



AGENDA CONSENT CALENDAR MEMO

Memorandum Date: April 23, 2025

Order Date: May 13, 2025

TO: Board of County Commissioners

DEPARTMENT: Community Justice and Rehabilitation Services

PRESENTED BY: Greg Rikhoff, Assistant County Administrator and Director of Community Justice and Rehabilitation Services

AGENDA ITEM TITLE: IN THE MATTER OF APPROVING THE 2025-2027 JUVENILE CRIME PREVENTION PLAN FOR SUBMISSION TO THE YOUTH DEVELOPMENT DIVISION OF THE OREGON DEPARTMENT OF EDUCATION, THE ACCEPTANCE OF GRANT FUNDING, AND DELEGATING AUTHORITY TO THE COUNTY ADMINISTRATOR TO SIGN ANY ASSOCIATED GRANT DOCUMENTS AND SUB-CONTRACTS.

I. MOTION

In the matter of approving the 2025-2027 Juvenile Crime Prevention Plan for submission to the Youth Development Division of the Oregon Department of Education, the acceptance of funding, and delegating authority to the County Administrator to sign any associated documents and subcontracts.

II. AGENDA ITEM SUMMARY

The Board is being asked to review and approve the submission of the 2025-2027 Juvenile Crime Prevention (JCP) Plan for submission to the Youth Development Division (YDD) of the Oregon Department of Education.

III. BACKGROUND/IMPLICATIONS OF ACTION

A. Board Action and Other History

The Board approved the 2023-2025 Biennium via BO 23-04-11-01. The 2021-2023 Plan was approved via BO 21-04-06-03.

B. Policy Issues

None.

C. Board Goals

Supports Priority 1 – Safe and Healthy County.

D. Financial and/or Resource Considerations

Funding for services will come through the Oregon Department of Education. FY 23/25 JCP funding is \$407,488, and it is anticipated that funding level will not change for FY 25/27.

E. Health Implications

Youth Services programs mitigate the negative impacts of choices made by adjudicated youth, thereby positively impacting their lives and by extension their mental and physical health. Youth who participate in mentorship, restorative services, and education learn to accept responsibility for their actions, compensate for their negative actions, face those whom they have injured, and learn to avoid anti-social behavior going forward, which improves their overall health. These presentative services positively impact the victims, who agree to participate, the youth and their families.

F. Analysis

The proposed Plan was reviewed and approved by the Public Safety Coordinating Council on March 21, 2025. The Plan was reviewed and approved by the Public Safety Coordinating Council Chair, Erin Reynolds, on March 21, 2025.

G. Alternatives/Options

1. Approve the 2025-2027 Juvenile Crime Prevention Plan, as presented, and authorize its submission to the Youth Development Division of the Oregon Department of Education
2. Instruct Community Justice and Rehabilitation Services to reconsider the Plan and include the revisions set forth by the Board of Commissioners today and to return with the revised Plan, after re-submission to the PSCC and Juvenile Committee of the PSCC.

IV. RECOMMENDATION

CJRS staff recommends option 1 above.

V. TIMING/IMPLEMENTATION

This plan was submitted to YDD prior to Board approval in error. Approval at this time rectifies the error.

VI. FOLLOW-UP

Based on direction given.

VII. ATTACHMENTS

Board Order
2025-2027 JCP Plan, with attachments

BEFORE THE BOARD OF COMMISSIONERS OF LANE COUNTY, OREGON

ORDER NO:

IN THE MATTER OF APPROVING THE 2025-2027 JUVENILE CRIME PREVENTION PLAN FOR SUBMISSION TO THE YOUTH DEVELOPMENT DIVISION OF THE OREGON DEPARTMENT OF EDUCATION, THE ACCEPTANCE OF GRANT FUNDING, AND DELEGATING AUTHORITY TO THE COUNTY ADMINISTRATOR TO SIGN ANY ASSOCIATED GRANT DOCUMENTS AND SUB-CONTRACTS.

WHEREAS, The State of Oregon requires Counties to submit a Biennial Juvenile Crime Prevention (JCP) Plan; and

WHEREAS, The funding provided for the JCP Plan by the Oregon Department of Education will support essential services at the Youth Services Division; and

WHEREAS, The JCP Plan presented under this Action has been reviewed and approved by the Juvenile Committee of the Public Safety Coordinating Council, and reviewed and approved by the Public Safety Coordinating Council Chair.

NOW, THEREFORE, the Board of County Commissioners of Lane County **ORDERS** as follows:

1. The Department of Community Justice and Rehabilitation Services is authorized to submit the 2025-2027 JCP Plan to the Youth Development Division of the Oregon Department of Education; and
2. The acceptance of the grant funds when awarded; and
3. Delegates signing authority to the County Administrator to sign any associated grant documents and subcontracts.

ADOPTED this ____ day of _____, 2025.

David Loveall, Chair
Lane County Board of Commissioners



Lane County

Juvenile Crime Prevention
Plan

2025 - 2027



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Guidelines for Developing Local High Risk Juvenile Crime Prevention Plans

The Oregon Youth Development Division (YDD) provides Juvenile Crime Prevention (JCP) funds to counties and tribes for programs focused on youth at risk for juvenile crime and establishes assessment criteria for the local high-risk juvenile crime prevention plans. The criteria include, but are not limited to, measuring changes in juvenile crime and recidivism ([ORS 417.850](#)).

The purpose of this document is to provide guidelines for developing local high-risk juvenile crime prevention plans for 2023-2025 biennium ([ORS 417.855](#)).

Each board of county commissioners shall designate an agency or organization to serve as the lead planning organization to facilitate the creation of a partnership among state and local public and private entities in each county. The partnership shall include, but is not limited to, education representatives, public health representatives, local alcohol and drug planning committees, representatives of the court system, local mental health planning committees, city or municipal representatives and local public safety coordinating councils. The partnership shall develop a local high-risk juvenile crime prevention plan ([ORS 417.855](#)).

Local public safety coordinating council shall develop and recommend to the county board of commissioners a plan designed to prevent criminal involvement by youth. The plan must provide for coordination of community-wide services involving treatment, education, employment and intervention strategies aimed at crime prevention ([ORS 423.565](#)).

JCP plans will be reviewed for approval by the Youth Development Council (YDC) members and staff. The lead agency is required to submit a JCP Plan in accordance with the “Required Plan Elements” described in this document.

Additionally, [ORS 417.850](#) requires the YDC to review and coordinate county youth diversion plans and basic services grants with the local high-risk juvenile crime prevention plans.

Oregon Administrative rules relating to the [Juvenile Crime Prevention](#) have been adopted by the YDC and have been filed by the Secretary of State in Chapter 423, Division 120.

Required Plan Elements

1. Planning Process

Please provide a brief description of the following:

1. Planning process

- ✓ Evidence of community partners' participation and support of the proposed plan
 - (See Appendix A for a sample list of partners)
- ✓ Statement of LPSCC's or the County Governing Body's approval of submitted plan (Please provide a copy of approval letter or meeting minutes)
- ✓ Goals of the plan
- ✓ Information on local community juvenile justice issues, needs, barriers, and service gaps.
- ✓ Summary of key data supporting the recommended strategies
 - Racial and Ethnic Disparities Reports: <https://www.oregon.gov/oya/jjis/Pages/Reports.aspx>
 - 2021-2023 JCP Evaluation report provided by NPC Research
 - Education data reports if available

<https://www.oregon.gov/ode/schools-and-districts/reportcards/pages/default.aspx>

Evidence of community partners' participation and support of the proposed plan (See Appendix A for a sample list of partners)

The Lane County Public Safety Coordinating Council (PSCC) is in support of the proposed plan and will task the Lane County PSCC Juvenile Subcommittee to work in conjunction with Lane County Youth Services, our community partners, and stakeholders (including youth and families), which will be focused on strengthening community partner and stakeholder relationships and responding to racial and ethnic disparity in our community. Community partners include school districts, the Oregon Department of Human Services, Oregon Youth Authority, law enforcement and community members. A list of planning partners is attached in Appendix A.

Statement of LPSCC's or the County Governing Body's approval of submitted plan (Please provide a copy of approval letter or meeting minutes)

The 2025-27 Juvenile Crime Prevention Plan was approved by the Lane County Public Safety Coordinating Council (PSCC) in March 2025. This approval is reflected in the included letter of approval signed by the PSCC Chair.

Goals of the plan

In 2024, Lane County Youth Services received 614 referrals for 431 youth residing in Lane County. Due to staffing and funding reductions more than half of these referrals were closed without a meaningful opportunity for screenings, assessment, and support for educational, development, or cultural connection support. Of those cases that were screened or assessed, the primary community-based educational resources available to these youth were the Martin Luther King Jr. (MLK) Education Center and MLK Nutrition Services. **Goals of this plan support two key juvenile**

crime prevention service areas of Lane County Youth Services and have a total funding request of \$407,448.

- **Goal 1** is to support current youth engaged in **Martin Luther King Jr. (MLK) Education Center** for credit recovery and transition from the Detention Education Program (JDEP) to community-based schools. The MLK Education Center is a collaboration between the Lane County Youth Services (LCYS) and Lane Education Service District (LESD). Services provided by the MLK Education Center for justice involved youth include providing educational and vocational support. This program supervises community service and restitution crews and also provides justice-involved youth the opportunity for restorative interventions and forestry-related vocational opportunities. MLK Education Center programs are designed to serve youth who are at the highest risk of dropping out of school or school-connected vocational training programs. The youth served are not currently successful in community schools, need help getting back on track and reconnecting with their schools in a positive way, and would likely have no other educational options in Lane County. The MLK Education Center not only provides critical services rooted in positive behavioral interventions and supports (PBIS), positive youth development, but crucial transition services to the community and schools. *We will measure outcomes by having youth engaged in MLK Education Center services complete Juvenile Crime Prevention Assessments prior to engagement in these services, and every 120 days thereafter.* **Lane County Youth Services requests a total of \$210,000 to support the campus resource desk function for MLK Education Services.**
- **Goal 2** is to expand the engagement of justice-involved youth in the **MLK Nutrition Services horticulture and culinary vocational programming**. Currently MLK Nutrition Services provides horticulture and culinary arts vocational programming to youth attending the MLK Education Center. These vocational opportunities will be expanded to include youth who are engaged in extended detention programming, diversion, and deflection services and develop career technical education (CTE) curriculum to support youth in credit recovery. This expansion will help support youth meet high school graduation requirements and develop and deepen our current vocational programs by creating a state-of-the-art farm to school, farm to table, farm to catering program. Food sources will focus primarily on our own garden and greenhouse, but also from other local areas, such as local markets and farms. It is our goal to serve up to 120 justice-involved youth per year in this program by teaching them farm to table and catering skills for a total of 4000 youth hours. *We will measure outcomes by having youth engaged in MLK Nutrition Services vocational programming complete Juvenile Crime Prevention Assessment prior to engagement in these services, and every 120 days thereafter.* **Lane County Youth Services requests a total of \$157,500 to support staffing and equipment needed to facilitate culinary and food-to-table education and career technical education (CTE) curriculum.**
- **To support the administration of grant funds Lane County Youth Services is requesting \$39,948 for Youth Services grant administration, including indirect costs.**

Information on local community juvenile justice issues, needs, barriers, and service gaps
Lane County is centrally located in Oregon, along Interstate 5 and encompasses 4,554 square miles stretching from the Cascade Mountains to the Central Coast region. It is the fourth largest county in Oregon with an estimated population in 2024 of 380,181 residents. The county

encompasses 12 cities which include Coburg, Cottage Grove, Creswell, Dunes City, Eugene, Florence, Junction City, Lowell, Oakridge, Springfield, Veneta, and West Fir, and 17 school districts. Lane County Youth Services MLK Education Services and Nutrition Services provides educational transition and support to youth attending all 17 school districts in the county. Sixty-one percent of the population in Lane County resides in the Cities of Eugene and Springfield, where most service providers are located.

