

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:

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

Benefit:

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

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

What

Define current and future state and identify current-state gaps • Evaluate root-cause of gaps [HELP](#) • Reconsider ease / impact [HELP](#)

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 effectiveness 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 comprehensive and universally understood guidance, new policies and/or legislation, or other corrective action plans.

Current-state gaps and their root-cause:

Infrastructure – No entity mapping or ownership model to clarify how current Adi’s Act requirements (and potential amendments) are owned and delegated across many diverse public and private entities who have different priorities and little shared understanding. [Task 1](#)

Guidance – No unified and comprehensive implementation guidance that is universally understood to illustrate how schools sequence activities and collaborate with the support system for effective Adi’s Act implementation. Resources vary across school districts, requiring scalable guidance. [Tasks TBD](#)

Monitoring – Confused, absent and/or ineffective monitoring over implementation of Adi’s Act at schools with no agreed-upon standards for measuring success in differently sized environments. Reliant primarily on ODE self-reporting by schools. Monitoring may be perceived as punitive rather than a means to continuously improve and recognize successes. [Tasks TBD](#)

Access to Information – No central location to maintain fragmented guidance, status of implementation efforts, results of monitoring, and resulting action plans for improvement. [Tasks TBD](#)

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.

Task (and Owner)	Date
[1a] Complete RACI ownership matrix, clarifying detail-level Adi’s Act responsibilities and how each are owned and/or delegated. [S. Delbridge]	6/15/22
[1b] Translate RACI content to visual maps, where necessary, to improve understanding among select audiences. [C. Kille – school-perspective. S. Delbridge – statewide perspective]	6/15/22
Goal Description HELP	Target

Oregon Alliance to Prevent Suicide | Schools Committee

Strategic Priorities

Improve Committee Efficiency and Effectiveness

- Develop strategic plan and prioritize initiatives

- Optimize meetings with advance planning and focus on high-impact strategic initiatives

- Engage membership by understanding expectations and perspectives. Grow or diversify, if necessary

Lead or Support YSIPP Initiatives

- Monitor and provide guidance for Adi's Act and evaluate supporting infrastructure

 - Models and visual maps to clarify infrastructure and assignment of roles and responsibilities

 - Comprehensive step-by-step implementation guidance for schools and supporting partners

 - Monitoring effectiveness of implementation through various reviews and evaluations

- Monitor other YSIPP initiatives with impact to schools

Inform Constituents and Communities through Communication and Outreach



Schools Committee

Partnership Mapping Project

Overview

- Development of OAPS Breakout Group
- Adi's Act Roles & Responsibilities: RASCI Chart
- Ecosystem Implementation Model
- Breakout Session
- Regional & School District Ecosystem

Essential Question #1

Who is responsible for the implementation of Adi's Act?

- School Districts & Oregon Department of Education (legislative background)
- Funding: School Safety & Prevention System (Student Success Act, Section 36)
- OAPS Question: How to help determine implementation roles & responsibilities?

