

*State of Oregon
Byrne Formula Grant
FY 1999
Annual Report*

John A. Kitzhaber, MD ♦ Governor

The Criminal Justice Services Division of the Department of State Police is the State Administering Agency (SAA) for the Edward Byrne Memorial State and Local Law Enforcement Assistance Program and is responsible for producing this document.

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November 1, 2000

Dear Oregonians:

It is with great pleasure that I present to you *Oregon's 1999 Edward Byrne Memorial State and Local Law Enforcement Assistance Program Annual Report*. This document highlights the accomplishments in Oregon's communities over the past year with the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance, Edward Byrne Memorial Formula Grant funds.

Between July 1, 1999 and June 30, 2000 the state of Oregon allocated over \$4 million of Byrne grants to state agencies, local governments, and non-profit organizations. These funds supported over 35 projects to reduce drug abuse and violent crime.

Many of these programs would not exist without these federal dollars. The Byrne funds are focused towards a broad spectrum of issues in Oregon: helping victims and improving the criminal justice system's response to domestic and family violence; preventing delinquent behavior in juveniles; providing drug and alcohol treatment to correctional clients; supporting narcotics task forces; supporting comprehensive information systems infrastructures; and many other important programs within the criminal justice community.

But more importantly, the Byrne funds are used to test new programs that attempt to address old problems with creative innovation. This, in turn, allows Oregon to evaluate the criminal justice system to discover what is most effective in reducing drug use and violent crime in our state. Specifically, the juvenile programs highlighted in the *Annual Report* represent a five-year evaluation effort to better determine "what works" in preventing juvenile crime. I have great hope for the positive results that will be achieved from this effort.

The *1999 Annual Report* shows how we have leveraged Federal funds to develop a more comprehensive criminal justice system in Oregon. It is a story of which we can all be proud.

Sincerely,

John A. Kitzhaber, M.D.

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Introduction

Introduction

The 1988 Anti-Drug Abuse Act, Title VI (State and Local Narcotics Control and Justice Assistance Improvements) authorizes formula grants to states to implement innovative projects to reduce drug use and violent crime and improve the effectiveness of the criminal justice system. The formula grant program is named after New York City police officer, Edward Byrne, who was murdered by drug dealers. Title VI is administered by the United States Department of Justice, Office of Justice Programs (OJP), Bureau of Justice Assistance (BJA). The Criminal Justice Services Division (CJSD) of the Department of State Police administers the Byrne Program for the State of Oregon.

As part of its application for Byrne funds, Oregon develops an annual statewide *Drug and Violent Crime Strategy*. The *Strategy* assesses Oregon's drug and violent crime problems, identifies resource needs, and establishes priorities based on the *Oregon Benchmarks*.

In 1989, Oregon adopted measurable indicators called *Benchmarks* which are used at the statewide level to assess Oregon's progress toward broad goals: a state of well-educated, competent people living in thriving communities, working in a well-paying, competitive economy, and enjoying a pristine environment. Progress towards achieving *Benchmarks* on a statewide level is updated every two years.

Oregon allocates Byrne funds to state agencies, local governments, and non-profit agencies for projects which advance both the *Strategy* and the *Benchmarks*. Projects must fall within one of 28 Authorized Purpose Areas (see page 13). Projects must have specific objectives rather than generic purposes and must be capable of being evaluated.

The *1999 Annual Report* covers Byrne program expenditures and performance between July 1, 1999 and June 30, 2000. It is being submitted to the Bureau of Justice Assistance, subgrantees, legislators, criminal justice policy makers, and interested parties. The *Annual Report* covers five key areas addressed in the *2000 Strategy*:

1. Law Enforcement Programs

Multi-jurisdictional narcotics task forces. (Purpose Area 2).

2. Juvenile Violence Prevention Programs

Community programs that assist in preventing and controlling juvenile crime and delinquency (Purpose Area 4).

3. Information Systems Programs

Information interchange improvements to assist law enforcement, prosecution, courts, and corrections (Purpose Area 15b).

4. Adult Corrections Programs

Identifying and meeting the needs of adult drug- and alcohol-dependent offenders (Purpose Area 11).

5. Domestic and Family Violence Programs

Improving the response to domestic and family violence (Purpose Area 18).

In addition, CJSD earmarks five percent of grant funds for administrative costs to carry out the objectives of the Byrne formula grant program (Purpose Area 99).

Governor's Drug and Violent Crime Advisory Board

The Governor's Drug and Violent Crime Advisory Board is governed by a 17-member board of federal, state, and local leaders from the criminal justice system. The Advisory Board is led by a chairman, who is appointed by the Governor from among the Board's members. Advisory Board members are responsible for making funding recommendations to the Governor, tracking the progress of ongoing programs, and setting priority areas for funding.

Lee Beyer, Senator
Lane County

Alexander Burgin, Major General
Oregon Military Department

Barbara A. Cimaglio, Director
Office of Alcohol and Drug Abuse Programs

Gary Field, Ph.D., Administrator
Counseling and Treatment Services Division
Department of Corrections

Betty Griffiths, Director
Linn County Alcohol and Drug Treatment Program

Lt. Ruth L. Jenkin, Facility Commander
Deschutes County Adult Jail

Mark Kroeker, Chief
Portland Police Bureau

Darryl Larson, Judge
Lane County
Chair of the Advisory Board

Stan Mendenhall, Juvenile Director
Oregon Juvenile Department

Donna Middleton, Director
Commission on Children and Families

Kris Olson, United States Attorney

Chuck Pritchard
Oregon Department of Justice

Stan Robson, Sheriff
Benton County

Ronald C. Ruecker, Superintendent
Department of State Police

Patricia Sullivan, District Attorney
Malheur County

Jeffrey Tryens, Executive Director
Oregon Progress Board

Ben Westlund, Representative
Parts of Deschutes, Jefferson and Wasco
Counties

BJA Authorized Purpose Areas

<ol style="list-style-type: none"> 1. Demand reduction education programs in which law enforcement officers participate. 2. Multi-jurisdictional task force programs that integrate Federal, State and local drug law enforcement agencies and prosecutors for the purpose of enhancing interagency coordination and intelligence and facilitating multi-jurisdictional investigations. 3. Programs designed to target the domestic sources of controlled and illegal substances, such as precursor chemicals, diverted pharmaceuticals, clandestine laboratories and cannabis cultivations. 4. Providing community and neighborhood programs that assist citizens in preventing and controlling crime, including special programs that address the problems of crimes committed against the elderly and special programs for rural jurisdictions. 5. Disrupting illicit commerce in stolen goods and property. 6. Improving the investigation and prosecution of white collar crime, organized crime, public corruption crimes and fraud against the Government with priority attention to cases involving drug-related official corruption. 7a. Improving the operational effectiveness of law enforcement through the use of crime analysis techniques, street sales enforcement, school yard violator programs, gang-related and low income housing drug control programs. 7b. Developing and implementing antiterrorism plans for deep draft ports, international airports and other important facilities. 8. Career criminal prosecution programs, including the development of model drug control legislation. 9. Financial investigative programs that target the identification of money laundering operations and assets obtained through illegal drug trafficking, including the development of proposed model legislation, financial investigative training and financial information-sharing systems. 10. Improving the operational effectiveness of the court process by expanding prosecutorial, defender, and judicial resources and implementing court delay reduction programs. 11. Programs designed to provide additional public correctional resources and to improve the corrections system, including treatment in prisons and jails, intensive supervision programs and long-range corrections and sentencing strategies. 12. Providing prison industry projects designed to place inmates in a realistic working and training environment which will enable them to acquire marketable skills and to make financial payments for restitution to their victims, for support of their own families and for support of themselves in the institution. 13. Providing programs which identify and meet the treatment needs of adult and juvenile drug-dependent and alcohol-dependent offenders. 	<ol style="list-style-type: none"> 14. Developing and implementing programs which provide assistance to jurors and witnesses and assistance (other than compensation) to victims of crime. 15a. Developing programs to improve drug control technology, such as pretrial drug testing programs, which provide for the identification, assessment, referral to treatment, case management and monitoring of drug dependent offenders and enhancement of State and local forensic laboratories. 15b. Criminal justice information systems to assist law enforcement, prosecution, courts and corrections organizations (including automated fingerprint identification systems). 16. Innovative programs which demonstrate new and different approaches to enforcement, prosecution, and adjudication of drug offenses and other serious crimes. 17. Addressing the problem of drug trafficking and the illegal manufacture of controlled substances in public housing. 18. Improving the criminal and juvenile justice system's response to domestic and family violence, including spouse abuse, child abuse, and abuse of the elderly. 19. Drug control evaluation programs which State and local units of government may utilize to evaluate programs and projects directed at State drug control activities. 20. Providing alternatives to prevent detention, jail and prison for persons who pose no danger to the community. 21. Programs of which the primary goal is to strengthen urban enforcement and prosecution efforts targeted at street drug sales. 22. Programs for the prosecution of driving-while-intoxicated charges and the enforcement of other laws relating to alcohol use and the operation of motor vehicles. 23. Programs that address the need for effective bindover systems for the prosecution of violent 16- and 17- year old juveniles in courts with jurisdiction over adults for certain violent crimes. 24. Law enforcement and prevention programs that target gangs, or youth who are involved with or at risk of involvement in gangs. 25. Developing or improving the capability to analyze deoxyribonucleic acid (DNA) for identification purposes. (Requires adherence to DOJ regulations). 26. Programs to assist States in the litigation processing of death penalty, Federal habeas corpus petitions. 27. Enforcing child abuse and neglect laws, including laws protecting against child sexual abuse, and promoting programs designed to prevent child abuse and neglect. 28. Establishing or supporting cooperative programs between law enforcement and media organizations, to collect, record, retain, and disseminate information useful in the identification and apprehension of suspected criminal offenders.
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Executive Summary

Executive Summary

Between July 1, 1999 and June 30, 2000, the State of Oregon awarded over \$4 million¹ of Byrne formula grant funds to state agencies, local governments, and non-profit organizations for 35 projects designed to reduce drug use and violent crime.

The *1999 Annual Report* reflects Byrne program expenditures and performance during this period. The *Report* covers five key areas addressed in *Oregon's 2000 Drug and Violent Crime Strategy*: Law Enforcement; Juvenile Violence Prevention Programs; Information Systems; Adult Corrections Programs; and Domestic and Family Violence Programs.

Law Enforcement Programs

- Seven multi-jurisdictional narcotics task forces were awarded a total of \$1,086,000 to continue coordinated investigations of drug operations.

Juvenile Violence Prevention Programs

- Four projects were awarded a total of \$683,369 to provide primary prevention to juveniles in an effort to reduce the incidence of youth violence.
- Seven programs were awarded a total of \$825,457 to implement sanctions for first-time offenders and provide accountability for serious, chronic repeat offenders.

Information Systems Programs

- Three programs were awarded a total of \$392,549 for efforts aimed at replacing the LEDS message switch, to establish standards for data, technology and information sharing, and to implement a public safety data warehouse that will aggregate data from operational criminal justice information systems and allow that data to be used in strategic ways.

Adult Corrections Programs

- Four projects were awarded a total of \$532,047 to implement residential and outpatient drug and alcohol treatment programs.

Domestic and Family Violence Programs

- Eight projects were awarded a total of \$248,161 to provide services to victims and improve the criminal justice system's response to child abuse, domestic violence, sexual assault, and elder abuse.

In-House and Contracted Program Evaluations

- Two evaluation projects were awarded a total of \$378,877. Each subgrantee reported quarterly to CJSD on its progress in meeting its goals and objectives. In addition, CJSD has continued its partnership with Program Design and Evaluation Services for contract evaluation services. The contract evaluators have assisted CJSD in conceptualizing and implementing program evaluations on eight of the 11 juvenile crime prevention programs funded by the Byrne formula grant.

PDES is also assisting CJSD in monitoring and evaluating domestic violence programs funded by both the Byrne and STOP Violence Against Women Grant Programs. Specifically, three activities will be undertaken: an evaluability assessment, performance monitoring, and a cultural competency assessment.

An evaluability assessment describes the structure of a program and analyzes the feasibility of its goals and objectives. Expected results of the evaluability assessment include clarification of program structure and action and agreement on program objectives central to evaluation and the criteria to be used in assessing whether those objectives have been met. Performance monitoring includes establishing data sources in collaboration with programs and collecting data on program activities, outputs and outcomes with the ultimate goal of developing a minimum data set across all projects to capture key data. Finally, the cultural competency assessment will describe agency organizational practices regarding cultural competency,

¹This includes Oregon's FY 1999 award plus unspent funds from previous fiscal years.

Executive Summary

(continued)

obtain input from minority advocacy groups regarding the needs of minority victims and the ways agencies could meet those needs, and develop a self-assessment checklist for agencies to assess their own cultural competency.

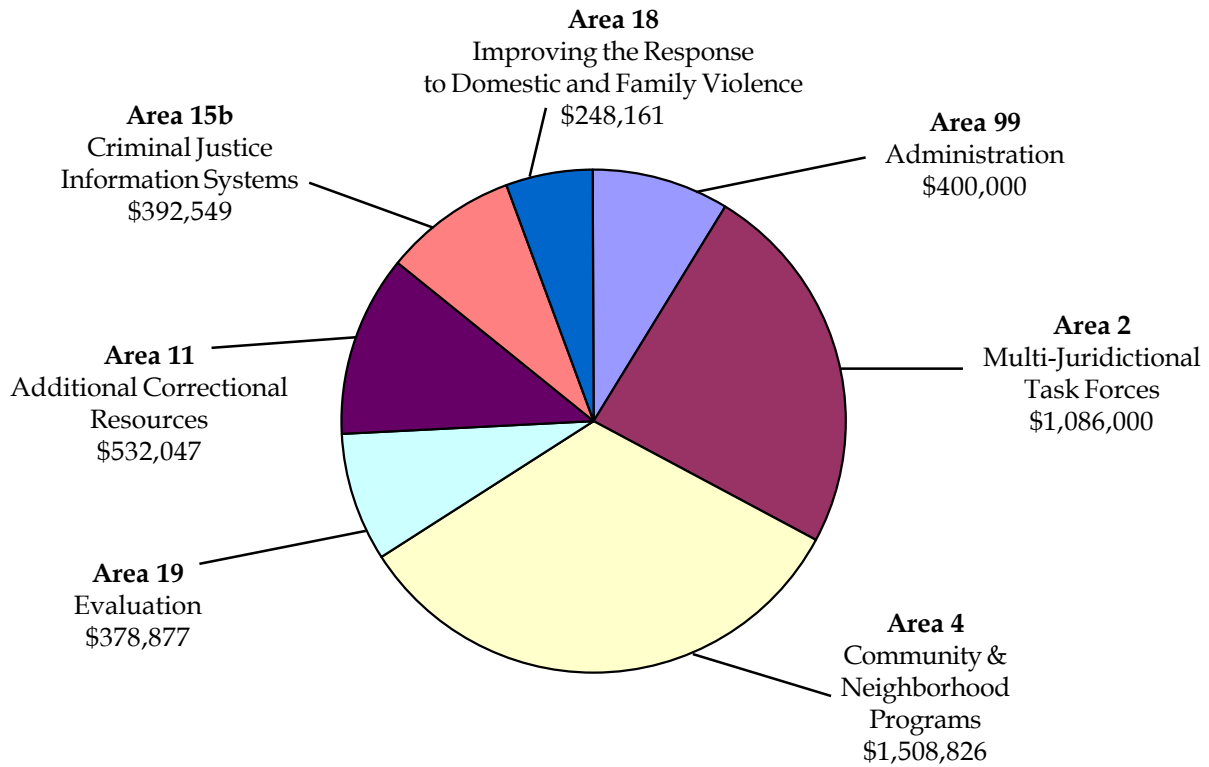
CJSD's juvenile violence evaluation efforts have been focused towards process and outcome evaluations. The purpose of process evaluation is to assess the extent to which the project is implemented as planned and to determine the degree to which program activities are associated with program goals. The purpose of outcome evaluation is to assess the program impact such as reduction in recidivism rates and improvement in program participants' perception, knowledge, or behavior.

The results of process and outcome evaluation for each of the juvenile programs that were evaluated are presented in the Contracted Evaluations section of this report.

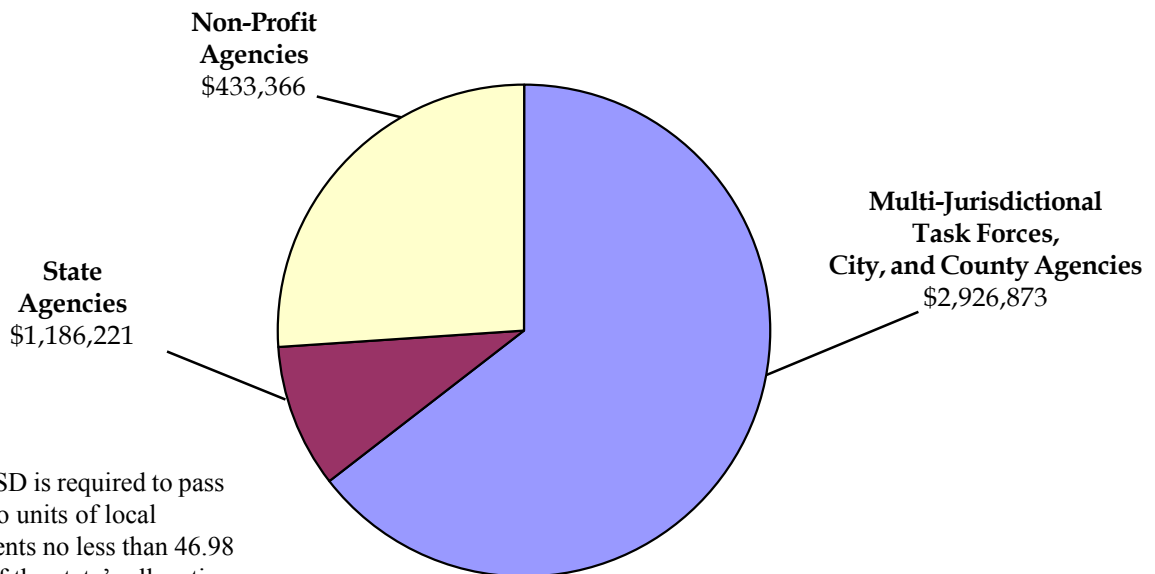
Availability of Program Information

CJSD's web page may be accessed through the Internet at the following address: www.osp.state.or.us/

Distribution of Awards by Purpose Area

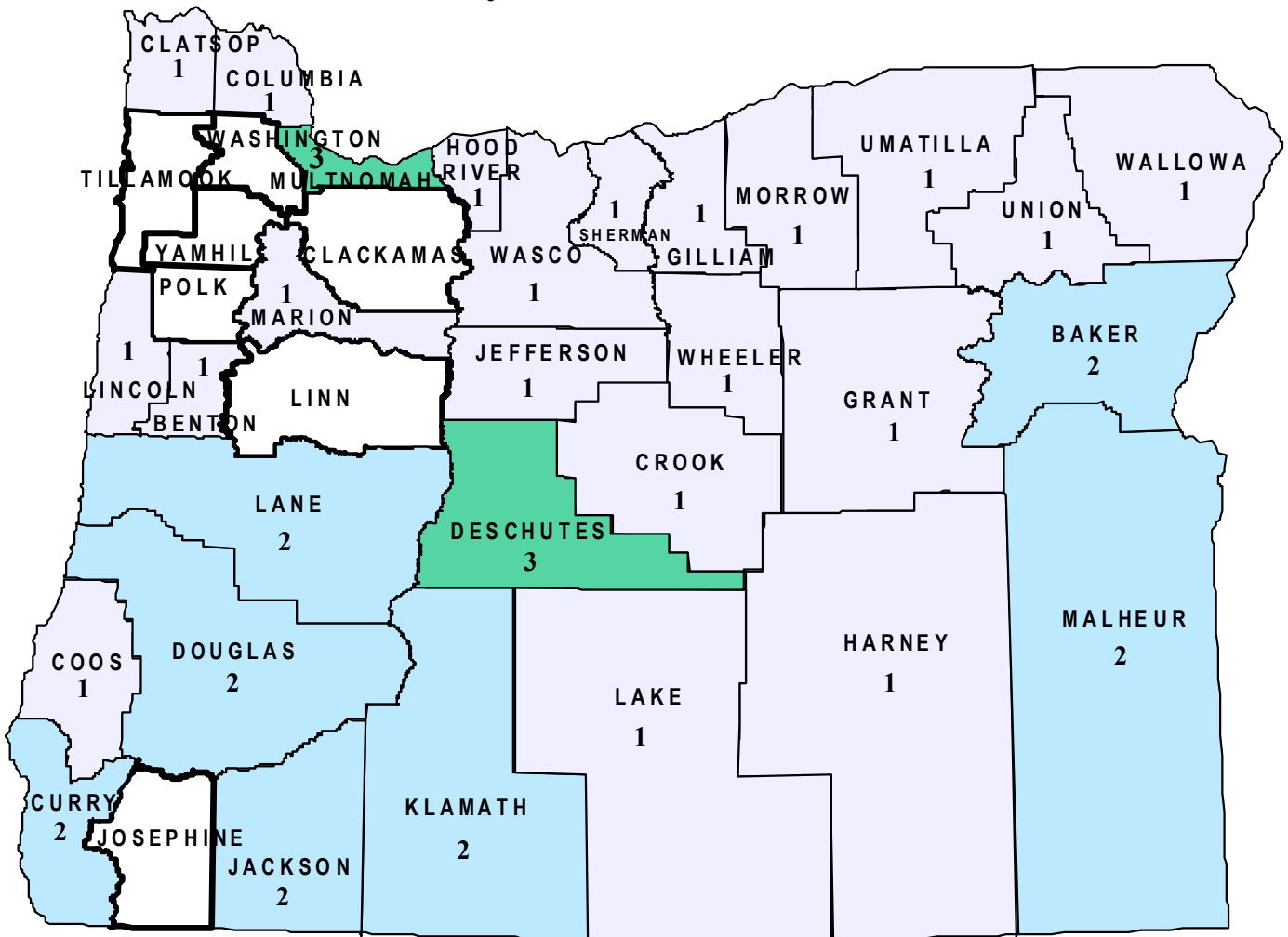


Distribution of Awards by Agency Type



Note: CJSD is required to pass through to units of local governments no less than 46.98 percent of the state's allocation of funds.

Geographic Distribution of FY 1999 Byrne Grant Funds



The map above indicates the number of Byrne-funded programs within the county. Several programs serve more than one county, therefore this map does not necessarily reflect the actual number of programs, but rather reflects which counties benefit from Byrne funds. Although regional task forces are partially funded by a Byrne grant, they are not included on this map. Multi-jurisdictional task force service area is represented on the map on page 43. The Law Enforcement Data Systems Programs, Criminal Justice Information Systems Program, and the Governor's Council on Domestic Violence provide services statewide and are also not included in the county totals. The counties of Clackamas, Josephine, Linn, Polk, Tillamook, Washington, and Yamhill are not presently served by Byrne programs.

Summary of Byrne Formula Grant Funded Programs

Summary of Law Enforcement Programs

Multi-Jurisdictional Narcotics Task Forces

Number of Projects Funded: 7

BJA Purpose Area: 2

Federal Funds Expended: \$1,071,773

Multi-jurisdictional task forces are organized by geographic region. Members of regional task forces include local police departments, state police, and federal agencies such as the Bureau of Alcohol, Tobacco, and Firearms; the Federal Bureau of Investigation; the Drug Enforcement Agency; the U.S. Postal Service; and the Coast Guard. In the Portland Metropolitan Area, the Regional Organized Crime and Narcotics Task Force (ROCN) undertakes complex cases involving significant drug traffickers and organizations that facilitate drug trafficking by laundering proceeds. Outside the Portland area, the investigation and prosecution of most drug offenses are handled by six task forces: Central Oregon Regional Drug Task Force (CORTF); Eastern Oregon Regional Drug Task Force (EORTF); North Coast Anti-Drug Task Force (NCRTF); Mid-Willamette Valley Task Force (MWVTF); South Coast Interagency Narcotics Team (SCINT); and Southern Oregon Regional Task Force (SORT).

Goals/Objectives

- The goal of the multi-jurisdictional task forces is to coordinate federal, state, and local drug law enforcement agency investigations for the purpose of enhancing prosecutions.

Activities/Components

- NCRTF will eradicate marijuana grows in Lincoln, Tillamook, Clatsop, and Columbia counties.
- SCINT ensures safety for children living in homes with criminal drug activity through vigorous enforcement and prosecution of parents, forcing parents to seek appropriate treatment, and removing those children whose home environment cannot be improved.
- CORTF will increase the eradication of indoor and outdoor grow operations from the previous year by 10 percent.
- SORT will present 75 educational programs regarding reliable and accurate controlled substances information to 3,000 citizens or staff.
- MWVTF members will work with the U.S. Attorney's Office to pursue federal prosecution and incarceration of 25 manufacturers and distributors to reduce the number of narcotics networks in the Mid-Willamette region.

- ROCN will emphasize and promote interagency cooperation among all federal, state, and local agencies engaged in organized crime and drug law enforcement by conducting collaborative operation cases and 20 agency assists.

- EORTF will encourage and facilitate the sharing of manpower assets by the involved agencies.

Accomplishments

- NCRTF destroyed 1,487 marijuana plants compared to 4,000 for the same time period last year. This reduction could be due to the lack of aircraft availability for aerial detection. Seventy-one individuals were arrested including 14 mid-level dealers.
- SCINT investigators made 48 referrals to Services to Children and Families (SCF) for children located in homes with criminal drug activity. There were 56 charges of first degree Child Neglect and 60 charges of Endangering the Welfare of a Minor.
- More than 220 marijuana plants were seized by CORTF during the year; a 122 percent increase from the same period the previous year.

(Continued on next page)

Summary of Law Enforcement Programs

Multi-Jurisdictional Narcotics Task Forces

Accomplishments *(continued)*

- SORT presented 119 educational programs to 4,693 people.
- A total of 23 defendants were federally charged by the U.S. Attorney's office.
- ROCN had 17 cases that were shared operations and assisted other agencies in 45 cases. Investigations were conducted in cooperation with Multnomah County Sheriff's Office, Portland Police Bureau, the Drug Enforcement Agency, the Federal Bureau of Investigation, U.S. Customs, the Clark-Skamania Task Force in Vancouver, and other task forces.
- A total of 1,141 man-hours were shared between EORTF and other departments/agencies.

Summary of Juvenile Violence Prevention Programs

Community and Crime Prevention Programs

Number of Projects Funded: 4

BJA Purpose Area: 4

Federal Funds Expended: \$685,722

Goals/Objectives

- Develop conflict resolution skills in schools, in homes, and in community programs in elementary and middle school grades in the Phoenix-Talent School District that will result in decreasing the future rate of violent delinquent behavior and youth gang participation.
- Establish, maintain, and evaluate the effects of universal and targeted interventions aimed at educating elementary and middle school students in Lane County on the consequences of participating in violent behavior, as well as problem-solving and anger management skills and personal responsibility and empathy.
- To achieve a long-term reduction in violence related behaviors among Lincoln County's school aged population through a comprehensive conflict resolution program that enhances student's social, problem solving, and anger management skills.
- Help at-risk youth living in North/Northeast Portland develop resiliency factors to offset negative factors in their environment through the School-Based Violence Prevention Education Program.

Activities/Components

- A total of 650 students from Talent Middle School in Jackson County will receive interactive training in conflict resolution skills using the Resolving Conflict Creatively Program (RCCP).
- Continue Peaceable Educational Practices project activities in the six demonstration schools in Lane County.

- Seventy-five teachers from 11 Lincoln County schools will take part in four days of introductory Resolving Conflict Creatively Program (RCCP) training.
- Eighty-five percent of Self Enhancement participants will remain in school and make satisfactory progress toward completion of their high school education.

Accomplishments

- All students (664) at Talent Middle School received six weeks of interactive training in conflict resolution skills. Thirteen peer mediators were trained and successfully completed 55 mediation sessions.
- Peaceable Educational Practices and Effective Behavioral Support (EBS) model activities continued throughout the school year at 55 schools which included the six demonstration sites that participated the first year of the project.
- A total of 55 teachers in the Lincoln County School District received RCCP conflict resolution training over a four-day period. Workshop sessions and hands-on activities regarding conflict resolution topic areas included: communication, anger, conflict, peaceable classroom management, cooperation, diversity, negotiation, and mediation.
- All 94 active Self Enhancement students remained in school throughout the academic year. Of the 26 students who were freshman in 1996, 20 graduated in June 2000 and one student completed his GED. Seventeen of the 20 (85 percent) graduates have been accepted to a four-year college.

Summary of Juvenile Violence Prevention Programs

Goals/Objectives

- Identify and provide at-risk youth and their families with intervention services through Curry County's Referral/Diversion Program intended to prevent further delinquent behavior.
- Target Minor in Possession (MIP) offenders and allow the juvenile department to more effectively deal with the MIP population in Douglas County.
- Foster school completion, improve school attendance, and reduce the involvement of youth in the juvenile justice system through early identification and intervention in the lives of truant youth and their families, through Multnomah County's Truancy Diversion Program.
- Provide specialized education services to juvenile offenders ages 14-18 who have been adjudicated by the juvenile court through Curry County's Multi-Systemic Treatment Program.
- Reduce juvenile violent crime, reduce the need for out-of-home commitments, and reduce the number of youth sentenced under Measure 11 through the Violent Offender Rehabilitation Treatment Program (VORT).
- Develop a "system change" response to the increasing rate of person-to-person crime in the 17-county region through the Central and Eastern Oregon Juvenile Justice Consortium (CEOJJC).
- Develop and offer a continuum of gender specific, community based services for at-risk, dependant and delinquent girls in Central and Eastern Oregon.

Additional Correctional Resources

Number of Projects Funded: 7
BJA Purpose Area: 4
Federal Funds Expended: \$692,223

Activities/Components

- Provide Referral/Diversion services to 135 youth and 30 adults through the Curry County Referral/Diversion Program.
- Sixty-five percent of youths/families referred to the Douglas County Alcohol and Drug Abuse Prevention and Treatment (ADAPT) project will enroll in recommended treatment.
- Provide services to all students referred to Multnomah County's Truancy Diversion Program.
- More than 30 percent of youth in the Curry County Multi-Systemic Treatment Program will not commit new offenses within six months after program completion.
- Prevent 65 percent of VORT project participants from out-of-home commitments by the end of year four.
- Tool developed by the CEOJJC project will be in place to support the efforts of the county Community Resource Teams.
- Increase knowledge of ways to serve at-risk girls through an intensive planning process with local stakeholders and state, regional, and national experts. Develop a comprehensive, gender-specific system of services to help at-risk girls in Central Oregon.

(Continued on next page)

Summary of Juvenile Violence Prevention Programs

Additional Correctional Resources

(continued)

Accomplishments

- Curry County's Referral program served a total of 74 youth while 207 youth and 32 parents were served through the Diversion program.
- Sixty-nine percent of referred youth/families in the ADAPT program enrolled in recommended treatment.
- Multnomah County's Truancy Diversion field staff personally contacted 647 (79 percent) students' families and 91 percent received face-to-face contact while the other nine percent received a phone call as the primary intervention. Field staff referred 110 students or families to services outside the scope of the project. Referral types included Services to Children and Families (two percent), Family Centers (seven percent), school-based health centers/family resource centers (two percent), and the police (two percent).
- A total of eight of the 17 completors (47 percent) and five of the 11 non-completors (45 percent) did not re-offend within six months after exiting from the Curry County Multi-Systemic Treatment program.
- Eighty-five percent of VORT youth did not require out-of-home placements.
- The tools originally developed by the CEOJJC project meet the individual needs of the counties. Other areas, including use of a universal confidentiality form, drug and alcohol abuse screening protocol, strategy for involving families in the development of case plans, and the provision of services which serve the needs of culturally diverse populations, continue to be of high priority.

- Planning process has included representatives from all three regional counties and the Confederated Tribes of Warm Springs and consisted of over 90 professionals, teenage girls, parents, and legislators. The basic structure has consisted of an executive committee, a secure facility planning committee, and a community wide continuum of care committee. Planning process has resulted in the publication of a 75-page report and plan for a gender specific secure facility for the three-county region. The report includes curriculum, prevention strategies, a list of regional strengths and gaps in service, and a comprehensive regional profile of at-risk girls in Central and Eastern Oregon.

