

THE BOARD OF COUNTY COMMISSIONERS, LANE COUNTY, OREGON

ORDER
94-7-26-1

)
)
) IN THE MATTER OF APPROVING THE
) COMMISSION ON CHILDREN AND FAMILIES
) COMPREHENSIVE PLAN FOR 1995-97
)

WHEREAS, the Oregon Commission on Children and Families (OCCF), consistent with the purposes and objectives of HB 2004, the Children's Care Team Act, has directed each county to complete a Comprehensive Plan for 1995-97, and

WHEREAS, the Comprehensive Plan is necessary in order to receive and allocate funds from OCCF in Lane County, and

WHEREAS, the Board of County Commissioners has appointed the Lane County Commission on Children and Families (LCCF) and assigned this Commission the responsibility of developing and implementing the Comprehensive Plan, and

WHEREAS, the LCCF developed a plan and on July 13, 1994, held a public hearing, approved the Plan, and recommended approval by the Board of Commissioners, and

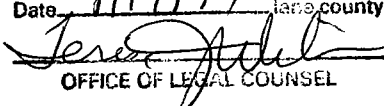
WHEREAS, the Board of Commissioners has reviewed the Plan and found it to meet the needs of children and families in Lane County,


NOW THEREFORE IT IS HEREBY ORDERED that the Lane County Comprehensive Plan for 1995-97 be approved and submitted to the Oregon Commission on Children and Families for approval.

APPROVED this 26th day of July, 1994.



Jerry Rust, Chair
BOARD OF LANE COUNTY COMMISSIONERS

APPROVED AS TO FORM
Date 7/19/94 Lane County

OFFICE OF LEGAL COUNSEL

FILED
AUG 01 1994
COUNTY CLERK
BY 

IN THE MATTER OF APPROVING THE COMMISSION ON
CHILDREN AND FAMILIES
COMPREHENSIVE PLAN FOR 1995-97

LANE COUNTY COMPREHENSIVE PLAN

1995-97

07/13/94

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1. *Describe the overall goal of your planning effort.*

The goal of this plan is to create and enhance conditions that protect, nurture, and realize the full physical, social, emotional, cognitive, and cultural developmental potential of Lane County children. In order to achieve this goal, the Lane County Commission on Children and Families unanimously supports transfer of Federal Title XX Social Service Block Grant funds from the state to the county and the decategorization of as many other funds as possible in order to provide the flexibility to create a system more responsive to the needs of the local community.

2. *Please describe the methods used to arrive at your county's "community map".*

Lane County's community map was developed using the following sources and methods:

- 1993-97 Strategic Plan for Lane County Children, Youth, and Families
- Inventory of Services for Children and Youth in Lane County
- United Way Needs Assessment, 1992 and 1994
- CCF Workgroups
- Rural Community Presentations
- County Benchmarks Data

The *1993-97 Strategic Plan for Lane County Children, Youth, and Families* was developed by the predecessor for the Commission on Children and Families, the Lane County Youth Development Commission (YDC). In August of 1992, the YDC began the process of developing a five year strategic plan for children, youth, and families. Fourteen focus groups were conducted with community members including service providers, youth, and clients. Beginning in October, four retreats were held with YDC members and staff, Service Area Committee chairs, Youth Services Coalition representatives, educators, legislators, representatives of United Way and the Intergovernmental Human Services Committee, and selected others. They reviewed the input from the focus groups, various needs assessments, State benchmark data, and statistical information on the status of children and youth in our county. The retreat group developed a draft strategic plan. The draft was mailed to over 800 community members for input. In January, the Strategic Planning Steering Team reviewed all of the input, edited the plan, and produced the final document. The Lane CCF and its workgroups used this document as their starting point.

The *Inventory of Services for Children and Youth in Lane County* was developed by WhiteBird and Lane County Direction Service on contract for the YDC and was completed during the Fall of 1993. Using the WhiteBird HELP Directory as a starting point, traditional service providers and non-traditional social service providers, such as churches, schools, and

others were surveyed countywide to gather information on the types and quantity of services they provide to children and youth.

The *1994 United Way Needs Assessment* surveyed 400 urban and 400 rural residents, 46 additional residents without telephones, and 246 Hispanic residents. The tabulations compare the data with the United Way's 1992 Needs Assessment. The surveys were conducted using a combination of telephone surveys and focus groups and included ethnic, gender, and economic balance. The YDC helped purchase the COMPASS program used to conduct the survey and the staff director for the Commission serves on the United Way Survey Committee. Although results of the survey will not be formally presented until Fall, United Way provided a special presentation of the information for the Commission at their June 24-25 planning retreat. The survey asks the respondent to provide information on their assessment of community issues and also surveys them on specific issues which have been a problem for them or anyone in their household during the past 12 months. It provides an excellent snapshot of how Lane County views the critical issues in our community and what problems people are directly experiencing. It provides additional insight into these same issues for low income Hispanic members of our community and provides some bases for comparison.

