

Multnomah Education Service District

Baker Creek School, Donald E. Long School, Ocean Dunes High School, Ponderosa Creek School, Riverside High School and Three Lakes High School

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.

(500 words or less)

Multnomah Education Service District provides educational services in three juvenile detention programs (JDEP) and three Oregon Youth education programs (YCEP) in four different counties, serving students across Oregon. This plan was developed with input from students, staff, county and state justice partners, parents and community partners.

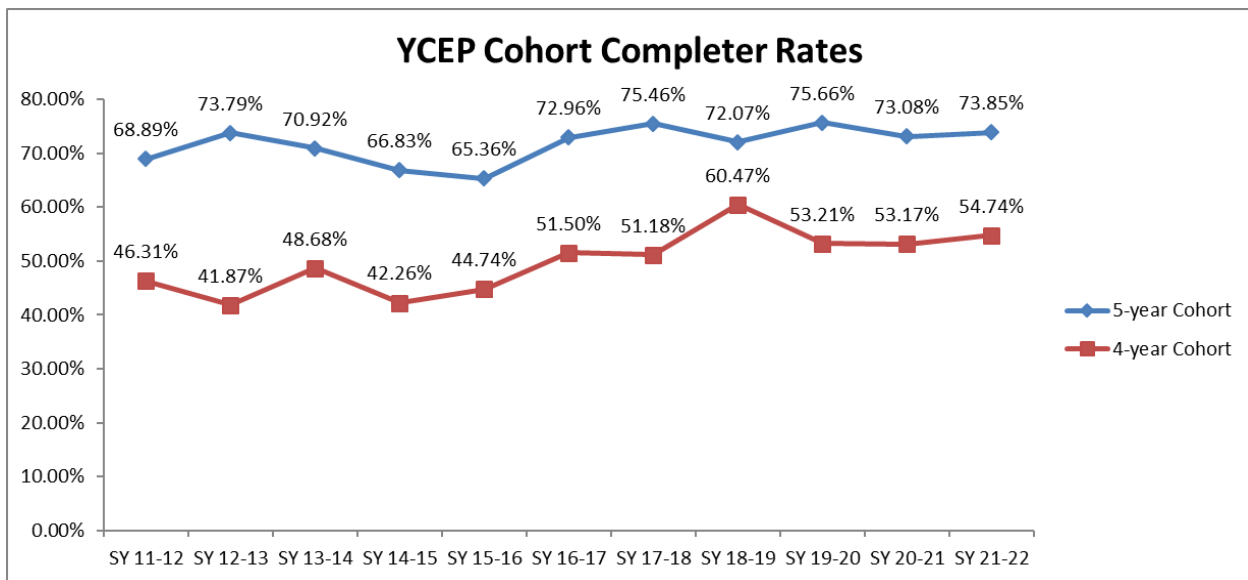
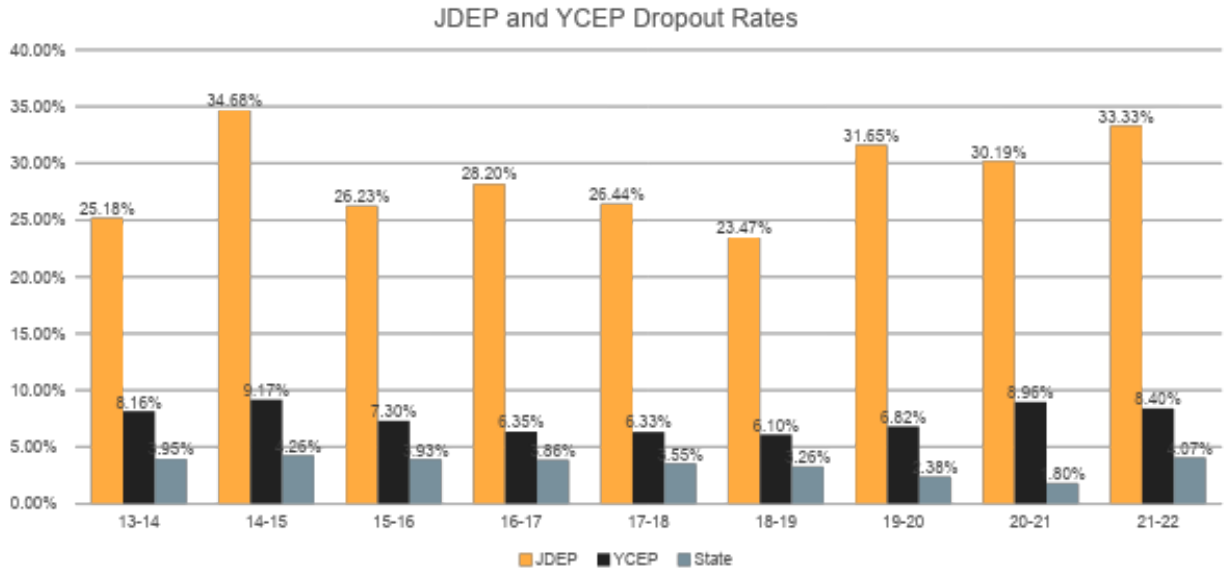
Our plan is posted on our JDEP and YCEP website for additional community input. This input will continue to be provided up to the point our Board of Directors reviews / approves the plan in March 2023.