In 2023, 20.7% of residents in Lane County were living with severe housing problems. The median household income for 2024 was \$65,319, and the poverty rate was 16.1%. The largest population impacted by poverty was females ages 18 to 24. The largest minority population in Lane County is Hispanic or Latino, which makes up 9.6% of the population. The region's top economy consists of small businesses, agriculture, forest products, technology, and tourism and recreation. Timber processing and commercial fishing industries continue to slow due to regulations and changes in environmental conditions, thus reducing available tax base to support justice-involved youth.

Lane County Youth Services (LCYS) is primarily funded by the county general fund, small grants, and levy funding. The work of LCYS is complex and covers multiple diverse subject matter areas, governed by multiple regulatory bodies. LCYS is deeply committed to reducing long standing structural and cultural deficits for youth and families. However, funding reductions last year, this year, and next year continue to negatively impact prevention services and opportunities for at-risk and justice involved youth. Lane County Youth Services uses a risk-need-responsivity model to reduce recidivism and increase educational support for justice-involved youth. LCYS has a recidivism and Oregon Youth Authority commitment rate that is higher than the combined state average. Enhanced prevention services provided by MLK Education Center and MLK Nutrition Services will support youth who are disconnected from education with educational and vocational opportunities and credit recovery, reduce the youth recidivism, and assist with reducing risk factors related to school and development deficits, peer relationships, antisocial behavior, family functioning, substance use, attitudes, values, and beliefs, and issue specific to the needs of each youth.

Summary of Key Data Supporting the Recommended Strategies

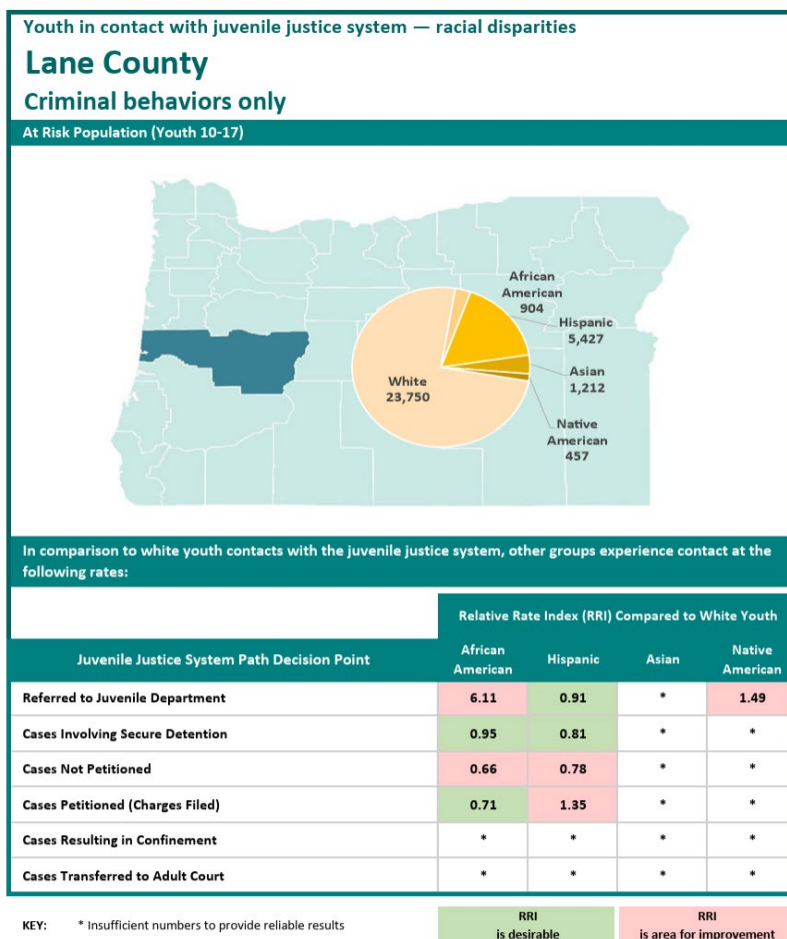
The MLK Education Center provides alternative education for high-risk adjudicated youth in the community, education for youth in detention, and restitution and community service opportunities for justice-involved youth. Lane County Youth Services youth who completed an initial JCP risk assessment in 2024: 39% reported no significant attachment to school, 46% reported academic failure, 33% were chronically truant, 23% had dropped out of school, 38% had experienced suspensions or expulsions in the previous 6 months, 41% had diagnosed learning disabilities. Research shows criminal activity is negatively associated with higher levels of education. Because of this, education is an important area covered in most case plans and it is critical that Lane County Youth Services clients have extra support around school to be successful in completing their education and finding employment.

MLK Nutrition Services provides approximately 30,000 meals and snacks annually to youth engaged in MLK Education Center services and vocational opportunities for culinary arts. The Culinary Arts vocational program provides youth with hands-on experience in all aspects of a

commercial kitchen environment, cooking, food service, and catering. Students learn how to use institutional and commercial kitchen equipment safely and about the practical and business aspects of the catering industry. Each student receives the Oregon Food Handlers Certification training that is used to obtain their Food Handlers Card. This gives them eligibility to work in the food service industry for three years. The development of Career and Technical Education (CTE) curriculum ensure youth, instead of elective credits, receive educational core credit for vocational program participation. CTE programs use technology and science to support the acquiring of technical skills, professional practice, and academic knowledge critical for career success in high-wage, in-demand careers, and reduces criminogenic risk factors.

Racial and Ethnic Disparities Reports: <https://www.oregon.gov/oia/jjis/Pages/Reports.aspx>

In 2024, based on the OYA JJIS Annual Relative Rate Index (RRI) Report, African American youth were referred to Youth Services at a rate 6.11 times that of White youth; and Native American youth were referred to Youth Services at a rate of 1.49 times that of White youth. This is a significant increase from the past five years [(2023 = 3.82), (2022 = 4.56), (2021 = 4.01), (2020 = 2.4), (2019 = 4.63)]. Reducing racial disparity in youth referrals in Lane County from our law enforcement partners is essential and will require a strong collaborative effort between LCYS and Lane County law enforcement partners to effect sustainable change. We acknowledge structural racism in the Juvenile Justice System, which is reflected in the Racial and Ethnic Disparities (R/ED) in Lane County Youth Services report. Studies have shown that people of color are at higher risk of greater penetration into the system. Community partnerships will prioritize educational and vocational opportunities for LGBTQI youth and youth of color.



2. Population to be served

- ✓ Targeted youth population [ORS 417.855](#)
- ✓ Demographic information – age (8-17), race, ethnicity, gender
- ✓ Legal status – offenders, non-offenders, both
- ✓ Estimated numbers of youth to be served by JCP- prevention funded program(s)

Targeted Youth Population

In 2024, Lane County Youth Services (LCYS) received 614 referrals for 431 youth residing in Lane County. The 2025-27JCP Prevention plan will use services and activities provided by LCYS MLK Education Services and MLK Nutrition Services to meet the needs of youth referred to Lane County Youth Services between the ages of 10 and 18 who are demonstrating at-risk behaviors that have come to the attention of community agencies, schools, or law enforcement, will lead to imminent or increased involvement in the juvenile justice system, and have more than one of the following risk factors:

- Antisocial Behavior
- Poor Family Functioning or Support
- Failure in School
- Substance Abuse Problems
- Negative Peer Association

Demographic information – age (8-17), race, ethnicity, gender

Lane County had approximately 380,181 residents in 2024. Of those residents, there were approximately 65,319 youth aged 10 -17; the median household income was \$64,069, and the poverty rate was 16.1%. The largest minority population in Lane County is Hispanic or Latino, which makes up 9.6% of the population.

Legal status – offenders, non-offenders, both

A summary of the legal status of youth referred to Lane County Youth Services in 2024 is as follows:

2024 Unduplicated Youth Count by Most Severe Original Allegation

			Gender			Age at Referral			Race/Ethnicity					
Lane	Totals	% of Grand Total	Female	Male	Other/ Unknown	12 and Under	13-15	16 and Older	African American	Asian	Hispanic	Native American	Other/ Unknown	White
Unduplicated Youth Count	431		141	280	10	32	230	169	39	3	50	5	35	299

2024 Referrals Received by Most Severe Original Allegation

			Gender			Age at Referral			Race/Ethnicity							
			Totals	% of Grand Total	Female	Male	Other/ Unknown	12 and Under	13-15	16 and Older	African American	Asian	Hispanic	Native American	Other/ Unknown	White
Lane																
Total Referrals			614		185	417	12	38	349	227	80	4	74	10	40	406
Total Criminal Referrals			496	80.8%	130	359	7	34	272	190	73	3	65	9	29	317
Felony		Total	180	29.3%	33	145	2	9	112	59	36	2	29	2	5	106
Person		Total	77	12.5%	12	63	2	5	42	30	12	1	15	0	3	46
	Assault		65	10.6%	11	54	0	4	35	26	12	1	14	0	1	37
	Sex Offense		7	1.1%	0	7	0	1	5	1	0	0	0	0	1	6
	Person Other		5	0.8%	1	2	2	0	2	3	0	0	1	0	1	3
Property		Total	80	13.0%	18	62	0	4	57	19	21	0	11	1	2	45
	Arson		2	0.3%	0	2	0	0	2	0	0	0	1	0	0	1
	Burglary		33	5.4%	6	27	0	2	22	9	6	0	4	0	1	22
	Criminal Mischief		14	2.3%	5	9	0	1	10	3	2	0	5	0	1	6
	Robbery		7	1.1%	1	6	0	0	3	4	3	0	1	0	0	3
	Theft		23	3.7%	6	17	0	1	19	3	10	0	0	1	0	12
	Property Other		1	0.2%	0	1	0	0	1	0	0	0	0	0	0	1
Public Order		Total	14	2.3%	3	11	0	0	10	4	1	1	0	1	0	11
	Weapons		12	2.0%	3	9	0	0	9	3	1	0	0	1	0	10
	Public Order Other		2	0.3%	0	2	0	0	1	1	0	1	0	0	0	1
Substance/Alcohol		Total	1	0.2%	0	1	0	0	1	0	0	0	0	0	0	1
	Substance/Alcohol		1	0.2%	0	1	0	0	1	0	0	0	0	0	0	1
Criminal Other		Total	8	1.3%	0	8	0	0	2	6	2	0	3	0	0	3
	Criminal Other		8	1.3%	0	8	0	0	2	6	2	0	3	0	0	3