The Commission also convened six ad hoc *Workgroups* comprised of members of the Commission, Professional Task Force, service provider community, and others. The workgroups were clustered around OCCF core benchmarks. The workgroups were:

- Early Child Resiliency
- Child Abuse Prevention and Treatment
- Basic Needs
- Juvenile Crime
- Educational and Vocational Success and Physical Well Being

The sixth Workgroup was Service Transfers (later renamed Resource Transfers). This group is continuing to meet as per the recommendations included in this Plan.

The Workgroups' charge was:

To conduct an analysis of key issues, natural supports, and services in each workgroup area, and to make a presentation to the full Commission that educates and illuminates.

The Workgroups presented their information over three months beginning in late April and ending in mid June at twice-monthly Commission meetings. The Workgroup presentations played a significant role in analyzing and adding to the information provided in the other community mapping sources outlined above.

The Commission requested representatives from each of the four large rural communities to make a presentation to the Commission and participate in table talks at a Commission meeting to discuss the needs of children and families in rural communities, and the communities' strengths and gaps in meeting these needs. The presentations were excellent and the Commission incorporated this information into their community mapping process, along with United Way's break out of rural data from their Needs Assessment.

Commission staff used data from OCCF, the Progress Board, and the 1993-97 Lane

County Strategic Plan for Children, Youth, and Families to update local benchmarks indicators. This information provided information to help Commission members analyze trends for core and other benchmarks the county has been addressing.

3. *Based on your community mapping process, describe the conditions that currently exist in your county that can contribute to arriving at your goal (wellness), including any conditions that the community would like to build or strengthen. Be specific as possible.*

As part of the planning process, the Commission wants to create a Wellness System (see page 4) for serving children and families in Lane County. This system builds on the strength and richness of the total community, including service providers, state and local agencies, the religious community, business community, civic clubs, and volunteers. The purpose of the model is to maintain and enhance the basic wellness of families as described in Pre-Phase I. Lane County has a very rich service provider community with many national model programs and a strong base of volunteerism. The system would be greatly enhanced by the collaborative model developed by the Commission.

Some of the aspects of the Wellness Model are already in place in the community. Other services do not exist or require enhancement. In the Wellness Model, some program models are listed by agency or program name. This does not necessarily indicate that the Commission intends to fund that program, but that it is a unique and critical component of the overall system. The areas where the Commission will take responsibility are outlined on the Question #6 Worksheet which begins on page 9.

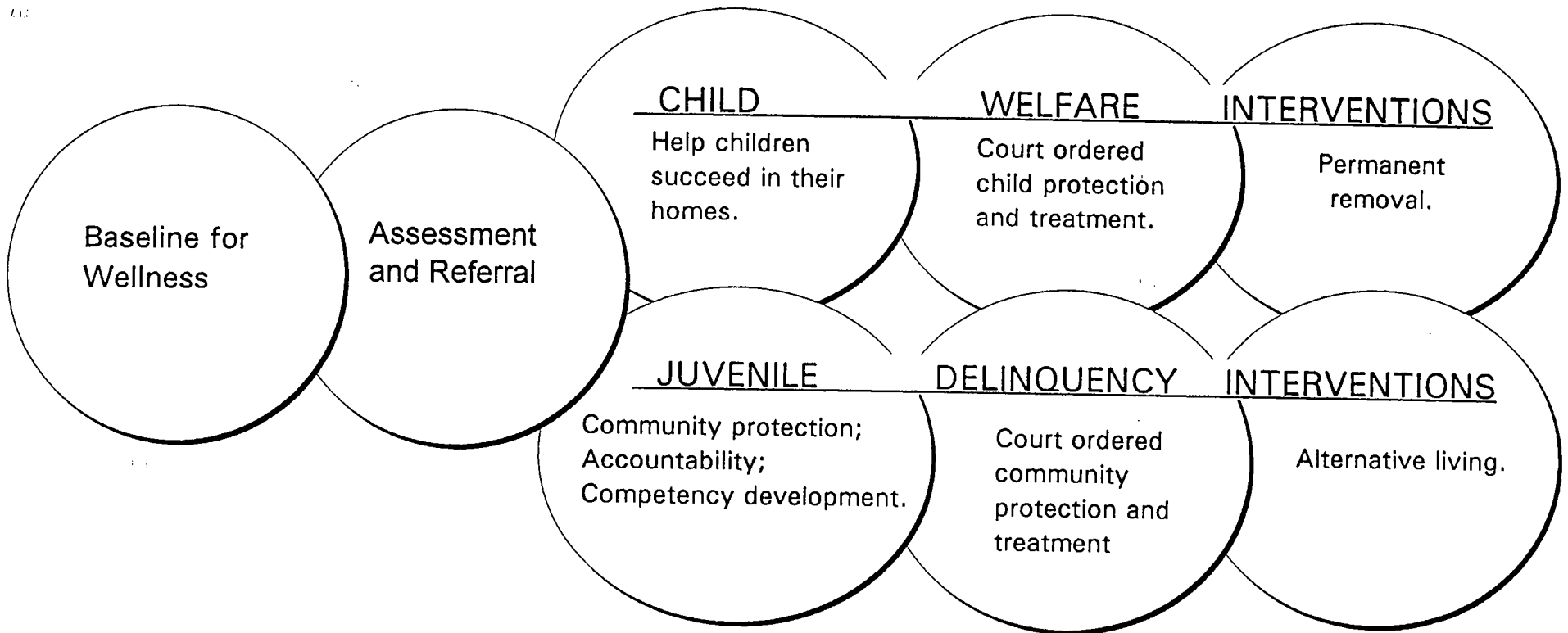
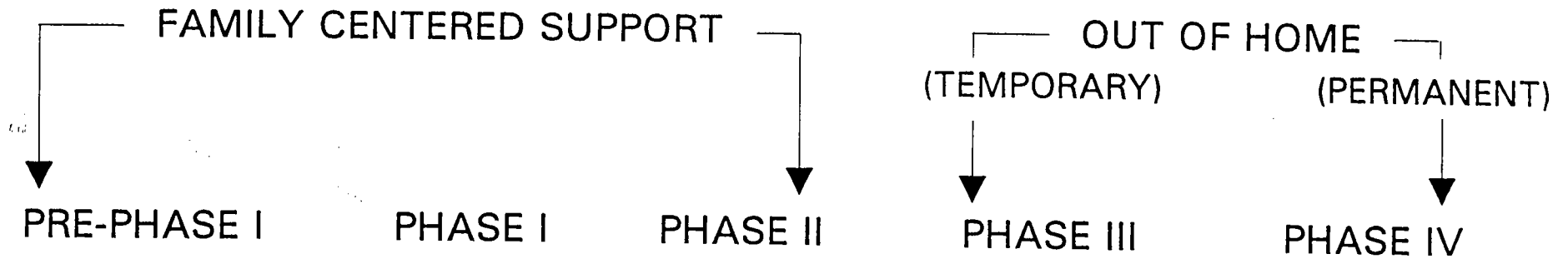
Community strengths for developing Phase I include:

