



Envisioning a Violence Free Lane County:
Centering Local Voices for the future of Child
Maltreatment Prevention Efforts
Final Report

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Center for the Prevention of Abuse and Neglect (CPAN)
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Executive Summary

Child maltreatment, encompassing abuse, neglect, and identity-based violence, is a significant issue intersecting public health, social justice, and human rights. In Lane County, Oregon, over 24,000 youth are estimated to have experienced abuse and neglect; a figure likely understated and excluding identity-based violence. This maltreatment persists due to a pervasive culture of silence epidemic.¹ A 2019 pilot study found 47% of affected youth in Lane County had never disclosed their experiences to anyone².

The Center for the Prevention of Abuse and Neglect (CPAN) looks to create conditions where each child is safe from child maltreatment in Lane County, Oregon. The initiative, Prevention Education and Advocacy for Childhood Empowerment (PEACE), focuses on breaking the silence around child maltreatment and addressing cultural and contextual factors that allow it to persist. By leveraging community expertise, CPAN is developing programs that prioritize historically excluded youth and enhancing local and statewide advocacy efforts.

This report incorporates feedback from 83 individuals, including 62 youth and 21 adults working with youth and families, gathered through conversations between September 2023 and May 2024. Among these adult participants, three shared their experiences related to the intersections between the carceral system and child maltreatment prevention.

The report also includes key recommendations, informed by the informational interviews, which have been created by CPAN's Youth Advisory Council. These recommendations provide tangible goals for individuals, organizations and systems to take action and center youth needs in their approach to ending child maltreatment.

1 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3796787/#:~:text=In%20the%20United%20States%2C%20child,Child%20Matters%2C%203%20among%20others.>

2 Todahl, J., Barkhurst, P. D., & Schnabler, S. (2019). (rep.). *The Oregon Child Abuse Prevalence Study (OCAPS): High School Pilot Study Summary Report*. Eugene, OR: Center for the Prevention of Abuse and Neglect. This is an extrapolation of pilot data.

Methodology Overview

The PEACE effort utilized data from three distinct groups—youth, adults who work with children and families, and adults who work with children and families who have also experienced incarceration. Of the adults who participated we particularly focused on those who are part of or who explicitly work with historically excluded groups. We break down these methods below. Data was collected between September 2023 through May 2024.

Youth Regional Engagement

Individual and group interviews were conducted with Lane County youth, ages 14-19 in English for 90 minutes (about 1 and a half hours). These interviews were held in person at seven distinct locations across Lane County. Each interview utilized the same questions.

Youth Affinity Group Engagement

Individual and group interviews were conducted with Lane County youth, ages 14-19 in English for 90 minutes (about 1 and a half hours). These interviews were held on Zoom for youth who identify as Black, Latine, and LGBTQIA+. CPAN also held interviews for youth that identify as Asian/Asian Pacific Islander and/or Desi American and as Indigenous or Native, however, after significant outreach neither of these interviews had participants. The majority of interviews utilized the same questions and were conducted in English with the exception of one virtual Latine interview that was held in Spanish.

Adults Who Work with Children and Families

Individual and group interviews were conducted virtually and in person with adults that work with youth and families in Lane County. Priority was placed on adults who work with historically excluded youth and families. There were three rounds of interviews; the first being held in September and October 2023, the second in November and December 2023 and the final round being held in April and May 2024.

Adults Who Work with Children and Families and Have Experienced Incarceration

Individual interviews were conducted virtually with Lane County adults who work with youth and families and have personal experience with the criminal legal and carceral systems. Participants completed their first round of individual informational interviews in November 2023, the second round of interviews took place in January 2024 and the final round of interviews took place in individual and group settings in April and May 2024.

Interview Settings

A substantial portion of the group informational interviews were conducted on Zoom to allow for cross-county participation. Wi-Fi hotspots and devices were also available for those who did not have access to either of these elements. For our in-person, youth group informational interviews, we sought to reserve libraries and community centers to create a safe environment for those who participated. Transportation was provided for those in need.

Additional Considerations

We provided stipends of \$25 per hour to anyone, youth, or adult, who chose to complete an interview for PEACE. Recognizing that CPAN staff are mandatory reporters, we contracted with Sexual Assault Support Services to provide confidential advocates to any youth that chose to discuss their experience of child maltreatment during or after a youth group informational interview.



Youth Findings³

In the youth informational interviews, participants were asked a series of seven questions, which can be reviewed in Appendix D.4

Question 1: What makes you feel valued in a community?

As youth reflected on what contributes to their feelings of being valued in the community, two main themes emerged— respect and representation.

Youth spoke extensively about the association between being respected by adults and peers and their sense of feeling valued in the community. One youth shared, “I feel like being heard and respected is really important in a community, and I want my opinions and ideas to be respected by both my peers and adults in my life.” Several youth added that they feel respected and valued when supportive adults recognize their maturity rather than discriminating against them based on their age.

Youth expressed the importance for adults to not only listen to what youth have to say, but to carry out action on their input.

In addition, youth discussed how diverse representation of community leaders and efforts to make spaces more inclusive contribute to their feelings of being valued. One youth stated, “In making sure that there’s representation and then also being inclusive, that makes me feel like a valued member of the community... you’re getting input from Black youth to make sure that the community is better off.” Youth expressed being provided spaces to be vulnerable and open without the fear of judgment are essential in that representation from the community. Spaces where acceptance is actively promoted and encouraged. Youth added that they feel valued in spaces where they experience recognition and acceptance of their identities: “Being valued in the community is having somewhere where you’re accepted as who you are, you’re safe, you got the resources that you need” and “For me, it’s being understood and feeling welcomed, people being nice, and just feeling like I belong.”

³ Given the size of our data pool, CPAN has removed identity markers associated with the feedback we received from youth to protect the identities of each participant. We recognize the importance of these identities in shaping youth responses and have taken them into account.

⁴ Depending on time constraints, some questions were allotted more time than others, more specifically, question seven had a lower priority than some of the other research questions

“ Being valued in the community is having somewhere where you’re accepted as who you are, you’re safe, you got the resources that you need.”

Question 2: What are the characteristics of an adult that you consider to be a safe or trusted adult?

Youth identified characteristics of safe, trusted adults; their responses centered on three themes– authentic listening, reliability, and light-heartedness.

Much of what youth discussed when considering the characteristics of safe, trusted adults centered on authentic listening. One youth reflected on how many of their teachers “actually genuinely listened and cared about what the other students had to say... I feel it’s really important.” The authenticity of adults and their willingness to patiently listen to youth were key factors in building strong relationships. Several youths agreed, and one youth added, “I would say someone who makes you feel comfortable around them and makes you feel seen and heard.” One youth said succinctly, “It’s just three things... open ears, open mind, but a closed mouth.”

Several youth explained that they find reliable adults with consistent behavior to be safe and trustworthy. One individual shared, “Somebody who’s reliable makes a big difference... just knowing that this person is able to care for you in times of need.” One youth elaborated further, “Someone who’s willing to stand up for you or helps you stand up for yourself and gives you valuable advice, because they care about you.”

Youth continued by describing safe, trusted adults as people who can balance holding space for serious conversations while also prioritizing light-heartedness: “My teachers were always serious when they needed to be but also would have fun, make jokes, be silly.

Question 3: When you think about your childhood, what do you wish adults had done differently?

Youth reflected on what they wished adults had done differently during their childhoods, revealing three main themes– patient communication, allowing for learning from mistakes, and modeling how to engage in healthy relationships.

Youth frequently expressed that they wished adults had communicated with them more patiently during their childhoods. One youth explained, “I was really curious as a kid, always asking questions. Adults would either give me short, not serious answers, or just kind of shoo me away. I wish they would have taken more time to answer my questions or helped me find answers... [I felt] unsatisfied with the conversations I had a lot.” Another person echoed this sentiment and shared, “A lot of adults in my life jumped to conclusions too quickly instead of listening and being patient with me.” Youth confided that adults often ‘brush off’ what youth have to say, blaming it on a “wild imagination” or weaponizing their age against them as a means to devalue their input on conversations.

Additionally, youth described having wished that adults allowed for opportunities for them to learn from mistakes without fear of harsh punishment. One youth stated, “I wish that zero tolerance policies had a bit more leniency. I remembered it was a big thing about bullying and fighting. Even if you weren’t the cause of the problem, you got in trouble.” Many youth also shared that they longed for adults who had modeled how to engage in healthy relationships. One youth explained that although they had witnessed adults attempting to cope while experiencing violence in relationships, “I don’t think I’ve ever seen anyone working to prevent [violence] from happening in the first place.” Youth emphasized having wished for greater safety for the adults being harmed and also for themselves to not have to witness their loved ones suffering from domestic violence in the home.

“ I don’t think I’ve ever seen anyone working to prevent [violence] from happening in the first place.”

Question 4: What barriers do you think stand in the way of children and youth reaching out for help?

As youth discussed the barriers that prevent children and youth from seeking help, three main themes emerged—fear of not being taken seriously, anticipation of negative repercussions on relationships, and systems-level barriers to accessing support.

Youth were adamant that one of the biggest barriers to help-seeking among children and youth is the fear of not being taken seriously. One youth shared, “Someone might take you seriously, but if they don’t it just doesn’t go well. They might think you’re lying, give one of those half responses, and then nothing happens.” One youth added that when youth feel like they won’t be believed if they disclose their abuse experiences, “it makes it harder for kids to even want to reach out because then they’re under the impression that all adults are like this, that all adults won’t listen to them.”

Several youth discussed the anticipation of negative repercussions on relationships, including relationships with adults causing harm, as a barrier to children and youth seeking help. Youth explained, “[It’s] the fear of losing that person in [your] life. And at such a young age, you don’t really know much better” and “It’s hard to conceptualize the idea that somebody can be abusive, and you can still love them, and they can still love you.” One person went further by describing the stigma that people who use violence often experience: “If you report somebody for being an abuser, you’re labeling them as an abuser, and it has a lot of negative connotations.”

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In addition to barriers at the interpersonal level, youth spoke about systems-level barriers to accessing support. One youth noted “ [there is a] lack of easy access, specifically in places that would be easy for students to come forward” and urged that more community resources should be accessible from within schools so that youth “[don’t] have to go through some trouble to get some help.” Another youth spoke directly about barriers within child protective services: “No one wants

to be in the system... it’s slow, inefficient, not desirable to be in. And you face social backlash for trying to attempt to improve. It makes it very inaccessible.”

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Question 5: Why do you think child abuse is such a big problem/so common in your community?

Youth pointed to several factors that contribute to why child abuse is so common in the community; their responses centered on mental illness among adults that may co-occur with substance use, generational trauma, and lack of awareness about what causes harm.

Many youth highlighted mental health challenges among adults as a contributing factor to the prevalence of child abuse in the community—and noted the compounding negative impact when adults use substances to cope. Youth discussed how common mental illness is, and one youth commented, “Mental illness and substance use disorder oftentimes go hand in hand. And because we are so low on resources, people will continue to self-medicate, and that starts the cycle of abuse.” Additional youth reflected on their childhood caregivers and expressed that they wished those adults had been better supported so that they could care for themselves as well.

Youth also emphasized generational trauma as a contributor to the issue of child abuse. One youth shared, “A lot of people parent the way that they were parented, but if all you know is ‘I don’t want to be parented the way I was parented’ then you have nothing to go on at all and that can be even scarier.” Another youth acknowledged how difficult parenting can be and continued by explaining, “If nobody tells you how to do it [parent], [you might think] ‘I didn’t like what my parents did, so I’m not going to do that.’ But when you get stressed, sometimes you might just revert to that.”

Additionally, youth described a lack of awareness about what constitutes harm as a contributing factor to child abuse. Youth explained that abusive, harmful experiences that children may experience are often normalized and justified as appropriate forms of discipline from caregivers. Youth urged for more parenting education to raise awareness of the distinction between non-violent discipline and child maltreatment, including greater awareness and acceptance of emotional abuse as a form of violence.

Question 6: What do you see as the most impactful solutions that could be done to prevent child maltreatment?

When asked for their recommendations on child maltreatment prevention, youth responses centered around- increasing access to concrete support, adult and youth-focused prevention education in schools and within the community, and changes to child abuse reporting policies.

Several youth shared that one of the most impactful strategies to prevent child maltreatment would be increased access to concrete support and resources, including transportation, affordable housing, and other basic needs such as food and clothing. Youth also named universal health care, including mental health support, as a concrete need.

Youth explained that prevention education targeted toward youth and adults, both within schools and in the broader community, is imperative to preventing child maltreatment. Many youth suggested that topics should include supporting mental health, recognizing signs of abuse, and healthy relationships. Youth also recommended adult education on how to positively influence children and youth and called for greater prevention action-taking among school staff. One youth stated, "Make sure there's access to therapists or just a trusted adult that's able to be there for them to talk to and take care of their mental health so that they don't go through things alone."

“ Make sure there's access to therapists or just a trusted adult that's able to be there for them to talk to and take care of their mental health so that they don't go through things alone.”

In addition, youth noted that changes to child abuse reporting policies would be one of the most impactful solutions to prevent child maltreatment. Drawing from their own experiences interacting with mandatory reporters of child abuse, youth described mandatory reporting policies as intimidating, unclear, and fear-provoking. Youth recommended additional options for seeking support, including increased access to confidential advocates who are not required to report child maltreatment to child protective services, law enforcement, or any other entity.

Question 7: What are the best ways to get messages to youth?

When asked for their thoughts on the best way to get messages to youth, youth focused on engaging schools and utilizing social media.

Much of what youth discussed focused on engaging youth in schools. Youth recommended school-based violence prevention education curricula and access to school counselors or other staff for private conversations as needed. Additionally, many youth identified school assemblies; in-person events; student announcements; and resources shared electronically, via mail, or listed on fliers available in common areas as effective ways to get messages to youth.

Beyond the school setting, youth recommended using social media platforms both to communicate messages to children and youth and promote community events and community resources such as direct services and confidential crisis support for those who have experienced sexual assault and emergency response other than police. Individuals mentioned some organizations in particular as spaces where they felt youth can connect positively with safe adults and access needed resources.



Adult Findings

Adults Who Work with Youth and Families: Interview Round 1

For these interviews, we had nine questions that we asked adults. These questions were about what they think they could do to help youth feel safe and how to help youth feel comfortable sharing their experiences. To view the full list of questions, go to Appendix E.

Question 1: Based on your experience working with youth, what has been the biggest barrier that you have seen or heard about that has prevented youth from reaching out to you or somebody else for help? Or for sharing their experiences of harm? What are some of those barriers?

In reviewing the feedback from the adult participants, who work with youth and families, four themes arose in the discussion—hopelessness, uncertainty, shame, and intergenerational trauma.

The overarching reason that adult participants noted as a barrier for youth to reach out for help is that youth do not feel like what is going to happen to their situation is going to

be beneficial. They also feel like they will not be supported by adults in their life whether that be family or teachers.

The adults we interviewed shared that a big reason youth did not want to share what was happening to them was because they do not know the aftermath of what is going to happen when a report is made. They also shared that youth do not know the criteria for reporting or the definition of abuse. Many youth think that what they are going through “isn’t that bad” or that “it’s their fault.” As a result, they often do not share their experiences. The participants shared that youth like to feel like they have control over the situation and if they make a report and do not know what is going to happen, they lose that sense of control.

Another theme that adult participants discussed is fear and how it can make youth feel unsafe to share their experiences with maltreatment. This fear is often about being unsure of what will happen to their families and/or communities if they talk about what is happening to them. This theme was mainly discussed in the context of if the person who has used violence is a part of their family/community. The idea of fear also ties back to not knowing what is going to happen after a report is made.

Youth discussed that they do not know how and if the person who has used violence is going to be punished for their actions. They also do not know if they themselves will be taken out of their home and therefore taken away from their family. Another cause for fear is if the person who has used violence finds out that a report is made. Often, if the person who has used violence knows a report has been made, it can make the abuse worse and that is a major concern.