Summary of Adult Corrections Programs

<p>Goals/Objectives</p> <ul style="list-style-type: none">■ To reduce revocation and recidivism rates of drug-abusing parole violators sentenced less than 12 months to the Marion County Connections II Program.■ To reduce the criminal recidivism of high-risk, drug-involved offenders and improve their transition into the community from the Klamath County Jail. Improve coordination and continuity between jail and post-release programs and continue evaluation of program effectiveness.■ To break the cycle of addiction and criminality in high-risk offenders who are supervised in Deschutes and Jefferson counties. This is accomplished by combining intensive community supervision by specialized probation officers with intensive cognitive-based, chemical dependency treatment.■ To assist pregnant, substance abusing women in the corrections system to access effective treatment/rehabilitation and to mobilize law enforcement, social services, and community efforts to coordinate treatment and prevention efforts in substance abuse. <p>Activities/Components</p> <ul style="list-style-type: none">■ Sixty percent of employable clients in the Connections II program will have jobs within six months of release from custody.■ Seventy percent of offenders enrolled in the Klamath County Jail Treatment Program will continue in jail treatment until released from custody.■ Eighty-five percent of all program offenders in the Deschutes County Chemical Intervention Program will have reduced drug consumption as indicated on drug screens.	<p>Additional Correctional Resources</p> <p>Number of Projects Funded: 4 BJA Purpose Area: 11 Federal Funds Expended: \$519,411</p> <ul style="list-style-type: none">■ Fifty percent of women who screen positive for drug use will engage in intervention or education programs in Jackson County. <p>Accomplishments</p> <ul style="list-style-type: none">■ During the grant period, a total of 22 (59 percent) out of 37 employable clients in the Connections II program had jobs within six months of release from custody.■ A total of 210 clients (84 percent) entering the Klamath County Jail Treatment Program continued in treatment until released from jail.■ Of the 100 offenders served in the Deschutes County Chemical Intervention program, 96 offenders or 96 percent, showed a measurable reduction in drug consumption.■ A total of 365 (77 percent) of the women who screened positive for drug use were engaged in an intervention or education program in Jackson County.
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Summary of Information Systems Programs

Criminal Justice Information Systems

Number of Projects Funded: 3

BJA Purpose Area: 15b

Federal Funds Expended: \$344,040

Goals/Objectives

- The LEDS message switch is the most critical component LEDS relies on to provide LEDS services. Connected to over 10,000 devices located throughout the State of Oregon, the message switch is the central hub through which over 14 million transactions are processed each month. Over the last 10 years, evolving technological advancements and user demands for more graphics-based information has rendered the current message switch obsolete.
- The Public Safety Data Warehouse (PSDW) will aggregate data from operational criminal justice information systems and allow that data to be used in strategic ways. The primary focus will be to allow program decisions to be based on what will reduce future criminal conduct by an offender.
- The Criminal Justice Information Systems Standards Program (CJIS) is a legislatively mandated function of the Oregon State Police. Its purpose is to improve electronic information sharing between State criminal justice agencies. One function is to establish standards for data, technology, and information sharing.

Activities/Components

- Re-engineer the LEDS message switching system to allow LEDS to provide NCIC-2000 functionality.
- Identify data elements required to satisfy legislative direction under Oregon House Bill 2229 (1997 Legislature) to evaluate the effectiveness of current offender programs and their ability to deter future criminal behavior.
- Finalize and adopt updates to the CJIS data, technology, and interchange transaction standards.

Accomplishments

- Completed the recruiting and hiring of the system analyst who will be responsible for the operation and maintenance of the new message switching system. Beginning the process of developing the procurement proposal documents which will define the work to be completed in specific project phases.
- Completed an intergovernmental agreement between the Department of Administrative Services, Information Resource Management Division and the Department of State Police concerning the administration of the PSDW.
- Conducted a series of work sessions to review the current data directory, suggest changes, and develop needed changes.

Summary of Domestic and Family Violence Programs

Goals/Objectives

- Provide treatment services for batterers in Baker County.
- Initiate computer link-up and communication with local law enforcement agencies, District Attorney's office and courts, and provide staff support to the Clatsop County Domestic Violence Council.
- Respond to domestic violence calls on a 24-hour-a-day/seven day-a-week basis, providing immediate crisis intervention, resource and referral, and personal advocacy services in Western Douglas County.
- Increase outreach and culturally responsive counseling for Latina women survivors of domestic violence and their children who witnessed violence in Multnomah County.
- Increase the number of victims of domestic violence who access services in Coos County.
- Reduce children's and adolescent's vulnerability to assault in Columbia County.
- The Governor's Council on Domestic Violence will implement a statewide initiative targeting violence against women and children to determine how the State might best work to support the development of a coordinated community, county, and statewide response for the prevention of domestic violence and the protection of domestic violence victims.

Activities/Components

- All convicted batterers in Baker County will complete a 36-week batterer intervention program or be returned to the court for noncompliance.
- Collaborate with the Clatsop County District Attorney's Office to set up a system for data collec-

Improving the Criminal Justice System's Response to Domestic and Family Violence

Number of Projects Funded: 8

BJA Purpose Area: 18

Federal Funds Expended: \$210,295

- tion, communication, and monitoring of program offenders. Maintain records and initiate reports for repeat offenders and assist in the prosecution of perpetrators. Track and collect statistical data on restraining orders, including violations, modifications, and hearings. Assist Clatsop County Domestic Violence Council in data collection and monitoring of offender convictions and treatments.
- The Personal Violence Specialist in Western Douglas County provides crisis intervention at the scene of domestic violence crimes, facilitates communication with law enforcement, accompanies victims to the hospital as needed, and provides follow-up advocacy.
 - Provide advocacy services to Latina women and their children in Multnomah, Clackamas, and Washington County. Empower Latina survivors of domestic violence and sexual assault to obtain self-sufficiency through on-going counseling and support.
 - Provide advocacy for victims of domestic violence and sexual assault in Coos County by providing information and referrals on the 24-hour hotline and through weekly support groups.
 - Provide parenting classes and weekly support groups for adult women. Provide community education to local schools and other family programs in the five surrounding communities in Columbia County.
 - The Governor's Council on Domestic Violence will establish procedures to ensure public input in developing model domestic violence prevention policy.

(Continued on next page)

Summary of Domestic and Family Violence Programs

Accomplishments *(continued)*

- A total of 22 clients in Baker County were sentenced to batterer treatment. Six clients completed treatment, two were referred back to court as unsuccessful and 14 remain in treatment. Three clients are near completion.
- A total of 148 DART responses were tracked on the 1999 Database. Clatsop County law enforcement agencies received a total of 155 calls to activate DART. A total of 84 percent of the victims utilizing DART received follow-up services from CCWRC, 52 percent were domestic violence crimes where the child had witnessed the violence and 60 percent of the victims accessed court advocacy services from CCWRC.
- A total of 442 clients in Western Douglas County accessed the personal violence specialist by 24-hour hotline, the Reedsport police department, or walk-in services provided by Lower Umpqua Victim's Services. A total of 228 clients received crisis intervention services and were provided with a total of 1,363 service hours.
- A total of 2,000 hours of counseling were provided to Latina women and children survivors of domestic and sexual violence, and 1,401 hours of outreach and intervention services were provided to Latina families living in a domestic violence situation in Multnomah, Clackamas, and Washington Counties.
- A total of 1,116 crisis line call victims in Coos County were given information and referral. A total of 281 women received crisis intervention services at the "One Stop" Center and 189 women received crisis intervention services at the Newmark Outreach Center.

Improving the Criminal Justice System's Response to Domestic and Family Violence

- Provided 35 parenting classes and two weekly support groups for adult women. Provided 112 school presentations about domestic and /or sexual violence to 2,722 students, teachers and educational staff in all five surrounding communities in Columbia County.
- Public hearings soliciting input from survivors of domestic violence, victim advocates, the criminal justice system, and interested parties were conducted in La Grande, Bend, Newport, Eugene, Portland, Pendleton and Klamath Falls.

Summary of Administrative Costs

Administration

BJA Purpose Area: 99

Federal Funds Expended: \$261,831

Goals/Objectives

- Develop statewide *Strategy* examining the drug and violent crime problems and resource needs of the state.
- Award and administer Byrne grant funds to projects which demonstrate the ability to reduce drug use and violent crime or improve the effectiveness of the criminal justice system.

Activities/Components

- The Criminal Justice Services Division (7.5 FTE) developed the statewide *Strategy* and submitted the application for FY 1999 Byrne formula grant funds. In FY 1999 Oregon was awarded \$6,276,000. In addition to the original award, Oregon received \$28,362 for being compliant with federal HIV legislation mandates. Unspent funds from prior years were also available to award to projects.
- CJSD monitored 35 subgrants, assisted subgrantees in meeting their goals and objectives, and ensured that expenditures were allowable, justified, and reasonable.

Accomplishments

- Staff worked with Program Design and Evaluation Services (PDES) to conduct an independent evaluation of Byrne funded juvenile violence prevention and domestic violence programs. Contracted evaluators presented summaries of the Byrne-funded juvenile programs at three Governor's Drug and Violent Crime Advisory Board meetings.
- Reviewed quarterly progress and fiscal reports from subgrantees to ensure compliance with approved goals and objectives. Performed on-site program and fiscal monitoring of funded programs and provided technical assistance as requested.

- Prepared compliance certification and documentation for the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act.
- Continued publication of *The Justice Reporter* to inform subgrantees and criminal justice and social service agencies of Division activities and grant information.
- Served as staff to the Governor's Drug and Violent Crime Advisory Board.
- Provided staff support to the Governor's Council on Domestic Violence.
- Assisted in the planning and coordination of the Governor's Summit on the Over-Representation of Minorities in the juvenile justice system.
- Met with Federal program managers during site visits.

Summary of Evaluation Activities

Summary of Evaluation Activities

In 1999, the Criminal Justice Services Division (CJSD) awarded Byrne grant funds to 11 juvenile crime prevention programs. The total amount awarded during the reporting period was \$1,508,826 ranging from \$40,000 to \$250,000 per program. Each program is eligible for a maximum funding period of 48 months with an annual review and renewal process.

Particularly in the criminal justice field, there has been an urgent need for program evaluation in order to facilitate an understanding of program impact and design effective prevention programs. Recognizing this need, CJSD required all applicants for 1999 Byrne grant funds to include evaluation activities in their program component. CJSD also partnered with Program Design and Evaluation Services (PDES), for contract evaluation services. The contract evaluator has assisted CJSD in conceptualizing and implementing program evaluations on juvenile crime prevention programs funded by the Byrne Formula Grant.

Under the guidance of the Governor's Drug and Violent Crime Advisory Board and with the assistance from the contract evaluator, CJSD solicited grant applications by categorizing programs into three main areas:

1. Primary prevention.
2. Secondary prevention.
3. Tertiary prevention.

Primary prevention programs are intended to teach students the use of negotiation as a healthy alternative to violence. Essential elements of primary prevention programs are:

- Conflict resolution curricula including anger management, problem solving skill training, negotiation skill training, and peer mediation.

Evaluation

Number of Projects Funded: 2
BJA Purpose Area: 19
Federal Funds Expended: \$279,416

- Teacher training and parent training classes on conflict resolution.
- The use of student organization activities to improve the school climate and develop leadership skills.

Secondary prevention programs identify at-risk youth and their families and provide them with intervention services intended to prevent further delinquent behavior. The main program goal is to reduce criminal recidivism by increasing the effectiveness of the initial juvenile justice system contact. Essential elements of secondary prevention programs are:

- Providing community-based intervention services to first-time non-adjudicated juvenile offenders and their families.
- Enhancing the development of interpersonal communication and problem-solving skills among high-risk youth and their families.
- Helping youth and their families identify and access community resources.
- Providing and teaching empowerment skills to high-risk youth and their families.

Tertiary prevention programs target violent and chronic juvenile offenders who either are currently in the juvenile justice system or are transitioning from the juvenile system into the community. The programs aim to reduce the number of youth entering the adult correctional system or those requiring mandatory sentences under Oregon's Measure 11. Programs in this category provide intervention services that address individual behavioral change with reference to family, peers, and the school. Essential elements are:

(Continued on next page)

Summary of Evaluation Activities

Evaluation

(Continued)

- Strong partnership and coordination among the juvenile justice system, health and mental health services, other social services providers, and schools.
- Working with the youths' family, peers, and school to promote positive behavior change.
- Enhancing youths' social perspective skills.
- Teaching youth how to deal effectively with negative peer influences and family problems.
- Empowering parents with skills and resources to effectively address family problems, resulting in improved family relationships.

Of the 11 funded juvenile programs, eight are being evaluated. Of the eight, there are four primary prevention programs, two secondary programs, and two tertiary programs.

CJSD's evaluation efforts have been organized around two major activities: process evaluation and outcome evaluation.

Process Evaluation: The purpose of process evaluation is to assess the extent to which the project is implemented as planned and to determine the degree to which program activities are associated with program goals. Project sites are expected to:

- Collect data on the number of clients served in each program.
- Describe the characteristics of the clients.
- Collect, describe, and analyze narrative program management data.
- Assess progress toward program goals, problems encountered, and solutions offered.
- Examine the association between the program activities and desired outcomes.

All programs are required to include process data in the quarterly progress reports they submit to CJSD.

Outcome Evaluation: The purpose of outcome evaluation is to assess the program impact. For outcome evaluations, CJSD uses both the goal-attainment approach and the experimental research design. The goal attainment approach is used to measure the extent to which a project site has achieved its proposed goals. The experimental research design is used to assess program impact by controlling external factors so that the results may be directly attributed to the program, making them generalizable in support of future replication efforts.

The goal-attainment approach is being applied to all eight programs PDES evaluates and CJSD continues to work with each program to ensure the following components are in place and refined:

1. A concise statement of purpose.
2. Clear measurable objectives.
3. Relevant performance measures.
4. Activities that support the goals and objectives.

Five of the eight programs were identified by the contract evaluators as having either an experimental or quasi-experimental design for outcome evaluation. These programs include: a community-based primary prevention program and two school-based primary programs; one secondary program aimed at reducing truancy among elementary and middle school students, and a tertiary program using family preservation intervention.

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Summary of Evaluation Activities

Evaluation

(Continued)

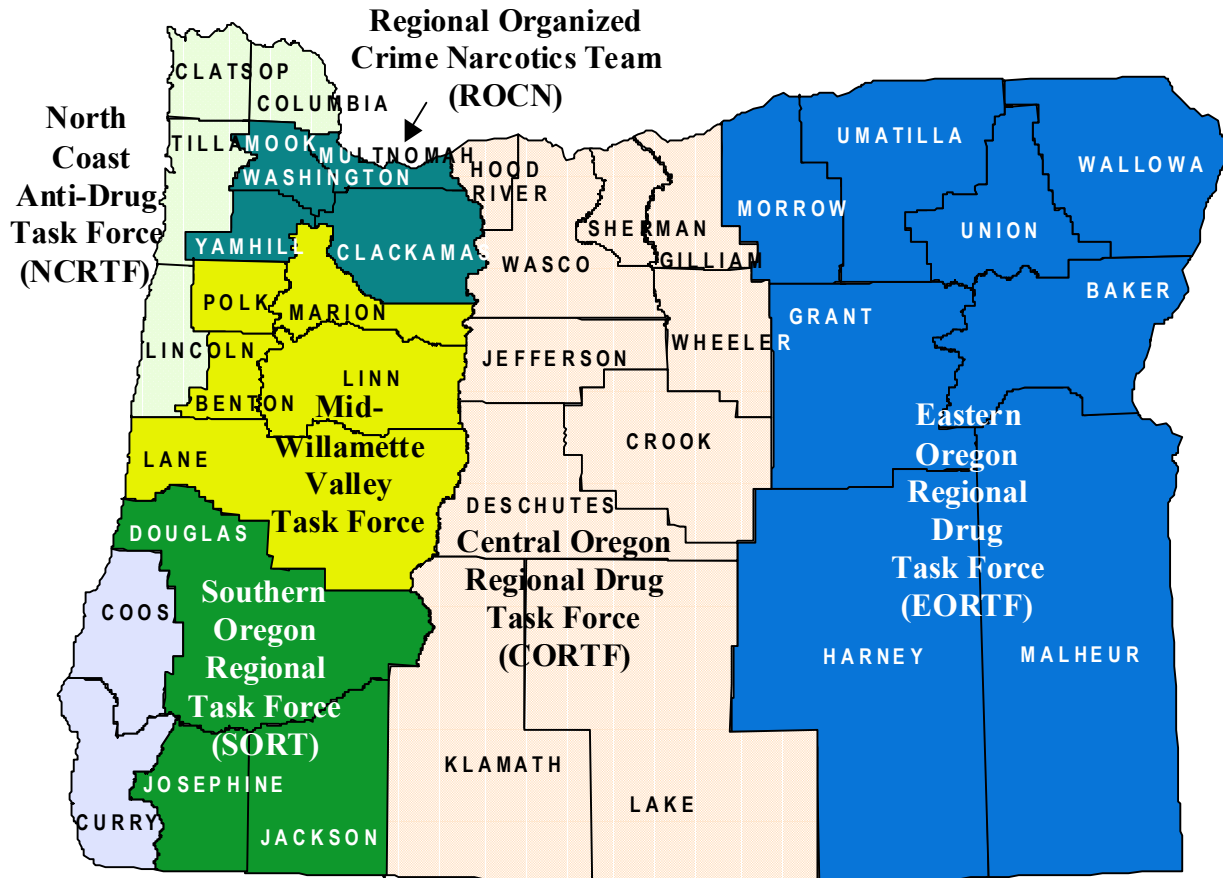
The results of process and outcome evaluation for each of the eight programs are presented in the Overview of Juvenile Violence Prevention Programs and Contracted Evaluations section of the report.

PDES is also assisting CJSD in monitoring and evaluating domestic violence prevention programs funded by both the Byrne and STOP Violence Against Women Grant Programs. Specifically, three activities will be undertaken: an evaluability assessment, performance monitoring, and a cultural competency assessment.

An evaluability assessment describes the structure of a program and analyzes the feasibility of its goals and objectives. Expected results of the evaluability assessment include clarification of program structure and action and agreement on program objectives central to evaluation and the criteria to be used in assessing whether those objectives have been met. Performance monitoring includes establishing data sources in collaboration with programs and collecting data on program activities, outputs and outcomes with the ultimate goal of developing a minimum data set across all projects to capture key data. Finally, the cultural competency assessment will describe agency organizational practices regarding cultural competency, obtain input from minority advocacy groups regarding the needs of minority victims and the ways agencies could meet those needs, and develop a self-assessment checklist for agencies to assess their own cultural competency.

Project Performance Data Appendix

Oregon Regional Narcotics Task Forces



Multi-jurisdictional drug task forces fall under the umbrella of seven Drug Task Force regions: North Coast Anti-Drug Task Force (NCRTF); Regional Organized Crime Narcotics Task Force (ROCN); Mid-Willamette Valley Task Force (MWVTF); South Coast Interagency Narcotics Team (SCINT); Southern Oregon Regional Task Force (SORT); Central Oregon Regional Drug Task Force (CORTF); and Eastern Oregon Regional Drug Task Force (EORTF). These task forces receive funding in part with Byrne grants and are comprised of municipal, county, and state officers. Several task forces have a prosecutor assigned to them.

The multi-agency task forces receiving Byrne grant funds have prepared narcotics seizure information for Oregon State Police’s Analytical Support Unit since January 1996. The information is summarized and returned to agencies in monthly, quarterly, and annual reports. However, summaries are not comprehensive of all narcotics activity throughout Oregon because municipal, county, state, or federal law enforcement narcotics information is not incorporated. In addition, summarized information is not a good indication of the activities or effectiveness of a task force. The following data offers a preliminary understanding of possible narcotics trends within Oregon.

Task Force Accomplishments

The data presented on the next three pages summarize the narcotics charges and seizures from the task force regions. The individual task forces provide an event report for each occurrence of a narcotics event.

A narcotics event is defined as an incident where narcotics, or narcotics related money or equipment, is seized, bought, or found. In short: if a narcotics related item is removed from the streets, it is reported as an event.

The data is entered into a database for additional analysis to determine drug trends and movement.

Asset Seizure and Forfeiture

<i>Assets Forfeited (incidences)</i>	CORTF	EORTF	MWVTF	NCRTF	ROCNC	SCINT	SORT	Total
Value of Assets Forfeited	94,540	192,545	2,907,709	295,407	447,136	62,252	202,197	4,201,786

Miscellaneous

Case Information

Other agency Assists	48	14	37	10	10	37	395	551
Cases Federaly Adopted	16	2	24	4	8	1	38	93
State Search Warrants Served	51	76	117	50	15	110	162	581
Federal Search Warrents Served	6	0	6	0	0	0	0	12
Subjects Contacted	496	449	571	319	133	250	1,135	3,353
Narcotic Related Events	362	367	478	260	100	166	886	2,619

Weapons

Used/Intended to use	0	1	3	2	1	0	0	7
Immediately Available	34	26	59	17	8	28	15	187
Pistols	19	39	72	17	28	42	69	286
Rifles	66	51	64	25	5	66	61	338
Assault Rifles	1	72	12	0	1	8	4	98
Shotguns	15	24	23	1	2	24	28	117
Total	101	186	171	43	36	140	162	839

Contact Was 1st Time Drug Offender

Yes	145	84	156	154	36	24	171	770
No	217	204	206	122	31	66	431	1,277
Unknown or No Contact Made	137	175	285	53	96	171	657	1,574

Contact Was Employed

Yes	111	85	103	81	15	19	92	506
No	287	218	265	220	63	81	409	1,543
Unknown or No Contact Made	101	160	279	28	85	161	758	1,572

Contact Was on a Previous Drug Probation

Yes	114	72	100	94	18	45	171	614
No	235	226	236	103	36	45	472	1,353
Unknown or No Contact Made	180	165	311	132	109	171	616	1,684
Total	529	463	647	329	163	261	1,259	3,651

Charges Filed Against Drug Offenders

<i>Charges by Gender</i>	CORTF	EORTF	MWVTF	NCRTF	ROCNC	SCINT	SORT	Total
Male	617	622	663	407	222	361	1,211	4,103
Female	202	278	245	131	35	172	506	1,569
Total	819	900	908	538	257	533	1,717	5,672

<i>Charges by Race</i>	CORTF	EORTF	MWVTF	NCRTF	ROCNC	SCINT	SORT	Total
Caucasian	469	508	717	448	100	488	1,570	4,300
African American	11	25	15	0	10	0	5	66
Hispanic	175	339	160	86	145	2	118	1,025
Native American	53	5	4	0	0	0	1	63
Asian	0	2	0	0	2	0	4	8
Unknown/Other	1	21	12	4	0	43	19	100
Total	709	900	908	538	257	533	1,717	5,562

<i>Charges by Age Status</i>	CORTF	EORTF	MWVTF	NCRTF	ROCNC	SCINT	SORT	Total
Adult	700	846	899	518	257	513	1,632	5,365
Juvenile	9	54	9	20	0	20	85	197
Total	709	900	908	538	257	533	1,717	5,562

<i>Charges by Type of Drug</i>	CORTF	EORTF	MWVTF	NCRTF	ROCNC	SCINT	SORT	Total
Cocaine	21	45	17	34	89	5	18	229
Cocaine (Crack)	0	3	12	12	20	0	1	48
Methamphetamine	672	603	442	235	73	310	973	3,308
Heroin (Tar)	9	33	46	18	38	8	14	166
Heroin (Powder)	0	0	0	1	0	0	0	1
Marijuana	120	197	324	228	29	188	631	1,717
LSD	0	3	0	0	0	0	2	5
Psilocybin Mushrooms	7	5	8	5	0	1	24	50
Other	37	11	59	5	8	21	54	195
Total	866	900	908	538	257	533	1,717	5,719

<i>Charges for Drug Offenses by Type of Offense</i>	CORTF	EORTF	MWVTF	NCRTF	ROCNC	SCINT	SORT	Total
Manufacturing	134	54	175	81	40	71	363	918
Distributing	446	511	419	326	111	315	949	3,077
Processing	286	335	314	131	106	147	405	1,724
Total	866	900	908	538	257	533	1,717	5,719

Other Charges and actions Accompanying Drug Charges

Endangering Welfare of Minor	36	76	88	52	5	44	227	528
W/in 1,000 of school	19	24	16	13	0	1	42	115
1st Degree Child Neglect	34	44	76	40	4	35	27	260
Children Services Referrals	25	48	26	47	0	46	214	406
Total	114	192	206	152	9	126	510	1,309

Seizures

Drug Seizures

<i>Grams</i>	CORTF	EORTF	MWVTF	NCRTF	ROCN	SCINT	SORT	Total
Cocaine	145.9	467.6	378.3	159.4	12,328.3	57.5	47.1	13,764.1
Cocaine (Crack)	0.0	9.2	254.0	9.6	4,102.1	0.0	3.9	4,378.8
Hashish	0.0	0.0	178.7	0.0	6.0	5.3	3.3	193.3
Heroin (Powder)	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0
Heroin (Tar)	5.2	277.1	742.2	45.5	275.1	29.8	521.1	1,896.0
Marijuana	18,070.7	107,606.8	55,221.5	8,505.1	13,268.8	1,976.4	59,348.8	263,998.1
Methamphetamine	8,270.9	7,614.8	28,200.4	9,054.6	30,941.9	1,039.8	23,567.4	108,689.8
Methcathinone	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Opium	0.0	46.0	0.0	0.0	0.0	0.0	0.0	46.0
Psilocybin	126.3	44.4	2,539.1	184.2	0.0	31.2	32,110.9	35,036.1
Total Grams	26,619.0	116,245.9	87,514.2	17,959.3	60,922.3	3,139.9	115,602.6	428,003.1

Units

LSD	0	107	0	0	0	0	5	112
Hash Oil	0	0	113	0	0	0	0	113
Marijuana Plants	200	39	2,641	1,114	460	464	3,086	8,004
Total Units	200	146	2,754	1,114	460	464	3,091	8,229

Presursor Chemicals (not always reported)

Methamphetamine Labs

Active	2	2	14	6	1	0	31	56
Boxed/Stored/Inactive	2	9	45	3	6	1	39	105
Total Labs	4	11	59	9	7	1	70	161

Grams

Ephedrine	0.0	907.2	5.0	1,000.0	0.0	0.3	15,469.3	17,381.8
Epsom Salts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Iodine	0.0	0.0	3.8	0.0	0.0	0.0	7.6	11.4
Pseudo-Ephedrine	0.0	0.0	136,573.0	0.0	9,000.0	0.0	0.0	145,573.0
Red Phosphorous	0.0	0.0	34.4	0.0	0.0	0.0	0.0	34.4
Sodium Hydroxide	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Unknow/Other	0.0	0.0	258,206.0	0.0	1,500.0	0.0	94.7	259,800.7
Total Grams	0.0	907.2	394,822.1	1,000.0	10,500.0	0.3	15,571.6	422,801.2

Liters

Acetone	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Diluted Meth Solutions	0.0	3.8	0.0	0.0	0.0	0.0	0.0	3.8
Hydriotic Acid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hydrochloric Acid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Meth Oil	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Muriatic Acid	.05	0.0	0.9	0.0	0.0	0.0	0.0	1.4
Nitric Acid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pseudo-Ephedrine Solution	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sulfuric Acid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Unknow Precursor Liquid	0.0	22.7	0.0	0.0	0.0	0.0	0.0	22.7
Total Liters	0.5	26.5	0.9	0.0	0.0	0.0	0.0	27.9

North Coast Anti-Drug Task Force (NCRTF) Clatsop County Sheriff's Office

Project Purpose

Increase felony arrests and prosecutions within the four Northwest counties of Lincoln, Tillamook, Clatsop and Columbia, with the assumption that this will decrease the availability of illegal drugs and to provide support to local organizations involved in reducing the demand for these drugs.

Contact: Sheriff John P. Raichl 503.325.8635

Project No: 99-001

Federal Funds Expended: \$110,000

Match Funds Expended: \$169,689

Objectives

1. Reduce the manufacture of illegal drugs.
2. Eradicate marijuana grows.
3. Reduce the availability and street sales of illegal drugs.

Outcomes

1. A total of 307 arrests were made (320 percent increase from previous year). Eighteen methamphetamine labs were destroyed and two cases have been federally adopted. Approximately \$90,000 in forfeitures has been distributed to state and local agencies.
2. NCRTF destroyed 1,487 marijuana plants compared to 4,000 for the same time period last year. This reduction could be due to the lack of aircraft availability for aerial detection. Seventy-one individuals were arrested including 14 mid-level dealers.
3. Over 225 arrests were made for street level distribution. Conviction rates have improved to the point that NCRTF projects better than 90 percent of these individuals will be found guilty.

South Coast Interagency Narcotics Team (SCINT)

Coos County Board of Commissioners

Project Purpose

Enhance interagency cooperation; create partnerships with landlords, property managers, and neighborhoods to make safer communities; coordinate the implementation of drug prevention and life skills classes to middle school students; facilitate multi-jurisdictional investigations and share intelligence information for the purpose of arresting and prosecuting narcotics offenders.

Contact: Laurie Kreutzer 541.267.3375

Project No: 99-002

Federal Funds Expended: \$175,000

Match Funds Expended: \$59,907

Objectives

1. Maximize manpower, resources, and information-sharing for law enforcement and civilian agencies.

2. Impact the importation and distribution of chemicals and drugs from the central valley of California and Mexico, disrupting the availability of heroin, amphetamine and methamphetamine.

3. Deter future narcotics activity by removing the profit from drug law violations and disrupting the supply and flow of narcotics within SCINT's jurisdiction.

(Continued on next page)

Outcomes

1. Assisted the following agencies and task forces: Coos and Curry County Parole and Probation, Housing Authority, Services to Children and Families (SCF), Senior and Disabled Services Division, Women's Crisis Center, Educational Service District, Coos Bay School District, Coos County Emergency Response Team, U.S. Coast Guard, Federal Bureau of Investigation, Drug Enforcement Agency, Alcohol, Tobacco and Firearms, U.S. Marshals, Oregon Air National Guard RAID, U.S. Customs, Department of Justice, Immigration and Naturalization Services, Bureau of Land Management, U.S. Forest Service, Port of Brookings, Klamath Falls Narcotics Team (KINT), Douglas Interagency Narcotics Team (DINT), Josephine Interagency Narcotics Team (JOINT), Reno Nevada Narcotics Task Force, Del Norte Task Force (Crescent City, CA), Sonoma County Drug Task Force, Coos County Sheriff's Office, Curry County Sheriff's Office, Douglas County Sheriff's Office, North Bend P.D., Brookings P.D., Coos Bay P.D., Bandon P.D., Florence P.D., Gold Beach P.D., Coquille P.D., Myrtle Point P.D., Powers P.D., Reedsport P.D., Port Orford P.D., and Oregon State Police.

2. Began long-term undercover buy operation, allowing SCINT officers into the Hispanic drug trade and to their upper level suppliers. Search warrants and arrest warrants will be issued at a later date as a result of the long-term investigation.

3. A total of 429 arrests resulted in 259 convictions with 134 cases pending. Drugs seized included:

(Continued on next page)

**South Coast Interagency Narcotics Team (SCINT)
Coos County Board of Commissioners**

Objectives *(continued)*

4. Ensure safety for children living in homes with criminal drug activity through vigorous enforcement and prosecution of parents, forcing parents to seek appropriate treatment, and removing those children whose home environments cannot be improved.
5. Enhance the ability of local communities to increase their level of involvement in narcotics enforcement by encouraging citizen reporting of criminal drug activity and adoption and utilization of drug house abatement ordinances. Maintain a positive relationship between citizens and law enforcement by identifying and responding to local needs and complaints.

Outcomes *(continued)*

1,391 grams of methamphetamine/amphetamine, 3,848 grams of marijuana, six grams of tar heroin, 14 grams of hashish, 431 grams of psilocybin mushrooms, 60 grams of cocaine, 224 grams of ephedrine, 133 tabs of LSD, and 717 plants, for a total value of over \$1.2 million.

SCINT officers seized five outdoor marijuana gardens, 14 indoor marijuana gardens, and two methamphetamine labs.

4. SCINT investigators made 48 referrals to SCF for children located in homes with criminal drug activity. There were 56 charges of first degree Child Neglect and 60 charges of Endangering the Welfare of a Minor.
5. Through the Drug House Abatement (DHA) project, 72 letters were sent to landlords notifying them of criminal activity in their rentals resulting in 70 evictions. SCINT counseled 21 landlords regarding the project. One letter was sent to a local city for enactment of city ordinance. One piece of real property was forfeited and three others were seized but not forfeited.