- Excellent referral and home visit service
- A well developed early intervention screening system
- National model parent support group programs
- A growing housing support system coordinated between the County, local service providers, the religious community, the Housing Authority, and local developers and property managers
- A large counseling community and established County mental health system
- University of Oregon, Lane Community College, business colleges, Northwest Christian College, and Southern Willamette Private Industry Council
- Recreation resources
- Community Partnerships for prevention in Eugene/Springfield, Mapleton/Florence, Cottage Grove, and Oakridge/Westfir, with a new one forming in Junction City
- Level 7 system in all sixteen school districts
- Welfare reform and excellent teen parent programs in schools in partnership with private providers

Community strengths for developing Phase II include:

- Head Start programs countywide

LANE COUNTY WELLNESS SYSTEM



Lane County Wellness System

Pre-Phase

Phase I

Phase II

Phase III

Phase IV

Baseline for Wellness for all Families

Assessment/Referral

In home Intervention

Court Ordered Out of Home Services

Permanent Out of Home Placement



Child Welfare

Least restrictive interventions

- * Respite care
- * Intensive pre-K (Head Start)
- * Individualized family service plan
- * Parent empowerment & support
- * Peer support

More intensive interventions

- * Comprehensive, integrated services (Relief Nursery Model)
 - Individualized family service plan
 - Peer support
 - Respite care
 - Therapeutic preschool
 - Parent empowerment & support
 - Alcohol & drug treatment w/aftercare
 - Mental health counseling
 - Transition to Head Start
 - Families Together
- * CASA
- * Multi-disciplinary relationship w/ schools

Juvenile Delinquency

Least restrictive interventions

- * Warning letters to parents & offenders
- * Victim/offender mediation
- * Gang prevention, intervention
- * Special services to minorities & girls
- * Enforce accountability through community service & restitution
- * Community Accountability Boards

More intensive interventions

- * Full "Balanced Approach" - Community Protection, Accountability, Competency Development
- * Provide specialized treatment for sex offenders, substance abusers, arsonists
- * Community service projects
- * Respond to multicultural needs
- * Special educational programs
- * Strong coordination with schools

- * Multi-disciplinary assessment teams
- * Prenatal screening
- * Postnatal screening
- * Individualized family service plan
- * After assessment, coordination of followup services by team
- * Home visits
- * Referral to parent support groups
- * Link w/ basic resources for food, housing, etc.
- * Referral to community counseling
- * Child care referral
- * Natural touchpoints (legal, medical, school, neighborhoods
- * Vocational training (youth & parents)
- * Link with resources for recreation, arts, health care, etc.
- * Community Partnership
- * First Step prevention model
- * Linkages to schools, curriculum
- * Mentoring
- * Strengthening family services
- * Equivalent of CASA for medical services
- * Expanded Level 7 services