A third reason that adults who work with youth and families said youth have trouble reaching out for help is because they feel a sense of shame and guilt about what has happened to them. One participant shared, “a big thing is, with most survivors we work with there is still a big sense of shame for having experienced any form of abuse and a lot of guilt and reaching out to services.” This is common for many people and so if they do not reach out then they will not have to feel that sense of guilt about what happens to the person who has used violence. There is also the concern that the family will be upset with the child for reaching out and sharing something so traumatic. This comes from a place of shame about what has happened to the child.

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The final theme that the adult participants noted was that youth do not reach out because of intergenerational trauma. There is this sense that the family is being raised in “survival mode” and so youth do not feel comfortable enough to come out about what they have gone through. Youth who live in this kind of environment often do not even feel comfortable sharing personal things with family. One adult we interviewed said, “If you don’t feel safe to ask [for help] within your own home, in your own family, like you’re not going to feel safe to be able to ask somebody else.”

Question 2: In your role, what elements have made it easier for you to help youth feel safe and supported? What culturally specific or accessible services have allowed you to support youth better?

In reviewing the feedback from the adult participants, four themes arose in the discussion- trust, cultural relevance, partnerships, transparency, and accessible support resources.

Adults have said that the main thing that helps youth to trust them is to build trusting, healthy relationships with them. This means being transparent with them and making sure they feel supported, among other things.

One theme shared by participants is that taking the time to build a trusting relationship is what helps them feel comfortable sharing the things that happen in their life. A main action that helps youth feel safe is making sure, as an adult, to be transparent about what is being asked about certain things and to ensure to empower youth and what they say. Some strategies adults have found to help build trust with youth are traveling together, doing a monthly teen night, and serving as a role model. Youth feel empowered when they have someone to look up to who they trust. One adult said, “I think it also looks right at the authority level, where we’re not always talking down to youth, but actually engaging in dialogue and conversation and it’s not always leveraging youth authority but allowing them to feel like they have the freedom to speak.” Youth appreciate feeling heard in the same way that adults do and making sure this is a common practice helps youth trust adults.

Another common strategy suggested by participants was the implementation of culturally relevant partnerships to ensure youth feel connected and supported. Youth tend to feel more supported when there is someone, they can connect with who relates to them on some level. With this connection, it makes it easier to collaborate on ideas that would help support what the youth are going through. Something that ties to this is making sure that there is a cultural responsiveness and understanding of barriers that exist for different groups of youth and families. This means ensuring there is representation for all youth in spaces that can offer support. This also means making sure there are interpreters available for support.

A third method that helps youth feel more supported goes back to the transparency adults have with youth. This is making sure there are clear expectations set for youth. Making sure youth know what their rights are when sharing personal information is important as well as making sure they know what is going to happen with the information they share.

Another method that helps youth to both be and feel supported is making sure they're aware of what resources are out there that could help them with whatever it is that they are going through. This includes making sure that there are spaces that they know they can go to any time. One adult we interviewed said that youth have expressed that "Having that accessible space where people can come and they don't have to sign in at an office or call ahead of time or things like that... if you need to, you can just walk in during these hours and get what you need" is important.

“ Having that accessible space where people can come and they don't have to sign in at an office or call ahead of time or things like that... if you need to, you can just walk in during these hours and get what you need.”

The final element to ensuring youth feel supported by adults is the implementation of culturally relevant activities. One adult we interviewed shared that opportunities like this have helped youth feel more connected to who they are. When speaking about Native youth they said, "Our tribes have gotten much more active in inviting youth to go digging or to go fish... We have a yearly fishing thing that they look forward to every year. So those opportunities within the tribe to help [youth] connect with their identity." These activities can be beneficial to help youth feel more connected to their identities, and, "[It is beneficial to]... have a person within the community, that's not their family that they could trust and learn from."

Question 3: In the spirit of innovation, what strategies would you like to try to create to build connections to further support youth?

In reviewing the feedback from the adult participants, four themes arose in the discussion- youth voice, youth leadership, institutional change, and an increase in support centers/groups.

Adults have shared that a way they would like to support youth is to amplify their voices whether that be, creating spaces for youth leadership, changing the way the education system functions or increasing the amount of youth spaces. They have also said that making sure youth understand the importance of education can help them be supported.

Adults want to create spaces for youth leadership. Encouraging youth to take on responsibilities and roles for the community can help ensure a supportive environment both at school, and in life outside of it. This would allow for youth to have autonomy and leadership in traditionally non-autonomous spaces, for example in schools. Making sure youth feel like what they are doing matters can help them feel more supported by those around them.

Adult participants have also shared amplifying youth's voice when discussing issues that directly affect them. One thing that was said that would help youth get this opportunity is to move the voting age down to 16. Another thing that would help them feel like their voices matter and are wanted is creating opportunities for youth to participate in activities that would offer a stipend for their involvement.

A third major strategy that was named by adult participants to help youth feel more supported was to make structural changes in institutions that youth are a part of, such as schools. This could lead to completely restructuring the ways in which hierarchies in institutions function. One adult said, "I think it's important for youth to see adults who are actually actively trying to create systems of care, systems of liberation, systems that are life giving, and places for everybody to thrive."

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A fourth strategy that adults say would help youth feel more supported is increasing the amount of gathering spaces for youth with similar lived experiences. This type of space could include clubs or activities that do not center around sports or academics and could be facilitated by a trained adult.

The final strategy shared by participants was the implementation of education programming centered on life skills. This type of training could include financial literacy classes, emotion regulation training, and other skills that may not typically be taught in a home environment. One adult shared, “When I had teenagers that I worked with that was a piece that was often missing. Like knowing how to take care of yourself and having some sort of financial literacy as well just to help prepare them as they move through life, especially for families that have abuse happening; those might not be skills that they're getting from the home or from whatever placement they're in and so helping fill in that gap.” This also includes having a better learning environment in schools so that youth feel like leaving the community is not scary.

Question 4: What does safety for every child look like?

In reviewing the feedback from the adult participants, five themes arose in the discussion- youth safety, appropriate representation, trauma informed practices, consensual relationships, and community driven support.

Many adult participants agreed that a major part of ensuring that youth are safe is also ensuring that adults have a sense of safety and manage mental health. Participants discussed that adults should be actively tending to their own mental health and working on their traumas so that they can support children in the way they need to be supported. There should also be trauma-informed, youth-centered, and survivor-centered spaces. One adult we interviewed said, “I think to me, that looks

like adults who are actively tending to their own mental health and working on their traumas so that they can show up in an appropriate manner for younger people.”

Participants have also shared an essential element to evaluate when ensuring child safety is assuring proper representation and inclusivity. Something that can help with this is making sure there is representation in classroom materials such as books, lectures, etc. It is important to ensure that children and youth see themselves in those kinds of spaces.

A third important element that was discussed for ensuring every child is safe is for adults to abide by trauma-informed practices. It is important to establish trauma-informed practices and to try and understand the impact that trauma can have on a child's life. This is also important because it can encourage positive relationships and connections with all students.

A fourth theme that emerged to help children feel like they are safe is to make sure every single interaction is consensual. This means encouraging consensual relationships and connections between students. It also means it is important to acknowledge that youth have intersecting identities and safety needs might vary.

Another concept that was noted about youth's safety was thinking about community level conditions that support thriving for every family. These conditions might be economic status, and food security. On top of that it could mean thinking about how safe a child's neighborhood is and what access to community resources looks like. This also looks like thinking about what identity-based violence is prevalent in these areas. One adult said, “Safety for children kind of starts with safety for adults as well...In terms of what the family is experiencing, often there's poverty within the family and a lack of access to critical resources.” Another thing a participant shared was the importance of having a network of support—this can be in the family but also outside of the family. Some adults we talked to said, “We have noticed that when families don't have shelter, food, clothing, transportation, all these basic things, the stress level is usually higher... I think that if we could create an environment for a family where all their basic needs are met, and then once that happens, offering them support... that would be creating safety.” Another said, “I think a big

part of safety is going to be things just along the lines of having needs met, not necessarily just the physical needs of things like shelter and food, but also emotional needs, being able to have someone that they feel safe talking to and feeling loved.”

“ I think to me, that looks like adults who are actively tending to their own mental health and working on their traumas so that they can show up in an appropriate manner for younger people.”

Question 5: What impact does mandatory reporting have on help-seeking for youth, for parents and caregivers, or for other adults?

In reviewing the feedback from the adult participants, three themes arose in the discussion– fear of disclosure, fear of reaching out, and inconsistency within the mandatory reporting system.

Some things that adult participants noticed about mandatory reporting that affects youth is that youth are hesitant to discuss abuse, neglect, or identity based violence because fear of disclosure might lead to reports or legal repercussions. One person said, “I do think that it can impact the trust that we have with young people and kind of prevent them from telling us everything that’s going on because they know we have to bring it up the chain.” Another individual stated, “Letting youth know what will happen if they disclose harm to a mandatory reporter and safety planning with youth who do disclose has proven to reduce harm.” Something that has affected youth about mandatory reporting is that it is unclear to them what will happen when a report is made. Youth fear that they are going to lose power over the situation if a report is made. One adult said, “Knowing that you’re still in charge of your own narrative, of your story and of what’s going to happen is really important for individuals.”

“ Letting youth know what will happen if they disclose harm to a mandatory reporter and safety planning with youth who do disclose has proven to reduce harm.”

Another trend that was identified by the adult participants is that mandatory reporting affects parents and caregivers because often reports made in the system are biased against Black, Indigenous and People of Color, this makes some parents feel reluctant to seek support. Parents fear that reaching out for help will cause more harm instead of providing the support that is needed. One participant noted, “The mandatory reporting that’s done in Oregon goes to [Child Protective Services] CPS and a lot of families have been very hurt and traumatized by their programs and their interventions. For me, it’s like an immediate off switch for families. I can build all the trust I want... I can get them to open up to me, but as soon as I say, ‘Hey.... I am required by law to report (this)’ people won’t talk to you anymore after that.” The inconsistency in mandatory reporting leads to issues on what should and should not be reported.

Adult participants also discussed the impact reports have on adults is also significant because every report that never goes through a full investigation or is ignored causes concern and can make individuals more disheartened in the system. Reports can also unintentionally escalate the situation youth are in if the person who has used violence discovers that a report has been made. The system is not set up well enough to respond to reports in a meaningful way. There is evidentially not enough staff to make reports to always be effective.

Question 6: In your roles, or in your role, what barriers have made it hard for you or others that you know, to support youth?

In reviewing the feedback from the adult participants, four themes arose in the discussion– lack of resources, inadequate community spaces, lack of funding for youth support systems, and finally support for those who work with youth.

A common theme that came up in the informational interviews is a lack of resources. There are not many community spaces for youth, there are often adults making decisions for youth about what they need, and there is sometimes resistance from parents. All of this to say that there needs to be more access to support.

Participants discussed that there are some community spaces meant to help support youth, but they lack key components needed. These spaces are often not as diverse as they need to be, which makes it hard for youth to connect and feel supported by one another. There is also a lack of funding for youth-specific spaces. Adults are generally the focus in these types of spaces which makes it so that youth, who are not at the same maturity level as adults, conform to adultism. This is also a contributor to why adults tend to make the decisions about what youth need, without the input of youth.

There is also the issue of funding for youth spaces. There is not enough funding to provide a space where youth feel that they are being heard and supported. One adult said that they wonder, "Do I have the funding to be able to provide basic needs for this youth to be able to thrive?" This is a common question adults ask themselves when trying to find support for youth who need it.

Availability and accessibility of concrete supports were also named as a significant role in the current barriers to supporting youth. There are often waitlists for therapy or support groups and so it is difficult to find the support a person might need. One participant said, "If I'm referring out to different resources, how long is the wait? So, if I have a youth that needs counseling services... the wait is usually always three to six months... I really would say, I'm just working against the system would be the biggest barrier. It's like "Hey, we have all of these amazing services!" and I have this youth that needs something that I can't get them in anything, because they're all full." There are also therapists that have overwhelming caseloads, limited capacity, and are starting to burn out. Because of this, they do not have the capacity to take on more youth who need support. A participant shared, "[We need] less hours in a traditional work week (without pay necessarily going down) so that caregivers can feel more resourced to support their youth." They also went on to say, "People are paid really poorly to support youth."

Another thing that is challenging is even if a child knows they need support and other adults know they need support, sometimes the parents do not want them to get the support that they need. One adult said their experience is, "Sometimes there are parents who don't want their youth speaking without them or going to seek help or resources."

A final thing that adults said that makes it hard to support youth is the emotional toll of working with youth. Adults who work with youth experiencing maltreatment also need support. One adult said, "I think that emotional toll, when you are working with young people who have experienced child maltreatment; that can be a really big thing if you don't have support in place for yourself to manage your own emotions around it."

“ I think that emotional toll, when you are working with young people who have experienced child maltreatment, that can be a really big thing if you don't have support in place for yourself to manage your own emotions around it.”

Question 7: What strategies or approaches have you utilized that have effectively promoted youth voice and speaking out?

In reviewing the feedback from the adult participants, two themes arose in the discussion- supporting youth led spaces and maintaining healthy relationships with youth.

One strategy that adult participants look to help support youth is youth-led spaces. These spaces are often more accessible and approachable than alternatives. These spaces also give youth a platform to share their experiences and develop empathy skills with people their own age. This helps foster respect and camaraderie among peers as well. Additionally, youth-led spaces can help people find a sense of self because it provides empowerment through therapeutic experience. There are also a wide variety of reasons youth come to these spaces. One individual said, "What we get is a lot of diverse stories, some focus on bullying, some focus on building a skill in sports, some actually go straight to abuse, or some form of trauma."

There has also been the development of Youth Action Councils and forums. These involve youth in strategic planning. This helps youth to learn decision making because they are participating in a decision-making process. For Native youth, it can help them learn about tribal government. One adult said, it is "letting our youth know that they are important in the direction of our [school] district and also our community."

It is important to support youth in building their inner confidence and self-esteem. Supporting youth in taking on leadership roles such as the president of a Youth Action Council, can be beneficial. It is important for them to know that their voice matters, which is why it is so important to create spaces that are meant to help youth feel proud of themselves and their accomplishments.

A final strategy adults suggested was to emphasize the importance of maintaining a healthy relationship with youth. One thing to remember about doing this is that you want to make sure to figure out issues with youth instead of for youth. One adult said, "If I don't know the answer to something, or if I don't know what comes next, letting them know that we will figure it out together [is important]." With this, it is important to consistently show up for youth when issues arise. Another individual shared, "For me, it just comes down to relationships. Have I created an environment of safety and connection and welcoming enough that a youth would feel comfortable sharing their story with me?"

“ For me, it just comes down to relationships. Have I created an environment of safety and connection and welcoming enough that a youth would feel comfortable sharing their story with me?”

Question 8: Based on your interactions with youth, what spaces or locations do youth not consider safe outside of some school settings?

In reviewing the feedback from the adult participants, seven spaces arose in the discussion- lack of gender-neutral bathrooms, medical and administrative offices, spaces with a large police presence, bus stops, in youth's own homes, with mental health providers, and non-representative youth programs.

There are so many places outside of schools that adult participants consider to be unsafe environments for youth. A major one is facilities that lack gender-neutral bathrooms. This type of space can cause youth to have anxiety, it can also create discomfort, and mistrust, especially for transgender youth.

Other locations include medical offices, and administration offices. Another specific place is places that have high surveillance and a large police presence. This can especially feel unsafe in places that are not culturally specific. This can particularly make Black, Indigenous and Youth of Color in predominantly white spaces uncomfortable.

