



Needs Assessment Summary

1. 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)

Interviews and Surveys were conducted with students and the Detention Center Correctional Officers. The majority of students rated the program high in areas of feeling respected and supported. Only 65% of students gave high ratings for feeling motivated to continue school. The team identified Motivation as an area of need. The Correctional staff indicated that program has been moving in a positive direction and identified Transitional skills and support as a priority area of need.

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.

Many of these students come in with reading skills well below their grade level, we are very focused on activities to increase motivation to learn as well as increase reading ability and access to materials.

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?

The teacher and staff will continue to engage in a monthly meeting and professional development time that includes the other educational staff of detention centers and secure facilities from around the state.

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? ☒

Because students are in Mt. Nebo's facility for a short amount of time, we create educational plans to decrease gaps in learning and then work to integrate them back into their formal placement where they will be assessed at the state level and given the support they need. We are currently working with the DESD to create a program to support focal students with affinity spaces. Part of our intake process is to contact the McKinney Vento Coordinator at the home district of a

student who has transferred into Mt. Nebo, so we can get an understanding of their circumstances and collaborate on supports. Our team meets one-on-one with students in the visiting room, away from other students to avoid any possibility of stigmatization. Because students are in Mt. Nebo's facility for a short amount of time, we create educational plans to decrease gaps in learning and then work to integrate them back into their formal placement where they will be assessed at the state level and given the support they need. We are currently working with the DESD to create a program to support focal students with affinity spaces while they are attending Mt. Nebo.

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? ☒

Edgenuity credit recovery program is supported by the state and the common core. The lessons and assessments are set up by progression of student on where they initially place and then how they progress through it.

2. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒

As youth enter the juvenile department, transcripts are immediately requested so we can pick up educationally where the student was at their previous placement. There is also an intake process to determine the interests of the youth as well as their academic skill level. By knowing this, we can set them up for courses that are geared towards their interests. The program utilizes a variety of instructional practices: large group, small group, 1:1, on-line, and hands-on.

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 bullying? ☒

Not fully applicable for a JDEP facility. The classroom is set up to look and operate just like a typical classroom as closely as possible and less institutional looking than the rest of the facility.

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

The juvenile facility is equipped with an in-house library that is updated yearly with newer books and other reading material.

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

All students do a morning check-in at the start of class that includes goal-setting and monitoring their own progress on those goals. The average length of stay in this facility is 11 days, making longitudinal monitoring difficult.

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? ☒

Students take benchmark assessments when they enter the facility so the staff have an idea of where to start them and create an educational plan based on academic needs. The small student ratio allows for every student to have individualized plans and programs.

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?

With this being a secure detention facility, community and family engagement is limited. We have improved community engagement by contracting for an art teacher to come twice a week through the local community arts program. We also have a connected with a community organization that goes into schools to support students with career transition skills.

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.)

Students were surveyed to see what was important to them and what they would like to have more of for the program. The detention facility staff were also interviewed to learn what they felt the school program needed and could improve on.

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.)

Teacher and classified staff were interviewed to learn about what they feel are the priorities and needs of the program.

Outcome of Engagement

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.

We learned that there were similar priorities across the board for this program, with an emphasis on transitional skills and CTE learning

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? ☒

Mt. Nebo is only funded for 2 staff, a licensed teacher and a part-time classified position, in which we chose to hire a Transition Specialist. We follow Douglas ESD's recruiting and basic onboarding for new hires. New staff then receive additional training specific to the position. Retention strategies include flexibility in calendar schedule and ongoing professional development.

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

Due to the fact the educational program is in the juvenile detention facility, discipline is primarily handled by the facility staff and Correctional Officers per their procedures.

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? ☒

This is not applicable for the educational program inside a Juvenile Detention facility.

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. ☒

Mt. Nebo has CTE exploration kits for hands-on learning to explore different careers. The program also has some virtual learning opportunities for commercial vehicle driving, welding, and robotics.

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

Juvenile Detention Education Programs are very unique in the education realm, and Mt. Nebo students have a very quick turnover rate. It would be helpful to have more guidance on best practices for educationally serving these students.

Plan Summary

1. 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)

Mt. Nebo is the educational program inside a Juvenile Detention Center. Through our Needs Assessment, one thing that was identified was needing more engagement and motivation from the youth. Another was more supports for future-thinking and career exploration, and social emotional learning. Using these priorities we are revamping the old curriculum, and investing in CTE and STEAM exploration opportunities. We are also increasing the program staff from just 1 teacher by adding a Transition Specialist.