SCINT continues to provide free training for landlords, property managers and owners regarding their rights and responsibilities, proper screening techniques, and the eviction process. The DHA facilitator responds to concerned neighborhoods and public housing units to guide them through the

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**South Coast Interagency Narcotics Team (SCINT)
Coos County Board of Commissioners**

Objectives *(continued)*

- 6. Present training sessions for landlords, property managers and law enforcement to provide alternatives to communities where law enforcement alone cannot deter drug activity.

- 7. Implement a pilot program of the modified Pathfinders curriculum in a Coos Bay middle school. The program will teach 6th, 7th and 8th grade students drug prevention and life skills, promoting assertiveness to resist peer and media pressures.

Outcomes *(continued)*

- process of declaring problem houses as nuisances in an effort to “clean up” the neighborhood. Information about the DHA program has been forwarded to other task forces and law enforcement agencies throughout the state for implementation in their own jurisdictions.
- 6. The DHA facilitator, along with other SCINT personnel, conducted 25 public talks to a total of 949 people. Attendees included public housing tenants and administrators, city council members, school representatives, businesses, public service organizations, and neighborhood citizens.

SCINT also provided 10 training sessions to 291 people including police and reserve officers, assistant district attorneys, and U.S. attorneys.

 - 7. In partnership with Coos Bay School District, the pilot program curriculum was provided to approximately 450 middle school students by the DHA facilitator. The six-week course was taught through the health classes and used skill training and problem solving exercises to help students strengthen social and self-management skills and promote assertiveness and resist peer pressure. Specific classes taught included team building, communication, stress management, anger management, problem solving, choices and consequences, and motivation.

Central Oregon Regional Drug Task Force (CORTF) Deschutes County Sheriff's Department

Project Purpose

Coordinate enforcement by the Central Oregon Regional Drug Task Force in a geographic region east of the Cascades, from the Columbia River south to the California border.

Contact: Sheriff Greg Brown 541.383.4393

Project No: 99-003

Federal Funds Expended: \$110,000

Match Funds Expended: \$97,807

Objectives

1. Assign a full-time staff person within each of the three districts that will coordinate team activities and interagency cooperation.
2. Assign major narcotics investigations and facilitate the dissemination of information to the task force and other agencies.
3. Increase the eradication of indoor and outdoor grow operations from the previous year by 10 percent.
4. Disrupt methamphetamine distribution at the street level and through area and regional distributors.
5. Fully utilize federal and state asset forfeiture laws.

Outcomes

1. One full-time staff person was assigned to the Mid-Columbia (MINT), Central Oregon (CODE) and Klamath Falls Police Department.
2. Each of the three sub-task forces has continued to coordinate efforts between local, state and federal agencies. In part because Deschutes County has been designated a High Intensity Drug Trafficking Area (HIDTA), CODE has a Drug Enforcement Agency (DEA) and Federal Bureau of Investigation (FBI) agent assigned to the team. Thirteen investigations were federally adopted during 1999-2000.
3. More than 220 marijuana plants were seized during the year; a 122 percent increase from the same period the previous year.
4. CORTF seized 12,743.22 grams of methamphetamine resulting in 98 charges of Manufacturing, 354 charges of Possession, and 236 charges of Distribution.
5. At the state level \$163,594 in assets were seized and two federal seizures totaled \$175,000.

**Southern Oregon Regional Task Force (SORT)
Josephine County Sheriff's Office**

Project Purpose

Investigate, arrest, and prosecute narcotics offenders and achieve enhanced interagency coordination and intelligence sharing efforts.

Contact: Sgt. Carroll Huffman 541.474.5151
Project No: 99-004
Federal Funds Expended: \$296,236
Match Funds Expended: \$161,469

Objectives

1. Decrease/disrupt individual drug offenders, organizations, and illegal activities associated with drug use and trafficking within the region. Initiate 60 Class I violators under Western States Information Network (WSIN) criteria and perform 500 searches.
2. Collect, evaluate, and disseminate intelligence and coordinate and collaborate efforts among law enforcement agencies in three counties while leveraging resources by using the multi-jurisdictional task force approach. Coordinate 175 criminal cases involving investigators from other local, state, and federal agencies. Submit 900 WSIN/Department of Justice subject reports.
3. Financially curtail drug traffickers by initiating 150 potential claimant forfeiture notices.
4. Coordinate and refer 200 cases of child neglect and endangerment. Document 40 cases of illegal drug activity within 1,000 feet of a school.
5. Present 75 educational programs regarding reliable and accurate controlled substances information to 3,000 citizens or staff. Participate in 75 meetings with public or private agencies to identify drug related problems.

Outcomes

1. Initiated 113 Class I violators (49 percent increase from previous year) and performed 347 searches.
2. Coordinated 134 cases involving other agencies and submitted 898 WSIN/Department of Justice subject reports.
3. Initiated 157 potential claimant forfeiture notices.
4. Initiated 224 cases of child neglect/endangerment and 61 cases of drug activity within 1,000 feet of a school.
5. Presented 119 educational programs to 4,693 people. Attended 315 meetings with other agencies to identify drug related problems.

Mid-Willamette Valley Task Force (MWVTF) Marion County District Attorney's Office

Project Purpose

Reduce drug availability and punish narcotics distributors by using a coordinated approach of enforcement and prosecution that enhances inter-agency cooperation and intelligence sharing within the six county Mid-Willamette Valley Region.

Contact: Dale W. Penn 503.588.5222

Project No: 99-005

Federal Funds Expended: \$138,134

Match Funds Expended: \$60,885

Objectives

1. The U.S. Attorney's Office will pursue federal prosecution and incarceration of 25 manufacturers and distributors to reduce the number of narcotics networks in the region.
2. The U.S. Attorney's Office will obtain 15 convictions and the length of federal prison terms will average 65 months.
3. Four sub-task forces will employ local prosecutors to select 160 cases for investigation and prosecution.
4. Local prosecutors and sub-task force commanders will meet monthly to exchange case data, intelligence, identify networks, and coordinate activities to enhance interagency cooperation and intelligence sharing.
5. One sub-task force will employ officers on an overtime basis on cases that extend beyond standard law enforcement shifts. Three arrests will be completed because of the overtime worked to reduce the narcotics supply and hamper narcotics distribution in Polk County.

Outcomes

1. A total of 23 defendants were federally charged by the U.S. Attorney's Office.
2. A total of 20 defendants were convicted with 19 defendants sentenced to federal prison for an average of 68.3 months.
3. A total of 449 cases were referred to local prosecutors for task force investigation and prosecution.
4. Interagency cooperation and intelligence sharing was enhanced by monthly meetings with local prosecutors and sub-task force commanders.
5. Overtime work resulted in 25 arrests.

Regional Organized Crime Narcotics Task Force (ROCN)

Regional Organized Crime Narcotics Task Force

Project Purpose

Identify, target, and remove major narcotics traffickers and organizations through investigation, arrest, prosecution, and conviction.

Contact: Captain Alan Orr 503.234.8892

Project No: 99-006

Federal Funds Expended: \$140,000

Match Funds Expended: \$46,699

Objectives

1. Conduct multi-jurisdictional investigations and prosecutions that disrupt or close 10 methamphetamine, heroin, or cocaine distribution networks.
2. Emphasize and promote interagency cooperation among all federal, state, and local agencies engaged in organized crime and drug law enforcement by conducting collaborative operation cases and 20 agency assists.
3. Investigate and prosecute a minimum of two narcotics related or money laundering cases in Federal court.
4. Conduct or facilitate two narcotics investigative training opportunities for a variety of narcotics units within the four-county area.

Outcomes

1. There were 20 cases opened that had or will have an impact on the region's drug distribution; one case is in the trial stage in federal court. There were also 12 new cases opened.
2. Seventeen cases were shared operations and ROCN assisted other agencies in 45 cases. Investigations were conducted in cooperation with the Multnomah County Sheriff's Office, Portland Police Bureau, the Drug Enforcement Agency, the Federal Bureau of Investigation, U.S. Customs, the Clark-Skamania Task Force in Vancouver, and other task forces.
3. ROCN opened 18 prosecutions in Federal court and has one case pending.
4. ROCN officers attended three Oregon Narcotics Enforcement Association (ONEA) training conferences, the annual Western States Information Network (WSIN) conference, the National Technical Investigators Association (NATIA) training, and the DEA training on methamphetamine clandestine lab clean up.

Eastern Oregon Regional Drug Task Force (EORTF)

Eastern Oregon Regional Drug Task Force

Project Purpose

Apprehend upper-level drug dealers and main suppliers in Eastern Oregon.

Contact: Sgt. Doug Evans 541.523.5848

Project No: 99-007

Federal Funds Expended: \$102,403

Match Funds Expended: \$45,354

Objectives

1. Facilitate cooperation between law enforcement agencies in the identification and apprehension of mid-to upper-level drug manufacturers and dealers. Target the largest known dealers or manufacturers, focusing on those that are most visible in the communities, by encouraging narcotics investigators to share information and attend intelligence sharing meetings/conferences.
2. Encourage and facilitate the sharing of manpower assets by the involved agencies. Encourage the shared use of equipment throughout the region.
3. Facilitate the education of students and adults to the problems and identification of drug use.

Outcomes

1. Members attended 26 intelligence sharing meetings or conferences this year. Members submitted 132 Western States Information Network (WSIN) cards.
2. A total of 1,141 man-hours were shared with other departments/agencies. This is a 155 percent increase from the previous year. The following types and quantities of equipment were shared with other entities:

Narcotics dogs/handlers	16
Undercover vehicles	47
Bodywire sets	17
Portable radios	24
Raid/surveillance van	4
Desktop computers	1
Night vision goggles	6
Cell phones	1
Video cameras	2
National Guard Thermal Imagery equipment with operator	2
3. Member units facilitated 32 presentations to schools, businesses, and local organizations about identifying drug use and drug activity.

Jackson County Juvenile Crime Prevention Strategy for Safe Communities

Jackson County Commission on Children and Families

Project Purpose

To develop conflict resolution skills in schools, in homes, and in community programs in elementary and middle school grades in high-risk areas that will result in decreasing the future rate of violent delinquent behavior and youth gang participation.

Contact: Carin Niebuhr 541.774.8200

Project No: 99-009

Federal Funds Expended: \$66,545

Match Funds Expended: \$24,032

Objectives

1. All middle school teachers and relevant non-classified personnel will receive training in conflict resolution skills using the Resolving Conflict Creatively Program (RCCP).
2. A total of 650 students from Talent Middle School will receive interactive training in conflict resolution skills using the RCCP.
3. Students in the district elementary schools will receive training in conflict resolution skills.
4. Students in the middle school alternative classroom (Talent Alternative Program) will be trained and use conflict resolution skills proactively to establish positive group social behavior.

Outcomes

1. One hundred percent of middle school teachers and 60 relevant non-classified staff received basic training in RCCP. Playground and lunchroom supervisors focused on conflict outside the classroom.
2. All students (664) at Talent Middle School received six weeks of interactive training in conflict resolution skills. Thirteen peer mediators were trained and successfully completed 55 mediation sessions.
3. Students in Talent, Phoenix, and Orchard Hills Elementary Schools are receiving conflict resolution training. The Boys and Girls Club provides conflict resolution programs for students at the Phoenix Elementary afterschool recreation site. Talent Middle School peer mediators provided training to upper elementary students and their teachers at Orchard Hills Elementary School. Talent Alternative program (TAP) students presented a violence prevention lesson and demonstrated a dog training component to all Talent Elementary third grade students as part of the "Teaching Love and Compassion" Humane Society program.
4. Twenty at-risk students were screened into TAP and 10 received training to use conflict resolution skills to establish positive group social behavior. Training included Street Smart, a Boys and Girls Club violence prevention program, individual counseling, reading, discussion, and teen theater performances for parents based on novels involving conflict.

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Jackson County Juvenile Crime Prevention Strategy for Safe Communities

Jackson County Commission on Children and Families

Objectives *(continued)*

5. A total of 450 middle and elementary school students in Phoenix-Talent will be screened by their teachers for risk factors related to juvenile delinquency.
6. Students assessed at high-risk for delinquency will be referred to the Boys and Girls Club, a community-based youth development program.
7. Thirty slots per month will be provided by the Boys and Girls Club to students assessed at high-risk for delinquency.
8. Thirty parents will receive RCCP training by Mediation Works or school staff.

Outcomes *(continued)*

5. A total of 807 middle and elementary school students were screened by their teachers for risk factors related to juvenile delinquency. Of those, 207 were targeted for the Student Risk Factor Screening Scale (SRFSS) assessment.
6. A total of 104 students were assessed as high-risk for juvenile delinquency using the SRFSS and referred to the Boys and Girls Club afterschool recreation program.
7. Thirty slots per month were divided equally between three programs: the Boys and Girls Club afterschool program for elementary children; the Talent Teen Recreation Center; and the Talent Alternative Program housed at the Teen Recreation Center.
8. Thirty parents received training by Mediation Works and Talent Middle School peer mediation students. Training sites included Orchard Hills and Phoenix Elementary and Talent Middle School.

Peaceable Educational Practices Project (PEP) Lane Education Service District

Project Purpose

Establish, maintain, and evaluate the effects of universal and targeted interventions aimed at educating elementary and middle school students on the consequences of participating in violent behavior, as well as problem-solving and anger management skills and personal responsibility and empathy.

Contact: Jeffrey R. Sprague 541.346.2465

Project No: 99-010

Federal Funds Expended: \$204,072

Match Funds Expended: \$97,946

Objectives

1. Continue project activities in the six demonstration schools.
2. Conduct a comprehensive assessment of the features of participating schools and develop an individualized Peaceable School Plan.
3. Implement schoolwide interventions to prevent violent and antisocial behavior.
4. Implement targeted interventions for students most at-risk for violent and antisocial behavior.
5. Evaluate the effects of implementing the Peaceable School components on students, staff, administrators, and families in each school.

Outcomes

1. Peaceable Educational Practices and Effective Behavioral Support (EBS) model activities continued throughout the school year at 55 schools which included the six demonstration sites that participated the first year of the project.
2. Data has been collected and an analysis of staff and material costs has been started using information from the Eugene School District.
3. Each participating school has developed a detailed implementation plan and all schools have selected or developed curricula. Classes providing training on PEP/EBS model components are completed and on-site technical assistance is provided according to the individual needs of each school team.
4. First Steps to Success® consultant training for participating schools in the Roseburg and Eugene school districts is complete. Additional targeted interventions are being carried out per individual school implementation plans.
5. Each participating school is collecting existing data and identifying additional data sources relevant to implementation plans.

Lincoln County Primary Prevention Program /Resolving Conflict Creatively Program (RCCP) Lincoln County School District

Project Purpose

To achieve a long-term reduction in violence related behaviors among the county's school aged population through a comprehensive conflict resolution program that enhances students' social, problem solving, and anger management skills.

Contact: Ellen Anderson 541.563.3081

Project No: 99-011

Federal Funds Expended: \$220,281

Match Funds Expended: \$129,923

Objectives

1. Seventy-five teachers from 11 Lincoln County schools will take part in four days of introductory RCCP training.
2. A four-part parent education workshop series, "Peace in the Family", will be conducted.
3. Add participation of four additional schools; one elementary site grades K-2 and grades 3-5, a middle school, and a high school.
4. One additional elementary school site (grades 3-5) will participate in peer mediation training facilitated by RCCP trainers.
5. Introductory teacher training built around high school needs will take place.
6. RCCP staff will facilitate training of additional teacher mentors. RCCP staff will oversee mentors staff development efforts throughout the school year.

Outcomes

1. A total of 55 teachers received RCCP conflict resolution training. Workshop sessions and hands-on activities regarding conflict resolution topic areas included: communication, anger, conflict, peaceable classroom management, cooperation, diversity, negotiation, and mediation.
2. A total of 25 parents attended one of five educational training sessions at various times throughout the school year. A total of 73 percent of the parents reported that the training was highly effective in increasing their awareness of conflict resolution strategies that could be used with their children, and 86 percent of the parents indicated they had applied conflict resolution strategies with their children.
3. Two elementary schools and one middle school were added as project participants.
4. Mediation programs were added at three sites: Sam Case Elementary School, Waldport Middle School, and Yaquina View Elementary School.
5. Introductory training for high school teachers was postponed until Fall 2000.
6. RCCP trainers conducted a "Training of Trainers" workshop for school administrators. Participants included the Director of Education, Director of Student Services, School Improvement Administrators, and nine principals.

School-Based Violence Prevention Education Self-Enhancement, Inc. (SEI)

Project Purpose

Help at-risk youth living in North/Northeast Portland develop resiliency factors to offset negative factors in their environment.

Contact: Dorothy White 503.249.1721

Project No: 99-012

Federal Funds Expended: \$194,824

Match Funds Expended: \$58,648

Objectives

1. Eighty percent of summer participants will complete programmatic or employment activities.
2. Ninety-five percent of summer participants will transition to regular school activities including appropriate academic support groups.
3. Ninety-three percent of participants will receive advocacy services during the academic year.
4. Seventy-five percent of participants will demonstrate improved school attendance, or maintain five or fewer absences per quarter throughout the academic year.
5. Sixty-five percent of participants will demonstrate improvement in academic performance or maintain a minimum of 2.0 GPA.
6. Eighty-five percent of participants will remain in school and make satisfactory progress toward completion of their high school education.

Outcomes

1. A total of 84 out of 94 summer participants (89 percent) completed a variety of activities including summer school, SEI summer employment, community service, career exposure, non-profit business training, outward bound, basketball tour, and job internship. Of the 84 participants, 100 percent successfully completed at least five types of activities.
2. All 84 summer enrollees transitioned to regular school activities.
3. All 94 participants received advocacy services. SEI staff provided each student an average of 39 hours of service or approximately one hour per week of contact related to counseling and advocacy.
4. An average of 72 percent of students enrolled in school maintained five or fewer absences each quarter of the 1999-00 school year (85 percent 1st quarter, 71 percent 2nd quarter, 73 percent 3rd quarter, and 60 percent 4th quarter).
5. An average of 71 percent of students enrolled in school maintained a minimum GPA of 2.0 each quarter of the 1999-00 school year (75 percent 1st quarter, 77 percent 2nd quarter, 64 percent 3rd quarter, and 71 percent 4th quarter).
6. All 94 active treatment students remained in school throughout the academic year. Of the 26 students who were freshman in 1996, 20 graduated in June 2000 and one student completed his GED. Seventeen of the 20 (85 percent) graduates have been accepted to a four-year college.

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**School-Based Violence Prevention Education
Self-Enhancement, Inc. (SEI)**

Objectives*(continued)*

7. Ninety percent of participants will participate in tutorial, cultural, recreational, and extra-curricular activities during the academic year.

Outcomes *(continued)*

7. All 94 students participated in esteem-building activities including cultural, recreational and extra curricular activities.

Referral/Diversion Program Curry County Juvenile Department

Project Purpose

Identify and provide at-risk youth and their families with intervention services intended to prevent further delinquent behavior.

Contact: Ron Mathis 541.247.7011, ext. 236

Project No: 99-015

Federal Funds Expended: \$44,466

Match Funds Expended: \$14,822

Objectives

1. Provide Referral/Diversion services to 135 youth and 30 adults.
2. More than 70 percent of youth who complete the program will not commit new offenses while they are in the program.
3. More than 60 percent will not commit new offenses within six months after program completion.
4. More than 35 percent will not commit new offenses within one year after program completion.
5. Reduce program participants' criminal risk behavior as measured by changes in the scores on pre- and post-program risk and skill assessments.

Outcomes

1. The Referral program served a total of 74 youth while 207 youth and 32 parents were served through the Diversion program.
2. Recidivism rates were compared between program completors and dropouts. From 1996 through 2000 there were a total of 262 completors and 48 dropouts. Eighty-two percent (215) of the completors and 67 percent (32) of the dropouts did not reoffend while they were in the program.
3. A total of 159 of the 224 completors (71 percent) and 28 of the 42 dropouts (67 percent) did not reoffend within six months after exiting the program.
4. A total of 104 of the 178 completors (58 percent) and 18 of the 41 dropouts (44 percent) did not reoffend within one year after exiting from the program.
5. Clients were assessed on the effectiveness of the program by completing pre- and post-program risk/skill assessments. Clients who completed the assessments since the inception of the program demonstrated the following changes: of the 85 youth in the Referral program, the average risk score improved by 11 percent and 29 percent showed an improvement in their scores; of the 98 youth in the Anger Management class, the average skill score improved by 18 percent and 70 percent showed an improvement in the scores; and of the 111 youth in the Theft Talk class, the average risk score improved by 153 percent and 100 percent showed an improvement in their scores.

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Referral/Diversion Program
Curry County Juvenile Department

Objectives *(continued)*

6. Increase accountability and competency skills for program participants as measured by their successful completion of the program.

Outcomes *(continued)*

6. The 1999-2000 program completion rate improved for all Diversion program clients. Eighty percent of the 46 youth discharged from Anger Management successfully completed the course and 90 percent of the 30 youth discharged from Theft Talk completed the course.

Minors In Possession (MIP) First Time Offender Diversion Project Douglas County Alcohol and Drug Abuse Prevention and Treatment (ADAPT)

Project Purpose

Target MIP offenders and allow the county juvenile department to more effectively deal with the MIP population.

Contact: Pauline Martel 541.672.2691

Project No: 99-016

Federal Funds Expended: \$39,536

Match Funds Expended: \$13,180

Objectives

1. A total of 300 first time MIP offenders and their families will participate in screen appointments to determine the most appropriate type of diversion program.
2. Provide INSIGHT groups to 175 court referred youth.
3. Ninety percent of INSIGHT referrals will demonstrate the use of problem-solving, decision making, conflict management, and refusal skills.
4. Refer 50 assessed youth/families to Alcohol, Tobacco and Other Drug (ATOD) treatment.
5. A total of 65 percent of referred youth/families will enroll in recommended treatment.

Outcomes

1. A total of 250 first time MIP offenders and their families were screened to determine the most appropriate type of diversion program.
2. A total of 153 court referred youth enrolled in INSIGHT groups.
3. According to INSIGHT pre- and post- surveys, 100 percent of graduates demonstrated use of problem-solving, decision making, conflict management, and refusal skills.
4. Referred 81 assessed youth/families to ATOD treatment.
5. A total of 69 percent of referred youth/families enrolled in recommended treatment.

Truancy Diversion Program

Multnomah County Juvenile Justice Services

Project Purpose

Foster school completion, improve school attendance, and reduce the involvement of youth in the juvenile justice system through early identification and intervention in the lives of truant youth and their families.

Contact: Jimmy Brown 503.248.3748

Project No: 99-018

Federal Funds Expended: \$234,784

Match Funds Expended: \$161,412

Objectives

1. Increase attendance among referred students in grades K-9 in the Roosevelt cluster of the Portland Public School District by reducing their absences by 10 percent.
2. Increase knowledge and understanding about the youth and families involved in school attendance project activities by gender, ethnicity, and grade groupings by providing a profile of truant students referred to the program.
3. Reduce post-intervention delinquency referrals of referred youth to juvenile court.
4. Reduce the impact of transition from middle school to high school

Outcomes

1. Staff is currently analyzing data to assess improvements in participants' school attendance and results are expected to be promising and similar to those shown in previous years.
2. All eight schools in the Roosevelt cluster made referrals to the program ranging from 35 to 195 students per school. A total of 873 students were referred. The majority of the referrals (23 percent) were for 9th graders, followed by kindergartners (13 percent). Girls were referred more often than boys (51 percent versus 49 percent) and 48 percent of the referrals were Caucasian, 20 percent African American, 19 percent Hispanic, seven percent Native American, and six percent other minorities. A total of 243 students referred during 1999-00 were originally referred during the 1998-99 school year.
3. Of the 873 referred students, complete intervention data was available for 824 students. Of the 824 youth, 176 youth (21 percent) or their families had a Tri-County Juvenile Information System (TJIS) number. Of the 176 youth or their families, 76 (43 percent) had a delinquency record.
4. Of the 24 students who finished the summer program in 1999, 23 enrolled in Roosevelt High School. Of the 23 students, seven were referred to the School Attendance Initiative (SAI), a countywide school attendance improvement program. Four of the seven transferred to an alternative high school while three stayed at Roosevelt High School.

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Truancy Diversion Program
Multnomah County Juvenile Justice Services

Objectives *(continued)*

5. Provide services to all students referred to the Truancy Diversion Program.

Outcomes *(continued)*

5. Field staff personally contacted 647 (79 percent) students' families and 91 percent received face-to-face contact while the other nine percent received a phone call as the primary intervention. Field staff referred 110 students or families to services outside the scope of the project. Referral types included Services to Children and Families (two percent), Family Centers (seven percent), school-based health centers/family resource centers (two percent), and the police (two percent).

Multi-Systemic Treatment Program

Curry County Juvenile Department

Project Purpose

Provide specialized educational services to juvenile offenders ages 14-18 who have been adjudicated by the juvenile court.

Contact: Ron Mathis 541.247.7011, ext. 236

Project No: 99-021

Federal Funds Expended: \$26,248

Match Funds Expended: \$8,750

Objectives

1. Enroll a minimum of 25 juvenile offenders into the Goal Oriented Alternative Learning Schools (GOALS) program.
2. More than 40 percent of the youth in the program will not commit new offenses while they are in the program.
3. More than 30 percent of the youth will not commit new offenses within six months after program completion.
4. More than 10 percent of the youth will not commit new offenses within one year after program completion.
5. Reduce program participants' involvement with alcohol, illicit drugs, and tobacco.
6. Prevent program participants from committing Measure 11 offenses or entering Oregon Youth Authority.

Outcomes

1. The GOALS program served 11 unduplicated youth during the grant year. Of these, nine were enrolled into the program last year and two were enrolled this year.
2. A total of six of the 20 completors (30 percent) and four of the 14 non-completors (29 percent) did not reoffend while they were in the program.
3. A total of eight of the 17 completors (47 percent) and five of the 11 non-completors (45 percent) did not reoffend within six months after exiting from the program.
4. Only one of the 14 completors (seven percent) and three of the eight non-completors (38 percent) did not reoffend within one year after exiting from the program. All of the 14 completors and five non-completors reoffended within two years after exiting from the program.
5. Among the 28 youth who completed pre- and post-program drug and alcohol risk assessments, the average risk scores improved by 31 percent. Of the 28 youth, 20 (71 percent) showed an improvement in the scores, one (four percent) showed no change, and seven (25 percent) showed a deterioration.
6. Of the 42 program participants served since the program began, none were charged with any Measure 11 crimes and six youth (14 percent) entered the Oregon Youth Authority for non-Measure 11 offenses.

Violent Offender Rehabilitation Treatment Program (VORT)

Lane County Department of Youth Services

Project Purpose

Reduce juvenile violent crime, reduce the need for out-of-home commitments, and reduce the number of youth sentenced under Measure 11.

Contact: Rob Selven 541.682.4743

Project No: 99-022

Federal Funds Expended: \$155,817

Match Funds Expended: \$82,264

Objectives

1. Provide an average of 20 individual and family service hours and corrections contacts per client per quarter.
2. Increase youth and families' knowledge of domestic violence through family therapy sessions.
3. Provide on-going staff support and training.
4. Prevent 65 percent of project participants from out-of-home commitments by the end of year four.
5. Reduce violent crime rates by 65 percent for program participants by the end of year four.
6. Reduce severity of crime by 60 percent by the end of year four.
7. Prevent revocation of 70 percent of project participants by the end of year four.
8. Evaluate VORT impact on juvenile violent crime rates and cost effectiveness.

Outcomes

1. Averaged between 20 and 25 service hours and corrections contacts per client per quarter.
2. Objective not measured.
3. Provided training on Multi-Systemic Treatment (MST) program, consequence behavioral training for therapists working with parents, and training on the appropriate use of incentives.
4. A total of 85 percent of VORT youth did not require out-of-home placements.
5. There was a 69 percent reduction in felonies. Program youth committed an average of 1.97 felonies before the program and .61 felonies post-program (based on 64 program youth with a 24-month follow-up).
6. There was a 65 percent reduction in severity of felony crimes; program youth demonstrated an average pre-score of 6.02 and a post severity score of 2.11 (based on 64 program youth with a 24-month follow-up).
7. A total of 88 percent of project participants have not had a revocation; 13 VORT clients have had a revocation.
8. Evaluation is ongoing.

Central and Eastern Oregon Juvenile Justice Consortium (CEOJJC)

Central and Eastern Oregon Juvenile Justice Consortium

Project Purpose

Develop a “system change” response to the increasing rate of person-to-person crime in the 17-county region and the increasing number of multiproblem youth and families entering the juvenile justice system in Central and Eastern Oregon.

Contact: Jim Mosier 541.889.8802

Project No: 99-026

Federal Funds Expended: \$174,394

Match Funds Expended: \$58,272

Objectives

1. Each county juvenile department, together with the Oregon Youth Authority local office, will identify what activities need to take place to assure the continuation of the model in their individual county.
2. Tool developed by the project will be in place to support the efforts of the county Community Resource Teams.
3. Use the “Minority Internship Project” as a resource for the Community Resource Teams to facilitate intern training.
4. Build strategies for the Community Resource Teams to further develop supporting resources.
5. Provide further training to the Community Resource Teams, including drug and alcohol protocols, use of flexible funds, completing the confidentiality form, Family Partnership meetings, and the parental accountability process.

Outcomes

1. Six counties have sent descriptions of their methods to continue the Community Resource Team as a community case management tool. The remaining counties will be submitting strategies by the end of the grant period.
2. The tools originally developed meet the individual needs of the counties. Other areas, including use of a universal confidentiality form, drug and alcohol abuse screening protocol, strategy for involving families in the development of case plans, and the provision of services which serve the needs of culturally diverse populations, continue to be of high priority.
3. The placement of ethnic minority students with the Community Resource Teams has been an on-going process. One county placed an intern with the Community Resource Team member and assisted the county in evaluation of the effectiveness of the Community Resource Team process for Hispanic families.
4. The major strategy for supporting resources has been the development of new community-based approaches for substance abuse treatment. New funding has been targeted toward enhancement of treatment capacity.
5. One training has taken place for the Family Partnership meeting process. Another Family Partnership training and substance abuse risk screening protocol training will take place in the Fall 2000.

Helping At-Risk Girls in Central and Eastern Oregon

Deschutes County Commission on Children and Families

Project Purpose

Develop and offer a continuum of gender specific, community based services for at-risk, dependent and delinquent girls in Central and Eastern Oregon.

Contact: Ethel Stratton 541.385.1717

Project No: 99-050

Federal Funds Expended: \$16,978

Match Funds Expended: \$5,619

Objectives

1. Increase knowledge of ways to serve at-risk girls through an intensive planning process with local stakeholders and state, regional, and national experts. Develop a comprehensive, gender-specific system of services to help at-risk girls in Central Oregon.
2. Review the research and training for logical referral points including family court, county juvenile departments and youth serving agencies for early identification of the needs of girls.
3. Expansion of services by July 2000 including: opening a 12-bed secure shelter facility and program in Bend; and expand professional treatment foster care options (six additional beds) in the counties of Crook, Deschutes and Jefferson.
4. Provide management of “cap” (discretionary beds) with more reliance on regionally managed services and less reliance on state programs and services.

Outcomes

1. Planning process has included representatives from all three regional counties and the Confederated Tribes of Warm Springs and consisted of over 90 professionals, teenage girls, parents, and legislators. The basic structure has consisted of an executive committee, a secure facility planning committee, and a community wide continuum of care committee. Planning process has resulted in the publication of a 75-page report and plan for a gender specific secure facility for the three-county region. The report includes curriculum, prevention strategies, a list of regional strengths and gaps in service, and a comprehensive regional profile of at-risk girls in Central and Eastern Oregon.
2. A referral process has been developed that involves courts, juvenile departments, community resource teams, and the Oregon Youth Authority. Each regional partner has an allotted number of beds. Specific residential criteria and local policies determine the referral points for regional high-risk girls. The secure treatment facility will be defined as a youth care center under ORS 420.855.
3. In progress.
4. In progress.

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Helping At-Risk Girls in Central and Eastern Oregon Deschutes County Commission on Children and Families

Objectives *(continued)*

5. Reduce risk taking behavior (e.g. truancy, run-aways, sexual activity and pregnancy, suicidal behavior) through early identification, better referrals, improved programming, use of foster care, aftercare and family involvement.
6. Assist girls in transition by family involvement.
7. Provide community support to girls participating in the program by local citizen help in furnishing secure shelter.
8. Improve system performance by including a better linkage of girls' programs and other community supports.
9. Share program results with the state, the Juvenile Department Directors Association, CEOJJC, and youth service providers.