			Gender				Age at Referral			Race/Ethnicity						
			Totals	% of Grand Total	Female	Male	Other/ Unknown	12 and Under	13-15	16 and Older	African American	Asian	Hispanic	Native American	Other/ Unknown	White
Lane	Total Referrals		614		185	417	12	38	349	227	80	4	74	10	40	406
	Misdemeanor	Total	316	51.5%	97	214	5	25	160	131	37	1	36	7	24	211
	Person	Total	61	9.9%	22	37	2	11	30	20	7	0	3	3	3	45
	Assault		54	8.8%	20	32	2	10	26	18	7	0	2	3	2	40
	Sex Offense		6	1.0%	1	5	0	1	3	2	0	0	1	0	1	4
	Person Other		1	0.2%	1	0	0	0	1	0	0	0	0	0	0	1
	Property	Total	143	23.3%	37	105	1	6	64	73	12	0	19	3	11	98
	Arson		4	0.7%	1	3	0	0	4	0	0	0	1	0	0	3
	Criminal Mischief		41	6.7%	12	28	1	3	18	20	2	0	5	0	4	30
	Criminal Trespass		29	4.7%	6	23	0	1	16	12	7	0	5	0	1	16
	Theft		69	11.2%	18	51	0	2	26	41	3	0	8	3	6	49
	Public Order	Total	89	14.5%	32	57	0	8	56	25	14	1	11	1	7	55
	Disorderly Conduct		33	5.4%	13	20	0	5	21	7	8	0	4	0	4	17
	Harassment		50	8.1%	19	31	0	3	33	14	6	1	5	1	3	34
	Weapons		6	1.0%	0	6	0	0	2	4	0	0	2	0	0	4
	Substance/Alcohol	Total	2	0.3%	2	0	0	0	0	2	0	0	0	0	0	2
	Substance/Alcohol		2	0.3%	2	0	0	0	0	2	0	0	0	0	0	2
	Criminal Other	Total	19	3.1%	2	15	2	0	9	10	3	0	2	0	3	11
	Criminal Other		19	3.1%	2	15	2	0	9	10	3	0	2	0	3	11
	Marijuana Offenses	Total	2	0.3%	2	0	0	0	1	1	1	0	1	0	0	0
	Marijuana Offenses		2	0.3%	2	0	0	0	1	1	1	0	1	0	0	0

Total Non-Criminal Referrals	37	6.0%	9	24	4	0	17	20	2	0	4	0	8	23
Violation Total	37	6.0%	9	24	4	0	17	20	2	0	4	0	8	23
Alcohol/MIP	24	3.9%	6	15	3	0	10	14	2	0	4	0	3	15
Marijuana Offenses	13	2.1%	3	9	1	0	7	6	0	0	0	0	5	8
Total Dependency Status	81	13.2%	46	34	1	4	60	17	5	1	5	1	3	66
Dependency Status Total	81	13.2%	46	34	1	4	60	17	5	1	5	1	3	66
Runaway	81	13.2%	46	34	1	4	60	17	5	1	5	1	3	66

2024 Dispositions by Youth Demographics

01/01/2024 To 12/31/2024

Dispositions by Youth Demographics
Lane

Total Dispositions

Not Petitioned

Review and Close

Referred to Another Agency

Review and Close

Divert and Close

Intake Office Contact and Close

Rejected by District Attorney/Juvenile Department

Alternative Process

Authorized Diversion or Other Informal Disposition

Diversion Supervision

Diversion - Youth Court

Formal Accountability Agreement

Petition

Dismissed

Dismissed

Alternative Process

Plea Bargain or Alternative Process

Adjudicated Delinquent

Formal Sanction

Probation

Probation & OYA Commitment for Community Placement

OYA Commitment for YCF

Totals	% of Grand Total	Sex			Age at Disposition			Race/Ethnicity					
		Female	Male	Unknown	12 and Under	13-15	16 and Older	African American	Asian	Hispanic	Native American	Other/Unknown	White
464		167	288	9	23	226	215	41	3	53	6	39	322
345	74.35%	141	199	5	23	171	151	31	2	33	3	30	246
196	42.24%	87	105	4	13	86	97	19	2	11	1	16	147
81	13.15%	32	27	2	7	38	16	4	2	2	0	2	51
18	3.45%	7	9	0	1	5	10	2	0	1	0	1	12
7	1.51%	3	4	0	0	3	4	1	0	1	0	0	5
50	10.78%	22	27	1	5	21	24	5	0	2	0	9	34
50	10.78%	19	30	1	0	17	33	6	0	4	1	4	35
12	2.59%	4	8	0	0	2	10	1	0	1	0	0	10
149	32.11%	54	94	1	10	85	54	12	0	22	2	14	99
41	8.84%	15	26	0	1	18	22	1	0	10	0	8	22
49	10.56%	21	27	1	3	25	21	7	0	4	1	5	32
59	12.72%	18	41	0	6	42	11	4	0	8	1	1	45
119	25.65%	26	89	4	0	55	64	10	1	20	3	9	76
7	1.51%	2	5	0	0	2	5	0	0	1	1	0	5
7	1.51%	2	5	0	0	2	5	0	0	1	1	0	5
15	3.23%	4	9	2	0	3	12	0	0	2	0	4	9
15	3.23%	4	9	2	0	3	12	0	0	2	0	4	9
97	20.91%	20	75	2	0	50	47	10	1	17	2	5	62
24	5.17%	5	18	1	0	8	16	1	0	8	0	4	11
54	11.64%	10	43	1	0	33	21	5	0	7	2	1	39
10	2.16%	3	7	0	0	6	4	4	0	1	0	0	5
9	1.94%	2	7	0	0	3	6	0	1	1	0	0	7

Estimated numbers of youth to be served by JCP- prevention funded program(s)

The estimated number of youth that will receive services by 2025-27JCP prevention funded programs is:

- MLK Education Center – 200 Students
- MLK Nutrition Services – 120 youth

3. Services/programs to be funded

- ✓ Brief description of the services/programs
- ✓ Services provider(s) information:
 - Lead Agency and/or
 - Subcontractor Agency(s)

Please note, that all JCP funded services should focus programming efforts on the areas of risk identified by the JCP Assessment tool with the outcome goal of recidivism reduction and crime prevention.

Brief description of the services/programs

2025-27JCP Prevention funds will be utilized to fund the following services focused on crime prevention and recidivism for Lane County justice-involved youth:

Martin Luther King (MLK) Education Center

The Martin Luther King, Jr. (MLK) Education Center serves secondary students who are justice involved. The program is a collaboration between Lane County YS and Lane Education Service District (ESD). Lane County YS mission is "*Improving community safety and creating meaningful change for justice-involved youth, victims, and communities through equitable and effective engagement.*" The mission of the MLK Education Center is to provide students with opportunities to develop the skills needed to be successful in school, work and our community. Engaging justice-involved youth in education and vocational training, and offering them opportunities of success, builds protective factors. The vision of the MLK Education Center is to lower risk by increasing opportunity. The program's aim for the future is to continue to adapt to the educational and vocational needs of the Lane County community, partnerships, and clients by utilizing the positive youth development model, and incorporating success, learning, and connection to the community into the lives of students.

The MLK Education Center offers wrap-around services and support to youth who have experienced multiple interruptions in traditional school placements. Services include an alternative school to give students the individualized attention that they need to prepare to integrate back to their home school and vocational programming. The program is a collaboration between Lane County Youth Services (LCYS) and Lane Education Service District (LESD) and will be a critical partner in providing educational support for Individual Education Plans, alternative education support, developmental deficit assessment and improvement, GED preparation and testing services, and credit recovery. Youth identified as having specific indicators of a traumatic brain injury will receive individual support for further assessment and connection to special education services through a partnership with the University of Oregon, Center on Brain Injury Research and Training (CBIRT). Through its partnership with LESD, MLK Education Center will screen and assess youth referred for crimes for support needed for credit deficiency, attendance, and special education needs by an Education Transition Specialist. The MLK Education Center tracks student attendance daily and shares this with guardians and Lane County Youth Services Juvenile Counselors.

The MLK Education Center partners with Lane Education School District (LESD). LESD has partnered with Lane County Youth Services (DYS) and MLK for the past 15 years and currently provides three certified teachers on campus. The 2025-27 JCP plan is supported by the Public Safety Coordinating Council (PSCC), which includes a variety of local community leaders. With the exception of the salary of the program supervisor and grant match dollars, The MLK Education Center does not receive Lane County General Fund dollars and is funded through a combination of State dollars, grants from multiple sources, assistance agreements, and fee for services contracts. JCP funds are being requested to support the Campus Resource desk function at the MLK Education Center for two years. This function will be provided by one employee and support all MLK students on admission, orientation, and transition in and out of the educational and vocational programs that the MLK Education Center offers. Additionally, this function inputs and tracks JCP assessments and academic assessments on all students, and coordinates with the LESD when a youth moves between levels of intervention (detention, residential treatment, community) and educational settings.

Lane County Youth Services requests a total of \$210,000 to support a single employee for a campus resource desk function for MLK Education Services.

Lane County Youth Services Program Contact Information:

Name: Matthew Sterner
Title: Youth Services Supervisor
Address: MLK Education Center, 2515 Martin Luther King Jr. Blvd., Eugene, OR 97401
Email: Matthew.Sterner@lanecountyor.gov
Telephone: 541-682-4775
Subcontractor Agency(s): None

MLK Nutrition Services vocational programming.

Currently MLK Nutrition Services provides culinary arts vocational programming to youth attending the MLK Education Center. This funding will allow for these vocational opportunities to be expanded to include youth who are engaged in extended detention programming, diversion, and deflection services and develop career technical education (CTE) curriculum to support youth in credit recovery. This expansion will help support youth meet high school graduation requirements and develop and deepen our current vocational programs by creating a state-of-the-art farm to school, farm to table, farm to catering program. Food sources will focus primarily on our own outdoor garden, hydroponic growing towers, and greenhouse, but also from other local areas, such as local markets and farms. It is our goal to serve up to 120 justice-involved youth per year in this program by teaching them farm to table and catering skills for a total of 4000 youth hours.

2025-27JCP funds are being requested to support a part-time staff for two years who will provide specialized education, vocational skill building, and community connection with local businesses to assist youth who engage in culinary and horticulture programming with earning Career and Technical Education (CTE) credit towards a high school diploma. Funds will also be used to replace outdated kitchen equipment to increase student capacity, and foster safety and an educational setting for youth.

