

Aligned Programs Integrated Application

Applicant Official Name: Lane County Department of Youth Services

Link to plan on applicant website: working on it

Application Set: District Independent Charter NO CTE

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

The Lane ESD and LCYS teams met with NTACTION-C to evaluate our current practices for preparing youth to transition into their communities and educational placements. This process included our Youth Voice Specialist in lieu of students, as the students are of a protected population. Present in our data collection meetings were researchers from ODE, administration from the Lane ESD, teachers from the MLK, Juvenile Detention Education Program, and the Phoenix Treatment Program, as well as Juvenile Justice Specialists, LCYS groupwork staff, LCYS administration, and LESD Social Emotional Learning specialists.

The Lane ESD Equity Lens including affirmations, goals, vision, and mission were applied to the decision to pursue this grant in order to further our work toward student success. Data collected included student engagement and exclusion data, credit earning.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

Our plan is to implement the Collaborative Problem Solving model in all of the spaces where students are present. This includes the classrooms, Juvenile Detention areas, Phoenix residential areas, and on horticulture and culinary arts learning engagement crews. In an effort to teach students to regulate and learn replacement behaviors in times of heightened escalation, we plan to teach staff to consistently respond in a collaborative and scaffolded model. We understand that working with trauma impacted students requires a high level of training and skill mastery and plan to, over the course of a three year cycle, train the full staff to be experts in collaborative problem solving.

Equity Advanced

1.1 What strengths do you see in your district or school in terms of equity and access?

Our district has spent a great deal of time and energy in creating Equity Affirmations and an

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Equity Lens that is responsive to the needs of our specific community. The implementation of the use of our Equity Lens is a high priority for the district, with professional development for all staff being offered throughout the year. We are invested in making equity based decisions for all of our programs to insure that all students thrive and are given opportunities for success and restoration.

1.2 What needs were identified in your district or school in terms of equity and access?

Our team has identified the need to participate in CPS training, to evaluate how they interact with students during times of disregulation in order to create new opportunities for learning. Our students need information presented in a variety of methods, and rely on steadfast adults to help them regulate - the adults identified that they also need to learn strategies for self regulation in order to be the calm presence at the center of student services.

1.3 Describe how you used your equity lens or tool in your planning.

In our group discussions we applied the equity lens by reflecting on the following questions: How does the decision we are making change the historical and current inequitable practices and outcomes?

In what ways are we creating a sense of belonging and community? Do students feel beloved, connected, valued, and confident being their authentic selves and how do we know?

What does the collected data tell us? What questions do we need to ask ourselves? and are there adjustments we need to make based on the information collected?

In this process of reflection and application of our Equity Lens, we were able to identify that the data was telling a picture of recidivism and exclusion. Our students were experiencing exclusion from class, both by their own decision and that of their teachers, when disruptions were occurring. Anecdotally, teachers who tried to avoid exclusion began to rely on it as a means of classroom management, and while students were on a "break" to regulate, they were not learning any new skills to attempt novel resolution to disregulation.

Our students are historically marginalized and trauma impacted. The data collected from the Racial and Ethnic Disparities in Juvenile Detention (2020) for Lane County demonstrated that there is a disparate number of students coming to us who have experience poverty, racial marginalization, and removal from consistent educational placements. Our hope in implementing CPS is to increase competence, autonomy, belongingness and community by explicitly collaborating in times of disregulation, when our students are often pushed out the most. We know that self-determination can be learned, and hope that by implementing our equity affirmations, we are meeting the needs of our students to be pulled in, rather than pushed out, which is an experience that is all too familiar to each of them.

1.4 Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

To earn credits, to work toward graduation, and to experience the benefits of being in community, students need to be in class. We hope to positively impact the academic growth of

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each student by providing them with the learning and tools to self regulate in times of stress. Our goal is to transition each of our students to comprehensive school settings and never see them again because they've been so successful.

1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

Student attendance is a perpetual issue in our program. The students are often experiencing such upheaval in their lives outside of school that just getting to program can be a huge barrier. Attendance is our biggest issue.

1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

We provide support for students who are unhoused by connecting community support for students and families. We walk beside our students and families who are navigating homelessness and provide resources internally and through community supports - this is common practice with the population we serve.