More specific locations that adults deemed to be unsafe for youth are bus stops, in some cases at home, and with mental health providers. Bus stops can be unsafe because there is often violence from peers or community members in these spaces. Home can be unsafe for youth if there is unstable housing or abuse, neglect, or identity-based violence. Mental health providers can feel unsafe for youth as well. One adult said, "There's a lot of youth that I work with that don't feel safe going to mental health counselors. As much as it would help them, it's stigmatized, it's taboo."

“ There's a lot of youth that I work with that don't feel safe going to mental health counselors. As much as it would help them, it's stigmatized, it's taboo.”

Lastly, another major place that adults deemed to be unsafe are within sports teams. For Native youth in particular, sports teams can feel unsafe because of how often Native youth are benched. Native youth often do not feel safe when there is a non-tribal adult in an authoritative position. For each individual though, there is a different idea of what is 'safe.' This can be the case because even if a space is intended for youth, it still could feel unsafe if there are people that do not want them there.

Question 9: How have you been able to create safe environments for youth to express themselves in the past? And if so, what have been key elements of those environments that have created this impact?

In reviewing the feedback from the adult participants, two themes arose in the discussion- youth space safety, technology, enabling youth to combat adultism, and maintaining representation.

Adult participants discussed that there has been an effort to have spaces that help youth to feel safe. One example of this is creating designated places for youth to feel free from judgment. These are spaces where they can be

themselves without any pressure and meet peers who share similar identities. Adults can help support youth to build a community within themselves where they can depend on each other. One adult said, “The better we can teach them to not stick together but be there and support one another and speak up for somebody who may be being bullied.” Another adult noted, “We’ve created this culture, where we want the kids to all feel safe and to create safe spaces for their peers, within themselves in their age groups. Because it’s hard being a minority in a dominant white culture.” Another example is through technology. Making virtual and hybrid spaces available can be helpful to accommodate youth that have a hard time accessing in person spaces.

“ We’ve created this culture, where we want the kids to all feel safe and to create safe spaces for their peers, within themselves in their age groups. Because it’s hard being a minority in a dominant white culture.”

Some other ways adults can help youth feel safe in their environment is tackling adultism. This means respecting youth as equals. To do this there has to be an effort to create relationships with youth instead of a stance of being in charge of youth. Youth should have agency. There is also an importance for youth to have safe adults. This means a meaningful, trusted connection between youth and adults. With these adults it is important to focus on healing work, building trust, and truly listening to youth. It is important to follow youth’s recommendations and apply their thoughts in work to keep them safe.

The final method adults suggested was demonstrating representation and upholding group norms that support youth safety. This can help youth create a space where they can learn from one another. It is also helpful to ensure an adult is present to ensure harm is being addressed.

Adults Who Work with Children and Families and Have Experienced Incarceration: Interview Round 1

Three Lane County individuals who work directly with youth and families and have personal lived experience of incarceration were asked a series of seven questions, which can be reviewed in Appendix F.

Question 1: What do you see as the most significant barriers to youth, caregivers and families reaching out for help when they need it?

Participants shared several barriers experienced by youth, caregivers and families in reaching out for help ranging from fearing the response or consequences, fear, lack of awareness of resources and the importance of trusted relationships.

All the responses that emerged from this question with participants outlined that one of the most significant barriers to youth reaching out for help is that youth are concerned about the response or consequences associated with reaching out. Participants shared that youth fear potential retaliation for reaching out for help. This fear also includes fear around what may happen to them, their family and their siblings, possible forced removal and other potential unknown and unforeseen challenges related to that removal.

Participants also shared that youth fear potential consequences if they remain at home. One participant shared, “[Youth can] just feel like things are going to get worse for them at home, and they’re already really bad. So, they just keep it inside. And they never tell anyone.” In addition to fearing the potential harms of a response, participants also shared that many youths feel that if they reach out for help, nothing will happen or change for the better. One participant shared, “I have a stepchild, I split time with their other parent, I take them to therapy. I’m very active in their life. And we had some issues where they came home with bruises. And, and so...we reported it, and we did all those things, you know, talk to the counselor, the counselor said they reported it, nothing ever happened. So do you think my child feels like they want to risk getting in trouble and telling me about what [is happening]? No, probably not.”

Participants also shared that many young people love and care for the person(s) who have harmed them and don't want bad things to happen to them. They noted the importance of trusting relationships with adults in creating an environment where youth feel comfortable reaching out for help when they need it.

While the question regarding barriers to caregivers and families reaching out for support received less direct responses from participants than the question focused on barriers for youth, multiple participants shared that a common barrier to help-seeking for caregivers and families is that they do not know where to go to get help. Participants shared more about barriers for caregivers and families specifically in responses to other question prompts.

“ [Youth can] just feel like things are going to get worse for them at home, and they're already really bad. So, they just keep it inside. And they never tell anyone.”

Question 2: What can adults do to build authentic, meaningful connections and relationships with youth?

Participants shared many ways in which adults can build authentic, meaningful connections and relationships with youth including the importance of demonstrating trust and non judgment.

Some common responses included focusing on building trust, consistency and reliability and utilizing a trauma informed approach. Participants also emphasized the importance of recognizing that adults do not always have the right answer and listening to youth without focusing on how to respond or “fix” the situation. Participants shared that adults can also aim to create a space where unconditional support to youth is offered but not forced, allowing youth to move at their own pace without pressure or expecting anything from the youth in return. One participant shared, “Youth tell me things when they know I'm not going to repeat [what they share] to others and they're not going to get any judgment—they're just going to get love.” Participants also shared the importance of understanding that each youth has unique experiences and needs and tailoring their relationship to the individual young person.

“ Youth tell me things when they know I'm not going to repeat [what they share] to others and they're not going to get any judgment—they're just going to get love.”

Question 3: What are some of the key elements or components of safe environments for young people to access support, speak their truth and build trusting relationships?

Participants shared that some of the key elements of safe environments for youth include making youth feel welcome and “meeting youth where they are” with low barrier access. Participants emphasized the importance of youth being able to share experiences of harm without fear of consequences and knowing that the person/people doing the harm will be held accountable. Participants also noted the importance of wraparound support including resources for survivors and individuals who use violence. One participant shared, “Once people have a vision for their life and a new story about themselves, nothing can get in their way.”

Question 4: What if any impact does mandatory reporting have on help seeking for youth? For adults? Do you see this as a barrier to preventing child abuse and neglect in Lane County? Why or why not?

Adult participants from this group emphasized that the current system of mandatory reporting is ineffective at best and often does more harm than good.

Individuals shared that often when a mandatory report is made there either isn't sufficient follow through, or a child is removed from a home without providing any support to the family/caregiver/youth. One participant shared, “DHS [Department of Human Services] and Child Protective Services, they have such a bad rap for just being like the villains. And that just they have to change that they have to spin that somehow where they need to come across as people who generally want to help, instead of people who are going to come take your kids.” One participant, who is a mandatory reporter, shared that they have never seen any impact, positive or negative, from a report they have made and that they have never been followed up with after making the initial report. This participant shared, “I don't know where that

[mandatory] report goes. I don't know who sees it... who reviews it, no one talks to me about it." Participants shared that there is uncertainty around what individuals are legally obligated to report. One participant shared, "I think the rules of what's reportable and what isn't has... changed, but no one's told that to very many people." One participant shared, "[In my experience during my youth, the person who used violence towards me] could get away with it, the cops were okay with it, and there was nothing I could do." Participants emphasized the potential damage to trusted relationships that can occur when someone is obligated through law or institutional policy to file a report. Individuals also shared that these mandates may not always align with the best interests of the youth involved and contribute to increased distrust of authorities common in communities affected by trauma.

“ DHS [Department of Human Services] and Child Protective Services, they have such a bad rap for just being like the villains. And that just they have to change that they have to spin that somehow where they need to come across as people who generally want to help, instead of people who are going to come take your kids.”

Question 5: Research indicates that shame, stigma, fear and social isolation may contribute to the reasons why a “culture of silence” exists around child abuse and neglect. Do you agree? If so, how do you see shame, stigma, fear or social isolation contributing to the “culture of silence” in your community? Is there anything else you would add to this list that contributes to the “culture of silence” that surrounds child abuse and neglect?

Participants from this round of informational interviews shared that the fear of social isolation, judgment, not being believed and unknown outcomes/consequences as well as stigma and shame all contribute to the culture of silence surrounding child maltreatment.

Participants shared that the culture of silence is also supported by the norm that “family issues need to be kept in the family” as well as religious and cultural barriers to disclosure. One participant shared, “[Coming

forward about abuse is] a weight lifted off their shoulder, but for some reason, that still doesn't make it worth the backlash, or the things that people might say, behind their back or, all those things, especially when it comes to sexual abuse.” Another shared, “You love your family and don't want it to be broken up... you don't know what's going to happen to them, to your siblings.” Another shared that existing systems are inflexible and adopt a “one-size fits-all” approach which also contributes to the culture of silence because individuals respond to trauma differently and have unique perspectives and needs related to support and healing.

Some participants also shared that humanizing our systems to embrace more restorative practices beyond the “one-size fits-all” approaches with the criminal legal and child welfare system responses allowing for more options for safety, accountability and healing would help address the culture of silence. One participant shared about their experience as a parent who experienced incarceration: “I put [my children] in a safe place [with other caregivers] because I knew I had a problem, and it finally ended, but the consequences... When does somebody's sentence actually end? Whether that's getting a job, re-engaging as a parent, pursuing more education, reconnecting with family... we go serve our time, and then what? There's got to be some kind of help that a parent can get inside a prison because there wasn't anything for that. There was nothing I could do... my voice wasn't heard.”

“ It's [coming forward about abuse] a weight lifted off their shoulder, but for some reason, that just still doesn't make it worth the backlash, or the things that people might say, behind their back or, you know, all those things, especially when it comes to sexual abuse.”

“ You love your family and don't want it to be broken up... you don't know what's going to happen to them, to your siblings.”

Question 6: What do you see as some of the root causes of violence in Lane County? Why does violence happen in the first place and why does it keep happening?

The three most common responses amongst participants in response to what the root causes of violence were economic instability and widespread substance use and mental health concerns.

Participants shared intergenerational trauma and a general lack of coping skills. One participant shared, "...I feel like we don't, as a society, don't know how to deal with things well. And so, violence is one of the coping skills that we have used." Individuals also shared that lack of parental engagement, support and education and a culture that lacks empathy also contribute to child maltreatment in our area. Participants also highlighted that more emphasis is needed on family centered approaches and interventions to interrupt cycles of abuse. Participants noted that our existing systems continue to perpetuate violence through approaches that don't address the root causes of child maltreatment in our community.

“ ...I feel like we don't, as a society, don't know how to deal with things well. And so, violence is one of the coping skills that we have used.”



Question 7: What would be happening in Lane County if every child was safe, had access to support and was thriving?

Participants responses to what would lead to a dramatic reduction of child abuse in Lane County centered around two main themes- concrete supports and prosocial knowledge and skill development.

In terms of concrete support, participants shared that Lane County needs to address wealth inequality, cost of living and housing to address the basic needs of youth and families. One individual shared, "I feel like, until that [more equitable wealth distribution] can happen, you know, we can't really say that all kids are going to be safe". In terms of prosocial knowledge development, participants shared that increased awareness about healthy coping skills, available community resources and the importance of self-esteem. One person said, "I see every day, the potential, you know, the greatness in some of these kids, they come down here, and they're so talented, so amazing in so many different ways... But they've been told their whole life that they're less than that, not to be here, that they don't deserve anything. And they start to believe that." Regarding prosocial skill development, individuals emphasized that increased access to youth activities (events, groups, physical and digital spaces, etc.), mentorship programs, emotional and social support, parent education programs and mental health services would all contribute to an environment that protects against child maltreatment. One participant shared, "Opportunities for parents to go to therapy with their kid(s) can be life-changing because it can teach you that sometimes, what your kid is going through, has nothing to do with you."

“ I see every day, the potential, you know, the greatness in some of these kids, they come down here, and they're so talented, so amazing in so many different ways. ... But they've been told their whole life that they're, that they're less than that, not to be here, that they don't deserve anything. And it's like, and they start to believe that.”

Adults Who Work with Youth and Families: Interview Round 2

We interviewed adults that work with youth and families twice. For the second round of informational interviews, we noted key themes that emerged from our informational interviews with youth. From there we developed the following series of questions. For the full list of questions view Appendix G.

Concept 1: Based on conversations with adults and youth, we agree that we need more youth voices in building solutions to prevent child maltreatment. The adults we met shared that youth need to be invited to more spaces. The youth we met, however, feel like generally, even in spaces that they are invited into, that adults don't listen when they speak and share their input.

Question 1: What are possible reasons for this disconnect?

After compiling the answers from all the informational interview participants four themes arose in the discussion including lack of action/poor implementation, power dynamics, invalidating adult spaces, and generational divide.

Many of the adult participants in our interviews voiced a lack of action and solutions brought to the discussion regarding youth input. A common sentiment among participants was that youth are being invited to these spaces superficially, with one participant stating, "I think when youth are invited into a lot of spaces where adults in power are, they may feel like decisions have already been made, before they're even able to give input." Leaving youth feeling as though they are left with no real input in the decisions involving them and their community. This also lends itself to the decisions they do participate in left feeling minor and non-consequential.

Power dynamics played a large role in how the participants replied to the question. Many believe adultism played a large role in the recurring sentiment of a lack of authenticity. Adults claim to listen to youth voices yet adults in positions of authority believe to know better for youth which results in adults not fully acting for the expressed desires of youth. Many participants believe the power dynamics at play during these conversations with youth hinder meaningful youth engagement resulting in a lack of trust.

When discussing this question, the adult participants also emphasized the adult spaces where youth feel invalidated in these adult-driven spaces furthering that lack of trust. This lends itself to both ways where adults don't think youth have the maturity or knowledge to make impactful decisions. Youth feel as though the input they bring to the table is not taken seriously. One participant shared regarding that breakdown in trust: "When youth recommendations aren't taken seriously, and they get brushed off enough times they don't have that trust established."

“ We need to be listening more than talking and not trying to generalize our experience to what they're going through and what we think they should do.”

Adult participants also brought up that adults don't fully comprehend the challenges youth face in their generation and what they didn't have to go through at their age. The focal points of this conversation were generally aimed at technology engagement. Other points brought up in this conversation were the need for parents to adopt better parenting techniques to accommodate youth and their modern-day obstacles, with one participant stating, "We need to be listening more than talking and not trying to generalize our experience to what they're going through and what we think they should do."

Question 2: What do adults need in order to listen authentically to youth, especially when it comes to decisions about preventing child maltreatment?

After compiling the answers from all the interview participants, two themes arose in the discussion- the disconnect between youth and adults and secondly, training and development.

Adult participants shared the need for adults to “let go of their egos” for internal shifts to occur and let youth lead whether that be in discussions, organizations, or as participants to make impactful decisions for their community. Participants stated the best means to achieve this is through training and development. Implementation of training programs, particularly addressing adultism with culturally sensitive approaches with a statewide or nationwide standardized youth engagement practice. One participant shared, “From the ground level, we need to have a standardized youth engagement practice that we all agree on. It would be a lot more effective if individuals had the ability to shape policies.”

“ [adults need to] let go of their egos.”

Concept 2: When speaking to youth, we identified three key themes that emerged as underlying challenges that their parents/ caregivers faced. These challenges not only made it more difficult for these caregivers to care for their children but also exacerbated the likelihood of them using violence toward them. The themes were poverty, substance abuse, and mental health challenges.

Question 1; Poverty: In Lane County what are the specific challenges that parents/caregivers in poverty deal with that may exacerbate the potential for them to use violence toward children?

After composing responses from all the interview participants, three themes arose in the discussion- cost of living, food insecurity, and parental challenges in poverty.