Lane County Youth Services requests a total of \$157,500 to support staffing and equipment needed to facilitate culinary and food-to-table education and career technical education (CTE) curriculum.

Lane County Youth Services Program Contact Information:

Name: Cody Fuqua
Title: Interim Youth Services Supervisor
Address: 2727 Martin Luther King Jr. Blvd., Eugene, OR 97401
Email: Cody.Fuqua@lanecountyor.gov
Telephone: 541-692-7922
Subcontractor Agency(s): None

4. JCP Risk Assessment Tool

The JCP Risk Assessment Tool is the instrument used to monitor and evaluate JCP programs. All programs and services receiving JCP funds must use the JCP Risk Assessment Tool. Local plans should include the following information:

- ✓ Who will conduct assessments and reassessments?
- ✓ What training have they received?
- ✓ How the tool will be used to address criminogenic factors?
- ✓ Who will be entering assessment information into the JJIS or YDD Data Manager? Please identify which database will be used.

Lane County Youth Services utilizes the JCP assessment to determine level of service in the community. The MLK Education Center and MLK Nutrition Services serves medium and high-risk youth (mostly high risk) who are currently on probation with Lane County Youth Services. Deflection and Diversion programs will additionally refer low-risk youth for these services. Lane County Youth Services staff, including MLK Education Center and Nutrition Services staff, are trained and already using the JCP assessment in the Juvenile Justice Information System (JJIS) database application. Additionally, Lane County Youth Services has a system in place to check the inter-rater reliability of staff completing initial assessments. Lane County Youth Services staff will be completing JCP assessments for those youth participating in MLK Education Services and MLK Nutrition Services programming. For these programs, staff are asked to complete an initial assessment and follow-up assessments every 120 days.

JCP assessments will be entered into the JJIS database application by Lane County Youth Services staff prior to the start of the client involvement and every 120 days afterward. The JCP risk level and types of risk are used in case planning, and will be used to track outcomes of participating youth.

All programs will utilize the criminogenic assessment information to identify and build upon protective factors and mitigate youth risks. The assessment allows staff to get to know the youth better and to identify areas of intervention and support.

5. Evidence-Based Practice

- ✓ [ORS 182.525](#) and [ORS 182.515](#) require Youth Development Division to spend at least 75 percent of state moneys that the agency receives for programs on evidence-based programs.
- ✓ Please submit an evidence-based practice checklist for each program proposed for funding (Appendix B)

Lane County Youth Services (LCYS) incorporates significant and relevant practices throughout its division based on scientific research. LCYS programs are intended to reduce the propensity of a person to commit crimes, improve the mental health of a person with the result of reducing the likelihood that the person will commit a crime or need emergency mental health services, and reduce the propensity of a person who is less than 18 years of age to engage in antisocial behavior with the result of reducing likelihood that the person will become a juvenile offender. The MLK Education Services and MLK Nutrition Services programs qualify as a program under ORS 182.515 because these they meet the criteria of a program. Please see the attached evidence-based practice checklists for each of the programs being proposed for funding.

6. Cultural appropriateness

- ✓ Description of inclusive and developmentally appropriate cultural strategies (Appendix C)
- ✓ Please reference racial and ethnic disparities identified in your data analysis (RRI)
- ✓ Please describe how the program services will be affirming and developmentally supportive of LGBTQ+ youth? (Appendix D)

In Lane County, we are fortunate to be embedded in structures that seek to support the dismantling of structural racism. Our commitment to equity and access is a commitment to social justice. Lane County Youth Services compiled a report on Racial and Ethnic Disparities (R/ED) in Lane County Youth Services, authored by Kevin Alltucker, Ph.D. The report's premise is that "disproportionate risk factors, including trauma, propel youth of color into the juvenile justice system "faster and hotter" compared to white youth and that ecological risk factors contribute greatly to RED in the juvenile justice system." The report may be read in full on our public [website](#).

We are committed to using evidence-based practices and approaches, while training and supporting our R/ED response. Our committee members will be trained in Diversity, Equity, inclusion, and belonging (DEIB); and in Cognitive Behavioral and Criminology principles. In 2024, based on the OYA JJIS Annual Relative Rate Index (RRI) Report, African American youth were referred to Youth Services at a rate 6.11 times that of White youth; and Native American youth were referred to Youth Services at rate of 1.49 times that of White youth. This is a significant increase from the past five years [(2023 = 3.82), (2022 = 4.56), (2021 = 4.01), (2020 = 2.4), (2019 = 4.63)]. Reducing racial disparity in youth referrals in Lane County from our law enforcement partners is essential and will require a strong collaborative effort between LCYS and Lane County law enforcement partners to effect sustainable change. We acknowledge structural racism in the Juvenile Justice System, which is reflected in the Racial and Ethnic Disparities (R/ED) in Lane County Youth Services report.

We acknowledge structural racism in the Juvenile Justice System, which is reflected in the Racial and Ethnic Disparities (R/ED) in Lane County Youth Services report. Studies have shown that people of color are at higher risk of greater penetration into the system. Additionally, we know from past analyses, that in Lane County, probation violations and warrant detainments have been a major factor related to disproportionality at the detention decision-point. Although we have put systems in place to address this issue, which are perhaps a key factor in the juxtaposition of referrals and detention data, it remains important that we continue to provide youth with adequate support to be successful in the community.

We believe that addressing youth with educational and vocational supports (knowing that youth are also disproportionately disciplined in schools and vocational opportunities), is a key to supporting youth in their success in the community and keeping them out of detention (school-to-prison pipeline). The individualized approach in the MLK Education Center allows staff to be particularly culturally responsive.

Providing both criminogenic and social needs assessment services for youth referred to the division will support desistance. The goal is to prioritize the division's criminal justice responses for youth who score as high and moderate criminogenic risk and divert low-risk (non-criminogenic) youth from the juvenile justice system and, if appropriate, to social systems/services that can meet any identified social needs (social needs assessment). The criminogenic risk information will be used to inform decision making (referral and case) and the information collected during the social needs assessment will be used to make community referrals and to inform System of Care (SOC) planning and response.

All staff are required to take Respectful Communication with LGBTQI Youth training through the Prison Rape Elimination Act (PREA) requirements, which is a comprehensive instructional tool for the juvenile justice employees. The tool teaches about LGBTQI youth and our role in supporting and affirming gender-diverse youth. Referral to and engagement with social support systems.

7. Relationship of JCP Prevention Services to the JCP Basic and Diversion funds

- ✓ How does the plan connect to Basic and Diversion services?

Historically, Basic funds are used to fund detention staff, ensure that PREA requirements are met, such as adequately staffing gender representation, etc. Diversion funds support specialized caseloads through FTE funding, reduction in caseload size, increased training, response, specialization such as RAP / drug court, sex offender, and mental health. The funding proposal for 2025-27 JCP Funds will improve the capacity to service youth in detention and community settings, and support the efforts of reducing criminogenic risk-factors, addressing youth needs, and reducing youth recidivism.

8. Budget

- ✓ Budget information should include budget detail and budget narrative
- ✓ Budget worksheet (Appendix E)
- ✓ Please use current budget as a baseline

Martin Luther King, Jr. Education Center – Funding is being requested for \$210,000 to pay for a single dedicated employee to provide Campus Resource desk services. This function works with all MLK students on admission, orientation, and transition in and out of the educational and vocational programs that MLK offers. Additionally, this function inputs and tracks JCP assessments and academic assessments on all students, and coordinates with the LESD Transition Specialist when a youth moves between levels of intervention (detention, residential treatment, community) and educational settings.

MLK Nutritional Services Vocational Programming – Funding is being requested for \$157,500 to support a single part-time staff who will provide specialized education, vocational skill building, and community connection with local businesses to assist youth who engage in programming with earning Career and Technical Education (CTE) credit towards a high school diploma. Funds will also be used to replace outdated kitchen equipment to increase student capacity, and foster safety and an educational setting for youth.

Administrative Costs – Funding is being requested for \$39,948.00 for Youth Services Administration for activities related to contracts, fiscal, reporting, oversight of JCP completion, social needs survey data analysis, *etc.*

APPENDIX A – Sample planning partners list

Lane County Youth Services will be partnering with the following agencies, community partners, and stakeholders, in addition to community members and justice-involved youth and their families for program planning, implementation, and ongoing evaluation.



Youth Development of Oregon (YDO)

Lane County Board of Commissioners

Lane County District Attorneys Office

Lane County Youth Services

Wellpath (Medical Contract Provider)

The Center on Brain Injury Research and Training (CBIRT)

Oregon Youth Authority (OYA)

Oregon Department of Corrections

Other Extended Detention Programs

Public Safety Coordinating Council (PSCC)

Lane County Juvenile Court

Lane County Defense Consortium & Public Defender's Office

Lane County Education Service District (ESD)

Lane County Phoenix STRONG Outpatient Services

Oregon Department of Human Services (ODHS)

Oregon Health Authority

Lane County Law Enforcement Agencies

Cultural and Community Partners

Appendix B – Evidence-Based Practice Checklist

JCP FUNDED PROGRAM (fill out a form for each funded program):

Lane County Youth Services MLK Education Services

PROGRAM TYPE (e.g. mentoring, family therapy/counseling, skill building):

Education transition and recovery credit services

BRIEF DESCRIPTION OF FUNDED PROGRAM:

Martin Luther King Jr. (MLK) Education Center for credit recovery and transition from the Detention Education Program (JDEP) to community-based schools. MLK Education Center is a collaboration between the Lane County Youth Services (LCYS) and Lane Education Service District (LESD). Services provided by the MLK Education Center for justice involved youth include providing educational and vocational support. This unit supervises community service and restitution crews and also provides justice-involved youth the opportunity for restorative interventions. MLK Education Center programs are designed to serve youth who are at the highest risk of dropping out of school or school-connected vocational training programs. The youth served are not currently successful in community schools, need help getting back on track and reconnecting with their schools in a positive way, and would likely have no other educational options in Lane County. The MLK Education Center not only provides critical services rooted in positive youth development, but crucial transition services to the community and schools.

TARGET POPULATION:

The 2025-27JCP Prevention plan will use services and activities provided by LCYS MLK Education Services and MLK Nutrition Services to meet the needs of youth referred to Lane County Youth Services between the ages of 10 and 18 who are demonstrating at-risk behaviors that have come to the attention of community agencies, schools, or law enforcement, will lead to imminent or increased involvement in the juvenile justice system, and have more than one of the following risk factors:

- Antisocial Behavior
- Poor Family Functioning or Support
- Failure in School
- Substance Abuse Problems
- Negative Peer Association

EVIDENCE-BASED PROGRAM

- ✓ Program model is cited on (e.g. SAMHSA, OJJDP):
- ✓ Level or rating of program (e.g. exemplary, effective, model):

MLK Education Center uses the following evidence-based programs to support the delivery and engagement of its services to youth and families:

- Positive Behavior Interventions and Supports (PBIS), effective model
- Juvenile Crime Prevention (JCP) Assessment Tool, effective risk assessment tool

RESEARCH AND THEORY

Based on empirically valid research and theory (please provide citation for the theory and research)

MLK Education Center utilizes Positive Behavioral Interventions and Supports (PBIS) as its primary evidence-based model to support youth in an educational setting. Additionally, the program uses the Juvenile Crime Prevention (JCP) Assessment tool to identify and measure risk outcomes.