Well-Rounded Education

2.1 Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Our teachers are endorsed in Language Arts, Mathematics, Art, and Social Studies. We have two teachers with special education endorsements and one with ESOL. Our students work on self-paced mathematics after placement testing. Since we are a limited duration program, students work on language arts units that are themed around culturally relevant literature. Students are given access to a rich library and are given choice in how they engage with the content - some choose project based presentation of learning, some choose more traditional essay and question/answer format of displaying mastery.

2.2 Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Visual arts are provided as well as creative writing. Our students also engage in horticulture and culinary arts classes.

2.3 How do you ensure students have access to strong library programs?

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We have access to the city library and have spent a great deal of funds creating a well rounded and high interest classroom library shared by all three programs served.

2.4 How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Our students are offered two meals daily, and as high school students make the choice to go for walks frequently during lunch time. They also have access to ping pong and other physically stimulating activities during the school day. Our students also participate in outdoor horticulture programming throughout the week.

2.5 Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

We have been working with Connected Lane County to bring STEAM opportunities to the students in program. CLC comes to the school weekly to provide learning opportunities to students, and some of the students have been able to attend programs at Spark on 7th to engage in CLC's learning lab.

2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

This is not something we are currently doing successfully. While the aligned initiatives do not provide enough funding to allow us to do this work, we are using Lane ESD curriculum specialists to support us in aligning curriculum to standards over the next four years.

2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Students engage in self directed learning with teacher meetings and support daily. Our program is small enough that the teachers have time to have engagement meetings with eac

2.8 How will you support, coordinate, and integrate early childhood education programs?

We do not support ECE programs.

2.9 What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

Our transition focus is from the juvenile detention to general education. We have a position open for a transition specialist to support this work, which we have not filled this year due to lack of qualified applicants.

2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

We provide differentiated instruction based on Universal Design standards for all students. Our student population is often not meeting state standards.

2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

We provide differentiated instruction based on Universal Design standards for all students. Our student population is often not meeting state standards. The principals of good teaching apply to our whole program.

2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

For the previous biennium we have engaged in a CTE program with community partners to focus on engagement in STEM and “adulting 101” classes. Our programming is based around student interest - when students are curious about career pathways, we center their learning around this.

Our program mandates that students participate in horticulture and culinary arts programs. As well, we are implementing a small scale garden project to partner with the horticulture program.

2.13 How are you providing equitable work-based learning experiences for students?

Our students all participate in horticulture and culinary arts programming. To be more successful in this environment, we would like to implement CPS for all staff and students to ensure they have skills necessary to be successful in the work environment when they leave our school.

2.14 Describe how students’ academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

Student self regulation and identification of escalation as well as deescalation strategies will help our students be successful in academic and work environments.

2.15 What activities will you offer to students that will lead to self-sufficiency in identified careers?

Other than continuing the programming we have, we are striving to provide consistent support for behavior regulation and deescalation that will help students stay engaged and successful. Our student population have historically struggled in this area, and historical documentation from programming has indicated for the last three decades that programs to disrupt this have been “attempted” but have not been effective. With CPS we are hoping to break this cycle.

Engaged Community

3.1 If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Our student population are engaged with us because the lack of resources to break cycles of criminogenic behavior, therefore we struggle with meeting full and authentic community engagement. The barriers are plentiful, and by the time students are engaged with us, the “system” has presented insurmountable challenges for families, and students to meaningfully and authentically engage. We believe a first step in breaking this cycle is training our staff in Collaborative Problem Solving so they can provide students with consistent support. Through this process we will see that the students and their families are part of the solution and we will leverage their experience to break the cycle their students are in when they’re with us. Basically, we are trying to work ourselves out of a job.

3.2 What relationships and/or partnerships will you cultivate to improve future engagement?

We will begin with a relationship with CPS trainers. Our goal is to include students, families, and our partnering schools in this endeavor to continually support student skill development.

3.3 What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

Investments in CPS for our school, as well providing all schools with mandatory learning about the prison nexus and how exclusionary practices over the course of a students’ career contribute to criminogenic behavior.

