

2022 OREGON SOURCES SHOWCASE



**CELEBRATE
WITH US!**

YOU ARE INVITED

Join us as we celebrate and uplift young people and teams from across Oregon working to create belonging and connection in their schools and communities. They used their words, art, music, influence, activities and collective power to be agents of change and connectors to help and spread Hope, Help and Strength.

We will be awarding Peer Leaders, Teams and Adult Advisors and will be joined by speakers and musical guests.

MORE INFO AT WWW.MATCHSTICKPDX.COM

T H U R S D A Y

26 TH

M A Y 2 0 2 2

4:00-5:00 pm (PT) on
Zoom

Register [HERE](#)



SOURCES
OF STRENGTH

matchstick
CONSULTING

Project Plan – Adi's Act: Monitoring, Guidance and Infrastructure

Why

Define problem or project and why it is important • Clarify scope

- Support relevance by link to strategy
- Estimate ease / impact

[HELP](#)

Problem or project and benefit:

Improve Adi's Act effectiveness through clarifying and optimizing the suicide-prevention support infrastructure, monitoring the effectiveness of implementation and ensuring adequate guidance.

Adi's Act suicide-prevention ("SP") plans are the primary means for reducing youth suicide in public schools. The effectiveness of implementation is Oregon's "biggest lever" in achieving state suicide reduction goals.

Scope:

Project includes all aspects of Adi's Act implementation in Oregon public schools, including monitoring of specific efforts owned by non-Alliance entities.

Strategic link: Project significantly supports Goal 2, "Protective Programming", under Pillar 2, "Clinical and Community Services" of the YSIPP framework.

Ease / Impact: High difficulty / High impact

What

- Define current and future state and identify current-state gaps
- Evaluate root-cause of gaps
- Reconsider ease / impact

Current state:

School support infrastructure is not well understood. Limited monitoring over implementation impedes ability to timely identify and correct problems or to evaluate the accessibility or adequacy of guidance.

Future state:

School support infrastructure is well-understood and optimized. Responsibility is clearly assigned for monitoring, which is used to timely identify and correct problems through responsive guidance, new policies and/or legislation, or other corrective action plans.

Current-state gaps and their root-cause:

How / When

Develop action plan to address current-state gaps • Assign action steps to project team with agreed-upon due dates • Consider and measure SMART goals with targets.

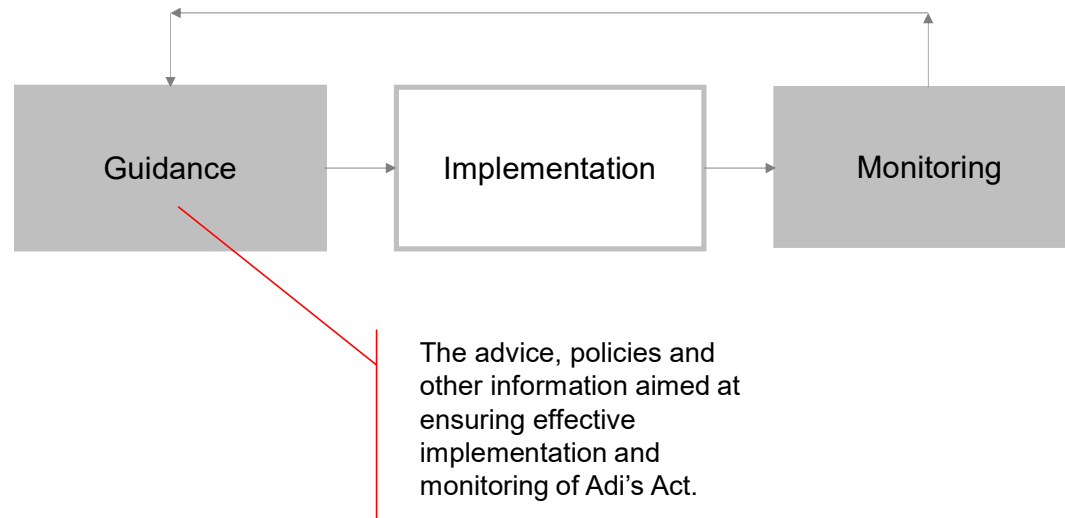
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Who