- * Basic needs (food, clothing, shelter)
- * Positive alternative activities
- * Quality schools
- * Vocational & educational training
- * Health care
- * Mental health Care
- * Dental care
- * Stable, consistent adult support
- * Diverse cultural resources
- * Child care
- * Living skills
- * Transportation

Child Welfare

- * Foster care
- * Treatment/specialized foster care
- * Residential treatment
- * Shelter care
- * Supported living
- * Group homes

Child Welfare

- * Termination
- * Adoption

Juvenile Delinquency

- * Independent living
- * Emancipation

Juvenile Delinquency

- * Foster care
- * Treatment/specialized foster care
- * Residential treatment
- * Institutional placement
- * Probation/Parole
- * Shelter care
- * Independent living
- * Group homes
- * Youth Campus

Funding

- | | |
|--------------|-----------------------------------|
| Title IV-A | County, City General Funds |
| Title IV-B-2 | Federal Grants |
| Title IV-E | State General Funds |
| Title XIX | United Way |
| Title XX | State General Funds |
| Crime Bill | Commission on Children & Families |

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- Diversion and mentorship programs through Department of Youth Services (DYS) and private providers
- Gang Prevention Task Force in urban core
- Minority Youth Advocate program at DYS funded by JJDP
- New victim/offender mediation program
- National Relief Nursery Model
- Multidisciplinary Teams with schools, CSD, Community Partnership, service providers, DYS
- National model for Balanced Approach
- Strong service providers for Hispanic Community
- Growing organizations and visibility within African American Community
- Visible, well coordinated Asian Council
- Strong development disability and special education programs and provider training through UO
- Model youth corps programs
- Rich system of private providers
- New CASA program
- Growing dedication among service providers to family involvement in treatment of children

Community strengths for developing Phase III include:

- National model for treatment/specialized foster care
- Excellent youth shelter care program
- Movement to build Youth Campus, including recent state grant of land formerly owned by National Guard and commitment of Community Development Block Grant funds to build first new residential treatment home

Community strengths for developing Phase IV include:

- Community Juvenile Justice Act Pilot project between CSD and DYS

Despite the community strengths outlined above, Lane County faces additional challenges due to its geographic layout. Lane County constitutes 10% of the state's population and geographically covers almost 5,000 square miles (the size of Connecticut). It has a central urban area and large rural communities on its north, south, east, and west borders. Transportation continues to create disparity between the urban core and rural communities with much of the county remaining without bus service or other alternatives to privately owned automobiles. A total of 46% of rural respondents to the United Way Needs Assessment identified public transportation as a problem, compared with 16% of urban respondents. Much of the service delivery system is focused in the urban core, so rural community members, particularly adolescents, are out of reach of needed services. To address this problem, the Commission will focus on supporting indigenous services in rural communities and enhancing satellites of urban services.

The United Way Needs Assessment also highlighted the disparity between the dominant population and poor Hispanic population, with the language barrier making hard situations even

4. *BENCHMARKS. The conditions discovered through community mapping should help you discover which benchmarks to select. List the Core Benchmarks selected by your county and describe how each was chosen, connecting them to information gathered in community mapping.*

After reviewing background information, including the 1993-97 Lane County Strategic Plan for Children, Youth, and Families and the updated local Benchmarks indicators, and after hearing presentations from the Workgroups indicated above and from rural community representatives, Lane County held a day and a half retreat. At the retreat, the Commission had additional presentations from United Way on their Needs Assessment (see question #1 above), and from Dan Close, OCCF members and professor at the University of Oregon. Based on this information, the Commission developed the Lane County Wellness System (page 4) to address the following benchmarks:

- 1a. Increase the percent of babies whose mothers receive adequate prenatal care.
- 1b. Decrease infant mortality
2. Decrease the pregnancy rate per 1000 females ages 10-17.
- 3a. Decrease the number of children abused or neglected per 1000 persons under 18.
- 3b. Decrease the number of child fatalities from abuse or neglect.
4. Increase the percentage of children entering kindergarten meeting specific developmental standards for their age.
5. Increase the number of identified child care slots.
6. Increase the high school graduation rate.
7. Reduce the juvenile crime rate.
8. Increase the percent of students free from tobacco, alcohol, and other drugs in the previous month - eighth grade.
9. Increase the percent of students free from tobacco, alcohol, and other drugs in the previous month - eleventh grade.
10. Increase the percent of families living above 100% of the poverty line.
11. Increase the percent of families who are able to care for their own children.
5. *Explain which, if any, State Commission Core Benchmarks you will be applying to waive. Include rationale about how deletion or substitution of the Core Support Benchmarks helps your county arrive at wellness better than the full list selected by the State.*

None.