3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?

We don’t have many community members and partners in our environment as it is a closed facility and each person coming in must be federally background checked - that said, we do provide families with engagement opportunities by phone calls and

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meetings with our teachers and transition staff as needed.

3.5 If you sponsor a public charter school, describe their participation in the planning and development of your plan.

Not applicable

3.6 Who was engaged in any aspect of your planning processes under this guidance

CTE Regional Coordinators

Classified staff (paraprofessionals,
bus drivers, office support, etc.)

Community Based Organizations
(non-profit organizations, civil rights
organizations, community service
groups, culturally specific
organizations, etc.)

Justice Involved Youth

Licensed staff (administrators,
teachers, counselors, etc.)

Local Workforce Development and /
or Chambers of Commerce

Regional STEM / Early learning Hubs

3.7 How were they engaged?

Community group meeting

Focus group(s)

Roundtable discussion

3.8 Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

They demonstrate our commitment to engagement with leading researchers and collaborators, as well as they demonstrate successes we celebrate with students and the way we asset-frame our students when we engage strategic planning processes.

3.9 Describe at least two strategies you executed to engage each of the focal student groups and their

families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

All our students are focal students. Two strategies we engaged are listening sessions and focus groups facilitated by Lane ESD's youth voice specialist. This fell under level 2 consult/ 3 involve.

3.10 Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Our staff are given collaboration time several times per year to ensure that our three programs are in alignment, as students often transfer between programs. The impact of these transitions on student learning can further traumatize our already vulnerable population, so we do our best to attempt to create consistency.

Our staff also participate in participatory research with the National Technical Assistance Center for Transitions (NTAC-T) as leaders in transition support.

3.11 Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Through our discussions and collaborations with NTAC-T we have realized that our values as individuals and as a program are in alignment in how we want to pull students into the classroom rather than perpetuate exclusionary practices. That said, it's easier said than done when students are extraordinarily disruptive.

We learned that responding to escalating behaviors in a collaborative and scaffolded manner is a priority for our community and staff. We used in this information to determine our plan to invest in Collaborative Problem Solving.

3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We are partnering with LaneCTE, our regional consortia, to ensure our students have access to the partnerships that LaneCTE has already established.

3.13 If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated

Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

Our small staff has very infrequent turn over. We retain quality educators by constantly evaluating practices and by giving them opportunities to grow as teachers, leaders, and disruptors. Our teachers engage in deep learning about the justice involved youth population and care deeply about the work they do.

We are just beginning our journey to leverage student voice by working with a Student Voice and Engagement specialist who has a background with juvenile justice involved youth.

4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

100% of our students in the previous biennium fall into at least one of these categories. They are all taught by three highly qualified teachers who differentiate instruction based on the individual needs of each student.

4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

When students are engaged in the juvenile justice system, it can be assumed that they're experiencing a high level of trauma and have been removed from their previous classrooms. This exact question is why we would like Collaborative Problem Solving training for our teachers. Finding a way to engage students in manner in which they feel heard, valued, and loved throughout the process of regulating is crucial to break the cycle of exclusion they've all experienced by the very nature of being in our building.

4.4 How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

A benefit of such a small program is that staff and leadership are in constant communication and aware of the strengths and needs of the school. For example, the need for Collaborative Problem Solving training for our teacher was brought to leadership's attention by teachers.

4.5 How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

We are partnering with Lane ESD’s curriculum specialist to provide feedback and coaching to our three teachers. As well, our ongoing partnership with NTAC-T gives us the opportunity to “quality check” as we implement new support services for students.

4.6 What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Our student population is predominantly at risk for academic failure. Therefore we are consistently monitoring all of our students for attendance, academic performance, behavior, and are in a constant state of differentiating and responding to individualized needs.

4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

We focus on transitions between incarceration and comprehensive or alternative education programs more than on leveled transitions. We have funding for a transition specialist under SB 1522, however have found it challenging to find a qualified specialist.

Integrated Application Template (Optional)

Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized - True
- Community Engagement Artifacts - True
- Board meeting minutes -
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

True

By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.



Integrated Application Template (Optional)

True

Any additional links provided by the applicant

working on it

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

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