When discussing the cost of living and its impact on the challenges for parents, many adult participants agreed the disproportionate cost of living in Lane County, particularly regarding housing expenses compared to lower wages, is a significant concern. Participants discussed the impact of recent events and how they have increased the financial instability of many families with many parents losing jobs and rent levels on the rise with one participant stating, “What the pay levels of the local economy of Eugene or Lane County offers versus how much the cost of living with housing is here is completely disproportionate. Housing and rent levels are close to Portland. And yet the jobs like what you can make in a salary or hourly are so much lower than in a lot of big cities.”

Participants discussed the stress surrounding food insecurity and the challenges it brings with it and how this can damage the relationships they have with their children, as one participant states regarding food insecurity: “Anger is an easy response when your mind is worried about other necessities.” This stress may be only exacerbated by the high housing cost which may lead to a lack of available funds to go toward nutrition and as one participant states.

“ Anger is an easy response when your mind is worried about other necessities.”

The final theme highlighted are the parenting challenges that come from poverty such as the struggle to find affordable childcare with long waitlists, limited access to affordable healthy food, and lack of time to spend with children due to multiple jobs. These factors can take a physical and emotional toll on parents with the lack of support and services leading to chronic stress and a limited emotional capacity to navigate challenging child behaviors. With one participant stating, “When your

entire focus is on [trying to meet basic needs], I think that creates a level of stress where if your child is dealing with some challenging behaviors, instead of having the ability to take a step back and process that in a healthy way, there's no capacity for that because it's all going towards surviving."

“ When your entire focus is on [trying to meet basic needs], I think that creates a level of stress where if your child is dealing with some challenging behaviors, instead of having the ability to take a step back and process that in a healthy way, there's no capacity for that because it's all going towardssurviving.”

Question 2; Poverty: What supports do you think could alleviate these challenges that you named?

In reviewing the feedback from participants, two themes arose in the discussion- financial support and education.

When discussing support, there was a large focus on providing financial support to families who are under consideration for child removal. It is apparent poverty disproportionately affects families who have their children taken. Some participants also named the “level of literacy” required in terms of being aware of what social services are available and that can be particularly challenging for those who have never used it or those who don't speak the language and labeled this as a potential barrier. Participants also called for an increase in funding for available mental health providers for both parents and youth and an increase of funding for school support to better enable staff to support youth and their families. Affordable childcare was another major concern from participants claiming it to be an essential support required for many families.

Participants suggested the implementation of education for parents to teach effective parenting methods with courses that work on parenting skills such as how to properly enforce rules and teaching skills to approach difficult behavior. This would be especially useful for parents with older youth as there is far less support as youth get older. There should be a diversity in services offered to parents with bilingual information.

Question 1; Mental Health: In Lane County what are the specific issues (or barriers) that parents/ caregivers experiencing mental health challenges deal with that may exacerbate the potential for them to use violence toward children?

After compiling the answers from all the informational interview participants, two themes arose in the discussion- accessibility to mental health services and disparities in quality of services.

When participants discussed accessibility to mental health services it was apparent that the mental health providers that are available are not enough, and that there is a shortage that is negatively impacting parents and youth. This is further hindered by high costs, limited availability, and inconvenient scheduling. There is especially a critical shortage of mental health clinicians in Lane County, underscoring the need for more professionals to address the increasing demand for mental health support.

Participants also identified the disparity in mental health services between what wealthy individuals can access versus what's available to others. The conversation questions the necessity of low-quality services and advocates for equitable access to high-quality mental health care for everyone. One participant shared the question, “Why are there low quality mental health support options? There shouldn't be any low-quality ones. There doesn't need to be this differentiation between what wealthy people can access and what everybody else can access. Especially when we're talking about quality.”

“ Why are there low-quality mental health support options? There shouldn't be any low-quality ones. There doesn't need to be this differentiation between what wealthy people can access and what everybody else can access. Especially when we're talking about quality.”

Question 2; Mental Health: Recognizing that there is a huge need for more mental health specialists, what else can we do to support parent's/caregiver's mental health to allow them to be able to better support youth?

In composing the responses from all the participants, two themes arose in the discussion— parenting support and strengthening partnerships.

Childcare is inaccessible to many with high cost and long waitlists. It was suggested to integrate childcare options as a standard employment benefit, making it more accessible for working parents. When looking at strengthening partnerships there was a large call to recognizing the intersectionality between all the

Lane County resources, (such as mental health, food insecurity, housing, and domestic violence services) and how all these resources come together to support families. Methods of strengthening the relationships between organizations were to maintain open communication, referral systems, sharing information and exposure for one another. One participant said, it is important to, “Help create pathways for upper mobility or to help make things a little bit easier, a little less stressful on people’s lives.”

Question 3; Mental Health: Recognizing the unmet demand for mental health professionals in Lane County, what tools, or information, would be helpful for current mental health professionals to be able to provide ongoing support to parents and caregivers?

In reviewing the feedback from participants, two themes arose in the discussion—access to therapy and creating supportive projects.

When participants discussed this question there was an obvious call to continue to increase mental health services provided while also pushing for more affordability in those services. Participants called for alternatives to therapy as a potential option acknowledging the lack of clinicians. This involves exploring different means to aid mental health outside traditional therapy. When discussing supportive projects there was a large call for free or affordable support groups. Groups such as offering opportunities for parents to connect socially to better provide peer support for parents. Additionally, these spaces may be used to

provide education to parents. Education is important as one adult said, “the third theme that we talked quite a bit about with youth, actually, was that thinking about substance use. And youth really talked about substance use, like from adults, as our key factor that contributes to violence, both around youth and also towards youth, they really talked a lot about how substance use is very normalized among adults, they feel that substance use is very normalized amongst adults.”

Question 1; Substance Abuse: Youth named adult substance abuse serves as a factor that contributes to violence around and toward youth. Youth also noted that substance abuse is often normalized among adults. They indicated that they feel safer with adult caretakers that are not using substances. What ideas do you have about what would help adults to shift the way they (we) think about adult substance use and its impact on youth?

After compiling the answers from all the informational interview participants, two themes arose in the discussion—education shifts in perspective, and mental health care access.

When discussing education programs there was a draw to create educational programs in schools that provide an understanding to the nature of substance use, the risk, and responsible use especially for more commonly used substances such as alcohol or marijuana. This could help reshape the perceptions people have regarding these substances. Participants also pushed the need for access to treatment, with several participants sharing that drinking alcohol is so ingrained in our culture, and we need to support people through recovery with one participant sharing, as a society we will view substance use as a moral failure. It’s widespread but also not talked about in an open way for a lot of people. There’s so much stigma and shame around it... it’s a medical condition and deserves to be treated.”

“ As a society we still view substance use as a moral failure. It’s widespread but also not talked about in an open way for a lot of people. There’s so much stigma and shame around it... it’s a medical condition and deserves to be treated.”

Adult participants shared that one key to helping adults is understanding why individuals turn to substance use as a coping mechanism instead of criminalizing drugs. This comes in the form of addressing trauma and providing mental health resources that could potentially reduce problematic drug use. This involves using a harm reduction stance rather than an abstinent approach. How we view substance use is controlled by society, this is delivered in the forms of commercials, social media, etc. A shift away from popular norms in society such as “wine mom culture” where it has become normalized for parents to drink in front of their children and care for them while they are intoxicated. It is important not to shame people for drinking but rather offer different and potentially healthier options.

Question 2; Substance Abuse: How can we, as adults that work with youth and families, support people who are dealing with substance abuse behaviors to be able to better support youth?

After compiling the answers from all the adult participants, two themes arose in the discussion– creating safe spaces and more access to support services.

When looking at creating safe spaces participants believe in encouraging safe drug use practices and designated areas for substance use to mitigate the risks associated with addiction. This could also be done by implementing safe use centers drawing from models in other countries that have implemented safe use centers with success. These centers can connect individuals with necessary support services and reduce the harm associated with drug use.

Participants discussed more access to support services believing that there should be a focus on recovery for individuals and their family. These services should be offered to the family, partner, and children of the individual as the use of substances can cause significant trauma, fear and anxiety throughout the whole family. When participants discussed education a large conversation around not shaming youth for the use of substances, being able to have open conversations about use, as one participant shares, “If we increase access to mental health supports, that could go a long way because substance use is usually a band aid solution for something deeper going on”. There should be a larger drive in encouraging community involvement and

awareness regarding addiction. These groups should foster empathy, understanding, and support for those dealing with substance use disorders.

Question 3; Substance Abuse: Given that substance abuse is a stigmatized issue that requires comprehensive support to address, what ideas do you have for connecting parents and caregivers who experience substance abuse to accessible resources and/or information about its impact on youth?

After compiling the answers from all the participants, four themes arose in the discussion– safe communication, contextualizing substance abuse, need for holistic support and an emphasis on root causes.

Participants emphasized the importance of creating an environment where individuals feel safe to discuss substance use with medical professionals without fearing repercussions. Participants also made sure to note the barriers to accessing medical care and barriers for individuals to seek help for substance use disorders because of mandatory reporting laws and fear of legal repercussions.

Participants emphasized the importance of contextualizing substance abuse. Instead of focusing on symptoms of substance abuse, the conversation should be focused on understanding the root causes that drive individuals to these behaviors. There needs to be advocacy for providing support that considers the individual’s relationship with substances and aims for healthier balances rather than a one-size-fits-all approach to recovery. There should be a focus on fostering open conversations regarding substance use and platforms for youth to share their stories with substances.

Participants also shared the importance in parenting education that focuses on increasing awareness of the impact of substance use for youth. By fostering open conversations, we not only empower the youth to voice their experiences but also contribute to a broader understanding of the multifaceted issues surrounding substance abuse. Offering information in diverse languages acknowledges the cultural diversity within communities, breaking down language barriers and ensuring that critical information reaches a wider audience.

When discussing the need for holistic support participants articulated a comprehensive approach to substance use disorders that goes beyond just medical care is key to solving this issue. Where a focus on understanding and addressing underlying issues driving substance use. With one participant suggesting a support system where “[adults share stories of adults] who had parents struggling with substance use when they were younger... how that affected them and how that’s carried through their life.” This form of support system may also help current parents seek help or see that it’s possible to heal and move on from substance use.

Concept 3: Another theme that emerged in both our conversations with adults and youth is that mandatory reporting creates a barrier for youth seeking help. Youth expressed uncertainty about what to expect if they disclose their experience(s) to a mandatory reporter and feared potential repercussions.

Question 1; Barriers to Reporting: Within the current system, what approaches have you utilized, or what strategies could you imagine utilizing, to create transparency with youth about their options after they have disclosed child maltreatment?

In reviewing the feedback from the adult participants, four themes arose in the discussion- strategies for transparency, balancing safety and support, challenges within the reporting system, and clear next steps.

Adult participants discussed various strategies to create transparency when dealing with mandatory reporting. Some of these included preemptively informing youth about reporting obligations, seeking consent or input from the youth before making a report, and sometimes engaging in hypothetical or indirect conversations to gather information while preserving confidentiality. It is important when talking with youth that it has been made clear what mandatory reporting is and what are the adult’s obligations as a mandatory reporter.

When discussing balancing safety and support there is a delicate balance between ensuring child safety, fulfilling legal obligations, and respecting youth agency with one participant stating, “One of the big reasons people [are] not wanting to make disclosures... [is] because of that fear of repercussion.” Participants suggested clearly communicating if you function as a mandated reporter and outlining the specific circumstances that would necessitate reporting. This empowers youth who already have so little autonomy to make informed decisions about what they choose to disclose. In cases where reporting is done emphasizing the importance of involving youth in the decision-making process when possible.

When discussing the challenges within the current reporting system, concerns were raised over the current mandatory reporting system’s effectiveness and training’s lack of emphasis on providing adequate support for youth. Participants highlighted the need for a system that prioritizes youth support and agencies without neglecting their safety. Youth need to have a sense of control over the situation. With one participant sharing, “Sometimes mandatory reporting can make situations worse, it can escalate things, and put people in a lot more danger than they were in before.” This only further hinders people from wanting to seek support due to the fear of the repercussions and escalation. When participants discussed clear next steps there was an emphasis on being clear with youth about next steps and offering to be a stable presence throughout the process. This includes providing ongoing support for youth while maintaining clear and constant communication.

“ Sometimes mandatory reporting can make situations worse, it can escalate things, and put people in a lot more danger than they were in before.”

Question 2; Barriers to Reporting: If we were to target an approach to train adults on transparency within mandatory reporting, which adults would you want to target? (With this we want to recognize that we have somewhat limited capacity so we want to target key adults to make sure we have the biggest impact.)

After compiling the answers from all the participants, two groups arose in the discussion- educators and school-based professionals.

Teachers and counselors were highlighted as high priority targets for training due to their frequent interaction and close relationships with students. These staff members are also in a prime position to notice signs of distress or harm as they interact with them on a near day to day basis. Training educators could alleviate some stressors in their roles and equip them with better strategies to handle sensitive situations without immediately triggering mandatory reports. Nurses, social workers, and administrators were also identified as important targets for their frequent contact with students and can offer opportunities to identify and address issues related to harm and well-being.

Question 3; Barriers to Reporting: What do you assume will happen if you make a report to child protective services/ the police about child maltreatment?

In composing the responses from participants, four themes arose in the discussion- assumptions vs. reality, inconsistency, and an unclear process.

Adult participants shared that there is a common assumption that a mandatory report would prompt immediate and significant action from authorities. This would entail home visits, interviews, witness statements, or direct interventions from CPS or law enforcement. In reality the process takes much more time where the process of CPS intervention may involve building a case over time, requiring multiple complaints before any substantial action occurs. With the current mandatory reporting process there is obvious uncertainty about whether a filed report will trigger any immediate intervention or lead to a tangible outcome.

Participants also shared that the process lacks clarity about the escalation of intervention by CPS or law enforcement where their involvement seems to revolve around instances of severe physical violence.

The discussion around the assumption of CPS received a wide array of responses with one of the most common themes being inconsistency within the system. Follow up with families may happen but could take weeks, unless threat is imminent. How the response always depends on staffing and availability, which hinders the trust of the system with reporters never knowing if there will be action on a report or not. There is inconsistency in the staff where some DHS staff members may be empathetic with the family and sometimes not at all. DHS will investigate and collect information from guardians and children, sometimes the case lacks sufficient evidence and is closed, families are not always connected to supportive services. One participant who directly works with youth shared, “[Youth] feel like they’re getting... screwed over by the system that’s meant to help them... that’s something I would constantly hear.”

“ [Youth] feel like they’re getting... screwed over by the system that’s meant to help them... that’s something I would constantly hear.”

Participants also shared that the process lacks clarity about the escalation of intervention by CPS or law enforcement where their involvement seems to revolve around instances of severe physical violence. What is left is a system that the reporters don’t trust and the youth who hate that benefits no one in the situation.

Question 4; Barriers to Reporting: What would you like to have happen after a report is made?

After compiling the answers from participants, three themes arose in the discussion- active investigations with caution, proactive follow-up, and tailored approach with youth agency.

Participants elaborated that further investigation should not rely on waiting for additional complaints but should be subtle and proactive, seeking to understand the situation more comprehensively, seeking more preventative measures. There should be a focus on

connecting families with local resources, support, services, and more confidential advocates collaboration with DHS. This coupled with ongoing support and affordable services is key to reducing the barriers of care. Participants also suggested that it would be very helpful if DHS had open communication with the report to at the very least know if there is someone who responded to the callout. Participants also voiced the need for tailored approaches centered around youth agencies with CPS or relevant authorities to inquire about the preferences, boundaries, or fears of the youth involved. This would involve a conversation between the worker and the mandatory reporter to understand the youth's desires or concerns. DHS should also not penalize families for inability to fulfill certain DHS requirements due to financial restraints, rather provide support for the families in these areas to help the families.

Question 5; Barriers to Reporting: What do you think that the person filing the report should get to know after the report is made?

In composing the responses from participants, two themes arose in the discussion— confirmation of action taken and supportive information for youth.