Primarily through one-on-one interactions, surveys and collaboration meetings, our SWOT needs assessment identified the following:

Strengths	Opportunities
<ul style="list-style-type: none"> ● Individualized learning for each student ● Flexible schedules ● Caring staff ● Accredited credits that count toward diploma 	<ul style="list-style-type: none"> ● Maintain / expand transition support ● Increase CTE learning opportunities at JDEP sites ● Increase access and inclusion of art education
Weaknesses	Threats
<ul style="list-style-type: none"> ● Unequal access to CTE curriculum between JDEP and YCEP ● Inconsistent access to transition support 	<ul style="list-style-type: none"> ● Length of stay ● Safety and security considerations

We also looked at high level statewide student data for all JDEP and YCEP locations which indicate the following:

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While the demographics of vary between sites, the below is indicative of most sites:

- 38% White
- 31% Black/African American
- 22% Hispanic
- 3% American Indian/Alaskan Native
- 3% Native Hawaiian/Pacific Islander
- 2% Biracial
- 1% Asian

Average length of stay:

- JDEP = 2 weeks

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- YCEP = 6 months

Looking at the above data, including feedback data, and using the [MESD Equity Lens](#), a clear need for additional support toward high school completion and graduation is needed for youth who are justice impacted and 62% BIPOC. This indicates a strong need to focus on these areas for support.

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. (500 words or less)

Multnomah ESD provides educational services in three juvenile detention facilities and three youth correctional facilities. These sites have unique needs due to the student population, student length of stay and specific facility safety and security needs.

Youth in these programs access accreditation, standards based instruction taught by culturally responsive trauma informed educators. However they need more than just a great curriculum and quality teachers. They need transition support, individualized and flexible instructional plans, exciting career exploration experiences, and a little bit of fun.

This plan provides for all of those “extra” elements as it:

- increases investment in CTE curriculum and equipment;
- increases access to art; and
- increases transition support.

Equity Advanced

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

Our JDEP and YCEP programs prioritize equity and strive to have staff that reflect the diversity of our youth. Over half our certified and classified staff identify as BIPOC and / or LGBTQ2SIA+, with several certified and classified staff who are bilingual and bicultural. We also have transition specialists (TS) that support (re)engagement post enrollment with educational access to secondary and postsecondary programs. Our TSs, the majority of whom identify as BIPOC, are trained in culturally specific, culturally responsive, and trauma informed practices as they provide services, including advocacy and mentorship.

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We also offer a plethora of CTE courses and certifications for youth at our YCEP sites including welding, horticulture, forklift training, food handler certification, etc.

Every student regardless of site is provided with personalized support tailored to their academic, and socio-emotional needs.

