

**YOUTH POLICY**



PREPARED FOR:

Portland City Council

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With thanks to Don Clark, Multnomah County Executive, and the Multnomah County Commission: Earl Blumenauer; Dennis Buchanan; Gladys McCoy, Chair; Caroline Miller, and Gordon Shadburne, who contributed to the development of the policy.

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## INTRODUCTION

### PROLOGUE

A central mission of local government is to provide quality services in response to concerns of its general citizenry. The YOUTH POLICY was written to insure that the highest quality of services be provided to youth, and that increased opportunities be afforded to young people to assume responsible roles as productive citizens. It is hoped that adoption and implementation of the YOUTH POLICY will result in positive changes. Those changes will have far-reaching effects in our community.

The definition of youth as used throughout the policy is intended to comply in spirit with Chapter 3.100 of the City Code, which reads in part: "The City of Portland shall provide equal opportunity to all employees and applicants for employment, and assure that there shall be no discrimination against any person on the basis of race, color, religion, national origin, age, sex, or handicap, unless based on job-related standards." The definition of youth, which has been used in drafting the YOUTH POLICY reads: "youth: all people from birth to 21 years of age, with no distinction made on the basis of race, sex, religion, age, economic background, cultural background, or special intellectual, emotional, or physical needs."

At various points in the development of American society, special groups with unique needs have come to the attention of the government and of the general populace. Still other groups will come to the fore in the future. We seek to eliminate racism, wherever it exists, through education and cultural understanding. With the intent that no group of youth, now or in the future, be denied the benefits to be derived from the implementation of the YOUTH POLICY and with the intent that special needs be specifically addressed through the implementation of this policy, the YOUTH POLICY has been written for all youth.

### HISTORY

In 1979, the Portland City Council and the Multnomah County Board of Commissioners passed resolutions directing the Metropolitan Youth Commission to coordinate the development of a youth policy. The impetus for these resolutions had originally come from citizens and youth service providers. Recognizing this, the Metropolitan Youth Commission continued to involve interested citizens in the development of the policy. Throughout this process, in all levels of responsibility, youth were active participants. Their energy and insight were among the many valuable contributions to the policy.

and others had an 18.2% unemployment rate, while 49.9% of minority youth were unemployed. This does not include the discouraged would-be workers who are no longer looking for a job. Preliminary statistics for December, 1981, show an overall unemployment rate of 9.5%.

### Families

In 1980, Portland Police recorded 551 child abuse calls, which involved 680 victims. Nationally it is estimated that one victim in 5 is reported.

According to the Oregon State Health Service, Center for Health Statistics, in 1979 teenage pregnancy in Oregon resulted in 5,614 live births; 4,839 therapeutic abortions; and 43 fetal deaths.

Studies conducted by the Bureau of Planning and the Metropolitan Human Relations Commission indicate that in Portland between 60% and 80% of all multi-family rental units and between 25% and 35% of all single family rental units prohibit children.

National statistics indicate that in 1979, 45% of all women with children under the age of 6 were in the work force, putting an estimated 7.2 million preschool children in child care services.

### Health

According to the Oregon Office of Vital Statistics, suicide is the second highest cause of death among youth aged 15-24 in Oregon. The highest cause of death is accidents, although an unknown number of deaths that appear to be accidental may actually be suicides.

Of youth surveyed in the Governor's Commission on Youth 1980 Report on the Opinions and Experiences of Youth, 38.8% said they had considered committing suicide at one time or another.

One estimate of the number of youth in Multnomah County with "alcohol problems" puts the number at 2,574. (1979-80 Oregon State Plan for Alcohol Problems).

### Justice Services

Portland Police arrested 4,227 youth under 18 in 1980. Included in those were 6 who were arrested for murder or manslaughter; 26 for carrying weapons; 2,314 for larceny-theft, excluding car theft; 18 for forcible rape; and 781 for running away.

In 1980, 6,111 delinquency referrals were made to juvenile court. Of these, 1,444 were for shoplifting and other theft; 1,423 were runaways; and 751 were for burglary. These were the largest categories for referral.