Positive Behavioral Interventions and Supports (PBIS) is a widely implemented framework for promoting positive school systems and fostering students' social, emotional, behavioral, and mental health. Numerous studies indicate that PBIS implementation improves student outcomes, educator practices, and school systems. This brief presents the findings of a systematic literature review exploring how Tier 1 PBIS implementation affects valued educational outcomes. Findings demonstrate that PBIS can be designated an evidence-based practice for reducing exclusionary discipline and improving social, emotional, and behavioral outcomes.

Policymakers, practitioners, students, and families have an interest in implementing and supporting practices that are most likely to improve valued outcomes for each and every student. To do so, it is important to examine the evidence to make informed choices about where to invest time and resources to maximize educational effectiveness. Since the initial development of Positive Behavioral Interventions and Supports (PBIS), many researchers and educators have implemented this approach and examined its outcomes across schools in the United States and internationally (e.g., Australia, Canada, France, Germany, Japan, Norway, Taiwan). As a result, ample research now exists regarding its effectiveness and identification as an evidence-based practice.

Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023). Is Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice? Center on PBIS, University of Oregon. www.pbis.org.

<https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis>

RISK PRINCIPLE

- ✓ Uses a validated risk assessment tool (JCP)
- ✓ Addresses risk in family, school, peer group, and other relevant social settings

The **risk principle** suggests that the highest-risk youth should receive the most intensive monitoring and services to reduce their risk of continued offending. Conversely, low risk youth have a lower chance of reoffending even in the absence of services, and therefore should be able to function well with minimal attention.

MLK Education Center uses the Juvenile Crime Prevention (JCP) Assessment Tool to measure and identify youth risks in family, school, peer groups, and other relevant settings. The Juvenile Crime Prevention (JCP) Assessment Tool measures a youth's level of risk, needs, responsivity factors, and strengths to guide early decision-making and assignment of case resources, as well as assist in the development of targeted case plans. The JCP looks to identify both the dynamic (*changeable*) and static (*unchangeable*) risk factors of youth to help professionals manage their caseloads and better structure and target services to youth with higher needs. The JCP Assessment Tool is an instrument specially designed for youth and assesses across six risk domains that many years of research suggest are correlated with an increased likelihood of future re-referral.

The JCP Assessment focuses on the factors that are most critical to promoting positive outcomes for youth. The information collected during assessment guides the creation of a risk level and case plan specific to an individual's risk factors. The entire assessment process is informed by Motivational Interviewing (MI) and is designed to engage youth, provide them a sense of ownership over their case plan, and match supervision and intervention strategies with the youth's levels of risk and motivation, while also highlighting youth strengths and protective factors.

NEED (CRIMINOGENIC) PRINCIPLE

- ✓ Intervention is geared to those factors closely linked to criminal offending rather than an array of needs that are less related to criminal conduct.
- ✓ Services target dynamic factors and needs associated with criminal behavior: antisocial attitudes, values, beliefs; antisocial peer association; family problems with supervision, communication, engagement; difficulties with self-control and problem solving; substance abuse;
- ✓ Intervention is comprehensive and across systems, and addresses many aspects of youths' lives – health, education, employment, cognitive and social skills.

The **need principle** suggests that only those factors associated with reductions in reoffending should be targeted for interventions. These are dynamic risk factors that are theoretically amenable to change, such as parenting practices and negative peer groups. The dynamic risk factors specific to a particular youth are often referred to as criminogenic needs. MLK Education Center uses comprehensive interventions to address youth needs and target dynamic factors and needs associated with criminal behavior. PBIS is a model that addresses many aspects of youth lives, including health, education, employment, and cognitive and social skills.

According to several studies, PBIS implementation leads to improved social, emotional, behavioral, and mental health outcomes for students. For instance, after PBIS implementation, early childhood teachers reported enhanced adaptive skills in preschoolers (Feil et al., 2009). Further, fidelity of implementation was associated with teacher-reported improvements in preschoolers' social skills (Hemmeter et al., 2016). Additional studies have shown that elementary school students are more likely to demonstrate prosocial skills and emotional regulation after PBIS implementation (Bradshaw et al., 2012; Ohkubo et al., 2022). Further, PBIS implementation has been associated with improved on-task behavior among elementary students (Algozzine & Algozzine, 2007; Caldarella et al., 2017; Wu et al., 2019). Finally, elementary school teachers also reported improvement in student behavior and social skills (e.g., assertiveness, communication, cooperation, empathy, engagement, peer relations; Caldarella et al., 2018; Nelson et al., 2002; Smolkowski et al., 2016).

PBIS implementation also leads to the reduction of disruptive behavior in early childhood settings. After PBIS implementation, early childhood teachers reported a reduction in aggressive behaviors and contextually inappropriate behaviors in preschoolers (Feil et al., 2009; Hemmeter et al., 2016). Implementing PBIS has also been linked to reductions in off-task behavior, behavior incidents, aggressive behavior, and disruptive behavior among elementary students (Algozzine & Algozzine, 2007; Bradshaw et al., 2012; Lewis et al., 2002; Solomon et al., 2012; Ward & Gersten, 2013; Wu et al., 2019), especially among students who struggle with behavioral issues (Condliffe et al., 2022). Additionally, teachers reported less bullying behavior and lower levels of rejection over time in schools randomly assigned to implement PBIS (Waasdorp et al., 2012). Lastly, elementary schools that combined PBIS and social-emotional learning (SEL) implementation showed the greatest improvements in mental health, with the biggest reduction in externalizing behavior challenges (Cook et al., 2015). Following the implementation of PBIS in secondary settings, there have been documented reductions in observed inappropriate behavior incidents, as well as reported by teachers (Flannery et al., 2014; Oswald et al., 2005; Solomon et al., 2012). Further, teachers in secondary schools reported

a decrease in disruptive behavior when Tier 2 PBIS efforts were incorporated into a solid Tier 1 foundation (Van Camp et al., 2021).

In schools where PBIS was implemented with fidelity, referrals to intensive support for students may be reduced. In one study, the proportion of students requiring targeted (Tier 2) and intensive (Tier 3) support decreased (Bohanon et al., 2006). Bradshaw and colleagues (2015) also found that schools randomly assigned to implement PBIS had a lower percentage of students referred for counseling support or special education evaluations after implementation.

RESPONSIVITY PRINCIPLE

- ✓ Builds on strengths, assets, and protective factors
- ✓ Provides services that are sensitive, relevant, and specific to culture and gender

The **responsivity principle** suggests that interventions need to address the youth's specific characteristics that may affect their response to treatment (*e.g., learning style, motivation, mental health*). MLK Education Center takes builds on youth strengths, assets, and protective factors and delivers services that are sensitive, relevant, and specific to culture and gender.

The MLK Education Center offers wrap-around services and support to youth who have experienced multiple interruptions in traditional school placements. Services include an alternative school to give students the individualized attention that they need to prepare to integrate back to their home school and vocational programming. The program is a collaboration between Lane County Youth Services (LCYS) and Lane Education Service District (LESD) and will be a critical partner in providing educational support for Individual Education Plans, alternative education support, developmental deficit assessment and improvement, GED preparation and testing services, and credit recovery. Youth identified as having specific indicators of a traumatic brain injury will receive individual support for further assessment and connection to special education services through a partnership with the University of Oregon, Center on Brain Injury Research and Training (CBIRT). Through its partnership with LESD, MLK Education Center will screen and assess youth referred for crimes for support needed for credit deficiency, attendance, and special education needs by an Education Transition Specialist. The MLK Education Center tracks student attendance daily and shares this with guardians and Lane County Youth Services Juvenile Counselors.

QUALITY SERVICE DELIVERY

- ✓ Staff, volunteers, providers have relevant education, training, and experience
- ✓ Staff, volunteers, providers model pro-social values and behavior

MLK Education Services collaborates with Lane Education Services District (LESD) for certified teachers to deliver accredited curriculum in their program. Lane County Youth Services hires support staff meeting minimum education, training, and experience standards and strong expectations for demonstration of pro-social values and behavior. An extensive background check (with PREA standards) is required for all LESD employees and Lane County Youth Services employees.

COLLABORATION

Collaboration and integration of services is demonstrated and authentic

MLK Education Services collaborates with the Oregon Department of Education and Lane Education Services District (LESD) for certified teachers to deliver accredited curriculum to youth in their program, and a transition specialist to provide expert assistance in helping youth transition back to their home

school districts. LCYS has a strong collaboration model with community providers as outlined in the 2025-27 JCP Plan.

COGNITIVE-BEHAVIORAL PRINCIPLE

- ✓ Emphasis on cognitive-behavioral approaches
- ✓ Includes structured follow-up and planned support to reinforce skills

Like traditional settings, the goal of PBIS in juvenile justice settings is to establish a multi-tiered system of increasingly intensive supports to effectively meet the needs of all youth being served and emphasizes cognitive-behavioral approaches through three tiers.

Tier 1 facilitates a proactive, positive, and preventative approach to youth behavior. Tier 1 elements include:

- Establishing behavioral expectations applicable throughout the facility
- Defining each expectation as it applies to activities, treatment, and residential settings
- Developing procedures to teach all youth about specific expected behaviors
- Providing useful reminders for youth about expected behaviors
- Acknowledging youth for correct, rule-following behaviors
- Responding to minor misbehavior consistently across staff and programs.

Tier 2

Most facilities find implementing Tier 1 components correctly and consistently leads to fewer disciplinary incidents. However, some youth will continue to exhibit challenging behaviors. In these cases, Tier 2 practices provide more reminders, feedback, and specialized instruction for those youth. Programs like Check-In Check-Out, Aggression Replacement Training, or Merging Two Worlds are all examples of Tier 2 supports.

Tier 3 supports are student-focused and intensive enough to support severe challenging behaviors. Juvenile justice is, by nature, a multidisciplinary setting. School personnel, corrections officers, psychologists, nutritionists, social workers, and doctors can collaborate to plan for intensive cognitive-behavioral Tier 3 supports.

CULTURAL ADAPTATION

- ✓ Culturally equivalent model of a model program
- ✓ Cultural adaptation is based on data, research and community assessment
- ✓ Principles of evidence-based practice are implemented in accordance with the values of target community

MLK Education Services and MLK Nutrition Services are programs where youth of diverse gender, geography, language, and non-majority racial and ethnic backgrounds thrive in succeeding and connect to prosocial attitudes, beliefs, and values.