6. *List directions, their corresponding tools, potential partners, and the Core Benchmarks they target. Please complete the enclosed Question 6 Worksheet to provide this information.*

The directions, tools, partners, and Benchmarks are based on the Lane County Wellness System on page 4. Developing the System is the key strategy of a five year plan. As stated earlier, the purpose of the system is to maintain and enhance the basic wellness of families as described in Pre-Phase I. The phases of the plan are a continuum from least restrictive to most restrictive, depending on the intensity of the needs of the child and family. In order to implement the plan, the Commission unanimously supports:

- Transfer of Federal Title XX Social Service Block Grant funds from the state to the county
- Decategorization of as many other funds as possible in order to provide the flexibility to create a system more responsive to the needs of the local community
- Examining the transfer of foster care and other services and resources as appropriate from the state to the county level

In addition to the other directions and tools indicated on the Wellness System and the Question #6 Worksheet, Lane County has chosen the following tools which cross Phases:

- Integrated case management
- Involve parents in the treatment of their children
- Work to create a system consistent with the Lane County Wellness Model
- Address both rural and urban concerns; support indigenous services in rural communities and enhance satellites of urban services in rural communities
- Enhance linkages between services for better coordination and collaboration
- Involve families as partners in achieving all benchmarks, directions, and tools
- Ensure all services are delivered in a culturally appropriate and sensitive manner
- Ensure gender equity in funding and delivery of services
- Ensure special needs of children are addressed and the rights of disabled children are protected
- Utilize the Balanced Approach to juvenile justice - provide community protection, accountability, and competency skill development
- Use best practices as funding criteria
- Advocate for Title XX funds
- Advocate for decategorization of funds

The Commission has chosen its directions and tools based on the following criteria:

- Do-ability
- Urgency
- Fit with the Commission's mission
- Ripple effects
- Impact

Lane County tools (actions) were developed at the retreat. The list of these actions, in priority order, is on page 8, preceding the Question #6 Worksheet. Commission members voted using the Oregon Progress Board's equipment, ranking actions where 1=most important, 2=very important, 3=somewhat important. The numbers directly to the left of the actions are the average scores, with 1.0 being unanimous ranking as "most important".

Actions Developed by LCCF at Planning Retreat

First Cut Priority Actions

- 1 1.0 Implement Healthy Start
1.0 Study foster care and develop alternatives to current system
- 2 1.1 Continue juvenile justice resource transfer
1.1 Advocate for CASA funding
- 3 1.2 Develop Multidisciplinary Assessment Team(s)
1.2 Ratify and expand the total Relief Nursery Model to ensure no wait policy, rural services
1.2 Develop and expand programs for community service and restitution
1.2 Develop programs to involve parents in treatment of their children
1.2 Fully fund and develop Youth Campus
- 4 1.3 Create services plus mentorship program including tutoring that targets children of color for African American youth
1.3 Restore accountability for major/minor juvenile offenses to restore balanced approach
1.3 Create a database for at-risk children
- 5 1.4 Provide specialized services to sex offenders
1.4 Expand transition services (services before children return home, counseling, alcohol and drug treatment for parents, etc.)
- 6 1.5 Educate and mobilize community around basic wellness Levels 1-IV
1.5 Support and expand the Community Partnership
1.5 Provide specialized services for youth for alcohol and drug abuse
1.5 Provide specialized services for girls
1.5 Develop linkages between schools and Dept. of Youth Services

Other Actions

- 1.6 Educate and advocate on access to community resources
- 1.6 Advocate for funding for more regional bedspace
- 1.6 Advocate for comprehensive open adoptions
- 1.7 Create a service plus mentorship program for girls
- 1.7 Develop clear criteria and rules about suspension/expulsion and a referral system
- 1.8 Strengthen and expand family support services
- 1.8 Develop a program to provide children access to food
- 1.8 Create voluntary service advocates (like CASA but not court appointed)
- 1.8 Link CASA's and voluntary service advocates
- 1.8 Expand Community Accountability Boards
- 1.8 Expand victim/offender mediation
- 1.8 Advocate to expand residential treatment
- 1.9 Create training opportunities for natural touchpoints
- 1.9 Training, support, and subsidy for child care
- 2.0 Advocate for welfare reform funding, Oregon Health Care Plan, Clinton Health Plan, affordable housing, quality schools
- 2.1 Expand programs to enhance self esteem for youth

BENCHMARK	DIRECTION	TOOL	PARTNERS	BUDGET
<p>4. Increase the percentage of children entering kindergarten meeting specific developmental standards for their age: cognitive, language and literacy, physical well being, social and emotional</p> <p>5. Increase the number of identified child care slots</p>	<p>Phase I - Develop a voluntary assessment and referral system to help families</p> <p>Pre-Phase I - Develop a baseline of wellness for all families</p>	<p>Support Head Start, Oregon Pre-Kindergarten Program, Together for Children</p> <p>Subsidize child care providers to increase the supply of child care</p> <p>Support the child care resource and referral program</p> <p>Support child care provider training</p> <p>Support early intervention, the Relief Nursery Model, Healthy Start</p>	<p>Head Start, local service providers, federal and state government</p> <p>Child Care Resource Connection</p>	<p>15%</p> <p>Federal, state general funds</p>

