



Multnomah ESD Consortium 25-27 Integrated Programs Application

Needs Assessment Summary

Please offer a description of 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, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

It is important to note that 100% of our youth are in a juvenile detention or youth correctional facility. Our needs assessment included a review of the following:

1. At intake, students take STAR assessment tests which indicate that our students are on average a minimum of 2 grade levels behind their peers in reading, writing, and math.
2. Also, at intake we review transcripts and credit accumulation prior to enrollment. Based on the review of transcripts, the majority of youth are credit deficient and have not been regular attenders before enrolling in our schools.
3. Statewide JDEP drop out data indicates that many youth upon leaving JDEP sites are not completing schooling post exit. However our internal data collected when youth have a transition specialist indicates that youth are 93% less likely to be 10 day dropped from school if working with a transition specialist.
4. Survey data from staff, community partners, students, and families overwhelmingly indicate that support for credit accumulation that leads to a diploma, personal finance, reading/math support, and CTE opportunities are "critically important."
5. Our budget was also reviewed to ensure that funds were reflective of what the needs assessment reflected.

The needs data was reviewed by our JDEP and YCEP administrators and educational staff and then additional direct outreach was completed with facility and community partners for additional input and reflection.

Based on the assessment, the HSS and SIA funds will support career and technical education, and additional academic reading, writing, and remediation support.

***Additional requirement if applying with a sponsored charter:* Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)**

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.

The equity lens used may be found on our MESD website here:

<https://www.multnomahesd.org/departments/dei>

Per our agency policy, we use this lens to inform all decision by reflecting on the questions and then taking steps based on those reflections.

In the case of this application, we purposely sought out the voices of our youth and staff of color for their perspectives and we disaggregated their responses and feedback to ensure that their voices were heard and elevated.

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?

Professional development includes (but is not limited to):

Wayfinder curriculum training. Wayfinder "goes beyond traditional social-emotional learning to help students build confidence, adaptability, and purpose—skills connected to career readiness."

Bullying: Recognition and Response

Child Abuse: Mandatory Reporting

Heat Illness Prevention

PSA: Sex Abuse Prevention

Sexual Conduct: Staff-to-Student

Sexual Harassment: Staff-to-Staff

Special Education Support Staff: Safety and Injury Prevention

Youth Suicide: Awareness, Prevention and Postvention

Anti-Discrimination

Cultural Diversity

Motivational Interviewing

Identity Based Motivation

STAR Assessment training (reading, writing, math)

Safety Care

Courageous Conversations about Race

Mental Health First Aid

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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?☒

100% of students served in this program are in a residential placement. However many have experienced homelessness and/or may return to that situation upon leaving one of our programs.

All of our staff receive regular support and training in culturally specific, culturally responsive, and trauma informed practices. All have participated in Courageous Conversations about Race and most have gone through Motivational Interviewing, Mental Health First Aid and other similar training.

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒

Depending on our site we have a wide range of options from cosmetology to welding to entrepreneurship which are open to all youth at those sites. Our YCEP locations, which have the most expensive CTE offerings, are located in gender specific facilities and primarily serve youth who identify as female and/or are non-binary. At these locations we offer welding, agriculture, flagging, construction, etc which are typically male dominated. At our co-ed sites which disproportionately serve male identifying youth (approximately 80% are male) we provide culinary CTE courses.

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? ☒

We follow the MESD curriculum adoption and instructional material policies, which are aligned with state requirements.

<https://policy.osba.org/mesd/l/index.asp>

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

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All students receive personalized instructional plans based on their individual needs as determined at intake through STAR academic assessments, transcript review and intake interview/forms. Plans are regularly reviewed and updated depending on length of stay, student expressed interest, student formative and summative assessments, and academic needs.

Instructional materials are selected intentionally to reflect and affirm student identities, experiences and interests. As students are disproportionately BIPOC, materials elevate the voice and experience of BIPOC individuals and those who are linguistically and culturally diverse in history, math, English, art, science and more. Topics used to teach skills are ones students express interest in whenever possible and appropriate.

Specially designed instruction and appropriate services are provided to youth with Individual Education Plans. English language learner support and 504 supports are provided to those who qualify. Talent and Gift plans are developed and applied for those who qualify.

Many of our sites use Wayfinder for socio-emotional learning.

School administrators regularly review lesson plans and observe classroom instruction and provide feedback as appropriate to ensure instruction and instructional materials meet the needs of students.

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? ☒

Our agency is committed to equitable and antiracist practices, and are appreciative that our county and state partners are equally committed to these practices.

When possible we provide affinity spaces for youth. Translation and interpretation services are provided as needed.

Our instructional curriculum, classroom decor and our staff elevate the voices and representations of BIPOC and other diverse individuals.

