2024-25 Integrated Programs Annual Report
Lane County Department of Youth Services / Lane ESD
Juvenile Detention Education Program (JDEP)

Annual Report Questions	
Question	**Context/Guidance**
1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.	Implementation of collaborative problem solving (CPS) has contributed meaningfully to several Outcomes and Strategies, particularly those focused on student agency, equity, and engagement. CPS has empowered students in juvenile detention to take an active role in resolving behavioral and academic challenges, aligning with our LPGTs around credit attainment, SEL growth, and reducing recidivism. Staff are using CPS to better understand root causes of disengagement, leading to more supportive interventions and data-informed decision-making that centers student voice and lived experience. We've seen clear progress in the Outcome: "Educators use student-centered approaches that elevate student agency and address systemic barriers." Through CPS, students co-create solutions to challenges impacting their learning and behavior. This has shifted classroom culture toward one of shared responsibility, reduced punitive discipline, and strengthened relationships. Educators report increased student participation, improved regulation, and more authentic engagement in both academic and behavioral planning. One significant shift is in staff mindset and relational approach. Teachers are now more proactive and trauma-informed, viewing behavior as communication rather than defiance. Additionally, literacy integration has improved, with students engaging in writing and reflection during CPS sessions—supporting literacy goals in a meaningful context. These shifts, though not fully captured by current markers, are critical to long-term success.

2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	One key outcome where we've encountered significant barriers is: "Community engagement is authentic, consistent, and ongoing." In a juvenile detention setting, engaging families and community partners in a meaningful and sustained way is uniquely challenging due to security restrictions, limited visitation, and frequent student transitions. These structural barriers make it difficult to build the kind of two-way communication systems and collaborative networks that support continuity in learning and reentry planning. Additionally, data system limitations pose a barrier to fully realizing the Outcome related to equity-informed continuous improvement. While we've made progress in forming data teams, we face obstacles with timely access to disaggregated, student-level data—particularly in areas like mental health indicators, formative academic progress, and reentry outcomes. This affects our ability to implement real-time, student-centered interventions that could better support their individual pathways. We would benefit from support in two areas: Building cross-agency communication frameworks to engage families, probation officers, schools of origin, and community-based organizations in consistent, equity-centered ways. Improving data integration across systems (education, juvenile justice, mental health) to inform decision-making, monitor student progress, and evaluate the effectiveness of interventions. Addressing these barriers is essential to creating more connected, student-responsive systems that extend beyond the detention setting and support long-term success.

3. 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.	As we review our progress toward the Longitudinal Performance Growth Targets (LPGT) and Local Optional Metrics (LOM) for 2024–25, we are seeing positive trends in several key areas, particularly those connected to credit attainment, behavioral improvement, and student engagement. The implementation of collaborative problem solving (CPS) has been a central strategy supporting these outcomes. We've observed that students are more engaged in both academic and behavioral planning when they are given structured opportunities to reflect, express their needs, and participate in developing solutions. This has helped increase instructional time, reduce conflict, and support greater ownership of learning. While we are still formalizing our data collection systems, staff report that students are showing more consistency in participating in classroom activities, demonstrating improved self-regulation, and re-engaging with credit-bearing coursework. There has also been a noticeable shift in school climate, with fewer reactive discipline incidents and more restorative responses grounded in CPS practices. However, there are still challenges—especially in tracking long-term progress due to the transient nature of student enrollment and inconsistent data sharing across agencies. Engagement beyond the facility, such as with reentry planning or continuity of instruction after release, remains an area where more system-level coordination is needed. Strategic Adjustments Planned: To build on current momentum, we plan to: Deepen the integration of CPS into academic goal-setting to support more intentional credit recovery efforts. Strengthen our data review process by incorporating CPS outcomes and student reflections to better inform interventions and measure engagement more holistically.

	Enhance reentry planning structures by creating more consistent communication loops with schools of origin, caregivers, and partner agencies, ensuring students have a clearer path forward after leaving the facility. These shifts are designed to ensure that our work is aligned not just with target metrics, but with the deeper goal of creating student-centered, equity-informed systems that can adapt to the unique needs of youth in detention.