

Integrated Application – Mt. Nebo

Needs Assessment Summary

Mt Nebo’s Comprehensive Needs Assessment was conducted by the DESD team in Spring 2023. Below is a list of data sources that were collected and reviewed using our ESD Equity Lens (below). Information collected through this new Needs Assessment process allowed the team to see gaps in existing programs and highlighted new concerns that have arisen as we recover from the Covid pandemic.

Equity Lens

The Douglas Education Service District’s equity vision encompasses its organizational culture and the community we are committed to serving. We envision that across Douglas ESD’s geography and programs that people are thriving. We believe by prioritizing diversity, equity, and inclusion, we are building a stronger organization that is innovative, responsive, and in service to our current and next generation of leaders. Our role is to:

- * Ensure children and young people receive a safe, equitable, and joyous education.*
- * Meet families where they are and support them in ways that are relevant to their needs and aspirations.*
- * Prioritize people who experience the most barriers.*
- * Cultivate a diverse, welcoming, equitable, and inclusive workplace where everyone is valued for their unique contributions and can do their best work.*
- * Create a respectful environment where people work and engage cross-culturally.*
- * Approach our work with humility and expect challenging moments will be part of our journey.*

Staff Interviews: *In winter 2023, the following staff members were interviewed regarding the needs of our Mt. Nebo program: program administrators, classroom teacher, counselor/IA, youth mentor. In order to ensure that all voices were heard, these interviews were offered in-person and via email to accommodate for all schedules. The data was reviewed by the Needs Assessment Community Team.*

Student Empathy Interviews: *In winter 2023, eight students were interviewed regarding their perceptions of Mt. Nebo’s offerings. The interviews were conducted one-on-one with a trusted adult who recorded the students’ thoughts and concerns. These students included those currently being served by the JDEP program, as well as those who are no longer at Mt. Nebo and are being served through our Horizons alternative program. The data was reviewed by our Needs Assessment team.*

Site Council Needs Assessment: Needs Assessment Community Advisory Team: *The DESD team presented data trends from staff surveys and student empathy interviews to an advisory team of administrators, teachers, counselors, mentors, and our CTE coordinator to receive feedback on overall strengths and needs in terms of equity and access for our JDEP students.*

Integrated Application – Mt. Nebo

Plan Summary

The Douglas ESD team partnered with Mt. Nebo students, teachers, counselors, administrators, and re-engagement mentors to identify the areas of challenge and need in the Mt. Nebo facility. The needs assessment team supported the team in addressing those needs through the following Outcomes and Strategies as funded by the Integrated funding streams:

Outcome A: *Improve **student mental and physical health** through investments in access to Behavior Health practitioners and health and wellness programs, including the following Strategies:*

- * Purchase Go Guardian to offer online monitoring of Mt. Nebo students when they are online*
- * Purchase a more modern and culturally appropriate health curriculum.*
- * Contract youth mentor from local organization to support behavioral health skill growth.*
- * Establish partnership with Farm to School to create garden boxes for students to tend.*

Outcome B: *Improve student **academic confidence and skills** through investments in technology, curriculum, as well as academic and life skill supports, including the following Strategies:*

- * Purchase Odysseyware online system that can accommodate for lower-level academic courses for those behind in grade level.*
- * Purchase MyPath online supports for ELA/Math*
- * Develop diagnostics system for ease of transcript access.*
- * Purchase age, reading-level, and culturally appropriate reading materials for the classroom library*
- * Develop life skills classes including job skills supports.*

Outcome C: *Support students in making **career choices and plans** by providing students with access to online CTE classes and virtual experiences, including the following Strategies:*

- *Partner with SOWIB for access to VR glasses for CTE practice.*
- *Partner with DESD YD Dept for access to Zspace machines.*
- *Update CTE equipment and supplies for student online and virtual CTE programs.*

The Needs Assessment team also took into consideration that if SB2275 passes, the SIA budget will have the following increases: 2023-24: \$32,328.5; 2024-25: \$33,648

