

Lane ESD, Lane County JDEP



2025-27 Integrated Application Presentation to Governing Board

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Purpose for Presentation

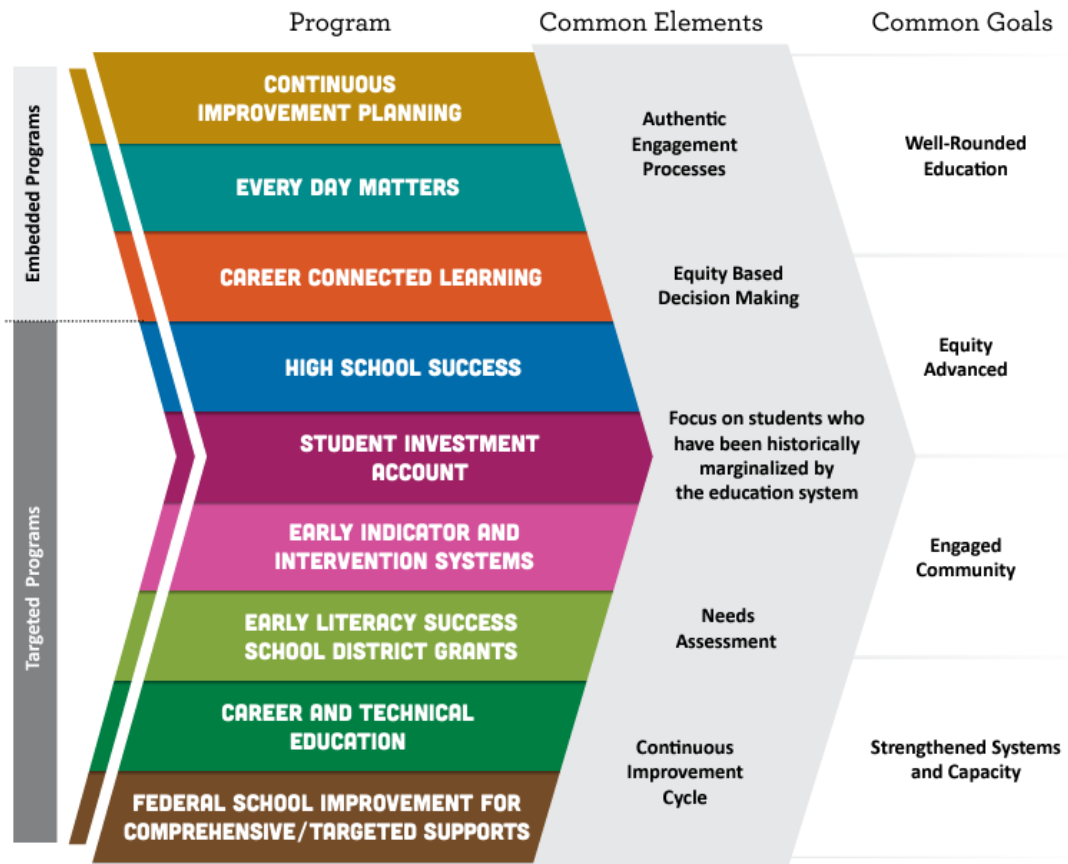
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To introduce our plan, engage, and seek board approval



Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Aligned Programs & Common Goals



Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Meet our Planning Team Members

Annie Galaxy

Molly Gillett

Sara Preinitz

Patti Robb, Lane County Youth Services

Matthew Sterner, Lane County Youth Services

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans

Equity Lens, Tool(s) & Decision Making

How does this decision change historical and current inequitable practices and outcomes?

What equitable outcomes do we want to achieve? What are the barriers to achieving these equitable outcomes and how do we remove them?

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?



EQUITY LENS

Lane ESD Equity Questions

Equity lens questions are used to ensure that we dismantle systems of oppression and rebuild equitable systems. **We ask ourselves these questions throughout the decision-making process.** The lens interrupts bias and the impact of unintended consequences by understanding the lived experiences and perspectives of the diverse communities we serve. The Equity Lens is a tool to help us analyze our actions and processes to ensure equitable outcomes for Lane County students.

1. Do we have a shared vision and ownership of the equity lens? Have we ensured that everyone clearly understands the importance of the equity lens and how it is used?
2. How does the decision we are making change historical and current inequitable practices and outcomes?
3. What is the organization's goal with this decision? How does it align with our vision, mission, and values?
4. Are the voices of diverse members of the community part of the decision-making process? Who is being included and who are we leaving out?
5. 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?
6. What systems of racism and oppression might exist within this situation and how will we change them?
7. What equitable outcomes do we want to achieve? What are the barriers to achieving these equitable outcomes and how do we remove them?
8. Who might this decision impact positively and who does it impact negatively? How do we change the conditions so that we don't have any negative impacts?
9. What data are we collecting to ensure that we are on track with our intended goals and outcomes?
10. 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?