Adi's Act RASCI Chart



	A	B	C	AV	AW	AX
1						
2						
3						
4						
5						
6	What (Adi's Act & SSA Sec. 36 Suicide Prevention)	Ref				How
7						
13	[e] Comprehensive SSPS Guidance, incl. Sec. 36 of SSA & Adi's Act	All				ODE (A/R) &
14	*State-level guidance on re-entry procedures	5d				
15	*Expanded State-level guidance/sample materials for Safety Plans	*5d				
16	*State-level guidance integrating methods addressing high-risk needs & that are culturally & linguistically respons	?				
17	*Engagement with youth & family voice	?				
18						
19						
20	School District Policy Development & Plan Implementation					
21	[a] Provide Sample School Board Policy	All				OSBA (A/R) &
22	[b] School Board approves School District Plan	All				School Boar
23	[c] Develop School-Based Processes & Procedures (determining authorized roles, responsibilities & response to	All				School Distr
24	[d] Develop Procedure for School Re-entry following Behavioral Health Crisis	5d				School Distr
25	[e] Implement Adi's Act	All				Schools (R)
26	[f] Make Suicide Prevention Plan Available Annually to the Community of the School District	5f				
27	[g] Develop Communication Plan & Process for School Community [optional]	5g				
28						
29						
30						
31						
32	Regional Infrastructure Development & Implementation Support					
33	[a] ODE-OHA Interagency Agreement (IAA), School Suicide Prevention & Wellness Program (SSPW)					ODE (A/R) &
34	[b] SSPS & SSPW School District Plan development support (forums & workshops)	All				SSPS (R) an
35	[c] SSPW Crisis Response Team MOUs (including intervention, postvention support)	All				SSPS Speci
36	[d] SSPW Mini-Grant support	All				SSPW (A/R)
37	[e] SSPS-SSPW Regional Strategic Planning	All				Following res
38	[f] Provide Evidence-Based Training to Staff	5e		C		Statewide P.
39	*[g] Trainings- OHA- Chart for: QPR, safeTALK, MHFA, ASIST, IMHFA, Connect: Postvention, CAMS, RESPON	5e				Statewide P.
40						
41						
42	Statewide Evaluation/Monitoring					
43						

Essential Question # 2

How do we successfully move the machinery?

- Using an Ecosystem Model to support implementation:
 - Strategic partnership development
 - Integrated regional systems design
 - Development of continuous improvement processes