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

Due to the length of stay, the safety and security requirements, and facility spaces available at our JDEP locations, we are not able to offer as varied and robust opportunities as at our YCEP sites. Youth in our JDEP sites have limited access to CTE coursework and electives such as art and music. While these are available, not every youth who goes through the program is able to access them.

Additionally, due to the nature of the program locations, active parental engagement is limited. While student voice and facility voice provide guidance to programming, parents are not able to offer their voice as easily.

- **Upload the equity lens or tool you used to inform and/or clarify your plan & budget.**

Our agency Equity Lens is available [here](#). This is the lens all of our programs use when making decisions. Additionally, our agency [Strategic Plan](#), which centers equity, is also a guide.

- **Describe how you used this tool in your planning.**

We utilize this tool in several key ways.

- *Engagement:* We met one-on-one and in small groups with stakeholders as well as extended opportunities to complete surveys and provide feedback to the plan. In doing so we centered youth voices, who are justice impacted.
- *Decision making:* We ensured marginalized students, staff, and community members were included in guiding the development of this plan. The inclusion of increased CTE and art options are a direct result of that voice.
- *Budget:* Financial decisions were made to maximize the support for historically marginalized youth and minimize any potential adverse impact.

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

JDEP and YCEP populations are:

- Disproportionately BIPOC (less than 40% identify as “white”);
- One hundred percent justice impacted;
- Overrepresented in needing Special Education services (40% + qualify);
- Nearly 100% are economically disadvantaged.

Therefore both “all” and “focal” are almost synonymous.

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While all of our youth have access to core instructional opportunities, the funds in this plan will provide a more comprehensive educational experience for youth while in program and also provide more support for transitions to educational opportunities once out of the program.

We will continue to monitor the impact of these funds to ensure that they provide positive and affirming academic opportunities and do not exacerbate or produce systems of oppression.

- **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?**

The three main barriers that may impact the success of this plan are:

- The length of time youth are in the program. In our JDEP programs, the average length of stay is two weeks but most students are only there for a day to three days.
 - Safety and security considerations in spaces where youth are pre-adjudicated and/or remanded to a correctional facility for a length of time. All programming takes place in spaces that are "owned" by others and safety considerations often trump academics. For example students may not be allowed to use sharp or hot objects or objects that could be taken apart or reused as a weapon. This means that science labs are very limited, cooking is limited, etc.
 - Student academic levels at entry. Many youth have not been in school for an extended period of time prior to enrolling, and have significant academic gaps. This means that some coursework/opportunities may not be possible until those gaps are filled.
- **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?**

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.

CTE Focus

- **What strengths do you see in your CTE Programs of Study in terms of equity and access?**

All of our youth are justice impacted, due to the program type. We also have a higher percentage of youth who identify as BIPOC, who have experienced homelessness, and have had other adverse childhood experiences.

We provide a wide variety of CTE Programs of Study for youth at our YCEP sites that allow for them to have practical and exciting experiences and certifications. These include fabrication, horticulture, heavy equipment operation, landscaping, arborist programs, construction, welding, entrepreneurship and more.

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- **What needs were identified in your CTE Programs of Study in terms of equity and access?**

While access to CTE programming is strong in our YCEP programs, there are more limitations for those in JDEP sites. These limitations include time youth are in program, facility space, and facility safety and security needs. This means that many youth do not have the ability to access the full range of CTE possibilities.

- **What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?**

Every student is given the opportunity to participate in CTE programming that is offered at each site. Due to the nature of the program (JDEP and YCEP) most opportunities are whole-group and so each student has equitable access and ability to participate in programs. Those who lack certain skills, are provided with individualized instruction to support access as necessary as well.

- **How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?**

Most of our CTE programs are whole-group and so when programming is offered, every student, including those in focal groups are able to and do participate in the programs offered.

Well-Rounded Education

- **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 JDEP and YCEP sites serve youth in middle school and high school grade bands, although due to the nature of the programs, the vast majority of the youth are in high school, with most being 16 or older.