Also in 1980, 1,309 dependency referrals were made to the court. These included 852 cases where parents failed to provide for children and 457 cases of emotional or physical cruelty.

## YOUTH RESPONSIBILITIES

We recognize that as youth we have rights and accompanying responsibilities. In keeping with this, we have identified the following ways we can accept these responsibilities and work toward achieving a society that provides the best possible environment for its citizens.

- To foster understanding and live cooperatively within a diverse society.
- To develop our personal beliefs and support them through positive action.
- To become involved in public service and community based activities.
- To speak out for ourselves and for other youth, and to become involved in the making of public decisions that will affect our lives.
- To enhance public perceptions about youth by emphasizing and giving visibility to all that is positive.
- To pursue our personal development by seeking positive learning opportunities in addition to those available through the schools.
- To positively influence our peers for the good of the community.
- To prepare ourselves for productive employment.
- To be knowledgeable about our rights under the law and to work to insure that they are upheld.
- To be knowledgeable about civil and criminal laws.
- To show respect for the principles of government and society that support the law, abiding by decisions rendered for breaking the law and working toward changing unjust or regressive laws.

## INTRODUCTION

### PROLOGUE

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During 1980 and 1981, nearly 150 volunteers contributed their energy, expertise, and thousands of hours. They researched and prepared information concerning the six major areas from which the policy was developed: education, employment, families, health, justice services and recreation.

This work was compiled and condensed by the Metropolitan Youth Commission Board and, in September, 1981, was presented to the community in a discussion draft.

A questionnaire was distributed with the draft in an effort to obtain still greater community involvement in the development of this document.

CURRENT ISSUES

General

In 1980, there were an estimated 562,640 people in Multnomah County. Of those, 150,000 (28.2%) were 21 or younger. These people live in widely differing neighborhoods with varying needs, making each neighborhood unique. The neighborhoods include urban and rural areas, high and low density populations, and reflect widely varying economic levels and ethnic groups.

There are 600 agencies within the City and County which provide a wide variety of services to youth and their families. The City has made a large investment toward meeting the needs of youth, including funding various programs and providing direct services to youth.

Education

According to 1980-81 Portland Public Schools statistics, 50,278 youth attended Portland Public Schools that year. Of those, 2,203 were suspended from school and 77 were expelled. Nearly all of those suspended and expelled were from among the 15,769 students enrolled in high school in '80-'81. In addition, each year 8 to 10% of the high school students become "early leavers", leaving the formal school system before they complete twelfth grade. Of that 8 to 10%, about half are considered drop-outs whose plans for their future are unknown to the school system.

In 1980-81, approximately 300 new refugees arrived in Portland each month. This has impacted Portland Public Schools where currently 3,345 Southeast Asian students are enrolled. For nearly all of these young people, English is a new second language.

Employment

Using November, 1981, State Employment Division statistic as a basis, Portland unemployment has been estimated. Overall adult unemployment in Portland is 7.5%. Unemployment of all those 16 to 19 years of age was 25.6%. White adults (including Hispanics) showed 7.5% unemployment; white youth (including Hispanics) showed 25.6%. At the same time, adult minorities (black, Asian,



and others had an 18.2% unemployment rate, while 49.9% of minority youth were unemployed. This does not include the discouraged would-be workers who are no longer looking for a job. Preliminary statistics for December, 1981, show an overall unemployment rate of 9.5%.

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Recreation

In the 1979-80 Fiscal Year, the Portland Parks Summer Playground Program logged 510,237 participant hours.

In 1980, the Portland Park System included 6,637 acres, including Forest Park. A park needs analysis in 1979 showed 16 park deficient areas in the City. Of these, 13 areas had mean and median incomes significantly lower than city averages and 12 were in population densities higher than the city average.

The east side of Portland has the most residents, most youth, most elderly and the most park deficient areas (14 of 16).

The foregoing information was selected to demonstrate a few of the facts which describe the climate for youth at the writing of the YOUTH POLICY. This information may provide background upon which to view the YOUTH POLICY.