Guiding Principles

1. We will use the Equity Lens to guide all the work at the Lane ESD and with our community partners.
2. To be equity leaders and ensure equitable outcomes for students in Lane County, all ESD staff will receive professional development around the historical oppression, racism, and current marginalization of people of color, people with unique and diverse abilities and other underserved populations in Oregon and our country as well as training to use the Equity Lens.
3. We will collaborate and support each other in achieving the vision and mission. Our success is measured by our overall impact on equitable outcomes for students in Lane County.
4. We will create a structure to hear student voices and use these students' input to guide the work of the strategic plan and decisions made by Lane ESD.
5. Our strategic plan will utilize accessible and inclusive language. It will be translated into multiple languages and use multimedia to reach all our students, parents, guardians, caregivers, and community members.
6. We are accountable for the vision, mission, achieving our goals, and for reporting our progress toward defined outcomes to our community.

Community Engagement Highlights

Community Engagement Partner Monthly Meetings –

Local District SPED teams

Reengagement Teams

School Resource Officers and Risk Teams

Lane County Youth Services Juvenile Counselors, Detention Staff

LESD Teachers, Alternative Education Teachers

Identified Barriers to High School Completion

Prioritized removing barriers

Needs Assessment Highlights

Lack of alignment of services available to students county wide

Data sharing

- Delays in receiving student files

- Missing and outdated information

- Incomplete transcripts

Teachers are not trained to evaluate transcripts

Students have identified missing credits and report as losing momentum toward completion, hopelessness

These priorities emerged:

Focus groups

Expulsion

Completion

Alternative School

Reengagement Opportunities

School to Prison Pipeline Professional Learning

Data Collection and Reporting – What story is being told?

Our intended outcomes are:

Upon leaving the JDEP program, students will reconnect with an educational program that aligns with their path toward high school completion.

They will be able to articulate their credit needs and learn to evaluate their own progress – double check our work!

SB 1522, 2022

Senate Bill 1522 (2022)
Requirement: In Oregon, students who complete coursework while enrolled in Juvenile Detention Education Programs (JDEP) must be acknowledged and credits earned must be accepted by Oregon school districts.

Lane County Juvenile Detention Education Program (JDEP) Re-Entry Notification




Date: _____

This JDEP Re-Entry notification for _____ (DOB: _____) was sent to:

☐ JC/PO: _____ County: _____ Student JJIS#: _____

☐ Current School _____ Title: _____

School: _____ SSID#: _____

This student entered the Lane County JDEP program on _____ and exited on _____

After exiting from juvenile detention:

☐ enrollment in another school/institution was not known at the time of sending notification.

☐ the student was transferred to _____ as of _____.

School credits earned while attending Lane County JDEP:			Senate Bill 1522 (2022) Requirement: In Oregon, students who complete coursework while enrolled in Juvenile Detention Education Programs (JDEP) must be acknowledged and credits earned must be accepted by Oregon school districts. Enacted through SB 1522 , this requirement creates greater access for students to continue coursework while enrolled, ensuring they continue to make progress toward graduation requirements. The credits earned are sent to the last school attended. Please check your student's transcript to ensure that these credits were applied.
COURSE TITLE	CREDIT EARNED	GRADE EARNED	
<input type="checkbox"/> The student was not enrolled long enough to earn credits.			
Certificates completed while attending Lane County JDEP (if awarded, certificate will be attached): <ul style="list-style-type: none"> <input type="checkbox"/> Food Handler's Certificate <input type="checkbox"/> Driver's Permit <input type="checkbox"/> GED <input type="checkbox"/> The student did not earn any skill certificates. 			GED & GED Prep Usernames/Passwords: <ul style="list-style-type: none"> <input type="checkbox"/> Aztec - GED Prep (aztecsoftware.com/ged) _____ / password <input type="checkbox"/> GED (ged.com) _____ / password <input type="checkbox"/> The student did not use these programs.
The student was presented with the following academic & career program information while attending Lane County JDEP: <ul style="list-style-type: none"> <input type="checkbox"/> MLK Education Center (Shellye Reynoso – shellye.reynoso@lanecountyor.gov) <input type="checkbox"/> Wellsprings Friends School (info@wellspringsfriends.org) <input type="checkbox"/> Looking Glass Community Services (admin@lookingglass.us) <input type="checkbox"/> Armed Forces <input type="checkbox"/> Northwest Youth Corps (info@nwyouthcorps.org) <input type="checkbox"/> Network Charter School (Hayden Wolford –hayden@networkcharterschool.net) <input type="checkbox"/> The student was not enrolled/present during the time of presentations. 			Notes: <div style="height: 100px;"></div>

These key strategies will help us achieve our intended outcomes:

Receive and organize student cumulative files

Contact previous schools to ensure appropriate transcription of completed coursework and special education eligibilities, etc.