The confirmation of action was a universal response from participants in this question as it would be beneficial for the mandatory reporter to receive confirmation that their report has been acknowledged and action has been initiated, without necessarily divulging the specifics of what action was taken or what kind of case was opened. The confirmation and the reasoning behind the decision made could provide a sense of reassurance and acknowledgment that their report was recognized. "Especially if somebody sees a [youth] on an everyday basis, it is important for them to know what's being done behind the scenes so that they're able to support in the ways that they can."

Participants also suggested if a report is made and action taken, there should be suggestions from DHS to the mandatory reporter on how they might support or prepare the young person without necessarily disclosing details that might jeopardize the youth's safety. This could be an important keystone in providing that ongoing support for youth.

Question 6; Barriers to Reporting: What should their responsibilities be in terms of ongoing support for the child(ren)? This could be while a report is being made or ongoing after the fact.

In reviewing participant feedback, three themes arose in the discussion— referral to support services, consideration beyond formal reporting, and in school services.

Participants report rather than only filing a report, there's a call for broader responsibility to refer the youth or family to appropriate support services. This involves recognizing the underlying issues causing the situation, such as lack of resources, access to those resources, and actively guiding them to services that could address these needs directly. There is an emphasis for that ongoing support to include evaluation, monitoring and early intervention. Utilizing trauma informed methods of explaining the process of mandatory reporting to youth and maintaining youth control over their situation is a key responsibility for a reporter, as one participant states, "Having gone through... all these things, [children] don't deserve to have that control taken away from them about their own narrative and their own story."

Participants also suggest surrounding youth with supportive, trusted adults outside of the home as a support system to demonstrate that not all adults are going to hurt them and that they can trust.

In terms of furthering ongoing support, participants have also shared the need for a more holistic perspective. Instead of just seeing an issue and immediately reporting it, there's a push for understanding the context and potential alternatives. This coupled with counseling or support groups who can help them process their situation in school. One participant shared, "This experience can feel really isolating. It could be helpful to connect youth to others who have experienced [maltreatment] in the home, or maybe it's an adult mentor with lived experience. If we let them know that they're not alone and the situation they're in isn't forever, that could be helpful in supporting them."

“ This experience can feel really isolating. It could be helpful to connect youth to others who have experienced [maltreatment] in the home, or maybe it’s an adult mentor with lived experience. If we let them know that they’re not alone and the situation they’re in isn’t forever, that could be helpful in supporting them.”

Question 7; Barriers to Reporting: *If we were to push for policy change around mandatory reporting, how would you reform the response to youth disclosing child maltreatment to better support youth safety and healing? This can be on a local, state or national level.*

After compiling the answers from participants, two themes arose in the discussion— reform and challenges with existing programs.

Participants call for reform around mandatory reporting with an empathetic and accountable approach. This includes programs that emphasize empathy and accountability with a drive to discover alternatives to mandatory reporting, as one participant states, “It can be damaging to our relationships with families to immediately bring in an outside investigative agency.” Participants have also named ongoing education on which adults maintain confidentiality and who are obligated to report, with that in mind, having spaces where youth can disclose information without it being automatically reported can serve to foster a more open plane of communication and further the healing process for youth.

Finally, participants have acknowledged the challenges with existing intervention programs and the financial barriers, requiring participants to pay for services, which can disproportionately affect impoverished individuals. There’s a recognition that despite potential positive impacts, these programs need significant restructuring to be more effective and equitable.

Adults Who Work with Children and Families and Have Experienced Incarceration: Interview Round 2

Concept 1: When speaking to youth, we identified three key themes that emerged as underlying challenges that their parents/ caregivers faced. These challenges not only made it more difficult for these caregivers to care for their children but also exacerbated the likelihood of them using violence toward them. The themes were poverty, substance abuse, and mental health challenges.

Question 1; Poverty: *What supports/strategies do you think could alleviate the impact of poverty on Lane County children and families?*

After reviewing the answers from participants, three themes arose- increasing access to resources, preventative education, and early intervention.

Participants shared ideas for support and strategies primarily focused on increasing access to resources as well as preventative education and early intervention. In reference to the need to increase access to resources, participants emphasized the need to end poverty through increased social spending to prevent families from being forced to live paycheck to paycheck as well as through increasing collaboration between existing community resources to better meet the needs of youth and families quickly and efficiently. Interviewees also pointed to the need for both preventative education and earlier intervention with adults to both raise awareness and equip people with the tools and skills they need to best support youth and reduce the risk of youth experiencing violence at home. One participant shared, “I’m sure 90% of the parents that are violent towards their kids... regret their actions afterwards [and] that the majority of the time that parent is a non-violent parent,” highlighting the opportunity that exists to build support and skills for parents and caregivers.

“ I’m sure 90% of the parents that are violent towards their kids... regret their actions afterwards [and] that the majority of the time that parent is a nonviolent parent.”

Question 1; Mental health: Recognizing that there is a huge need for more mental health specialists, what else can we do to support parent’s/caregiver’s mental health to allow them to be able to better support youth?

Reviewing what participants shared, three themes arose- creation of more available services, increasing access to existing resources, and education and awareness about mental health.

Participants’ responses to this question centered on the need for the creation of more available services, increased access to existing services, and supportive education and awareness about mental health. Interviewees emphasized that there are ways to support parent and caregiver mental health outside of traditional mental health therapy services and recommended several strategies such as increasing awareness of available services and resources, a centralized contact service similar to 911 (such as 211) to be able to connect individuals with needed support as well as check-in services, parenting support groups/classes, respite services, education and awareness about coping skills, addressing the impact that poverty has on mental health, and strategies to reduce burden and stress on parents and caregivers. One participant shared, “Help create pathways ... to help make things a little bit easier, a little less stressful on people’s lives.”

Question 2; Mental health: What tools, or information, would be helpful for current mental health professionals to be able to provide ongoing support to parents and caregivers?

After summarizing responses from participants, three themes arose- addressing the mental health provider shortage, increasing awareness of community resources, and creation of mental health check-ins.

Participants’ answers to this question included addressing the mental health provider shortage, increased awareness of community resources and referral mechanisms, and creating mental health check-in/check-up services. Interviewees shared that increased funding for mental health could help address the high demand and long waitlists for services which would help parents and caregivers both by having services available to them and to their children/youth. One interviewee shared, “My child goes to therapy. But there’s such a high demand for therapists... that they can only get one with the school, with an intern, so they have to get a new one every six months. [There needs] to be more of a constant presence for them.” Participants also spoke to the need for mental health professionals to be aware of available community resources to be able to make appropriate services which are not always reliable or consistent across various providers or agencies.

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Question 1; Substance Abuse: What ideas do you have about what would help adults to shift the way they (we) think about adult substance use and its impact on youth?

In compiling participant's responses, two themes arose—the need to address stigma through education and awareness as well as meaningful support for parents and caregivers who use substances.

In response to this question, participants emphasized the need to address stigma through education and awareness and meaningful support and accountability measures for parents and caregivers who use substances. Interviewees emphasized that education and awareness could be done through sharing real stories about the impact of substance use on children and families in a way that isn't just statistics, but also sharing information about the importance of creating safe and nurturing environments for children and addressing how normalized substance abuse is among adults in our community. While participants' ideas about what support and/or accountability for parents and caregivers who use substances differed, all emphasized the importance of harm reduction and accessible support and recovery intervention/treatment options. One participant shared, "I know my substance abuse use impacted my children... it was a long time ago, but it's still always there and impacted them. So I feel like if [parents] see real stories of individuals instead of just hearing about it through statistics that they might take a different look."

“ I know my substance abuse use impacted my children... it was a long time ago, but it's still always there and impacted them.”

Question 2; Substance Abuse: How can we, as adults that work with youth and families, support people who are using substances to be able to better support youth?

From participants' answers, three themes arose—utilizing a person-first approach, differentiating substance use and abuse, and supporting harm reduction strategies.

In response to this question, participants emphasized the importance of utilizing a person-first approach, differentiating between substance use and abuse, and supporting harm reduction strategies as well as supportive tools and intervention rather than shame and isolation. One participant shared, "The harm reduction approach is having that skill to not need the user to be different than who they are... I think a provider should make sure that they're not shaming the person... I'm not reducing you for your choices, even if I disagree with them."

Question 3; Substance Abuse: Given that substance use is a stigmatized issue that requires comprehensive support to address, what ideas do you have for connecting parents and caregivers who experience substance use to accessible resources and/or information about its impact on youth?

In reviewing participant feedback, two themes arose in the discussion—increasing awareness of and options for recovery and addressing stigmas.

Interviewees shared many ideas in response to this question including increasing awareness of and options for recovery and addressing shame and stigma. Participants shared ideas for increasing awareness of recovery options including an online resource center that can connect adults with wraparound services; connecting services for substance use with other needed services such as mental health support; and creating a progressive education curriculum/system that begins with education, awareness, and information that then builds to promote changes in behavior and skill building.

Participants shared that in order to meaningfully address substance use among parents and caregivers, social shame and stigma has to be addressed. Some ideas about how to do this included building trust between care providers and people who use substances and developing and promoting peer support models. One participant shared, "As a recovering addict myself, even though I chose to get clean 16 years ago, it took a lot of using for many years to make the decision to actually want to or be able to stop... and a lot of people never get to that spot, unfortunately...usually it's jails, institutions or death, unfortunately, where it ends. I think having the right resources in the community is helpful... it's because I was given those resources that I had somewhere to go, that I was surrounded by other people making the same choice."

Concept 2: Another theme that emerged in both our conversations with adults and with youth is that mandatory reporting creates a barrier for youth seeking help from adults. Youth expressed uncertainty about what to share, that they do not know what to expect if they disclose their experience(s) to a mandatory reporter, and that they fear potential repercussions.

Question 1; Barriers to Reporting: What would be the ideal response to a mandatory report being made?

Participants' answers revealed three main themes including timely follow through in connecting youth and families with support, consistency in response, and follow-up with the person who made the report.

In outlining their ideal response to a mandatory report being made, participants' responses centered on several themes including timely follow through in connecting youth and families with support; consistency in the response and timeline; and appropriate, confidential basic follow-up communication with the person who made the report. Participants also shared that there needs to be more clarity with both mandatory reporters and youth about what needs to be reported and the infrastructure to connect youth to individuals who are not mandatory reporters, such as confidential advocates. One participant shared, "A lot of people don't report or want to report because the response is either so bad or nonexistent and maybe if there was trust that the system it would actually work and would actually do something to help; I think we would see a shift."

“ A lot of people don't report or want to report because the response is either so bad or nonexistent and maybe if there was trust that the system it would actually work and would actually do something to help; I think we would see a shift.”

Question 2; Barriers to Reporting: If we were to push for policy change around mandatory reporting, how would you reform the response to youth disclosing child maltreatment to better support youth safety and healing? This can be on a local, state, or national level.

Responses from participants centered on three main themes of consistency, accountability, and timely intervention.

Participants' responses to what should be reformed about the response to disclosing child maltreatment centered on consistency, accountability, and timely intervention. Interviewees shared that consistency is needed both in what is reported as well as in the response. One participant shared an idea to have a panel committee to review potential reports to ensure that things are not unnecessarily reported and the appropriate interventions and supports are put in place. In terms of accountability, participants had different ideas about what this should look like including the enforcement of existing laws protecting children from abuse, additional funding for intervention including mental health, substance abuse treatment, and general education and skill building.

Concept 3: Many participants have noted that our social response to child maltreatment may be overly reliant on punitive systems such as the criminal legal and carceral systems to "hold people accountable" for using violence. Data indicate that our current responses to violence do little, if anything, to meaningfully address or prevent it.

Question 1; Alternative Approaches: What ideas for alternatives, if any, to these systems do you think would be effective in both addressing and preventing maltreatment?

After summarizing responses from participants, two themes arose- having preventative measures rather than reactive and consistent in response to reports.

In response to this prompt, themes in the participants' responses included having more preventative rather than reactive measures and having a consistent, standardized response to reports. For preventative measures, interviewees emphasized that the judicial system should

work to prevent child maltreatment rather than just punish it after it already happens. Participants also recognized the central role of the education system, educators in both prevention and intervention, and the need to address the workload and pay of educators to ensure they are supported. One participant emphasized the need for more options and support for youth in the immediate aftermath of a disclosure rather than only filing a mandatory report and advocated for more consistency in having some form of a minimum standard response to reports of child maltreatment, for example where every report has a case “opened” with some form of follow-up and intervention. Another participant emphasized the need for more non-violent approaches with adults to provide more social emotional support and skill building.

Concept 4: Envision this: it is December 31st, 2040, and, relative to today’s date, child maltreatment has been reduced by 90% in Lane County.

Question 1; Visioning: Given this hypothetical, what is the most important thing that happened to achieve this significant reduction?

In compiling participant’s responses, four themes arose—accountability, addressing mental health and substance abuse, shifts in our culture, and education and skill building.

Participants’ responses to this prompt varied but touched on themes of accountability, addressing mental health and substance abuse, shifts in our culture, and education and skill building. One participant shared, “In Zen Buddhism, for example, what they say is, the path is the goal. So here, you have a goal to have this [child maltreatment] reduced by 90% by 2040. And it’s great to keep that goal, but if you keep the culture and the energy on the path, the goal doesn’t matter so much. Because you’re just doing the work. And, you know, it might turn out that you get there, it might turn out you don’t, but you’re doing the work.”

Question 2; Visioning: How do we create communities where each child feels safe, loved, and valued?

Participants emphasized the importance of addressing economic stress and basic needs of parents, youth, and families (better paying jobs, lower cost of living, etc.) as well as having resources and support for parents and caregivers.

Question 3; Visioning: What can Lane County adults do to support young people?

Reviewing what participants shared, three themes arose—adults being present in young people’s lives, mentorship programs, and adults taking care of themselves.

In response to this question, participants emphasized the importance of adults being present and engaged in young people/their children’s lives, mentorship programs, and adults—including parents and caregivers—taking care of themselves and their needs. One participant shared, “I think you can just listen and be present... it’s just being there... these young people care about having someone to tell them that they can be something and to tell them that they love them. I feel like that is something we [adults] take for granted.”

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Question 4; Visioning: How can our communities and systems best support parents, caregivers, and families in developing meaningful connections with young people?

Participants shared about the need for adults to be present and engaged in their relationships with young people as well as teachers, parents, and other adults having access to information and resources they need to best support youth.

All Adults Interview Round 3

Question 1; Engaging non-rural youth: What might be a way in which we can meet youth where they already are to have conversations about the prevention of child maltreatment, recognizing that schools are not always an option?

After composing responses from all the interview participants, three themes arose in the discussion—utilizing after school programs as a way to connect with youth, partnering with organizations that already work with youth, and establishing a safe space to be.

Participants suggested the use of after-school programs such as school sports, clubs, and youth-centered organizations to reach youth. One participant shared “Having those teachers that are in charge of a specific student group tend to be more inclined to want to receive outside assistance for the students they are working with.” Many participants also expressed that adults in these spaces would be more inclined to facilitate spaces where community preventionists could engage youth in conversations regarding the prevention of child maltreatment. On the same note, participants also suggested our engagement with youth to be gradual as to allow rapport to be built with youth during outreach efforts, as these conversations can be difficult to have.

Connection building was a major theme that arose from our conversations with participants. Many organizations were shared as suggestions to connect and partner with. Some of these organizations include youth resource centers, food banks, sports centers, and youth housing. Participants also suggested volunteering at community service events to form relationships with different organizations. One participant suggested facilitating conversations at local cultural events.

The final theme highlighted during the conversations involved ensuring the establishment of a safe and comfortable space for youth. Suggestions pointed towards existing spaces that youth may already find comfortable such as school or public libraries. Another participant suggested setting up an intentional space on school grounds to give youth a space to speak. Affinity spaces were also suggested for traditionally excluded students.

Question 1; Engaging rural youth: Recognizing the limited “neutral” spaces for youth to come together, what are some ways that we can make current community spaces, such as schools, libraries and churches, safer spaces to have youth gatherings for connection and support?