Outcomes *(continued)*

5. In progress.
6. In progress.
7. In progress.
8. In progress.
9. In progress.

Connections II Marion County Department of Corrections

Project Purpose

To reduce revocation and recidivism rates of drug-abusing parole violators sentenced less than 12 months to the Marion County Connections II Program.

Contact: Rick McKenna 503.588.8497

Project No: 99-040

Federal Funds Expended: \$184,728

Match Funds Expended: \$52,116

Objectives

1. Fifty percent of offenders completing Phases I and/or II of the Connections II program will complete all phases of the program (enrolled in Phase I and/or Phase II) and be returned to a general unit caseload.

Phase I – Participants are involved in a 60-90 day in-custody treatment program.

Phase II– Participants who have successfully completed Phase I are eligible to move to the Marion County Work Center and/or move directly into intensive supervision for a minimum of 90 additional days and are required to be involved in ongoing outpatient substance abuse treatment.

2. Offenders who complete Connections II will have a lower incidence of drug use and criminal convictions than a control group of offenders who did not complete the program.

Outcomes

1. During the period of July 1, 1999 to June 30, 2000, 216 individuals participated in Phase I and/or Phase II of the program. Of these participants, 28 (13 percent) did not complete Phase I (transferred or released early); 40 (19 percent) were unsuccessful due to behavioral issues or refusal of treatment; 31 (14 percent) are currently involved in the program and 117 (54 percent) completed Phase I.

Of the 117 who completed Phase I, only four (three percent) completed Phase II and were returned to a general caseload. Another 32 participants (27 percent) are currently involved in Phase II (close to completing a year-long treatment program). Thirty-one (27 percent) participants were discharged and/or transferred, therefore treatment information is not available and 50 (43 percent) individuals did not complete Phase II of the Connections II program (currently in custody, absconded, or unsuccessful).

2. An evaluation of the Connections II program demonstrated that out of 69 individuals in the study group, 26 (38 percent) had one or more positive urinalysis samples while the control group of 33 reflected 11 individuals (33 percent) with one or more positive UAs or samples which contained evidence of drugs or alcohol.

The study group of 92 individuals had 42 (46 percent) with a total of 69 probation and/or parole sanctions or violations, eight (nine percent) with a new misdemeanor charge and a total of 10 (11 percent) convicted of a new felony charge.

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Connections II

Marion County Department of Corrections

Objectives *(continued)*

3. Offenders who complete Connections II will have a higher rate of employment and fewer residence changes than the control group.
4. Sixty percent of employable clients will have jobs within six months of release from custody.
5. One hundred percent of offenders completing Connections II will have a release plan completed prior to their release from jail.
6. Establish a pre-treatment screening program for participants that involves a series of structured activities that applicants will have to complete before being accepted into the program.

Outcomes *(continued)*

On the other hand, 25 (45 percent) of 55 control group individuals had a total of 38 parole and/or probation violations from the time of their release until the end of June 30, 2000. The control group had a total of 14 (25 percent) individuals convicted of a new felony charge and 10 (18 percent) convicted of a new misdemeanor charge.

3. Of the 69 individuals in the study group, 41 (59 percent) offenders were employed by the end of June 2000 and 28 (41 percent) were unemployed. Of the 33 individuals in the control group, 16 (48 percent) were employed and 17 (52 percent) were unemployed during the same period.

A total of 55 of the study group individuals (80 percent) had changed residences only once since they were released from custody, compared to 19 (58 percent) from the control group.

4. During the grant period, a total of 22 (59 percent) out of 37 employable clients had jobs within six months of release from custody.
5. One hundred percent of the offenders (117) completing Phase I/and or Phase II of the Connections II program had a release plan completed prior to release.
6. The pre-treatment screening program requires participation and completion in the Positive Solutions treatment program, which includes a series of structured group sessions and activities targeting drug and alcohol issues. Participants who meet program criteria upon completing the program are placed on a waiting list to enter Connections II.

Klamath County Corrections Jail Treatment Program

Klamath and Lake Community Corrections

Project Purpose

To reduce the criminal recidivism of high-risk, drug-involved offenders and improve their transition into the community from the Klamath County Jail. Improve coordination and continuity between jail and post-release programs and continue evaluation of program effectiveness.

Contact: Steve Berger 541.880.5500

Project No: 99-041

Federal Funds Expended: \$148,918

Match Funds Expended: \$104,401

Objectives

1. Maintain daily client census of at least 30.
2. Serve a minimum of 150 offenders for the year.
3. Seventy percent of enrolled offenders will continue in jail treatment until released from custody.
4. Supervision/aftercare plans will be prepared for all offenders.
5. Staff will engage offenders in a variety of programs.

Outcomes

1. Daily client census averaged 31.18 participants.
2. A total of 251 offenders were admitted into the program.
3. A total of 210 clients (84 percent) entering the treatment program continued in treatment until released from jail.
4. All offenders received supervision or aftercare plans.
5. The programs provided to offenders included:
 - Alcohol and Drug Education
 - Breaking Barriers Program
 - Franklin Reality Model Program
 - Cognitive Restructuring Program
 - Thinking Errors groups
 - Relapse Prevention
 - Mediation

In addition, 16 skill-building and Klamath Lake Employment Training Institute (KLETI) groups in open forum were offered to offenders in two-hour blocks. Those participating included Parent Resource Center, Klamath Community College, Employment Department, a Public Health Nurse, and Vocational Rehabilitation Department.

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Klamath County Corrections Jail Treatment Program Klamath and Lake Community Corrections

Objectives*(continued)*

6. Recidivism rates (arrests for new felony or Class A misdemeanor crimes) will be reduced by 60 percent subsequent to offenders' release from treatment compared to their arrest rates prior to treatment.
7. Complete documentation of protocols and procedures for release planning and definitions of responsibilities.
8. Demonstrate reduced recidivism rates (arrests and convictions for new felony or Class A misdemeanor crimes) for offenders at six months following release from treatment.

Outcomes*(continued)*

6. Data unreported.
7. Treatment and sanctions protocols and duties were developed and are in place.
8. The Law Enforcement Data System (LEDS) was searched for new arrests and convictions from the date of discharge from the treatment program to six-months post treatment. The data collected indicated that of 64 clients served, a total of 54 (84.4 percent) were not convicted of any new felony or class A misdemeanor crime during the period of November 1, 1998 to October 30, 1999.

Central Oregon Chemical Intervention Program

Deschutes County Adult Community Justice

Project Purpose

To break the cycle of addiction and criminality in high-risk offenders who are supervised in Deschutes and Jefferson counties. This is accomplished by combining intensive community supervision by specialized probation officers with intensive cognitive-based, chemical dependency treatment.

Contact: Roland Gangstee 541.385.3246

Project No: 99-042

Federal Funds Expended: \$146,976

Match Funds Expended: \$46,868

Objectives

1. Eighty percent of offenders completing the treatment program will be successful completions.
2. Eighty-five percent of all program offenders will have reduced drug consumption as indicated on drug screens.
3. Eighty percent of offenders who completed the program will be successfully discharged from probation.
4. Eighty percent of offenders completing the program will be employed and/or in school at program completion.
5. Seventy-five percent of all program offenders will make regular payments on fees, fines, and/or probation costs.
6. Eighty percent of Your Choice (in-custody treatment program) graduates will successfully complete their 90-day transition period.

Outcomes

1. A total of 68 (77 percent) out of 88 offenders completing the program were successful completions. There were 20 unsuccessful completions.
2. Of the 100 offenders served, a total of 96 offenders (96 percent) showed a measurable reduction in drug consumption.
3. Thirty-three of the 88 offenders (38 percent) were successfully discharged from probation, six of which were early terminations for successful compliance with treatment while 11 were deported.
4. A total of 60 of 88 offenders (68 percent) were employed and/or in school at program completion.
5. A total of 93 offenders (93 percent) are 100 percent compliant with court-ordered financial obligations by making regular payments and/or performing community service.
6. Eleven of fourteen (79 percent) offenders have successfully completed their 90-day transition phase from the Your Choice in-custody treatment program.

FACT/Links to Recovery
Jackson County Health and Human Services

Project Purpose

To assist pregnant, substance abusing women in the corrections system to access effective treatment/rehabilitation and to mobilize law enforcement, social services, and community efforts to coordinate treatment and prevention efforts in substance abuse.

Contact: Carin Niebuhr 541.774.8200
Project No: 99-043
Federal Funds Expended: \$38,789
Match Funds Expended: \$14,294

Objectives

1. One hundred percent of the women who screen positive for drug use will be *referred* for intervention or education programs.
2. Fifty percent of women who screen positive for drug use will *engage* in intervention or education programs.
3. Fifty at-risk elementary school children will receive mentoring services through the Lunch Buddy program.
4. Twenty businesses will participate in the “Drugs Don’t Work Here” program.
5. Seventy educational presentations will be given by the FACT Speakers Bureau.
6. Thirty-five families with substance abuse/corrections issues will receive case management services provided by integrated staff from human services, law enforcement, corrections, and the judiciary.
7. One hundred human service and corrections employees will receive drug and alcohol screening and intervention training.

Outcomes

1. A total of 474 (100 percent) of the women who screened positive for drug use were referred for intervention or education programs.
2. A total of 365 (77 percent) of the women who screened positive for drug use were engaged in an intervention or education program.
3. A total of 106 at-risk elementary children in five local schools received mentoring services through the Lunch Buddy Program.
4. Collaborative efforts between the FACT Coalition and the Chamber of Commerce helped direct 35 businesses to participate in the “Drugs Don’t Work Here” program. A successful business-to-business mentoring program within the DDWH program was launched.
5. The FACT Speakers Bureau made 50 educational presentations to increase community awareness.
6. A total of 34 families with substance abuse/corrections issues received case management services provided by integrated staff.
7. A total of 44 human service and corrections employees received drug and alcohol screening and intervention training.

Law Enforcement Data Systems (LEDS) Message Switch Department of Oregon State Police

Project Purpose

The LEDS message switch is the most critical component LEDS relies on to provide LEDS services. Connected to over 10,000 devices located throughout the State of Oregon, the message switch is the central hub through which over 14 million transactions are processed each month. The original message switch was installed in 1971. It was totally replaced in 1976, and again, in 1990.

Over the last 10 years, evolving technological advancements and user demands for more graphics-based information has rendered the current message switch obsolete. With the implementation of the FBI's new database (NCIC-2000), states are required to provide the new functionality by July 11, 2002. Of most concern to LEDS is the requirement that each state be capable of utilizing the new TCP/IP protocol. Oregon's message switch utilizes the now outdated Bisync protocol, and is not able to provide "native" TCP/IP. Even more critical is the fact that the existing switch will not support the processing of images such as mugshots and fingerprints.

Contact: David C. Yandell 503.378.3054
Project No: 99-049
Federal Funds Expended: \$323,000

Objectives

1. Re-engineer the LEDS message switching system to allow LEDS to provide NCIC-2000 functionality.
2. Convert LEDS message switching protocol from outdated Bisync to TCP/IP required under NCIC 2000.

Outcomes

1. Completed the recruiting and hiring of the system analyst who will be responsible for the operation and maintenance of the new message switching system. Beginning the process of developing the procurement proposal documents which will define the work to be completed in specific project phases.
2. On-going.

Law Enforcement Data Systems (LEDS) Public Safety Data Warehouse

Department of Oregon State Police

Project Purpose

The Public Safety Data Warehouse (PSDW) will aggregate data from operational criminal justice information systems and allow that data to be used in strategic ways. The primary focus will be to allow program decisions to be based on what will reduce future criminal conduct by an offender. The initial phase of the PSDW will involve data from the Oregon Department of Corrections, Oregon Judicial Department, Oregon State Police and Oregon Youth Authority. Future phases will include data from other state and local agencies and allow for increased functionality.

Contact: David C. Yandell 503.378.3054

Project No: 98-056

Federal Funds Expended: \$6,040

Objectives

1. Identify data elements required to satisfy legislative direction under Oregon House Bill 2229 (1997 Legislature) to evaluate the effectiveness of current offender programs and their ability to deter future criminal behavior.
2. Develop business plan for managing PSDW services required to address HB 2229 mandates and future initiatives.
3. Identify new applications and products to support the criminal justice community.

Outcomes

1. Completed an intergovernmental agreement between the Department of Administrative Services, Information Resource Management Division and the Department of State Police concerning the administration of the PSDW.
2. Completed preliminary project plan, risk assessment, and budget for the project. Completed the recruiting and hiring of a Program Executive who will be responsible for the operation and maintenance of the PSDW program.

Beginning the recruiting process for the Project Manager who will be responsible for providing technical direction in support of the PSDW project.

Completed formal project “kickoff” event held for the purpose of presenting the project to existing and potential stakeholders.
3. On-going.

Criminal Justice Information Systems Standards Program (CJIS)

Department of Oregon State Police

Project Purpose

The Criminal Justice Information Systems Standards Program (CJIS) is a legislatively mandated function of the Oregon State Police. Its purpose is to improve electronic information sharing between State criminal justice agencies. One function is to establish standards for data, technology, and information sharing.

Contact: John A. Tawney 503.378.3720
Project No: 98-044
Federal Funds Expended: \$15,000

The original CJIS data standards were published in 1997. There were minor updates in 1998. Several State and local government projects had resulted in a number of suggestions for changes to the data directory. The State of Oregon had also established Oregon Enterprise Technology Standards. In October of 1999, a CJIS Standards Working Group of State and local government members was convened to review the suggested changes and update the data dictionary. The Group was also tasked with making a preliminary review of the CJIS Technical Standards.

Objectives

1. Finalize and adopt updates to the CJIS data, technology, and interchange transaction standards by incorporating:
 - Standards changes focused on data elements resulting from the CJIS/Electronic Data Interchange pilot project review process.
 - CJIS data standards changes suggested by local government and State agencies as a result of system development projects undertaken since the last major update of the data dictionary.
 - Photo Imaging standards developed during the CJIS imaging study.
 - New Oregon State Enterprise Technology Standards.
 - Other requests for data and technology standards additions and changes that arise during the process.

Outcomes

1. Conducted a series of work sessions to review the current data directory, suggest changes, and develop needed changes. Updated the data dictionary database. Compared the CJIS Technical Standards to the newly developed Oregon Enterprise Technology Standards. Identified additional work to be accomplished for technology and transaction standards, and to refine the data standards process.

Domestic Violence Intervention Project New Directions Northwest, Inc.

Project Purpose

Provide rehabilitative services for all batterers convicted in Baker County and provide community education on identifying and responding to domestic violence that will complement the services of May Day.

Contact: Fred LeWando 541.523.8364

Project No: 99-033

Federal Funds Expended: \$24,474

Match Funds Expended: \$8,158

Objectives

1. All convicted batterers will complete a 36-week batterer intervention program or be returned to the court for noncompliance.
2. Provide batterer treatment group for women.
3. Provide community awareness and response to domestic violence, using the Duluth Model, to staff and community agencies.

Outcomes

1. A total of 22 clients were sentenced to batterer treatment. Six clients completed treatment, two were referred back to court as unsuccessful and 14 remain in treatment. Three clients are near completion.
2. One woman received individual treatment sessions and successfully completed the program.
3. This year the program expanded to include non-violent parenting classes. Referrals for the parenting classes have been from Services to Children and Families. This program is currently court mandated. Staff from New Directions, May Day (local domestic violence shelter), the Baker City Police Department, and the District Attorney's Office meet bi-weekly to coordinate community awareness regarding domestic violence. A total of ten trainings were provided for May Day staff, volunteers, and clients.

Reducing and Preventing Domestic Violence Coos County Women's Crisis Services

Project Purpose

Increase the number of support and counseling services resources available to victims of domestic and sexual violence. Develop protocols for criminal justice and social service agencies in identifying and responding to victims of domestic violence.

Contact: Judy Moody 541.756-7864

Project No: 99-034

Federal Funds Expended: \$19,420

Match Funds Expended: \$6,472

Objectives

1. Increase the number of victims of domestic violence who access services.
2. Educate local health care, law enforcement, social services, education, business industry management, and personnel on issues of domestic and sexual violence, prevention, identification, response, referral and support.
3. Increase the number of support and counseling resources available to victims of domestic violence and sexual assault.

Outcomes

1. A total of 1,116 crisis line callers were given information and referral. A total of 281 women received crisis intervention services at the "One Stop" Center and 189 women received crisis intervention at the Newmark Outreach Center.
2. A total of 296 public presentations were attended by 5,190 people representing law enforcement, local medical staff, local businesses, school personnel, and the religious community.
3. Held four monthly support groups in North Bend and six in the surrounding rural communities with a total of 534 women and 36 children in attendance.

Clatsop County Community Liaison/Volunteer Coordinator Project

Clatsop County Women's Resource Center

Project Purpose

Develop elder abuse program. Provide minority outreach program and expand existing domestic violence program.

Contact: Pat Burness 503.325.3426

Project No: 99-035

Federal Funds Expended: \$30,811

Match Funds Expended: \$10,270

Objectives

1. Develop and implement elder abuse training and emergency response protocol by partnering with Senior Services, Victim Assistance, and local hospitals.
2. Provide culturally sensitive programs and contract services that respond to the needs of Latina women and their children.
3. Attend all meetings of the Public Safety Coordinating Council, report on agency activities and collaboration projects, and work toward acceptance of community protocols and services which assist and protect the rights of victims.
4. Initiate computer link-up and communication with local law enforcement agencies, District Attorney's office and courts, and provide staff support to the Clatsop County Domestic Violence Council.
5. Expand community education to additional groups, such as religious congregations, businesses, and private citizens.

Outcomes

1. Protocols for elder abuse were developed and adopted. The protocol was presented to the Chief of Police and members of the Domestic Violence Council. A total of 14 cases of elder abuse were reported to CCWRC staff. The Domestic Assault Response Team (DART) used the protocol in six elder abuse cases. On-going case management was coordinated with Senior Services.
2. Provided court advocacy, transportation, restraining order assistance, and referrals to 317 Latina women and their children.
3. Staff continues to attend Public Safety Coordinating Council meetings working to identify gaps in services for families experiencing violence. Since the adoption of the protocols there have been additional meetings related to victim rights with the Chief of Police and Department of Corrections to focus on victim safety after the release of the batterer.
4. A total of 148 DART responses were tracked on the 1999 Database. Clatsop County law enforcement agencies received a total of 155 calls to activate DART, 84 percent of the victims utilizing DART received follow-up services from CCWRC, 52 percent were domestic violence crimes where the child had witnessed the violence, and 60 percent of victims accessed court advocacy services from CCWRC.
5. Provided 168 presentations to churches, civic organizations, schools, and local businesses.

Personal Violence Specialist Program

Lower Umpqua Victims' Services

Project Purpose

To provide a Personal Violence Specialist to accompany police officers to the scene of domestic violence and child abuse incidents and provide early crisis intervention, and enhance quality crisis intervention services, personal advocacy, and education to previously underserved victims of domestic violence in Western Douglas County.

Contact: Sequoia Star 541.271.0221

Project No: 99-036

Federal Funds Expended: \$20,846

Match Funds Expended: \$6,949

Objectives

1. Respond to domestic violence calls on a 24-hour-a-day/seven day-a-week basis, providing immediate crisis intervention, resource and referral, and personal advocacy services.

2. Provide 100 percent crisis response coverage for victims of domestic violence through the response of a Personal Violence Specialist.

3. Educate community members on the dynamics of domestic violence through attendance at meetings, networking, and participation in civic programs and trainings.

Outcomes

- | | |
|---------------------------------|-------|
| 1. Total Client Contacts | 442 |
| Crisis Intervention | 228 |
| Information/Referral | 198 |
| Criminal Justice Support | 81 |
| Safe Housing | 9 |
| Emergency Financial Service | 5 |
| Personal Advocacy | 115 |
| Crime Victim Compensation Forms | 2 |
| Restraining Orders | 23 |
| Hotline Calls | 35 |
| Transportation | 10 |
| Total Client Contact | 442 |
| Total Services Provided | 706 |
| Total Service Hours Provided | 1,363 |
-
2. The Personal Violence Specialist
 - Provided crisis intervention on-site, at the scene of the domestic violence crimes.
 - Facilitated communications with law enforcement, ensuring the clients' needs were met.
 - Remained at the scene of the crime and continued to offer support services to victims.
 - Accompanied victims to the emergency room as needed.
 - Provided walk-in clients with crisis intervention and personal advocacy.
 - Provided follow-up, advocacy and education.

 3. Provided support to Services to Children and Families, Senior and Disabled Services, local courts, law enforcement agencies, and other social service providers. The Personal Violence Specialist serves on the Lower Umpqua Domestic Violence Council.

Culturally Responsive Domestic Violence Intervention Project

Catholic Charities

Project Purpose

Implement a culturally responsive domestic violence intervention project in the Portland metropolitan area for low-income women and children who are survivors of domestic violence and enhance and expand culturally responsive crisis intervention and counseling services.

Contact: Teresa Vasoli 503.669.8350

Project No: 99-037

Federal Funds Expended: \$33,278

Match Funds Expended: \$11,092

Objectives

1. Increase the number of Spanish support groups for domestic violence survivors.
2. Enhance culturally responsive counseling for Latina women survivors of domestic violence and their children who witness violence.
3. Enhance outreach and crisis intervention among the Latina community in cases of domestic and sexual violence.
4. Bring public education about domestic violence to the Latina community.
5. Expand crisis intervention counseling to non-English speaking persons through the AT&T Language Bank utilized by Portland Women's Crisis Line.

Outcomes

1. Three support groups for domestic violence survivors were offered in Spanish and a total of 870 (duplicated) women attended support groups.
2. A total of 200 hours of counseling was provided to Latina women and children survivors of domestic or sexual violence.
3. Families living in a domestic violence situation were provided with 1,401 hours of outreach contact and intervention services.
4. A total of 26 presentations were made that focused on the dynamics of domestic violence in the Latino culture.
5. Numbers have not been made available from Portland Women's Crisis Line.

Benton County Family Violence Coordinator Project Center Against Rape and Domestic Violence (CARDV)

Project Purpose

To provide coordination for the Benton County Family Violence Council and serve as lead coordinator for statewide FVC meetings in order to improve the criminal justice and social service response to domestic and family violence.

Contact: Ilene McClelland 541.758.0219

Project No: 99-038

Federal Funds Expended: \$24,894

Match Funds Expended: \$10,615

Objectives

1. Provide one presentation a month that includes members of the Family Violence Council (FVC) regarding their specific agency's response to family violence.
2. Improve perpetrator accountability and victim safety within law enforcement communities, courts, and social service agencies.
3. Provide education and outreach information on family abuse to Benton County citizens.

Outcomes

1. Thirty agencies are represented on the Benton County Family Violence Council. The Council met 11 times with an average attendance of 23 members. Three special presentations were made within the last six months to the FVC outlining specific action member agencies could take in a collaborative response to family violence.
2. Representatives from Klamath County presented information on their newly established Domestic Violence Unit. Information from this presentation will be used as a model for the FVC to meet the safety needs of victims in Benton County. The FVC Courts committee published Curriculum of Intervention and presented information on abuse intervention protocols to the Benton County Court, District Attorney's Office, and Parole and Probation. The Curriculum of Intervention was developed to make information available that the FVC determined were appropriate abuse intervention programs based on the research and recommendations of the Governor's Council on Domestic Violence. The Courts committee is also developing a follow-up survey to determine the communities' commitment to and understanding of approved abuse interventions.
3. The FVC sponsored abuse alert card, Check Up On Your Relationships, had a second printing of 50,000 copies in English and a first printing of 25,000 in Spanish. Each public location on the abuse alert card distribution list now displays copies in English and Spanish. Four new locations were added to the public location distribution list. The FVC provided four public presentations to 63 people in Benton County.

Women's Resource Center
Columbia County Women's Resource Center

Project Purpose

Prevent intimate partner violence and improve the criminal justice system's response to domestic and family violence.

Contact: Cathy McClanahan 503.397.7110

Project No: 99-039

Federal Funds Expended: \$46,143

Match Funds Expended: \$15,381

Objectives

1. To reduce children's and adolescent's vulnerability to assault.
2. To ease the trauma of children affected by domestic violence and/or child abuse.
3. To develop a community response to family violence, make domestic violence a public issue and change public attitudes.

Outcomes

1. Provided 35 parenting classes and two weekly support groups for adult women. Provided 112 school presentations about domestic violence and/or sexual assault to 2,722 students, teachers and educational staff. This included Teen Healthy Relationships, Family Violence, Harassment Awareness, and Child Assault Prevention Programs in all five surrounding communities in Columbia County.
2. Weekly play therapy groups were provided for children ages 4 to 11 during the school year, as well as individual play therapy to several special needs children. Provided parenting information to 28 participating families who were at risk or had experienced intimate partner violence. Ten people attended the Strengthening Families group and 18 participated in the "Making Parenting A Pleasure" group.
3. Conducted a total of 100 community presentations, including television and radio presentations, four educational sessions for the St. Helens Fire Department and Emergency Medical Technicians, two domestic violence presentations to the Even-start children's program and one to the Court Appointed Special Advocates programs, various services clubs, schools, churches, and other civic groups. Columbia County Women's Resource Center staff conducts weekly domestic violence classes offered at Adult and Family Services with an emphasis on the effects of children who witness domestic violence. Six of the staff members participate on the Columbia County Domestic Violence Council that develops policy and protocols for local agencies that work with victims of domestic and family violence.

Governor’s Council on Domestic Violence Criminal Justice Services Division

Project Purpose

To implement a statewide initiative targeting violence against women and children to determine how the State might best work to support the development of a coordinated community, county, and statewide response for the prevention of domestic violence and protection of domestic violence victims and recommend strategies aimed toward the prevention and reduction of domestic violence.

Contact: Carmen Merlo 503.378.3720
Project No: 98-054
Federal Funds Expended: \$10,429

Objectives

1. Establish procedures to ensure public input.
2. Consider and support law-reform needs in the area of domestic violence.
3. Review current state and private workplace policies regarding domestic violence and work with public and private employers, as well as labor unions and other employee representatives, in order to improve those policies.

Outcomes

1. Public hearings soliciting input from survivors of domestic violence, victim advocates, the criminal justice system, and interested parties were conducted in La Grande, Bend, Newport, Eugene, Portland, Pendleton and Klamath Falls.
2. During the 1999 Legislative Session the state enacted further legislation to protect victims of domestic violence: SB 318-C, proposed by the Council, implements two major sections of the federal Violence Against Women Act, the National Protective Order Registry and gun control (Brady) provisions prohibiting respondents from possessing firearms and ammunition while they are under qualifying protective orders. SB 319-A, another proposal from the Council, addresses problems with the mandatory arrest law and makes several changes to the Family Abuse Prevention Act (FAPA). The most significant amendment made to the restraining order process is the codification of “preponderance of the evidence” as the standard of proof for FAPA cases. SB 319-A also deletes the “at the scene” language to require arrest on probable cause when an officer “responds to an incident of a domestic disturbance”.
3. A subcommittee chaired by Attorney General Hardy Myers has been formed and is working on identifying model workplace violence policies.

Overview of Juvenile Violence Prevention Programs and Contracted Evaluations

Overview of Juvenile Violence Prevention Programs and Contracted Evaluations

Between July 1, 1999 and June 30, 2000, the Criminal Justice Services Division (CJSD) awarded Byrne Formula Grant funds to a total of 11 juvenile violence prevention programs. The total amount awarded during the reporting period was over \$1,508,826 ranging from \$40,000 to \$250,000 per program per year. Each program is eligible for a maximum funding period of 48 months, subject to annual review and renewal. Ten of the 11 programs completed their 48 months of funding September 30, 2000.

CJSD continued to contract with Program Design and Evaluation Services (PDES) for evaluation oversight of eight of the 11 funded programs. CJSD requires Byrne subgrantees to incorporate evaluation activities into their prevention programs. Since 1996, PDES has assisted CJSD in conceptualizing and implementing program evaluations for juvenile violence prevention programs. PDES provides assistance to CJSD and the Governor's Drug and Violent Crime Advisory Board in the selection and management of subgrantees by monitoring subgrantee program implementation and evaluation, providing technical assistance to subgrantee agencies, and by disseminating information regarding subgrantee progress.

Overview of Juvenile Violence Prevention Programs

The juvenile violence prevention programs funded between July 1, 1999 and June 30, 2000, are categorized into three main areas: *primary prevention*, *secondary prevention*, and *tertiary prevention*. Of the 11 programs funded, four are primary prevention programs, three are secondary programs, and four are tertiary programs.

Primary Prevention Programs are intended to teach students the use of negotiation as a healthy alternative to violence. Essential elements of primary prevention programs are:

- Conflict resolution curricula including anger management, problem-solving skill training, negotiation skill training, and peer mediation.
- Teacher training and parent training classes on conflict resolution.
- The use of student organization activities to improve the school climate and develop leadership skills.

The four primary prevention programs funded are: Peaceable Educational Practices (PEP) Project, Lincoln County Primary Prevention Project (Resolving Conflict Creatively Program RCCP), Jackson County Juvenile Crime Prevention Strategy for Safe Communities, and School Based Violence Prevention Education.

Secondary Prevention Programs identify at-risk youth and their families and provide them with intervention services intended to prevent further delinquent behavior. The main program goal is to reduce criminal recidivism by increasing the effectiveness of the initial juvenile justice system contact. Essential elements of secondary prevention programs are:

- Providing community-based intervention services to first time non-adjudicated juvenile offenders and their families.
- Enhancing the development of interpersonal communication and problem-solving skills among high-risk youth and their families.
- Helping youth and their families identify and access community resources.
- Providing and teaching empowerment skills to high-risk youth and their families.

The three secondary prevention programs funded are: Truancy Diversion Program, Curry County Referral/Diversion Program, and Alcohol and Drug Abuse Prevention and Treatment (ADAPT) Program.

Tertiary Prevention Programs target violent and chronic juvenile offenders who either are currently in the juvenile justice system or are transitioning from the juvenile system into the community. The programs aim to reduce the number of youth entering the adult correctional system or those requiring mandatory sentences under Oregon's Measure 11. Programs in this category provide intervention services that address individual behavioral change with reference to family, peers, and the school. Essential elements are:

- Maintaining a strong partnership and coordination among the juvenile justice system, health and mental health services, other social service providers, and schools.
- Working with the youths' family, peers, and school to promote positive behavior change.
- Enhancing youths' social perspective skills.
- Teaching youth how to deal effectively with negative peer influences and family problems.
- Empowering parents with skills and resources to effectively address family problems, resulting in improved family relationships.

The four tertiary prevention programs funded are: Multi-Systemic Treatment Program, Violent Offender Rehabilitation Treatment (VORT) Program, the Central and Eastern Oregon Juvenile Justice Consortium (CEOJJC), and Helping At-Risk Girls in Central and Eastern Oregon.

CJSD monitors all 11 juvenile crime prevention programs and collaborates with PDES in evaluating eight of these programs. This section of the *Annual Report* presents the interim evaluation results of the eight programs. (Refer to the Project Performance Data Appendix section for the information regarding the three other programs: Alcohol and Drug Abuse Prevention and Treatment (ADAPT) Project, Central and Eastern Oregon Juvenile Justice Consortium (CEOJJC), and Helping At-Risk Girls in Central and Eastern Oregon.

CJSD's Program Evaluation Approaches

CJSD's collaborative efforts with PDES to evaluate juvenile violence prevention programs have been organized around two major activities: process evaluation and outcome evaluation.

Process Evaluation: The purpose of process evaluation is to assess the extent to which the project is implemented as planned and to determine the degree to which program activities are associated with program goals. Project sites are expected to:

- Collect data on the number of clients served in each program.
- Describe the characteristics of the clients.
- Collect, describe, and analyze narrative program management data.
- Assess progress toward program goals, problems encountered, and solutions offered.
- Examine the association between the program activities and desired outcomes.

All programs are required to include process data in the quarterly progress reports submitted to CJSD.

Outcome Evaluation: The purpose of outcome evaluation is to assess program impact such as reduction in recidivism rates and improvement in program participants' perceptions, knowledge, or behaviors. For outcome evaluations, PDES uses both the goal-attainment approach and the experimental research design. The goal attainment approach is used to measure the extent to which a project site has achieved its proposed goals. The experimental research design is used to assess program impact by controlling external factors so that the results may be directly attributed to the program, making them generalizable in support of future replication efforts.

The goal-attainment approach is being applied to all eight programs and PDES continues to work with each program to ensure that the following components are in place and refined:

- A concise statement of purpose.
- Clear measurable objectives.
- Relevant performance measures.
- Activities that support the goals and objectives.