YOUTH RESPONSE

The YOUTH POLICY clarifies government responsibility in regard to youth. Youth are not mere passive recipients of the benefits of such a policy. The Youth Advisory Council was asked to state the role of youth as they saw it. They, with the assistance of the Urban League Youth Advocacy and Leadership members, responded with the YOUTH RESPONSIBILITIES stated on the next page.

## YOUTH RESPONSIBILITIES

We recognize that as youth we have rights and accompanying responsibilities. In keeping with this, we have identified the following ways we can accept these responsibilities and work toward achieving a society that provides the best possible environment for its citizens.

- To foster understanding and live cooperatively within a diverse society.
- To develop our personal beliefs and support them through positive action.
- To become involved in public service and community based activities.
- To speak out for ourselves and for other youth, and to become involved in the making of public decisions that will affect our lives.
- To enhance public perceptions about youth by emphasizing and giving visibility to all that is positive.
- To pursue our personal development by seeking positive learning opportunities in addition to those available through the schools.
- To positively influence our peers for the good of the community.
- To prepare ourselves for productive employment.
- To be knowledgeable about our rights under the law and to work to insure that they are upheld.
- To be knowledgeable about civil and criminal laws.
- To show respect for the principles of government and society that support the law, abiding by decisions rendered for breaking the law and working toward changing unjust or regressive laws.

POLICY I

THE CITY SHALL ENCOURAGE ALL YOUTH TO BE PARTICIPATING, RESPONSIBLE MEMBERS OF THE COMMUNITY BY PROVIDING AND SUPPORTING OPPORTUNITIES FOR ALL YOUTH TO ACHIEVE THEIR POTENTIAL.

POLICY GOAL

This policy acknowledges the importance of healthful, productive youth in our community. This policy will allow youth to be responsible citizens. It will increase opportunities for youth participation in community decision making. It will allow expression of youth concerns and increase efficiency of use of public funds in behalf of youth. This policy will provide broadened education, employment and recreation opportunities for youth.

PROGRAM RECOMMENDATIONS

1. Increase youth participation in community decision-making:
  - a. require that all appointed boards, commissions, and citizen groups doing City business directly related to youth involve youth as fully participating members.
  - b. encourage other boards, commissions, and citizen groups doing City business to involve youth as fully participating members.
  - c. provide training about City committee structure and function for youth who will be participating on the boards, commissions, and citizen groups.
  - d. provide placement services for youth interested in working with decision-making bodies and support the efforts of youth in those positions.
  
2. Diversify and increase employment opportunities available to youth:
  - a. re-examine the staffing patterns of the City and those of contractors with the City to identify and make available to youth positions that may be appropriately filled by youth as employees, interns, or advisors.
  - b. work with business, industry, and community-based organizations to identify and set aside for youth a percentage of available jobs, perhaps through designating youth positions in first source hiring agreements.

3. Require review, by youth, of legislation which directly affects youth, prior to taking action on that legislation.
4. Increase opportunities for youth in cooperation with business, industry, schools and non-profit, community-based organizations including:
  - a. encourage establishment of business endeavors operated by youth.
  - b. support and expand apprenticeship training programs.
  - c. provide and support job counseling and training programs other than apprenticeships.
  - d. support and encourage the schools' efforts to provide and assess multi-ethnic education ESL/Bi-lingual education, and similar programs. (see Appendix A)
  - e. involve youth in identifying and solving problems within the community. (see Appendix B)
  - f. strongly advocate for work exchange options for youth receiving services but unable to pay for them in traditional ways.
5. Require planning and development of adequate facilities and recreation activities at the neighborhood level throughout the City. Local councils, which would involve youth and representatives for community schools, neighborhood associations and similar groups could be expected to give consideration to the recreation concerns of youth, their families, and special populations within the neighborhood.

POLICY II

THE CITY SHALL PROMOTE PRIMARY PREVENTION FOR ALL YOUTH AND THEIR FAMILIES, AND EARLY IDENTIFICATION OF AND ASSISTANCE FOR YOUTH AND THEIR FAMILIES WHO DEMONSTRATE SOCIAL, HEALTH OR LEARNING DIFFICULTIES.