In reviewing participant feedback, three themes arose in the discussion—engaging supportive adults that will advocate for youth, identifying resources that cater specifically to youth, and recognizing that adults need to face their internal biases in order to create safer spaces.

Participants shared that providing support to youth is a vital factor for safer spaces. This includes ensuring adults take an active role in being supportive for youth and engaging community members to apply pressure to intuitions that serve youth such as school boards and other civic organizations to create and maintain safer spaces. This also includes finding parents willing to attend school and community board meetings to request this and identifying teachers willing to support and ensure classrooms are safe spaces. Participants made it apparent to bring about the change adults need to serve as allies to youth and demonstrate adults are working to serve youth rather than against them. One participant expressed, the largest contributing factor for a neutral space was the adult running the facility stating, “I think what makes the most difference is the person, it’s the person that’s running it, I think it has a huge impact on whether youth are going to feel safe or not.” The responsibility for creating an inclusive and welcoming environment lies with the staff members. Libraries and similar school programs were given as examples of this role and its impact on the space. Ensuring services that serve youth such as libraries are properly funded to better enable them to support their work.

“ I think what makes the most difference is the person, it’s the person that’s running it, I think it has a huge impact on whether youth are going to feel safe or not.”

Participants noted access to resources that catered to youth is essential to ensuring existing spaces garner connection and support. This was further elaborated by ensuring that there are spaces dedicated specifically for youth to spend their time. One participant argued for the changing of cultural norms to allow youth to spend their time in public spaces or businesses such as coffee shops or restaurants without being rushed. Youth require commercial spaces marketed towards youth such as arcades, cinemas, and sports facilities. The same participant expressed that if youth don't have a means for positive entertainment, youth will find their own entertainment for their expression whether that be positive or negative. This also extends to having spaces for youth that don't require money to be spent. A different participant explained "There's no place that you can go to without spending money and just exist in," which can make seeking entertainment as a youth exceedingly difficult.

“ There's no place that you can go to without spending money and just exist in.”

Finally, participants shared the importance of recognizing that neutrality in these spaces is not fully possible; especially if people are not ensuring that every child feels safe. With participants arguing in order to become more neutral, we must face our biases and not be neutral about things like racism or transphobia. We must demonstrate to youth we are centering them; asking youth about what they want and need in these spaces (i.e., gender-neutral bathrooms available, youth centered facilities, safe spaces, etc.) and using their input to implement change.

Question 2; Engaging rural youth: What are some ways in which we might be able to allow rural youth in Lane County to participate more authentically and have greater access to resources?

Participants identified two ways in which to allow rural youth in Lane County to participate more authentically and have greater access to resources- continued expansion of resources in rural areas and focus on bridging accessibility gaps that prevent rural youth from accessing resources in the first place.

When evaluating this question many participants shared the same sentiment of expanding resources and funding in rural areas that serve youth. The means to go about this varied from participants including leveraging access to smartphones, working with cell companies to reuse recycled phones, having an accessible computer lab, and using rideshares to bring kids into Eugene for technological usage. Participants argued for increasing public infrastructure and to develop public transportation to be more youth friendly. An example provided is bus schedules that account for usual school times.

Participants also emphasized the importance of organizations to bridge the gap with the lack of internet access in rural areas. Examples of solutions for this were schools providing hotspots for students during the school year or ensuring libraries have proper Wi-Fi access for students increasing access and reliability. Other options explored by participants were renting out technology such as computers or tablets as needed. Extend after school time so students don't have to immediately vacate school facilities. Finally, participants suggested building technological infrastructure such as a "Starlink" to provide a much more stable connection for youth in rural Oregon. Participants also acknowledged community collaboration is vital to make change like this happen. Collaboration with organizations such service providers, business, Lane County, and county wide organizations.

Question 1; Engaging Latine youth: What examples of events have you seen that successfully engage Latine families and youth in an authentic way?

When participants evaluated this question two major themes arose throughout many responses- cultural celebration and access to community infrastructure.

Participants suggested cultural celebrations are some of the best examples to successfully engage Latino families, this is done through cultural festivals, encouraging cultural pride and connection. An example provided was the rodeo or other Latine horse-riding groups, and specific programming for Latine youth. Participants emphasized the importance of engaging with cultural services at Eugene, but to get youth to attend, they need to be incentivized. This can be using multiple incentives to encourage the whole family engages (i.e., dinners/ food, activities, providing multiple incentives and reasons to be there, provide rides)

Participants have also suggested using spaces where there is already a large Latine presence. Examples included hosting community events in Salem where there is a larger Latine community compared to other rural areas. Another example was using churches where a large number of Spanish speaking families frequent. Participants also recommended engaging in family events where the Latine population congregates due to their strong familial orientation. Finally, participants suggested highlighting diverse cultures and celebrations in school curriculums. Other suggestions entailed Spanish speaking and bicultural facilitators, recognizing that there are connections made through shared language and shared experiences.

Question 2; Engaging Latine youth: What elements of this event allowed for active engagement and representation from participants who identify as Latine or speak Spanish at their native language?

Language accessibility, and cultural accessibility and safety were all broached as elements that allow for greater participation among youth who speak Spanish as their native language or identify as Latine.

Participants who evaluated this question stated accessibility as a major contributor to the success of the events with the argument it is important to have those who are hosting events to not only speak the language but also understand what it means to identify as Latine, to further the connection and interact in the community authentically. One participant argued "Having it in the language, with people that not only speak Spanish, but understand the nuances of being Latino understand the problems that may arise, the successes, the celebrations, all of those culturally specific things [make people more likely to engage]."

“ Having it in the language, with people that not only speak Spanish, but understand the nuances of being Latino understand the problems that may arise, the successes, the celebrations, all of those culturally specific things [make people more likely to engage].”

Participants also stated safety to be a major element to the success of these events. One participant stated, "It's feeling safe enough to have critical mass and have a large group of identifiably Latine people in one place speaking Spanish and not be harassed by other people, by white people in the community." One strategy suggested was incorporating white rural community members to engage with any potential protestors that attend these events to disrupt the event.

Question 3; Engaging Latine youth: What are the barriers that stand in the way of us bringing these aspects to Lane County?

In discussions around barriers that exist participants named three major factors– funding, community engagement and prioritization, and outside support.

Participants universally agreed on funding as a primary barrier. Rural communities lack the necessary funds and resources to bring about community events. Participants have also stated community engagement as an issue in planning events like this in rural areas. One participant shared "You need the people. We're all so tired from everything that we're already doing to find people to run this and show up to hold these events." "It is challenging to find people to show up and do it because it is a lot of time and a lot of work. Then it becomes the same people over and over and over again. No one wants to step up, to help." It takes a considerable time commitment to plan these events, and most people are not willing to make that commitment. The few that do are the same ones that are always relied on too heavily to organize and plan the events for local communities. Participants also shared that hosting Latine cultural events is not prioritized within many rural communities. This may lend itself to why some participants shared that many individuals in these rural communities do not feel safe, with one participant sharing "This is a hostile place for immigrant families. And there is a lot of hesitation visible in Eugene because of that hostility."

“ This is a hostile place for immigrant families. And there is a lot of hesitation visible in Eugene because of that hostility.”

The final barrier shared by participants was the lack of support from people outside the community. One participant shared “The pressure of holding an event for the community is on only members of that community itself... the community itself is the one that has to plan all these things, and does not really get much outside support.” This coupled with bilingual staff working harder than their English only speaking counterparts, but not compensated only exacerbates the issue. Participants have also expressed that most Latine spaces lack representation and a sense of welcoming for individuals not from Mexico. This means when events are hosted for the Latine community it is often only orientated towards the Mexican culture excluding the representation of other Latine representation in music, food, language etc. Participants also noted the specific use of “Latin” and the ties to Spanish colonization. This leaves Indigenous individuals that are non-Spanish speaking not represented and often oppressed within the nation-state of where their ancestral homelands are located.

Question 1; Engaging Black youth: What contextually specific adjustments might we make to create a safer space for Black youth to show up?

After composing responses from all the interview participants, three themes arose in the discussion– firstly addressing systemic racism, resource allocation and finally representation.

In order to create safer spaces for Black youth there needs to be acknowledgement of historical context and that many spaces are still not like safe spaces for Black youth including schools and other places due to historical segregation and systemic racism. When addressing the bias in this system one participant stated “Because of how the system is made, and [because] we’re operating in this system that is racist, that even though you yourself [as an adult] are not racist, operating within the system, that there may be biases that are unconscious [,but that students notice]. I think that is important to have that extra level of education.” Participants highlighted education on this matter was not only important for youth but for caretakers too. To demonstrate how unconscious biases, despite individual intentions, impact the experiences of Black youth.

Participants argued resource allocation and community engagement are key adjustments when evaluating the safety for Black Youth. This requires collaborating with programs that exist to serve Black youth. Collaborative efforts with these organizations ensure that resources are directed to address specific needs, ranging from educational opportunities to mental health support. Participants emphasized the importance of these collaborative efforts with community leaders and nonprofits. These partnerships are vital for supporting initiatives that promote inclusion and equity. By engaging directly with existing organizations working with Black youth, communities can leverage existing expertise and networks to create safer and more supportive environments.

The final adjustment participants highlighted in this conversation was the importance of representation and safety. Participants expressed Black youth feeling marginalized and unsafe in spaces like schools and commercial establishments. Lack of representation in decision-making processes and inadequate efforts to foster inclusivity contribute to these feelings of alienation. One participant shared “My [kid] is Black... and she has shared with her dad and I that she really doesn’t feel safe anywhere in Eugene; that there aren’t a lot of places that she does feel comfortable going. She doesn’t feel welcome in many spaces.” Ensuring Black youth feel represented and valued involves not only increasing visible representation but also creating spaces where their voices are heard and respected. This requires proactive measures such as transparent communication, ensuring anonymity, and providing reassurance about the confidentiality of shared information.

Question 2; Engaging Black youth: What are your ideas for how to increase engagement of Black youth in conversations about preventing child maltreatment?

Three major themes emerged in discussions about how to increase engagement of Black youth in conversations about preventing child maltreatment– representation of adults, transparency with youth about the why, and proper incentives.

During this conversation, participants highlighted the importance of having proper representation in this conversation. Participants articulated how important it was to have adults who understood the cultural context

when leading conversations regarding preventing child maltreatment. One participant shared “Even as someone who identifies as Latina, when I was younger, it was a white teacher telling me about these things... I would want to stop them like, okay, but you don’t understand... the cultural context of this.” The participant continued to elaborate on the importance of the cultural approach in these conversations requiring “individuals that come from the same community to have those conversations” and requiring cultural sensitivity.

Participants also shared maintaining a transparent and two-way relationship with Black youth is important to build an authentic and trusting relationship. This includes providing the right of choice in conversations, providing the significance of the study and why it would be helpful to participate, and follow-up after the conversation.

Finally, similar to the previous question regarding engagement with Latine youth incentives were a big part of the conversation with many of the same incentives included. (i.e., dinners/food, activities, providing multiple incentives and reasons to be there, providing rides, etc.).

Question 3; Engaging Black youth: Where are spaces that we might be able to meet with youth that they already frequent that are more specific to youth that share this identity?

From the responses, participants suggested common spaces for all youth as well as culturally specific clubs, events, and spaces.

Participants suggested common spaces for all youth such as schools, clubs, libraries, but also culturally specific clubs and Black Student Unions and cultural spaces/festivals such as Juneteenth and Black Cultural Festival. Furthermore, ensuring schools and other organizations have Black youth programming and events. Participants explained the difficulty with this question stems from “Having the lack of third spaces, it’s hard to find where youth are really congregating because there’s not a lot of spaces for them to go besides home.” This only exacerbates the issue because Black youth do not feel supported in their community pushed to feel isolated and neglected. A different participant explained on the same topic “Eugene is very racist. And until we kind of acknowledge that with that and deal with that, we are going to keep driving people out of this town.”

“ Eugene is very racist. And until we kind of acknowledge that with that and deal with that, we are going to keep driving people out of this town.”

Question 1; Engaging LGBTQIA+ youth: Recognizing that we have had a relatively successful time engaging LGBTQIA+ youth, how can we further connect LGBTQIA+ youth spaces of community that already exist within Lane County?

Interviewees emphasized three areas in which to focus attention– create a welcoming space for youth, find more ways to connect with groups and resources already working with LGBTQIA+ youth and utilize social media as a tool for connection.

One of the main points that came up in informational interviews is that adults need to create a welcoming space for youth. To do this requires validating youth identity and also centering youth. Participants also shared that it is important for resources and materials that are offered to youth to represent diverse identities. One interviewee noted “if I’m thinking about a school or a library, having books that reflect the identities of [youth], or having staff members, mentors, and models that identify the same way [is ideal].” Furthermore, participants often named having representation among staff as being one way to create a welcoming environment.

“ If I’m thinking about a school or a library, having books that reflect the identities of [youth], or having staff members, mentors, and models that identify the same way [is ideal].”

Another theme that emerged from the informational interviews was the importance of engaging resources that already exist. Participants referenced Gender and Sexualities Alliances (GSAs), school and community resources centers, community organizations that specialize in working with LGBTQIA+ youth and community events as ways to further connect with LGBTQIA+ youth.

Participants also mentioned social media as a tool to strengthen connections with youth. Instagram and Tik Tok in particular were named during the informational interviews as platforms on which youth engage.

Question 2; Engaging LGBTQIA+ youth: Specifically recognizing that rural youth who identify as LGBTQIA+ noted more barriers to resources and acceptance, how can we engage more rural youth in the resources that already exist?

Interviewees identified four major themes that could address some of the barriers that exist in accessing resources and acceptance- ensuring safer spaces, being intentional about messaging, providing access to concrete support and connecting youth to local and statewide events and organizations.

Participants noted that rural youth need to feel safe to connect with resources and feel accepted in their community. Part of this safety comes from a sense of compassion and empathy which therefore creates a sense of belonging. Participants also mentioned that youth do not always feel safe being out in their community which means that resources need to be available without outing an individual. One participant shared "In a small, rural community more people might know each other. Accessing resources, if it's kind of public, might not always feel safe. And so, think about ways for those resources to be available for youth in safe locations, potentially ways where they don't have to be out to be able to access those resources."

“ In a small, rural community more people might know each other. Accessing resources, if it's kind of public, might not always feel safe.”

Another theme that came up was the importance of organizations having inclusive online messaging and how this impacts if youth feel comfortable utilizing certain resources. Participants brought up that, unless a resource specifically notes that they serve LGBTQIA+ individuals, it is assumed that it is targeted for straight white individuals and is not expected to be a safe resource or organization. One participant described their

own experience by saying "Even for myself, when I look at websites I'll search for if they have a pride flag. Then I'm like, 'these are probably going to be really accepting.' It's kind of like a green flag (that) this is a place that is going to be safe and comfortable. Even when people have their pronouns listed, those are indicators. I think it's important for organizations to present themselves in a way that's intentional, to let people know that this is for whoever needs this resource."

Participants also noted the importance of providing concrete support to LGBTQIA+ youth so that they can access resources that already exist. One example of this was to provide transportation to youth who live in rural parts of Lane County so that they might be able to access services and build community within resources that already exist within non-rural parts of the county. This could also mean providing internet access to youth.

In terms of connecting youth with local and statewide organizations and events, participants named organizations that provide youth groups, mutual aid or rapid response services, resources and community celebration as resources in rural parts of Lane County and surrounding areas as resources for rural youth to leverage. PRIDE celebrations were also discussed as community building options for rural youth.

Question 1; Engaging Asian, Pacific Islander, and Desi American youth: What contextually specific adjustments might we make to create a safer space for Asian, Pacific Islander, or Desi American youth to show up?

After composing responses from all the interview participants, two themes arose- representation and cultural awareness.