Of the eight programs, five were identified by PDES as having either an experimental or a quasi-experimental design for outcome evaluation. The Violent Offender Rehabilitation Treatment (VORT) Program, a tertiary prevention program, is using an experimental design. Four programs are using quasi-experimental design. They include three primary programs: Peaceable Educational Practices (PEP) Project, Lincoln County Primary Prevention Project (Resolving Conflict Creatively Program-RCCP), and SEI's School Based Violence Prevention Education Program; and one secondary program—the Truancy Diversion Program.

Juvenile Program Intervention Strategies

The strategies implemented by the programs are described by using a paradigm of four levels based on the social proximity of the intervention to the targeted individuals (see Table 1 – Strategies Implemented by Juvenile Violence Prevention Programs):

- *Individual interventions* directed toward members of the target group themselves.
- *Proximal interpersonal interventions* directed toward those with close interpersonal contact with the target group, primarily family and peers.
- *Proximal social setting interventions* directed toward the social group or organizations with which the target group has frequent contact, such as schools and neighborhoods.

-
- *Societal macrosystem interventions* directed at characteristics of the general society such as economic opportunity, media exposure, and community mobilization.

All eight programs implement intervention strategies at more than one level and six programs implement strategies at all four levels. Individual- and proximal interpersonal- level interventions are more commonly used. For example, social skill training is used in eight programs, cognitive-behavioral training in seven programs, and parent education in six programs. More commonly used strategies at other levels include school climate change and recreation activities.

Program Data Collection Sources

Juvenile crime prevention programs are using a variety of sources to obtain information needed to monitor program progress and assess program outcomes (see Table 2 – Data Sources for Juvenile Violence Prevention Programs). Seven programs collect data from self-reports and teacher or counselor reports. All primary prevention programs use school academic and disciplinary records, and all secondary and tertiary prevention programs use police or judicial records.

Program Participants

From July 1, 1999 through June 30, 2000, the eight juvenile crime prevention programs served approximately 24,184 youth (see Table 3 – Number, Gender, Race/ethnicity and Age Range of Participating Youth). The number of participants varied with the nature of the program. In general, primary prevention programs served more youth because they are school-based and target all students. Tertiary prevention programs served fewer youth because they target youth offenders and provide more intensive services. For example, Peaceable Educational Practices (PEP) Project, a primary program, served more than 18,000 elementary and middle school students, while Multi-Systemic Treatment Program, a tertiary program, served only 11 youth.

Primary prevention programs served nearly identical numbers of boys and girls. In comparison, the ratio between boys and girls served by the two secondary prevention programs varied. Curry County Referral & Diversion served almost three times as many boys as girls while Multnomah County Truancy Diversion Program served nearly identical numbers of boys and girls. In tertiary prevention programs, the percentage of girls served ranged from nine percent to 20 percent. The majority of program participants were Caucasian, ranging from 48 percent to 97 percent, except for the School Based Violence Prevention Education (Portland- SEI) program whose target population is mainly African-American youth.

Program Evaluation Progress

During 1999-2000, the eight juvenile crime prevention programs continued to implement intervention activities as planned and to conduct activities needed to evaluate program process and outcomes. Most of the programs either met or exceeded their annual program objectives. Some programs experienced delays in progress. Problems were typically associated with delays in implementing proposed activities, difficulty in designing data collection systems, budget constraints, and difficulty in collaborating with other agencies.

In order to assess program outcomes, programs report results based on key outcome measures (see Table 4 – Preliminary Program Outcomes, Juvenile Violence Prevention Programs). Encouraging preliminary outcomes reported by primary prevention programs include: positive changes in students' conflict resolution skills, declines in students' discipline or violence-related referrals, positive changes in students' school and classroom behaviors, positive changes in teachers' conflict resolution skills, and positive changes in students' violence-related behaviors. Encouraging preliminary outcomes reported by

secondary and tertiary prevention programs include: improvement in program participants' risk profiles, improvement in school attendance, reduction in violent crime, reduction in severity of crime, and improvement in anger management skills. However, these outcome data should be interpreted with caution, and consideration should be given to the level of evaluation design and the stage of implementation. As noted earlier, only five programs conduct outcome evaluations based on experimental or quasi-experimental designs.

Program Implementation Challenges

Programs reported fewer implementation challenges during 1999-2000. The challenges can be summarized into three main categories (see Table 5 – Major Issues/Challenges Encountered by Juvenile Violence Prevention Programs): coordinating the efforts of multiple organizations and building community support; building the infrastructure for program evaluation and implementation; and a lack of resources. Programs reported few challenges in the area of coordinating multiple organizations and building community support and in the area of building infrastructure for program evaluation. The principal challenge in 1999-2000 was in the area of resources. Five programs reported implementation challenges due to budget constraints.

Table 1. Strategies Implemented by Juvenile Violence Prevention Programs

Level of Intervention and Strategy	Primary			
	Lane/ Douglas (PEP)	Lincoln County (RCCP)	Jackson County	Portland (SEI)
Individual Level				
Cognitive-behavioral training	X	X	X	X
Social skills training	X	X	X	X
Cognitive-behavioral training specifically for high-risk youth			X	X
Mentoring		X	X	X
Proximal Interpersonal Systems				
Family counseling				X
Parent education		X	X	X
Peer mediation		X	X	X
Preventing association with antisocial peers				
Proximal Social Settings				
Changing teacher practice	X	X	X	
Changing school climate	X	X	X	
Changing community worker knowledge and practices	X		X	
Changing institutional practices	X		X	
Recreation – diversion			X	X
Societal Macro System				
Job training and placement			X	X
Media exposure	X	X	X	
Community mobilization			X	

Table 1. Strategies Implemented by Juvenile Violence Prevention Programs

Level of Intervention and Strategy	Secondary	
	Curry County (R&D)	Multnomah County (Truancy Diversion)
Individual Level		
Cognitive-behavioral training	X	
Social skills training	X	X
Cognitive-behavioral training specifically for high-risk youth	X	
Mentoring		X
Proximal Interpersonal Systems		
Family counseling		X
Parent education	X	X
Peer mediation		X
Preventing association with antisocial peers	X	X
Proximal Social Settings		
Changing teacher practice		
Changing school climate		X
Changing community worker knowledge and practices		X
Changing institutional practices		X
Recreation – diversion		X
Societal Macro System		
Job training and placement		
Media exposure		
Community mobilization		

Table 1. Strategies Implemented by Juvenile Violence Prevention Programs

Level of Intervention and Strategy	Tertiary	
	Curry County (Multisystemic Tx)	Lane County (VORT)
Individual Level		
Cognitive-behavioral training	X	X
Social skills training	X	X
Cognitive-behavioral training specifically for high-risk youth		
Mentoring		X
Proximal Interpersonal Systems		
Family counseling		X
Parent education		X
Peer mediation	X	
Preventing association with antisocial peers	X	X
Proximal Social Settings		
Changing teacher practice	X	
Changing school climate	X	X
Changing community worker knowledge and practices	X	
Changing institutional practices		
Recreation – diversion	X	X
Societal Macro System		
Job training and placement	X	X
Media exposure	X	
Community mobilization		

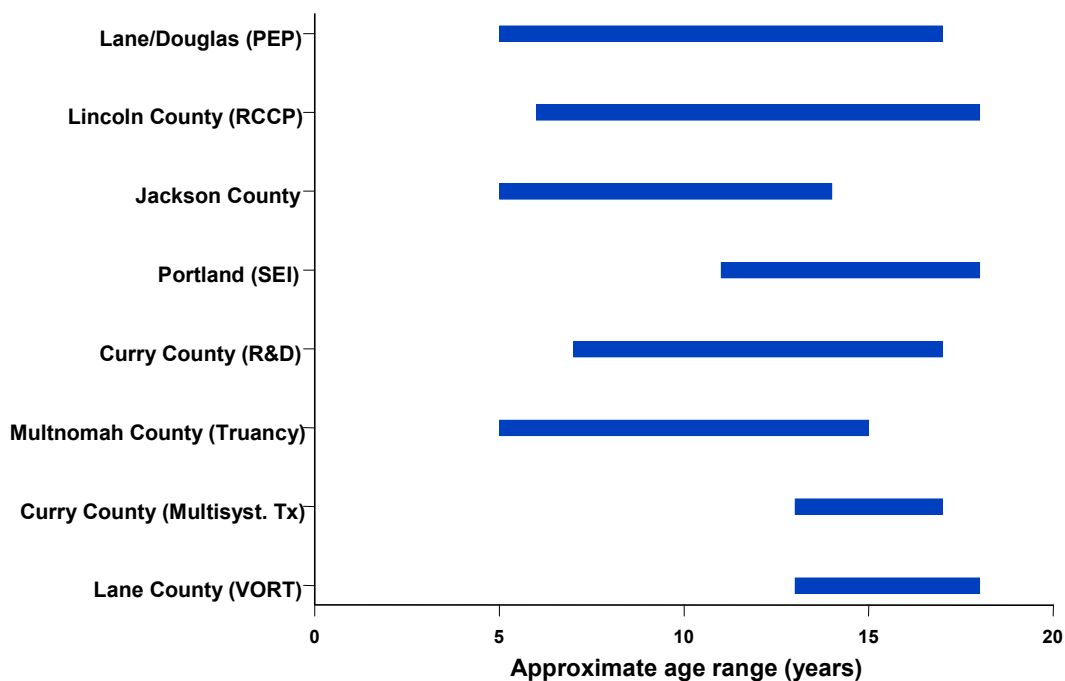
Table 2. Data Sources for Juvenile Violence Prevention Programs

Project	Self-Report	Teacher/Counselor Report	Grade/School Disciplinary Records	Police/Judicial Records	Classroom Playground Observation	Other
Primary						
Lane/Douglas (PEP)	X	X	X		X	Oregon School Safety Survey; school climate survey; Second Step knowledge survey
Lincoln County (RCCP)	X	X	X		X	Student involvement surveys; parent surveys; student risk behavior survey
Jackson County	X	X	X		X	Teacher, student, parent, & community partner surveys; school attendance records
Portland (SEI)	X	X	X			School attendance records; student risk behavior survey
Secondary						
Curry County (R&D)	X	X		X		Parent reports
Multnomah County (Truancy Diversion)	X	X	X	X		School attendance records
Tertiary						
Curry County (Multisystemic Tx)	X	X	X	X		
Lane County (VORT)				X		

Table 3. Number, Gender, Race/Ethnicity, and Age Range of Participating Youth

Project	Number of Youth	Gender (%)		Race/Ethnicity (%)			
		Male	Female	Caucasian Non-Hispanic	African American	Hispanic	Other
Primary							
Lane/Douglas (PEP)	18,309	52	48	92	1	4	3
Lincoln County (RCCP)	4,024	48	52	75	1	5	19
Jackson County	664	48	52	81	1	14	4
Portland (SEI)	94	51	49	0	96	4	0
Secondary							
Curry County (R&D)	173	73	27	97	0	2	1
Multnomah County (Truancy Diversion)	873	49	51	48	20	19	13
Tertiary							
Curry County (Multisystemic Tx)	11	91	9	91	0	0	9
Lane County (VORT)	36	80	20	89	5	3	3

Table 4. Preliminary Program Outcomes,



Juvenile Violence Prevention Programs

Primary Prevention Programs		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Lane/Douglas (PEP)	<ul style="list-style-type: none"> ▪ <i>Second Step Knowledge Change.</i> An analysis of student pre/post knowledge tests regarding Second Step skills suggests improvement in student acquisition of skills as a function of participating in the curriculum. Students in grades 3-8 were given a 15-item test prior to receiving instruction in the curriculum and then at the end of the year. Test items were factor analyzed and four factors were identified. The pre-and post-test means were compared using a t-test of the four factor subscales. All grade levels in all schools improved on this measure after instruction. The percent correct on the pre- and post-tests by grade were: <ul style="list-style-type: none"> ▪ Third Grade (49 percent correct on the pre-test and 60 percent correct on the post-test). ▪ Fourth Grade (50 percent correct on the pre-test and 62 percent correct on the post-test). ▪ Fifth Grade (46 percent correct on the pre-test and 57 percent correct on the post-test). ▪ Sixth Grade (55 percent correct on the pre-test and 60 percent correct on the post-test). ▪ Seventh Grade (63 percent correct on the pre-test and 63 percent correct on the post-test). ▪ Eighth Grade (61 percent correct on the pre-test and 66 percent correct on the post-test). ▪ <i>Perceptions of School Safety.</i> The Oregon School Safety Survey was administered to school site-based management councils in participating schools each year of the project (N= 538 administrators, teachers and parents). Respondents rated the extent of 16 risk and 17 protective factors shown to increase or buffer against school violence and discipline problems. A four point rating scale (1=not at all; 4=extensive) was used. School site councils indicated an average of 2.1 (minimal) for risk factors and 2.95 (moderate) for protective factors in 1998-1999. In the 1999-2000 school year, perception of risk remained minimal and perception of protective factors increased to 3.04 (moderate to extensive). <p style="text-align: center;"><i>Continued on next page</i></p>	<ul style="list-style-type: none"> ▪ Changes in the scores of students' pre- and post-Second Step skill tests. ▪ Trends in students' behavior indicators in participating schools. ▪ Teacher ratings of student adaptive and maladaptive behavior.

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Primary Prevention Programs - Continued		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Lane/Douglas (PEP)	<p><i>Continued</i></p> <ul style="list-style-type: none"> ▪ <i>First Step to Success.</i> In the 1999-2000 school year, 61 students from 41 schools participated in the First Step program. An analysis of teacher ratings and observation data suggests improvements in students' adaptive and maladaptive behaviors. Academic engaged time increased from 55 percent to 86 percent and adaptive behavior ratings by teachers increased from 21 percent to 33 percent. Teacher ratings of maladaptive behavior decreased from 31 percent to 19 percent and aggression decreased from 27 percent to twelve percent. These findings replicate other research on the effects of the First Step intervention. 	
Lincoln County (RCCP)	<ul style="list-style-type: none"> ▪ <i>Violence-related Behavior.</i> Students who reported participating in RCCP training or activities were less likely than students who did not participate in RCCP training or activities to: <ul style="list-style-type: none"> ▪ Be involved in a fist fight with another student at school (17 percent versus 28 percent). ▪ Be involved in a physical fight (51 percent versus 70 percent). ▪ Carry a gun (8 percent versus 13 percent). ▪ Carry a gun on school property (1 percent versus 4 percent). ▪ Carry a weapon other than a gun (17 percent versus 24 percent). ▪ Carry a weapon other than a gun on school property (4 percent versus 10 percent). ▪ Be threatened by someone with a knife or gun at school in the past month (6 percent versus 11 percent). ▪ Be threatened or injured with a weapon in the past year (19 percent versus 25 percent). ▪ Be robbed or witness students stealing from others at school in the past month (6 percent versus 11 percent). <p><i>Continued on next page</i></p>	<ul style="list-style-type: none"> ▪ Teachers' and students' survey scores to assess: (a) their perceptions of conflict in school and (b) their attitudes about conflict resolution. ▪ Trends in student behavior indicators in participating schools. ▪ Data from comparison group studies using the statewide Youth Risk Behavior Survey (YRBS) database.

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Primary Prevention Programs - Continued		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Lincoln County (RCCP)	<p><i>Continued</i></p> <ul style="list-style-type: none"> ▪ <i>Behavioral Indicators.</i> Nine indicators are tracked by school administrators: a) attendance, (b) number of fighting incidents, (c) number of weapons incidents, (d) number of vandalism incidents, (e) number of harassment incidents, (f) dropout rate, (g) number of suspensions, (h) number of expulsions, and (i) number of police visits. Analysis of performance indicator data suggests that the RCCP program is effective at the elementary and middle school levels (measured by comparison to 1996-1997 baseline). ▪ <i>Elementary Schools.</i> In the 1999-2000 school year, absenteeism, fighting, weapons, vandalism, harassment, and suspensions decreased at the elementary level in comparison to the baseline year while expulsions and police visits increased. Dropout statistics for the 1999-2000 school year will be available later this year. ▪ <i>Middle Schools.</i> In the 1999-2000 school year, absenteeism, fighting, weapons, vandalism, suspensions and expulsions decreased at the middle school level in comparison to the baseline year while harassment and police visits increased. Dropout statistics for the 1999-2000 school year will be available later this year. 	
Jackson County	<ul style="list-style-type: none"> ▪ <i>Decrease in students' disciplinary referrals:</i> There was an 11 percent overall decline in disciplinary referrals from the 1997-98 school year (n= 972) to the 1999-2000 year (n=861). The largest declines were in: refusal to dress down for gym (55 percent decline); use of inappropriate language (50 percent decline); general class disruption (43 percent decline); destruction of property (40 percent decline); and skipping class or leaving early (39 percent decline). The 1999-2000 disciplinary referrals (n=861), however, increased 26 percent compared to 1998-99 (n=684). Possible reasons for this increase include: administration of stricter school regulations, more new students moving into the school district, and increase in repeated referrals for the same, more troublesome students. <p><i>Continued on next page</i></p>	<ul style="list-style-type: none"> ▪ Teachers' and students' pre-and post-survey scores to assess: (a) their perceptions of conflict in school and (b) their attitudes about conflict resolution. ▪ Trends in students' school attendance and disciplinary referrals.

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Primary Prevention Programs - <i>Continued</i>		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Jackson County	<p><i>Continued</i></p> <ul style="list-style-type: none"> ▪ <i>Changes in students and teachers' perceptions about conflict in school:</i> Student and teacher pre-and post-surveys were conducted to assess changes in perceptions about conflict in their schools after implementing Educators for Social Responsibility's (ESR) conflict resolution curriculum. In 1999-2000, a total of 348 students were surveyed using the Student Attitudes about Conflict Scale (SACS). Results of the student survey showed little difference in pre-and post-program scores. A total of 24 teachers were surveyed using the Conflict Opinion Scale for Teachers (COST). They reported that the ESR curriculum had a positive effect on the students' behavior in the classroom environment where teacher and students were both learning and practicing conflict resolution skills. ▪ <i>Increases in teachers' and parents' conflict resolution skills:</i> All of the nine new teachers and staff who completed the ESR curriculum and satisfaction survey reported an increase in conflict resolution knowledge and skills. All of the 30 newly trained parents who completed a satisfaction survey increased their understanding of conflict resolution, communication skills, listening skills, and ability to use these skills. ▪ <i>Positive impact of the Boys and Girls Club programs:</i> A total of 23 at-risk students participated in the Talent Alternative Program (TAP). Of those, ten students completed the program, five integrated back into regular school classes, five moved out of the area, and the remaining three students either were placed into a detention facility, were home-schooled, or dropped out of school. The completing students increased Oregon state test scores in Reading, Mathematics, Writing, and Problem Solving and showed 80 to 90 percent school attendance rates. Teachers completed a brief survey to compare a sample of 34 Boys and Girls Club after-school program participants with their non-participant peers in three categories of performance measures: homework completion, school attendance, and school behavior. Teachers reported that the majority of program participants performed better than non-participants in all three categories. <p><i>Continued on next page</i></p>	

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Primary Prevention Programs - <i>Continued</i>		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Jackson County	<p><i>Continued</i></p> <ul style="list-style-type: none"> ▪ <i>Positive impact of the Peer Mediation program:</i> A total of 71 student conflict cases were referred to the program. Of the 71 cases, 14 percent were resolved before mediation, 78 percent were successfully mediated, and eight percent failed mediation. The majority of the 28 students who completed disputant satisfaction surveys reported that the mediation process was fair, rated the program as either good or very good, and indicated that they would use conflict resolution skills in settings outside the school. ▪ <i>Decrease in juvenile crime:</i> From 1996 to 1999, juvenile offenses declined by 32 percent in Talent where most of the grant activities take place. In comparison, juvenile offenses declined by 17 percent in Jackson County and remained the same in Phoenix. ▪ <i>Little change in school attendance:</i> There was little change in Talent Middle School students' attendance throughout the program (92 percent in the 1997-98 school year and 93 percent in the 1998-99 and 1999-2000 school years). ▪ <i>Positive values and social competencies among program participants:</i> In Fall 1999, Jackson County surveyed 2,375 students in 8th and 10th grades with the Search Institute's 40 Developmental Assets Survey to measure the number of assets present in their life. Positive values and social competencies are internal assets that help young people to grow up healthy, caring, and responsible. Talent Middle School 8th graders reported the highest number of assets in the county with an average of 22.0 assets compared to 20.6 assets reported by Jackson County 8th graders. 	

Table 4. Preliminary Program Outcomes, Juvenile Violence Prevention Programs

Primary Prevention Programs		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Portland (SEI)	<ul style="list-style-type: none"> ▪ <i>School attendance:</i> The percent of SEI students with fewer than five absences per quarter of the 1999-2000 school year was 85 percent in the first quarter, 71 percent in the second quarter, 73 percent in the third quarter, and 60 percent in the fourth quarter. Portland Public School attendance data for comparison group students will be available later this year. ▪ <i>School dropout rate:</i> A total of 100 percent of the SEI students remained in school throughout the academic year. The estimated dropout rate for non-SEI students is 40 percent. ▪ <i>Academic performance:</i> The percent of SEI students who maintained a 2.0 GPA or better per quarter of the 1999-2000 school year was 75 percent in the first quarter, 77 percent in the second quarter, 64 percent in the third quarter, and 71 percent in the fourth quarter. Portland Public School grade point data for comparison group students will be available later this year. ▪ <i>Graduation rate:</i> A total of 77 percent of SEI seniors graduated from high school. Of those who graduated, 85 percent have been accepted into a four year college. The estimated graduation rate for non-SEI students is 33 percent. ▪ <i>Violence-related behaviors:</i> SEI students were less likely than comparison group students to engage in physical fighting during the past year (12 percent versus 21 percent); to fight at school (6 percent versus 10 percent); and to be suspended from school (12 percent versus 17 percent). Overall, in eight of 11 violence behavior measures, a greater percentage of comparison group students reported engaging in the behavior than did SEI students. However, only one of these differences approached statistical significance (physical fighting during the past year ($p < .09$)). ▪ <i>Protective Factors:</i> SEI students were significantly more likely than comparison group students to report higher levels of protective factors. A one-way ANOVA test of significance showed SEI students report significantly higher levels of protective factors in the areas of personal competence, social competence, social bonding, and caring and support than do comparison group students. There were no differences between SEI and comparison group students on ethnic identity protective factors. 	<ul style="list-style-type: none"> ▪ Data from Youth Risk Behavior Survey for SEI and comparison group students. ▪ Data from the Individual Protective Factors Index for SEI and comparison group students.

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Secondary Prevention Programs		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Curry County (R&D)	<ul style="list-style-type: none"> ▪ Recidivism rates were compared between youth who successfully completed the program (completers) and those who dropped out of the program (dropouts). Recidivism rates were lower among program completers. From October 1, 1996 through June 30, 2000, there were a total of 262 completers and 48 dropouts. Eighty-two percent (215) of the completers and 67 percent (32) of the dropouts did not reoffend while they were in the program. Seventy-one percent (159) of 224 completers and 67 percent (28) of 42 dropouts did not reoffend within six months after exiting from the program. Fifty-eight percent (104) of 178 completers and 44 percent (18) of 41 dropouts did not reoffend within one year after exiting from the program. Forty-seven percent (40) of 85 completers and nine percent (two) of 22 dropouts did not reoffend within two years after exiting from the program. ▪ The project continued to conduct pre-and post-program risk/skill assessments to assess program effects. Among the clients who completed pre-and post-program assessments since the inception of the program, changes in the average scores from pre-to post-sessions were as follows: <ul style="list-style-type: none"> ◆ Referral program: The average risk scores of 85 youth improved by 11 percent. Of the 85 youth, 29 percent (25) showed an improvement in the scores, 51 percent (43) showed no change, and 20 percent (17) showed a deterioration. ◆ Anger Management: The average skill scores of 98 youth improved by 18 percent. Of the 98 youth, 70 percent (69) showed an improvement in the scores, ten percent (nine) showed no change, and 20 percent (20) showed a deterioration. ◆ Theft Talk: The average risk scores of 111 youth improved by 153 percent. All of the 111 youth showed improvement in their scores. ◆ Tobacco Education: The average risk scores of 67 youth improved by 29 percent. Of the 67 youth, 72 percent (48) showed an improvement in the scores, 15 percent (10) showed no change, and 13 percent (nine) showed a deterioration. 	<ul style="list-style-type: none"> ▪ Comparison of recidivism rates between program completers and dropouts ▪ Changes in the pre-and post-risk assessment and test scores of the program youth and parents.

Continued on next page

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Secondary Prevention Programs - Continued		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Curry County (R&D)	<p><i>Continued</i></p> <ul style="list-style-type: none"> ◆ Authoritative Parenting: The average skill scores of 41 parents improved by 21 percent. Of the 41 parents, 76 percent (31) showed an improvement in the scores, 12 percent (five) showed no change, and 12 percent (five) showed a deterioration. 	
Multnomah County (Truancy Diversion)	<ul style="list-style-type: none"> ▪ <i>Intervention effects of the Truancy implementation program:</i> Project evaluation staff completed collection of school attendance data for program participants for the 1999-2000 school year. The staff are currently analyzing data to assess improvements in participants' school attendance. Results of the analyses are expected to be promising and similar to those shown in previous years. The following are evaluation outcomes for the 1998-99 school year based on data from 193 students for whom school attendance information was available for 45 school days before and 45 school days after the first intervention contact. <ul style="list-style-type: none"> ◆ <i>Overall improvement in school attendance.</i> The average attendance rate increased by eight percent from 75 percent before to 83 percent after the first intervention contact. ◆ <i>Short-term gain.</i> Attendance increased most dramatically immediately following the intervention. The students improved their attendance by 13 percent from 73 percent in the 15 school days prior to the first intervention to 86 percent in the 15 school days following the initiation of the intervention. ◆ <i>Longer-term gain.</i> After the initial intervention, students maintained the gains in attendance over a longer term. At 45 school days after the first contact, students, on average, were missing one day every two weeks (87 percent attendance). <p><i>Continued on next page</i></p>	<ul style="list-style-type: none"> ▪ Data from comparison group studies to assess program intervention effects on students.

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Secondary Prevention Programs - <i>Continued</i>		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Multnomah County (Truancy Diversion)	<p><i>Continued</i></p> <ul style="list-style-type: none"> ▪ <i>Student risk profile:</i> Of the 824 students referred to the program this year, 21 percent (176) had a record of dependency in the Tri-county Justice Information System (TJIS). Of the 176 students with a TJIS record, 43 percent (76) had a delinquency record. Program field staff reported that they had concerns regarding 51 percent (423) of the 824 referred students and families. These concerns included mental health issues (15 percent), parenting skills (11 percent), child's behavior (11 percent), and substance abuse (11 percent). Fourteen percent (115) of the referred students needed an interpreter. ▪ <i>Intervention effects of the SAI project on students:</i> The Truancy Diversion Program evaluation staff assessed the first year (1998-99) implementation of the countywide SAI project. Evaluation results were promising and similar to the results shown among the Roosevelt Cluster students targeted by the Truancy Diversion Program funded by Byrne grants. Analysis of data from 1,408 SAI program participants indicated significant improvement in their school attendance. On average, participants attended school 73 percent of the time in the 45 school days before the intervention, and 83 percent of the time in the 45 school days after the intervention began. Additional outcomes included: (1) greater improvement in school attendance among elementary school students than among middle or high school students, (2) greater improvement in attendance among students with more pre-referral absences than among those with fewer absences, and (3) no association of student gender and ethnicity with attendance outcomes. 	

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Tertiary Prevention Programs		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Curry County (Multisystemic Treatment)	<ul style="list-style-type: none"> ▪ Of the 42 program participants, 52 percent (22) returned to public middle or high schools, 22 percent (nine) received a GED or a high school diploma, 14 percent (six) returned to drug and alcohol treatment, five percent (two) dropped out of the program, five percent (two) moved from the area, and two percent (one) were deceased. ▪ Recidivism rates were compared between youth who successfully completed the program (completers) and those who failed the program (non-completers). There was little difference in recidivism rates over time between completors and non-completers. As of June 30, 2000, recidivism data were available for 20 completors and 14 non-completers. Thirty percent (6) of the completors and 29 percent (4) of the non-completers did not reoffend while they were in the program. Forty-seven percent (8) of 17 completors and 45 percent (5) of 11 non-completers did not reoffend within six months after exiting from the program. Only one of 14 completors and three of eight non-completers did not reoffend within one year after exiting from the program. All of 14 completors and five incompleters reoffended within two years after exiting from the program. ▪ As of June 30, 2000, of the 42 program participants, none were charged with any Measure 11 crimes and 14 percent (six) entered the Oregon Youth Authority (OYA) for non-Measure 11 offenses. ▪ The project conducted pre-and post-program risk/skill assessments to assess program effects. Among the youth who completed pre-and post-program assessments since the inception of the program, changes in the average scores from the time of admission to the time of discharge were as follows: <ul style="list-style-type: none"> ◆ Among the 28 youth who completed pre-and post-program drug and alcohol risk assessments, the average risk scores improved by 31 percent. Of the 28 youth, 71 percent (20) showed an improvement in the scores, four percent (one) showed no change, and 25 percent (seven) showed a deterioration. 	<ul style="list-style-type: none"> ▪ Comparison of recidivism rates between program completors and non-completers ▪ Changes in the scores of program youths' pre-and post-risk assessment and skill tests.

Continued on next page

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Tertiary Prevention Programs - <i>Continued</i>		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Curry County (Multisystemic Treatment)	<p><i>Continued</i></p> <ul style="list-style-type: none"> ◆ Among the 16 youth who completed pre-and post-program Strata of Social Skills assessments, the average skill scores worsened by 24 percent. Of the 16 youth, 44 percent (seven) showed an improvement in the scores, six percent (one) showed no change, and fifty percent (eight) showed a deterioration. 	
Lane County (VORT)	<ul style="list-style-type: none"> ▪ <i>Out-of-home commitments:</i> The VORT program prevented 85 percent of its participants from out-of-home placement (based on all youth referred to the program and who had at least six months follow-up time since placed – N=111). ▪ <i>Violent Crime:</i> There was a 69 percent reduction in felonies among program youth followed over 24 months (N=64). Program youth committed an average of two felonies before the program and less than one felony (.61) in the 24 months following program referral. ▪ <i>Severity of Crime:</i> There was a 65 percent reduction in severity of felony crimes. Program youth had an average severity pre-score of six and a post-score of two, 24 months following program referral (N=64). ▪ <i>Revocation:</i> The program prevented revocation for 88 percent of project participants by the end of year four. <p><i>Continued on next page</i></p>	<ul style="list-style-type: none"> ▪ Data from experimental design to measure the effects of Multi-systemic Treatment in comparison with traditional probation services. ▪ Trends in recidivism rates and out-of-home placement comparing treatment and control groups.

**Table 4. Preliminary Program Outcomes,
Juvenile Violence Prevention Programs**

Tertiary Prevention Programs - <i>Continued</i>		
Programs	Preliminary Program Outcome-Related Data	Key Outcome Measures
Lane County (VORT)	<p><i>Continued</i></p> <ul style="list-style-type: none"> ▪ <i>Evaluation:</i> In addition to the success listed above, the VORT program is conducting an impact evaluation to address the question, “How do outcome indicators for program participants compare to the same indicators for juvenile offenders not referred to VORT?” Outcome indicators include crime rates and out-of-home placement rates. A randomized design is being used to address this question. As of June 2000, 183 youth are included in the study: 111 in VORT and 72 in the control group. Only cases in which there has been a minimum of six months follow-up time are included in the analysis. A problem was identified during the recidivism analysis conducted in preparation for the fourth year grant application. Youth in the control group had higher rates of incarceration and therefore did not have equal time to recidivate as youth in the treatment group (VORT clients). To address this issue, the DYS evaluator collected recidivism data to determine a recidivism rate based on “opportunity” to re-offend for both the program and control group offenders. A recidivism rate that considers “opportunity” or “street days” subtracts the number of days that youth are in secure custody as described in Oregon’s standardized definition of juvenile recidivism. This work was a major focus of the year four evaluation. It was a time consuming effort because the needed data elements are maintained either in county or state information systems. All data has been collected from the two systems, recoded, and integrated into a single file for analysis. Results of the data analysis will be available in December of 2000. 	