POLICY GOAL

This policy acknowledges the responsibility of the community to support families and to care for youth. This policy will expand the emphasis of youth services from diversion to primary prevention. It will improve services for youth in difficulties. This policy will provide a receptive, responsible community environment for youth.

PROGRAM RECOMMENDATIONS

- 1. Increase primary prevention programs for youth and their families by:
  - a. promoting and helping develop educational programs for parents and other persons responsible for the care of preschool age youth to be more aware of issues such as child development, the importance of the child's formative years, nutrition, social adaptation, health and learning.
  - b. developing support systems for families by providing opportunities for friendship, education and counseling through Neighborhood Associations.
  - c. improving communication and understanding among youth and families of different backgrounds and cultures.
  - d. assessing and responding to the health needs of youth with particular attention to the areas of preventive health care: nutrition, mental health, and health education including alcohol, drugs, and sexuality.
  - e. providing tax incentives for owners of multi-family dwellings to rent to families with children.
  - f. increasing availability of quality, affordable child care facilities and services by:
    - 1. working with City employees to develop and maintain quality, affordable child care facilities and services.
    - 2. encourage the business community also to work with employees to provide quality, affordable child care facilities and services.

2. Continue secondary prevention efforts through early intervention with youth and families demonstrating difficulties by:
  - a. Decreasing the effect of child abuse through:
    1. increasing identification of abused children.
    2. increasing reporting of suspected abuse.
    3. funding the development and application of appropriate, effective intervention with abusive families.
    4. funding programs which endeavor to identify infants at risk of abuse and to intervene with assistance to parents prior to abuse. (see Appendix C)
  - b. Develop special opportunities for identified youths through Juvenile Crime Prevention sections of local police agencies:
    1. re-instate the peer tutor program in which one youth who needs success helps a younger one who has begun a pattern of failure.
    2. initiate a program which establishes opportunities for personal contact and on-the-job or avocational involvement between youth who have begun patterns of failure and successful adults who would serve as mentors for these youth.
3. Continue tertiary prevention efforts through careful follow-through with youth and families in serious difficulties by:
  - a. funding youth programs which provide for continuing, comprehensive, coordinated care from initial contact with the youth until problems are sufficiently solved and the youth no longer requires assistance.
  - b. providing more shelter care locations for youth in individual family homes when the youth cannot remain at home or in professionally staffed 24-hour, non-institutional care facilities for longer-term care.

## POLICY III

THE CITY SHALL EDUCATE AND FAMILIARIZE THE COMMUNITY CONCERNING THE USE OF SERVICES AND PROGRAMS WHICH ARE AVAILABLE TO YOUTH AND THEIR FAMILIES.

POLICY GOAL

This policy acknowledges the importance of providing information on and understanding of youth services. It will inform youth and their families of the services available to them. It will reduce ignorance and fear as barriers to seeking needed service. This policy will provide information for youth, their families, and youth service providers about youth rights and laws and regulations pertaining to youth services.

PROGRAM RECOMMENDATIONS

1. Establish and maintain an area-wide Youth Services Information Center to compile, maintain and distribute comprehensive information about resources for youth in Portland for youth, families, schools, youth service providers, and local government. Among the functions of the Youth Service Centers would be:
  - a. compile and maintain comprehensive information about youth programs, including: service description, phone number and location of services; income, age and area limits of population served; and accepted methods of payment.
  - b. establish and publicize a youth services information and referral phone line.
  - c. publish and distribute an annual Youth Programs and Services Directory.
  - d. publish and distribute resource sheets to increase use of programs, like employment and education, whose offerings vary throughout the year and services, such as health and police, which may generate misunderstanding or anxiety among youth.
  - e. maintain resource lists such as:
    1. youth service providers willing to participate as volunteers in a Youth Issues Speakers Bureau.
    2. professional trainers and consultants who would provide agencies and groups with technical assistance.
    3. youth who are interested in and have been trained to participate on boards, commissions and task forces.