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

We partner with local library systems, including Multnomah County Library system to provide library support. We also have a wide selection of library resources that have been approved by the residential facilities where we provide instruction. Due to the nature of our program, our library materials must be vetted by the facilities for safety and security reasons. The YCEP programs have a robust, on-site library that has most recently been re-vamped.

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

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We utilize socio-emotional curriculum that has monitoring tools as well as supports for youth who may experience depression, anxiety, stress, and challenges with dysregulation. We also collaborate with the mental health staff at the facilities where we serve youth and allow youth to access mental health services as appropriate or needed.

School administrators regularly observe classroom instruction and provide feedback as appropriate to meet the needs of students.

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? ☒

Every youth begins with an intake assessment and intake process.

The intake assessment - the STAR - allows for us to pinpoint current strengths and weaknesses for students, as many may not have taken a standardized assessment for several years. Our intake process also helps us assess the needs of our students based on their perspective and also what they qualify for in terms of additional supports, such as Special Education, Talented and Gifted, etc. We also request records from past placements to help complete the academic picture.

Using these three main methods, we develop personalized plans to support skill development, and content learning. These plans include tailored remedial instruction, experiential learning, proficiency based opportunities to demonstrate learning/meeting standards and pathways to meet credit requirements.

All instruction is provided in small groups or individualized. No classroom is ever more than 16 students but most are only five to ten students at any time. These small groups allow for more focused and personalized instruction and learning experiences. When students are identified as exceeding standards, we provide expanded opportunities to obtain credits, and take college courses.

7. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

We have two sites, which have historically had limited access to expansive offerings, but changes at the facilities have provided opportunity to creatively explore increasing CTE options. In both cases we are expanding access to agriculture/horticulture, and in one case we are expanding access to heavy equipment and forklift certifications. Steps taken have included seeking Perkins funds to purchase equipment, developing safety and security protocols with the facility to facilitate access.

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8. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒

Depending on the site our youth participate in work-based learning experiences that are able to be completed both on facility property and in some cases off site. On-site options include horticulture, forklift, tractor driving, welding, screenprinting, culinary, etc. For sites that allow it, off-site includes a partnership with a 90-acre farm, Oregon Freeze Dry, the Siuslaw News, the Dunes golf course, and landscaping for various homes, businesses and the city of Florence. Through our Transition Specialist program, we are able to connect youth to work-based learning experiences after they leave our program through programs such as Portland Youth Builder.

Our YCEP sites have been allowed to support student-run businesses, and have worked with the local community to provide fresh vegetables, flowers and fabrication products for farmers markets and local companies. In order to expand access to work-based learning, we regularly collaborate with the facilities where they are housed to identify opportunities that meet facility safety and security needs.

9. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒

Students enrolled in our YCEP schools have ample access to postsecondary credit through partnerships with local community colleges and universities. Due to the length of stay in our JDEP sites, we can not offer postsecondary credit. However we do regularly invite programs like PDXBridge to our sites to provide information for youth once they leave our school. Our transition specialists also support youth with accessing postsecondary credit.

Our CTE offerings are varied and provide opportunities for youth to engage in multiple career path explorations, providing well rounded and engaging experiences. They also have access in certain career fields to industry standard equipment to increase the relevancy of the learning and grow their proficiency.

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?

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Improvement 1. Having transition specialists at each site has helped increase collaboration with youth and families at our JDEP locations, because the transition specialists have the ability to do additional outreach and engagement with families. Also as part of the intake process for youth working with transition specialists, both youth and families are encouraged to share what their hopes, interests, and needs are.

Improvement 2. School administrators are active participants in county juvenile justice councils/steering committees in several counties. This allows us to collaborate with community partners interested in juvenile educational programming.

Challenge. Due to the nature of why youth are in detention facilities and youth correctional facilities and the average length of stay in the facilities, engaging parents/guardians remains challenging.

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.)

1. We surveyed students about what we were doing well and what we could do better. We also sought feedback on what services/opportunities they were most interested in. We disaggregated this data by race/ethnicity and gender identity to ensure that the voices of our focal groups were heard.

2. We participated in County Juvenile Advisories, which include parents, judges, juvenile justice staff, and other community stakeholders. At these meetings we shared information about our school programs and sought input on offerings. Based on that feedback we expanded our post-secondary opportunities, which we later reported back to these groups.

3. We surveyed families, judges, probation and parole staff, juvenile justice staff, detention and youth corrections staff, etc about what we were doing well and what we could do better. We also sought feedback on what services/opportunities they found most critical for youth.

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.)

1. During staff meetings with certified teachers, classified educational assistants, classified transition specialists, and classified administrative assistants, we provided time and space for dialogue and review of the needs assessment. Both classified and certified staff were able to provide their perspective on what should be included and what might be missing.

2. Classified and certified staff were surveyed about what was most important/critical for youth who are receiving education in the juvenile and youth correctional facilities where they work.

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.