Each student is provided the following core programs:

- Grade level English/Language Arts
- Math - Based on credits earned and current skill level
- Physical Education
- Health Education
- Personal Finance

Additionally youth take rotations of courses in science and social studies as well as CTE courses on a daily basis.

Socio-emotional learning and trauma informed instruction are embedded in all classes, as 100% of youth are justice impacted and have had multiple adverse childhood experiences (ACES).

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Instructional materials that depict, highlight and affirm the identities of our students are prioritized. Black, Latino/a/x, American Indian/Alaskan Native, Pacific Islander voices and experiences aren't marginalized to "Black History Month" they are magnified daily.

Due to the small nature of all of our programs, all instructional models are highly personalized and individualized. Youth with disabilities receive appropriate services and those with disabilities receive personalized instructional plans.

English Language Learner, Talent and Gifted, and 504 services are provided as needed or appropriate.

- **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?**

Each of our sites provides visual arts instruction. Additionally, at one of our sites, we have a partnership with the county to offer [music and studio recording programming](#). We also partner with theater groups to provide playwright experiences for students.

Additionally our youth participate in regular thematic and integrated learning experiences through Breakfree. These include songwriting competitions, graphic design competitions, [STEAM learning challenges](#) and more.

- **How do you ensure students have access to strong 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.

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

Due to the nature of our school program, this is not applicable. JDEP and YCEP programs serve youth who are currently 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. Our education programs are located in residential facilities operated by county justice programs and the Oregon Youth Authority. Eating, movement, and play opportunities are managed and determined by the detention or correctional facility.

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

Each of our sites have unique opportunities for youth to engage in STEAM learning, project based learning, critical thinking, inquiry, etc. While some opportunities are limited one site or another due to facility space options, many of the following have occurred at all of the sites:

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- Lego Robotics
- Science projects
- Research projects
- Socratic Seminars
- Breakfree Competitions
- Weather Ambassador
- Hands on agriculture/ horticulture

Most classes are multi-disciplinary, particularly at the JDEP sites.

- **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.**

We follow the [MESD curriculum adoption and instructional material policies](#), which are aligned with state requirements.

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

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.

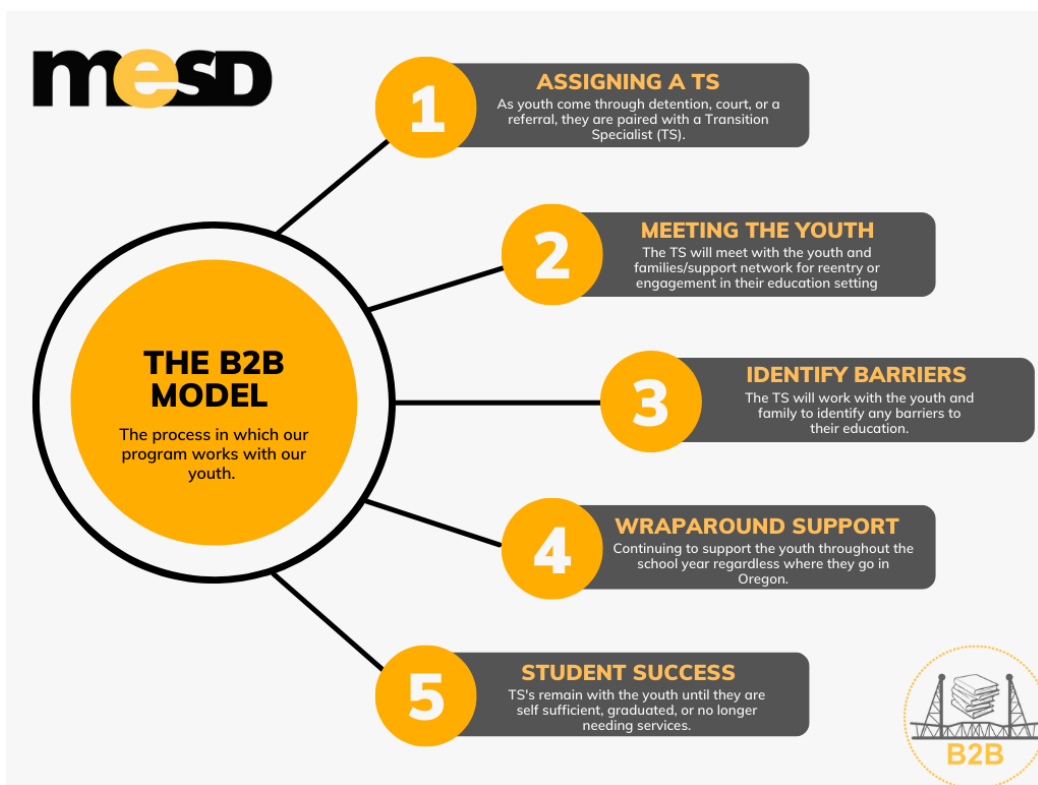
- **How will you support, coordinate, and integrate early childhood education programs?**

