



Guidance for YCEP/JDEP Community Engagement

The purpose of this resource is to provide additional information for Youth Corrections Education Programs (YCEP) and Juvenile Detention Education Programs (JDEP) on the necessary steps to meet the Community Engagement component outlined in the [Integrated Guidance](#). This includes, defining and distilling the options available to school districts and Education Service Districts (ESDs) operating YCEP and JDEP programs on how to best move through the integrated application process for the 2023-25 biennium.

This new resource is intended to support community engagement in both integrated plan creation and implementation. We cheer on bold new strategies and approaches that weave community engagement into the everyday operations of applicants, not just plan development and approval. As we navigate systemic challenges, we wish to emphasize that ongoing and robust community engagement is vital to supporting the mental and behavioral health of focal student groups struggling the most.

This resource is composed of two sections:

1. Accommodation to the Community Engagement requirements for YCEP and JDEPs.
2. A menu of strategies for YCEPs and JDEPs to consider when planning Community Engagement activities.

1. [Accommodation for all YCEPs and JDEPs](#)

Adjust requirements for 2023-25 Integrated Application from 5 to 2 Community Engagement artifacts

Community engagement is vital regardless of the size of a school or district, and ODE recognizes that the requirements for YCEPs and JDEPs should be realistic considering the small student population and staff at each program. Applicants will still be required to show evidence of engagement with each applicable focal student group, their families, and staff. The number of artifacts required to show evidence of quality engagement are reduced from five to two. The two artifacts must reflect two different strategies to engage the community, focal students, and staff in the planning process.

2. Community Engagement Strategies for YCEPs and JDEPs to consideration

The menu below provides potential strategies for YCEPs and JDEPs to access when planning for Community Engagement. These suggestions are offered as options that may be helpful and successful in the YCEP or JDEP setting. This list is offered for YCEPs and JDEPs to consider and potentially implement, and there is no expectation for any one program to use all the ideas listed below. We acknowledge that YCEPs and JDEPs have distinct contexts and needs. Not all menu items will apply in every context. Please use your discernment to determine the strategies that best apply to your setting. Additionally, the list is not comprehensive or exhaustive of all potential Community Engagement strategies that would suit YCEPs and JDEPs. ODE acknowledges and supports locally-developed strategies for engagement with students, families, and communities.

Note: ODE shares the [Community Engagement Survey Resource Guide](#) and the [Community Engagement Survey Item Bank](#) with schools as a resource for locally-developed engagement strategies and a source material for many of the strategies outlined below.

A. YCEP/JDEP-led Engagement Strategies		
A-1	Enhance Family and Community Engagement within existing meeting opportunities. Add CE questions to regular meeting processes.	<p>Education Intake Process</p> <p>Identify specific question(s) about experience in education programs to ask families and caregivers during the intake process.</p>
		<p>Multi-Disciplinary Teams (MDT) or Case Planning Meeting or Case Planning Meeting</p> <p>Increase outreach to families and caregivers to encourage participation in meetings. Identify specific question(s) about the student's experience in the education program to ask with families and caregivers within these meetings.</p>
		<p>Individual Education Plan (IEP) Meeting</p> <p>Identify specific question(s) about the student's experience in the education program to ask students, families, and caregivers at IEP meetings, ensuring that it does not compromise the IEP process or access to Free and Appropriate Public Education (FAPE).</p>
		<p><i>Note: Identify and work to address data-sharing barriers that impact the school's ability to contact family members during intake meetings.</i></p>

A. YCEP/JDEP-led Engagement Strategies		
A-2	Maximize student participation in the Community Engagement Process	Identify specific question(s) about the student's experience in education programs to ask students at intake and informational interviews led by school staff or reentry transition specialists.
A-3	Increase student participation through coordination with Community-Based Organization (CBO) partners	<p>Coordinate student survey or informational interviews conducted by CBO partners.</p> <p>Some examples of CBO partners working with YCEPs and JDEPs are Project Pooch, Bars 2 Bridges, The Hope Partnership, The Insight Alliance, Tutors & Interns, PSU Capstone, Word is Bond.</p>
A-4	Include Community Engagement questions in phone communication with families.	When education staff discuss a student's course progress, grades and goals, include (when legally possible) family member(s) in the discussion via a phone conference. Ensure that in communication related to an IEP that the IEP process or access to FAPE are not compromised.
A-5	Include Community Engagement questions in progress reports conferences and in reports sent home to families.	Identify specific question(s) about the student's experience in the education program to ask when educators or program staff meet with students to discuss the student's progress report. Also include questions for the family in progress report that are sent to the student's family.
A-6	Include Community Engagement surveys with records requests to schools for school staff (Counselor, Principal).	Identify specific question(s) to include when schools request transcripts from YCEP/JDEP of former YCEP/JDEP students. Direct the questions to the student's counselor to complete and return.
A-7	Post a public Community Engagement survey on the main page of the institution website.	Include survey options for youth, families, community members, community partners, school district partners.
A-8	Include CBOs who serve	Intentionally invite and support the CBOs that partner with the

A. YCEP/JDEP-led Engagement Strategies		
	youth in YCEPs and JDEPs (current and former) as community members in the engagement process.	school to participate in the Community Engagement process. Some examples of CBO partners are Project Pooch, Bars 2 Bridges, The Hope Partnership, The Insight Alliance, Tutors & Interns, PSU Capstone, Word is Bond.
A-9	Intentionally invite Re-entry Transition Specialists to participate in the community engagement process, and to include their youth in the process as well.	Intentionally invite and support the Re-entry Transition Specialists that work with students in the school to participate in the Community Engagement process. Re-entry Transition Specialists support young people in transition out of YCEP/JDEPs through their educational journey.

B. School District or Education Service District-Led Engagement		
B-1	School Districts engage formerly incarcerated youth and families or those that have engaged with the juvenile justice system as a focal group while they are in public school setting	Youth who have had juvenile justice involvement is a newly added focal student group, required for engagement. This includes respectfully identifying, welcoming, and engaging with students and their families. School Districts Determine the district/ESD regions where significant populations have been impacted by juvenile justice involvement. School districts include elements in Community Engagement. The School District shares artifacts and findings from Community Engagement with students and families impacted by juvenile justice involvement. <u>Ensuring Focal Student Group Safety and Privacy Resource</u>
B-2	For YCEP/JDEP sites included in a School District's application, the School District intentionally includes	Intentionally includes YCEP/JDEP leadership and staff in order to build partnership and learn about transitions between School District and YCEP/JDEP to improve systems and support for students.
B-3	YCEP/JDEP in Community Engagement.	Intentionally includes YCEP/JDEP students, and community in Community Engagement.

C. Oregon Department of Education-led Engagement Strategies and Supports

C-1	ODE hosts targeted supports for ESD Liaisons and School District staff to support the application	Regional support pairs with ODE and OYA to conduct webinars or office hours for YCEP educational programs (SD/ESDs). Regional support pairs with ODE and Detention Directors to conduct webinars or office hours for JDEP educational programs (SD/ESDs).
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Help Improve this Resource

The information and ideas in this resource are likely insufficient to cover the range of needs, hopes, tensions, and opportunities to both engage students well and care for the context of specific programs. If you see ways this resource could be improved, please email and share your input at ODE.EII@ode.oregon.gov.