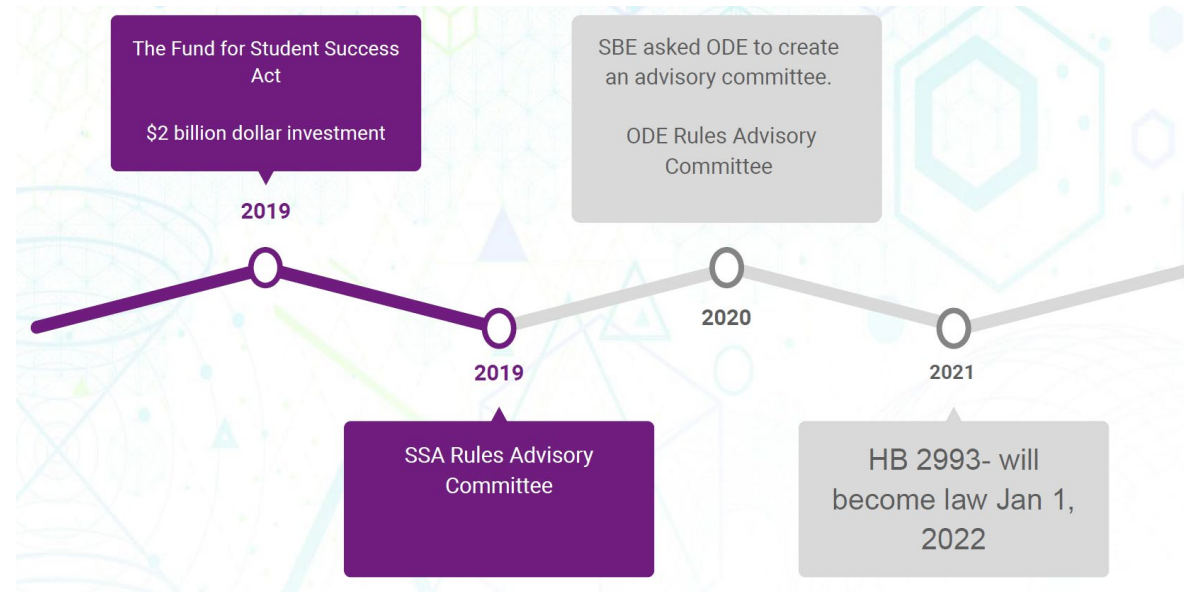**Accountability – clarify this, define the "who" who is accountable and who is the one keeping them accountable**

community engagement – involving community members and groups in this process

ODE Rules Advisory

Overview for Alliance Schools Committee

Background

The Fund for Student Success Act

$2 billion dollar investment

2019

SBE asked ODE to create an advisory committee.

ODE Rules Advisory Committee

2019

SSA Rules Advisory Committee

2020

2021

HB 2993- will become law Jan 1, 2022

- ODE resuming Rules Advisory Committee (RAC) following passage of HB2993

- "Provides that advisory committees appointed by agency as part of rulemaking must represent interests of persons and communities likely to be affected by rule. Requires agency to include in notice of rulemaking statement identifying how adoption of rule will affect racial equity."

Leadership

Jessica Ventura – government relations director, last 4 years. Oversees coordination and rule-making progress, coordinating with Jeremy, and legislative affairs.

Jeremy Wartz, leader and coordinator for the RAC, coordinates staff, coordinates rules.

Sarah Terry, for questions about dates, etc.

Corey Rosenburg state board of education, internal RAC

Other ODE

Presenter/Support/Subject Matter Expert Key:		
Name	Email	Subject Matter/Topic Presenter
Jeremy Wartz	jeremy.wartz@ode.state.or.us	ODE RAC Coordinator
Tamara Dykeman	tamara.dykeman@ode.state.or.us	ODE RAC Coordinator
Scott Nine	scott.nine@ode.state.or.us	SIA/SSA/RSSL/ EII Subject Matter Lead
Jessica Ventura	jessica.ventura@ode.state.or.us	Legislative Leader/Government Liaison
Sarah Terry	sarah.terry@ode.state.or.us	Director's Office & ODE RAC Support
Emily Nazarov	emily.nazarov@ode.state.or.us	Legal, Rules, Complaints Process
Michael Elliot	michael.elliot@ode.state.or.us	OSCIM Program
Ben Bowman	ben.bowman@ode.state.or.us	Innovation and Partnership Strategist
Mike Franklin	mike.franklin@state.or.us	Special Education Legal Specialist
Eric Wells	Eric.Wells@ode.state.or.us	Director, IDEA Programs
Sophie Hilton	Sophie.Hilton@ode.state.or.us	Program Analyst, Federal Systems

Process

- Rule notification
- RAC meetings (currently scheduled approx monthly) 2nd Thursday of the month, 9am, often falling between state board meetings
- State Board of Ed meets (first reads)
- RAC meetings to review any changes since first read
- State Board of Ed meets (second read/adoption)