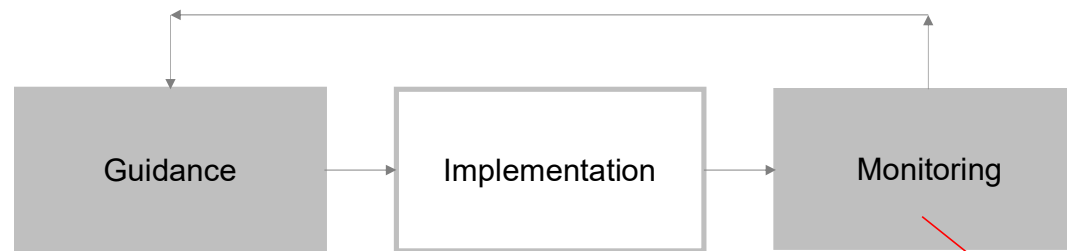
Assign responsible project leader and project team roles [HELP](#)

[R]esponsible:	L. Staub
[A]ccountable:	Co-Chairs (L. Staub / K. Jones)
[S]upport:	Spencer Delbridge, Claire Kille, Angi Meyer, Shanda Hochstetler, Annette Marcus
[C]onsult:	Active School Committee members
[I]nform:	Exec Committee

Adi's Act – Infrastructure, Monitoring and Guidance

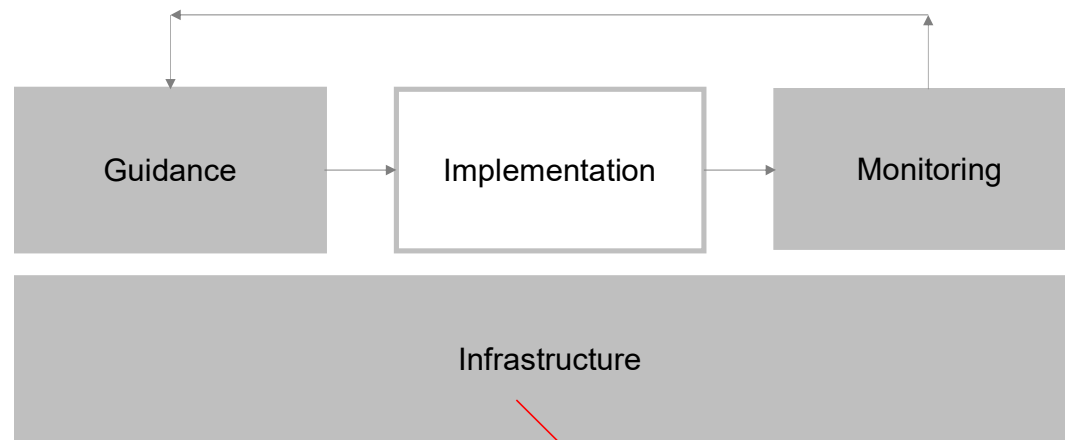


Adi's Act – Infrastructure, Monitoring and Guidance



The collection, analysis, and use of information to evaluate and track the effectiveness over all aspects of Adi's Act.