BENCHMARK	DIRECTION	TOOL	PARTNERS	BUDGET
6. Increase the high school graduation rate	<p>Phase I - Develop a voluntary assessment and referral system to help families</p> <p>Phase II - Provide intervention as needed to help families achieve wellness</p>	<p>Create services plus mentorship program including tutors that targets children of color for African American youth</p> <p>Develop linkages between schools and Department of Youth Services</p> <p>Continue shelter care crisis intervention services for runaway & homeless children & youth</p> <p>Provide culturally appropriate services for Hispanic youth - English as a Second Language, enhanced bilingual training, mentorship</p>	<p>Business community, African American community, churches, granting agencies, volunteers, schools</p> <p>Hispanic community organizations and churches, service providers, training programs</p>	10%

BENCHMARK	DIRECTION	TOOL	PARTNERS	BUDGET
7. Reduce the juvenile crime rate	<p>Phase I - Develop a voluntary assessment and referral system to help families</p> <p>Phase II - Provide intervention as needed to help families achieve wellness</p> <p>Phase III - Provide a system for out of home and other court ordered services</p>	<p>Create services plus mentorship program including tutors that targets children of color for African American youth</p> <p>Develop and expand programs for community service and restitution</p> <p>Restore accountability for major/minor juvenile offenses to restore balanced approach</p> <p>Provide specialized services to sex offenders</p> <p>Develop linkages between schools and Department of Youth Services</p> <p>Continue shelter care crisis intervention services for runaway & homeless children & youth</p> <p>Fully fund and develop Youth Campus</p> <p>Provide culturally appropriate services for Hispanic youth - ESL, training, mentorship</p>	<p>Business community, volunteers, granting agencies, Department of Youth Services</p> <p>Board of Commissioners, State Legislature, granting sources</p> <p>State Legislature, granting sources, local service providers</p> <p>Schools, Department of Youth Services</p> <p>Department of Youth Services, National Guard, granting sources, Governor's office, business community, Legislature, Congress, local service providers</p>	<p>20%</p> <p>Federal funds</p> <p>State funds</p> <p>County funds</p> <p>Foundations</p>

BENCHMARK	DIRECTION	TOOL	PARTNERS	BUDGET
<p>10. Increase the percent of families living above 100% of the federal poverty line</p>	<p>Pre-Phase I - Develop a baseline of wellness for all families</p>	<p>Collaborate with the Workforce Quality Committee, Southern Willamette Private Industry Council, Eugene Springfield Metropolitan Partnership, etc. on economic and workforce issues</p> <p>Collaborate with Intergovernmental Human Services Committee on basic needs and family self sufficiency issues</p> <p>See above - Benchmark #5 re: child care</p>	<p>Workforce Quality Committee, Southern Willamette Private Industry Council, Eugene Springfield Metropolitan Partnership</p> <p>Intergovernmental Human Services Committee</p> <p>Lane County Department of Health and Human Services</p>	<p>5%</p>

BENCHMARK	DIRECTION	TOOL	PARTNERS	BUDGET
<p>11. Increase the percent of families who are able to care for their own children</p>	<p>Phase I - Develop a voluntary assessment and referral system to help families</p> <p>Phase III - Provide a system for out of home and other court ordered services</p> <p>Phase II - Provide intervention as needed to help families achieve wellness</p> <p>Phase III - Provide a system for out of home and other court ordered services</p>	<p>Healthy Start</p> <p>Implement CASA</p> <p>Expand the total Relief Nursery Model to ensure no wait policy and rural services</p> <p>Expand transition services (services before children return home, counseling, family counseling, alcohol and drug treatment for parents, etc.)</p> <p>Study foster care, examine alternative to current system, including resource transfer</p>	<p>Service clubs, foundations, court, volunteers, state and federal granting agencies, United Way</p> <p>Office for Services for Children and Families (CSD), service clubs, foundations, state and federal granting agencies, United Way</p> <p>Local service providers, granting agencies, volunteers, County Mental Health</p>	<p>See also Benchmark #1</p> <p>See also Benchmark #3</p> <p>5%</p> <p>Rotary Duck Race</p> <p>Foundations</p> <p>Private contributions, major donors</p>

BENCHMARK	DIRECTION	TOOL	PARTNERS	BUDGET
#1a&b, 2, 3a&b, 4, 5, 6, 7, 8, 9, 10, 11	Phase I - Develop a voluntary assessment and referral system to help families	Develop Multidisciplinary Assessment Teams Systems changes to enhance integrated case management	CSD, District Attorney, schools, local service providers, Department of Youth Services, Adult and Family Services, Health Dept., County Mental Health, Early Intervention programs	Federal funds Foundation funds
	Phase III - Provide a system for out of home and other court ordered services	Create a database for at-risk children	Local service providers, Legislature	
	Pre-Phase I - Create a baseline for wellness	Educate and mobilize the community around basic wellness Phases I-IV	Local service providers, volunteers, schools, Adult & Family Services, business community, religious community, service clubs, media	

7. *As the Macro Budget, please indicate by percent the portion of anticipated revenues for the 1995-97 biennium that your commission plans to dedicate toward accomplishing each direction. To provide this information, complete Column 5 on the Question 6 Worksheet.*

See Question #6 Worksheet.