**Table 5. Major Issues/Challenges Encountered by
Juvenile Violence Prevention Programs**

Primary Prevention				
Issues/Challenges	Lane/ Douglas (PEP)	Lincoln County (RCCP)	Jackson County	Portland (SEI)
Coordinating the efforts of multiple organizations and building community support				
<i>Communication</i>			Y	X
<i>Scheduling</i>		X	Y	
<i>Conflicts over program strategies or resources</i>			Y	
<i>Raising program awareness</i>			Y	
<i>Organizational restructuring</i>	X	X	Y	
Building the infrastructure for program evaluation and implementation				
<i>Designing intervention/data collection tools</i>			Y	
<i>Computerization</i>	X		Y	
<i>Collecting/integrating data from different data sources</i>	X		Y	
<i>Timing program implementation and evaluation</i>	X		Y	
Lack of resources				
<i>Budget constraints</i>		X	X	
<i>Clients' problems more severe than expected/heavy caseload</i>			Y	
<i>High staff turnover</i>		X		

* Ys denote issues/challenges already resolved and Xs denote those in the resolving process.

**Table 5. Major Issues/Challenges Encountered by
Juvenile Violence Prevention Programs**

Secondary Prevention		
Issues/Challenges	Curry County (R&D)	Multnomah County (Truancy Diversion)
Coordinating the efforts of multiple organizations and building community support		
<i>Communication</i>		Y
<i>Scheduling</i>		Y
<i>Conflicts over program strategies or resources</i>	Y	X
<i>Raising program awareness</i>	Y	Y
<i>Organizational restructuring</i>		
Building the infrastructure for program evaluation and implementation		
<i>Designing intervention/data collection tools</i>	Y	Y
<i>Computerization</i>	Y	Y
<i>Collecting/integrating data from different data sources</i>		Y
<i>Timing program implementation and evaluation</i>	Y	X
Lack of resources		
<i>Budget constraints</i>	X	X
<i>Clients' problems more severe than expected/heavy caseload</i>	X	X
<i>High staff turnover</i>	Y	

**Ys denote issues/challenges already resolved and Xs denote those in the resolving process.*

**Table 5. Major Issues/Challenges Encountered by
Juvenile Violence Prevention Programs**

Tertiary Prevention		
Issues/Challenges	Curry County (Multisystemic Tx)	Lane County (VORT)
Coordinating the efforts of multiple organizations and building community support		
<i>Communication</i>	X	X
<i>Scheduling</i>	X	
<i>Conflicts over program strategies or resources</i>		
<i>Raising program awareness</i>		
<i>Organizational restructuring</i>		
Building the infrastructure for program evaluation and implementation		
<i>Designing intervention/data collection tools</i>		
<i>Computerization</i>		
<i>Collecting/integrating data from different data sources</i>		
<i>Timing program implementation and evaluation</i>		
Lack of resources		
<i>Budget constraints</i>	X	Y
<i>Clients' problems more severe than expected/heavy caseload</i>		
<i>High staff turnover</i>	X	

** Ys denote issues/challenges already resolved and Xs denote those in the resolving process.*

Peaceable Educational Practices Project (PEP)

Lane Education Service District

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Funding Status: Fourth-year funding, started in 1996

Grant No: 99-010

Background

Lane County consists of a complex mix of urban and rural areas that are included in the Peaceable Educational Practices (PEP) project. The county has a land area of 4,610 square miles - about the size of the state of Connecticut. It stretches more than 100 miles from the Cascade Mountains in the east to the Pacific Ocean in the west, and about 50 miles from Junction City in the north to Cottage Grove in the south. Lane County has a total population of 315,700 and a 5 to 17 year old population of 55,739. Douglas County, while smaller and more rural, is adjacent to Lane County and has a population of 100,850 and a 5 to 17 year old population of approximately 19,166.

Lane and Douglas County schools and communities recognize the need for the prevention of youth violence, antisocial behavior, and substance abuse. PEP began providing services on October 1, 1996, to establish systems and capacity in schools to prevent violent and antisocial behavior in Lane and Douglas County youth. Public schools are working in partnership with the University of Oregon Institute on Violence and Destructive Behavior to develop a research-based approach to prevent antisocial behavior, school failure, violent crimes, substance abuse, and other major adjustment problems.

The Lane County Department of Youth Services' (DYS) report on juvenile crime statistics for 2000 provides a limited illustration of changes since initiation of the project. Because PEP is focused on primary prevention, these data do not directly reflect project impact. In 1995, 2,837 Lane County youth were referred for crimes for a rate of 86 per thousand youth. In 1999, 2,443 youth were referred at a rate of 70 per thousand. The rate of juvenile offenders (cases) per 1,000 youth decreased 14 percent over this period with a decrease of 20 percent in the rate of delinquency. In 1995, 4,001 DYS referrals were recorded in Douglas County and this number decreased to an estimate of 3,552 in 1999.

Goals and Objectives

The mission of the PEP project is to establish, maintain, and evaluate the effects of universal and targeted interventions aimed at educating elementary and middle school students on: (a) the consequences of engaging in antisocial and violent behavior, (b) impulse control, problem solving, and anger management skills, and (c) personal responsibility and empathy. The overall

goal of the PEP project is to create safe and orderly schools and to prevent the onset of juvenile delinquency and other adjustment problems in school-age youth. The project is organized around the following major objectives:

- Implement project activities in at least six demonstration schools (elementary and middle schools) in Lane and Douglas Counties.
- Conduct a comprehensive assessment of the features of participating schools and develop a school-specific Peaceable School Plan.
- Carry out a universal, school-wide intervention that includes the Second Step Violence Prevention Curriculum and improving school-wide discipline through Effective Behavioral Support (EBS).
- Set up targeted interventions for students most at risk of violent and antisocial behavior.
- Evaluate the effects of carrying out the peaceable school components on students, staff, administrators, and families in each school.
- Disseminate project products.
- Manage project personnel and activities.

1999-2000 Program Objectives

- Reaffirm school site council approval for project participation. In addition, improving school capacity to respond to and prevent violence is a top priority for school improvement.
- Maintain district financial and personnel support for school-based planning and intervention teams (Effective Behavior Support teams) to participate in training, evaluation, and planning activities.
- Maintain a building-based team of representative teachers, administrators, and classified staff and/or parent members. The team's responsibility is to conduct schoolwide assessments, build an action plan, and communicate goals and activities to the rest of the school.
- Provide a multi-session class (annually) for the school teams focusing on school and individual child assessment, school-wide rule teaching, providing rewards for compliance to school rules, selecting and teaching violence prevention curricula, individualized interventions for at-risk students, evaluation, planning and goal setting, and effective team functioning.
- Provide comprehensive and detailed technical assistance to each school site regarding class content and annual plans. In addition, PEP technical assistance is directed toward district level coordination of plans and activities.
- Build a comprehensive annual plan for PEP/EBS activities that includes measurable goals, objectives, and timelines. Schools typically incorporate these plans into their required school improvement plans.
- Build a comprehensive data collection and evaluation structure to support data-based decision making and planning regarding key risk and protective factors in the school.

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- Implement universal, schoolwide interventions (e.g., Second Step and school-wide behavioral expectations/rules).

Program Strategies

The project assists schools with implementing universal, school-based violence prevention services for elementary and middle school youth. PEP schools carry out a combination of universal and targeted interventions based on extensive research. Key intervention programs include: (1) First Steps to Success, a targeted intervention designed to address the needs of the five to ten percent of students in elementary school who are already showing early signs of antisocial and violent behavior and (2) Second Step, a K-8 universal violence prevention curriculum. Schools deliver these interventions via the school-wide staff development and support framework of the Effective Behavioral Support model. PEP uses an assessment-based, menu-driven approach in planning and implementing curriculum and intervention packages. Schools select specific universal and targeted interventions based on extensive assessment of risk and protective factors affecting students, their families, and school personnel. PEP delivers its violence prevention program through a sequential implementation of three main intervention components:

- *School Profile*: Before any violence prevention work can be implemented, schools first assess their strengths and weaknesses. Program coordinators assist school teams to create a school profile that highlights different aspects of the school's overall safety and discipline system. Several specific data collection instruments are used to develop the profile.
- *Effective Behavior Support System (EBS)*: Based on the information obtained from the school profile, a team of teachers (known as the EBS team) work with program coordinators to determine what direction the school needs to take in making education a more peaceful and safe experience for its students. It is their responsibility to guide and direct the school as it addresses specific problem areas. Once the EBS team has made its recommendations for improvement, the school's plan of action is tailored to meet the identified needs.
- *Curriculum Implementation*: Schools choose a curriculum for comprehensive implementation. Most participating schools choose to implement the Second Step curriculum, which teaches children conflict resolution skills, empathy, impulse control, anger management, and nonviolent problem-solving approaches. The First Step to Success program is used to address the needs of the small number of students in elementary schools who are already showing the early signs of antisocial and violent behavior. First Step consists of three interrelated components. First, a universal screening process is used to identify behaviorally at-risk children who are in need of early intervention. Next, a school intervention module is implemented which teaches the target student adaptive replacement behaviors (e.g., study skills, cooperation, responding to teacher corrections) through individualized instruction and behavioral rehearsal, feedback, role plays, and activity-based performance incentives. Last, a home intervention module is implemented which provides parents with training designed to give them the skills necessary to teach their child school success skills such as sharing, cooperation, setting and accepting limits, problem solving, developing friendships and self-confidence.

Collaboration

PEP began providing services on October 1, 1996, to establish systems and capacity in schools to prevent the further development and onset of violent and antisocial behavior in Lane and Douglas County youth. These efforts are coordinated through local school districts including the Lane Education Service District (ESD), Eugene Public Schools, Roseburg Public Schools, Cottage Grove Public Schools, Springfield Public Schools and Douglas County ESD. The University of Oregon Institute on Violence and Destructive Behavior (IVDB) provides training, technical assistance, and evaluation support.

The IVDB was established by the Oregon State System of Higher Education to “empower schools and social services agencies to address violence and destructive behavior, at the point of school entry and beyond, to ensure safety and to facilitate the academic achievement and healthy social development of children and youth.” The IVDB’s programmatic activities include research, instruction, and public service. The Institute is strongly committed to public service through addressing Oregon’s social agenda and Benchmarks. IVDB staff serves as a resource to a host of local and state agencies concerned with children’s healthy development. IVDB staff assigned to the PEP project have a long history of working collaboratively with local agencies including schools, Lane and Douglas ESD, Services to Children and Families, and the Eugene police department.

The Lane ESD serves as the coordination, technical assistance, and management resource for the 16 school districts in Lane County. Working to “help schools help kids,” Lane ESD acts as a center for a variety of programs and services. Lane ESD collaborates with the Lane County Commission on Children and Families and other youth service providers such as the Department of Youth Services, Lane County Child and Adolescent Behavioral Health, and Services to Children and Families. Lane ESD participates as a partner on two programs designed to align services for Lane County High Risk Youth: the Youth Intervention Network and the New Opportunities Program. Lane ESD also provides consultation and direct educational services for seriously emotionally disturbed youth through Lane School and youth in the Skipworth Detention Facility.

Budget

Byrne Funds Expended: \$204,072
Match Funds Expended: \$ 97,946

Program Accomplishments

The project team and participating schools have maintained building-based teams who continue to develop and evaluate universal and targeted interventions aimed at preventing violent and antisocial behavior. The project began with six schools in the 1995-1996 school year and grew through leverage with other initiatives to a total of 55 schools in the 1999-2000 school year. Schools were not randomly selected but rather chosen by local school administrations and no comparison schools were identified. All schools volunteered to participate in the project.

Process

- *Implementation of the Second Step Curriculum.* A total of 55 schools participated in PEP activities in 1999-2000. Schools that chose to use Second Step as a universal intervention (N=29) are providing instruction to all or most students in their schools. Other schools have designed curricula that meets the specific needs of students and preferences of building staff. PEP project staff provided technical and evaluation assistance during this implementation. In order to assess implementation of the Second Step curriculum, 330 teachers were surveyed to assess their direct use of the curriculum and whether they integrated curriculum content into other curriculum areas. More than 70 percent of the responding teachers indicated using the curriculum and skills occasionally or often. More than 86 percent of the respondents indicated that they targeted times to directly teach the Second Step curriculum.
- *In-service Training.* All PEP schools participated in a fourth full year of in-service training. Approximately 20 hours of formal training was provided on intervention components to participating school faculty. In addition, the entire staff of each school received an eight-hour in-service on implementing the Second Step curriculum and an additional four hour session on components of the EBS model. Participating school faculty members attended half-day or after school classes taught by PEP and other IVDB faculty on critical content for organizing data systems, assessing problematic behavior, and teaching violence prevention lessons for at-risk and high-risk students in the school.
- *Technical Assistance.* PEP technical assistance personnel met with a representative group of teachers (EBS team) and related service staff from each school and the administrator as much as one to two times per month to provide technical assistance. Approximately 25 to 40 hours of assistance was provided each school throughout the 1999-2000 school year.
- *Implementation Assessment.* School teams are asked once per year to rate the status of several features of the Effective Behavior Support model using a checklist to indicate whether an item is “in place,” “in progress,” or “not started” across the areas of school-wide, common area, classroom, and individual student systems. Ratings are used to indicate the quality of implementation of intervention components from the perspective of staff participating in the intervention. In 1999-2000, middle schools reported 80 percent of school-wide, 74 percent common area, 81 percent classroom and 57 percent individual student items as “in place.” Elementary schools reported 83 percent of school-wide, 82 percent common area, 84 percent classroom, and 74 percent individual student items as “in place.”

Outcomes

- *Second Step Knowledge Change.* An analysis of student pre/post knowledge tests regarding Second Step skills suggests improvement in student acquisition of skills as a function of participating in the curriculum. Students in grades 3-8 were given a 15-item test prior to receiving instruction in the curriculum and then at the end of the year. Test items were factor analyzed and four factors were identified. The pre- and post-test means were compared using a t-test of the four factor subscales. All grade levels in all schools improved on this measure after instruction. The percent correct on the pre- and post-tests by grade were:

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- Third Grade (49 percent correct on the pre-test and 60 percent correct on the post-test).
 - Fourth Grade (50 percent correct on the pre-test and 62 percent correct on the post-test).
 - Fifth Grade (46 percent correct on the pre-test and 57 percent correct on the post-test).
 - Sixth Grade (55 percent correct on the pre-test and 60 percent correct on the post-test).
 - Seventh Grade (63 percent correct on the pre-test and 63 percent correct on the post-test).
 - Eighth Grade (61 percent correct on the pre-test and 66 percent correct on the post-test).
- *Perceptions of School Safety.* The Oregon School Safety Survey was administered to school site-based management councils in participating schools each year of the project (N= 538 administrators, teachers and parents). Respondents rated the extent of 16 risk and 17 protective factors shown to increase or buffer against school violence and discipline problems. A four point rating scale (1=not at all; 4=extensive) was used. School site councils indicated an average of 2.1 (minimal) for risk factors and 2.95 (moderate) for protective factors in 1998-1999. In the 1999-2000 school year, perception of risk remained minimal and perception of protective factors increased to 3.04 (moderate to extensive).
 - *First Step to Success.* In the 1999-2000 school year, 61 students from 41 schools participated in the First Step program. An analysis of teacher ratings and observation data suggests improvements in students' adaptive and maladaptive behaviors. Academic engaged time increased from 55 percent to 86 percent and adaptive behavior ratings by teachers increased from 21 percent to 33 percent. Teacher ratings of maladaptive behavior decreased from 31 percent to 19 percent and aggression decreased from 27 percent to twelve percent. These findings replicate other research on the effects of the First Step intervention.

Issues and Solutions

The biggest challenge schools face is building comprehensive and reliable data collection and data based decision-making structures. Schools traditionally have focused on indicators related to academic achievement and attendance, but very little systematic or directed focus has been placed on identifying and tracking key risk and protective factors that affect the lives of students and faculty. Concern for individual confidentiality and the common practice of suspending or expelling violent or disruptive students has allowed schools to displace much of the problem back to families and other community agencies. Throughout the life of the project, missing data, poor quality reporting, and suspicion by some schools regarding the purpose of the evaluation activities hampered data collection activities. In contrast, several PEP schools embraced the evaluation process and continue to use the data systems for decision-making and system improvement.

A second major challenge facing schools involves sustaining the interventions that are developed. It is common for schools to implement programs that may go away when a principal or lead teacher leaves the program. To safeguard against this pattern, PEP used a team approach to embed the logic and practices across several staff. PEP also sought to directly impact school policy and practice through the school site councils and district administrative structures. PEP also collaborated with local school districts and other governmental agencies to secure ongoing funding for PEP activities. This collaboration has been very successful and most PEP activities will continue past the life of the Byrne funding.

Lessons Learned

- *Schools need data for decision making.* School policy and decision making are not typically informed by objective data on youth crime, student and family risk factors, or staff needs. PEP responded to this need by providing a school safety profile to inform the school improvement process.
- *Ongoing support and training is essential for at-risk youth.* While PEP schools have made great strides toward better supporting at-risk youth, ongoing support needs to be built into district and school policy and procedures to ensure sustainability and improvement of outcomes.
- *Schools need to build capacity to keep at-risk youth engaged in the schooling process.* Schools traditionally have dealt with at-risk youth through suspension and expulsion, which ultimately displaces the problem onto the community and actually increases the chance of delinquent acts. Schools need to support these at-risk youth through the development of increased behavioral support capacity, early intervention, and increased community and family collaboration.

Prospects for Replication

The PEP project represents a highly replicable set of procedures. PEP staff completed a preliminary cost analysis for implementing the PEP project at the school and district level. School costs were estimated at less than \$10,000 per school in year one and somewhat lower in subsequent years as the school enters a maintenance phase. At the district level, there is a need for a half-time Intervention Coordinator at a cost of approximately \$30,000 per year. These costs are very low for improving the overall governance of the school and improving discipline. In addition, PEP staff have prepared practitioner-level manuals and guides to aid in replication of project procedures. The 55 schools currently implementing PEP will all continue to use PEP after Byrne funding ends. Several school districts in Oregon have contacted PEP regarding technical assistance and grant collaboration opportunities. Lebanon, Bend, Redmond, Corvallis, Gresham-Barlow and Portland school districts will fund their own replications of PEP procedures in the coming year. In addition, the Oregon Commission on Children and Families is funding statewide implementation of First Step to Success for the current legislative biennium.

Lincoln County Primary Prevention Project (Resolving Conflict Creatively Program-RCCP) Lincoln County School District

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Funding Status: Fourth-year funding, started in 1996

Grant No: 99-011

Background

Lincoln County is a small, geographically isolated area on the Oregon coast with an approximate total population of 43,350 and a population of juveniles age 5-17 of 7,295. The Lincoln county School District (LCSD) includes 18 schools in six communities: Newport, Waldport, Toledo, Siletz, Eddyville, and Lincoln City. The district covers approximately 1,100 square miles and served a total student body of 6,465 in the 1999-2000 school year.

Lincoln County, like many rural communities in Oregon, has experienced an increase in social-economic distress as a result of the economic downturn in the state's natural resource industries since the 1980s. With limited employment, training, and educational opportunities available in the county, the decreasing numbers of low-skill, high-paying jobs has affected the well-being of many families. For example, Lincoln County median income is 20 percent less than the state's median and 25 percent less than the nation's; more than 40 percent of the students in the Lincoln County School District qualify for free or reduced fee lunches; and Lincoln County students who attend the district's state supported school-based health centers have nearly three times more identified health risk factors than the state average for students at the 38 other school-based health centers in Oregon.

At the time of the application for Byrne funds, Children First of Oregon ranked Lincoln County as the worst county in the state for "child well-being." In 1997, the Office of Alcohol and Drug Abuse Programs ranked Lincoln county 35th out of 36 Oregon counties in risk/protective factors, indicating a high level of risk factors and low level of protective factors. In 1998, the Oregon Commission on Children and Families found Lincoln County had a higher percentage of middle and secondary youth at "very high risk" of substance abuse and youth violence than any other county in Oregon.

In 1994, the LCSD Board of Directors formed a Commission on Student Violence and Discipline to address the escalating behavior problems of local students. The Lincoln County Primary Prevention Program (LCPPP) was developed as a result of a needs assessment conducted by the Commission. Major juvenile crime prevention efforts include the LCPPP and Teen Court, a program that seeks to divert first time juvenile offenders ages 12-17 from the juvenile justice system.

The Lincoln County Juvenile Department Report for 1999 indicates an overall decrease in total crimes. The number of crimes against persons decreased from 147 in 1998 to 117 in 1999, crimes against property decreased from 627 to 579, and other crimes decreased from 871 to 852. The number of individual youth involved in crimes decreased from 992 in 1998 to 944 in 1999.

Program Goals and Objectives

LCPPP's overall goal is to achieve a long-term reduction in violence-related behaviors among the county's school aged population through a comprehensive conflict resolution program that enhances student social, problem solving, and anger-management skills. The program is organized around the following major objectives:

- Improve student behavior and self-esteem by enhancing teaching and parenting skills.
- Promote school-based violence prevention by integrating social skills, conflict resolution, and anger management into school curricula.
- Foster an appreciation of diversity among the school community.
- Collaborate with community agencies to identify solutions to juvenile crime.

1999-2000 Program Objectives

- Conduct Introductory Teacher Training Workshops for 75 teachers.
- Conduct leadership training for all district administrators.
- Conduct "Peace in the Family" four-part parent education workshops.
- Train teacher mentors and teacher trainers.
- Add three new schools to the project.
- Train teachers, staff, administrators, and parents from the new schools in the use of student-centered conflict resolution.
- Incorporate student-centered conflict resolution curriculum within the new schools.
- Continue development of student-centered conflict resolution indicators to monitor the progress of the project in reducing the level of student-related violence.
- Add a peer mediation program at one new school and additional students at three existing sites.

Program Strategies

LCSD contracted with the Resolving Conflict Creatively Program (RCCP), New York, for district-wide conflict resolution training, curriculum, and educational support. Started in 1985, RCCP provides a comprehensive approach to student-centered conflict resolution that has been adopted by more than 420 schools in New York City and nine school districts nationwide.

RCCP's comprehensive program provides the following components:

- 25-hour professional development courses for teachers.
- Regular classroom instruction in conflict resolution and intergroup relations.

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- Teacher coaching by consultants (ten classroom visits per teacher).
 - After-school sessions with teachers in participating schools.
 - Professional development sessions and ongoing support for administrators.
 - Programs for parents.
 - Peer mediation programs for students.

LCSD began implementing the LCPPP program in October 1996, upon receipt of funding from the Edward Byrne Memorial Grant. A project coordinator was hired in November 1996. Six of the district's 18 schools participated in the program during the initial 1996-1997 school year. The six schools were: Newport High, Mary Harrison Elementary, Eddyville (K-12), Siletz (K-8), Waldport High, and Taft High School. The project added six additional schools during the second year (1997-1998): Oceanlake Elementary, Sam Case Elementary, Yaquina View Elementary, Newport Middle, Toledo Middle, and Waldport Middle. The project added three additional schools during the third year (1998-1999): Arcadia Elementary, AST Charter School, and Waldport Elementary. The program was de-emphasized at the high school level during the third year, bringing the total number of schools that participated in 1998-1999 to 12. In 1999-2000, three more schools were added resulting in 15 schools participating district-wide. The three schools were DeLake Elementary, Taft Elementary, and Taft Middle. During 1999-2000, the project involved 83 teachers and 4,024 students in conflict resolution training and educational activities.

Collaboration

LCSD collaborates with a wide range of community agencies. LCSD is collaborating with Lincoln County Human Services to expand the RCCP parent education component using Oregon Health Plan, Accountable Behavior Health Alliance prevention dollars. Parent educators across the county have unanimously endorsed the "Peace in the Family" parent education series as a uniform curriculum. LCSD and Lincoln County Human Services are also collaborating to establish district-wide kindergarten use of the "First Step" program which targets pre-school, five, and six year olds who are teacher identified as "at risk." The program trains both students and parents in supporting positive, affective behavior that encourages classroom success. The LCSD has also formed an advisory board for the RCCP project that includes strong, active representation from many community agencies including the Oregon State Police, the Commission on Children and Families, Lincoln County Human Services, and Centro de Ayuda. LCSD has also contracted with the Northwest Regional Educational Laboratory (NWREL) to document and evaluate the implementation of the RCCP program within the pilot schools and work with these schools in developing indicators and processes needed for effective self-evaluation.

Budget

Byrne Funds Expended:	\$220,281
Match Funds Expended:	\$129,923

Progress and Accomplishments

During the fourth program year, the project progressed toward achieving grant goals. The implementation of the RCCP curriculum was strengthened with the addition of three new schools, four Lincoln County staff were trained to be RCCP trainers of teachers in order to ensure program continuity after Byrne funding ends, parent training curriculum was standardized across county programs, peer mediation was expanded at three schools and introduced at one new school, and existing community collaboration led to the integration of the First Step and RCCP programs.

Process

- *RCCP Introductory Teacher Training.* A total of 55 teachers attended RCCP Introductory Teacher Training for the 1999-2000 school year. The training was held in six parts during October and November of 1999 to accommodate teacher schedules. RCCP national trainers conducted each of the sessions. The training focused on the following conflict resolution topic areas: communication, anger, conflict, peaceable classroom management, cooperation, diversity, negotiation, and mediation. Teachers were surveyed at the completion of the training. The following are key findings:
 - A total of 92 percent of the teachers said the training on conflict resolution would be of use in their classrooms.
 - A total of 98 percent said they could infuse RCCP materials and principles into other subject areas taught.
 - When asked about the effectiveness of the training in increasing their understanding of principles and concepts, 43 percent strongly agreed that the training increased their knowledge and understanding of conflict resolution principles, and the remaining 56 percent agreed that their knowledge and understanding of conflict resolution principles increased.
 - A total of 30 percent of the teachers strongly agreed that the training was effective in preparing them to implement the RCCP program into the classroom, 65 percent agreed that the training was effective, and 5 percent disagreed or strongly disagreed that the training was effective in preparing them to implement the program.
 - A total of 25 percent of the teachers strongly agreed that the training was effective in demonstrating ways in which RCCP principles could be used to increase classroom management, 73 percent agreed the training was effective, and 2 percent disagreed.
 - A total of 38 percent of the teachers strongly agreed that the trainers demonstrated useful ways of using RCCP principles in the classroom, 54 percent agreed and 8 percent disagreed.
- *Parent Training.* At various times throughout the 1999-2000 school year, Parent Training Workshops were presented to encourage parents and families to form partnerships with RCCP's work in reducing social conflict and to share educational decision-making at school. The focus of the workshops was to train parents in the skills and concepts of conflict resolution and intergroup relations so they would be better equipped to help make peace in the home and reinforce the skills their children have learned in school. A total of 25 parents attended the training. Parents were surveyed at the completion of the workshop. The following are key findings:

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- A total of 52 percent of the parents reported that the training was highly effective in increasing their knowledge of RCCP, and 48 percent reported the training was moderately effective.
 - A total of 70 percent of the parents reported that the training was highly effective in increasing their knowledge of conflict resolution strategies, 26 percent reported the training was moderately effective, and 4 percent reported the training had low effectiveness.
 - A total of 73 percent of the parents reported that the training was highly effective in increasing their awareness of conflict resolution strategies that could be used with their children, 18 percent reported the training was moderately effective, and 9 percent reported the training had low effectiveness.
 - A total of 59 percent of the parents reported that the training was highly effective in increasing their ability to use conflict strategies with their own children, 23 percent reported the training was moderately effective, and 18 percent reported the training had low effectiveness.
 - A total of 86 percent of the parents said they had employed conflict resolution strategies with their own children.
 - *School Climate.* Students, teachers, and administrators who had participated in the program were surveyed in May 2000. Students were asked about school climate and changes in student behavior. Teachers and administrators were asked to assess effectiveness of learning materials and activities, changes in school climate and student behavior, and the impact of the program on their own behavior. The following are key findings:
 - The majority of students reported that the management skills and conflict resolution strategies learned in the RCCP program were having a positive effect on improving the school climate. Teacher and administrator survey reports confirmed the student reports.
 - The majority of students also reported using their problem-solving skills to address potential school conflicts in a constructive manner, while preventing smaller problems from escalating into major problems. Teachers and school administrators confirmed the use of these strategies by students.

Outcomes

- *Violence-related Behavior.* Students who reported participating in RCCP training or activities were less likely than students who did not participate in RCCP training or activities to:
 - Be involved in a fist fight with another student at school (17 percent versus 28 percent).
 - Be involved in a physical fight (51 percent versus 70 percent).
 - Carry a gun (8 percent versus 13 percent).
 - Carry a gun on school property (1 percent versus 4 percent).
 - Carry a weapon other than a gun (17 percent versus 24 percent).

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- Carry a weapon other than a gun on school property (4 percent versus 10 percent).
 - Be threatened by someone with a knife or gun at school in the past month (6 percent versus 11 percent).
 - Be threatened or injured with a weapon in the past year (19 percent versus 25 percent).
 - Be robbed or witness students stealing from others at school in the past month (6 percent versus 11 percent).
 - *Behavioral Indicators.* Nine indicators are tracked by school administrators: a) attendance, (b) number of fighting incidents, (c) number of weapons incidents, (d) number of vandalism incidents, (e) number of harassment incidents, (f) dropout rate, (g) number of suspensions, (h) number of expulsions, and (i) number of police visits. Analysis of performance indicator data suggests that the RCCP program is effective at the elementary and middle school levels (measured by comparison to 1996-1997 baseline).
 - *Elementary Schools.* In the 1999-2000 school year, absenteeism, fighting, weapons, vandalism, harassment, and suspensions decreased at the elementary level in comparison to the baseline year while expulsions and police visits increased. Dropout statistics for the 1999-2000 school year will be available later this year.
 - *Middle Schools.* In the 1999-2000 school year, absenteeism, fighting, weapons, vandalism, suspensions and expulsions decreased at the middle school level in comparison to the baseline year while harassment and police visits increased. Dropout statistics for the 1999-2000 school year will be available later this year.

Issues and Solutions

While the project has made substantial progress toward its goals, especially at the elementary and middle school level, high school implementation has not been successful. The secondary school structure encourages teacher investment in traditional academic subject matter. As a result, high school teachers are generally resistant to incorporating RCCP instruction into their teaching and report difficulty attempting to do so. The challenges of meeting Certificate of Initial Mastery and Certificate of Advanced Mastery (CIM/CAM) requirements and insufficient time to conduct activities appear to be the major limitations for effectively implementing the program. The project has taken several steps to address this problem. A new high school curriculum has been developed. An exclusive two-day training for high school teachers was held in August 2000. An administrator training was held in June 2000 for principals and district administrators to increase support for the program. New Social and Emotional Learning (SEL) benchmarks were developed to encourage high school teachers to “teach towards” skills that align closely with RCCP instruction.

Lessons Learned

The program staff noted the following as lessons learned in the fourth year of program implementation.

- The program is developmentally most appropriate for early to middle childhood. Lincoln County’s experience with the RCCP program suggests that it is most developmentally appropriate to do this type of instruction at the elementary school level. In addition, the

elementary school environment is more likely to embrace and follow through with curricular implementation.

- It is important to focus more time, before the project begins, on pre-implementation planning. As decisions are made about how a project will unfold, it may be most effective to concentrate efforts at the lower grades, establish a solid reputation as a successful educational effort at this level, and begin implementation at middle and high school levels as students “trickle up.”
- It is important to emphasize that the type of change required for positive shifts in school climates to occur takes a substantial amount of time. Deliberate construction of teacher, administrator, and parent “buy in” is crucial if SEL instruction is to become and remain an educational priority.
- It is important to have community agencies represented on the RCCP Advisory Board and important to invite their participation in trainings. Then, with familiarity and experience gained, the schools and community groups can work together to establish an effective structure for joint efforts.

Prospects for Replication

RCCP National is continuing to define and refine their “implementation model” (the process of bringing RCCP to a district). The national office asks for commitment at a district level. If this central element is not in place then the process is not likely to be effective in the long term. Most districts can not afford the resources required to bring RCCP to their entire district. The national RCCP office is looking for ways to make the program more accessible to individual schools and classrooms. The Lincoln County RCCP will continue after Byrne funding ends as Lincoln County has received a Middle School Drug Prevention and School Safety Program grant from the U.S. Department of Education. Lincoln County will receive \$203,000 per year for two years and may apply for a third year of non-guaranteed funding. The grant will allow Lincoln County to continue RCCP in elementary and middle schools and to expand the program into the ninth grade at the three county high schools.