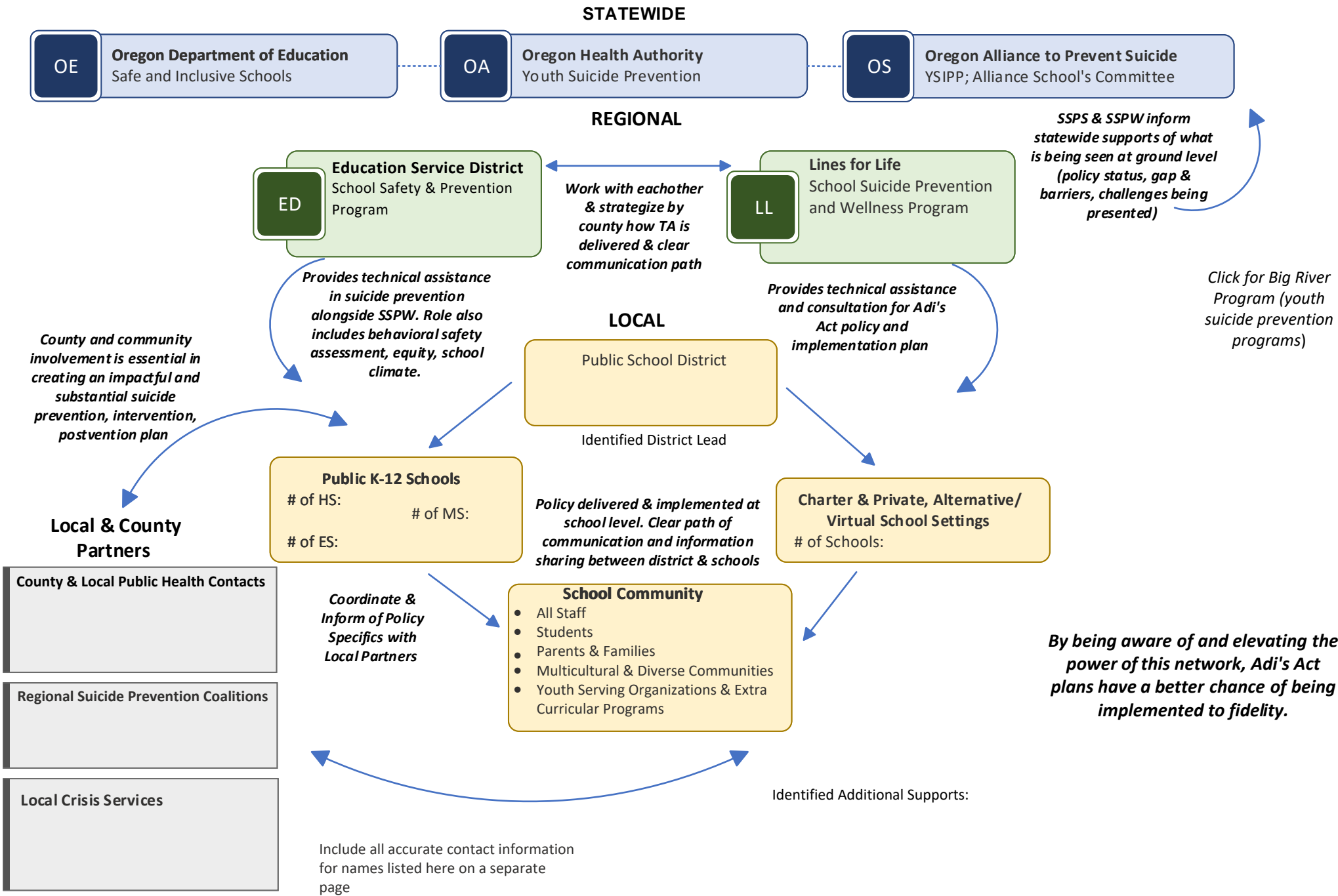
Breakout Group Discussion

- Which ecosystem (statewide, regional, school district) does your role fall within?
- What are your roles & responsibilities in the implementation of Adi's Act?
- How do you carry out your roles and responsibilities through daily activities and/or larger projects?
- What organizational relationships support your role & responsibilities in the implementation of Adi's Act?
- What is your understanding of the broader sets of relationships supporting the implementation of Adi's Act across ecosystems?
- How might you further develop your individual and ecosystem roles in Adi's Act Implementation?
- How does the size (# of schools, resources, staffing) of your district affect your ecosystem currently in this work?

Regional & School District Focus

- [Regional & School District Ecosystem](#)
 - Why was this created? Who is it most useful to?
 - The SSPW team emphasizes the importance of having a plan that includes implementation & designated roles (timeframe, accountable persons, review cycle of Adi's Act's plans, etc)
 -
- **Eugene 4J & Lane County example of relationships and structure**
 - Example of how regional, local, statewide relationships have helped 4J
 - Though much of recent response is postvention, this could be a model to strengthen partnerships and lean on each other for support
 - Recognize that having a designated person at district level (such as Angi's) is not seen in other districts, but that the systems in place and shared/delegated roles are realistic

Adi's Act Supports & Process of Communication



Sources of Strength in Oregon: 21/22 Update

Alliance Schools Committee June 15th, 2022



SOURCES
OF STRENGTH

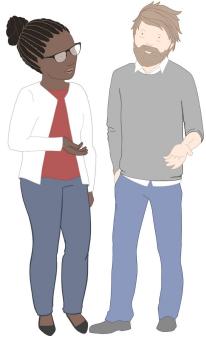


matchstick
CONSULTING

SOURCES OF STRENGTH ELEMENTARY MODEL

Coaching Groups

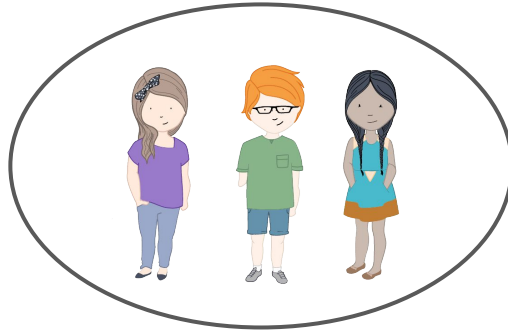
Building a Community of
Strength & Reflection



+

Classroom Curriculum

Building a Community of Strength
Together



=

Positive Social Norming



Staff Wellness Personal Reflection

Social Emotional Skills
Cultural Competencies
Scalability & Sustainability

Engaging, Interactive, Applicable Activities

Internalized Stories of Strength and Resilience
Collaborative Community Building
Empowering Youth Voice
Celebrating Diversity and Growth