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

PBIS implementation has been consistently shown to reduce the use of exclusionary discipline practices across numerous studies, including randomized controlled trials. Many studies in elementary schools show that PBIS implementation reduced overall rates of discipline referrals (Algozzine et al., 2012; Bohanon et al., 2006; Bradshaw, Mitchell, O'Brennan, et al., 2010; Bradshaw et al., 2012; Collins & Ryan, 2016; Curtis et al., 2010; Horner et al., 2009; Lassen et al., 2006; Luiselli et al., 2005; McCrary et al., 2012; McDaniel & Bloomfield, 2020; Nelson et al., 1998; Nelson et al., 2002; Otsui et al., 2022; Scott & Barrett, 2004; Sherrod et al., 2009; Sprague et al., 2001; Ward & Gersten, 2013), and reduced

inequities in exclusionary discipline for Black students (PaynoSimmons, 2021) and students with disabilities (Bradshaw et al., 2015). Similarly, PBIS has been found to reduce discipline referral rates in middle and high schools (Caldarella et al., 2011; Flannery et al., 2014; Freeman et al., 2016; Gage et al., 2018; Malloy et al., 2018; McCrary et al., 2012; McDaniel & Bloomfield, 2020; Morrissey et al., 2010; Otsui et al., 2022; Sprague et al., 2001), as well as for students with disabilities in alternative settings implementing PBIS (Farkas et al., 2012; Johnson et al., 2013; Kalke et al., 2007; Simonsen et al., 2010).

The JCP has been demonstrated to be a valid predictor of criminal re-referral across different racial and ethnic groups. (Baird, C., Healy, T., Johnson, K., Bogie, A., Dankert, E., & Scharenbroch, C. *A Comparison of Risk Assessment Instruments in Juvenile Justice*, National Council on Crime and Delinquency 65 (2013), [A Comparison of Risk Assessment Instruments \(ojp.gov\)](#); Tarte, J. M., Mackin, J. R., & Malsch, A. M, [Juvenile Crime Prevention Program Evaluation Summary 2009-11. A report to the Oregon Commission on Children and Families. \(NPC Research: Portland, OR. Feb 2012\)](#). The JCP was last validated in 2011.)

TECHNICAL ASSISTANCE NEEDS

None

JCP FUNDED PROGRAM (fill out a form for each funded program):

Lane County Youth Services MLK Nutrition Services

PROGRAM TYPE (e.g. mentoring, family therapy/counseling, skill building):

Vocational programming and skill building

BRIEF DESCRIPTION OF FUNDED PROGRAM:

MLK Nutrition Services provides culinary arts and horticultural vocational programming to youth attending the MLK Education Center. This program provides vocational opportunities to youth who are engaged in extended detention programming, diversion, and deflection services and develop career technical education (CTE) curriculum to support youth in credit recovery. This program helps youth meet high school graduation requirements and develop and deepen our current vocational programs by creating a state-of-the-art farm to school, farm to table, farm to catering program. Food sources will focus primarily on our own outdoor garden, hydroponic growing towers, and greenhouse, but also from other local areas, such as local markets and farms.

TARGET POPULATION:

The 2025-27JCP Prevention plan will use services and activities provided by LCYS MLK Education Services and MLK Nutrition Services to meet the needs of youth referred to Lane County Youth Services between the ages of 10 and 18 who are demonstrating at-risk behaviors that have come to the attention of community agencies, schools, or law enforcement, will lead to imminent or increased involvement in the juvenile justice system, and have more than one of the following risk factors:

- Antisocial Behavior
- Poor Family Functioning or Support
- Failure in School
- Substance Abuse Problems
- Negative Peer Association

EVIDENCE-BASED PROGRAM

- ✓ Program model is cited on (e.g. SAMHSA, OJJDP):
- ✓ Level or rating of program (e.g. exemplary, effective, model):

MLK Nutrition Services uses the following evidence-based programs to support the delivery and engagement of its services to youth and families:

-Positive Youth Development, Effective Model

-Juvenile Crime Prevention (JCP) Assessment Tool, effective risk assessment tool

RESEARCH AND THEORY

Based on empirically valid research and theory (please provide citation for the theory and research)

MLK Nutrition Services utilizes Positive Youth Development as its primary evidence-based model to support youth in a vocational learning setting. Additionally, the program uses the Juvenile Crime Prevention (JCP) Assessment tool to identify and measure risk outcomes.

Targeted (Selected and Indicated) School-Based Social Information-Processing Interventions are violence prevention programs that aim to improve one or more aspects of students' social information-processing difficulties. Targeted prevention involves directing prevention efforts toward particular students who are at risk for aggressive or violent behavior, or who are already exhibiting these behaviors. Social information processing refers to how individuals (in this case, children) interpret and process social situations. It is believed that children with aggression fail to process the information received from peers and others during social interactions, which leads to aggressive behavior (Dodge and Crick 1990).

<https://crimesolutions.ojp.gov/ratedpractices/targeted-school-based-social-information-processing-interventions-aggression#1-0>

RISK PRINCIPLE

- ✓ Uses a validated risk assessment tool (JCP)
- ✓ Addresses risk in family, school, peer group, and other relevant social settings

The **risk principle** suggests that the highest-risk youth should receive the most intensive monitoring and services to reduce their risk of continued offending. Conversely, low risk youth have a lower chance of reoffending even in the absence of services, and therefore should be able to function well with minimal attention.

MLK Nutritional Services uses the Juvenile Crime Prevention (JCP) Assessment Tool to measure and identify youth risks in family, school, peer groups, and other relevant settings. The Juvenile Crime Prevention (JCP) Assessment Tool measures a youth's level of risk, needs, responsivity factors, and strengths to guide early decision-making and assignment of case resources, as well as assist in the development of targeted case plans. The JCP looks to identify both the dynamic (*changeable*) and static (*unchangeable*) risk factors of youth to help professionals manage their caseloads and better structure and target services to youth with higher needs. The JCP Assessment Tool is an instrument specially designed for youth and assesses across six risk domains that many years of research suggest are correlated with an increased likelihood of future re-referral.

The JCP Assessment focuses on the factors that are most critical to promoting positive outcomes for youth. The information collected during assessment guides the creation of a risk level and case plan specific to an individual's risk factors. The entire assessment process is informed by Motivational Interviewing (MI) and is designed to engage youth, provide them a sense of ownership over their case plan, and match supervision and intervention strategies with the youth's levels of risk and motivation, while also highlighting youth strengths and protective factors.

NEED (CRIMINOGENIC) PRINCIPLE

- ✓ Intervention is geared to those factors closely linked to criminal offending rather than an array of needs that are less related to criminal conduct.
- ✓ Services target dynamic factors and needs associated with criminal behavior: antisocial attitudes, values, beliefs; antisocial peer association; family problems with supervision, communication, engagement; difficulties with self-control and problem solving; substance abuse;
- ✓ Intervention is comprehensive and across systems, and addresses many aspects of youths' lives – health, education, employment, cognitive and social skills.

The **need principle** suggests that only those factors associated with reductions in reoffending should be targeted for interventions. These are dynamic risk factors that are theoretically amenable to change, such as parenting practices and negative peer groups. The dynamic risk factors specific to a particular

youth are often referred to as criminogenic needs. Nutrition Services uses comprehensive interventions to address youth needs and target dynamic factors and needs associated with criminal behavior. Positive Youth Development is a model that addresses many aspects of youth lives, including health, education, employment, and cognitive and social skills.

Targeted social information-processing interventions are grounded in the social information-processing model, which holds that children experience a social situation as a result of their biological dispositions and memories from past experiences. Children receive input from the social situation, and their behavioral responses are the result of processing this input (Crick and Dodge 1994). According to the model, input is processed through the six social information-processing steps (described above). It is believed that a deficiency in one of the six interrelated steps produces negative social behaviors such as aggression. The theory further argues that aggressive children and nonaggressive children differ in their abilities to process social information (Wilson and Lipsey 2006).

RESPONSIVITY PRINCIPLE

- ✓ Builds on strengths, assets, and protective factors
- ✓ Provides services that are sensitive, relevant, and specific to culture and gender

The ***responsivity principle*** suggests that interventions need to address the youth's specific characteristics that may affect their response to treatment (*e.g., learning style, motivation, mental health*). MLK Education Center takes builds on youth strengths, assets, and protective factors and delivers services that are sensitive, relevant, and specific to culture and gender.

The MLK Nutrition Services offers support to youth who have experienced multiple interruptions in traditional school or vocational placements. The Culinary Arts vocational program provides youth with hands-on experience in all aspects of a commercial kitchen environment, cooking, food service, and catering. Students learn how to use institutional and commercial kitchen equipment safely and about the practical and business aspects of catering industry. Each student receives the Oregon Food Handlers Certification training that is used to obtain their Food Handlers Card. This gives them eligibility to work in the food service industry for three years. The development of Career and Technical Education (CTE) curriculum ensure youth, instead of elective credits, receive educational core credit for vocational program participation. CTE programs use technology and science to support the acquiring of technical skills, professional practice, and academic knowledge critical for career success in high-wage, in-demand careers, and reduces criminogenic risk factors.

QUALITY SERVICE DELIVERY

- ✓ Staff, volunteers, providers have relevant education, training, and experience
- ✓ Staff, volunteers, providers model pro-social values and behavior

MLK Nutrition Services collaborates with MLK Education Center, Lane Education Services District (LESD) for certified teachers to deliver accredited curriculum in their program. Lane County Youth Services hires support staff meeting minimum education, training, and experience standards and strong expectations for demonstration of pro-social values and behavior. An extensive background check (with PREA standards) is required for all LESD employees and Lane County Youth Services employees.

COLLABORATION

Collaboration and integration of services is demonstrated and authentic

MLK Nutrition Services collaborates with MLK Education Services, the Oregon Department of Education, and Lane Education Services District (LESD) for certified teachers to deliver accredited curriculum to youth in their program, and a transition specialist to provide expert assistance in helping youth transition back to their home school districts. LCYS has a strong collaboration model with community providers as outlined in the 2025-27 JCP Plan.

COGNITIVE-BEHAVIORAL PRINCIPLE

- ✓ Emphasis on cognitive-behavioral approaches
- ✓ Includes structured follow-up and planned support to reinforce skills

Overall, the goal of Positive Youth Development interventions is to improve the social behavior of these targeted school-aged children, and thereby reduce their negative behaviors (such as aggression and violent behavior) that are thought to be the result of cognitive deficits in social information processing (Wilson and Lipsey 2006).

Social information-processing programs can be distinguished by three characteristics:

1. The program includes training in at least one of the social information-processing steps:
 - Encoding situational and internal cues,
 - Interpreting the situational and internal cues,
 - Choosing or clarifying a goal,
 - Producing or accessing possible responses to meet the chosen goal,
 - Selecting a response, and
 - Executing the behavior.
2. Rather than targeting specific behavioral skills, the program emphasizes cognitive-thinking skills. Through teaching students cognitive and thinking skills, social information-processing interventions aim to improve a student's ability to process information in a variety of social situations.
3. The program includes structured tasks and activities to teach cognitive skills to the students. Students then have the opportunity to apply the skills to actual social situations.