8. *Is your county planning to use Court Appointed Special Advocate and/or Youth Conservation Corps as a direction to approach its benchmarks? If yes, please describe how.*

The CASA program is an integral component of Phase II of Lane County's Wellness System. It is intended to decrease child abuse and neglect and reduce child deaths due to abuse and neglect. Lane County has a newly formed CASA program. The Commission, as indicated on the Question #6 Worksheet, will support the program and advocate for outside funding for the program. The program is being incubated within the Commission, but it is developing a long term structure, such as an umbrella non-profit or an independent non-profit. The program is currently in the process of establishing a non-profit foundation so it can seek funding from sources which will not fund government programs directly.

The Youth Conservation Corps is part of Phase I, building a baseline for wellness. It addresses many of the benchmarks because it focuses on a broad range of risk factors. It could also be one of the funding sources for the service/mentorship program to target children of color, particularly African American youth. More specific decisions concerning Youth Conservation Corps funding will be made as part of the next phase of the planning process.

9. *If, at this time, your county is interested in exploring transfer of any state service to the local level, please identify what it is and how the State Commission can assist you in this discussion.*

Lane County is exploring transfer of a range of state resources and services to the local level in order to more effectively create a community based Wellness System. During this phase of the planning, the Commission highlighted foster care and juvenile services (the Community Juvenile Justice Pilot) for further study. As outlined above, a Resource Transfer Workgroup has been established by the Commission for this process. They have already received the following assistance from State Commission staff:

- Janet Carlson, OCCF Regional Coordinator, set up and videotaped a meeting between approximately eight members of the Resource Transfer Workgroup and Paul Adams from Portland State University about the PATCH project in Iowa.
- Janet also addressed the Resource Transfer Workgroup on resource transfers and decategorization of funds in other states and on federal funding opportunities.

In order to create the Wellness System, Lane County must have Title XX, Title IV-A, Title IV-B-2, and Title IV-E funds transferred to the local level and will need State Commission assistance with these transfers. Assistance from the State Commission with decategorization also will be essential.

The Workgroup has not yet determined what other assistance they need from OCCF, but will continue

to use the State Commission and staff as a resource.

10. *Please describe how your county plans to set up measurable outcomes for the directions selected in this plan and prepare for evaluation.*

Lane County will conduct a competitive process for contracts for services funded under this plan. Part of this process will include asking service providers to indicate their measurable outcomes, indicators, and how they will measure their success. Contract reporting and monitoring includes analysis of these indicators and whether they are being met.

The directions and tools chosen by the Commission are all directly linked to specific benchmarks. The Commission will continue to collect information on the benchmarks we have chosen. Although no single strategy or community partner can impact a benchmark alone, this information will help guide, focus, and evaluate Commission and community efforts. In addition, as outlined earlier, the Commission will base funding on best practices to further ensure program success.

Lane County is fortunate to have the University of Oregon as a resource and will ask their assistance to establish evaluation models and internships.

Lane County will also work with OCCF in developing and implementing any other forms of evaluation determined necessary by the State.

11. *Identify which community organizations have been involved in the planning process. Please refer to the Groups to Include section for identification of probable groups. Please describe the ways in which they have been involved.*

All of the groups identified in the Planning Guide participated in the retreats and focus groups which developed the 1993-97 Lane County Strategic Plan for Children, Youth, and Families. This document formed the basis for the current planning effort. In addition, groups participated as follows:

Parents and youth were surveyed as part of the United Way Needs Assessment, which the Commission used as part of the community mapping.

Public and private service providers comprise the Professional Task Force which advises the Commission. They also participated in all of the Workgroups.

Educators and school board members provided input to the Commission as the Education Workgroup's presentation. The President of the Eugene School Board is a member of the Commission and served actively on the Education Workgroup. The Chair of the Head Start Board of Directors is a commission member, Chairs the Commission Budget Subcommittee, and served on the Basic Needs Workgroup.

Groups planning for the delivery of services are represented on the Professional Task Force, in the Workgroups, and on the Commission.

Relevant county and state agencies serve on the Professional Task Force and participated in the Workgroups.

A County Commissioner is a seated member of the Commission and is the Chair of the Resource Transfer Workgroup.

A judge is a seated member of the Commission and active on the Planning Subcommittee.

