



Lane County Dept of Youth 25-27 Integrated Application

Needs Assessment Summary

Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

Our needs assessment team consisted of Lane County education partners from our component districts including Special Education Directors, Alternative Education Principals, Lane County Youth Services Managers, ESD Administrators, School Resource Officers, Re-engagement Specialists, Juvenile Parole and Probation Counselors, Teachers, building Principals, and University of Oregon partners.

Our needs assessment process involved attending meetings where collaborative conversations regarding student engagement, disconnection, transition, and points of reengagement were taking place, and providing opportunities for the group to engage in productive conversation about new paths forward.

We reviewed the following data sources: qualitative documentation of student stories, student engagement data, push out and expulsion data, Special Education rates, SES data, and racial demographics. We noticed the following trends across all students: Reengagement in education for students with Juvenile Justice involvement in Lane County is fraught with barriers, and there are system issues that must be addressed.

For Justice Involved Youth we know this: Our students' lived experience and reported educational journeys are fraught with stories of marginalization and a missing sense of belonging in cultural communities. They are members of multiple focal groups with one thing in common - their community of belonging when we meet them is that they've been involved in alleged criminogenic behavior, and we have an opportunity to provide stabilization over a brief period of time.

As a result of our needs assessment process we have shifted the following priorities in our plan and budget. Though we only have the students for sometimes days, we will focus this time on building communities of belonging for students. We will use this time to begin planning toward high school completion by evaluating transcripts for credits earned, contacting previous schools

for corrections if needed, and beginning career counseling. We will also provide other school based counseling support, similar to what students would experience in comprehensive high school.

We are prioritizing collaboration across health, education, and community partners to expand access to mental health supports in and outside of school transition planning for students leaving the detention setting.

The teachers in these classrooms are often community embedded mentors with lived experiences that parallel the lives of their students. This allows them to foster deep connections through shared understanding, empathy, and cultural humility. Their role is not just one of instructor but also of guide and mentor, as they navigate the balance between their own traumas and the responsibility of supporting students through theirs. This work comes with a weight, and our staff need social and emotional support. We hope to co-create professional supports that honor their race/ethnicity, sexual orientation, gender identity, and/or gender expression, so they can continue to thrive in this work.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

Our District adopted Equity Lens was used throughout our planning and budgeting process by using specific equity questions central to the focal population we serve, and using this tool as our guiding document. We prioritized justice involved youth community and educational partner focal groups in our planning process because these groups support students before, during, and after their engagement with our educational programming.

The following outcomes/strategies/activities in our district's plan demonstrate our prioritization of these groups of students:

Increase transcription rates of credits earned while students are in the juvenile detention setting.

Increase the engagement of plan students in high school completion planning.

Expand awareness and understanding of college and career readiness.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

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To address the cultural, social, emotional, and academic needs of students, including those of focal students we plan on offering professional learning community facilitation regarding the school to prison nexus. We will also continue our community collaborative efforts to disrupt historic inequitable practices, providing professional development for teachers, staff, and administrators, and community partners throughout the biennium 2025-2027.

Understanding the barriers to transcription of credits earned is important for our community partners. We will also hold professional collaboration sessions quarterly for our component district registrars in streamlining our credit transcription for students who experience these barriers.

3. ☒ What policies and procedures do you implement to ensure that children and youth navigating houselessness are connected to educational programs and necessary supports upon exiting the juvenile justice facility?☒

Students who come into the program unhoused and under their own care are connected with DHS. Juvenile Counselors work with students at 15th Night, Station 7, and other local community shelters.

Students stay in the care of Juvenile Counselors and are connected to DHS and/or family upon release from the program.

Well-Rounded Education (250 words or less per question)

1. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist 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. ☒ Describe your system for ensuring classroom instruction is well-rounded, 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

3. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from harassment and

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bullying? ☒

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 meetings with our teachers and transition staff as needed.

4. ☒ How do you ensure students have access to strong school library programs? ☒

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.

5. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Our intervention for students who experience depression, anxiety, stress, and challenges with dysregulation include access to Lane County Youth Services mental health counselors and physician support. We monitor the effectiveness of these interventions by engaging students in 1:1 conversations where we establish trust by engaging in collaborative problem solving, active listening, and by providing honest and direct feedback.

6. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? 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. Data sharing across programs when working with justice involved youth is complex, and tracking down student records, gaining access, and receiving records is sometimes a delayed process. We assess students by providing informal assessment measures and 1:1 work sessions with the teachers in the program, as well as providing opportunities to engage in content that is both of high interest and meets students in their zone of proximal academic development. Maintaining regulation is important in our classroom environment and avoiding frustration that could cause dysregulation is an important component of the program. We want to engage students in safe challenges, and recognize that our students are actively in a trauma inducing experience by being detained. Mitigating harm and creating opportunities for regulation and balance is important to our programming.