It is important to distinguish social information-processing programs from interventions with similar features. For example, interventions that target behavioral-social skills are different from social information-processing interventions in that the behavioral-social skills interventions focus on social or antisocial behaviors, whereas social information-processing programs focus on the underlying cognitive processes. Similarly, social information-processing interventions are different from other cognitively oriented programs in that the cognitive programs focus on thinking skills, but do not focus on the interpersonal relationships, which is a defining feature of social information processing.

CULTURAL ADAPTATION

- ✓ Culturally equivalent model of a model program
- ✓ Cultural adaptation is based on data, research and community assessment
- ✓ Principles of evidence-based practice are implemented in accordance with the values of target community

MLK Education Services and MLK Nutrition Services are programs where youth of diverse gender, geography, language, and non-majority racial and ethnic backgrounds thrive in succeeding and connect to prosocial attitudes, beliefs, and values.

Positive Youth Development promotes the well-being of young people within the positive youth development (PYD) framework has been found to be promising. The basic models of PYD—the 5C's (competence, confidence, character, connection, and caring) and developmental assets (significant relationships, skills, opportunities and values that promote thriving exemplified by external assets or environmental resources and internal assets or interpersonal strengths), have been largely shown to promote positive aspects of development among diverse samples of young people.

The JCP has been demonstrated to be a valid predictor of criminal re-referral across different racial and ethnic groups. (Baird, C., Healy, T., Johnson, K., Bogie, A., Dankert, E., & Scharenbroch, C. *A Comparison of Risk Assessment Instruments in Juvenile Justice*, National Council on Crime and Delinquency 65 (2013), [A Comparison of Risk Assessment Instruments \(ojp.gov\)](#); Tarte, J. M., Mackin, J. R., & Malsch, A. M, [Juvenile Crime Prevention Program Evaluation Summary 2009-11. A report to the Oregon Commission on Children and Families. \(NPC Research: Portland, OR. Feb 2012\)](#). The JCP was last validated in 2011.)

TECHNICAL ASSISTANCE NEEDS

None

Appendix C – Cultural Appropriateness

1. Identify and analyze any racial and ethnic disparities in local data

At a minimum using the *Juvenile Justice Information System (JJIS) Racial and Ethnic Disparities Report* for your County. (Your country report may be found [here](#).) If this is explained in another section of the plan please summarize in this section and/or refer to the page(s) where this information can be found.

- ✓ Are there racial and ethnic disparities in your Jurisdiction (County/Tribe) and what Race or Ethnic Groups have disparate outcomes? What are the Decision Points where you see disparities?
- ✓ Do you have programs and services that are designed to meet the needs of Youth experiencing where the disparities are present and persisting?
- ✓ Are the numbers of Black, Hispanic, and/or Native American Youth, or the disparities in these categories statistically significant*? How does statistical significance/insignificance impact your programs, services, supports, practices and/or hiring/staffing?

In Lane County, we are fortunate to be embedded in structures that seek to support the dismantling of structural racism. Our commitment to equity and access is a commitment to social justice. Lane County Youth Services compiled a report on Racial and Ethnic Disparities (R/ED) in Lane County Youth Services, authored by Kevin Alltucker, Ph.D. The report's premise is that "disproportionate risk factors, including trauma, propel youth of color into the juvenile justice system "faster and hotter" compared to white youth and that ecological risk factors contribute greatly to RED in the juvenile justice system." The report may be read in full on our public [website](#).

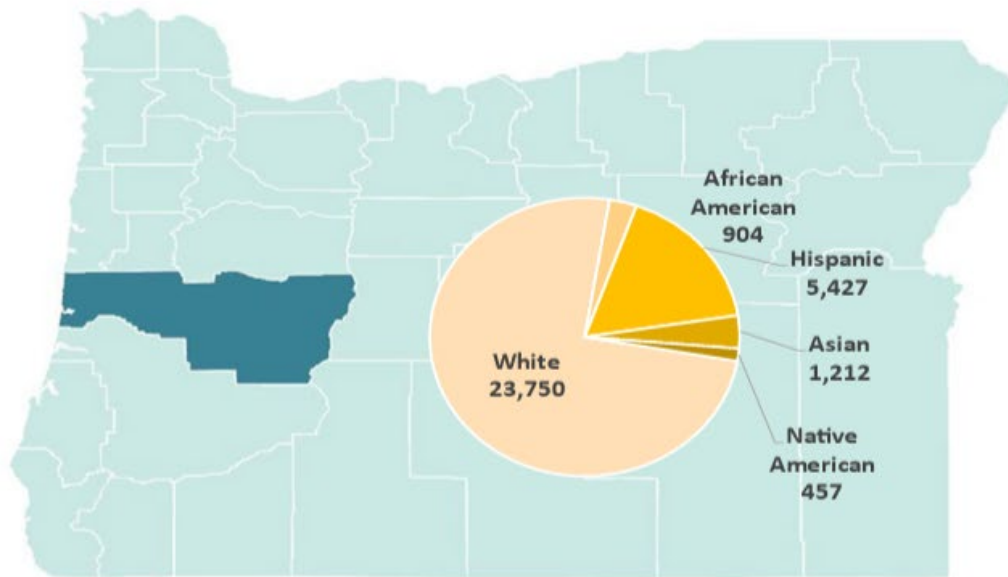
We are committed to using evidence-based practices and approaches, while training and supporting our R/ED response. Our committee members will be trained in Diversity, Equity, inclusion, and belonging (DEIB); and in Cognitive Behavioral and Criminology principles. In 2024, based on the OYA JJIS Annual Relative Rate Index (RRI) Report, African American youth were referred to Youth Services at a rate 6.11 times that of White youth; and Native American youth were referred to Youth Services at rate of 1.49 times that of White youth. This is a significant increase from the past five years [(2023 = 3.82), (2022 = 4.56), (2021 = 4.01), (2020 = 2.4), (2019 = 4.63)]. We also see areas for improvement for specific populations for petitions not filed and filed. Reducing racial disparity in these areas will require a strong collaborative effort with LCYS division programs and between LCYS and Lane County law enforcement partners to effect sustainable change. We acknowledge structural racism in the Juvenile Justice System, which is reflected in the Racial and Ethnic Disparities (R/ED) data in JJIS for Lane County Youth Services as shown below:

Youth in contact with juvenile justice system — racial disparities

Lane County

Criminal behaviors only

At Risk Population (Youth 10-17)



In comparison to white youth contacts with the juvenile justice system, other groups experience contact at the following rates:

Juvenile Justice System Path Decision Point	Relative Rate Index (RRI) Compared to White Youth			
	African American	Hispanic	Asian	Native American
Referred to Juvenile Department	6.11	0.91	*	1.49
Cases Involving Secure Detention	0.95	0.81	*	*
Cases Not Petitioned	0.66	0.78	*	*
Cases Petitioned (Charges Filed)	0.71	1.35	*	*
Cases Resulting in Confinement	*	*	*	*
Cases Transferred to Adult Court	*	*	*	*

KEY: * Insufficient numbers to provide reliable results

RRI
is desirable

RRI
is area for improvement

We acknowledge structural racism in the Juvenile Justice System, which is reflected in the Racial and Ethnic Disparities (R/ED) in Lane County Youth Services report. Studies have shown that people of color are at higher risk of greater penetration into the system. Additionally, we know from past analyses, that in Lane County, probation violations and warrant detainments have been a major factor related to

disproportionality at the detention decision-point. Although we have put systems in place to address this issue, which are perhaps a key factor in the juxtaposition of referrals and detention data, it remains important that we continue to provide youth with adequate support to be successful in the community. We anticipate the addition of deflection and diversion services for 90% or more of LCYS referrals will significantly reduce disparity in petitions filed and not filed.

We believe that addressing youth with educational and vocational supports (knowing that youth are also disproportionately disciplined in schools and vocational opportunities), is a key to supporting youth in their success in the community and keeping them out of detention (school-to-prison pipeline). The individualized approach in the MLK Education Center and MLK Nutrition Services allows staff to be particularly culturally responsive.

Providing both criminogenic and social needs assessment services for youth referred to the division will support desistance. The goal is to prioritize the division's criminal justice responses for youth who score as high and moderate criminogenic risk and divert low-risk (non-criminogenic) youth from the juvenile justice system and, if appropriate, to social systems/services that can meet any identified social needs (social needs assessment). The criminogenic risk information will be used to inform decision making (referral and case) and the information collected during the social needs assessment will be used to make community referrals and to inform System of Care (SOC) planning and response.

More than half of LCYS staff identify as a person of color or gender diverse which promotes strong diversity, inclusion, and belonging for the youth we serve. All staff are required to take Respectful Communication with LGBTQI Youth training through the Prison Rape Elimination Act (PREA) requirements, which is a comprehensive instructional tool for the juvenile justice employees. The tool teaches about LGBTQI youth and our role in supporting and affirming gender-diverse youth. Referral to and engagement with social support systems.

2. Describe Cultural Strategies

Cultural strategies are defined as: services, programs, practices, supports and staffing as well as training and professional development that are culturally, and/or linguistically relevant, specific and responsive. Examples include: staff and/or volunteers with lived experience and/or identify with the same racial/ethnic/immigrant background as youth they serve; practices such as sweat lodges, talking/healing circles, restorative dialogues and relationships, affinity groups (youth from specific racial/ethnic background meeting together in shared/safe space); multicultural gatherings; partnerships, and/or contracts/subcontracts with community-based groups, organizations, and/or churches who represent the racial/ethnic/immigrant/refugee communities and families.

- ✓ What cultural strategies are you implementing in your jurisdiction?
- ✓ Explain the goal(s) of these strategies.
- ✓ What trainings or professional development opportunities related to cultural strategies and racial and ethnic disparities will be offered in the two years of this plan? If no trainings are planned, how can YDD help in this area?

In October 2019, Lane County Division of Youth Services (DYS) commissioned a report on the Racial & Ethnic Disparities (R/ED) in the Lane County Juvenile Justice System (R/ED Report) in response to increased rates in service disparity for youth of color. This report was completed in late spring of 2020.

Lane County is now in the process of implementing an intentional, thoughtful, and coordinated response to the R/ED report. In 2022 and 2023, a contractor was selected to develop the R/ED Response, and this work is currently in progress. This combined response will provide: 1) Diversity, Equity, and Inclusion (DEI) training to build DYS DEI leadership skill (“muscle”) and establish a common language, so leadership is able to support and promote the organizational response to the R/ED Report; 2) Facilitation of the creation of a Juvenile Public Safety Coordinating Council (J-PSCC) R/ED Subcommittee and assistance with the coronation of communication between DYS and the Subcommittee; 3) DEI training for DYS staff and R/ED Subcommittee members focused on “building muscle” and common language, understanding criminal/juvenile justice system and history specific R/ED information, R/ED Report information; 4) Consultation, recommendations and support to assist DYS with the development of a plan for responding to the recommendations in the R/ED Report. The philosophical lens used for the DEI component is one of addressing systemic disparity through humanization (belonging and inclusion). Additionally, all training provided will have a component acknowledging the historical and systemic impacts of Disproportionate Minority Contact (DMC) and R/ED in the justice system/juvenile justice system.

