

The school is well-positioned for ongoing community engagement. It's important to recognize that the majority of Career Tech's students fit ODE's definition, in one or more aspects, of the focal student group, and due to our low staff to student ratio (approximately 1 to 7), staff engage with students and their families on a regular basis as determined by individual needs. That said, there was no established, formalized method for this engagement, and the results of our efforts have helped clarify how we move forward with the process. Our own self-assessment using the ORIS Needs Assessment tool indicated a need for improved parent and community engagement.

Engaging parents to provide feedback is not an easy task and one around which we continue to strategize. For instance, while we had a good response rate both from students and staff on the online survey, parents accounted for only 9% of the respondents. Next steps include creating a better feedback loop around already established times of parent interaction and engagement. For instance, we have twice yearly student evaluations to which parents are encouraged to attend. Approximately 85% of parents attend these evaluations with their child, and this is a logical time to request additional feedback, distribute surveys and engage in focused conversations about school and community needs. Further, we plan to build additional family engagement activities into the school calendar and utilize those opportunities for sharing and collecting information.

As mentioned, we have formed a student advisory council of six students who represent the focal student groups. Moving forward, this council will be tasked with identifying student needs, assisting with schoolwide approaches to address them, and evaluating implemented strategies. We were in the process of launching this committee when schools closed due to COVID-19, but members have been selected and will begin virtual meetings in the near future. We believe this input and feedback mechanism will help the school better understand student perspectives and implement methods to address barriers to their success.

Our direct outreach to mental health providers in Lincoln County yielded responses from both county mental health and a local provider of mental health services to children and families. While county mental health representatives did not attend the meeting, Olalla Center staff discussed in great detail their perspectives on the significant need for expanded mental health services in Lincoln County and they have engaged in follow-up discussions and have provided ongoing input.