Jackson County Juvenile Crime Prevention Strategy for Safe Communities Jackson County Commission on Children & Families

Program Contacts:

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Funding Status: Fourth-year funding, started in 1996

Grant No: 99-009

Background

Jackson County has a total population of 174,550 and a 5-17 year-old population of 31,800. Historically, the county has ranked in the top five Oregon counties for juvenile crime with a crime rate of 88 per 1,000 youth ages 0 to 17 years compared to a state rate of 54 per 1,000 youth of the same ages. The number of juvenile crime arrests in the county tripled from 1984 (2,386 arrests) to 1997 (6,576 arrests), although the number has declined in the past couple of years (6,249 arrests in 1998 and 5,378 in 1999). In a survey conducted in 1996 by United Way, 92 percent of respondents ranked delinquency prevention as the most serious problem and unmet need facing Jackson County. In 1996, approximately 35 percent of total juvenile arrests in the county were individuals who were 14 years of age or younger.

The Juvenile Crime Prevention Strategy for Safe Communities program is a primary prevention program targeting the Phoenix/Talent School District in Jackson County. The program is designed to decrease the rate of violent juvenile delinquent behavior by developing conflict resolution skills for elementary and middle school students. Phoenix/Talent is one of the most at-risk geographic areas in the county for violent crime and has a high number of juvenile offender residents. In 1994, Phoenix ranked first in Oregon for violent crime, and domestic violence accounted for 51 percent of violent crimes. Talent had the second highest juvenile crime rate in Jackson County and ranked fourth in the state for violent crime. Recently, school enrollment in the Phoenix/Talent School District has increased rapidly. Between 1991 and 1999, there was a 32 percent enrollment increase in Talent Elementary School and a 13 percent increase in Talent Middle School.

Goals and Objectives

The overall goal of the program is to decrease the rate of juvenile violent delinquent behavior by developing conflict resolution skills for elementary and middle school students in school, home, and community programs.

1999-2000 Program Objectives

- A total of 650 students at Talent Middle School and three elementary schools will receive training in conflict resolution skills through the Educators for Social Responsibility's (ESR) conflict resolution curriculum.

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- A total of 450 students who receive conflict resolution training will be screened by their teachers for risk factors related to juvenile delinquency. Additional assessment of the Student Risk Factor Screening Scale (SRFSS) will be conducted for at-risk students. Students assessed as high-risk for delinquency will be referred to the Boys and Girls Club, a community-based youth development program.
 - All of the middle school teachers and non-classified personnel in the school district will receive basic training in conflict resolution through the ESR program.
 - A total of 30 parents will receive an introductory session on ESR's conflict resolution program.

Program Outcome Objectives

- Middle school students' school behavior will improve over the four years of the project as demonstrated by improved school attendance records and decreases in disciplinary referrals to the principal.
- At least 70 percent of the teachers and parents completing ESR conflict resolution training will show increased knowledge and skills as measured by the Conflict Opinion Scale for Teachers (COST). At least 80 percent of teachers using the ESR program will report a positive impact of the program on classroom environment as indicated by a survey of teachers at the end of the year.
- At least 60 percent of the youth referred to and attending the Boys and Girls Club program for at least one year will show a reduction in risk factors as measured by an end-of-the-year behavior survey by the youth and program staff.
- Longitudinal studies over four years will indicate a decrease in the juvenile offense rate for youth in the Phoenix-Talent geographic area.

Program Strategies

Jackson County's Strategy for Safe Communities program is a primary prevention program targeting grades 4-8 in the Phoenix/Talent School District. The program has two main components: Educators for Social Responsibility's (ESR) conflict resolution curriculum and Boys and Girls Club activities.

ESR's Conflict Resolution Curriculum: This curriculum is used to expand the existing conflict resolution program in the Phoenix/Talent School District. ESR is a non-profit organization that provides educators with professional training in a variety of conflict resolution and violence prevention programs including the nationally known Resolving Conflict Creatively Program (RCCP). All Talent Middle School students receive training in ESR's conflict resolution skills covering Chapters 1-12 of the RCCP. The county's Mediation Works (formerly Community Dispute Resolution Center) staff were initially trained by the ESR staff in the use of ESR's conflict resolution curriculum. Mediation Works provides training and follow-up for teachers and staff from collaborating agencies.

Boys and Girls Club Activities: Middle and elementary students in the school district are assessed by their teachers for risk factors related to juvenile delinquency, as measured by the Student Risk Factor Screening Scale (SRFSS) survey and disciplinary referrals. At-risk students are referred to the Talent Alternative Program (TAP) housed at the Boys and Girls Club Teen Center or to the

Boys and Girls Club Recreation Center. These community-based youth development programs provide free membership to at-risk students. Through the Boys and Girls Club activities, students have expanded opportunities for supervised recreation, mentoring, after-school prosocial activities, and training in conflict resolution programs such as SMART MOVES and Talking with T.J. programs. Parents of at-risk students are required to participate in parent conflict management workshops.

Collaboration

Community partners include the Phoenix/Talent School District, the Boys and Girls Club of Jackson County, the Jackson County Commission on Children and Families, and Mediation Works. The school district assures full contractual implementation and compliance for all aspects of the ESR curriculum. The Boys and Girls Club assures implementation of the community-based after-school program. The Commission on Children and Families oversees evaluation and program monitoring. Volunteers from Mediation Works train teachers, relevant non-classified personnel, and parents in the basic ESR program. Other collaborators include the local public safety coordinating council, Phoenix and Talent police departments, and the Family Resource Center.

Budget

Byrne Funds Expended:	\$66,545
Match Funds Expended:	\$24,032

Progress and Accomplishments

During the 1999-2000 school year, program implementation and evaluation activities were conducted according to the proposed plan and timelines. The project focused on further expansion and elaboration of the services established during the past three years. Teachers, parents, and staff from collaborating agencies received training in ESR's conflict resolution curriculum and were actively involved in planning and implementing the program. The ESR curriculum was implemented for all students in Talent Middle School. High-risk students were screened and referred to the Boys and Girls Club programs. Program outcome-related evaluation activities were conducted as proposed and evaluation results were positive. After Byrne grant funding ends September 30, 2000, major components of this program including the ESR curriculum will continue.

Process

- During the 1999-2000 school year, all (664) students at Talent Middle School received a six-week interactive training in ESR's conflict resolution curriculum. Eighth grade students focused on training utilizing role-playing, discussion, and writing to deal with diversity issues. Students in Talent, Phoenix, and Orchard Hills Elementary Schools continued to receive training in a variety of conflict resolution curriculums that were recommended by Mediation Works in 1998 as alternatives to the ESR curriculum.
- A total of 807 students (664 middle school students and 143 elementary school students) were screened by their teachers for risk factors related to juvenile delinquency. The SRFSS assessment was conducted for 207 students. Of these, 104 were assessed to be at high-risk for delinquency and referred to the Boys and Girls Club programs.
- A total of 13 Talent Middle School students were trained as mediators for the Peer Mediation program. A total of 71 conflict cases were referred to the program. Efforts to

expand the Peer Mediation program continued. Student peer mediators helped train upper elementary students, teachers, and parents at Orchard Hills and Talent Elementary Schools and Phoenix High School students.

- All (60) of the middle school teachers and non-classified staff in the school district received the multi-day basic training in ESR's conflict resolution program.
- A total of 30 parents received a four-week introductory training course on the ESR curriculum. These parents were involved in additional group sessions in their homes and ongoing communication with teachers to support the use of conflict resolution.
- Efforts to improve program strategies during 1999-2000 included: use of on-site liaison from Mediation Works at Talent Middle School to implement and oversee the Peer Mediation program; use of student peer mediators to educate elementary teachers, students, and parents throughout the District; offering of mini-grants to Talent Middle School teachers and staff to promote infusion of conflict resolution into the school curriculum and school culture; and collaborations with LaClinica and the Multi-Cultural Association to teach conflict resolution skills to Hispanic parents and youth involved in summer recreation camps.

Outcomes

- *Decrease in students' disciplinary referrals:* There was an 11 percent overall decline in disciplinary referrals from the 1997-98 school year (n= 972) to the 1999-2000 year (n=861). The largest declines were in: refusal to dress down for gym (55 percent decline); use of inappropriate language (50 percent decline); general class disruption (43 percent decline); destruction of property (40 percent decline); and skipping class or leaving early (39 percent decline). The 1999-2000 disciplinary referrals (n=861), however, increased 26 percent compared to 1998-99 (n=684). Possible reasons for this increase include: administration of stricter school regulations, more new students moving into the school district, and increase in repeated referrals for the same, more troublesome students.
- *Changes in students and teachers' perceptions about conflict in school:* Student and teacher pre-and post-surveys were conducted to assess changes in perceptions about conflict in their schools after implementing Educators for Social Responsibility's (ESR) conflict resolution curriculum. In 1999-2000, a total of 348 students were surveyed using the Student Attitudes about Conflict Scale (SACS). Results of the student survey showed little difference in pre-and post-program scores. A total of 24 teachers were surveyed using the Conflict Opinion Scale for Teachers (COST). They reported that the ESR curriculum had a positive effect on the students' behavior in the classroom environment where teacher and students were both learning and practicing conflict resolution skills.
- *Increases in teachers' and parents' conflict resolution skills:* All of the nine new teachers and staff who completed the ESR curriculum and satisfaction survey reported an increase in conflict resolution knowledge and skills. All of the 30 newly trained parents who completed a satisfaction survey increased their understanding of conflict resolution, communication skills, listening skills, and ability to use these skills.
- *Positive impact of the Boys and Girls Club programs:* A total of 23 at-risk students participated in the Talent Alternative Program (TAP). Of those, ten students completed the program, five integrated back into regular school classes, five moved out of the area, and the remaining three students either were placed into a detention facility, were home-

schooled, or dropped out of school. The completing students increased Oregon state test scores in Reading, Mathematics, Writing, and Problem Solving and showed 80 to 90 percent school attendance rates. Teachers completed a brief survey to compare a sample of 34 Boys and Girls Club after-school program participants with their non-participant peers in three categories of performance measures: homework completion, school attendance, and school behavior. Teachers reported that the majority of program participants performed better than non-participants in all three categories.

- *Positive impact of the Peer Mediation program:* A total of 71 student conflict cases were referred to the program. Of the 71 cases, 14 percent were resolved before mediation, 78 percent were successfully mediated, and eight percent failed mediation. The majority of the 28 students who completed disputant satisfaction surveys reported that the mediation process was fair, rated the program as either good or very good, and indicated that they would use conflict resolution skills in settings outside the school.
- *Decrease in juvenile crime:* From 1996 to 1999, juvenile offenses declined by 32 percent in Talent where most of the grant activities take place. In comparison, juvenile offenses declined by 17 percent in Jackson County and remained the same in Phoenix.
- *Little change in school attendance:* There was little change in Talent Middle School students' attendance throughout the program (92 percent in the 1997-98 school year and 93 percent in the 1998-99 and 1999-2000 school years).
- *Positive values and social competencies among program participants:* In Fall 1999, Jackson County surveyed 2,375 students in 8th and 10th grades with the Search Institute's 40 Developmental Assets Survey to measure the number of assets present in their life. Positive values and social competencies are internal assets that help young people to grow up healthy, caring, and responsible. Talent Middle School 8th graders reported the highest number of assets in the county with an average of 22.0 assets compared to 20.6 assets reported by Jackson County 8th graders.

Issues and Solutions

- *Program coordination:* It was a challenge for the program manager to coordinate the efforts of the main project partners who include busy school administrators and teachers, Boys and Girls Club after-school recreation staff, and community agencies. Having an on-site liaison from Mediation Works at Talent Middle School and the Boys and Girls Club locations improved program coordination greatly. The program increased the number of team meetings to improve communication between agencies and services for students.
- *Program evaluation:* Gathering evaluation data from many different sources and preparing data for analysis continues to be challenging and time consuming. Although data collection and analysis went smoothly without any technical difficulties, the results of analyzing three-year Student Attitudes About Conflict (SACS) survey data on students' perception about conflict in school were still inconclusive. Differential program effects are currently being explored by incorporating students' demographics and grade level into the survey instrument this year.
- *Parent involvement:* It was a challenge to get middle school parents involved in the conflict resolution program. Successful efforts to resolve this issue included:

incorporating parent training into a fun dinner and theater performance acted by the TAP students for their families, partnering with other community agencies to incorporate conflict resolution training into an existing parent-training program in the school district, offering training in Spanish for Hispanic families, and using middle school peer mediators to demonstrate and involve parents in learning conflict resolution skills.

- *Lack of resources:* Lack of resources continues to be a major program obstacle. A lack of space for peer mediation was an ongoing issue as the school was overcrowded. The TAP did not have sufficient staff to manage at-risk students who had more severe problems than expected. There was lack of time and materials for teachers to plan the ESR curriculum. Program staff have made continual efforts to find better ways to manage their heavy workload and to seek additional funding sources and partnerships.

Lessons Learned

Program staff noted the following as lessons learned during the past four years:

- It is important to involve the entire school staff and other major partners in curriculum training in order to reduce conflicts over program strategies. Training provides an opportunity for consensus building by sending the same message across program staff and participants in diverse environments.
- It takes time, commitment, and collaboration to implement conflict resolution programs in both the school and the community environments. Long-term efforts and ongoing, on-site, regular communication are critical to successful program implementation and evaluation, especially when there are multiple partners involved.
- Conflict resolution curriculums can be more successfully implemented when they are supplemented with more individual-oriented program components such as peer mediation programs and after-school recreation programs targeting at-risk students.
- It is important to actively involve students in the process of program design and implementation. Throughout the program, teachers felt that the kids were capable of doing much more than they anticipated. The Peer Mediation program demonstrates an increased willingness of students to participate in mediation and alternatives to violence.

Prospects for Replication

Jackson County's Juvenile Crime Prevention Strategy for Safe Communities is a variation of Resolving Conflict Creatively Program (RCCP). RCCP was developed in 1985 by the Educators for Social Responsibility (ESR) and has been adopted by more than 420 schools in New York City and nine school districts nationwide. Lincoln County, Oregon also implements RCCP as a Byrne grantee. In 1996, RCCP national trainers conducted a series of workshops for Jackson County's program trainers. Since then, the program trainers have infused the basic RCCP infrastructure into Talent Middle School and other schools by tailoring program strategies to the needs of each school. The key elements of Jackson County's primary prevention program and its implementation process are highly replicable and recommended for schools that need to tailor RCCP to their individual situation. A three-year replication project is currently being planned for Central Point School District in Jackson County.

School Based Violence Prevention Education Self Enhancement, Inc. (SEI)

Program Contact:

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Telephone: (503) 249-1721 **Fax:** (503) 249-1955

Funding Status: Fourth-year funding, started in 1996

Grant No: 99-012

Background

Multnomah county is the largest county in Oregon and includes Oregon's largest city, Portland. The county has a total population of 646,850 and a 10 to 17 population of 65,152. The percent of juvenile offenders in Multnomah County has been decreasing steadily since 1994 while the number of youth residing in Multnomah County has been steadily increasing for the same time period. During this period, the number of crimes committed has also declined. Between 1994 and 1999, offenses against persons declined by 25 percent; property offenses decreased by 39 percent; and weapons offenses decreased by 28 percent. Drug offenses were the only type of arrests that increased (54 percent) over the five-year period.

Self Enhancement, Inc. is a grassroots, community-service organization serving the inner north and northeast sectors of Portland. Founded in 1981 by a lifelong member of this predominantly African-American community (known locally as Albina), SEI is an active partner in every major community-based coalition relating to youth services. Albina is generally characterized as the most disadvantaged community in Portland. It has the following demographic characteristics:

- A total of 45 percent of all households with children live below the poverty level.
- One third of the adult population has not finished high school.
- Unemployment is two and one-half times the city and state average.
- Homicide rates in the community of Albina outnumber city of Portland rates six to one.
- Two of the community's elementary schools rank lowest among the 763 elementary schools across the state in reading and math achievement test scores.

SEI is dedicated to helping inner-city youth realize their full potential. The program works with schools, families, and community organizations to provide young people opportunities for personal and academic success. SEI believes that most young people would choose to "do the right thing," and they need to be given the opportunity for success. From a one-week summer day camp that used athletics as a means of building self-esteem and academic ambition among inner-city youth in Portland, SEI has grown into a year-round school-based program that provides skill-building, mentoring, alternative activities, and advocacy to young people, mostly elementary and middle school students.

The current Byrne violence prevention funding has enabled SEI to expand its services to high school students in the neighborhood. Most students receiving SEI services are enrolled in Jefferson High School, with a small number of them in Benson and Grant High Schools.

Goals and Objectives

The goals of the SEI program are to: (a) reduce the incidence of violence, disciplinary referrals, weapon carrying, and alcohol and other drug use among SEI youth, (b) promote positive, pro-social behaviors (i.e., participation in pro-social school and community activities) among SEI youth, and (c) help SEI youth graduate from high school and have a positive (school or work) placement afterward. The program is organized around the following major objectives:

- Provide students with comprehensive relationship-building instruction and support for the duration of each project year.
- Provide students with year-round instruction in conflict resolution and specific tools to use in conflict resolution.
- Provide students with comprehensive monitoring, counseling, and advocacy during school hours throughout each project year.
- Provide students with a comprehensive esteem-building program and opportunities to participate constructively in the community.
- Provide students with opportunities to design and execute peer education programs to establish a cultural norm that makes it “uncool” to carry weapons of any kind.

1999-2000 Program Objectives

- A total of 80 percent of the students enrolled in summer will successfully complete programmatic or employment activities.
- A total of 95 percent of the students enrolled in summer will transition to regular school activities including appropriate academic support programs.
- A total of 93 percent of the students will receive advocacy services during the academic year.
- A total of 75 percent of the students will demonstrate improved school attendance.
- A total of 65 percent of the students will demonstrate improvement in academic performance.
- A total of 85 percent of the students will remain in school and make satisfactory progress toward completion of their education.
- A total of 90 percent of the students will participate in tutorial, cultural, and recreational activities during the academic year.

Program Strategies

The SEI program emerged as a heartfelt, culturally relevant, grassroots response to the real-world threats of gangs, violence, and drugs affecting the Albina community. The SEI approach is congruent with well-articulated theoretical frameworks, namely Resilience Theory and the Relationship Model. Based on African tradition, this model of interaction puts human life above

material possessions. Through mentorship that is constant and seamless, SEI coordinators fill the gaps in kids' lives, alternating between three integral roles as needed: parent, mentor, and instructor.

Resilience emphasizes the natural, self-righting tendencies of individuals who, when given the opportunity and support, succeed against what are sometimes incredible odds. SEI staff and its research partner, RMC, have identified three critical factors in building resilience in young people:

- A caring, supportive adult in the life of the child or adolescent.
- Opportunities for involvement in meaningful activities and decisions affecting the young person's development.
- High expectations for the behavior of young people.

SEI delivers its violence-prevention program through its in-school/after-school services. SEI assigns staff to each school to teach classes in building self-esteem and the SEI principles, provides after-school academic tutoring, and maintains a one-on-one mentoring relationship with each student, which includes individual guidance and counseling. A key feature of the relationship is an Individual Success Plan for each student. The SEI mentor and student develop the plan together. It is during this process that each student's academic, social, and personal goals are developed. Students and mentors develop strategies for completing each goal. Goals are reviewed each semester and students receive points for accomplishing each one.

Target Population: Prevention is basic to the SEI philosophy. Ideally a SEI student enters the program in the primary grades and continues through graduation from high school and beyond. When a student enters the program, an evaluation of his/her life circumstances is conducted and barriers to success are identified. Barriers include poor school attendance patterns, low or failing grades, reading or math skills one to two years behind grade level, behavior problems in school, family dysfunction, and association with delinquent peer groups. Because SEI has found that heterogeneity within the group fosters healthy group dynamics and positive peer norms, the selection process strives to include students at three levels. About 30 percent of program participants are among those at highest risk using these criteria, about 60 percent are at slightly lower risk, and ten percent are those at low risk and are selected to represent a "leadership" stratum. Although these students at low-risk level still need preventive support, they are expected to serve as positive peer role models within the larger group.

Evaluation Design: The SEI project includes students at four grade levels (ninth, tenth, eleventh, and twelfth) and three high schools. The project employs a quasi-experimental design to compare outcomes for SEI students with a comparison group selected at each grade level and within each participating school. Comparison group students are matched with SEI students by gender and race. The outcome evaluation compares SEI and comparison group students on an array of health-risk behaviors related to both violence and other problem behaviors as measured by the Youth Risk Behavior Survey (YRBS) developed and used nationally by the Centers for Disease Control (CDC).

Collaboration

SEI collaborates with the Portland public schools system and specifically, with the teachers and administrators in Jefferson, Benson, and Grant High Schools. SEI coordinators have offices in

these schools where they work with SEI students and school staff during the school day. SEI contracts with RMC Research Corporation to conduct the evaluation of the Byrne funded project. RMC is assisting SEI in the development of a data management system for the project and is examining outcomes by comparing SEI students to a matched control group.

Budget

Byrne Funds Expended: \$194,824
Match Funds Expended: \$ 58,648

Progress and Accomplishments

SEI traditionally recruits students to become an “SEI student” in the summer, in the hope that summer-long activities (educational, social, and recreational) will prepare them for a good start in the school year. Students need to repeat the application process annually if they decide to stay in the program.

Process

- *Clients:* SEI provided services to 94 high school students during the 1999-2000 school year. Of these, 96 percent were African American and 51 percent were boys. Of the participating students, 28 percent were in the ninth grade, 15 percent were in the tenth grade, 28 percent were in the eleventh grade, and 29 percent were in the twelfth grade.
- *Summer Activities:* Overall 84 students participated in the summer program. A total of 100 percent successfully completed the summer program and successfully transitioned to regular school activities including appropriate academic support programs.
- *Relationship-building Instruction and Support:* During the 1999-2000 school year, SEI staff provided each SEI student an average of 240 hours of service or approximately seven hours per week of contact related to relationship building.
- *Conflict Resolution Instruction:* During the 1999-2000 school year, SEI staff provided each SEI student an average of 205 hours of service or approximately six hours per week of contact related to conflict resolution.
- *Counseling and Advocacy Services:* During the 1999-2000 school year, SEI staff provided each SEI student an average of 39 hours of service or approximately one hour per week of contact related to counseling and advocacy.
- *Esteem Building:* During the 1999-2000 school year, SEI staff provided each SEI student an average of 230 hours of service or approximately six hours per week of contact related to esteem building.
- *Peer Education:* During the 1999-2000 school year, SEI staff provided each SEI student an average of 107 hours of service or approximately three hours per week of contact related to peer education programs.
- *Total Contact:* Since contacts can be associated with more than one objective, an unduplicated estimate of total contact was developed. During the 1999-2000 school year, SEI staff provided each SEI student an average of 248 hours of service or approximately seven hours per week of contact. On average, 20 percent of this contact was provided on an individual basis, 52 percent was provided through core programmatic group activities,

and 28 percent was provided through supplemental group activities. Overall, 100 percent of the students enrolled in the program received advocacy services and 100 percent participated in tutorial, cultural, and recreational activities during the academic year.

Outcomes

- *School attendance:* The percent of SEI students with fewer than five absences per quarter of the 1999-2000 school year was 85 percent in the first quarter, 71 percent in the second quarter, 73 percent in the third quarter, and 60 percent in the fourth quarter. Portland Public School attendance data for comparison group students will be available later this year.
- *School dropout rate:* A total of 100 percent of the SEI students remained in school throughout the academic year. The estimated dropout rate for non-SEI students is 40 percent.
- *Academic performance:* The percent of SEI students who maintained a 2.0 GPA or better per quarter of the 1999-2000 school year was 75 percent in the first quarter, 77 percent in the second quarter, 64 percent in the third quarter, and 71 percent in the fourth quarter. Portland Public School grade point data for comparison group students will be available later this year.
- *Graduation rate:* A total of 77 percent of SEI seniors graduated from high school. Of those who graduated, 85 percent have been accepted into a four year college. The estimated graduation rate for non-SEI students is 33 percent.
- *Violence-related behaviors:* SEI students were less likely than comparison group students to engage in physical fighting during the past year (12 percent versus 21 percent); to fight at school (6 percent versus 10 percent); and to be suspended from school (12 percent versus 17 percent). Overall, in eight of 11 violence behavior measures, a greater percentage of comparison group students reported engaging in the behavior than did SEI students. However, only one of these differences approached statistical significance (physical fighting during the past year ($p < .09$)).
- *Protective Factors:* SEI students were significantly more likely than comparison group students to report higher levels of protective factors. A one-way ANOVA test of significance showed SEI students report significantly higher levels of protective factors in the areas of personal competence, social competence, social bonding, and caring and support than do comparison group students. There were no differences between SEI and comparison group students on ethnic identity protective factors.

Issues and Solutions

The project administrative agency has a history of delivering community services to the most disadvantaged high-risk youth in Portland. However, there were difficulties documenting program implementation and program outcomes in the first two years of the project. There was a lack of communication between SEI program staff, RMC, and the CJSD Evaluation Team, regarding data collection, program implementation activities, and program outcome reporting. During the 1998-1999 year, the CJSD Evaluation Team asked to meet monthly with SEI and RMC to clarify the roles, responsibilities, and responsiveness of each organization to the other. A total of four problem areas were addressed: timeliness of reports, data collection, outcome data, and communication. SEI program staff, grants management staff and contract evaluators were

encouraged to work together as a team to resolve these problems. Under the guidance of the CJSD Evaluators, the SEI team successfully reviewed and revised their evaluation plan and data collection strategies in order to capture data needed for assessing program implementation and outcomes. The program evaluation plan developed in 1998-1999 was successfully implemented in 1999-2000 and no obstacles were encountered.

Lessons Learned

The staff noted the following lessons learned in the fourth year of program implementation:

- The process of developing an evaluation plan and data collection strategy provided staff insight into the importance of communication and team work between program and evaluation staff in developing the programmatic base from which evaluation data are drawn.
- Program staff need to be involved in most phases of planning, especially in the process of developing goals/objectives and the program implementation plan.

Prospects for Replication

The SEI program is highly replicable. The key element for successful replication is the commitment of the coordinator and the strength of the relationship between the coordinator and youth. It is also important that the school-based advocacy role of the coordinator is preserved and that after school programming be conducted which includes both the youth and the coordinators. The program will continue after Byrne funding ends as SEI is a partner in a recently funded grant from the U.S. Department of Labor to the Portland Work Systems Program. SEI will receive \$500,000 per year for five years to continue their in-school program and expand the program to one more high school. The number of students served is expected to increase from 94 to 400.

Referral/Diversion Program Curry County Juvenile Department

Program Contacts:

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Funding Status: Fourth-year funding, started in 1996

Grant No: 99-015

Background

Curry County is a small, rural county located on the southern Oregon coast. The county has a total population of 22,000 and a 5-17 year-old population of 3,400. The county's overall juvenile crime rate decreased by approximately 25 percent in the past five years. During this time period, the county experienced a 21 percent increase in juvenile person crimes, a nine percent increase in drug and alcohol offenses, a 35 percent decrease in property crimes, and a 68 percent decrease in status offenses. Time spent on cases has greatly increased due to their complexity and intensity of supervision. The county is economically depressed and there are few funding sources to deal with juvenile crime issues. The Byrne grant funds the Referral/Diversion Program, along with the Multi-Systemic Treatment Program to help the county build the basic infrastructure to reduce and prevent juvenile crime.

Goals and Objectives

The overall goal of the Referral/Diversion Program is to reduce the number of juveniles entering the criminal justice system.

1999-2000 Program Objectives

- Provide Referral/Diversion services for 135 youth and 30 adults.
- Reduce recidivism rates among program participants.
 - More than 70 percent of youth who complete the program will not commit new offenses while they are in the program.
 - More than 60 percent will not commit new offenses within six months after program completion.
 - More than 35 percent will not commit new offenses within one year after program completion.
- Reduce program participants' criminal risk behavior as measured by changes in the scores of pre-and post-program risk and skill assessments.
- Increase accountability and competency skills for program participants as measured by their successful completion of programs.

Program Strategies

The Referral/Diversion Program is a secondary prevention program serving first-time offenders and youth at high risk of being referred to the juvenile justice system. Referral services include specialized intake, risk assessment, formal accountability, supervision, and referrals to community services. Juvenile counselors review all first time referrals, meet with the youth and their families, assess their circumstances, and make recommendations for the disposition of cases. (Previously, referral services were provided by an Early Intervention Officer. Due to budget cuts, the Officer was laid off and the duties have now been divided between the three remaining juvenile counselors.) Diversion services are a continuum of competency skill building programs provided to identified youth and their parents. The programs include classes on Anger Management, Theft Talk, Authoritative Parenting, and Tobacco Education.

Collaboration

There is ongoing collaboration between the families of program youth, schools, law enforcement agencies, and social service agencies. Juvenile Counselors and the Diversion Specialist attend regular multi-agency staff meetings to assess and identify appropriate service needs for at-risk youth. The Diversion Specialist also works with area schools to identify appropriate referrals and develops specific courses for particular groups of students in middle and high schools.

Budget

Byrne Funds Expended:	\$44,466
Match Funds Expended:	\$14,822

Progress and Accomplishments

During 1999-2000, the program progressed according to the proposed plan and timelines despite having a tight budget. The program made continuous efforts to improve both service components and the outcome evaluation system. The Referral program was enhanced to include restorative justice practices. Program participants were assessed for their risk/skill changes and preliminary results showed positive changes in assessment scores after their completion of the program. Recidivism rates were compared between youth who successfully completed the program and those who did not. Recidivism rates were lower among those who completed the program. The Referral program will be continued after Byrne grant funding ends September 30, 2000. Due to budget constraints, the Diversion program discontinued July 2000.

Process

- From July 1, 1999 through June 30, 2000, the Referral program served a total of 74 youth. The Diversion program served a total of 207 youth and 32 parents and of those, 102 youth and 14 parents were discharged from the program after attending classes on Anger Management (46 youth), Theft Talk (30 youth), Tobacco Education (26 youth), or Authoritative Parenting (14 youth).
- Compared to the 1998-99 program completion rates, the 1999-2000 program completion rates improved for all Diversion program components. Eighty percent (37) of the 46 youth discharged from Anger Management successfully completed the course; 90 percent (27) of the 30 youth discharged from Theft Talk completed the course; 85 percent (22) of

the 26 youth discharged from Tobacco Education completed the course; 71 percent (10) of the 14 parents discharged from Authoritative Parenting completed the course.

- The Referral program was enhanced to include restorative justice practices. The process now involves both youth and parents in at least two face-to-face meetings, a victim sensitivity exercise, Thinking Errors homework assignment, a mediated process to make restoration to victims and the community that often includes community service, and a follow-up session.
- Project staff improved the system for evaluating program outcomes. The improvements included administration of an additional risk assessment tool for the Referral program youth, and modification of the case tracking database to measure changes in youth risk assessment scores and recidivism rates.

Outcomes

- Recidivism rates were compared between youth who successfully completed the program (completers) and those who dropped out of the program (dropouts). Recidivism rates were lower among program completers. From October 1, 1996 through June 30, 2000, there were a total of 262 completers and 48 dropouts. Eighty-two percent (215) of the completers and 67 percent (32) of the dropouts did not reoffend while they were in the program. Seventy-one percent (159) of 224 completers and 67 percent (28) of 42 dropouts did not reoffend within six months after exiting from the program. Fifty-eight percent (104) of 178 completers and 44 percent (18) of 41 dropouts did not reoffend within one year after exiting from the program. Forty-seven percent (40) of 85 completers and nine percent (two) of 22 dropouts did not reoffend within two years after exiting from the program.
- The project continued to conduct pre-and post-program risk/skill assessments to assess program effects. Among the clients who completed pre-and post-program assessments since the inception of the program, changes in the average scores from pre-to post-sessions were as follows:

Referral program: The average risk scores of 85 youth improved by 11 percent. Of the 85 youth, 29 percent (25) showed an improvement in the scores, 51 percent (43) showed no change, and 20 percent (17) showed a deterioration.

Anger Management: The average skill scores of 98 youth improved by 18 percent. Of the 98 youth, 70 percent (69) showed an improvement in the scores, ten percent (nine) showed no change, and 20 percent (20) showed a deterioration.

Theft Talk: The average risk scores of 111 youth improved by 153 percent. All of the 111 youth showed improvement in their scores.

Tobacco Education: The average risk scores of 67 youth improved by 29 percent. Of the 67 youth, 72 percent (48) showed an improvement in the scores, 15 percent (10) showed no change, and 13 percent (nine) showed a deterioration.

Authoritative Parenting: The average skill scores of 41 parents improved by 21 percent. Of the 41 parents, 76 percent (31) showed an improvement in the scores, 12 percent (five) showed no change, and 12 percent (five) showed a deterioration.

Issues and Solutions

Budget constraints continue to be a major program obstacle for Curry County. The county Juvenile Department had a 20 percent general budget cut in 1998. The lack of funds resulted in the loss of the Early Intervention Officer position which adversely affected workload for the remaining three Juvenile Counselors. There was a loss of an additional Counselor position in July 2000. Because of this, the Juvenile Department decided to discontinue diversion services and to focus efforts on providing referral services only.