Due to the nature of our school programs this is not 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.

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

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We have Transition Specialists who provide individualized transition services, educational advocacy and wrap around support for youth exiting our programs. To do this we use the B2B Transition Model:



- **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?**

Every youth entering one of our locations 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.

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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.

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

When students are identified as exceeding standards, we provide expanded opportunities to obtain credits, and take college courses. As instruction is generally highly individualized, they are given the opportunity to participate in developing more enriched opportunities.

CTE Focus

- **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?**

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.

Two of our three YCEP sites are 100% female and/or nonbinary, and 100% of these youth 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 option is available during their enrollment (typically less than 2 weeks).

- **How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?**

Due to the nature of our programs, all students learn about opportunities through one-on-one encounters with staff. All instructional programs are highly individualized.

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

Due to the nature of our programs, our JDEP youth are not able to participate in work based learning, as they are not permitted to leave the facility. Our YCEP youth participate in very limited work based learning experiences that are able to be completed on facility property, which includes our horticulture, forklift, tractor driving, etc.

- **Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a**

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well-rounded education, including opportunities to earn postsecondary credit while in high school.

Students enrolled in our YCEP schools have 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.

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

Youth enrolled in our programs use Oregon Career Information System to learn about career explore careers tied to their interest.

Additionally students participating in the following opportunities:

- Career and financial planning
- Career exploration within a program of study
- Mock Interviews
- Resume building
- Experience working on industry-standard equipment
- Project-based learning that builds soft skills needed in the workforce

- **How will you prepare CTE participants for non-traditional fields?**

As previously mentioned, we provide a wide range of experiences and opportunities to youth in career fields that are non-traditional. For example at our female/non-binary sites, girls participate in welding, horticulture, and construction. At some of our other sites, predominantly BIPOC youth participate in robotics and entrepreneurship CTE courses.

- **Describe any new CTE Programs of Study to be developed.**

We do not anticipate developing any additional programs of study at this time. We currently offer over a dozen opportunities and our student population at our various sites ranges from 8 to 34 youth.

Engaged Community

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- **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?**

We are not where we would like to be on the continuum of engagement. However there are a lot of barriers and challenges that exist for our programs that are unique and not reflective of the challenges of youth in regular K-12 schools/districts.

Our programs are located in juvenile detention centers and youth correctional facilities, serving youth from across the state. Youth are placed in these locations by court order and many of the youth have come from spaces where they have experienced houselessness, drug addiction, crime, and other trauma. Many of the youth are in the custody/guardianship of DHS, and others are very disconnected from their parents. This is in no way representative of all of our youth but it is of many. This means that (1) finding and (2) engaging with parents / guardians can be difficult. When you factor in that many youth are only in our programs a matter of days, that is even more difficult.

However, we are making efforts to engage more with families of youth, through flyers sent home providing connection information, transition specialists who specialize in finding parents to help support youth, and engaging in thoughtful conversations when we are able to connect.

We also work closely with community partners, particularly at the county level to help support youth and provide responsive services.