Notification → RAC Meetings → State Board of Ed → RAC Meetings → State Board of Ed
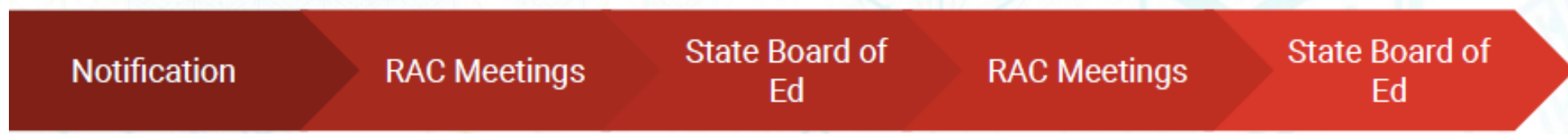
Examples (rules created from legislation)

Fall and Winter 2021

- HB 2935 - CROWN Act
- HB 2060 - Student Success Act
- HB 2817 - Interscholastic Activities for GED students
- SB 222 - Vision Screening Reimbursement
- HB 3294 Menstrual Dignity Act
- Talented and Gifted OARs

Spring and Summer 2022

- HB 2056 - Access to Linguistic Inclusion
- HB 3041 - Defining Gender Identity
- HB 2969 - Oral health education and services
- HB 2166 - Social Emotional Languages Standards
- HB 2166 - Public Charter School Equity (Sec. 16)

Challenges

- Verbal participation is limited.
- Written input is collected, but unclear actions or next steps to resolve concerns.
- Unclear how membership and input will be managed on an ongoing basis
- Materials often not shared until right before meeting, limiting time to review
- ODE brings the topics

Next Steps for Alliance

- Determine level of participation (assign person/backup person)
- Priorities for topic areas
- Method and frequency of providing input
- How to share updates and monitor/track
- Other steps?
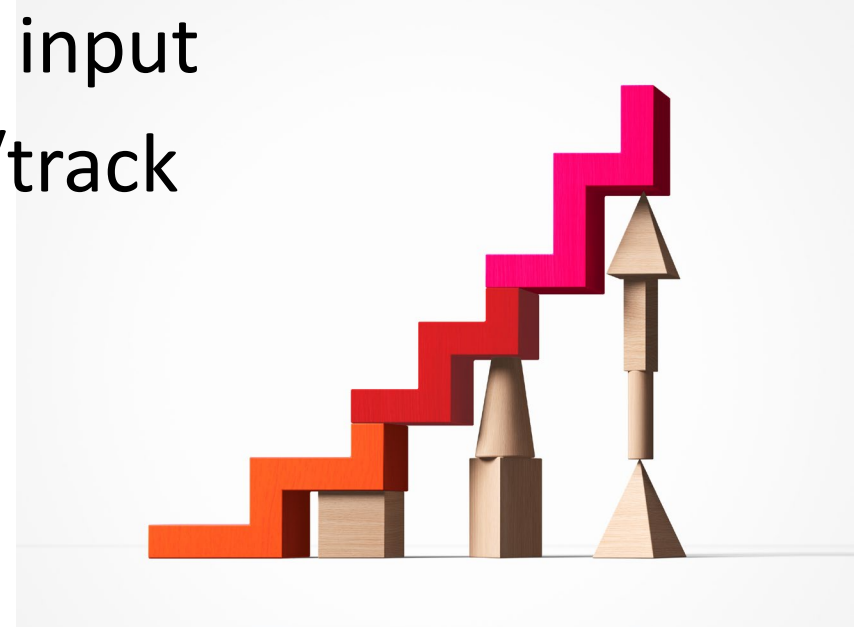
Adi's Act Implementation Support Pilot

Partnership between OHA, ODE, Lines for Life, and UO Suicide Prevention Lab

Big Picture Project Purpose

Using a research-practice partnership to better understand –through descriptive analysis– what suicide prevention looks like at the *school building level* and determine the best scalable methods for supporting these activities

Specific Aims

1) Assess the current status of suicide prevention activities and Adi's Act implementation in 10 Oregon schools.

2) *Describe and measure how (or if) district policy (Adi's Act) is disseminated and incorporated by the school*

3) Pilot a research-practice partnership approach for supporting Adi's Act implementation to determine feasibility, effectiveness, and potential for scaling-up statewide.

4) Determine the impact of state initiatives (e.g., Big River initiatives) on skill application in schools.

5) Map out communication pathways between schools and state and local supports (e.g., Big River initiatives, local suicide prevention coalitions, ESDs, districts, ODE, school suicide prevention wellness coordinators).

6) Co-create and test practitioner-centered tools for identifying gaps and tracking progress in Adi's Act implementation.

7) 6) Gather school level data and feedback to inform future directions in evaluation, policy, and practice.

Project Context

Where – Ten representative schools

Who – Determine who is responsible for activities at the school level

What – Describe activities already taking place

How – Provide an assortment of technical assistance resources

Project Timeline

- Fall of 2021 (now) – Continue recruitment process
- Spring of 2021 – Initial assessments (inventory, needs assessment, interviews), communication pathways mapping, and strategic planning
- Fall of 2022 – Roll out full project
  - Student surveys
  - Staff survey
  - Implementation inventory
  - Technical assistance