A member of the Citizen's Review Board is a member of the Commission. The Coordinator of the

Citizen's Review Board for Lane County is a member of the Resource Transfer Workgroup.

Active members of both the business and ethnic communities are members of the Commission.

12. *Describe how the planning process and the allocation of resources has included available ethnic and cultural information. Where the information is not available, how does the plan incorporate ethnic and cultural diversity?*

The following cultural information was used by the Commission as part of its planning to determine allocation of resources:

- Current demographic information on cultural groups in Lane County was obtained early in the planning process from State Commission staff and Portland State University and presented to the Commission for discussion.
- The Commission currently uses Juvenile Justice and Delinquency Prevention funds through the State Commission as well as local Commission funds to support a Minority Youth Advocate program in the Department of Youth Services. The purposes of this program are to enhance culturally appropriate and sensitive service delivery and reduce overrepresentation of African American youth in the juvenile justice system. The program staff and other members of the communities of color in Lane County provided a presentation to the Commission about youth and community needs.
- As outlined under Question #1, the United Way Needs Assessment surveyed 246 members of the local Hispanic community, with assistance from Centro LatinoAmericano. Staff from Centro provided an overview of this information at the Commission's planning retreat.
- The Commission is committed to ensuring culturally appropriate and sensitive services and will continue to score proposals as part of the competitive bidding process and monitor programs based on provider responsiveness to these issues. This issue is addressed under Question #6 as one of the tool which cross Phases.
- The Commission will continue to advocate for such services system-wide.
- The Commission is targeting services including mentorship and tutoring for African American youth, culturally appropriate drug and alcohol treatment for Hispanic youth, and English as a Second Language, enhanced bilingual training, mentorship for Hispanic youth as priorities.

ACTIONS (TOOLS) ADDED TO PLAN AT PUBLIC HEARING

- Continue shelter care and crisis intervention services for runaway and homeless children.
- Continue shelter treatment services in lieu of detention for youth referred by DYS awaiting openings in treatment programs.
- Support culturally appropriate services for Hispanic youth - intensive English as a Second Language, enhanced bilingual training, mentorships.
- Support culturally appropriate drug and alcohol treatment for Hispanic youth.

OTHER ITEMS IDENTIFIED AT PUBLIC HEARING FOR FURTHER ACTION**Programs Currently Funded Which are not Addressed by Tools (Actions):**

- Level 7 program components:
 - Counseling (non-A&D, non-delinquent, non-family preservation)
 - Alternative Education
 - Support groups for 13-17 year old boys
 - Peer mediation
 - Vocational training
 - Job placement
- Teen centers.
- Rural counseling.
- Child Advocacy Center - Services for sexually abused children.

Items Highlighted by Commission Members Following Input at Public Hearing:

- Use Sally Weston's model but add quality education to blue section.
- Need a "lay plan" written - who and where to call to get more information, when the CCF meets, definitions (i.e., what are "positive alternative activities"?).
- Emphasize that Pre-Phase I is services.
- Add arrows to show that the goal is to try to help families move to the left on the Wellness chart.
- Need to develop a process very soon for deciding the final funding list.
- Look before November at where assessment teams fit into the model.
- Remove the word "Phases" from the Wellness System.
- Monitor alcohol and drug treatment for equitable access for youth from all cultures.

- Examine data to see if Hispanic youth are overrepresented in substance abuse.
- Include gay and lesbian youth.
- Tools are cast in "clay, not concrete" until November.
- Need to leverage more resources, not just our \$2 million - need \$15-20 million. Must have a fleshed out model.
- Take a methodical look at the model to identify gaps and what we need to fund.
- Need a better idea of where the Resource Transfer Workgroup is headed first, then make decisions on the model and Tools.
- Add a reference to the Home Builders model.
- Add a tool on volunteers - a system of recruitment, training, supervision, retention, outreach, placement, etc.
- Remember the Crime Bill under the Budget section.
- Benchmark #5 - add additional language re: quality child care.
- Benchmark #1 - add Lane County Comprehensive Pregnancy Services to Partners.
- Benchmark #2 - Add language re: services for boys (or adult men) as fathers.
- Benchmark #6,7,,8,9 - Add Job Corps to Partners.

Other Issues Identified by Community Members Testifying:

- Self esteem.
- Role of boys in pregnancy prevention.
- Evaluation of culturally appropriate services.
- Rural needs.
- Equitable service distribution.
- Focus on gangs should not be directed at Blacks.
- Vocational training.
- Needs of mixed race families.
- Needs of families speaking languages other than English or Spanish
- Statutory rape concerning pregnancy benchmark. Data shows men, not boys, are getting most (80%) of the teen girls pregnant.
- Child care safety standards.
- Grandparents' and extended families' rights and responsibilities in child welfare and child protective service systems.
- Need to translate the plan into Spanish. Need a cultural awareness component.
- Family Builders as a model.