With that in mind, they created Tiers of Planning & Budgeting including these additional items should we receive that funding:

- * Health Curriculum - \$1,500*
- * Additional Supplies & Equipment for Zspace experiences - \$20,000*
- * Expenses related to creating a diagnostic system to more easily track transcripts - \$500*
- * Contract with DESD Youth Mentor - \$20,000*

Integrated Application – Mt. Nebo

Equity Advanced

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

Mt. Nebo is a short-term juvenile detention facility that supports middle and high school age students. Because we have anywhere from 1-12 students at a time, each student gets one-on-one attention. Our intake process includes asking them many questions such as their likes, favorite subjects, aspirations for post high school and other questions. Those are then used to help determine into which classes they will be enrolled. We offer counseling, Odysseyware classes, and CTE opportunities for all students.

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

One need that has been identified is for Odysseyware classes that can be tailored to a student's specific level, as we are finding that some students need things presented at a lower level. Additionally, we plan to adopt YouScience to help students create career/future paths related to their strengths and interests.

- Describe how you used your equity lens or tool in your planning.

Our equity lens was used throughout our process including designing empathy questions for both staff and students to elicit the best information to support change and support at Mt. Nebo. It was ever present in our Needs Assessment team meeting discuss to ensure that we were reducing barriers to access and not creating unintentional barriers.

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

Given the short stays in our facility, all educational opportunities are through Odysseyware, and the purchase additional Odysseyware access that can accommodate for lower-level academic courses for those behind in grade level, as well as the purchase MyPath online supports for ELA/Math will help support our goal of decreasing learning gaps while students are at the facility.

- 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?

Given the nature of our facility, we do not anticipate any barriers for focal students that are created by this plan.

- 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?

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

Integrated Application – Mt. Nebo

are currently working with the DESD to create a program to support focal students with affinity spaces.

CTE Focus

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

Odyssey Ware provides online CTE courses. Upon the student entering the program and going through the intake process can then be enrolled in a CTE course of their interest. Mt. Nebo also has access to CTE kits of various sorts. These are hands on scope and sequencer kits.

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

Because of the nature of the facility, our access to CTE opportunities is very limited, therefore, we have included funding for virtual reality CTE programs and equipment in this plan.

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

Upon the student entering the program and going through the intake process can then be enrolled in a CTE course of their interest.

- 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?

By allowing students to navigate many different options via Odyssey Ware, it lets them gain a better understanding of specific fields they might or might not be interested in. Adopting YouScience will also support students in this way

Integrated Application – Mt. Nebo

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).

Mt. Nebo is a short-term juvenile detention facility that supports middle and high school age students. The curriculum is an online option through Odyssey Ware. It is a state approved credited curriculum for youth to obtain high school credits. The youth also have access to My Path which supports in providing education for those who are performing at a 5th grade level or lower. There is one teacher and one transition specialist onsite to provide academic support. The teacher onsite is also an accredited special education teacher.

- 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?

Through Odyssey Ware there are options for Elective classes which incorporate many of those types of disciplines.

- How do you ensure students have access to strong library programs?

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

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

There is an on-site kitchen, and they also receive lunches Mon-Fri through the local high school. They are all given time and the opportunity to engage in physical activities both inside and outside such as basketball, wall ball, etc.

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

Odyssey Ware provides online courses that relate to STEAM. There is also CTE kits that purchased that contain areas of science, technology, and engineering.

- 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.

Odyssey and My Path are both 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.

Integrated Application – Mt. Nebo

- Describe your process for ensuring classroom instruction is 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. By knowing this, we can set them up for courses that are geared towards their interests.

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

N/A

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

When youth arrive to Mt. Nebo, there is an intake process. This process includes asking them many questions such as their likes, favorite subjects, aspirations for post high school and other questions. Those are then used to help determine into which classes they will be enrolled. When they go to transition back to their home school district, that information is used to support in a smooth transition back to the general ed setting.

- 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?

Due to the fact that 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.

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

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.

- 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?