Our community, which covers large swaths of the state, values education in the JDEP and YCEP spaces and prioritizes credit toward diplomas, academic remediation, and career and technical education the most. Access to and support for GEDs (for example) was a lot less. Therefore, we prioritized ways to provide credit, remediation, and career and technical education over GED services in our plan.

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? ☒

MESD is committed to ensuring that our staff is representative of the youth we serve from the Board of Directors and Superintendent to our Educational Assistant Staff.

MESD has one of the only Black identifying Superintendents in the state.

A third of our cabinet level leadership identify as BIPOC.

Six of our seven Board of Directors identify as BIPOC and two are bilingual/bicultural.

Two thirds of our JDEP/YCEP leaders identify as BIPOC and two thirds are bilingual.

Depending on the school location between 50% to 66% of our staff identify as BIPOC and/or LGBTQ2SIA+.

Our agency's commitment to diversity and inclusion is also represented in our Strategic Plan which centers race, and includes three goals, with one of them being "Goal 3: Building A Culturally Responsive Workforce." There are many strategies included in this process that include attending recruitment fairs at HBCUs, providing affinity spaces for staff, developing diverse educator pipelines, etc.

<https://www.multnomahesd.org/mission.html>

<https://multnomaheducatorsrising.org/>

Our teaching staff are fully certified and includes bilingual/bicultural teachers and LGBTQ2SIA+ staff who are certified in Special Education, and core academic content. As we recruit and hire, we prioritize ensuring that all teachers and staff are fully certified, highly qualified, experienced, and teaching in their content fields.

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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 nature of our program, we do not remove students from class, nor do we use exclusionary disciplinary practices.

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? ☒

Due to the nature of our school programs not all of these transitions are applicable. JDEP and YCEP programs serve youth who are detained in juvenile detention programs or are adjudicated and placed in an Oregon Youth Authority program. Youth under the age of 12 do not qualify for services.

As part of our program model, we do provide transition services to students who exit our program. This model is based on the B2B model of support which is illustrated below.

<https://docs.google.com/presentation/d/1smgmd5N4PGN7LA4BAOg3ixqOF46wfiS19KZnOyoYZAU/edit?usp=sharing>

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 and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

We provide career exploration opportunities, career guidance and academic counseling before and during CTE enrollment, whenever possible. As most of our students are in one room classrooms/schools, many who enroll short term are just placed in the class before pre-enrollment happens until we are able to meet and formulate a personalized plan. Generally students continue to participate unless they need specific credits for graduation.

At our three YCEP sites, 100% of students participate in CTE options. Our YCEP locations have the most diverse CTE offerings that students may select from. Due to the limitations of our smaller JDEP sites, students do not have as many opportunities at

any given time but 100% of the youth, including 100% of our BIPOC, 100% of our ELL, 100% of male identifying, 100% female identifying and 100% non-binary youth participate in whatever

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option is available during their enrollment (typically less than 2 weeks).

We share opportunities with parents through our transition specialists as well as at YCEP parent nights and during IEP meetings.

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

We are excited to participate in Communities of Practice around transition, CTE, etc. facilitated by the CHaTs team.

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, including those specifically related to CTE. 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)

The MESD Consortium schools serve a unique group of youth who need and deserve robust educational services. Youth in JDEP and YCEP facilities are all justice involved; their court/system involvement is why they are in our schools. The profiles of these youth also indicate many layered needs. Youth in the JDEP and YCEP locations are typically at least (often more) two or more grade levels behind on academic reading and writing assessments. Many of them have experienced Traumatic Brain Injury and at least 40% of them qualify for special education services. Prior to attending our schools, well over 50% of them have not attended school for over a year and/or had very inconsistent school attendance. When looking at the needs through an equity lens and disaggregating by race/ethnicity/language, we have a strong charge to make sure these youth have individualized culturally appropriate, trauma informed services.

Our integrated guidance plan, using funds from HSS and SIA, provides the resources and direction to ensure students have access to that high quality and well rounded education. Our plan provides additional trained staff to provide individualized support and career and technical education services. Using the funds we will have additional staffing at each site to meet with youth individually and help them develop a plan that meets their individual and unique needs in

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a culturally appropriate and trauma-informed manner. These staff will also collaborate with our transition specialists, who will continue to help youth as they transition to their next educational setting, because for the vast majority of our youth our school will not be their last (note: average length of stay in JDEP sites is less than two weeks). When youth have developed a plan and gotten individualized support while in our sites, they are in a better position to access education outside of the facility and earn their diploma and/or other credentials. Our integrated guidance plan also provides some limited funding for supplies and staff training to ensure access to high interest and relevant learning opportunities continue to be available in our programs, including those leading to CTE certifications. When youth are heard and seen and the services provided are what they need, they are more engaged, which not only improves their attendance, it helps set them up for long term academic success.

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**

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**

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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 7: You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

- **Guarantee of Assurance 7:**

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**

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