Lessons Learned

It has been a very challenging experience for Curry County to operate the Referral/Diversion Program. The program has continually had to struggle with a lack of funds that often caused organizational restructuring and reduction in program staff. Success of the program in this situation required a high level of commitment and perseverance from program staff. Program staff now feel that they have established the basic infrastructure in their community to intervene with at-risk youth and that the program needs to gain further momentum. Key factors for the success of this program in the future will be to receive additional funding for program expansion and to maintain strong leadership to motivate staff and set clear program directions.

Prospects for Replication

Curry County's Referral/Diversion Program is a very easily replicable, small-scale project with simple program logistics. The program is more suitable for smaller communities that have limited resources but are in need of building the basic infrastructure to intervene with at-risk youth. Administration of the Referral program, compared to the Diversion program, would require more time and resources because of its intensive, individualized nature of program services. After Byrne grant funding ends this year, the Referral program will be continued through High Risk Juvenile Crime Prevention funding to be provided by the State of Oregon.

Truancy Diversion Program Multnomah County Juvenile Justice Department

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Funding Status: Fourth-year funding, started in 1996

Grant No: 99-018

Background

Multnomah county is the largest county in Oregon and includes the state's largest city, Portland. The county has a total population of 646,900 and a 10-17 year-old population of 65,200. The percent of juvenile offenders in Multnomah County has been decreasing steadily since 1994 while the number of youth residing in the county has been steadily increasing for the same time period. During this period, the number of crimes committed has also declined. Between 1994 and 1999, offenses against persons declined by 25 percent; property offenses decreased by 39 percent; and weapons offenses decreased by 28 percent. Drug offenses were the only type of arrests that increased (54 percent) over the five-year period.

Multnomah County's Department of Community Justice has recently been involved in the development of a countywide Strategic Plan for juvenile justice services. This plan views juvenile justice services from a public safety perspective with emphasis on early intervention, prevention, and intervention strategies. The Strategic Plan incorporates the views of local citizens, law enforcement, educational advocates, local government, parents, youth and juvenile justice professionals.

The Truancy Diversion Program is conducted in the Roosevelt Cluster of the Portland Public School District. This Cluster is located in North Portland and consists of one high school, two middle schools, and five elementary schools. Historically, Roosevelt High School has had the first or second highest dropout rate in the Portland Public Schools each year. According to the 1994-95 State Department of Education data, Roosevelt High School had a longitudinal class cohort dropout rate of 36 percent over the four years of high school. According to the 1990 census, 16 percent of families received public assistance in the Roosevelt area and 21 percent of families were headed by single women, while 33 percent of the population over 25 years of age did not have a high school diploma. Data from the Portland Public Schools indicate that children from these families are disproportionately absent from school, are more likely to be involved in negative classroom behavior, exhibit higher levels of discipline referrals and are more at risk for involvement in the delinquency process of the juvenile justice system.

The intervention program grew out of discussions in 1995 between the previous regional director of the Roosevelt Cluster, an administrator in the juvenile justice department and the director of a community-based family center in North Portland. They determined that students transitioning from elementary to middle school and from middle school to high school were especially

vulnerable to dropping out of school. This population was then selected as the target for the intervention by the Truancy Diversion Program. In mid-1998, encouraged by promising program results, Multnomah County decided to provide general funding to expand the Truancy Diversion Program to a countywide school attendance improvement program. In November 1998, the county started implementation of the School Attendance Initiative (SAI), an expanded version of the Truancy Diversion Program, for K through 9th grades in 130 public schools in the county.

Goals and Objectives

The overall goal of the Truancy Diversion Program is to improve the chances of high school graduation and reduce juvenile delinquency through early identification and intervention of truant youth, collaboration and implementation of community resources, and holding parents responsible.

1999-2000 Program Objectives

- Provide truancy interventions to all students in K through 9th grades referred to the program in the Roosevelt Cluster of the Portland Public Schools and describe the characteristics of the interventions.
- Improve the interventions and implementation of the interventions through refinement of program activities. Areas of refinement will include timing of interventions, program staffing, and case management services.
- Improve the data collection and information systems to implement and evaluate program activities.
- Improve partnerships and collaborations. Establish partnerships between juvenile justice, school districts, and community-based organizations (CBO) in support of school attendance, student achievement, and school completion.

Program Outcome Objectives

- Increase attendance among referred students in K through 9th grades in the Roosevelt Cluster of the Portland Public School District. (Students referred to the program will reduce their absences by ten percent in the 45 school days post-referral compared to their 45 school days pre-referral).
- Increase knowledge and understanding about youth and families involved in the project by gender, ethnicity, and grade. (Provide a profile of truant students referred to the program and subgroups within the program).
- Reduce post-intervention delinquency referrals to the juvenile court among students referred to the program.
- Reduce the impact of transition from middle school to high school. Increase attendance in high school among students who attended the Mentorship program, compared to their middle school attendance.

Program Strategies

The Truancy Diversion Program consists of two main components: (1) a truancy implementation program and (2) a mentorship program.

- *Truancy implementation program.* The school clerks monitor students' attendance. If students have three unexcused absences or more within a 15-school day period, the clerk presents them to the Principal for referral to the project. The clerk sends a letter to the home, notifying the parents or guardians of the referral. Field staff visit the referred student's family and refer them to appropriate services. If parents do not cooperate and attendance remains poor, or if the family/student has severe problems, the family is referred to the court counselor. The counselor reviews documentation, contacts the family, and deliberates with an attorney about whether to prosecute or drop the case.
- *Mentorship program.* This program consists of identification of mentees (8th graders at risk of not making a successful transition to high school), referral to the project, and matching them with high school juniors. Mentors and mentees meet three times a week for classes, interaction, and outings. The whole group participates in additional summer activities including outings. Mentees are followed into their freshman year.

Collaboration

This program is a collaboration between the Portland Public Schools, North Portland Youth and Family Center, Multnomah County Juvenile Justice Counseling and Adjudication units, Volunteers of America, International Refugee Center of Oregon (IRCO), Oregon Council for Hispanic Advancement (OCHA), Native American Youth Association (NAYA), Multnomah County Services for Children and Families, Multnomah County Health Department, and Oregon Health Division. These agencies collaborate with the State Office for Services to Children and Families, Housing Authority of Portland, Multnomah County Services for Communities and Families - Columbia Villa, Community and Family Resource Centers, Multnomah County Adult Probation and Parole Office, and the Portland Police Bureau-north precinct.

Budget

Byrne Funds Expended:	\$234,784
Match Funds Expended:	\$161,412

Progress and Accomplishments

During the 1999-2000 school year, the Truancy Diversion Program progressed according to the proposed plan. In mid-1998, the success of the Truancy Diversion Program at eight schools in the Roosevelt Cluster led to expansion of the program into the School Attendance Initiative (SAI), a countywide school attendance improvement program. Since the 1998-99 school year, the SAI has been implemented for K through 9th grades in 130 public schools in Multnomah County. Byrne grant funds have been used to implement the Truancy Diversion Program to serve the original eight schools in the Roosevelt Cluster. Working as one of four SAI teams, the Byrne Team has also provided technical assistance in the SAI implementation and evaluation. Preliminary results of program evaluation conducted in previous years consistently indicated that there was an overall improvement in school attendance among program participants. After Byrne grant funding ends September 30, 2000, the program will be continued through the county's general funding.

Process

- During the 1999-2000 school year, 873 students in K through 9th grades in eight Roosevelt Cluster schools were referred to the truancy implementation component of the program. These students represent an 18 percent increase from 740 students referred in year three of the project, an 112 percent increase from 412 students referred in year two, and a 369 percent increase from 186 students referred in year one. One third (243) of the students referred last year were referred again this year. Of the 873 students referred this year: 51 percent were female; 48 percent were Caucasian, 20 percent African American, 19 percent Hispanic, seven percent Native American, and six percent other minorities.
- Intervention data was available for 824 of the 873 students referred this year. For the 824 students, program field staff made successful person-to-person contacts with 79 percent (647) of their families. Ninety-one percent of these families received the primary intervention through face-to-face interviews and the other nine percent received the intervention through phone calls. Of the 824 students, 13 percent (110) of students or families received a referral to different agencies. These referrals include the Family Center (seven percent), Services to Children and Families (two percent), school-based health centers/family resource centers (two percent), and the police (two percent).
- The project continued to provide family case management services that were developed last year to address family issues related to the students' attendance problems. During the 1999-2000 school year, 176 people received case management services, representing 54 separate cases. Of these 176 people, 44 percent (77) were students, 32 percent (56) were parents, 19 percent (33) were siblings, and five percent (ten) were distant relatives.
- Project evaluation staff continue to improve the data collection and information systems to conduct program evaluation activities. Improvements for 1999-2000 included the refinement of new data collection forms, enhancement of the client database, and reinforcement of quality assurance measures for data collection. Evaluation staff assessed the first year (1998-99) implementation of the School Attendance Initiative (SAI), an expanded version of the Truancy Diversion Program, for K through 9th grades in 130 public schools in Multnomah County. Evaluation results were presented at the 2000 Annual Conference on Criminal Justice Research and Evaluation held in Washington, D.C. July 2000.
- Collaborations between program partners continue to improve. Representatives of Juvenile Justice, the Portland Public Schools, and the CBO met on a weekly basis with all SAI team leaders and staff from International Refugee Center of Oregon (IRCO), Oregon Council for Hispanic Advancement (OCHA), and Native American Youth Association (NAYA) to discuss issues of mutual concern. OCHA and NAYA are new collaborating agencies to expand program services to Hispanic and Native American populations.

Outcomes

Intervention effects of the Truancy implementation program:

Project evaluation staff completed collection of school attendance data for program participants for the 1999-2000 school year. The staff are currently analyzing data to assess improvements in participants' school attendance. Results of the analyses are expected to be promising and similar to those shown in previous years. The following are evaluation outcomes for the 1998-99 school year based on data from 193 students for whom school attendance information was available for 45 school days before and 45 school days after the first intervention contact.

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- *Overall improvement in school attendance.* The average attendance rate increased by eight percent from 75 percent before to 83 percent after the first intervention contact.
 - *Short-term gain.* Attendance increased most dramatically immediately following the intervention. The students improved their attendance by 13 percent from 73 percent in the 15 school days prior to the first intervention to 86 percent in the 15 school days following the initiation of the intervention.
 - *Longer-term gain.* After the initial intervention, students maintained the gains in attendance over a longer term. At 45 school days after the first contact, students, on average, were missing one day every two weeks (87 percent attendance).

Student risk profile:

Of the 824 students referred to the program this year, 21 percent (176) had a record of dependency in the Tri-county Justice Information System (TJIS). Of the 176 students with a TJIS record, 43 percent (76) had a delinquency record. Program field staff reported that they had concerns regarding 51 percent (423) of the 824 referred students and families. These concerns included mental health issues (15 percent), parenting skills (11 percent), child's behavior (11 percent), and substance abuse (11 percent). Fourteen percent (115) of the referred students needed an interpreter.

Intervention effects of the SAI project on students:

The Truancy Diversion Program evaluation staff assessed the first year (1998-99) implementation of the countywide SAI project. Evaluation results were promising and similar to the results shown among the Roosevelt Cluster students targeted by the Truancy Diversion Program funded by Byrne grants. Analysis of data from 1,408 SAI program participants indicated significant improvement in their school attendance. On average, participants attended school 73 percent of the time in the 45 school days before the intervention, and 83 percent of the time in the 45 school days after the intervention began. Additional outcomes included: (1) greater improvement in school attendance among elementary school students than among middle or high school students, (2) greater improvement in attendance among students with more pre-referral absences than among those with fewer absences, and (3) no association of student gender and ethnicity with attendance outcomes.

Issues and Solutions

Budget constraints. There was a three-percent budget cut for the SAI this year. This resulted in the loss of six positions for the SAI and a heavy workload for project staff across all program sites. The Truancy Diversion Program is likely to face more resource constraints as numbers of youth referred to the program and family management cases continue to increase.

Truant youth's problems more severe than expected. Project field staff continue to be challenged by severity of problems of truant youth and their families. Mental health issues, child abuse and neglect, and substance abuse were very common problems among them. Problems of some "hard core" youth and families were so severe that school attendance was often not an issue for them. These youth and families required greater time and effort involvement from field staff, especially to provide family case management services and to connect them to appropriate agencies.

Discontinuation of the Mentorship program. Due to a lack of program support and low enrollment, the project decided to discontinue the Mentorship program. Alternative programs

were developed for the summer of 2000. New program activities include sports, field and day camping trips, classes on writing and social skill building, English as a Second Language (ESL) courses for non-English speaking families, and free lunch services.

Lessons Learned

The program staff noted the following as lessons learned in their four years of program implementation:

- Truancy intervention programs can make a positive impact on students' school attendance. To be successful, programs need to focus efforts on: providing attendance monitoring, connecting with parents and youth around improving school attendance and performance, providing assistance in the form of crisis intervention, providing referral to community-based service providers, and establishing formalized working relationships between educational systems, juvenile departments, and community agencies.
- There is a great need for attendance improvement programs among students in all grades, as indicated by a large number of referrals for the Truancy Diversion Program. If possible, programs should engage students at a young age. The importance of intervention at a young age was indicated by results of SAI program evaluation showing greater improvement in school attendance among elementary school students than among middle or high school students.
- It takes time, effort and collaboration to implement programs in both the school and the community environments. Long-term efforts and ongoing, on-site, regular communication are critical to successful program implementation and evaluation, especially when there are multiple partners involved.

Prospects for Replication

The Truancy Diversion Program is highly replicable, as already evidenced by expansion of the program into the countywide SAI project. At the core of the program is a collaboration model involving educational entities, local juvenile departments, and community-based service providers. Key elements for successful replication of this program are establishment of strong communication linkages between collaborating agencies, development of a shared vision and mission, pooling of resources, institutionalization of program activities, commitment to change, and involvement of high-level policy and decision-makers. It is also important to build data gathering systems and program evaluation systems at program onset to facilitate implementation of program activities and to facilitate decision-making based on evaluation outcomes.

Multi-Systemic Treatment Program Curry County Juvenile Department

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Funding Status: Fourth-year funding, started in 1996

Grant No: 99-021

Background

Curry County is a small, rural county located on the southern Oregon coast. The county has a total population of 22,000 and a 5-17 year-old population of 3,400. The county's overall juvenile crime rate decreased by approximately 25 percent in the past five years. During this time period, the county experienced a 21 percent increase in juvenile person crimes, a nine percent increase in drug and alcohol offenses, a 35 percent decrease in property crimes, and a 68 percent decrease in status offenses. Time spent on cases has greatly increased due to their complexity and intensity of supervision. The county is economically depressed and there are few funding sources to deal with juvenile crime issues. The Byrne grant funds the Multi-Systemic Treatment Program, along with the Referral/Diversion Program in order to help the county build the basic infrastructure to reduce and prevent juvenile crime.

Goals and Objectives

The overall program goal is to reduce the number of juvenile offenders reentering the criminal justice system by providing specialized, alternative education programs.

1999-2000 Program Objectives

- Enroll a minimum of 25 juvenile offenders into the Goal Oriented Alternative Learning Schools (GOALS).
- Reduce recidivism rates among program participants.
 - More than 40 percent of youth who complete the program will not commit new offenses while they are in the program.
 - More than 30 percent will not commit new offenses within six months after program completion.
 - More than 10 percent will not commit new offenses within one year after program completion.
- Increase program participants' social skills and their competency in educational programs.
- Reduce program participants' involvement with alcohol, illicit drugs, and tobacco.

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- Prevent program participants from committing Measure 11 offenses or entering Oregon Youth Authority.

Program Strategies

The Multi-Systemic Treatment Program is a tertiary prevention program serving repeat juvenile offenders, ages 14 to 18. The main program component is the GOALS program, an alternative education program. Under this program, repeat offenders may be ordered by the court to attend a Monday through Friday, full day (9:30 a.m. to 5:00 p.m.) specialized education program. In addition to academic course work, participating youth may engage in competency building activities, life skills training, career training, recreation, and community service. The GOALS program services are provided by Alternative Youth Activities (AYA), Inc., a non-profit private alternative education school, under contract with Curry County Juvenile Department.

Collaboration

Curry County Juvenile Department collaborates with AYA, Inc. in order to provide alternative education services; with local law enforcement agencies to provide information about laws and to bridge the gap between offenders and local police; with Job Corps, the Oregon Employment Department, South Coast Business Employment Corporation, the U.S. Forest Service, and military recruiters to give career options; with South Coast Addictions Programs (SCAP) to evaluate and treat participants' alcohol and drug problems; with the Oregon Parks and Recreation Department to establish a community service program for road maintenance; and with local business owners for donations of equipment and supplies.

Budget

Byrne Funds Expended:	\$26,248
Match Funds Expended:	\$ 8,750

Progress and Accomplishments

Budget constraints continued to be a major program obstacle. Due to a lack of non-federal funding and low enrollment, the GOALS program was discontinued as of June 30, 2000. Program enrollment was low due to a lack of youth eligible for the program. Despite these difficulties, project staff were able to deliver regular program services for youth who were already enrolled and conducted proposed program evaluation activities. During 1999-2000, project staff focused efforts on phasing out the entire program.

Process

- From July 1, 1999 through June 30, 2000, the GOALS program served 11 unduplicated youth. Of these, nine were enrolled into the program last year and two were enrolled this year. The program has served a total of 42 unduplicated youth since its inception. The low new enrollment this year was the result of few referrals made by the county Juvenile Department to Alternative Youth Activities (AYA), Inc. The Juvenile Department is the only referral source for GOALS and has recently experienced a cycle of lower number of probation cases. Only youth on probation are eligible for GOALS.
- Project staff delivered regular program services for participating youth. Program components for this year included an academic and classroom program, a drug and

alcohol awareness program, a community service program, a life management training program, and a short-term interim program for youth transitioning from one program component to another.

- In addition to receiving academic course work, all 42 youth participated in the “Youth and Law” program, a 66 section program to educate youth on the law. A total of 29 youth were referred to a drug and alcohol treatment program and five youth completed the Anger Management course provided by the Referral/Diversion Program, another Byrne grant-funded program in the county.
- Project staff continued to conduct program evaluation activities. These included tracking of program participants’ educational achievement and recidivism rates, assessment of their pre-and post-program drug and alcohol risk, and assessment of their pre-and post-program social skills.

Outcomes

- Of the 42 program participants, 52 percent (22) returned to public middle or high schools, 22 percent (nine) received a GED or a high school diploma, 14 percent (six) returned to drug and alcohol treatment, five percent (two) dropped out of the program, five percent (two) moved from the area, and two percent (one) were deceased.
- Recidivism rates were compared between youth who successfully completed the program (completers) and those who failed the program (non-completers). There was little difference in recidivism rates over time between completors and non-completers. As of June 30, 2000, recidivism data were available for 20 completors and 14 non-completers. Thirty percent (6) of the completors and 29 percent (4) of the non-completers did not reoffend while they were in the program. Forty-seven percent (8) of 17 completors and 45 percent (5) of 11 non-completers did not reoffend within six months after exiting from the program. Only one of 14 completors and three of eight non-completers did not reoffend within one year after exiting from the program. All of 14 completors and five incompleters reoffended within two years after exiting from the program.
- As of June 30, 2000, of the 42 program participants, none were charged with any Measure 11 crimes and 14 percent (six) entered the Oregon Youth Authority (OYA) for non-Measure 11 offenses.
- The project conducted pre-and post-program risk/skill assessments to assess program effects. Among the youth who completed pre-and post-program assessments since the inception of the program, changes in the average scores from the time of admission to the time of discharge were as follows:

Among the 28 youth who completed pre-and post-program drug and alcohol risk assessments, the average risk scores improved by 31 percent. Of the 28 youth, 71 percent (20) showed an improvement in the scores, four percent (one) showed no change, and 25 percent (seven) showed a deterioration.

Among the 16 youth who completed pre-and post-program Strata of Social Skills assessments, the average skill scores worsened by 24 percent. Of the 16 youth, 44 percent (seven) showed an improvement in the scores, six percent (one) showed no change, and fifty percent (eight) showed a deterioration.

Issues and Solutions

Budget constraints and low program enrollment were major program obstacles. Curry County Juvenile Department had a 20 percent general budget cut for the 1998-99 year. The lack of funds for the Juvenile Department resulted in delays in payments to AYA, Inc. for contracted GOALS service delivery. This led to the loss of a Teaching Assistant position at AYA. Program enrollment was low this year due to a lack of youth eligible for the program. The county Juvenile Department has recently experienced a cycle of lower number of probation cases and could not make many referrals to AYA. Only youth on probation are eligible for GOALS and the Juvenile Department is the only referral source for the program. Due to budget constraints and low enrollment, the Juvenile Department decided to discontinue the GOALS program as of June 30, 2000.

Lessons Learned

It has been a very challenging experience for Curry County to operate the Multi-Systemic Treatment Program. The program continually had to struggle with a lack of funding that caused frequent organizational restructuring and reduction in the program staff. The lack of funding sometimes led to conflicts between collaborating agencies over program strategies and financial matters. It is also critical for program staff to make a high level of commitment and take a quick-learning attitude. Other key factors for program success are to maintain strong leadership to motivate staff, show support for the program, and set clear future directions for the program.

Prospects for Replication

Analysis of program outcomes, although not conducted on a strong scientific basis, showed mixed results. The program succeeded in raising the level of high-risk youth's educational achievement and in reducing their risk for drug and alcohol, but failed to reduce their re-offense rates or to build their social skills. The project staff feel that positive aspects of the program included a variety of activities conducted outside the classroom and additional program support shown for participants through transportation and free meal services. Areas of program improvements include communication channels among collaborating agencies and among program staff, screening and referral procedures for program admission, formal policies for drug and alcohol programs, and expansion of family counseling programs.

Violent Offender Rehabilitation Treatment (VORT) Program Lane County Department of Youth Services

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Funding Status: Fourth-year funding, started in 1996

Grant No: 99-022

Background

Lane County consists of a mix of urban and rural areas. The county has a land area of 4,610 square miles and a population of 315,700 with 35,155 juveniles ages 10-17 years. Lane County experienced a 39 percent increase in violent juvenile crime (homicides, assaults, and sex offenses) between 1991 and 1996 (from 574 to 800), while overall juvenile crime increased 15 percent during the same period. To combat the sharp increase in violent juvenile crime, a program that targeted violent juvenile offenders in Lane County was developed by the Lane County Department of Youth Services (DYS). The Violent Offender Rehabilitation Treatment program (VORT) intervenes with violent and chronic juvenile offenders who possess significant risk factors that place them in jeopardy for continued delinquency and violent behavior. Data compiled by Lane County DYS on juvenile delinquency indicated some encouraging changes from 1998 to 1999. The rate of delinquent juveniles per 1,000 youth decreased four percent from 72 to 69. Although there was a two percent increase in violent juvenile crime (homicides, assaults, and sex offenses), there was a 13 percent decrease in overall crime.

Goals and Objectives

The goals of the VORT program are to:

- Reduce juvenile violent crime.
- Reduce the need for out-of-home commitments.
- Reduce the number of youth sentenced under Measure 11.

1999-2000 Program Objectives

- Provide an average of 20 individual and family service hours per client per quarter.
- Provide an average of 20 corrections contacts per client per quarter.
- Provide on-going staff support and training.
- Prevent 65 percent of project participants from out-of-home commitments by the end of year four.
- Reduce violent crime rates by 65 percent for program participants by the end of year four.

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- Reduce severity of crime by 60 percent by the end of year four.
 - Prevent revocation of 70 percent of project participants by the end of year four.
 - Evaluate VORT program impact on juvenile violent crime rates and cost effectiveness.

Program Strategies

The VORT program is modeled after Henggeler's Multisystemic Therapy (MST). MST emphasizes promoting changes in youth through changes in their natural environment. In an initial family session, strengths and weaknesses of the youth, the family, peers, friends, and schools are identified. Problems around the family are targeted for change and the strengths of each system are used to facilitate such change. VORT staff work as a team to assess each client and develop individual treatment goals for juveniles and families. Program staff meet weekly to discuss case strategy and plan interventions. The following staff are involved in the implementation of the VORT program:

- The project coordinator oversees the coordination of all program activities and provides leadership for the project. The coordinator facilitates the development of policies and procedures for co-managing clients, carries out implementation strategies, coordinates services with existing programs and with state placement and parole staff, and prepares program reports.
- The probation counselors develop court case plans that include a balance of correction services and treatment, present court plans to the juvenile court, and monitor case progress for youth in the program.
- Family therapists and behavioral support specialists meet with families to create very specific, measurable goals for treatment that are tailored to the needs of each family. Each plan focuses on resiliency building strategies that enhance parental functioning and empower parents to address issues of raising teenagers, including appropriate discipline, positive peer association, school, and employment. Family therapists link families to existing services and coordinate service care. Treatment services are provided in youths' homes.
- The DYS research and development coordinator assists with the program evaluation.

Target Population: The VORT program targets violent and chronic juvenile offenders who possess significant risk factors, which place them in jeopardy for continued delinquency and violent behavior. Youth who fit into one of the categories below are eligible for the program.

- Juveniles adjudicated (placed on probation) for a crime that intentionally or recklessly causes or creates a risk for personal injury.
- Juveniles who have committed at least one crime against persons and are at risk for being placed out of the community in a residential program.
- Juveniles returning to the community from out-of-home placements or institutions.
- Juveniles who have committed Measure 11 offenses and remain in the community on lesser charges.

Evaluation Design: In the Request For Proposals for the 1996 Edward Byrne Grant, CJSD stated that outcome studies with strong experimental designs were desirable to assess the degree to

which programs are effective in reducing juvenile crime and substance abuse. After a careful feasibility study and several discussions among the program collaborators, the VORT program staff decided to use an experimental design to measure the effects of the family preservation intervention. Juveniles referred to the DYS who meet the eligibility criteria are randomly assigned to either the treatment group or control group. Treatment group clients receive probation services and multisystemic treatment. Control group clients receive traditional probation services only.

Collaboration

The lead agency for the project is the Lane County DYS. The Oregon Social Learning Center provides training and consultation to staff on treatment modalities. DYS contracts with the Center for Family Development to provide family therapists, clinical supervision and behavior support specialists. The VORT program collaborates with many types of community agencies including:

- *Substance Abuse Treatment:* VORT staff work with a wide-range of treatment providers in the Eugene-Springfield area to provide appropriate treatment for clients with alcohol and other drug (AOD) issues. Providers include Looking Glass Drug and Alcohol Recovery Program, Aces Drug Treatment Program, Pathways Residential Drug and Alcohol Treatment Program, and the Youth Intervention Network that helps provide treatment opportunities for juvenile offenders with AOD issues.
- *Educational and Vocational Services:* VORT staff work with the Eugene and Springfield school districts to help resolve academic issues or behavior problems and facilitate academic tutoring. In addition, staff work with providers of alternative education to coordinate services for VORT clients. VORT collaborates with the Lane Community College's High School Completion program and G.E.D. program, with providers of vocational programs such as Youth Build – an educational program that teaches house building skills, Northwest Youth Corp., Looking Glass Job Center, and the Center for Appropriate Transportation. All of these programs provide vocational training and skill building for clients.
- *Residential Needs:* VORT staff work with Looking Glass Shelter Care Center for short-term residential needs for VORT clients and the Oregon Youth Authority (OYA) to help provide information and facilitate residential placement for clients who need long-term residential treatment. In addition, VORT staff network with OYA parole staff to provide family therapy and Behavioral Support Specialist (BSS) services to appropriate clients.
- *Mental Health:* VORT staff consult and collaborate with Lane County Mental Health for services for clients and families. Staff have also collaborated with the Oregon Social Learning Center to help provide services for clients and families with depression and other issues.

Budget

Byrne Funds Expended: \$155,817
Match Funds Expended: \$ 82,264

Progress and Accomplishments

Process

- *Clients:* In year four, the VORT program accepted and served 36 youth. There were 29 males and seven females. They were: 89 percent white, 3 percent Hispanic, 6 percent African American and 2 percent other. The mean age of the clients was 16 years, ranging from 13 to 18 years. Over the four years of the project, the VORT project served 111 youth who had a minimum of six months follow-up time. They will be compared to 72 control group youth with a minimum six month follow-up time to assess program impact.
- *Staff Training:* All staff received training on the MST program and the appropriate use of incentives. Program family therapists received consequence behavioral training to facilitate their work with parents.
- *Service Utilization:* An average of 20 to 25 hours of service was provided to each client and his/her family per quarter. There were between 20 and 25 corrections contacts per client per quarter.

Outcomes

- *Out-of-home commitments:* The VORT program prevented 85 percent of its participants from out-of-home placement (based on all youth referred to the program and who had at least six months follow-up time since placed – N=111).
- *Violent Crime:* There was a 69 percent reduction in felonies among program youth followed over 24 months (N=64). Program youth committed an average of two felonies before the program and less than one felony (.61) in the 24 months following program referral.
- *Severity of Crime:* There was a 65 percent reduction in severity of felony crimes. Program youth had an average severity pre-score of six and a post-score of two, 24 months following program referral (N=64).
- *Revocation:* The program prevented revocation for 88 percent of project participants by the end of year four.
- *Evaluation:* In addition to the success listed above, the VORT program is conducting an impact evaluation to address the question, “How do outcome indicators for program participants compare to the same indicators for juvenile offenders not referred to VORT?” Outcome indicators include crime rates and out-of-home placement rates. A randomized design is being used to address this question. As of June 2000, 183 youth are included in the study: 111 in VORT and 72 in the control group. Only cases in which there has been a minimum of six months follow-up time are included in the analysis. A problem was identified during the recidivism analysis conducted in preparation for the fourth year grant application. Youth in the control group had higher rates of incarceration and therefore did not have equal time to recidivate as youth in the treatment group (VORT clients). To address this issue, the DYS evaluator collected recidivism data to determine a recidivism rate based on “opportunity” to re-offend for both the program and control group offenders. A recidivism rate that considers “opportunity” or “street days”

subtracts the number of days that youth are in secure custody as described in Oregon's standardized definition of juvenile recidivism. This work was a major focus of the year four evaluation. It was a time consuming effort because the needed data elements are maintained either in county or state information systems. All data has been collected from the two systems, recoded, and integrated into a single file for analysis. Results of the data analysis will be available in December of 2000.

Issues and Solutions

There were no major obstacles during year four of program implementation. The private non-profit providers and correction staff worked as an effective team with high-risk youth and their families. This positive working relationship has led to the success of this program. The only significant program issue that was faced during the past year was maintaining effective program communication. As in past years, the program staff understood that communication between probation and treatment providers is crucial in delivering quality service. The staff continued to make communication a priority both in the weekly staff meetings and outside of those meetings.

Lessons Learned

The VORT program staff noted the following as lessons learned over the four years of program implementation:

- A high level of communication between corrections staff and family therapists is a critical component to the success of the program. When working with clients and families with multiple issues, communications between the workers is essential. It enables them to work as a team in helping the program youth and their families.
- It is possible to successfully engage at-risk families when services are family focused and take place in the families' natural environment, e.g., their homes.
- A balance of sanctions and incentives is an important component of working with at-risk youth.

Prospects for Replication

The VORT program is an optimal program for replication in other jurisdictions working with violent juvenile offenders. The program has received statewide attention. Program staff have made presentations at the Oregon Juvenile Department Directors' Association Conference and participated on a state panel on juvenile violence. Several conditions have created this level of interest in the VORT program:

- The program is based on a well-researched "Best Practices" Blueprints model to work with violent juvenile offenders.
- Lane County's population, demographics, and violent crime trends are representative of other state and national jurisdictions.
- Initial data suggest that the VORT program delivers effective interventions with violent juvenile offenders and reduces the need for the expensive out-of-home placements.

Other jurisdictions will need to address two key issues in order to successfully replicate the VORT program. First, there must be a connection and commitment from the local juvenile department. VORT staff believe the program has been successful because it is coordinated by

probation counselors and there is a high level of communication between the family therapists, behavioral support specialists, and probation workers. Second, the program staff must operate as a team. When working with clients and families with multiple issues, communication between team members is essential. Due to the intense nature of the program, consequences or incentives need to be addressed in a timely manner. Traditional treatment would refer clients to an outside treatment provider. The VORT program succeeds because family therapists and probation counselors are all part of the same program. As a result, issues are addressed quickly and staff communication is enhanced through teamwork that allows staff to strategize together about treatment issues.