Mt. Nebo recently purchased CTE exploration kits. These kits come with many hands-on opportunities for them to explore different careers. They also have the opportunity to take Odyssey Ware classes that go into different career exploration opportunities.

Integrated Application – Mt. Nebo

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

Not applicable in a short-term juvenile detention setting.

- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

All educational opportunities are through Odyssey, and given the short stays in our facility, there are no opportunities to enroll them into postsecondary classes.

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

Mt. Nebo is looking at implementing You Science as part of the intake process. This gives the youth and staff ideas of what interests and possible career paths they want to explore.

CTE Focus

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

Odyssey Ware provides online CTE courses. Upon the student entering the program and going through the intake process can then be enrolled in a CTE course of their interest. Mt. Nebo also has access to CTE kits of various sorts. These are hands on scope and sequencer kits.

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

By allowing students to navigate many different options via Odyssey Ware, it lets them gain a better understanding of specific fields they might or might not be interested in. Adopting YouScience will also support students in this way.

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

With the possibility of more funding, the DESD has priced what a virtual welding machine would cost. Mt. Nebo currently has 6 CTE kits for job exploration. The company that makes the kits has many job kits available. Mt. Nebo is looking into buying more of those kits.

Integrated Application – Mt. Nebo

Engaged Community

- 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?

Mt. Nebo engaged students and staff who support this program, and so we are in the Collaborate/Defer categories, since all staff members were a part of the decision-making process.

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

The DESD Youth Development leadership and students were invited to be a part of our Needs Assessment process, and we will continue to build our collaboration and connection with them to support our youth.

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

Creating a space/opportunity for staff of JDEP programs around the state would help us share resources and deepen relationships.

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

Not applicable for a JDEP facility.

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

Not applicable.

- 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.)

Integrated Application – Mt. Nebo

- 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)
- 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 _____

Integrated Application – Mt. Nebo

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?

We chose artifacts from our student empathy interviews and our community needs assessment committee. The former was chosen because it allowed current and former JDEP students to “speak their truth” about challenges and needs within Mt Nebo’s offerings. The later demonstrates the perceptions that adults in the community (ie: DESD and JDEP staff) have about Mt. Nebo; it also was an opportunity for these community members to review student data as they identified the needs within the program.

- 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.

Empathy Interviews - Consult category – current and former Mt. Nebo students (many of which representing applicable focal groups) were interviewed to get their perspective on school, and because our population is so small, it was a way to do this without singling anyone out.

- 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.

Community Needs Assessment meeting - Involve and/or Collaborate category - was designed to ensure that voices of all Mt. Nebo staff members were heard. Members of these population groups met after school to review data and collaborate on the needs and improvements necessary for our students.

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

Our entire plan was based on the needs that were revealed in our community needs assessment meeting, where that group reviewed data from our student and staff surveys. We learned that some of the former academic and CTE strategies were working, and we saw that many needed to be adapted or revised to fit the academic and cultural needs of the students served by Mt. Nebo.

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

Not applicable for a JDEP facility.

Integrated Application – Mt. Nebo

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.

Not applicable

Integrated Application – Mt. Nebo

Strengthened Systems and Capacity

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leader's representative of student focal groups?

We currently are budgeted for one high qualified special education teacher and a .25 transition specialist. The current teacher is a 20-year veteran and has been with Mt. Nebo for the entire time.

- 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?

There is one highly qualified teacher onsite who has been through many equity and inclusion professional development trainings. She has been trained to be able to identify disparities and respond appropriately.

- 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 fact the educational placement is in the juvenile department, there are no educational discipline practices.

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

The DESD continually offers professional development in many different areas such as special education, equity-inclusion, trauma informed learning, etc.

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

The staff in Mt. Nebo meet monthly to review many areas such as students, academics, and needs/wants.

- 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 receiving a youth's transcript, our team determines if they are credit deficient or not. The youth also take an assessment called My Path. This gives the teacher an idea of where they are in math and ELA. Using all that information helps with placing them in the correct classes online in Odyssey Ware and My Path.