4. boards, commissions and task forces from both the public and private sectors that are interested in receiving youth input.
  5. agencies that provide employment services.
  6. child care providers.
  7. recreation resources for youth.
  - f. publish a non-technical, up-to-date booklet explaining state laws and regulations pertaining to the delivery of services to youth. This booklet would be the successor to A Juvenile Rights Handbook: Youth Faces the Law. Publish a separate brochure, supplemental to this handbook which explains City Policies and regulations pertaining to youth.
  - g. develop, with City Attorney, a technical handbook on policies, laws, and guidelines on youth rights, informed consent, confidentiality, and other legal questions for service providers.
  - h. provide guidelines for selecting a child care service appropriate for the individual child.
2. Increase understanding between police and youth by:
- a. expanding training for police officers in areas of interpersonal communications, racial and ethnic differences, and the impact which age and social position have on individuals and the decisions they make.
  - b. increasing positive police-youth contact through initiating joint youth-police projects and assigning community relations officers regularly to area schools. (see Appendix D)
  - c. involving youth directly in paraprofessional police work such as neighborhood escort services.
  - d. providing information for young people and their families on what they may expect from police, what their rights are when responding to police, and how to get help from police.

POLICY IV

THE CITY SHALL COORDINATE YOUTH SERVICES FUNDED BY THE CITY, AND SHALL ENCOURAGE COOPERATION AMONG SCHOOLS, BUSINESSES AND OTHER AGENCIES WORKING WITH OR FOR YOUTH.

POLICY GOAL

This policy acknowledges that in order to provide the best services to youth, service providers must work together, and other parts of the community must work cooperatively. It will eliminate unnecessary duplication of services and will fill service gaps. It will initiate and maintain interagency communication. It will provide for sharing facilities, equipment and expertise. This policy will increase resources available to youth by involving community resources.

PROGRAM RECOMMENDATIONS

1. Encourage youth serving agencies to work together toward the common purpose of service to youth by:
  - a. developing plans addressing comprehensive services for youth by involving citizens, including youth.
  - b. assisting in establishing non-financial agreements between public and private organizations to share information which leads to coordinated service delivery, such as businesses sharing information about job openings with employment services.
  - c. developing economic incentives for cooperation between businesses and schools in sharing facilities, materials and personnel.
  - d. increasing coordination with the media, especially telecommunications systems.
  - e. establishing a mechanism whereby requests for funds are considered only if the agent demonstrates coordination with relevant agencies.
  - f. reviewing policies and procedures and facilitating change and communication as needed to assure coordination within the juvenile justice system including the police agencies, courts, Youth Service Centers, Children's Services Division, and schools.

2. Designate an educational coordinator to facilitate the collaboration of government, schools and the private sector in the educational process. Among the recommended duties of an education coordinator would be:
  - a. develop opportunities for youth to apply school learned skills in work or study settings outside the schools.
  - b. seek and support means of sharing materials, personnel and technical expertise among the schools and between the schools and the private sector.
  - c. encourage officials of government and professional organizations to participate actively in educational activities. This recommendation is parallel to item 6 on page 8 of the City School Policy which reads: "To place a high priority on City programs and services which supplement and support the services of the Portland Public Schools."
  - d. develop diversified career training opportunities for youth through active support of cooperative efforts of schools and businesses. (see Appendix E)
  - e. actively support facility sharing through recognition of and cooperation with the school district effort begun in July, 1981, and through review and recommendations made in the City Schools Policy, June, 1979, on pages 14-19. (see Appendix F)

POLICY V

THE CITY SHALL EVALUATE CITY FUNDED, YOUTH-RELATED AGENCIES, USING OBJECTIVE CRITERIA DEVELOPED BY THE CITY TO ASSESS THE AGENCY'S EFFECTIVENESS IN MEETING TARGETED NEEDS.

POLICY GOAL

This policy acknowledges the importance of generating useful information on needs of youth and of reviewing program performance to assure the best possible provision of services. This policy will provide criteria by which both programs can be assessed and improved.