Adi's Act – Infrastructure, Monitoring and Guidance

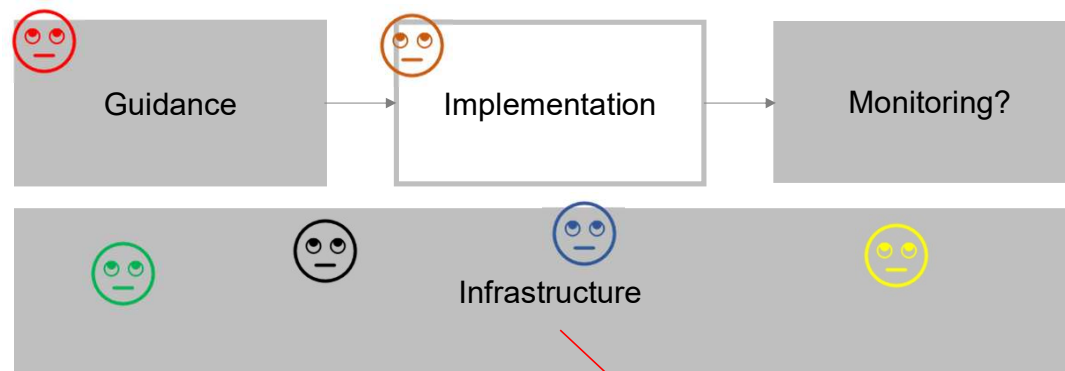


The organizational entities and personnel currently engaged or potentially available as resources in the guidance, implementation and monitoring of Adi's Act.

Adi's Act – Infrastructure, Monitoring and Guidance

Current state

School support infrastructure is not well understood. Limited monitoring over implementation impedes ability to timely identify and correct problems or to evaluate the accessibility or adequacy of guidance.

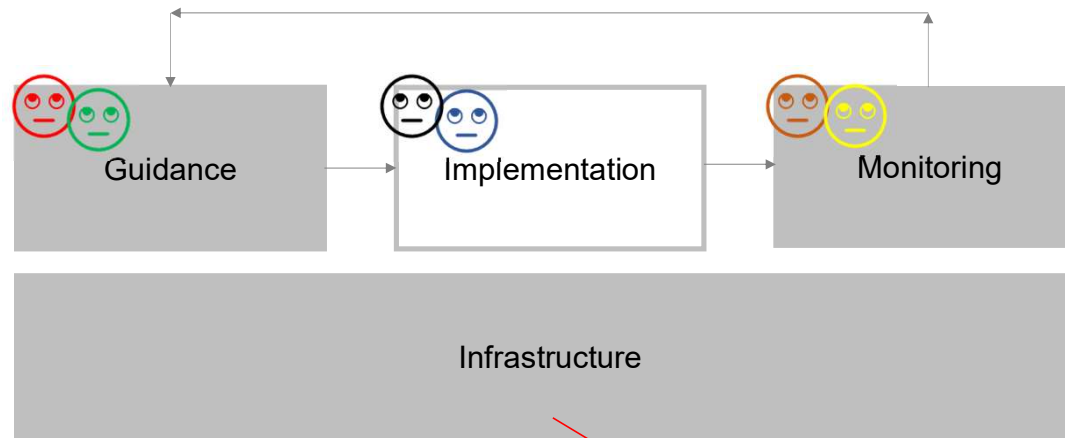


Ineffective when roles and responsibilities are not defined and/or confused.

Adi's Act – Infrastructure, Monitoring and Guidance

Current state

School support infrastructure is not well understood. Limited monitoring over implementation impedes ability to timely identify and correct problems or to evaluate the accessibility or adequacy of guidance.



Future State

School support infrastructure is well-understood and optimized. Responsibility is clearly assigned for monitoring, which is used to timely identify and correct problems through responsive guidance, new policies and/or legislation, or other corrective action plans.

Optimized and effective when roles and responsibilities are defined, well-understood and clearly assigned.

Adi's Act – Infrastructure, Monitoring and Guidance

Current state

School support infrastructure is not well understood. Limited monitoring over implementation impedes ability to timely identify and correct problems or to evaluate the accessibility or adequacy of guidance.



Future State

School support infrastructure is well-understood and optimized. Responsibility is clearly assigned for monitoring, which is used to timely identify and correct problems through responsive guidance, new policies and/or legislation, or other corrective action plans.

Gap 1 Infrastructure

Numerous entities are involved. Roles and responsibilities are not always clear.

- Are you confident that you know all relevant entities and people?
- Are responsibilities clear for each entity? Each person?

Gap 2 Monitoring

Monitoring is limited primarily to self-reporting, with minimal independent oversight.

- How do you know implementation is effective?
- Can you identify any monitoring activities? Are they useful?
- Is it clear who is responsible for monitoring?

Gap 3 Guidance

Implementation guidance is fragmented. Uncertain about effectiveness or comprehension.