Lastly we are committed to conducting quarterly surveys of youth to get ongoing feedback from them.

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

We plan to continue to work with our county and state agency partners, as well as local community based organizations to increase conversations about how to support youth in juvenile detention and youth correctional spaces.

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

As JDEP and YCEP sites are very unique, a statewide JDEP and YCEP engagement process that included all JDEP and YCEP sites would be helpful, as we are all interconnected.

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

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.

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

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

We do not sponsor a public charter school.

- **Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)**

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENS)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other _____

- **How were they engaged?
(Check all that apply)**

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)

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- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other IEP meetings, other scheduled meetings

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their **top two** artifacts.

- **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?**

These two artifacts are summations of feedback from two groups - one students and parents/connected adults. They demonstrate feedback that both highlights the positives (things to keep) and areas of potential improvement.

We also engaged in one-on-one conversations with juvenile justice partners and have "interview" notes from those conversations.

- **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.**

Student surveys: The level of engagement was primarily involve. This was used as the length of stay for most youth is short and that creates challenges for more extended conversation and collaboration.

Interviews: This level of engagement was collaborative, as it allowed for back and forth and thoughtful engagement. From this we learned of new possibilities and these were ultimately incorporated into the plan.

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- **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.**

Staff surveys: The level of engagement was somewhere between involve and collaborate. This was used as the number of staff is small and it allowed for a quantitative look at their perception.

Interviews: This level of engagement was collaborative, as it allowed for back and forth and thoughtful engagement. As with community, from this we learned of new possibilities and these were ultimately incorporated into the plan.

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

Feedback from our staff and community partners expressed the importance of individualized and flexible instructional support for students. They highlighted the importance of the one-on-one and personalized services as really providing the best support for students, who have traditionally been disengaged.

CTE Focus

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

Due to the nature of our programs, based in juvenile detention facilities and youth correctional facilities, we are not able to engage in partnerships with employers for work based learning opportunities while they are in our JDEP schools. 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.

Looking ahead, we do not anticipate being able to expand JDEP opportunities, due to the nature of the short term program. However as we expand our business footprint at our YCEP programs, we hope to market to companies to purchase and/or contract with us for new products that we can help design and provide (such as screen printing).

Affirmation of Tribal Consultation

- **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.**

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This is not applicable. We do not receive Title VI funding; nor do we have 50% or more youth identifying as American Indian or Alaskan Native.

Strengthened Systems and Capacity

- **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?**

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 the only Black identifying Superintendent in the state.
- A third of our cabinet level leadership identify as BIPOC.
- Five of our seven Board of Directors identify as BIPOC and one two are bilingual/bicultural.
- One third of our JDEP/YCEP leaders identify as BIPOC and one third are bilingual.
- Depending on the school location between 50% to 66% of our staff identify as BIPOC 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.

- **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?**

Our teaching staff is fully certified and includes bilingual/bicultural teachers who are certified in Special Education, BIPOC academic content certified staff, and LGBTQ2SIA+ teachers. 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.

Upon entry into our school and at minimum every six months thereafter, we assess students using the STAR assessment to provide benchmark and formative information about the specific strengths and needs of each student. We then develop personalized plans of support for each student that takes into account their goals and needs.

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

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

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

MESD uses a state approved evaluation system that was developed with the contributions of the Multnomah ESD Educational Association. As part of this process, each teacher completes a self assessment, creates SMART goals associated with student achievement data, and has multiple opportunities for observation feedback. Additional details, including the evaluation handbooks are available on the MESD website [Evaluation page](#).

Professional growth and development is determined in part by teacher and leader needs and interests, and on the agency goals and objectives. For example our current Strategic Plan centers racial equity. In support of that all MESD employees participate in the aligned Courageous Conversations About Race professional learning. Culturally responsive and trauma sensitive practices are also a priority and so staff have multiple opportunities to engage in learning in these areas.

Staff have expressed interest in taking internal leadership in support of Equity, Diversity and Inclusion and have been empowered to create the [EIAC](#), a certified and classified staff lead equity committee.