Regarding representation of adults, participants agreed that it was important to have representation of Asian, Pacific Islander and/or Desi American staff and facilitators in discussions and events targeted at and for Asian, Pacific Islander and Desi American youth. They shared that by having adults that share the same identities of youth could help break down some of the barriers that exist for youth to access services. One participant shared that "Based on the demographics of the populations we serve [at my work], there's a very small population of clients that identify as Asian [relative

to] the number of Asian-identified, Pacific Islander, and Desi American populations in our community. And so I think it's a broader engagement and access to resource issue."

The other key theme that arose was the necessity of adults to be culturally aware and humble. One component of this is recognizing the history of people who identify as Asian, Pacific Islander and Desi American and how the culture of silence plays into it; suffering is often silent, especially if shame is involved. The other piece of this is recognizing the cultural differences of how racism is understood and discussed. Another participant recounted their own experience by stating "I would talk a lot about this with one of my university friends. Even though we're both part of marginalized groups, in my Latinx culture, we talk a lot about how racism affects us, whereas for my Japanese friend, in Japan and with her Chinese and Korean friends, they didn't really talk about racism much. She talked a lot about proximity to whiteness and wanting to step away from thinking that people can be racist towards them."

Question 2; Engaging Asian, Pacific Islander, and Desi American youth: What are your ideas for how to increase engagement of youth who identify as Asian, Pacific Islander, and Desi American in conversations about preventing child maltreatment?

After composing responses from all the interview participants, four major themes emerged- addressing cultural stigma, considering how messaging is interpreted by youth, engaging with community organizations and events, and meeting with youth where they are.

A major point that was brought up in these conversations was the need to address cultural stigma that exists around talking about child maltreatment. One participant shared their own experiences when they stated "having someone from the community approaching these topics to have that cultural context to be able to engage not only with the material that they're teaching, but also disrupting the cultural norms that we have accepted is important." This requires utilizing cultural humility and awareness.

Another theme that was discussed was how it is important to frame messaging to youth in a way that allows them to clearly understand their purpose; this may require messaging to be adjusted. Messaging also needs to be transparent so that youth clearly understand why their engagement matters and what will come from their engagement. Along these lines one interviewee expressed "I think I would have been more likely to be involved [conversations about themes like child maltreatment prevention] if it was presented as a way for me to help the community versus accessing support. This is more my own personal experience, but I think I would have felt like it's not my place to access resources." This framing may help youth see themselves as supporting the community at large rather than disclosing their own experiences.

“ I think I would have been more likely to be involved [conversations about themes like child maltreatment prevention] if it was presented as a way for me to help the community versus accessing support.”

The participants also named building relationships and engaging with location organizations and events as a way to connect with youth. Interviewees named cultural celebrations. They also recommended connecting with organizations that specifically work with folks who identify as Asian Pacific Islander and/or Desi American.

Lastly, the importance of connecting with youth in spaces that they already occupy was emphasized. Some examples of this include on social media, at schools or in outdoor spaces such as skateparks.

Question 3; Engaging Asian, Pacific Islander, and Desi American youth: Where are spaces that we might be able to meet with youth that they already frequent that are more specific to youth that share Asian Pacific Islander and/or Desi American identity?

Throughout the informational interviews participants named a number of intentional places where adults might be able to connect with youth that identify as Asian Pacific Islander and Desi American. Participants mentioned local grocery stores that sell products from Asia. They also mentioned local non profits that celebrate and share Asian and Asian American heritage through events and programming. Furthermore the group identified places like the mall as locations where youth may spend time.

Question 1; Engaging Indigenous youth: Recognizing the unique practices of each Oregon tribe, what contextually specific adjustments might we make to create a safer space for Indigenous or Native youth to show up?

Interviewees highlighted four key points- taking time to establish partnerships, ensuring representation among adults, accessibility to culturally specific resources and avoiding tokenization.

A major theme that was mentioned in response to this question was the importance of intentionally building trust while knowing that authentic partnerships take time. One participant confessed that “establishing relationships prior to engaging in these conversations is super important. Because that’s when it can seem a bit icky, if randomly this new organization pops and [is] wanting to pick my brain about something. So having further connections, maybe even working with a specific class and just having them know you and then later down the line being able to start engaging in these conversations.” Participants also noted that recognizing government to government relationships is fundamental to establishing true connections. “It’s thinking in generational terms, not so much ‘what can we do next week?’ Because [Indigenous and Native communities] have 10,000 years of memory on this land. And so just being patient and expecting this to be generational [is necessary] ” stated another interviewee.

“ It’s thinking in generational terms, not so much ‘what can we do next week?’ Because [Indigenous and Native communities] have 10,000 years of memory on this land. And so just being patient and expecting this to be generational [is necessary].”

Another clear theme was the importance of having staff that represent and share the identity of the youth that are being engaged. “I know and understand that a lot of what comes with our Indigenous friends is really trust. You need that Indigenous communal person guiding the space” shared one participant.

During these interviews people also talked about the importance of making culturally specific resources accessible. Some examples of these resources include smudging, different medicines and culturally specific food.

Lastly, participants highlighted how it is essential to avoid tokenizing youth’s identities if they are to be authentically engaged. Recognizing the common experiences across traditionally excluded youth, one participant shared that “Sometimes I felt like I was the one chosen to talk because I have a great GPA and I’m pretty okay when it comes to speaking, so I’m an acceptable version of a Latina that they would love to hear from. And I think for Native American youth as well, that’s something that is very evident that there’s a big separation for Indigenous youth and a bit of an additional erasure of identity.”

Question 2; Engaging Indigenous youth: What are your ideas for how to increase engagement of youth who identify as Indigenous or Native in conversations about preventing child maltreatment?

In reviewing informational interviews, three concepts emerged: encourage youth to participate in outreach efforts, develop relationships with respected community elders and explain to youth how they will impact the work.

The first theme that emerged from participant conversation was to encourage youth to participate in outreach efforts. One way to approach this, named by the interviewees, is to provide opportunities for youth to volunteer in some capacity. One participant echoed this sentiment by stating “Kids love to volunteer, they love to be part of something bigger. And when we volunteer for something, it kind of takes away the stigma of whatever our personal experience might be; feeling like you’re a volunteer, rather than a victim of bullying or a survivor of trauma.”

“ Kids love to volunteer, they love to be part of something bigger. And when we volunteer for something, it kind of takes away the stigma of whatever our personal experience might be; feeling like you’re a volunteer, rather than a victim of bullying or a survivor of trauma.”

Another point that came up in these interviews was the importance of developing relationships with respected elders. Participants noted that intentional relationship building with elders can impact the credibility and trust for Indigenous or Native youth to participate in discussions or programming.

The last common thread that was mentioned in these discussions was to be transparent and explain to youth why their participation matters and what will come of their participation. This will help establish trust and investment in the work ongoing.

Question 3; Engaging Indigenous youth: Where are spaces that we might be able to meet with youth that they already frequent that are more specific to youth that share Native or Indigenous identity?

During these discussions, participants emphasized the need for organizations and groups who want to build relationships with tribes to go to spaces where people already feel safe, rather than expecting tribal members or people who identify as Native or Indigenous to come to them. Some of the spaces highlighted by focus group participants included Wellness Centers, tribal community centers, and tribal headquarters. Native American Student Unions were also identified as a place to build relationships with Native or Indigenous youth. Furthermore, participants shared that culturally specific events such as powwows or intentional events held at local libraries may be key spaces as well.



Recommendations

After compiling the information from all of the focus groups, conversations were had with youth to create a final set of recommendations. This process was done intentionally and specifically rooted in the belief that authentic and genuine youth engagement is crucial in the prevention of child maltreatment. In collaboration with both youth from our Youth Advocacy Council (YAC) and youth from the Oregon Child Abuse Prevalence Study (OCAPS), the following is their recommendations. While we believe that centering youth voices is crucial and essential to our work, this section also includes a small portion from adults in our focus groups given time constraints to review all information from the focus groups. The ideas from adults were named numerously as possible recommendations.

Ways to Make Youth Feel More Valued: The following are suggestions from youth about how they believe they can feel more valued from individuals, within relationships, from their community, and from society.

At the individual level:

- Listen to what youth have to say and have real conversations with them.
- Advocate for youth when challenges arise.

At the relationship level:

- One way youth said that those close to them can help them feel value is by parents/caregivers listening to their children (and all children around them) and being open minded and non-judgmental.
- Be open to healthy communication and consider therapy or other outlets to develop healthy communication skills.
- Integrate more appreciation for youth for their opinions and perspectives.

At the community/organizational level:

- Have more educational events for parents/caregivers.
- Create pathways for the community to get input from youth on how things are run within a community.
- Create pathways for inclusive representation online and on social media through promoting healthy interactions and diverse perspectives.

At the societal/policy level:

- Create pathways for inclusive representation online and on social media through cultural shifts.
- Normalize parents/guardians attending parenting classes to educate how to support youth.
- Integrate more appreciation for youth on a cultural level.

Ways to Support Adults in Fostering Safety & Trust With Youth:

The following are ideas from youth about how they wish to be supported by adults in a way that fosters safety and trust.

At the individual level:

- Put aside their personal beliefs and opinions and to support their youth in what they think even if it's different from themselves.
- Allow for more confidential advocates to be available to talk to youth.
- Actually learn about youth by spending time with them instead of assuming or learning from social media.
- Assume the best in youth, not the worst.

At the relationship level:

- Respect their boundaries.
- Set examples of healthy relationships, healthy coping skills and emotion management skills.
- (For adults to) not victimize themselves and for them to be vulnerable and open about their real feelings.
- Show a willingness to learn.

At the community/organizational level:

- Have adequate representation in places like schools, organizations, etc. so that youth can see themselves in the work.

At the societal/policy level:

- Have the voting age be lowered so their opinions are heard.
- Allow youth to be involved in policy changes.

How to Break Down Barriers for Youth to Seek Help:

Included here are ideas from youth about how to break down barriers in order for youth to be able to seek help.

At the individual level (for adults):

- Seek out education about what supporting youth seeking help means and how to do so effectively.
- Support policies that reform current response to help seeking (systems like DHS) so that individuals can better engage in help seeking.

At the relationship level:

- Establish a sense of trust and respect between adults and youth.
- Build relationships that promotes equality between youth and adults.

At the community/organizational level:

- Create "abundantly available" spaces for youth to talk with trusted adults. (i.e. school counselors).
- Establish trust with their community.
- Create more access to community mentors/mentorship programs specifically for middle school aged youth.

At the societal/policy level:

- Develop more individualized responses to help seeking systems.
- Clarify current policies for mandatory reporting to increase transparency and reduce fear.
- Build in more support for youth when they access a help seeking system.
- Create ways for the system to check in about what youth want to have happen in the situation.
- Make available more resources, other than the police, that can support youth seeking help.

Impactful Solutions for Preventing Child Maltreatment in Lane County:

At the individual level:

- Seek out education on parenting (i.e. mindfulness, emotion regulation, coping skills for emotions, parenting classes).

At the relationship level:

- (For adults who spend time with youth to) invest in these relationships (i.e. build trust, non-judgmental stance, being understanding of youth, friendly, openness, checking in on their adultist beliefs).

At the community/organizational level:

- Increased prevention education (education topics like self-awareness, intergenerational trauma, etc.).
- Dedicated spaces for youth that are not connected directly to their schools.
- Have communities address transportation issues/ infrastructure so that youth in all areas can access their communities.
- Increase youth spaces (places like “the drop” everywhere).

At the societal/policy level:

- Increase available and accessible concrete supports.

Impactful Solutions for Supporting Youth in Lane County: Recommendations from Adults

- Develop culturally relevant partnerships (i.e. translation of materials, organizations collaborating)
- Increase programming that is tailored to what youth are voicing that they need as well as more resources for parents/caregivers.
- Build greater community collaboration between organizations and efforts.
- Construct better resource allocation and collaboration to aid in providing support for traditionally excluded youth to create spaces for them and get a better understanding of their needs.



Discussion

Challenges and Barriers to Data Collection

Our initial efforts to conduct youth group informational interviews with youth in Lane County, Oregon, encountered several significant challenges, resulting in gaps in data collection including virtual security issues, collection of demographic information, underrepresentation from specific affinity groups, recruitment challenges for facilitators, and environmental factors.

During our first round of Zoom group informational interviews, the sessions were infiltrated by scammers. This breach of security compromised the integrity of the data collected, and the safety of any Lane County youth therefore required CPAN to cancel sessions. As a result, the only usable data from this round came from our Black Youth Group Informational Interview. This incident highlighted the need for more robust security measures to ensure the safety and privacy of participants, which was implemented in the second round of informational interviews with youth.

In this first round of group informational interviews the team also noted an error in data collection, in that during the registration process youth were only able to select one

identity on the online platform. The error was identified after the first two in person informational interviews. This amplifies the gray area in the understanding of the demographics of youth who participated in these interviews.

Despite multiple attempts, we were unable to conduct affinity-based group informational interviews with Asian Pacific Islander and Desi American youth and Indigenous youth. These groups did not have any youth register or show up for the scheduled interviews. This lack of participation underscores a significant gap in the data, as the perspectives and experiences of Asian Pacific Islander and Desi American and Indigenous youth are not fully represented. Youth who hold these identities did choose to attend other informational interviews.

Additionally, efforts to recruit facilitators for the affinity-based group informational interviews faced considerable difficulties. While CPAN eventually connected with a facilitator for the Indigenous youth group, the team was unable to find a facilitator for the second Asian Pacific Islander and Desi American youth group. This shortage of facilitators impeded the team's ability to conduct these crucial interviews and further contributed to the lack of representation in the data.

Furthermore, the ice storm that occurred in January 2024 severely affected our second round of in person group informational interviews, particularly impacting turnout for our focus group held in Cottage Grove. The adverse weather conditions led to a significantly lower participation rate than anticipated, resulting in a gap in the data from this geographic area.

Finally, for the youth group informational interviews that were conducted in person, the sound quality of the recordings was muddled which led to some margin of error within the transcriptions. While the analysis team was able to interpret the majority of content from these interviews there is the risk that some messages were misinterpreted as a result.

As anticipated, within the informational interview with adults there was some attrition rate between informational interviews. Among the adults who work with youth and families, five did not participate in the final round of informational interviews. Of those who have experienced incarceration, one participant did not participate in the final round of interviews.

Strategies for Future Data Collection

To address these gaps and enhance the comprehensiveness of our data collection, CPAN recognizes the need for several strategic actions. Firstly, it is important to recognize that PEACE's goal is to ensure that CPAN captures a diverse range of youth perspectives in Lane County, particularly from traditionally excluded groups. Though this effort has captured a significant amount of youth perspective the team anticipates the ongoing need to continue to capture additional youth input to detokenize youth perspective, recognize the unique needs of youth depending on their community and identities, understand the changing climate of youth experiences, and to further establish trust among youth and community members over time. By continuing to invest in relationship building and youth voice CPAN anticipates more established trust among community members and youth over time. The team will prioritize investment in Lane County regions and historically excluded voices to make sure that recommendations and next steps have even further representation.

Acknowledgements

We would like to thank the many individuals, organizations and networks that have supported and continue to support this project including several schools, non-profit, tribal, youth serving and other organizations. Our team is so appreciative of these contributions and partnerships to shape the future of child maltreatment prevention in Lane County.