PROGRAM RECOMMENDATIONS

1. Provide information outlining City policies regarding requirements to be used in funding decisions. This information might be added to Requests for Proposals and include demonstration of need, involvement of youth in program planning and evaluation process.
2. Require each youth services program funded by the City to develop a statement of need and measurable objectives, and request that such programs perform an internal agency evaluation of the success in meeting those objectives.
3. Financially support standardized data collection and analysis of youth services in Portland, for the purpose of developing information from which to plan and assess programs and practices. The list of agencies reflected in the information base will be kept current and may be cross-referred with the Youth Service Information Center.
4. Use consistent, objective guidelines in the evaluation of every program. Such guidelines should include:
  - a. youth should be involved in the planning, design, monitoring and evaluation of funded programs, and youth should receive education and training for these roles.
  - b. biennial assessment of the needs of youth should be carried out by a designated impartial agency which does not provide direct services.
  - c. publicized priorities should be developed by the City to assess and fund programs. The priorities should support the Youth Policy, be based on the needs assessment, and impact directly on youth in the City in ways which respond

to intense need of specific groups of youth or to needs of youth in general. Consideration should be given to programs which address needs not presently being met.

- d. programs should be given a maximum three-year funding commitment with annual adjustments in budgets based on interim evaluation and with termination provision at the end of the three-year term.
- e. specific program outcomes should be identified in advance by the provider and should be utilized by a third party for evaluation.
- f. existing programs would be expected to phase into compliance with these criteria over a three-year period.

GLOSSARY

For purposes of this document, the following definitions are used.

- Alcohol problem: this term is not defined in the 1979-80 Oregon State Plan for Alcohol Problems. Definition of an alcoholic, commonly accepted by alcohol treatment agents, is one who engages in frequent and/or heavy drinking and may have major problems in one or more of four major life areas: family, law, health and job or school.
- Child abuse: mistreatment of a child by another child or adult, usually one who is responsible for the care of the child, resulting in physical harm, neglect, or sexual abuse of the child.
- City: when shown capitalized, the City Council of Portland and all staff, services, agencies, bureaus, and programs of the City government.
- Cultural: pertaining to the totality of socially transmitted behavior patterns, arts, beliefs, institutions and all other products of human work and thought characteristic of a community or population.
- Direct service: assistance given to or work done for a client in the interest of the client; such as counseling, training, or provision of shelter.
- Education: the process of providing young people with the experiences and programs, in school and out of school, needed for personal growth, well-being, and successful participation in society.
- Employment: any legal tasks performed for pay or exchange of services.

**Family:** the primary person or persons who provide nurturance or have provided nurturance and/or who are biologically or legally related to the youth or youths in question.

**First source hiring agreement:** contractual specification that an identified group will be given opportunity to fill available jobs.

**Health:** a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

**Justice services:** as defined by functions, includes protection of children and prevention and treatment of delinquencies.

**Paraprofessional:** one who has training and responsibility similar to but less specialized than a professional (such as a physician, lawyer, educator, or psychiatrist) and who assists or in certain situations, substitutes for the professional.

**Policy:** an administrative position establishing present and future conduct with respect to a given set of issues and which is used for the framework for existing and subsequent action.

**Prevention:** the act of avoiding or worsening of problems.  
Primary: activities undertaken to prevent the occurrence of a problem.  
Secondary: activities undertaken to intervene after a problem can be detected but before it is symptomatic.  
Tertiary: activities which undertake to limit the progression of a problem, treat the existing problem, and work toward rehabilitation.

**Recreation:** any activity that is presented in an organized manner and chosen for exercise, pleasure or positive utilization of leisure time.

**Request for proposal (RFP):** means by which the City notifies potential contractors of services needed or desired, specifications for those services, and the amount of money which may be spent in provision of requested services.

...the process of...  
...the process of...  
...the process of...  
...the process of...  
...the process of...  
Service provider:

agency, program or individual who makes assistance available to individuals or selected groups of individuals; such as a psychologist or a job placement agency.

Youth:

all people within the City of Portland from birth to 21 years of age, with no distinction made on the basis of race, sex, religion, age, economic background, cultural background, or special intellectual, emotional or physical needs.

Youth participation:

involving youth in responsible, challenging activity that meets genuine needs, with opportunity for planning, and/or decision making affecting others, in an activity whose impact or consequences extend to others and also provides for critical reflection on the participatory activity and the opportunity for a group effect toward a common goal.



## APPENDICES

- A. All are operational definitions from Portland Public Schools.