Positive Culture Change



Sources of Strength Model

COMMUNITY OF STRENGTH

DIVERSE
INCLUSIVE
COLLABORATIVE

(ADULT ADVISORS + PEER LEADERS) X



CARING, CONNECTED,
AND POSITIVE



INFLUENCE WITHIN THEIR
SOCIAL GROUP

STRATEGIC MESSAGING
CAMPAIGNS



ENGAGE, INTERACT,
AND APPLY

= POSITIVE CULTURAL
CHANGE



POSITIVE SOCIAL NORMING

Sources Elementary 2021-2022

147

**Coaches
Trained**

54

**Elementary
Schools
Implementing**

20,575

Student Reach

Sources Secondary 2021-2022

41

**New Local
Provisional
Trainers**

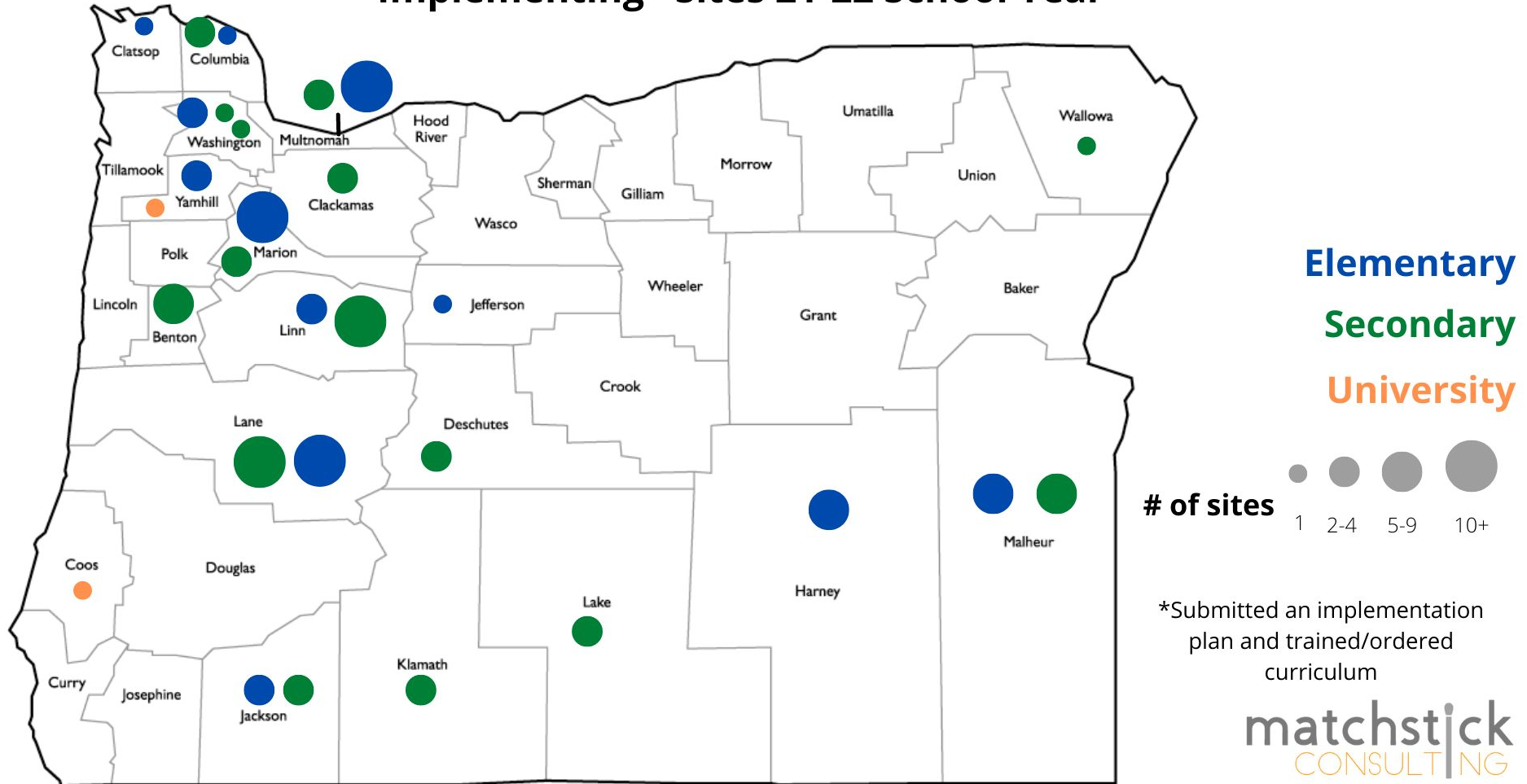
55

**Implementing
Schools**

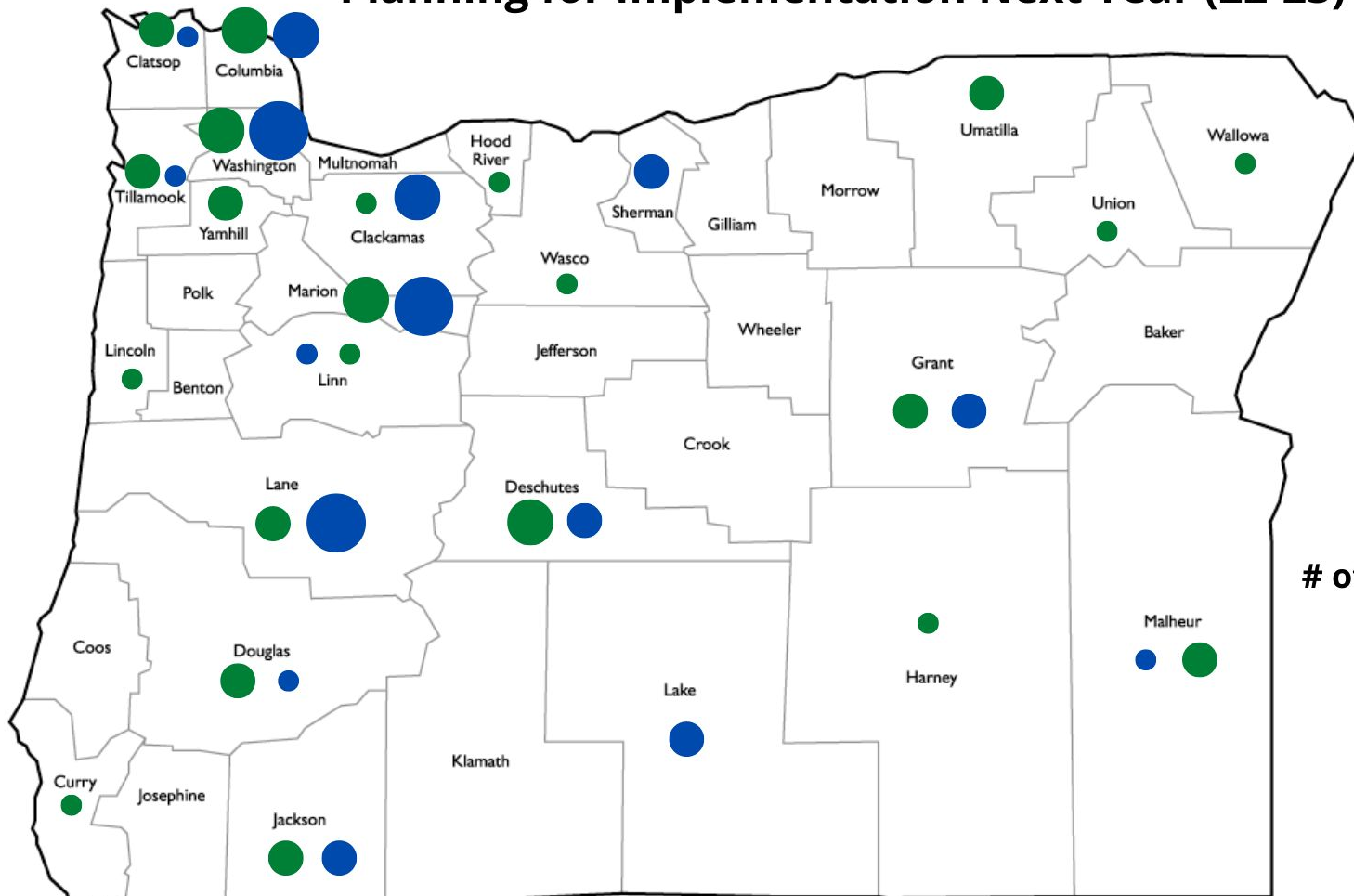
45,227

Student Reach

Implementing* Sites 21-22 School Year



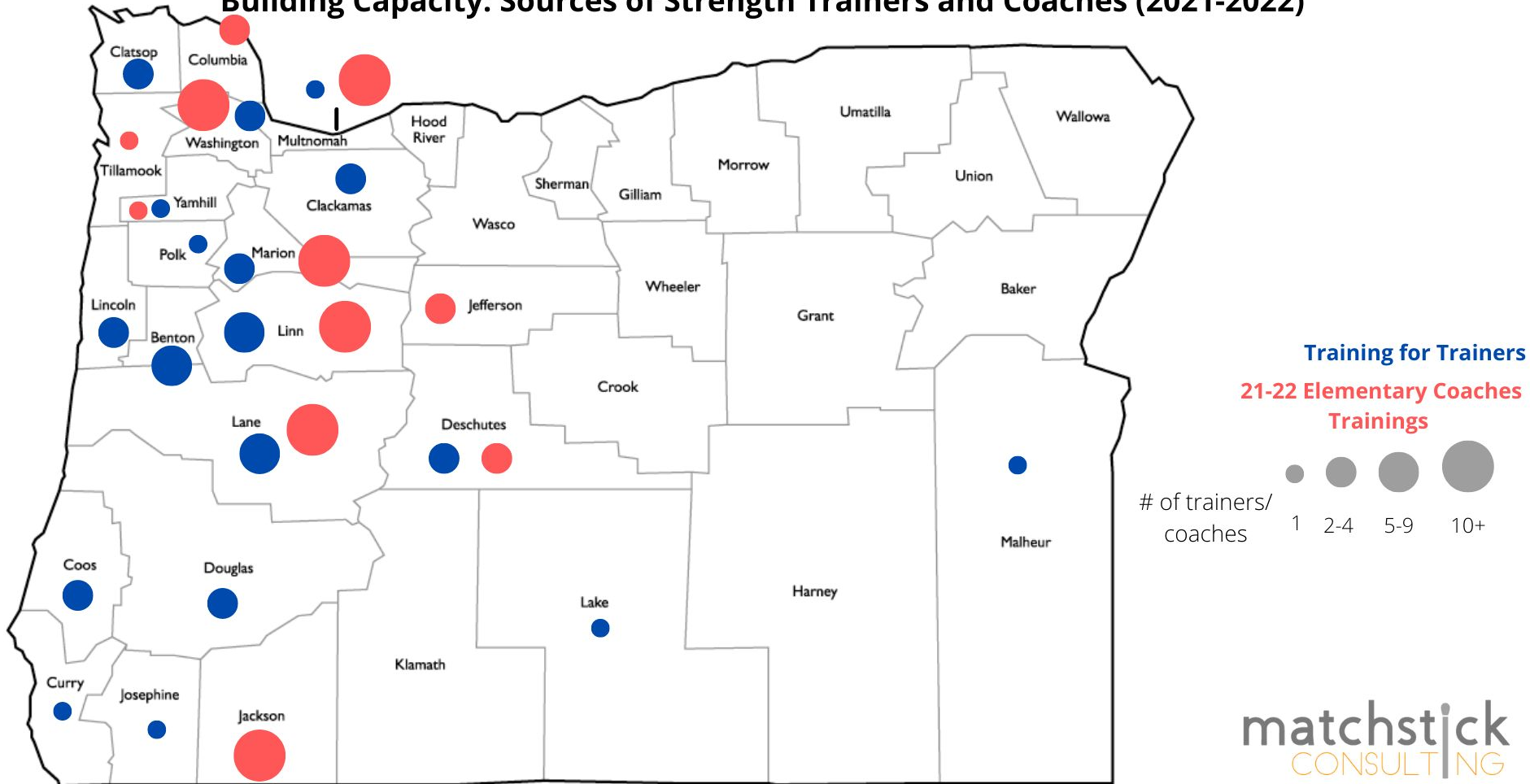
Planning for Implementation Next Year (22-23)