Appendices

Appendix A: Breakdown of informational interviews

	Group A: Youth ages 14-19 in Lane County	Group B: People who work with youth and families	Group C: People who work with youth and families and have experienced incarceration
September	0 participants	12 group informational interview participants	0 participants
October	32 group informational interview participants	4 individual informational interview participants	2 individual informational interview participants
November	1 individual informational interview participants 5 group informational interview participants	12 group informational interview participants	1 individual informational interview participants
December	0 participants	5 individual informational interview participants	0 participants
January	1 individual informational interview participants		3 individual informational interview participants
February	9 group informational interview participants 1 individual informational interview participants	0 participants	0 participants
March	3 group informational interview participants 1 individual informational interview participants	0 participants	0 participants
April	0 participants	10 group informational interview participants	1 group informational interview participants
May	9 group informational interview participants	3 individual informational interview participants	1 group informational interview participants
Total participants engaged: 116 contributions	62 youth participants	46 participants	8 participants

Appendix B: Adult Individual and Group Interview Demographic Breakdown

Identity ^[1]	Percent of participants who have that identity
Black	10%
Indigenous	14%
Person of Color	43%
Mixed Race	33%
Not heterosexual	29%
Not cisgender	14%
Practices a religion other than Christianity	29%
Part of a non-dominant ethnic group	33%
Has a disability	38%
Someone in their family identifies as an immigrant, refugee or asylum seeker.	19%
Veteran	5%
Eligible for TANF or SNAP benefits	19%
Live in a rural part of Lane County	14%
Impacted by incarceration	38%

[1] Some participants also shared that they have experienced or having someone in their family who experienced houselessness; experienced or have someone in their family who experienced neurodivergence, been impacted by the criminal justice/legal/policing systems, and/or have been impacted by the child welfare/family policing system. For consistency, we recognize these identities however do not include them in our overall report.

Appendix C: Youth Individual and Group Interview Demographic Breakdown

Identity ^[2]	Percent of participants who have that identity ^[3]
Black	18%
Indigenous	6%
Person of Color	21%
Mixed Race	24%
Not heterosexual	41%
Not cisgender	18%
Practices a religion other than Christianity	35%
Has a disability	12%
Someone in their family identifies as an immigrant, refugee or asylum seeker.	12%
Live in a rural part of Lane County	50%
Impacted by incarceration	18%

[2] Some participants also shared that they identify as Pacific Islander. For consistency, we recognize these identities however do not include them in our overall report.

[3]The demographic breakdown above is an estimate. We were able to receive demographic information from approximately 55% of the youth that participated in the focus group. The remaining participants either chose to not share this information or they were part of the initial barrier in gathering data.

Appendix D: Youth Informational Interview Questions

Question 1:	What makes you feel valued in a community?
Question 2:	What are the characteristics of an adult that you consider to be a safe or trusted adult?
Question 3:	When you think about your childhood, what do you wish adults had done differently?
Question 4:	What barriers do you think stand in the way of children and youth reaching out for help?
Question 5:	Why do you think child abuse is such a big problem/so common in your community?
Question 6:	What do you see as the most impactful solutions that could be done to prevent child maltreatment?
Question 7:	What are the best ways to get messages to youth?

Appendix E: Informational Interview Questions for Adults Who Work with Children and Families Round 1

Question 1:	Based on your experience working with youth, what has been the biggest barrier that you have seen or heard about that has prevented youth from reaching out to you or somebody else for help or for sharing their experiences of harm? What are some of those barriers?
Question 2:	In your role, what elements have made it easier for you to help youth feel safe and supported? What culturally specific or accessible services have allowed you to support youth better?
Question 3:	In the spirit of innovation, what strategies would you like to try to create to build connections to further support youth?
Question 4:	What does safety for every child look like?
Question 5:	What impact does mandatory reporting have on help-seeking for youth, for parents and caregivers, or for other adults?
Question 6:	In your roles, or in your role, what barriers have made it hard for you or others that you know, to support youth?
Question 7:	What strategies or approaches have you utilized that have effectively promoted youth voice and speaking out?
Question 8:	Based on your interactions with youth, what spaces or locations do youth not consider safe outside of some school settings?
Question 9:	How have you been able to create safe environments for youth to express themselves in the past? And if so, what have been key elements of those environments that have created this impact?

Appendix F: Informational Interview Questions for Adults Who Work with Children and Families Round 2

Concept 1: Based on conversations with adults and youth, we agree that we need more youth voices in building solutions to prevent child maltreatment. The adults we met shared that youth need to be invited to more spaces. The youth we interviewed felt that, despite being invited into various spaces, adults frequently do not listen to or value their input.

Question 1:	What are possible reasons for this disconnect?
Question 2:	What do adults need in order to listen authentically to youth, especially when it comes to decisions about preventing child maltreatment?

Concept 2: When speaking to youth, we identified three key themes that emerged as underlying challenges that their parents/caregivers faced. These challenges not only made it more difficult for these caregivers to care for their children but also exacerbated the likelihood of them using violence toward them. The themes were poverty, substance abuse, and mental health challenges.

Question 1:	Poverty: In Lane County what are the specific challenges that parents/caregivers in poverty deal with that may exacerbate the potential for them to use violence toward children?
Question 2:	Poverty: What supports do you think could alleviate these challenges that you named?

Question 1:	Mental Health: In Lane County what are the specific issues (or barriers) that parents/caregivers experiencing mental health challenges deal with that may exacerbate the potential for them to use violence toward children?
Question 2:	Mental Health: Recognizing that there is a huge need for more mental health specialists, what else can we do to support parent's/caregiver's mental health to allow them to be able to better support youth?
Question 3:	Mental Health: Recognizing the unmet demand for mental health professionals in Lane County, what tools, or information, would be helpful for current mental health professionals to be able to provide ongoing support to parents and caregivers?

Question 1:	Substance Abuse: Youth named adult substance abuse serves as a factor that contributes to violence around and toward youth. Youth also noted that substance abuse is often normalized among adults. They indicated that they feel safer with adult caretakers that are not using substances. What ideas do you have about what would help adults to shift the way they (we) think about adult substance use and its impact on youth?
Question 2:	Substance Abuse: How can we, as adults that work with youth and families, support people who are dealing with substance abuse behaviors to be able to better support youth?
Question 3:	Substance Abuse: Given that substance abuse is a stigmatized issue that requires comprehensive support to address, what ideas do you have for connecting parents and caregivers who experience substance abuse to accessible resources and/or information about its impact on youth?

Concept 3: Another theme that emerged in both our conversations with adults and youth is that mandatory reporting creates a barrier for youth seeking help. Youth expressed uncertainty about what to expect if they disclose their experience(s) to a mandatory reporter and feared potential repercussions.

Question 1:	Barriers to Reporting: Within the current system, what approaches have you utilized, or what strategies could you imagine utilizing, to create transparency with youth about their options after they have disclosed child maltreatment?
Question 2:	Barriers to Reporting: If we were to target an approach to train adults on transparency within mandatory reporting, which adults would you want to target? (With this we want to recognize that we have somewhat limited capacity so we want to target key adults to make sure we have the biggest impact.)
Question 3:	Barriers to Reporting: What do you assume will happen if you make a report to child protective services/ the police about child maltreatment?
Question 4:	Barriers to Reporting: What would you like to have happen after a report is made?
Question 5:	Barriers to Reporting: What do you think that the person filing the report should get to know after the report is made?
Question 6:	Barriers to Reporting: What should their responsibilities be in terms of ongoing support for the child(ren)? This could be while a report is being made or ongoing after the fact.
Question 7:	Barriers to Reporting: If we were to push for policy change around mandatory reporting, how would you reform the response to youth disclosing child maltreatment to better support youth safety and healing? This can be on a local, state or national level.

Appendix G: Informational Interview Questions for Adults Who Work with Children and Families and Have Experienced Incarceration Round 1

Question 1:	What do you see as the most significant barriers to youth, caregivers and families reaching out for help when they need it?
Question 2:	What can adults do to build authentic, meaningful connections and relationships with youth?
Question 3:	What are some of the key elements or components of safe environments for young people to access support, speak their truth and build trusting relationships?
Question 4:	What if any impact does mandatory reporting have on help seeking for youth? For adults? Do you see this as a barrier to preventing child abuse and neglect in Lane County? Why or why not?
Question 5:	Research indicates that shame, stigma, fear and social isolation may contribute to the reasons why a “culture of silence” exists around child abuse and neglect. Do you agree? If so, how do you see shame, stigma, fear or social isolation contributing to the “culture of silence” in your community? Is there anything else you would add to this list that contributes to the “culture of silence” that surrounds child abuse and neglect?
Question 6:	What do you see as some of the root causes of violence in Lane County? Why does violence happen in the first place and why does it keep happening?
Question 7:	What would be happening in Lane County if every child was safe, had access to support and was thriving?

Appendix H: Informational Interview Questions for Adults Who Work with Children and Families and Have Experienced Incarceration Round 2

Concept 1: When speaking to youth, we identified three key themes that emerged as underlying challenges that their parents/caregivers faced. These challenges not only made it more difficult for these caregivers to care for their children but also exacerbated the likelihood of them using violence toward them. The themes were poverty, substance abuse, and mental health challenges.

Question 1:	Poverty: What supports/strategies do you think could alleviate the impact of poverty on Lane County children and families?
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Question 1:	Mental Health: Recognizing that there is a huge need for more mental health specialists, what else can we do to support parent’s/caregiver’s mental health to allow them to be able to better support youth?
Question 2:	Mental Health: What tools, or information, would be helpful for current mental health professionals to be able to provide ongoing support to parents and caregivers?

Question 1:	Substance Abuse: What ideas do you have about what would help adults to shift the way they (we) think about adult substance use and its impact on youth?
Question 2:	Substance Abuse: How can we, as adults that work with youth and families, support people who are using substances to be able to better support youth?
Question 3:	Substance Abuse: Given that substance use is a stigmatized issue that requires comprehensive support to address, what ideas do you have for connecting parents and caregivers who experience substance use to accessible resources and/or information about its impact on youth?

Concept 2: Another theme that emerged in both our conversations with adults and with youth is that mandatory reporting creates a barrier for youth seeking help from adults. Youth expressed uncertainty about what to share and that they do not know what to expect if they disclose their experience(s) to a mandatory reporter and that they fear potential repercussions.

Question 1:	Barriers to Reporting: What would be the ideal response to a mandatory report being made?
Question 2:	Barriers to Reporting: If we were to push for policy change around mandatory reporting, how would you reform the response to youth disclosing child maltreatment to better support youth safety and healing? This can be on a local, state or national level.

Concept 3: Many participants have noted that our social response to child maltreatment may be overly reliant on punitive systems such as the criminal legal and carceral systems to “hold people accountable” for using violence. Data indicates that our current responses to violence do little if anything to meaningfully address or prevent it.

Question 1:	Alternative Approaches: What ideas for alternatives, if any, to these systems do you think would be effective in both addressing and preventing maltreatment?
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Concept 4: Envision this: It is December 31st, 2040, and, relative to today’s date, child maltreatment has been reduced by 90% in Lane County.

Question 1:	Visioning: Given this hypothetical, what is the most important thing that happened to achieve this significant reduction?
Question 2:	Visioning: How do we create communities where each child feels safe, loved and valued?
Question 3:	Visioning: What can Lane County adults do to support young people?
Question 4:	Visioning: How can our communities and systems best support parents, caregivers and families in developing meaningful connections with young people?

Appendix I: Informational Interview Questions for All Adult Participants Round 3

Question 1:	Engaging Non-Rural Youth: What might be a way in which we can meet youth where they already are to have conversations about the prevention of child maltreatment, recognizing that schools are not always an option?
Question 2:	Engaging Rural Youth: Recognizing the limited “neutral” spaces for youth to come together, what are some ways that we can make current community spaces, such as schools, libraries and churches, safer spaces to have youth gatherings for connection and support?
Question 3:	Engaging Rural Youth: What are some ways in which we might be able to allow rural youth in Lane County to participate more authentically and have greater access to resources?

Question 1:	Engaging Latine Youth: What examples of events have you seen that successfully engage Latine families and youth in an authentic way?
Question 2:	Engaging Latine Youth: What elements of this event allowed for active engagement and representation from participants who identify as Latine or speak Spanish at their native language?
Question 3:	Engaging Latine Youth: What are the barriers that stand in the way of us bringing these aspects to Lane County?

Question 1:	Engaging Black Youth: What contextually specific adjustments might we make to create a safer space for Black youth to show up?
Question 2:	Engaging Black Youth: What are your ideas for how to increase engagement of Black youth in conversations about preventing child maltreatment?
Question 3:	Engaging Black Youth: Where are spaces that we might be able to meet with youth that they already frequent that are more specific to youth that share this identity?

Question 1:	Engaging LGBTQIA+ Youth: Recognizing that we have had a relatively successful time engaging LGBTQIA+ youth, how can we further connect LGBTQIA+ youth spaces of community that already exist within Lane County?
Question 2:	Engaging LGBTQIA+ Youth: Specifically recognizing that rural youth who identify as LGBTQIA+ noted more barriers to resources and acceptance, how can we engage more rural youth in the resources that already exist?

Question 1:	Engaging Asian, Pacific Islander, and Desi American Youth: What contextually specific adjustments might we make to create a safer space for Asian, Pacific Islander, or Desi American youth to show up?
Question 2:	Engaging Asian, Pacific Islander, and Desi American Youth: What are your ideas for how to increase engagement of youth who identify as Asian, Pacific Islander, or Desi American in conversations about preventing child maltreatment?
Question 3:	Engaging Asian, Pacific Islander, and Desi American Youth: Where are spaces that we might be able to meet with youth that they already frequent that are more specific to youth that share this identity?

Question 1:	Engaging Indigenous Youth: Recognizing the unique practices of each Oregon tribe, what contextually specific adjustments might we make to create a safer space for Indigenous or Native youth to show up?
Question 2:	Engaging Indigenous Youth: What are your ideas for how to increase engagement of youth who identify as Indigenous or Native in conversations about preventing child maltreatment?
Question 3:	Engaging Indigenous Youth: Where are spaces that we might be able to meet with youth that they already frequent that are more specific to youth that share this identity?

Appendix J: Definitions

Throughout this report there are some discrepancies in the language used to talk about the prevention of violence. We want to recognize the language that our informational interview participants chose to use based on their knowledge and life experiences. Notwithstanding, we have streamlined CPAN's language within this report to include the definitions shared below.

Child Maltreatment: Child maltreatment involves the quality of care a child receives (may include failure to provide and abuse of a child). We utilize child maltreatment to refer to abuse, neglect and identity-based violence.

Confidential Advocate: Confidential advocates work to assist survivors in their journey towards healing and recovery. They do not make decisions for or on behalf of survivors or people who have experienced violence. Confidential advocates are not bound by the laws of mandatory reporting and are not legally required to report if a minor discloses child maltreatment.

Family: For us, we believe that family, for some, may include individuals who help raise children, support children, are important figures in one's life, and many other ways people are integral in one's life.

Historically Excluded Groups: This refers to groups of people and communities who have historically been excluded from their full rights, privileges, and opportunities in society or on a systemic level.

Identity-based Violence: Identity-based violence includes bullying, harassment, and violence due to being a member of a traditionally excluded group.

Mandatory Reporting: Mandatory reporting of child abuse is a legal requirement (ORS 419B.005-419B.050) that states that certain people, such as teachers, doctors, and social workers, must report any suspicion or evidence of child abuse to the appropriate authorities. This includes physical, sexual, emotional, or neglectful mistreatment of children.

Person who uses/used violence: We choose to use the language of a person who uses violence/who has used violence in lieu of language such as perpetrator and abuser. We've made this choice in order to utilize person first language and help combat the stigma and isolation surrounding people who use violence towards children that we know only contributes to the culture of silence surrounding child maltreatment.

Prevention: When we discuss prevention, we are referring to primary prevention which looks to address a problem before occurrence. Primary prevention is directed toward the broader community; without regard for the risk of certain individuals (Changing the conditions; norms change).

Survivor: We have chosen to use the term survivor to refer to people who have experienced child maltreatment within this report. Even so, we recognize that many individuals who have experienced child maltreatment may use other language to define themselves or their experiences.

Youth: While the term youth has many different definitions, for the purpose of this progress report we have decided to refer to individuals under the age of 21. We will ask youth specifically how they define this word in the coming months.



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