- Is available guidance adequate?
- Are you confident that you have all relevant guidance?
- Is the interaction between various guidance clear? Any contradictions?

Gap 4 Accessibility

No central and easily accessible location for information (guidance, project status, results, etc.)

- How and where do you access useful content?
- Is the information pertaining to infrastructure, monitoring and guidance easily accessible?
- How do you ensure content is still current?

Membership – Engagement

Engagement	Description	Time
Active Plus	Leads or intensively supports projects, often requiring additional work and/or sessions between monthly Committee meetings.	> 5 hours per month
Active	Participates consistently in monthly Committee meetings to review projects, provide perspective, stay informed, and help communicate guidance and project outcomes.	About 1.5 hours per month
Attentive	Attends monthly Committee meetings with sometimes unpredictable consistency, due primarily to competing demands of other supportive suicide-prevention work. Available primarily as ad hoc resource.	Variable

Membership – Diversity

Attribute	Examples	Opportunity
Position	School SP and Wellness Coordinator Student Support Specialist	Teachers, administrators, nurses, parents and students
Organization Domain and Affiliation	Partners – Lines for Life Education - School District	
Region	Portland (Metro) Corvallis	Rural Eastern and Southern Oregon
Race	White Asian	Black, American Indian Latino, Asian
Age / Generation	Gen X Millennial	Gen Z
Gender, Sexual or Other Identities	Cisgender Straight Female	LGBTQ+

Gap 1

Infrastructure

Numerous entities are involved. Roles and responsibilities are not always clear.

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**Infrastructure for what?
Different for monitoring and guidance, etc**

Name infrastructure for districts, schools, state, counties

The handoffs are left unnoticed and we lose momentum

At the end of the day, it's people in schools and on ground level taking on MORE responsibilities and roles while already been exhausting time

Members here and others need to know more systems in place monitoring, communication, what is happening to support those on the ground

ESD's disagree with current infrastructure in place

Because of Forward Project, there were roles clarified, grants to write, and implementation plans

Gap 1

Infrastructure

Numerous entities are involved.
Roles and responsibilities are not always clear.

- Are you confident that you know all relevant entities and people?
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Gaps are with outside agencies, Within the school we know the infrastructure. But communication with external agencies and the school is lacking.

Example-- Student goes into ED or crisis for mental health/suicide attempt and school has no idea or at least the people who need to know don't know.

Is there statewide work happening on communication btw outside MH and HC orgs and schools?

In a smaller district, this might just be one person, so it's clear.

SSPWs reaching out, sharing who they are, forming relationships with ESDs, SDs, schools, sorting through the local infrastructure

Helps if each district has a specific coordinator holding the SP work

There are lots of people reaching out from various agencies/orgs. Becoming more clear who is who.

requires building it into the healthcare and mental health processes, not just into the school

Is it important for everyone to understand the various roles or is it important for folks in schools to know there is support and there's no wrong door?

Gap 1 Infrastructure

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Lucina- Schools not clear on roles and responsibility or where guidance is supposed to come from. People don't know ESD, school district to school. Lack of comm.

ODE needs to make clear to ESD who their person is then they make clear who their SSPS is.

Need a clear communication plan.

Angi Yes. I know all relevant entities and people.

Where communication & coordination is working: Lane County (county behavioral health & ESDs); Klamath, South Coast ESD (Suicide Prevention Annex work), SSPS & SSPW collaboration

South coast - crisis response model - integrated response with behavioral safety assessments

Lane and Klamath County good examples of good communication.

Angi I do not believe that each person knows their role and responsibility in the district. There has not been adequate training for the amount of turnover we have.

Southern Oregon a big gap in services and need

Community-based school mental health providers have often been asked to consult on the Adi's Act district plans. I am unclear if they are involving SSPW's, if they are involved, etc.

Building level clarity

Gap 1 Infrastructure

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Roles and responsibilities are not always clear.