Elementary
Secondary



Building Capacity: Sources of Strength Trainers and Coaches (2021-2022)



2022-23 Elementary Coaches Trainings

August 29-30 virtual

November 10-11

April 19-20

May 8-9



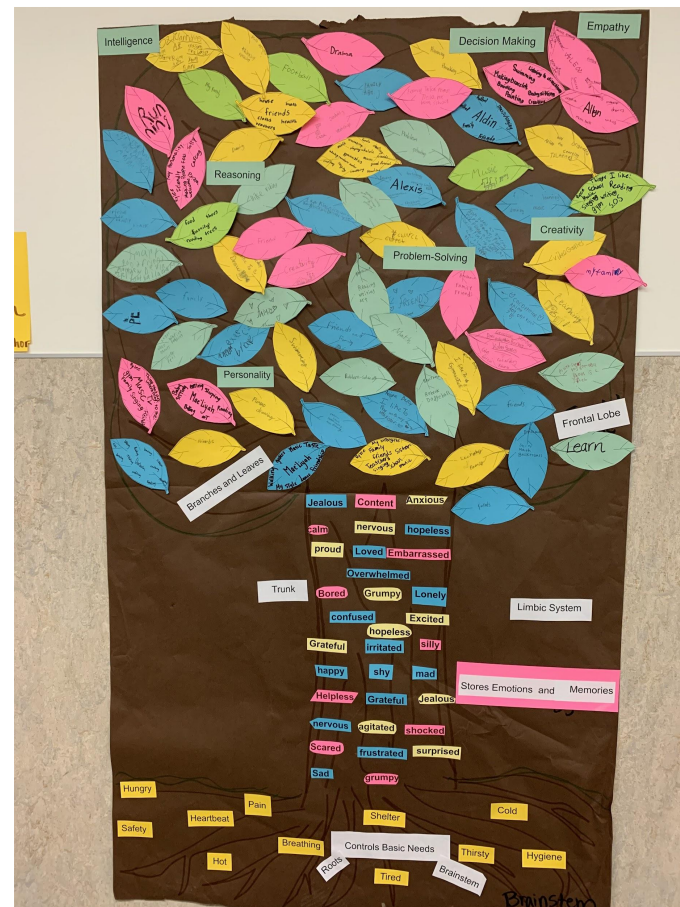
Summer 2022 Tier II Work Group

June 29

July 13

July 27

August 3



Advanced Skills Training: Training for Trainers (T4T)

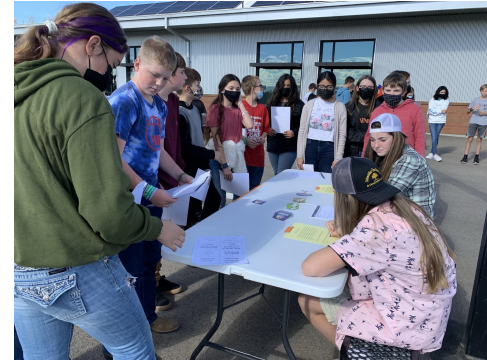


**Tentatively : February 27 - March 3rd
in the Medford area**

Bringing this work to life



Bringing this work to life



SOURCES OF STRENGTH WELLNESS FAIR

SCHEDULE OF EVENTS

Welcome and we are glad you came! We hope you will uncover some new strengths & find over 80 resources in our community around healthy activities, mentorship, family support, spirituality, generosity, mental and physical health.