Complete recommendations for transcription of coursework completed during JDEP enrollment

Follow up with receiving district to ensure transcription and transition – help student articulate their intended path and connect with appropriate services

Key Investment: Add School Counselor to to Support Students

Activity ID #	Outcome and Strategy	Activity	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation							\$7,009.32	\$41,666.03	\$48,675.35		\$7,295.41	\$43,366.69	\$50,662.10	\$99,337.45
Unbudgeted (Autocalculate)							\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
Total Budgeted Amounts (Autosum)							\$7,009.32	\$41,666.03	\$48,675.35		\$7,295.41	\$43,366.69	\$50,662.10	\$99,337.45
1	A1	Add School Counselor/School Social Worker to Support Students	DP STA	H&S	111	0.30	\$3,995.00	\$23,749.64	\$27,744.64	0.30	\$4,158.00	\$24,719.02	\$28,877.02	\$56,621.66
1	A1	Add School Counselor/School Social Worker to Support Students	DP STA	H&S	2XX	0.00	\$2,863.85	\$15,833.09	\$18,496.94	0.00	\$2,772.64	\$16,479.34	\$19,251.98	\$37,748.92
1	A1	Add School Counselor/School Social Worker to Support Students	DP STA	H&S	690	0.00	\$350.47	\$2,083.30	\$2,433.77	0.00	\$364.77	\$2,168.33	\$2,533.10	\$4,968.87

Our Plan – Sharing FTE

This investment in .4 FTE for a school counselor at JDEP also benefits the Lane School program.

Lane School also needs counseling support, and we have allocated .6 FTE in the budget for this position.

It's much easier to recruit a well qualified candidate at 1.0!

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

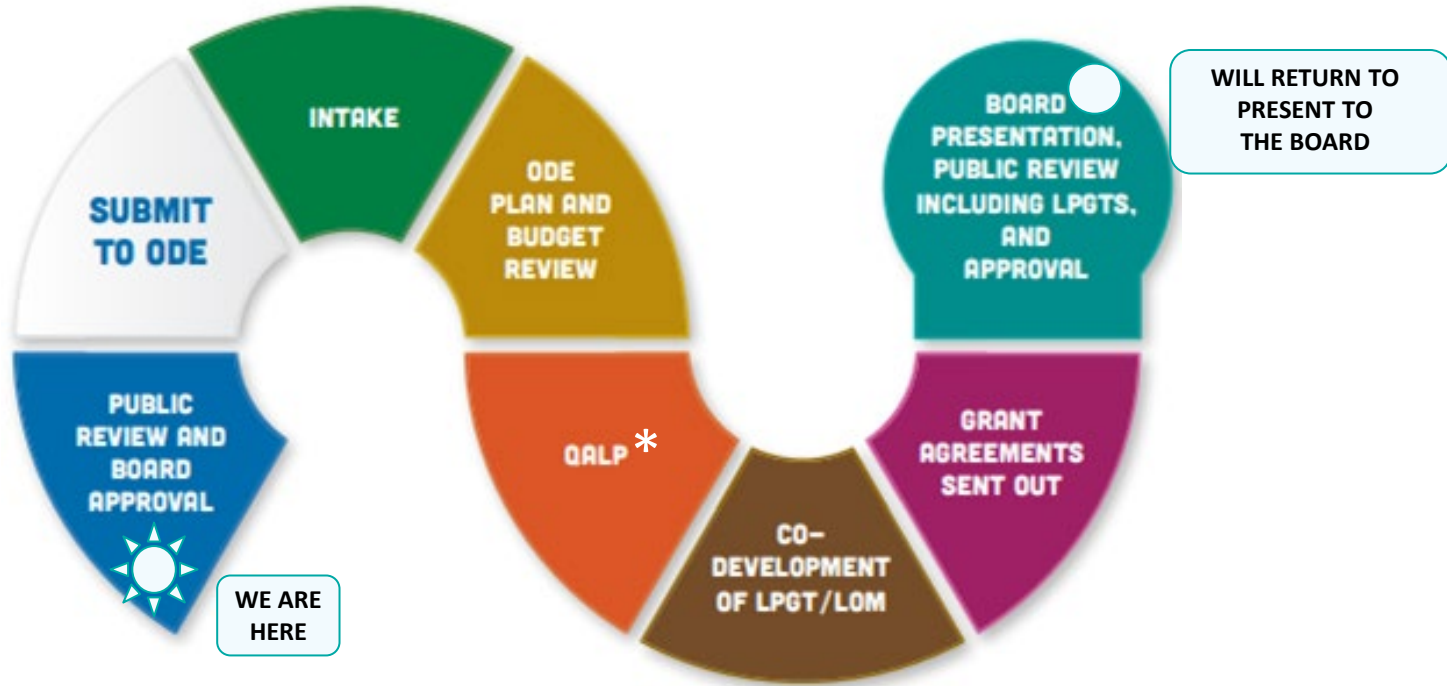
1. High School Success Eligibility Requirements
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

How we understand success

Our students will have transcripts that accurately reflect the work they've mastered during their high school career

Our students will articulate their path toward high school completion

What Happens Next?



Questions & Comments