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Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

We are proud of the improvements we have made to our community engagement process. During the 2023-2025 school years, we have engaged our Educational Partners in monthly engagement meetings. These engagements prioritized the focal students, families, and staff in the following ways: We have identified inequities across the county in available support systems and systems of care, as well as exclusion practices and transition support for students. We have identified pockets of need for transition support and career/future goal setting work with our students. We have also identified the need for alternative education options for students under 10th grade. The barriers that remain include access to the above mentioned resources. We have identified tools that we would like to start using and programs to build, and this takes time to implement. One of the greatest obstacles we have identified that remains is a lack of robust wrap around support for families of students engaged in the justice system.

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

When writing the integrated plan, we engaged focal students and families in the following ways: We engage students in conversation about the barriers they have experienced on their educational journeys. We have also collected and analyzed data over a five year period of student reporting about barriers they perceive.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

When writing the integrated plan, we engaged both classified and certified staff in the following ways: We interviewed teachers and collected data about the credits they've reported to districts and compared this against transcripts for students who have recidivated into our program and noticed a discrepancy. We also collected data from registrars about what to do with the credits reported from the JDEP program.

Outcome of Engagement

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6. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

When we reflect on all of our community engagements during the 2023-2025 school years, we have learned that we need to create more differentiated opportunities for families to engage in the process to partner with our program from reflecting on the engagement data. We have learned we need to partner with community agencies to collaboratively support students and that we need to improve guidelines for how we continue to collect/monitor data to improve successful high school completion. The following outcomes and strategies demonstrate how this learning directly impacted our planning:

Outcome A: We will remove barriers for our students to successfully complete high school within five years.

Strategy A1: Increase transcription rates of credits earned while students are in the juvenile detention setting.

Strategy A2: Increase the engagement of plan students in high school completion planning.

Strategy A3: Expand awareness and understanding of college and career readiness.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

Our small staff has very infrequent turnover. 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.

Our teachers are highly qualified in the content areas of English Language Arts, Social Studies, Math, Special Education, and Art, and we are actively recruiting a Science endorsed teacher. With a staff this small, it is crucial to find dual endorsed teachers. If we are unable to recruit highly qualified teachers in all content areas to work toward accreditation, we will begin looking at online options for core or required course content delivery with on site teacher support.

2. ☒ Describe your system for analyzing exclusionary practices preventing students from physically attending classroom sessions during instructional time, including disaggregating this

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information by focal groups. ☒

Our students are not excluded during instruction time in JDEP or RISE. It is a core belief of the program that every student is provided equitable access to instruction daily, and Lane County Youth Services provides staffing support for students who may need additional care to remain regulated and engaged during the school day. In the rare event that a student is not able to engage in the classroom or experiences a behavior dysregulation that prevents them from safely engaging with other youth, they are provided packet work for content instruction and are given support to return to the classroom as soon as they are safe to do so without compromising the safety of other students or staff.

3. ☒ How do you support students and families in the transitions from the JDEP/YCEP school to their next educational placement or workforce preparation program? From high school to postsecondary education and/or workforce? ☒

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.

4. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles. ☒

Lane County Youth Services has invested in implementing Structures of Intellect to help all youth in program learn about themselves as learners, and assess, evaluate, and train toward future success. Our plan to include a counselor to assess the credits earned toward high school completion is a crucial element to helping students identify their path toward future career goals. A clear path, one that can be understood and articulated by the student, where they can truly see and feel themselves being successful, is considerably more likely to be met with success. Our goal is for students to be able to explain to their community of support during transition their path forward and out of the justice system.

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

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To support our district in engaging with a continuous improvement process, ODE can continue providing stable funding, and continue looking for ways to simplify the application and data reporting process.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics, if over 80 ADMr. (500 words or less)

Over the next four years, our program looks forward to working towards removing barriers for our students so they can successfully complete high school within five years. To do this, we will increase transcription rates of credits earned while students are in the juvenile detention setting, increase the engagement of plan students in high school completion planning, expand awareness and understanding of college and career readiness. Our rationale for this approach is in response to data about current high school completion rates for justice involved youth and the barriers identified in our community listening sessions and needs assessment. We believe this plan addresses both our strengths and areas for growth identified in our needs assessment in that it will contribute a new service to the preexisting transition services for youth in the juvenile detention education program, and fill a gap identified in these services.

Assurances

Assurance 1: 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.

- **Guarantee of Assurance 1:** True

Assurance 2: You have taken into consideration the Quality Education Commission (QEC).

- **Guarantee of Assurance 2:** True

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Assurance 3: Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

- **Guarantee of Assurance 3: True**

Assurance 4: Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

- **Guarantee of Assurance 4: True**

Assurance 5: Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

- **Guarantee of Assurance 5: True**

Assurance 6: Each of the SSA plans were reviewed as part of your strategic planning.

- **Guarantee of Assurance 6: True**

Assurance 16: You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

- **Guarantee of Assurance 16: True**

Website plan posted: www.lesd.k12.or.us

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