MULTI-ETHNIC EDUCATION is the program designed to achieve awareness of ethnicity, both as an individual and a group member, how cultural differences have contributed to the growth of this nation and how they insure equality and protect the rights of all cultures is studied.

## ENGLISH AS A SECOND LANGUAGE

It is the goal of English as a Second Language (ESL) instruction to develop as quickly as possible and in a reasonable sequenced order, the skills of listening, speaking, reading, and writing English. The ESL teacher also provides a secure base for students new to the school, and shares information about their language and culture with school staff in order to increase their sensitivity to the special needs of limited English proficient students.

## BILINGUAL EDUCATION

Bilingual education in Portland Public Schools is designed to continue the conceptual development of Limited English Proficient (LEP) students while they are developing sufficient skills to participate in mainstream classes. This is accomplished by providing social studies, health, science, and/or math instruction in the students' native language. Bilingual education also provides cultural learning experiences for both LEP and mainstream students.

- B. This was done in 1981 when the Metropolitan Human Relations Commission requested and received assistance from the Youth Advisory Councils of the Urban League and the Metropolitan Youth Commission. Those two councils, working together, examined the difficulties which have developed between Indo-Chinese and American students, and made recommendations to help address these difficulties in area high schools.
- C. Tests are now available which help professionals identify newborn children who may be at risk of future abuse by their parents. These tests include:

Mother Infant Feeding Profile, Dr. Debra Dickey, University of Pittsburg.

Parent Behavior Progression, Dr. Rose Bromwich, California State University, and Dr. Arthur Parmelee, UCLA.

Adult/Adolescent Parenting Inventory, Dr. Steven Bavolek, University of Washington.

- DC-501
- D. The Community Juvenile Officers program of the Portland Police Bureau has begun increased contact with youth in the schools. Additional programs outside the schools could include the adopt-a-park concept. This would emphasize community responsibility rather than government responsibility in caring for parks. In this program, police personnel and neighborhood youth would work together to assess park needs, maintain equipment and facilities, and provide security for the park and its users.
  - E. An example of this cooperation is the Institute of Public Affairs Research (IPAR), begun in 1969 to provide a link between the business community and schools. Among the services IPAR offers is a speakers bureau which brings community resource persons into the classroom and takes students out into the business community on field trips.
  - F. The following goal and policies are taken from the City Schools Policy, June 1979, page 14. Additional information may be found on pages 15 through 19 of their document.

#### GOAL

Encourage the cooperative programming of City and School District land and facilities to allow for the best use by citizens of all ages.

#### POLICIES

1. To support the Community Schools Program and others which maximize the use of the school buildings to serve the needs of the community.
2. To provide and maintain City facilities for public use including the regular use by schools and school groups.
3. To establish with other public agencies reciprocal agreements for the maintenance and use of certain facilities.
4. To cooperate with School District #1 in the planning, acquisition, maintenance and disposal of certain facilities and properties with regard for correlating such investments with City and School District policies in housing, neighborhood revitalization, energy conservation, and school integration.
5. To continue rental policies of City facilities such as the Civic Auditorium and Civic Stadium to assure their fair treatment of schools and youth groups.
6. To coordinate City capital improvement projects with School District projects to provide both cost effectiveness and best service to neighborhoods involved.

7. To encourage the conversion of portions of existing schools for senior service centers or other City human service programs where space is identified by the district.

#### REFERENCES

City Schools Policy, Portland, Oregon, June, 1979.

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Metropolitan Youth Commission, A Juvenile Rights Handbook: Youth Faces the Law, Portland, Oregon, 1978.

White House Conference on Families, The Report: Listening to America's Families, Action for the 80's, October, 1980, Washington, D.C.

## ACKNOWLEDGEMENTS

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 Commissioner Charles Jordan  
 Duane Lemley  
 Bob Pallari  
 Ron Reilly  
 Commissioner Gordon Shadburne  
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 Andrea Spuck  
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Barbara Kaufman - Parkrose  
Jim Andeiton - Jesuit  
Gaynor Hills - Cleveland  
Archie Minnieweather - Benson  
Sandy Andiaian - David Douglas

Duane Fainham - Madison  
Katy Hull - Reynolds  
Andy Karabatsos - Parkrose  
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SPECIAL THANKS TO The Urban League's Youth Advocacy and Leadership Training Project members, and to the many students throughout Multnomah County who shared their concerns and opinions with us.