MLK Education Services and MLK Nutrition Service focuses on community-based services to reduce youth crime and recidivism that aligns with the prioritization of culturally appropriate and gender affirming practices. Based on the OYA JJIS Report, in 2023, 30% to 38% of youth who had a probation violation were youth of color. We are committed to using evidence-based practices/approaches, while training and supporting our R/ED response. The LCYS staff will follow the guidance of policy, procedure, and practices developed through a DEI lens. Training in Diversity, Equity, and Inclusion (DEI) will further support LCYS staff in facilitating evidence-based practices for comprehensive division-wide services. Lane County Youth Services will utilize an evidence-informed model, incorporating youth and family voice into its design, decision-making process, and evaluation of activities, services, and partnerships.

3. Explain how you achieve an inclusive organization

- ✓ Do you have connections/relationships with Communities of Color, or organizations/individuals from those communities? Please describe.
- ✓ How does gender, geography/address, and language impact disparities and/or services for Youth from non-majority racial and ethnic backgrounds, and those where a language other than English is their Native language or language spoken at home?
- ✓ If not answered in an earlier section, how were Youth (particularly those impacted by racial and ethnic disparities), community members, and system partners (child welfare, law enforcement, education, defense bar, health, human services, etc.) included and engaged in the development and approval of your JCP Plan? If this is explained in another section of your plan please summarize in this section and/or refer to the page(s) where this information can be found.

Lane County Youth Services is in its third year of Performance-based Standards (PbS) with Center for Improving Youth Justice. PbS has a strong commitment to Diversity, Equity, and Inclusion (DEI). This commitment is reflected in their approach to ensuring that the needs and experiences of youth of color is addressed including disparity impacts resulting from gender, geography, language and non-majority racial and ethnic backgrounds. By collecting data from youths, staff, and families, PbS identifies areas where improvements are needed and works with facilities to implement changes that promote equity and better outcomes for all youth. In alignment with PbS guidance, youth and families

are asked to provide feedback and specific service points, and peer and parent-led activities will be integrated into therapeutic services provided. Feedback provided through PbS surveys supports the goals outlined previously for the 2025-27 JCP Plan. MLK Education Services and MLK Nutrition Services are programs where youth of diverse gender, geography, language, and non-majority racial and ethnic backgrounds thrive in succeeding and connect to prosocial attitudes, beliefs, and values.

LCYS plans to partner with the Public Safety Coordinating Council and Lane County System of Care (SOC) Youth Council (We are Voices of Youth, WAVY) to design, inform, and review program services and outcomes, including disparity impacts resulting from gender, geography, language, and non-majority racial and ethnic backgrounds. Relationships will be developed and enhanced with local partners to create long-term community connection for youth and families for sustainable engagement by youth and families of color. These local partners include Centro Latino Americano, Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Tribal Members, Confederated Tribes of Siletz Tribal Members, Japanese American association of Lane County, Asian American Council of Oregon, National Association for the Advancement of Colored People, the ARC, and Community Alliance of Lane County. These partners will inform cultural competence, humility, and safety to promote long-term engagement with youth and families and reduce risk factors for youth recidivism. Partners will assist with developing and ongoing evaluation of safe, affirming, and inclusive spaces and services for youth and families.

Appendix D - Best practices for LGBTQ+ youth

- ✓ Ensure that LGBTQ youths have access to care consistent with best practices for these populations.
- ✓ On an individual level, professionals must treat all youths, including those who identify as LGBTQ or non-gender conforming, with respect and fairness.
- ✓ Ensure that LGBTQ youths receive appropriate services—such as connecting youths to affirming social, recreational, and spiritual opportunities—and that confidentiality is respected.
- ✓ Recognize and acknowledge that experiences at home, in placement, in school, in the community, and in the juvenile justice system may have been traumatic, and that LGBTQ youth may need support, intervention, or treatment for trauma.
- ✓ Identify when youths are entering the juvenile justice system because of alienation, exclusion, or persecution they have experienced at home, in foster care, in group homes, in the community, or at school owing to their sexual orientation or gender identity. Ensure that steps are taken to preserve youths' safety and well-being, which includes protecting confidentiality, rather than forcing them back into a hostile environment.
- ✓ In situations where family rejection is an issue because parents/caregivers reject the youths based on their sexual orientation or gender identity, ensure that counseling and other services are offered to the whole family, that every effort is made to keep children with their families, and that alternative supportive residential arrangements are made when caregivers are unwilling to reengage despite being offered or participating in appropriate interventions.
- ✓ Do staff receive training and resources regarding the unique societal, familial, and development challenges confronting LGBTQ+ youth?

LCYS services and community partnerships are focused on measurables for improving resilience and community partnerships that prioritize opportunities for LGBTQI youth. All screening tools, assessments, treatment modalities, curriculum, and skills-related diversion and intervention services

meet evidence-informed standards, meet best practices outlined above, and prioritize opportunities for LGBTQI. These activities were chosen as they address the individual needs of youth and their families, reduce barriers and disparity, support a model of supportive and community-based stabilization, and align with culturally appropriate and gender affirming practices

Services that support LGBTQI youth and ensure access to best practices care and affirm social, recreational, and spiritual opportunities include screenings for sense of belonging, sensory-based and developmental deficiencies, traumatic brain injuries, and mental health and substance disorders; assessment for mental health substance disorder treatment needs; referrals to individual, group, or family outpatient treatment; in-home behavioral rehabilitation services skills support; referral to an Education Transition Specialist for evaluation of support needed for credit deficiency, attendance, and special education needs; and supported connections to culturally responsive and gender affirming community needs-based resources such as PFlag, the Lane Community College Gender Equity Center, NAMI Support Groups, the Center for Family Development (AFFIRM Group), National Center for Transgender Equality, Trans Legal Services Network. Community partner, Trans*Ponder, is a primary resource for gender affirming resources for youth and represented in the Lane PSCC (providing connection to crisis, medical, surgical, mental health, gender affirming bodywork, faith centers, bias reporting resources, and other gender affirming resources).

All staff are required to take Respectful Communication with LGBTQI Youth training through the Prison Rape Elimination Act (PREA) requirements, which is a comprehensive instructional tool for the juvenile justice employees. The tool teaches about LGBTQI youth and our role in supporting and affirming gender-diverse youth. Referral to and engagement with social support systems. Additional local workforce trainings and education for supporting LGBTQI youth and their families regarding the unique societal, familial, and development challenges confronting LGBTQ+ youth are strongly encouraged and prioritized for LCYS staff to attend.

APPENDIX E – BUDGET

BUDGET CATEGORY	Amount
Personnel Each position by title, percentage of time devoted to the project or FTE, and annual salary / hourly rate. MLK Education Center - Senior Juvenile Justice Specialist, 1 FTE, %75 of time devoted to Campus Resource Desk services, \$105,000 annually Nutrition Services – Juvenile Justice Specialist, .5 FTE, %100 of time devoted to culinary education for youth, \$36,250 annually	\$110,000 \$ 72,500
Fringe Benefits Fringe benefit costs and payroll taxes for each personnel position.	\$100,000
Travel	NA
Equipment Equipment is tangible personal property costing over \$5,000 and having a useful life of more than one year.	\$85,000
Supplies Supplies are items with a useful life of less than one year.	NA
Consultants/Contracts Provide a brief description of the services to be provided.	NA
Other Costs	NA
Grant Administration Applicant's administration of the grant funds, including indirect costs.	\$ 39,948
Total	\$407,448

COUNTY CONTACTS

Authorized Contract Signer Contact Information:

(County Administrator of BOCC Chair)

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Title Lane County Administrator

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Lead Agency:

(Community Justice & Rehabilitation Services Department Director – juvenile & adult)

Lead Agency Director Contact Information:

Name Greg Rikhoff

Title Department Director and Chief Operations Officer

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(Juvenile Justice Main Contact)

Name Patti Robb

Title Community Justice Principle Manager

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Electronic Grant Management System (EGMS) Contact

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Telephone 541-682-4707

Please submit your plan by March 31, 2025, via email to JCP@ode.oregon.gov



PSCC OFFICERS

CHAIR, ERIN REYNOLDS
Florence City Manager

VICE CHAIR, RYAN CENIGA
County Commissioner

VOTING MEMBERS

NANCY PANCE
Community Member

GREETJE BRUNSMANN
Community Corrections Manager

SHAWN MCWEENEY
Community Member

PATTI ROBB
Interim Health & Human Services
Youth Services Division Manager

PAULINE GICHOHI
Health & Human Services
Community Mental Health Director

CLIFTON HARROLD
Sheriff

TBD
Community Member

JAY MCALPIN
Circuit Court Presiding Judge

CAITLIN PLUMMER
Public Defender

CHRISTOPHER PAROSA
District Attorney

JAMI RESCH
Chief, Springfield Police
Department

CHRIS SKINNER
Chief, Eugene Police Department

SARAH STEWART
Victim Services Representative

ALAN ZELENKA
Eugene Councilor

JOCELYN WARREN
Health & Human Services
Public Health Manager (Health)

ANNIE HERZ
Reentry Services Provider

NON-VOTING MEMBERS

JASON JONES
Oregon Youth Authority Supervisor

STEVE MOKROHISKY
County Administrator

CHRIS PHILLIPS
Oregon State Police
Representative

March 21, 2025

To: Board of County Commissioners

From: Lane County (Local) Public Safety Coordinating Council

Re: Juvenile Crime Prevention Plan

The Lane County Public Safety Coordinating Council supports the recommendation below for the allocation of Juvenile Crime Prevention funds in Lane County and recommends adoption by the Board of County Commissioners. Any future adjustments due to funding changes will be initiated by the respective program.

Martin Luther King, Jr. (MLK) Education Center - \$210,000

Supports the Campus Resource desk function for MLK Education Services. This programming is designed to serve youth at highest risk of dropping out of school or school related vocational programs by developing successful transition pathways to and in Lane County schools.

MLK Nutritional Services horticulture and culinary vocational programming - \$157,500

Supports staffing and equipment needed to facilitate culinary and food-to-table education and career technical education (CTE) curriculum.

Administrative Costs= \$39,948.00

Supports Community Justice and Rehabilitation Services for activities related to contracts, fiscal, reporting, oversight of JCP completion, social needs survey data analysis, etc.

Total allocation: \$407,448

Respectfully,

A handwritten signature in blue ink that reads "ER Reynolds".

Erin Reynolds, PSCC Chair
City Manager, City of Florence