PASSPORTS
As you visit the booths, receive a vendor initial coordinate passport. Once you have found 8 resources (passport), return your passport for a prize wheel.

PRESENTATIONS (in the gym)
Come listen to our presenters & Most talks are offered twice so you can attend.

4:30pm Steven Frost, Construction
5:00pm Dr. Zipporah Brown, Asst Psych
5:30pm Kahae Rikeman, Statewide Trauma
6:00pm Steven Frost, Construction Site
6:30pm Kahae Rikeman, Statewide Trauma

FOOD AREA (in the back)
Lebanon Fire Dept serving (1) free hot dog meal.
• Ticket given at check in
Grandma's Hometown Cones has ice cream for \$1.00
Popcorn provided free by the Boys & Girls Club
Cotton Candy provided free by Be Undivided

KID ZONE (behind the gym)
Be Undivided, Boys & Girls Club and area Youth Groups will have games and activities for kids.

Wellness and Community Resources
Linn County Crisis Services and Mental Health: Linn County Mental Health Crisis Line is available 24 hours a day / 7 days per week. 541-587-3866 or 800-504-7468. You can contact the Linn County Crisis line through the emergency room 24/7. You can access Mental health services at <https://www.linncountyhealth.org>.
National Suicide Hotline: 1-800-273-8255
Youth Text Line: 1-800-928-9434
National Suicide Hotline: 1-800-273-8255

LEBANON
Community Schools

PASSPORT SOURCES OF STRENGTH WELLNESS FAIR



2022 Oregon Sources Showcase Winners

2022 Sources Showcase Peer Leader Award Winners

- Sage Pomlee-Solar - Sheldon High School in Eugene 4J School District
- Kai Crume - 10th grade, Henley High School in Klamath County School District
- Sonja Rae - Southwestern Oregon Community College in Coos County
- Ember O'Key - 11th grade, Multnomah ESD in Multnomah County
- Clover McAvoy - 8th grade, Metropolitan Learning Center in Portland Public School District
- Melina Young - 12th grade, South Albany High School in Greater Albany Public School District
- Mystikal Haack - 10th grade, Thurston High School in Springfield School District
- Kaylee Pickering - 11th grade, Corvallis High School in Corvallis School District
- Bailey Sherwood - Senior at George Fox University in Yamhill County
- Mabel (Molly) Bauer - Kalapuya High School in Bethel School District

2022 Sources Showcase Peer Leader Award Honorable Mentions

- Aiyana Lujan - 6th grade, Siuslaw Middle School in Siuslaw School District

2022 Sources Showcase Adult Advisor Award Winners

- Margo DeYoung - Calapooia Middle School, Greater Albany Public School District
- Lorin Reed - Corvallis High School, Corvallis School District
- Michael Haines - Early Assessment and Support Alliance (EASA)
- Jennifer Canfield - Scenic Middle School, Central Point School District
- Kate Tierney - Sheldon High School, Eugene 4J School District
- Andy Marohl - Siuslaw Middle School, Siuslaw School District
- Joyce Lebengood - South Albany High School, Greater Albany Public School District

2022 Sources Showcase Team Initiative Award Winners

- Calapooia MS (Sources) - Calapooia Middle School, Greater Albany Public School District
- Lakeview HS & Daly MS (Sources) - Lakeview High School & Daly Middle School, Lake County SD
- Vale MS (Sources) - Vale Middle School, Vale School District
- Willamette HS (Sources) - Willamette High School, Bethel School District



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CONSULTING