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Brett Tunstall		Benson High School



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Ben Brown	Yaun Child Care Center
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Elizabeth Hadley	Adv. Coun., OR Assoc. Child Care Workers
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Diane Linn	MYC Board
James Marquoit	Saxon and Marquoit
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Jeff Robinson	Central Catholic High School
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Nick Stanley	Jesuit High School, Sophomore
Carol Voeller	Citizen

152850

## ORDINANCE No. 152850

An Ordinance authorizing the adoption of a YOUTH POLICY for the City of Portland and declaring an emergency.

The City of Portland ordains:

Section 1. The Council finds:

1. That City Resolution #32579 directed the Metropolitan Youth Commission (MYC) to coordinate the development of a comprehensive City/County YOUTH POLICY, to be used as a guide for youth services in the Metropolitan area.
2. That the MYC and its subcommittees were remarkably diligent, volunteering over 4,500 hours to develop the Proposed Plan, the result of which is a unique model for planning for the responding to youth in this or any other municipality.
3. That there is presently no comprehensive policy in the City which addresses directly the needs of youth.
4. That the YOUTH POLICY has been written as an enduring guideline, with flexibility for addressing future issues as well as more immediate concerns.
5. That the YOUTH POLICY itself calls for no mandatory programs but that the Policy Document contains a number of program recommendations which might be carried out to assist in the implementation of the POLICY.
6. It is therefore appropriate that the YOUTH POLICY for the City of Portland be adopted as set forth in Exhibit "A."

NOW, THEREFORE, the Council directs:

1. That the policies and recommendations as set for in the YOUTH POLICY and attached hereto as Exhibit "A" be adopted by City Council.
2. The City, through the Metropolitan Youth Commission, begin the implementation of the YOUTH POLICY.
3. The City welcomes the participation of the County in the implementation of the YOUTH POLICY.

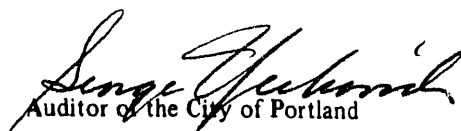
# ORDINANCE No.

Section 2. The Council declares that an emergency exists because delay in enactment of this Ordinance would prevent the Metropolitan Youth Commission, as a City agency, the necessary tools to work with, therefore this Ordinance shall be in force and effect from and after passage by the Council.

Passed by the Council, **FEB 18 1982**

Commissioner Strachan  
EEH:jb  
2/10/82

Attest:

  
Auditor of the City of Portland

Calendar No. 401

ORDINANCE No. 152850

Title

An Ordinance authorizing the adoption of a YOUTH POLICY for the City of Portland and declaring an emergency.

FEB 17 1982

CONTINUED TO FEB 18 1982

THE COMMISSIONERS VOTED AS FOLLOWS:		
	Yeas	Nays
JORDAN	1	
LINDBERG		1
SCHWAB	1	
STRACHAN	1	
IVANCIE	1	

FOUR-FIFTHS CALENDAR	
JORDAN	
LINDBERG	
SCHWAB	
STRACHAN	
IVANCIE	

INTRODUCED BY
COMMISSIONER STRACHAN

NOTED BY THE COMMISSIONER
Affairs
Finance and Administration
Safety
Utilities <i>In Strachan/jp</i>
Works

BUREAU APPROVAL
Bureau: Human Resources
Prepared By: <i>Erma E. Hepburn</i> Date: <i>2/10/82</i>
Budget Impact Review:
<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not required
Bureau Head: <i>Erma E. Hepburn</i>
Erma E. Hepburn

CALENDAR	
Consent	Regular <input checked="" type="checkbox"/>

NOTED BY
City Attorney
City Auditor
City Engineer

Filed FEB 11 1982

GEORGE YERKOVICH  
Auditor of the CITY OF PORTLAND

By *Gordon Crall*  
Deputy