[Wellness](#) has been an interest as well and staff through surveys and participation in the wellness steering committee, informed events like potlucks, yoga, etc.

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

We provide feedback and coaching through:

- Our evaluation process
- Teachers on Special Assignment who provide instructional coaching in supporting students with special needs, as well as content expertise such as English Language Arts, Science, Math and more.
- Professional learning collaboration

- **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?**

Upon entry into our school and at minimum every six months thereafter, we assess students using the [STAR assessment](#) to provide benchmark and formative information about the specific strengths and needs of each student. We then develop personalized plans of support for each student that takes into account their goals and needs. Students are provided with one-on-one individualized instruction.

Youth that need English language instruction are provided by certified English Language teachers, and students with IEPs are provided specially designed instruction by certified Special Education teachers.

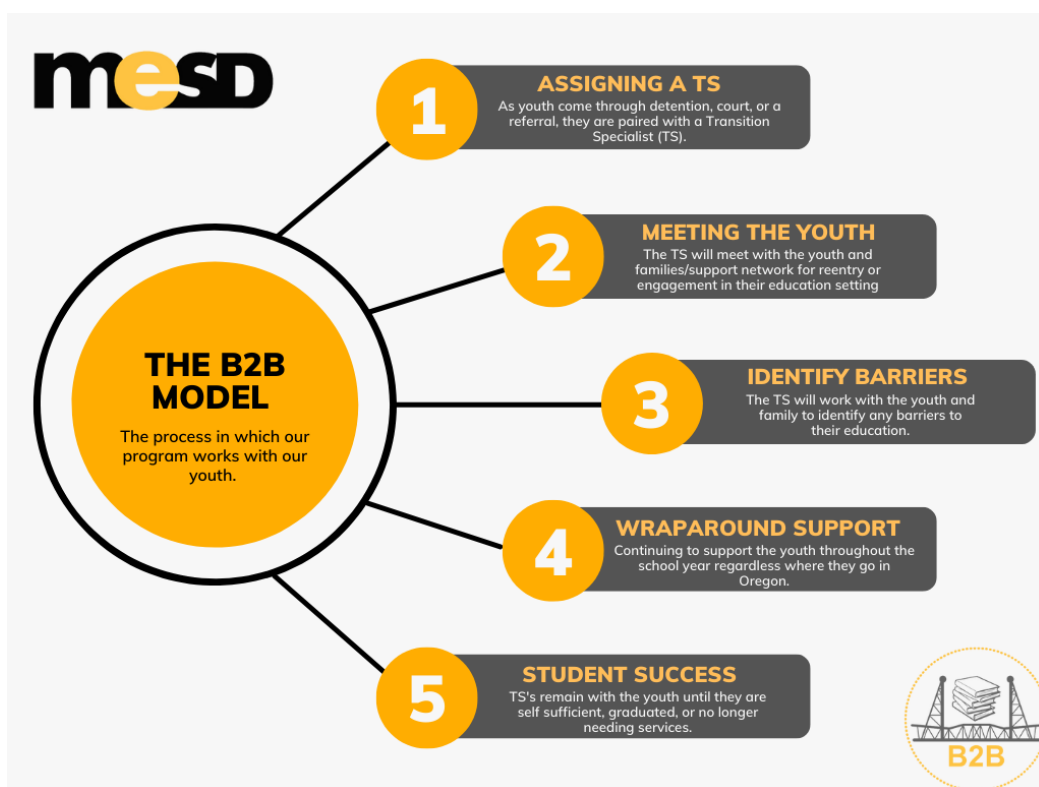
Integrated Application - Narrative Template

Regular progress reports are provided to students and families and these are used to adjust instruction and support services as needed.

- **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?**

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.



Attachments Completing Your Submission

- Integrated Planning & Budget Template
 - o 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

Integrated Application - Narrative Template

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
- Community Engagement Artifacts
- Affirmation of Tribal Consultation

Assurances

The applicant provides assurance that they 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.

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.