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Overall lack of communication even sometimes within organizations -- so one individual may hold most of the information about suicide prevention etc

Eastern Oregon -- Resources may know each other, but don't really have communication pathways and there is not a strong history of collaboration

Clearer at the state agency level (e.g. ODE-OHA-L4L-Alliance) than the county or district level

It is complex even at state level what does ODE hold vs OHA hold

SSPW's are available to provide support but it's unclear to me when or why a school would reach out to SSPW or to their ESD or to another group county level support

Knowing people is clearer than their responsibilities/roles

Gap 2 **Monitoring**

Monitoring is limited primarily to self-reporting, with minimal independent oversight.

- How do you know implementation is effective?
- Can you identify any monitoring activities? Are they useful?
- Is it clear who is responsible for monitoring?

Partners and supporting entities have different systems in place and language used

Monitoring of the policy or monitoring of implementation?

Accountability methods should come later, we need to focus on supports and communication of those resources first

Student knowledge and input is a key to knowing if implementation is effective

Not everyone can name all current monitoring activities

Division 22 results reflect that every district has a policy - not accurate from other monitoring strategies

Frequency of monitoring could be clarified, would effect district accountability

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Monitoring is -- here's our plan, are we doing the things in it?

Not sure how we are able to ensure effectiveness with high risk groups, easier with universal strategies

Guidance with SSPW is to have a team of people who review the plan annually.

In a smaller district, it's easier to monitor and know what is happening in our schools. I can be hands-on and in conversations about all the pieces-- curriculum, etc.

would like to have a more concrete check box, more comprehensive self-monitoring tool.

current guidance is rooted in SP programs, trainings, interventions that aren't always proven effective for communities/students who have been historically excluded.

doing this work with an equity-center is uncharted work in many ways. it's imperative that we are careful in supporting schools to do that well.

Cairn guide had a good check list

would be useful to have a checklist that can help districts to make sure the various moving parts are in alignment with the plan.

monitoring needs to include ongoing support

universal standard of monitoring

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Suicide state plans in other states do NOT center historically and currently marginalized students so there is no other "model" to follow from other states. WE are inventing this!

Re Monitoring:
State level some structure and Div 22, at district level it is very unclear could vary from committee to an individual to admin

High level of worry of liability from some school districts -- that they will be held liable if there is a death by suicide if plan is not good or not followed

Is the plan working?
First thing we ask, is what are you seeing that isn't working. Have found that meeting with the counseling team rather than admin gives you a clearer picture

Barrier:
Accountability vs Enforcement
Challenge There is a lot of concern that schools need to be supported in this group. We want our approach to start with Accountability and Support rather than Enforcement

Many school districts have copy and pasted others plans. Often it's a smaller school district and often the plan doesn't work.

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Concerns about implementation fidelity to Adi's Act policy

Capture student voice

Districtwide documentation

Personnel needs to be given authority for holding people accountable

Building level, evaluation processes and procedures

Student advisory groups

Gap 3 Guidance

Implementation guidance is fragmented. Uncertain about effectiveness or comprehension.

- Is available guidance adequate?
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Roll of the dice (luck with champions)

Guidance is focused on what not the how- the how needs to be focused on and given specific methods

Utilization of private and public supports

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Equity & student voice are often after thoughts

School staff are often overwhelmed by the volume of suicide prevention information made available

Hub, round table for schools. Virtual school guidance.

Cut and paste, check boxing, not really adapting plans to their own setting.

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Many ideas under way -- e.g. there are sample plans, but we need to move towards a template

Seems like there is a disconnect between what happens at the level of administration -- and how what happens in a school or building.

Much good stuff out there -- poorly organized and synthesized. If you have expertise, it's all there -- but it would be bewildering for someone who doesn't.

ODE is legislatively mandated as the lead agency. There is a plan to have it on the website.

Step by Step Guide, High Desert Toolkit, and ODE sample plans -- there isn't a clear way they interact or a map of how to use and which to use when

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Increased opportunities for communities of practice?

How do we map suicide prevention-related work into existing PLC structures?

How do we engage schools when people are exhausted

where do we house the information

Network improvement groups

statewide PLC, collaborative network

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**because I am a part
of this community
yes. one place with
clear CONCISE
guidelines would be
beneficial**

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